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REPORT

ON THE DEVELOPMENT OF HIGHER EDUCATION SYSTEM, THE SOLUTIONS TO ENSURE QUALITY ASSURANCE AND IMPROVE OF EDUCATION QUALITY

After 23 years of renovation and 9 years of the implementation of Educational Development Strategy 2001 - 2010, higher education in Vietnam has been gradually improved in terms of size, types of institutions and forms of training; more social resources have been mobilized and a number of achievements have been made to provide labor force with high qualifications to the society and industry, meeting the demand of the socio-economic development, industrialization, modernization, ensuring national security and defense and international economic integration.

However, higher education is facing big challenges: State governance on universities, colleges were slow to change, does not facilitate or promote the improvement of training quality of the whole system, and does not encourage the creativity of teachers, education administrators and students. Poor quality of human resources is a concern for a long time for the entire economy.

I. THE DEVELOPMENT OF HIGHER EDUCATION SYSTEM

1. Achievements of higher education

1.1. Increasing the diversity of types of institutions and completing universities, colleges network planning

a) Number of schools: In 1987 there were 101 universities and colleges (63 universities, representing 62%, 38 colleges, representing 38%), by May 2009 there were 376 universities and colleges, increasing 3.7 times (150 universities, amounting 40%, and 2.4 times increase, and 226 colleges representing 60% or 6 times increase).

b) Types of school and ownership: In 1987 there were 101 public universities and colleges, there was no non-public institution; in 1997 there were 126 universities and colleges (1.2 times increase), including 15 non-public universities; By September 2009, there were 376 universities and colleges (3.7 times increase), in which 81 non-public universities and college, accounting for 21.5% (44 universities and 37 colleges).

c) Higher education network: Since 1998 (in 12 years) 33 universities have been established (2 public and 31 non-public); 54 colleges have been upgraded to universities (51 public universities and 3 non-public universities). All over the country, 35/63 provinces have new universities, in which 23 provinces have one more; 10 provinces have 2 -3 or more; in Ho Chi Minh City, separately, there are 18 more new universities and in Hanoi (expansion) there are 23 more new universities. The number of new universities in Hanoi and Ho Chi Minh City accounts for 43% of newly established or upgraded universities.

d) Post-graduate institutes: (including universities and research institutes): By September 2009, there were 159 post-graduate institutes (71 research institutions, accounting for 44.7% and 88 universities, accounting for 55.3%), in which 121 institutes offering PhD degree and 100 institutes offering master degree (4 non-public universities are allowed to offer master degree).

Comments on the development of higher education network

- Education socialization is promoted and more resources are mobilized to contribute to education development.

- Higher education system is properly developed as planning and distributed reasonably all over the country. Currently, 40/63 provinces, central cities have universities (63%) and 60/63 provinces and cities have colleges (95%) and 62/63 provinces and cities have at least one college or university (98%, except DakNong province).

- The number of universities and colleges in the mountainous and disadvantaged socio - economic areas has increased, such as the North West areas (1 university, 8 colleges), Highland (3 universities, 10 colleges); the Mekong Delta (11 universities and 27 colleges), creating more opportunities to higher education for people, especially in rural, remote, mountainous and ethnic minorities living areas.

- Public universities and colleges have been the key provider of human resources with qualification (total number of students at higher education in 2008-2009 was 1,719,499 students, at public institutions is 1,501,310 million, 87.3%). Total number of universities, public colleges is 295, accounting for 78% of universities, colleges nationwide.

- The number of non-public higher education institutions increased sharply, in 1997 there were 15 non-public universities, but by May 2009 there were 81 institutions (44 universities and 37 colleges non-public), an increase of

5,8 times. At non-public universities and colleges in 2008 - 2009 there were 218,189 students, accounting for 12.7% of all higher education students

- The post-graduate institutions national wide have provided important labor force with skills and qualification to teaching and scientific research, socio-economic and industrial development, strengthening the national security and stability. The majority of PhDs and masters trained domestically become lecturers, researchers at higher education institutions or research institutes. The remaining graduates are the civil servant of State administration, ministries, sectors and localities.

