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**NATIONAL ACADEMY OF PUBLIC ADMINISTRATION**

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**STATE MANAGEMENT ON HIGHER EDUCATION QUALITY**

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## LIST OF WORKS BY AUTHOR

1. Doan Van Dung (2011), *Các giải pháp quản lý nhà nước về công tác kiểm định chất lượng giáo dục đại học (State management solutions for recognition of higher education quality)*, State Management Journal no. November, 2011.

2. Doan Van Dung (2014), *Quản lý nhà nước về kiểm định chất lượng giáo dục đại học - thực trạng và giải pháp (State management solutions for recognition of higher education quality - situation and solutions)*, Journal .March, 2014.

2. Doan Van Dung (2014), *Hoàn thiện thể chế quản lý nhà nước về chất lượng giáo dục đại học (Completing institutions of state management on higher education quality)*, State Management Journal no. June, 2014.



# INTRODUCTION

## 1. Urgency of research topic

In a national education system, each academic level, grade has different roles in the process of building and developing human resources, in which, the higher education have a special important position. The higher education has the most direct impact on human resources and connects to building high quality human resources to meet the requirements of a new century - the century of knowledge economy, of creativity.

The higher education quality has a decisive significance to the quality of national human resources. There have been significant changes on size and quality on the higher education in our country. However, in fact, the higher education quality in our country is still very low in comparison to other countries in the region and around the world. Limitations and shortcomings of the higher education quality is a strong message from reality requiring that the State shall show its roles and responsibilities for the higher education quality.

It can be asserted the higher education quality depends on many factors. Among of them, the state management on higher education quality is an important factor. Over the years, the higher education quality in our country has not been managed effectively. As an inevitable consequence, the higher education quality has not met expectations of society, demands on human resources in a period of accelerating industrialization and modernization of the country and international integration. Besides process of renovating the education management, extending the autonomy of the educational institutions, clearly that it is necessary to renovate to the higher education management in a direction of focusing towards the quality management, management following to result of outputs. That's a big trend of state management in current era. In the situation of the higher education quality and the state management on higher education quality, with aim to find out innovative solutions for the state management on higher education quality, the author decides to choose the topic "**State Management on Higher Education Quality**" as a research orientation.

## 2. Purpose and Task of Research

**2.1. Purposes:** To make the theoretical research about roles of state management on higher education quality, analyze and assess the impacts of state management on higher education quality in Vietnam then to propose solutions to improve the current state management on higher education quality

in Vietnam.

## **2.2. Tasks**

- Study the theoretical issues of education, higher education quality, state management on higher education quality, roles of the State in higher education quality;

- Assess the situation of state management on higher education quality in our country at present; outline the causes of inadequacies and limitations in the state management on higher education quality;

- Propose the solutions to complete the management activities of higher education quality

## **3. Objectives, scope of research**

**3.1. Objectives of research:** State management on higher education quality in Vietnam at the present.

### **3.2. Scope of research**

- **Contents of research:** Under Law on Education, 2005 (amending and supplementing some articles law in 2009), Law on Higher Education, 2012, the higher education includes college, university, master and doctor degrees. However, within the limit of a doctoral dissertation, the author only focuses to research the state management on higher education quality in Vietnam at the present.

- **Space of research:** Study activities of state management for higher education institutions throughout the country in which, focus on the basis of public higher education institutions under major group of social sciences and humanities.

- **Time of research:** Study data and documents relating to the state management on higher education quality which have been issued since 2005 (since Law on Education, 2005). However, the author referred and studied some documents of state management on higher education which have been issued since after August Revolution.

### **4.1. Methodology**

Method of dialectical materialism and historical materialism is used in the dissertation as the methodology of research.

### **4.2. Method of research**

- Research method of secondary documents;

- Sociological method.

## **5. New contributions of the dissertation**

### ***5.1. About theory***

- Identify and clarify the issues of higher education quality, changes in the concept of higher education quality in the world and in Vietnam; give the perspectives of higher education quality;

- Clarify roles of the State to the higher education quality;

- Analyze contents of state management on higher education quality, argument and explanation of factors affecting the efficiency of state management on higher education quality;

- Study, assess the situation of state management on higher education quality in terms of management thinking, institution, organization, mechanism, officers, staffs working in state management on higher education, inspecting and monitoring activities to ensure the higher education quality;

- Propose solutions to complete the state management on higher education quality in the model of total quality management (TQM) by approaching the state management on higher education from perspective of management quality, moving from administrative management to monitor and creation of development to the higher education.

