International integration of vietnamese higher education – general assessment of progress, viewpoints and policies

Integração internacional do ensino superior vietnamita - uma avaliação geral dos progressos, perspectivas e políticas

Integración internacional de la educación superior vietnamita: una visión general de los progresos, las perspectivas y las políticas

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ABSTRACT
International integration has been an outstanding trend of Vietnamese higher education for 20 years. The international integration of Vietnamese higher education is considered as a proactive step and has achieved many positive outcomes. By reviewing of relevant literature, this paper aims to basically assesses international integration process of Vietnamese higher education in terms of establishing viewpoints and policies. The findings show that international integration process of Vietnamese higher education has taken place later than the socio-economic fields but has rapid evolution. From the initial legal basis launched since 1998, higher education has continuously expanded its roadmap, institutionalized viewpoints and policies, and completed legal framework which lays a foundation for international integration. Despite some positive results, the Vietnamese higher education’s standards are still set low, which mainly involves the reform to build a better integration structure and start applying the global rules of higher education.

Keywords: international integration, higher education, viewpoints.

RESUMO
A integração internacional é uma tendência notável do ensino superior vietnamita. Os resultados da integração internacional do ensino superior vietnamita são considerados um passo proativo e positivo, tendo alcançado muitos resultados positivos. Este artigo avalia o processo de integração internacional do ensino superior vietnamita em termos de definição de pontos de vista e de políticas. Os resultados mostram que o processo de integração internacional do ensino superior vietnamita foi estabelecido mais tarde do que os domínios econômico e social, mas evoluiu muito rapidamente. Desde a base jurídica inicial estabelecida em 1998 até agora, o ensino superior tem vindo a alargar continuamente o seu roteiro, a institucionalizar os seus pontos de vista e a aperfeiçoar o seu quadro jurídico como base para a integração internacional. Embora tenham sido alcançados alguns resultados positivos, a integração internacional do ensino superior
vietnamita aún se encuentra a un nivel bajo, siendo necesario proceder a reformas para crear una mejor estructura de integración.

**Palavras-chave:** integração internacional, perspectivas, políticas, processos.

**RESUMEN**

La integración internacional es una tendencia prominente de la educación superior vietnamita. Los resultados de la integración internacional de la educación superior vietnamita se evalúan como un paso proactivo y positivo y lograron muchos resultados positivos. Este artículo evalúa el proceso de integración internacional de la educación superior vietnamita en términos de establecimiento de puntos de vista y políticas. Los resultados muestran que el proceso de integración internacional de la educación superior vietnamita se estableció más tarde que los campos económico y social, pero ha cambiado muy rápidamente. Desde la base jurídica inicial establecida en 1998 hasta la actualidad, la educación superior ha ampliado continuamente su hoja de ruta, ha institucionalizado sus puntos de vista y ha perfeccionado el marco jurídico como plataforma para la integración internacional. A pesar de algunos resultados positivos, la integración internacional de la educación superior vietnamita sigue siendo baja, principalmente las reformas para construir una mejor estructura de integración.

**Palabras clave:** integración internacional, puntos de vista, políticas, procesos.

**1 INTRODUCTION**

International integration in Vietnamese higher education is a major topic of discussion in various forums, both in terms of viewpoints, policies, practices, and academics. Regarding viewpoints and policies, the issue of international integration in Vietnamese higher education has been discussed with a wide array of matters on mission, vision, mechanisms, resources, and solutions for both macro management and higher education institutions. In practice, there has been a lot of information about higher education institutions promoting the process of internationalization in training such as using international and English-based teaching materials in EFL teaching, joint ventures, partnerships, and cooperation with foreign countries from developing programs to organizing training and granting degrees, etc. On academic forums, a number of scientific conferences on international integration during reforming Vietnam's higher education were organized with different scales. Suffice it to say that international integration has brought a “new appearance” to Vietnamese higher education. However, understanding of integration process, capacity, advantages and challenges in international integration of Vietnamese higher education is still limited with few papers identifying exactly the stage of Vietnamese higher education integration. This article provides an overall assessment.
of integration process of Vietnamese higher education since the issuance of principles and policies until now, reviews viewpoints and policies at the macro level, and initially evaluates the achieved level of integration. The goal of the article is to clearly understand the current situation to serve as a basis for policy implications for Vietnamese higher education towards the good values of international integration.