However, in establishing the institutions, the implementation of the planned network of universities and colleges according to Decision No. 121 approved by Prime Minister also revealed the limitations are:

- About 20% of newly established or upgraded universities and colleges (12 schools) since 2005 have not fully implemented the commitments as stated in the Feasibility Project document and the program description. The set up an institution is not well-prepared in term of four key factors: land for the institution; permanent and contractual lecturers and staff; capital and other conditions for quality assurance (curriculum, libraries, course books, equipments and labs).

- There have not been official regulations on the on-site inspection of the conditions to ensure quality of the program before recruiting students (only document based). Punishment to those who does not comply with the commitments as described in the program description and admission is not strong enough. There have not been official regulations to request the institution to develop graduation standards (standard output), thus the criteria for evaluation of the quality is limited. Quality management system in higher education has just established recently (Department of Testing and Educational Quality Evaluation was established in 2004).

- Universities and colleges are still concentrated mainly in five big cities under the Central Government. In the five cities, there are 102/150

universities, accounting for 68% nationwide, and 184/276 universities and colleges, accounting for 49%. For the colleges only, there are 82/226, accounting for 36%.

1.2. Expansion of colleges, universities, master, doctorate training degrees

a) Regarding the target enrollment of university and college: in 1987 a new recruitment of students is 34,110, in 1997 was 123,969 (up 3.6 times compared with 1987), as of 2009 it was 503,618 (up 4 times higher than in 1997 and increased 14.7 times compared with 1987);

Social equality has been done better. A number of preferential children in the mountainous, remote and ethnic minorities groups are attracted to enter more and more universities and colleges (average in the 5 years of 2004-2008, there was 26.29% of candidates who passed entrance exam to universities or college have permanent residence in the high mountainous areas with disadvantaged economic conditions, the number of candidates who are minorities reached 4.71 %, the number of candidates from rural areas and mountainous areas is 64.5% and the number of female candidates was 51.6% compared with the total candidates selected in the university entrance exam).

b) On the scale of training at colleges, universities: in 1987 the total number of 133,136 students in 1997 was 715,231 (up 5.4 times), in 2009 it was 1719,499 (up 2.4 times over 1997 and nearly 13 times compared with 1987); Training scope of universities and colleges increased gradually over the years, the percentage of students out of ten thousand people also increased in 1997, it was 80 students out of 1 ten thousand people, in 2006, it was 166.5 students out of 1 ten thousand people, in 2009, it was 195 students out of 1 ten thousand people, by 2010, it could reach 200 students out of 1 ten thousand people in line with Resolution No. 14 and Decision No. 121 approved by Prime Minister.

In comparison with other countries, the rate of students out of 1 ten thousand people of Vietnam is still low: in 2005, Thailand has a population of 374

students out of 1 ten thousand; Chile has 407 students out of 1 ten thousand people, Japan has 316 students of 1 ten thousand people, France has 359 students out of 1 ten thousand people, UK has 380 students out of 1 ten thousand people, Australia has 504 students out of 1 ten thousand people, the U.S. has 576 students out of 1 ten thousand people and Korea has 674 students out of 1 ten thousand people.

c) Number of graduates: in 1987 there were 19,900 graduates, in 1997 there was 73,736 (up 3.7 times compared with 1987) and in 2009 there were 222,665 graduates (up 11 times compared with 1987) students graduated from universities and colleges gradually meet the needs of manpower for socio - economic development of the country;

d) Scope of post-graduate institutes: From 2000 to now, post-graduate institutes have provided training for average 650 national doctorates per year. In 2008, post-graduate institutes have recruited 1,805 doctoral students and 22,885 master students. In 2009, the post-graduate institutes over the country registered 2,504 target doctorates and 30,638 target masters. Compared with the target overseas training needs, in 2009, the number of national doctoral students was 3.57 higher, master students were 15.3 higher. The number indicates the very important role of national post-graduate studies in demanding the high qualified manpower to the country.