### ***5.2. About practice***

- Create theoretical and practical premise to give proposals for comprehensive renovation of state management on higher education in the direction of focusing on quality management, monitor and facilitating for the higher education development.

- Propose state management ways on higher education quality; complete the management institutions of higher education in the direction of comprehension, uniform, synchronization with the focus to determine clearly roles and responsibilities of the State as well as roles and responsibilities of higher education institutions;

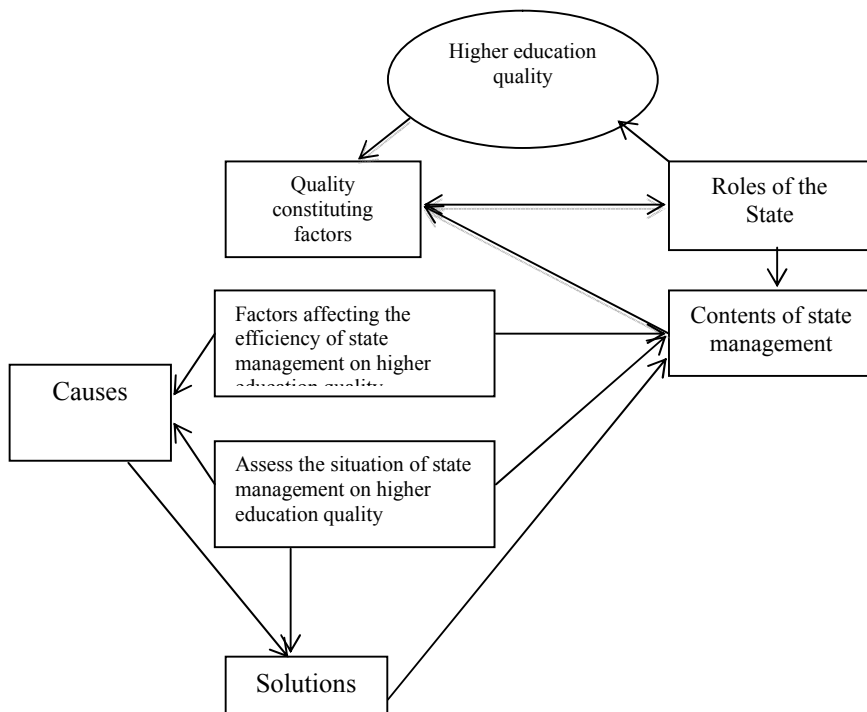
- The arguments and solutions of the dissertation can be used for improving institutions on higher education such as stratification of higher education, completion of state management on higher education.

## **6. Scientific hypothesis of the dissertation**

The higher education quality in any countries also plays a decisive important role for the development of country. In the current context, Vietnam is not also outside the rule of such development. Currently, the higher education quality in Vietnam has many inadequacies originating from many causes in which the ineffective state management on higher education is an

important cause. If the state management on higher education quality identifies correctly its roles in the direction that the State is a subject to orient, regulate, monitor, create the conditions for higher education to move under the quality and create institutions to extend the autonomy and social responsibilities of higher education institutions, the higher education quality in Vietnam in the entire system will increase and meet the needs of society.

**Analytical framework of the topic**



**7. Structure of the dissertation:** Along with the introduction and conclusion, the dissertation is structured into 4 chapters

Chapter 1 - Overview of research situation

Chapter 2 - Scientific basis of state management on higher education quality

Chapter 3 - Current situation of state management on higher education quality in Vietnam at the present

Chapter 4 - Perspectives and solutions to complete the state management on higher education quality in Vietnam at the present



## Chapter 1

### OVERVIEW OF RESEARCH SITUATION

The state management on higher education and higher education quality has been cared widely by many scientists both inside and outside. Many scientists have studied the theoretical and practical issues relating to the Dissertation as follows:

- Theoretical research on higher education quality, nature, criteria for evaluating the higher education quality;
- Research on roles of the State to higher education quality from the different theories, aspects;
- Research on tools and methods to ensure the higher education quality;
- Research on assessing the actual quality of higher education in Vietnam;
- Research on the state management solutions for higher education quality.