2 LITERATURE REVIEW

Vietnam is a communist country. The political regime in Vietnam is a political regime with a single ruling party - the Communist Party of Vietnam (CPV), which is characterized by political monism with no opposition political parties. Regarding leadership principles, the CPV sets out viewpoints, policies, and guidelines for the country's economic and social development. In particular, education and training is one of major issues and claims primary focus of CPV. CPV's viewpoints, guidelines and policies present themselves as the only with legal validity and enforcement power in Vietnam. CPV's viewpoints, guidelines and policies on international integration in higher education are presented in the documents of the CPV's national congresses and CPV conferences on education and training. This article will survey and evaluate PVD's perspectives, guidelines, policies on international integration in higher education from the Party's national congress documents over a 5-year cycle, from 1986 to present along with a number of CPV's dedicated resolutions for higher education field. Regarding documents of the national congress, 8 documents will be examined including those of the 6th national congress (CPV, 1986), the 7th (CPV, 1991), the 8th (CPV, 1996), 9th (CPV, 2001), 10th (CPV, 2006), 11th (CPV, 2011), 12th (CPV, 2016), 13th (CPV, 2020). CPV conference resolutions dedicated to higher education include: The Fourth Conference (session VII) on further innovate the cause of education and training (CPV, 1993), The Second Conference (session VIII) on strategic orientation for the development of education and training during industrialization and modernization and tasks until 2000 (CPV, 1996), The Sixth Conference on further implement the Central Resolution 2 session VIII, directions for the development of education - training, science and technology from now to 2005 and to 2010 (CPV, 2002), Resolution on fundamental and comprehensive innovation of education and training, meeting the requirements of industrialization and modernization in the context of socialist-oriented market economy and international integration (CPV, 2013).

The third and very important source of documents is the resolutions and guiding and administrative documents of the Vietnamese Government on the international integration of higher education. Some important documents examined and used in the article are: resolution on fundamental and comprehensive innovation of Vietnamese higher education for the period 2005-2020 (Government, 2005), Decision of the Prime Minister approving the “2001-2010 education development strategy in Vietnam” (Prime Minister, 2001), Decision the international integration scheme for education and vocational training by 2020 (Prime Minister, 2013), Decision on approving the overall strategy for international integration to 2020, vision to 2030 (Prime Minister, 2016).

Regarding methodology, the article uses the method of writing the history of education with disciplined approach. Data related to the process, viewpoints, and international integration policies of Vietnamese higher education are selected and presented in chronological order. Data related to the process, opinion, and international integration policies of Vietnamese Higher Education have selected and systematically reviewed what happened in Vietnam's innovation process. This specialized approach not only describes selected typical events but also explain them deeply to master and highlight perspectives, solutions, developments, and results of events; combines multiple goals of conveying events, evaluating events, and the impact of events on the present and future of Higher Education in Vietnam.
3 RESULTS AND DISCUSSION

3.1 PREREQUISITES FOR THE INTERNATIONAL INTEGRATION OF VIETNAMESE HIGHER EDUCATION

In 1986, Vietnam launched the reform process. The innovation was determined by CPV to be comprehensive but prioritized the economic innovation. For higher education, the Party's strategic direction identifies the focus of innovation as “improving enrollment targeting the combination of training with distribution and use”; rearranging the college and university system appropriately to facilitate the consolidation and improvement of teaching, learning, and scientific research quality (CPV, 1986). Thus, the concept of integration in higher education has not been mentioned in the resolution which is considered “paramount and the guiding principle” for all socio-economic development activities of the country.

By 1991, at the 7th National Congress, the CPV passed two important documents which are “Platform for National Construction in the Transitional Period to Socialism” and “Strategy for socio-economic stabilization and development by 2000”. Both documents touched upon major orientations for higher education, but did not clarify international integration requirements. The platform for national construction in the transitional period to socialism affirmed an important point that “science and technology, education and training must be considered top national policies”, “education and training are associated with economic development, scientific and technical development, building new cultures and new people” (CPV, 1991).

In 1993, at the 4th Central Executive Committee conference, CPV dedicated a resolution on educational innovation. The resolution has proposed a number of major guidelines, policies and measures. For higher education, the resolution determines “the proper expansion of the scale of university training; development of graduate system, enhancing training of post-graduate students” (CPV, 1993). Although major policies or solutions for international integration are missing, this resolution is also the signal to pave the way for this activity through the perspective of mobilizing funds for education, emphasizing on “mobilizing investment from the people, aids from international organizations, including foreign loans to develop education (CPV, 1993).