The development of higher education scale in recent years has better met the learning needs of the people and human resources for socio - economic development. However, the limitation lasted for a very long time, from 1975 to 2004, the Government let loose quality management in higher education, thereby leading the increase the scale of universities and colleges in many cases and the risk of declining quality as well.

1.3. Qualification structures, training industries change towards the suitable trends and better diversity of training methods

a) Structure of the level of training: university degree decreased from 79.4% (1997) to 72.3% (2009); colleges degree increased from 20.6% (1997) to 27.7% (2009);

b) Training industries: The rate of technical training sectors - technology, agriculture - forestry - fisheries, medicine and pharmacy, culture - art, fitness, sports increased; training human resources in the fields of information technology, biology, new materials are given priority;

c) Training method: According to regulations of Law on Education in 1998 and 2005, the methods of colleges and universities are diversified, including regular official training and continuing education / non-official training (in-service training, distance learning and self-study with instructions). The total number of regular training is nearly 900,000 students (of which about 220,000 distance learning students), accounting for approximately 50% of the total students in universities and colleges.

Along with regular official training, non-official training in universities and colleges in recent years has made remarkable contribution in providing available human resources to socio- economic development, ensuring security and defense in the remote and rural areas, the disadvantaged economic areas, the ethnic minorities; and has mobilized the resources of society for the development of education as well.

With sources funded by learners, colleges, universities have more funds for reallocation in order to improve facilities, equipments, teaching and learning materials and improving lives. It created more chances to exploit the capabilities and intelligence of the teachers in the training service of human resources.

1.4. Quality of higher education initially controlled and gradually improved

a) Functional authorities who are responsible for quality management in higher education were established from the central to the schools. Before 2004, the Ministry of Education and Training has no authorities

responsible for quality management education because there was no policy for universities, colleges to publish the standard output, the university did not report the quality of education officially, and thus Ministry of Education and Training has no capacity to assess the quality of the whole system of higher education properly. In 2004, Ministry of Education and Training established Department of Testing and Educational Quality Evaluation and its functions to support for universities, colleges, established specialized units which are responsible for quality assurance in university and colleges. On that basis, up to now there have been 114 universities and colleges conducted quality self-assessment, accounting for more than 70% of universities nationwide.

b) The social supervision of training quality and motivation to improve the quality of training

Ministry of Education and Training has issued the Regulation on 3 popularizations in every educational institutes since May 2009 (publicly committed to quality training and quality practice of institutes; public resources for training (teachers, curriculum, training programs, facilities, ...) and public finance performance). Contents of the three popularizations must be published in the website of each school, faculty, library where are easily accessible to everyone. **Accordingly, from the academic year 2009 - 2010, universities and colleges which do not make three popularizations under the guidance of the Ministry of Education and Training in January 2010 to January will not be allowed to recruit from the school year 2010 to 2011.** Since 2007, the Ministry of Education and Training has requested the institutions identified target enrollment must base on the quality of teachers, the percentage of on-learning students in the lecture, specialized equipments, laboratories for each student, ... thereby creating a binding relation between the student numbers and quality of training.

In order to create motivation of educational training improvement, since 2007, the Ministry of Education and Training has implemented the policy "Social need based training". Accordingly, schools should develop and publish standard output of each training industry and assessment of the

conformity of standards against which the need to use human resources for target enterprises, the State, the employer. Currently, there are about 10 universities and colleges which are announcing their standard output (accounting for 2.7% of universities and colleges). Ministry of Education and Training in collaboration with ministries, other sectors, enterprises, universities and colleges held 13 National Seminars on social training needs, through which more than 600 contracts, training agreements between employers and businesses, agencies and employers and universities and colleges have been signed with more than 10,000 employees, are trained in order. Value of equipments and training programs that has supported by enterprises via schools is about \$ 10 million.

c) To standardize and improve the input quality of higher education:

- Standardize the quality of enrolled students: Carry out strict university entrance exams at the same time in the country and use a common test for all universities and colleges (by volume test) and use the common exam results to consider for entrance assessment for many different universities and colleges. The floor points which are used to carry out selections generated by the Ministry of University Education and Training in accordance with each test area, ranging from 13 to 15 points out of 30 points, three test subjects.