It can be asserted the state management issues of higher education quality maybe have been mentioned in the researches in our country in recent years. However, researches on state management on higher education quality have just mentioned to one or several aspects relating to the higher education quality: firstly, these researches have not shown the focus of state management on higher education in the direction of management on education quality; Secondly, the approach of these researches is not based on the state administration and management science; thirdly, researches have not given the system of synchronous solutions for the state management on higher education quality from establishing the institutional framework, apparatus organization, finance mechanism, apparatus monitor to ensure the higher education quality.

*Generally*, so far there have not been any intensive researches on the state management on higher education quality at doctoral level. From this reality, the essential problem is to have an intensive research, assessment of the state management on higher education quality in order to assess the total state management and propose the solutions with practical applicability for the state management.

On the basis of overview of the research situation, the author thinks that dissertation shall focus on solving following issues:

- *Clarify the theoretical basis of state management on higher education quality*

*Firstly*, in specific conditions of Vietnam, the state management on higher education quality in our country shall be studied. The most important, significant issues on the state management on higher education are roles of the State for higher education quality as a management entity, contents of state management on higher education quality, factors affecting directly to activities to confirm the state management on higher education quality.

*Second*, the Dissertation will study the experience of state management on higher education quality in several countries around the world.

*- Assess the current situation of state management on higher education under the quality management requirements*

*Firstly*, research on the current situation of state management on higher education quality in terms of establishment, issuance of policies, institutions of state management; organization of implementing policies, state management institutions on higher education quality; inspection and handling violations and summary to assess the implementation of the state administration institutions of higher education quality.

*Secondly*, analyze, clarify achievements, existing limitations to have the base to propose solutions in order to complete the state management on higher education quality.

*- Provide orientation and propose solutions in order to complete the state management on higher education quality.*

*Firstly*, analyze perspectives, orientation to complete the state management on higher education quality.

*Secondly*, propose solutions to complete the state management on higher education quality. This is the final destination of Dissertation. As a result, the research shall focus following fundamental issues:

*Firstly*, research on changes of perceptions, thoughts, apparatus of state management on quality higher education.

*Secondly*, research on completion of the state management institutions on higher education quality.

*Thirdly*, research on completion of organizational structure of state management on higher education quality, innovate and improve the efficiency of inspection and supervision for higher education.

## Chapter 2

# SCIENTIFIC BASIS OF THE STATE MANAGEMENT ON HIGHER EDUCATION QUALITY

### **2.1. Higher education quality and state management on higher education quality**

#### **2.1.1. Concept of higher education**

In Vietnam at the present, although there is no official definition of higher education, but it can be understood that the higher education is a form of education organization comprising all post-high school education with qualifications such as: college, university degree, master and doctor degrees.

#### **2.1.2. Concept of education quality and higher education quality**

##### **2.1.2.1. Concept of education quality**

###### *a) Concept of quality*

In an absolute sense, the quality is nature attributes of objects, products and services which have distinct advantages in comparison with counterparts. In a relative sense, the quality is overall of nature attributes, characteristic which meet targets, expectations of holders.

###### *b) Concept of education quality*

The education quality can be construed as the result of process of education and training which are reflected in the characteristics of quality, personality value and labor value or practicing capability of graduates in relation with academic objectives, programs of that education level.

##### **2.1.2.2. Concept of higher education quality**

On the overall perspective, *the higher education quality is total of knowledge, skills and attitudes being created through higher education, matches to the training requirements of human resources for local economic-social development and country in each period, ensures and meets expectations, wisher of relevant holders, social community on mind power, mental power, strength of human resources under higher education.*

##### **2.1.2.3. Factors constituting the higher education quality**

The higher education quality is the result of interaction of many factors. In the researches on education quality, factors constituting the education quality are approached in different aspects: training management factor; teacher factor; learner factor; contents, programs and training methods; educational institutions; facilities; scientific research and technology factors.

#### **2.1.2.4. Criteria for evaluating the higher education quality**

Typical criteria for evaluating the higher education quality include:

- Criteria on objectives and tasks;
- Criteria on teachers and management officials;
- Criteria on programs and curricula;
- Criteria on composition of students;
- Criteria on facilities and equipment for education;
- Criteria on organization and management;
- Criteria on teaching and learning activities;
- Criteria on scientific research;
- Criteria on graduates.

#### **2.1.3. Models ensuring the higher education quality**

- Quality control;
- Quality assurance;
- Quality inspection;
- Quality verification;
- The quality policy and the strategic plan for quality.