The 7th National Congress of CPV (1996) approved the socio-economic development strategy for 1996 - 2000, in which higher education was encouraged to
“expand its scale in a reasonable manner and enhance high quality training”, “develop premium quality education and training to select and build a team of scientific, technological, cultural experts and excellent businessmen, a team of capable civil servants and socio-economic management leaders”. CPV advocates planning and rearranging universities, colleges and research institutes, building multi-disciplinary universities in the economic and cultural centers of the country and developing local universities and colleges to meet learning needs and promote local human resources.

The 1996 - 2000 socio-economic development strategy had many new ideas for higher education, but only one additional idea on international integration was included i.e. “taking advantage of scholarship funding sources and encouraging self-funded foreign study to rapidly increase the number of people pursuing overseas undergraduate and graduate study”. The second conference of the Central Committee of the CPV (term VIII) issued a resolution on the strategic orientation of education and training development in the period of industrialization and modernization and tasks until 2000. The focus of this resolution revolved around strengthening resources for education and training, building a team of teachers, motivating teachers and learners, and continuing to innovate educational and training content and methods, strengthening school facilities, and innovating educational management (CPV, 1996). Up to this point, international integration had not become a clear viewpoint, and there are no feasible guidelines or policies specifically for higher education.

In 1998, Vietnam promulgated the Education Law. This is the first legal framework expressing the view that “education and training are the top national policies, the career of the State and every people” as stated in the resolution in the platform for building the country during the transition period to socialism of CPV promulgated in 1991. In the Education Law, for the first time, Vietnam established viewpoints, guidelines and policies on international integration in education and training with a number of specific contents. In terms of policy, this Law affirmed that the Vietnamese State expands and develops international relations in education according to the principles of respect for independence, national sovereignty, equality and mutual benefit. Regarding the scope of international cooperation, the Education Law stipulated quite specifically the issue of: Encouraging educational cooperation with foreign countries; Encouraging educational cooperation with Vietnam; Recognition of foreign qualifications (NA, 1998). Although the scope is still quite limited, it created a basic legal corridor for Vietnamese universities to cooperate with foreign organizations, individuals, and Vietnamese people residing
abroad in teaching and learning and scientific research; Vietnamese citizens go abroad to study, teach, research, and exchange academically in the form of self-funding or with funds provided by domestic organizations and individuals; or by foreign organizations and individuals funding; the Government has a basis to develop a scheme to use the State budget to send people to study and research abroad in key occupations and fields to serve the cause of national construction and defense. Regarding educational cooperation with Vietnam, the Law allows foreign organizations and individuals, international organizations, and Vietnamese people residing abroad to create favorable conditions for teaching, studying, investing, and funding, cooperation, scientific application, and technology transfer in education in Vietnam; have legal rights and interests protected according to Vietnamese law and international treaties that the Socialist Republic of Vietnam has signed or participated in. It can be affirmed that the Education Law (1998) has laid an important legal foundation for the international integration process of Vietnamese higher education.

3.2 EXPANDING THE ROADMAP FOR INTERNATIONAL INTEGRATION IN HIGHER EDUCATION

Entering the early years of the 21st century, the pace of industrialization and modernization in Vietnam has accelerated; Vietnam's economy and society have witnessed significant changes due to the impacts of the globalization trend. In that context, CPV has established the policy of “proactively and gradually integrating effectively with the world economy”. In the 10-year socio-economic development strategy (2001-2010), CPV affirmed that, for Vietnam, “the process of international economic integration in the coming time will reach new height by association with the implementation international commitments”, “participate effectively in the international division of labor”, “sticking to the building of an independent and self-reliant economy with proactive international economic integration”, “seize all available development opportunities based on the principle of maintaining independence, autonomy and socialist orientation, national sovereignty and national cultural identity. On the basis of establishing the viewpoint of international integration as a key task, CPV sets out the task for higher education to develop and improve training quality; focus on investing in building a number of key national universities on a regional level, aiming to reach international level; the State spent budget to send talents to developed countries for
training; encourage and facilitate study and research abroad; take training a team of highly skilled workers seriously, practicing engineers and accomplished entrepreneur; innovate university training programs in a practical and modern direction; focus on providing and improving students’ knowledge of information technology and foreign language.