- Standardize university teachers: The Ministry of Education and Training has identified the maximum rate of students per teacher of different training industry (Engineering - Technology: 20 students/1 teacher; Economics - Business Administration: 25 students/1 teacher, Arts, Sports and Physical Training: 15 students/1 teacher; etc). The government also has Resolution No. 14/2005/NQ-CP on February 11, 2005 on renewal of comprehensive higher education of Vietnam in the period of 2006-2020, which determine the rate, required achievement of the doctoral lectures by stage; the goal is by 2020 to achieve at least 35% of teachers have doctoral degree. Ministry of Education and Training has implemented oversea doctorate and masters training programs for teachers of universities and colleges with increasing scale. Assessment and approval of Professor, Associate Professor Titles

have been conducted continuously from 2000 to present with improved procedure and content. The number of university teachers, colleges has increased from 20,112 in 1997 to 61,190 in 2009 (3 times higher), some teachers have a doctoral degree increased from 2,041 to 6217 (3 times), the teachers have a master's degrees increased from 3,802 to the 24,831 (6 times increase), the number of professors, associate professors increased from 526 to 2,286 people (4.5 times higher).

- Standardize the leaderships of universities and colleges: From 2007 to now in-service training classes of fostering management of universities and colleges have been held, with the participation of oversea experienced experts, organized fielding trips to overseas universities for 252 Rectors, Vice Rectors of the university and colleges; in-service training classes are preparing for 300 Rectors in 2009, Vice Rectors of the university and colleges.

- Standardize training curriculum: In the context of the majority of teachers are not doctoral degrees and the schools are very different in quality teaching staff, making the curriculum framework for training industry is necessary. Whereby 50-60% of the content is defined in the framework curriculum, the rest is the choice and use of school development. So far, the Ministry of Education and Training issued 207 frameworks curricular at university and college levels.

- Modernization of the training curriculum and training conditions in collaboration with other prestigious overseas universities: It was approved by the Prime Minister, Ministry of Education and Training collaborated with the universities to implement 23 advanced training curriculum in 17 universities in key selected scientific technology industries, training curricular are selected by the school's partners, teaching in English and evaluated by the standard of the school's partners. Currently 12 curricular are developing.

- Improvement of the curriculum quality: to overcome the lack of a qualified curriculum for the sector, Ministry of Education and Training directed and coordinated with 24 universities to apply more than 1,000 curricular posted on the website of the MoET. At present there are more than 10 million visitors to surf on the website.

- Renewal of teaching methods, increasing application of information technology: the Ministry of Education and Training directed the renovation of teaching methods, encouraging self-study instructions, learning through discussion and teamwork, teachers use the projection equipment and computers to teach.

- Renovate the financial management of higher education: National Assembly has issued Resolution No. 35 oriented content on a number of financial renovations of education, including increasing fees for higher education and implement mechanisms in which society monitors investment in education. The Prime Minister has regulated program for poor students and help them access to loan to study in universities, colleges, vocational centers (up to now there are 1.4 million students of vocational centers who are received the grant, accounting for 50% of students). In addition, government is also implementing the dormitories construction program for 60% of students in Vietnam, creating an enormous opportunity to create and promote the strengths of Vietnamese people who have been trained in the speculation sustainable development and integration of the country.

- The system of normative law on higher education continue to be perfect: Many legal documents on higher education has been issued, as the legal basis for school organizations to carry out implementation plan and inspection, monitoring the management bodies at all levels, namely: Regulations of enrollment; Regulations of academic training; Regulations of combined training programs; regulations on PhD, masters training degrees; publicity in education; working regime of the teachers; rules of colleges; establishment, operations suspension, merging, splitting, separation,

dissolution of the university; organization and operation of private universities, etc.