#### **2.1.4. State management on higher education quality and factors affecting the state management on higher education quality**

##### ***2.1.4.1. Concept of state management on higher education quality***

The state management on higher education quality can be construed as the impact under organization by state power, on the basis of law which is conducted by State competent agencies to perform the functions, tasks authorized by the State in order to orient the development and improvement of higher education quality to meet the goals of building human resources under higher education for national economic-social development.

The state management on higher education quality is total of activities of the state management agencies to orient, regulate, facilitate and enhance the higher education quality to meet the objectives of human resources for economic - social development in each period.

##### ***2.1.4.2. Factors affecting the efficiency of the state management on higher education quality***

- Thinking of state management on higher education;
- Ability of state management on higher education the quality;
- Method, way of state management on higher education the quality;

- The efficiency of inspecting, checking, monitoring and handling violations of law on the management on higher education quality;
- Requirements of market economy development, globalization and international integration;
- Social responsibility of the higher education institutions.

## **2.2. Roles of the State to the higher education quality**

### **2.2.1. Roles of the State to the education quality - approaching from systematic theory**

The State plays the role in ensuring the stable development of higher education; at the same time, it is the subject to overcome the negative impact from the outside to higher education and overcome negative manifestations in the movement and development of higher education itself. Besides, as a component of the management system of higher education, the State shall adjust its functions, duties and ways of activities so that the other components can promote their roles to focus on the main tasks for to the State in the management on higher education quality.

### **2.2.2. Roles of the State to the higher education quality from the perspective of economics theory**

From the perspective of economics theory, the State is the subject to ensure balance development of higher education, overcome the defects in the supply of higher education in terms of quality, cost and ensure learners to obtain the quality which is commensurate with their paid fees. Through the apparatus of quality control, the State shall give an intervention to ensure that higher education will implement fully its positive external roles, promote the growth of social labor productivity. The State is also the subject to organize and provide the higher education by establishing a public higher education system to orient the development of entire higher education in the direction of efficiency and quality.

### **2.2.3. Identifying the roles of State for the higher education quality**

- Manage the higher education the quality;
- Make the interventions to the higher education quality;
- Facilitate, support for higher education to move towards the quality.

## **2.3. Contents of state management on higher education quality**

### **2.3.1. Establishing strategies, plans and policies on developing higher education**

The State establishes and directs the implementation of strategies, planning, plans and policies for the development of higher education to ensure the higher education quality. Strategy for higher education development shall be established under the national vision, built the orientation of higher education with the quality in the future. The planning, plans shall specify contents of strategy and put contents of strategy into the practice. There are policies on orientation tools, support tools for the development of higher education.

### **2.3.2. The State establishes and issues the state management institutions on higher education quality**

*Firstly*, institutions show a general will of the country on higher education quality, contribute to create a consensus in the access, evaluation, share of standards and common values of a higher education which is considered as the quality.

*Secondly*, the State establishes the institutional framework presenting functions of state management on higher education quality and ensures the State has effective management tools.

*Thirdly*, the institutions are to guide the professional operations relating to the state management on higher education quality.

*Finally*, the state management institutions on higher education quality create the legal framework to give autonomy and ensure social responsibilities of higher education establishments/institutions.

### **2.3.3. Organizing the state management apparatus on higher education quality**

On the basis of identifying correctly roles and responsibilities of state management on higher education, the state management apparatus in higher education quality is the subject to perform all roles and responsibilities of state management. The reasonable organization of apparatus will be the basic to ensure the efficiency of state management on higher education quality.

### **2.3.4. Inspecting, checking, monitoring and handling violations in the implementation of the law on higher education quality**

Firstly, through these activities to evaluate the effectiveness and efficiency of state administration institutions on higher education quality;

Secondly, inspecting, checking, monitoring timely will detect and handle timely law violations in the management on higher education quality

and create the basis to make a final review, generalize the experience, success of management on higher education quality.

### **2.3.5. State establishes an international cooperation mechanism to develop the higher education**

Through the international cooperation, the State facilitates higher education institutions to receive advanced education technologies, establish the quality academic model with capability of replication throughout the country; strengthen the capacity of scientific research in several key fields; make the training a workforce with good expertise and foreign languages; help students to have a chance to access to advanced media, curricula and teaching methods.