Based on the orientation and guiding viewpoints of the Government, in 2021, for the first time, the Vietnamese Government developed and issued the Education Development Strategy 2001-2010 (Prime Minister, 2001) which planned a detailed number of tasks and solutions to promote international integration in higher education, with extensive points compared to the 1998 Education Law. Specifically, the Government clarified the legal corridor to promote international cooperation in higher education by encouraging the expansion and promotion of cooperative relationships in training and research with reputable and quality schools and scientific research agencies in the world; mobilize resources from international cooperation to increase equipment and build facilities; increase the number of aid and loan projects to train technical workers to meet the requirements of labor restructuring and export; coordinate in investment and construction of high-tech centers in undergraduate establishments; import advanced scientific laboratory equipment to improve the effectiveness of training and scientific research; develop cooperative projects in the field of scientific research in general and educational research in particular of higher education institutions, institutes, and centers specializing in educational research; exchange information, organize international seminars and conferences; participate in activities of United Nations agencies, organizations of French-speaking countries, organizations in the Asia-Pacific region, Eurasian organizations and other organizations; encourage foreign investors with experience, potential, tradition and advanced qualifications to establish educational establishments with 100% foreign capital or joint ventures with Vietnamese partners for university training and vocational training, distance education, opening short-term training courses with regional and international qualifications in Vietnam according to the provisions of Vietnamese laws; establish policy mechanisms to encourage, create favorable conditions and well manage self-funded study abroad (Prime Minister, 2001).

In 2002, at the Sixth Conference of the Central Executive Committee (session IX) on continuing to implement Resolution 2 of the Central Committee, session VIII, the direction for developing education - training, science and technology from now until 2005 and 2010, CPV once again emphasized the viewpoint of “expand international cooperation on education”, “take advantage of projects of international and foreign
organizations on education; open a wide array of training forms in cooperation with foreign countries, organize “on-site study abroad”; focus on managing all types of foreign-invested schools; the State increased funding to expand the scale of people sent abroad for training, at the same time encouraged self-funded study abroad, uniform state management of international students and developed a policy of employing overseas learners when they return to serve the Fatherland (CPV, 2002).

In 2005, the National Assembly of Vietnam promulgated a new Education Law, replacing the 1998 Education Law. In this new law, the focus on international cooperation of Vietnamese education in general and higher education in particular remains preserved, reaffirmed “The State expands and develops international cooperation in education according to the principles of respect for independence, national sovereignty, equality and mutual benefit”. The content of international cooperation encompassed the encouragement of educational cooperation with foreign countries; enhancing cooperation in education with Vietnam; recognition of foreign diplomas (NA, 2005).

Also in 2005, the Vietnamese Government issued a Resolution on fundamental and comprehensive innovation of Vietnamese higher education for the period 2006-2020. For the first time after 20 years of reform, the Vietnamese Government has an important resolution dedicated to higher education (Government, 2005). In this resolution, the Government sets a very clear goal of developing higher education in the direction of international integration, with high expectations. “By 2020, Vietnamese higher education will reach an advanced level in the region and approach an advanced level in the world; have high competitiveness, adapt to the socialist-oriented market mechanism” (Government, 2005). The solution for Vietnamese higher education to integrate internationally is clarified by the Government with three contents:

✔ Develop international integration strategy, improve cooperation capacity and competitiveness of Vietnamese higher education in implementing international agreements and commitments.

✔ Deploy teaching and learning in foreign languages, first in English; improve the quality of training and research programs capable of attracting foreigners; selectively absorb advanced training programs in the world; reach agreements on equivalence of diplomas and training programs with higher education institutions around the world; encourage high-quality training cooperation and exchange of lecturers and experts with foreign countries; encourage Vietnamese lecturers living abroad to teach in Vietnam; increase the number of foreign students in
Vietnam; encourage on-site study abroad; have appropriate consulting and management mechanisms to help Vietnamese students studying abroad with their career orientation, choose schools and study with high quality and efficiency.

✓ Create favorable mechanisms and conditions for investors and reputable higher education institutions in the world to open international higher education institutions in Vietnam or cooperate in training with Vietnamese higher education institutions.