System of legal documents for accreditation such as standards of quality control, procedures with the guidelines is developed as basics for implementing accreditation of higher educational institutes and training curriculum.

However, compared with the requirements of Education Law implementation in 2005 and needs of educational quality management and the promulgation of legal documents is still slow and not synchronous.

The activities listed above directed by the Ministry of Education and Training have made positive and important role in the implementation of improving the quality of higher education and the quality of higher education is initially controlled.

However, educational quality management reveals the weakest stage today, and still faces many difficulties. Until 2007, the Ministry of Education and Training has no guidelines that universities and colleges have announced professional output standard on capacities of graduates at college (requiring what knowledge, what skills, how to behave, what position they would have in society?), thus the schools have no announcement of standards of the school graduates themselves. Therefore, there are no sufficient bases to evaluate the quality of education objectively and comprehensively.

The inputs of actual quality training insurance have not been thoroughly controlled. In 1987, a university lecturer or college on average is in charge of 6.6 students, in 2009 a teacher to universities, colleges on average controls 28 students. After 22 years, the number of students increased 13 times, the number of universities and colleges increased 3.7 times, but the teachers increased only 3 times. In 1987, there was 10.09% Ph.D. teachers, in 2009 it was 10.16%. So far, the Ministry of Education and Training has also issued regulations on the curriculum of universities and colleges. Until 2004, the Ministry of Education and Training has no agency responsible for

quality management (Department of Testing and Educational Quality Evaluation established in 2004), every year, the Ministry of Education and Training does not assess basically the quality of higher education.

In general, quality of education is low and has no changes on a large scale.

It fails to create the same direction on the benefits or pays enough attention to the quality of education between the learners and the teachers, the investors in education, employers and society. In fact, nearly 30 years Vietnam has not really been able to manage the quality of higher education because there are no standard output of universities and colleges (standard capacity of graduates) and we are not capable of keeping the standard of inputs (teachers, course books, curricula, facilities); no authorities responsible for quality control; no annual assessment and the actual annual report on quality training schools and higher education system.

1.5. International cooperation

a) In recent years, we have negotiated signed agreements to certify equivalent qualifications between Vietnam and 10 countries around the world;

b) Renewal and negotiate new agreements on education cooperation with foreign countries; the second in 2008 and 2009, Vietnam has signed 31 international treaties and international agreements in cooperation in the field of education and training with the governmental level and ministerial-level (excluding school level);

c) For nearly 10 years, from October 2009 to April 2000 the Ministry of Education and Training has appointed 7,039 students go to school abroad by the State budget and the Agreement (including doctoral scholarships are 2,029 people, masters' degrees of 1,598 people, 626 trainees and 2,786 university students) an average we select 700 students to school abroad every year. In the academic year 2008 – 2009, over 1,000 people were sent

abroad to study, in which over 700 learners of PhD, Masters, trainees funded by the state budget, excluded other sources.

In October 2009 alone, 900 people were sent to study abroad, including 585 persons (330 Dr, 184 masters and 71 trainees).

d) There are over 30 universities have programs for international cooperation, good performance, has reached an agreement to recognize that combined programs with foreign universities, whereby abroad universities has approved credits that students collected credits during learning university in Vietnam.

Many combined programs 3 +1 and 2 +2 have been signed. More and more doctoral students are received instructions from both Vietnamese and foreign professors;

e) To coordinate with foreign universities deploy advanced 23 curricular in 17 universities; with the World Bank, Asian Development Bank we develop the excellent university under the direction of the Prime Minister.