## **2.4. Experience of state management on higher education quality in several countries around the world**

### **2.4.1. Experience from China**

The state management on higher education in China is in the direction of quality management which is performed by many different mechanisms including mechanism of entrusting the autonomy for higher education institutions. Financial policy for higher education is also renewed. The higher education institutions are received "lump sum" budget and are allowed to make decisions on expenditures while the State monitors and audits to ensure the schools to use public resources properly. With the aim to improve the social responsibilities of higher education institutions, the State evaluates the results of implementation and the schools maintain standards and perform a self-assessment proactively. China also develops visions for the leading universities and colleges to become world class universities and colleges.

### **2.4.2. Management on higher education quality of Singapore**

The State management on higher education in Singapore is performed under the model "economic- social development oriented by the state" and its feature is "conformance with the economy and under domination of the state when decision-making and planning". The State entrusts the autonomy for universities in different levels. The State monitors and encourages the social responsibilities through various forms such as program management; application "accountability framework" for higher education institutions. Ensuring the done social responsibilities is not only relied on the sense of responsibility or voluntary commitments but also relied on a legal system to maintain and promote. Establishing mechanisms and regulations which required the schools to publicize the results of financial expertise, quality or

ranking for stakeholders as a mean of ensuring the popular accountability. Also, Singapore pays an attention to regulate the schools to make self-assessment and announce the conformance of training programs with labor market and national targets.

### **2.4.3. Experience from Thailand**

In 2003, Thailand developed the strategy of higher education reform. This strategy outlines clearly that: the State would establish clear national policies, objectives and plans for higher education in the relation to human resource needs, researches and academic services. The State will monitor activities of higher education institutions in terms of policy, quality and standards through budget allocation which is considered as mechanism for supervising, monitoring, and evaluating quality and operational efficiency through accreditation. The State will encourage and support the higher education institutions so that such activities match with policies, objectives and plans for national development.

### **2.4.4. What Vietnam learns from such experiences?**

Firstly, the state management to higher education system shall be oriented towards quality management, change from simple administrative management into monitoring and facilitating for the development. The state responsibilities to higher education quality are shown in the role to develop the strategic vision, orientation, create a legal framework, build the policy system, improve the social responsibility and ensure the movement under quality of higher education institutions.

Secondly, the evaluation of higher education quality shall not only be involved by the state management agencies, higher education institutions but also received the involvement of the social community in which direct people are experts, scientists, employers to reflect the higher education quality comprehensively.

Thirdly, the state management responsibilities for higher education quality shall associated with the policy innovation which ensures the quality, enhance the competitiveness of higher education institutions, links ensuring the quality with resource allocation, investments in key fields and builds higher education institutions with quality indeed. This is the basis to solve the scale - quality problems and development conditions efficiently.



## **Chapter 3**

### **CURRENT SITUATION OF STATE MANAGEMENT ON HIGHER EDUCATION QUALITY IN VIETNAM**

#### **3.1. Overview of actual situation of higher education quality in Vietnam at the present**

##### **3.1.1. The achievements of higher education in Vietnam**

The higher education has provided millions of human resources graduated from colleges, universities, thousands of laborers with degrees of master, doctor for the nation. The system of higher education institutions covers through the country. The higher education quality has changed in some aspects. The level of knowledge, capability of approaching new knowledge on the part of students has been improved. Training quality of some basic sciences and technology science has been advanced more.

##### **3.1.2. The limitations of higher education in Vietnam**

There are many limitations in higher education quality in our country because the curriculum and way of training organizations are too inadequate. Instead of rising, it even reduces through the innovation process. The size and quality of training and education in our country has not met timely the large and high demands on human resources of economic-social targets, building and protecting the country, implementing industrialization modernization of the country, striving to build a democratic, equal and civilized society. Qualification structure, industry structure, regional structure has been not overcome because they are also unbalanced. Unreasonableness of structure of regions and areas is not handled.

#### **3.2. Analyzing the actual situation of higher education quality in Vietnam at the present**

##### **3.2.1. Current situation of strategy and policy of higher education development**

There are also some several limitations, breaking planning or even contrary to planning during implementing strategy, planning development of higher education institutions. Cohesion between development strategy for higher education and development strategy for sectors, regions, territory and economic - social development strategy is untighten which leads to extending the scale of higher education has not really reflected the demand for human resources under higher education in current period and next years.