In 2009, when amending and supplementing a number of articles of the Education Law, the National Assembly clarified the content of international integration of Vietnamese higher education. This legal document granted authority to the Prime Minister to specifically regulate Vietnamese citizens going abroad to teach, study, do scientific research and academic exchange; educational cooperation with foreign organizations and individuals, and Vietnamese people residing abroad. Regulations on the legal framework for foreign educational cooperation with Vietnam must ensure the education of learners in terms of personality, qualities and civic capacity; respect national cultural identity; implement educational goals, content requirements, and educational methods appropriate to each educational level and training level in the national education system; educational activities are in accordance with the provisions of Vietnamese law. Forms of foreign cooperation and investment in education in Vietnam are specified as establishment of educational establishments, joint training, and establishment of representative offices. The Government specifically regulates foreign cooperation and investment in the field of education.

3.3 LEGAL FRAMEWORK INSTITUTIONALIZATION FOR INTERNATIONAL INTEGRATION IN HIGHER EDUCATION

In 2011, the 11th national congress of the Communist Party of Vietnam issued Vietnam's economic and social development strategy for the period 2011-2020. Based on the country's situation and international trends, CPV's strategy set out the policy of “taking advantage of external forces and the power of the times is an important factor for rapid, sustainable development and building an independent and free Vietnamese economy; at the same time, “constantly enhance the economic potential and comprehensive strength of the country to proactively and actively integrate deeply and effectively into the world”. In that effort, education and training is once again emphasized
as a “top national policy” (CPV, 2011). CPV clearly defined the perspective of fundamentally and comprehensively innovating Vietnam's education system in the direction of standardization, modernization, socialization, democratization and international integration, including innovating the education management mechanism; education and development of teachers and administrators being key steps; focus on improving the quality of education and training, attaching importance to moral education, lifestyle, creative capacity, practical skills, and start-up capacity; innovation of the educational financial mechanism; carry out quality accreditation of education and training at all educational levels; establishment off a healthy educational environment with close collaboration among school, family, and society. For higher education, the CPV directs the review and completion of planning and implementation of university, college and vocational training network planning throughout the country; synchronously implement solutions to improve the quality of higher education, ensure autonomy mechanisms associated with enhancing social responsibility of educational and training institutions; focus on investing in building a number of key, high-quality schools, faculties, and majors (CPV, 2011).

Thoroughly grasping the viewpoints and policies of the Government, in 2012, Vietnam issued the Higher Education Law. This was the first time Vietnam has a law document specifically for higher education. The Higher Education Law has devoted an appropriate part to establishing a legal framework for international integration activities of higher education, including issues of establishing the organizational structure of higher education institutions approaching the direction of international higher education. New issues such as the institution of school councils, boards of directors, and university councils have been institutionalized by specific laws. The establishment, merger, separation, dissolution, authorization, and suspension of operations of higher education institutions also approached international trends in many ways. Issues on tasks and powers of higher education institutions, training activities (opening majors, programs, management organizations...), scientific and technological activities... were all designed in compatible with common international standards (NA, 2012).

Especially in terms of international cooperation, the Higher Education Law has established a number of important issues, shaping the legal framework for higher education institutions to implement. The goal of international cooperation activities is clearly defined as improving the quality of higher education in a modern direction, accessing advanced higher education in the region and the world, creating favorable
conditions for higher education institutions to develop sustainably, train qualified and high-quality human resources, serve the cause of industrialization and modernization of the country. Forms of international cooperation of higher education institutions include: joint training; establish representative offices of foreign higher education institutions in Vietnam; cooperate in scientific research and technology transfer, organize scientific conferences and seminars; consult, finance, invest in developing facilities and equipment; foster and exchange lecturers, researchers, managers and learners; link libraries and exchange information to serve training, science and technology activities; provide training programs; exchange of publications, documents and results of training, science and technology activities; participate in regional and international educational, scientific and professional organizations; open representative offices of Vietnamese higher education institutions abroad; other forms of cooperation according to the provisions of law (NA, 2012).

In 2013, the CPV issued a resolution on fundamental and comprehensive innovation of education and training, meeting the requirements of industrialization and modernization in the context of socialist-oriented market economy and international integration economy (CPV, 2013). The Government viewpoint on the international integration of education are clearly shown right from the title of the resolution, and clearly stated in the guiding viewpoint section: “proactively and actively integrate internationally to develop education and training, and at the same time education and training must meet the requirements of international integration to develop the country” (CPV, 2013).