Until now, the University of Vietnam - Germany went into operation in 2008;

g) In recent years, foreign students to study at universities in Vietnam are increasing. According to incomplete statistics, there are now 10,000 foreign students studying at universities and colleges in Vietnam. It started to receive foreign students who study in Vietnam specialized in English;

1.6. Management system of higher education

Due to the historical characteristics, management and responsibility of state agencies to universities, colleges are scattered. Of the total 376 universities and colleges throughout the country, the Ministry of Education and Training manages 54 schools (14.4%), other Ministries and sectors manage 116 schools (30.8%) of the provincial People's Committee, the cities, and

provinces are the governing bodies of the 125 schools (33.2%) there are 81 private schools, semi-private schools (21.5%).

While the Ministry of Education and Training is the only legal agency which is promulgated the legal documents on the management level of education, the monitoring of those documents at the university, colleges of ministries and other sectors and the People's Committee is the governing body and is still limited, some other ministries are overlapping on the function of the Ministry of Education and Training. Provincial People's Committee has not assigned the management of universities; public colleges outside the province, the committee primarily involved only the establishment of schools and deal with needs and social issues raised in the province or management of the Party school. All other content on the management of higher education for the universities belong to the Ministry of Education and Training, while the ability to control the operation of schools in the Ministry of Education and Training is very limited (if every week the Ministry of Education and Training carries out inspection, testing two universities and colleges it will take 3.5 years to inspect, check out a weekly 376 universities and colleges).

In fact, there were no annual meetings between the Ministry of Education and Training, the ministries, branches and other Committees of the provinces on the management of universities and colleges, there are no regulations on coordination of Ministry of Education and Training, the ministries, branches and other Committees of provinces and cities on the management of these institutions. Thus, in general, the Ministry of Education and Training has not been able to answer three questions: 1). How is training quality of schools? 2). How do schools comply with the legal regulations relating to training? 3). How effective of the investment budget for public universities, colleges? (Ministry of Education and Training manages only 54 of 295 public universities, colleges nationwide, amounting to 18.3%).

To improve the quality of education regularly, the universities and colleges must have a high autonomy; they are obliged to be responsible in front of society and state. The autonomy associated with self-responsibility can only be made when the Government and the Ministry of Education and Training issued a full range of regulations,

general regulations relating to school activities such as establishment of universities, colleges and opening training industries, recruitment, regulations of universities and colleges; operation regulations of the school; regulation training, recruitment, curriculum; regulations on quality control; management of academy, international cooperation; obligations and responsibilities of teachers; students regulations management; financial management regulations on the relationship the school board, the Party committee, the Union in the school; regulation of publication, ... During the last time, the regulations are not adequate so the autonomy and self-responsibility of the institutions are limited. Schools cannot bear with pressure monitoring of society, pressure of competition for the positive benefits of society, collectives and individuals. Planning and evaluation of universities and colleges Principals also limited, cannot ensure good teaching staff that possess a good management capacity and ready to lead the school with increasing requirements. The appointment of Principals, Vice Principals of the public universities is conducted by the Ministry of Education and Training Management seriously.

Regulations on financial was slow to renew, still more unreasonable, limiting the dynamic creation of the school.

Regulations on Schools Council actually appear unreasonable; a majority of schools do not perform. Universities and colleges do not follow seriously annual reports to the Ministry of Education and Training. By the end of the school year 2008 - 2009, 54% of schools have submitted reports, 46% schools did not sent. From 2000 to 2005 the Ministry of Education and Training did not conduct to summarize the academic year with the participation of universities, colleges, since 2006 the annual summary in the

three regions of the country. So far the Ministry of Education and Training has no database of teaching staff and managers of universities and colleges nationwide. There is no computerized system of universities, colleges and the Ministry of Education and Training.

2. Overall evaluation

2.1. The outstanding achievements of higher education after 23 years of innovation

- Providing millions of qualified manpower graduated from colleges, universities, tens of thousands of workers has masters, doctorate degrees in the country. This is the main force, the core of the process of industrialization and modernization, and the development in the era of the renovation and international integration of the country.