It is noted that policy of higher education development in our country is

the lack of consistency in the policies. Policy of extending the size of higher education is not parallel with development policy of teaching staffs, facilities, financial investment, and quality assurance. Budget allocation norm for public higher education institutions is basically still heavily subsidized, average and mostly based on factors "input"; as a result, it does not link between the results of using state budget resources with the results of implementing effective implementation of training missions.

### **3.2.2. Establishing and implementing the state management institutions on higher education quality**

*Firstly*, the state management institutions on higher education are not renovated slowly and focused more on the administrative issue.

*Secondly*, the state management institutions on higher education in our country at the present are asynchronous, un-systematic.

*Thirdly*, the issued normative documents themselves also contain many inadequacies and limitations.

*Fourthly*, the institutions on quality management methods of higher education are slowly. Our methods of quality management are very inadequate, outdated. During a long time, since 1975 to 2010, the state management agencies had not required the universities to establish and publish standards of graduates' capacity - outcomes.

*Fifthly*, the institutions regulating sanctions to handle to the higher education institutions under poor quality have not been established. There are no institutions binding between the budget allocation and the education quality.

*Sixthly*, the process of developing institutions on higher education quality is still limited. The process of developing criteria for evaluating the higher education quality is the lack of participation of experts, educational institutions, employers who hiring graduates.

*Finally*, the institution system does not create the legal framework to facility the social community to take part in the state management on education quality.

Contents of state management institutions on higher education quality contain many inadequacies as a part cause of implementing institutions ineffectively.

*Firstly*, the implementation of regulations on higher education quality is inconsistent and low efficient.

*Secondly*, the support to implement the state management institutions on higher education quality of state management agencies through the creation of guidance documents system is still limited.

*Thirdly*, the results of evaluating the higher education quality are slowly published.

*Finally*, implementing the state management institutions is the lack of mechanisms for monitoring, attracting the participation of social community.

### **3.2.3. Organizing the state management apparatus on ensuring the education quality**

*Firstly*, in the fact that the management apparatus of higher education is dispersal and ineffective; there is a confusion on functions and duties by both implementing task of state management and intervening deeply into the administration of the universities.

*Secondly*, the Department of Educational Testing and Accreditation mainly focuses on testing content while the accreditation management does not really become a big content in comparison with the state responsibility, expectations of the society to this agency. Another thing is noted that the Department of Educational Testing and Accreditation preforms both management and provision of public accreditation services that is not really match with the current administrative reform process.

*Finally*, in state management apparatus of higher education apparatus, staffs and officials working in the state management on higher education is one thing which needs to be evaluated. The staffs and officials working in the state management on higher education are not ensured in quantity and quality.

### **3.2.4. Mechanism of inspecting, checking and monitoring the state management on higher education quality**

In the management on higher education quality today, the mechanism of checking, monitoring is not clear because the subject of inspection and monitor are not clearly determined. Regulations in the relation with the state management of the quality of education do not form a clear, transparent and specific mechanism of inspection and monitor. The lack of effective mechanism for monitoring, checking is a condition so that the higher education institutions "chasing achievements" by trying to show accomplishments and minimize the limitations. Simultaneously, without checking and inspecting, the quality evaluation process is violated, ignored arbitrarily.

### **3.2.5. International cooperation in ensuring the quality of education**

Vietnam cooperated with specialized higher education agency (HBO Raad) of the Netherlands to develop the Project "Establishment of 5 quality assurance centers for 5 universities and capacity strengthening in a systematic level" in the year of 2005-2008. Ministry of Education and Training has organized training courses for external evaluation with the participation of international experts. The Department of Educational Testing and Accreditation has registered as a member of Asia - Pacific quality network (APQN).

### **3.3. Assessment of current situation of state management on higher education quality**

#### **3.3.1. Positive aspects of the state management on higher education quality**

Initially, the state management agencies establish the institutional framework of state management on higher education quality and applied in the practice. The regulations on accreditation standards to university quality, academic curriculum are remarkable achievements in the state management on higher education. The regulations on publishing outcome standards create the pressure requiring the educational institutions to publicize and raise their responsibilities for academic Products. The autonomy of higher education institutions is confirmed in highest documents of higher education. The Law on Higher Education shows clearly that the State has a special attention to the roles of higher education institutions and academic quality.