The Resolution of the Government (2013) proposes solutions for higher education to focus on training highly qualified human resources, fostering talents, developing the qualities and capacity of self-study, self-enrichment of knowledge, and creativity of learners. The policy of the State of Vietnam is to complete the network of higher education institutions, the structure of occupations and training levels in accordance with the national human resource development plan; among them, there are a number of schools and training majors on a regional and international level. Vietnam will diversify training facilities to cater to the needs of technology development and fields and occupations; requirements for building and protecting the Fatherland and international integration; have a mechanism to encourage international organizations, foreign individuals, and Vietnamese people abroad to participate in training, research, application, and transfer of science and technology in Vietnam; enhance international cultural and academic exchanges (CPV, 2013).
To put the CPV's resolution into practice, in 2018, the National Assembly of Vietnam amended and supplemented a number of articles of the Higher Education Law. According to the amended law documents, international integration viewpoints and policies for higher education continue to be institutionalized. Compared to the Higher Education Law (NA, 2012), the amended and supplemented Higher Education Law (NA, 2018) strived to reach one more important goal, i.e. “to encourage and promote international cooperation and integration to develop Vietnamese higher education on a regional and world level.” In this spirit, the Higher Education Law (2018) continues to institutionalize many important legal frameworks for Vietnam's higher education to integrate internationally. A typical example is the legal framework for university autonomy. The law has institutionalized the board of trustees and board of directors, shaping the legal framework for autonomy in organizational structure and administration, human resource development, finance and assets, and academic expertise, quality assurance, etc. With the Law amending and supplementing a number of articles of the Higher Education Law (NA, 2018), the legal framework for Vietnamese higher education has been comprehensively institutionalized, from the issues core topics to even solutions in a specific field. For example, detailed regulation on the form of joint training with foreign countries was covered in the law, the law stipulates detailed forms:

1. Joint training in education means a form of cooperation between a higher education institution established in Vietnam and a foreign higher education institution in order to deliver a training program leading to the issuance of degrees or certificates without establishing a new legal entity. Joint training with foreign institutions shall comply with the Law on Education and relevant laws.

2. Joint training program means a foreign program or a program developed by both parties. Such a program may be delivered entirely in Vietnam or partly in Vietnam and partly overseas.

3. The foreign higher education institution entering the joint training with its Vietnamese counterpart shall have a good reputation and quality, is permitted in writing by a competent authority of its home country to provide training and issue degrees in relevant fields, or have a valid educational quality accreditation issued by a lawful quality accreditation organization.

4. The Minister of Education and Training shall approve the joint training scheme in teacher training-related and health-related fields taking into account the comments provided by relevant ministries and departments.
5. A higher education institution that satisfies the joint training conditions, is entitled to autonomy in undergraduate joint training; the institution of which the undergraduate training program passes the quality accreditation is entitled to autonomy in M.A joint training; the institution of which the undergraduate and M.A program passes the quality accreditation is entitled to autonomy in PhD joint training.

6. In case a joint training program is suspended from enrolment or terminated for not meeting the requirements under regulations, the higher education institution shall protect the legal interests of its lecturers, employers and students; refund tuition fees to students; pay salaries and other benefits to the lecturers and other employees under employment contracts or the collective labor agreement; clear tax liabilities and other debts (if any).

7. A higher education institution shall publish the information about its joint training programs, and legality of the foreign degrees in the issuing country and in Vietnam on its website and mass media; assist students in recognition of degrees; perform the accreditation of programs delivered in Vietnam upon the student’s graduation and on regular basis under regulations.

8. A higher education institution that delivers a joint training program without fulfilling all conditions or violating the regulations on training quality under the joint training scheme shall be suspended from international joint training for 5 years from the day on which a conclusion is issued by a competent authority. (NA, 2018).

4 CONCLUSION

Different perspectives on the issue of international integration of Vietnamese higher education following the process of innovation and socio-economic reform from 1986 to present have shown significant changes. Although educational innovation in general and higher education in particular is taking place more slowly than those in some economic and social fields, the trend of international integration in higher education has achieved many results, from establishing direction, innovation from within, adapt to changes in economic life, taking important, necessary and encouraging steps towards the goal of international integration. However, the viewpoints, policies and international integration process of Vietnamese higher education are only at the initial stage.
Vietnamese higher education mainly seeks ways to share and receive progressive values from countries with developed higher education. Vietnam's viewpoints and policies on higher education development has not yet been able to join the process of establishing common rules and regulations of the international community. The results of international integration of Vietnamese higher education have not yet surpassed the international cooperation to enter the high development stage of international integration.
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