- Training capacity increased more than 3 times (376 universities and colleges with 61,150 teachers in compared with 101 universities, colleges and 20,212 teachers, 6,217 teachers are 2,041, 2,286 PhDs, Associate Professors with 526 PhDs, Associate Professors), training scale increased around 13 times (1.7 million students compared to 133,136 students).

- The system of university training institutes almost covers the entire country (62/63 provinces and cities have universities or colleges).

- Investment for higher education increased rapidly, the financial mechanism for higher education began to be renewed. Resources of social investment in higher education increased rapidly (with 81 universities and colleges outside the public, accounting for 21.5% of schools).

- We started a system of quality management in higher education in the country and the state institutions, schools and residents to monitor the quality of education and investment in education.

- International Relations relatively develop both at national and school levels.

2.2. The main limitation of higher education

- The state management of higher education still faces many difficulties and shortcomings; it is the basic cause that the quality of higher education has not been improved significantly on a large scale. If there is no breakthrough solution, higher education quality will increasingly backward to demand the development of the country.
- The quality of higher education in general, including especially the master and doctoral training still limited and will also cause bad effect for the economy for a long time.

2.3. Reasons of the achievements

- It has received the big concerned, continued supports from the party, the National Assembly and the Government for education in general and higher education in particular. Government and the Ministry of Education and Training has issued the long term development strategies for higher education (provide grants for poor students to go to universities, development of national universities, the advanced programs, long-term effects, the excellent university, Dormitories for students, provide training for 20.000 PhD, etc)
- The teaching staff dedicated to education, students have a traditional fondness of learning, people have paid a due attention to education.
- Educational managers at the grassroots and the Ministry of Education and Training efforts to overcome difficulties and solve creative tasks actually imposed.
- Education sector has taken advantage of opportunities for international cooperation to modernize higher education.

2.4. Cause of limitations and weaknesses

- The educational system is affected simultaneously by a variety of laws: the law of pedagogy, the rule of management system, economic and society laws. The managers of higher education, especially at the national level are

not planning and training systematically, thus unable to master the above laws or creative application and leading to poor management lasted for a long time.

- Management system of higher education mainly top-down directed, bottom-up submission, there are no mechanisms forcing the leaders to listen to the grassroots at essential level, there are also no rules for screening officials and public employees who unfulfilled the task.

II. MEASURES TO ENSURE AND IMPROVE TRAINING QUALITY 2009 - 2012

1. Organize internal and public discussion on "How to ensure and improve training quality".

- To organize discussion at subjects, faculties with the participation of lecturers, students and representatives of Employers, Provincial/Municipal People Committee, Ministry of Education and Training and other line Ministries. There should be no scope expansion without appropriate quality accreditation and management system in higher education. This requires joint efforts from each individuals in terms of state administration and management of schools, lecturers, staff as well as contribution from employers and the whole society.

Renovation of state administration in terms of education management is seen as a breakthrough to ensure and improve training quality.

- To organize seminars and workshops for discussion and propose, implement quality management measures in the whole education system; each agency to implement its specific assignments without any harm to the quality of higher education.

2. Renovation of higher education management

2.1. Ministry of Education and Training will complete legal frameworks and documentation with regards to school operation (regulations on training,

enrolment, scientific research, international cooperation, financial management, staff recruitment, etc) by June 2010.

2.2. The regulation of cooperation and management decentralization between Ministry of Education and Training and other Ministries as well as Provincial People Committee on universities and colleges in the form of Governmental Decree will be completed by March 2010.

2.3. Universities and colleges are allowed to be autonomous and self responsible for the school development. The following activities are to be completed before September 2010: review and finalization of internal rules and regulations, ensure 3- transparency as regulated, conducting contract-based staff recruitment and capacity-based remuneration system, renovation of management practice.

2.4. Review the implementation of 3-transparency regulations with regards to the 2010 enrolment and the following years. All universities and colleges are required to review the 3-transparency requirements before July 2010.