#### **3.3.2. Limitations of the state management on higher education quality**

Roles of the State for higher education quality are not determined specifically and fully. The legal system lacks of uniformity; the quality assessment standards for universities lack of stratification; the application of quality assessment standards lacks of consistency; the requirements on outcome standards and publishing the quality commitments are done as response and form in the nature by the higher education institutions. The state management apparatus for higher education is also dispersal; simultaneously, there is an overlap between the functions of state management and functions of public service provision. In such context, the mechanism of checking, monitoring and handling violations of the law on quality management is not effectively implemented.

#### **3.3.3. Causes of weaknesses and inadequacies in the state**

## **management on higher education quality in Vietnam at the present**

### **3.3.1. Subjective causes**

Thinking of state management on higher education is also slow to be renovated in the direction of quality management;

The mechanisms of state management on higher education contain many unreasonableness with both taking many things and losing the state management functions; do not perform well the uniform management, maintenance of discipline in education, and not to promote the autonomy and responsibilities of the universities;

- The management and accountability of the state management agencies to the universities are very dispersal. The higher education institutions are now being managed by the Ministry of Education and Training, ministries and departments and provincial People's Committees;

- The regulations on stratification of higher education, regulations on mechanism, the social responsibilities of higher education institutions, decentralization, improving the autonomy and self-responsibility of higher education institutions are also big problems which require having specific regulations in the future.

- The inspecting, checking and handling violations of the law on higher education does not really become a tool to enhance the management efficiency.

### **3.3.2. Objective reasons**

The state management on higher education quality is a new work to staffs, officers working in the state management on education.

The delay in reform of state administration, innovation of economic, financial management, employment use, wage policy ...etc. is also a factor obstructing the effective resolution of problems in state management on higher education quality.

## **Chapter 4**

### **PERSPECTIVES AND SOLUTIONS TO COMPLETE THE STATE MANAGEMENT ON HIGHER EDUCATION QUALITY**

#### **4.1. Perspectives of state management innovation to the higher education in the direction of quality management**

Central Resolution no. 6, IXth Congress of the Party confirms one of solutions to resolute the weaknesses of education in our country is to innovate

educational management strongly. Central Conference Resolution 8, XIth Congress on fundamental innovation, comprehensive education and training orientation mentions: "*Clearly define responsibilities of state management agencies on education, training and management responsibilities by sector, region, area of ministries, sectors and localities, "Standardize conditions to ensure quality and manage the training process; focus on managing the outcomes quality; building independent accreditation system for academic quality"*". Resolution no. 14/2005/NQ-CP shows the roles of state management in ensuring the quality that: *the state management focuses on building and directing the implementation of development strategies; direct to implement the quality assurance and accreditation system to higher education; complete the legal environment; strengthen checks and inspections; make a macro adjustment to structure and size to higher education to meet the demands of human resource of each period.*

#### **4.2. Problems of state management on higher education quality in our country at the present**

##### **4.2.1. The state management on higher education quality shall be adjusted at the view of macro management in the relation to the economic - social environment and integration requirements**

*Firstly*, the state management on higher education quality in our country occurring in the trend of higher education size in all forms of study, majors is increasing.

*Secondly*, the state management on higher education quality in our country occurring in condition when the higher education institutes desire to increase the autonomy and self-responsibility, but the State shall determine the decentralization route effectively, suitably.

*Thirdly*, the state management on higher education quality in Vietnam is in the situation of steady increase, but the budget for education is still too little in comparison with the needs of organizing educational process at normal level.

*Fourthly*, the state management on higher education quality in our country now is in the trend of requiring the knowledge economy with the international trend of integration which requires high quality human resources while the quality of human resources of our country is quite low.

*Finally*, the state management on of higher education quality is also under the pressure between supply and demand for higher education.

#### **4.2.2. Requirements for the state management institutions on higher education quality**

*Firstly*, it is necessary to complete the state management institutions on higher education, properly establish the role of state for higher education in making the policy, creating the institutional framework for higher education, monitoring and evaluating the development of higher education, creating a healthy competitive environment for the development of higher education.

*Secondly*, creating the standard institutions on higher education quality

*Thirdly*, the contents of evaluating the quality process shall be visualized comprehensively.

#### **4.2.3. The requirements for the apparatus organization and staffs, officials working in the state management on higher education quality**

In the orientation of completing the state management on higher education quality, it is necessary to consider the reasonableness of the apparatus organization of state management agencies for higher education system and improve the quality of staffs, officials working in the state management system for higher education.