2.5. Renovate regulations on assessment regulation and eligibility to open new training areas. To conduct field review at the educational institute 3 month prior to launching new training areas and periodical review every 3 years afterwards. The new regulation on this area is to be completed by December 2009.

2.6. Finalize the regulations on School Council and the relations between School Council, school management board, Party Committee as well as with other political and social associations by May 2010.

2.7. Develop regulations and improve the assessment practice in higher education management such as allowing student's involvement in assessment of lecturers, lecturers joining in evaluating management boards; universities and colleges assessing the direction and management of Ministry of Education and Training, line Ministries and Provincial/Municipal People Committee where they based, to be effective from May 2010.

2.8. Universities and colleges are to develop outcome standards for all training specialization under the direction of Ministry of Education and Training, to be completed by December 2010.

2.9. To implement the Government Decree on renovation of education financial regime under the Resolution No. 35 by the National Assembly. Schools are required to develop long term plan for 2010-2014, using the fund from tuition fee to improve educational inputs, management capacity and lecturers's wellbeing for significant improvement in training quality.

2.10. To review and update universities and college network nationwide, to develop universities clusters as approved by the Prime Minister.

3. Quality Improvement and standardization of the inputs of the higher education system

3.1. Improve the quality of teaching staff: serious implementation of the working regulations of the teachers issued by Ministry of Education and Training and implementation of master's and doctorate training teachers up to 2020 in all colleges, universities. Since 2010 every year there are 1,000 teachers to do PhD, master degrees in the country, there are 1,000 teachers to do overseas master doctoral studies.

In school year 2009-2010, 100% students participated in the teaching assessment. The university teachers are planning to master a foreign language for training and scientific research until 2012.

3.2. Standardize and quality improvement of the training curriculum: Through the Council of universities and colleges Principals, and the Deans in the same industry unify the training framework curriculum to all training institutes, distribution the common curriculum to all schools. It is better to get references from similar curriculum of the advanced overseas schools.

3.3. Standardizing and ensuring of 100% training curricular: Ministry of Education and Training issued regulations undergraduate curriculum

development (before February 2010). The schools have reviewed the current curriculum and coordinate with the Council of universities and colleges principals, the Deans in the same industry to develop a shared curriculum. Hopefully up to 2012, all schools have enough for each industry training curriculum.

3.4. Standardization educational leaders of universities and colleges nationwide: complete the curriculum and continue in-service training for Rectors of universities, colleges, striving to December 2011 all Rectors, Vice principal will be provided in-serve training.

3.5. Vigorous implementation of program of dormitories constructions, to ensure the target of 60% of students has rooms in dormitories in 2020.

3.6. Seriously carry out testing and university selection and review team in colleges and make good progress of loan program to study, in order to attract young qualified students to study in universities and colleges.

3.7. Through the Council of universities, college's principals and Deans in the same industry, schools develop an electronic standardized, combined and modern library system.

3.8. Organizing conferences of credit based system, development of software management system of credit to share with all universities and colleges; up to 2012 all universities and colleges are expected to apply credit based system.

4. Enhance international cooperation

4.1. To actively cooperate with education accreditation organization in developed and OECD countries to establish state and private education accreditation agencies in line with legal regulations. By 2012, it is targeted to establish at least 3 non-state accreditation agency operating in line with international standards which are approved by Ministry of Education and Training

4.2. To implement international cooperation programs with foreign universities to send 10,000 candidates overseas for doctorate programs, improve the quality and efficiency of foreign language teaching and application in Vietnam toward 2020.

4.3. To coordinate closely with international donors such as WB and ADB to implement loan projects on building international universities.

4.4. To develop an agenda to invite overseas Vietnamese and foreign scholars to teach and conduct scientific result at universities and college in Vietnam.

Recipients:

MINISTER

- As above;
- Prime Minister (for reporting);
- Deputy Prime Ministers (for reporting)
- Recorded at Office and Archive.

(SIGNED)

Nguyen Thien Nhan