#### **4.2.4. Criteria for accrediting the higher education quality**

The accreditation criteria is the measure of aspects to be evaluated, considered. The accreditation results whether are correct or not, reflect the quality picture of a higher education institution or not depend largely on the accreditation standards. We shall have a proper awareness on the accreditation, purposes of accreditation to build the practical and effective accreditation standards. The accreditation is considered not only as a tool to show the social responsibilities of universities but also a useful tool to improve the education quality.

### **4.3. Some solutions to improve the state management on quality higher education in Vietnam at the present**

#### **4.3.1. Innovating the roles of state management in combination with extending the autonomy and social responsibilities of higher education institutions**

The State shall focus on determining the vision and strategy for the higher education, development, creating favorable conditions for the development of higher education system through the institutional system, appropriate policies and monitoring the development, ensure the development of higher education in right direction of the quality of the higher education

institutions. Other important role of the state for higher education that is necessary to ensure fairness in education, overcome deficiencies of the market in the higher education. Innovating roles of state management for higher education in the direction of quality management will require determining clearly responsibilities of the state and higher education institutions. The state shall build the institutions to ensure the autonomy and accountability of higher education institutions.

#### **4.3.2. Completing the strategies, planning, plans, policies of higher education development in the direction of focusing on determining the vision and objectives for higher education and factors affecting directly the higher education quality**

To ensure the higher education quality, it is necessary to have strategies to ensure the higher education quality, determine the route towards the higher education quality at the national, regional and international levels. The strategies for quality assurance of higher education shall sync with strategies for economic - social development, development of national human resources. It is necessary to make planning of network of higher education institutions, ensure the balance between number of higher education institutions and demands of human resource in the present and future. It shall change thinking about the education from "supply" to "demand" in planning of higher education network and have deep researches of actual demands on human resource at the enterprises, organizations, local, regional and national levels. The higher education institutions shall be rearranged in the direction of multi-discipline training

The state management policy of quality higher education shall be innovated in the direction of focus on improving the quality of components, factors affecting directly to the higher education quality: lecturers, curriculum; changing financial mechanism towards linking to investment quality, eliminating indiscriminate view of investment in the budget for higher education; innovating the training process.

#### **4.3.3. Completing the institutions and improving the effect of implementing the state management institutions on higher education quality in the direction of decentralization of higher education, linking the higher education quality with budget investment, increasing the participation of social community participation in monitoring and evaluating the higher education quality**



*Firstly*, it is necessary to revise the legal documents system of higher education, overcome the overlap, duplication among legal documents.

*Secondly*, it is necessary to create the institutional framework for decentralization of higher education institutions.

*Thirdly*, the State shall improve the standards and criteria for evaluating the quality of higher education at the requirements and quality orientation for each 5 years.

*Fourthly*, completing the institutions on autonomy, self-responsibility of the higher education institutions

*Finally*, the State shall create the institutional framework in framework to ensure the social responsibilities of higher education through making the commitments to ensure the quality of higher education institutions, with the Association of Universities; establishing Charter of higher education quality.

#### **4.3.4. Reorganizing the state management apparatus of quality higher education in the direction of specifying responsibilities of state management agencies, delimitation of state management functions and service supply functions**

*Firstly*, innovating functions and mode of operation of the National Education Council is chaired by the Prime Minister in the direction of assisting the Prime Minister to direct the strategic implementation of educational development in general and higher education development in particular.

*Secondly*, the Ministry of Education and Training and Ministry of Labour - Invalids and Social Affairs perform their state management functions as assigned by the Government, focus on three main tasks including: building the strategies and planning and making the plan of higher education development; building the mechanisms and policies and regulations on the management of higher education content and quality; organizing checks and inspections. In which, it is necessary to pay attention to checks and inspections to ensure the quality and efficiency of higher education.

*Thirdly*, building the mechanisms which link the higher education with scientific research and labor market; building the center for forecasting human resources under the Ministry of Education and Training, researching the methods of building Ministry of Higher Education and Scientific Research to regulate the development of higher education;

*Fourthly*, decentralizing the management on planning, plan and development investment for higher education;

*Fifthly*, decentralizing the management on state budget and other income sources;

*Sixthly*, decentralizing the management on assets and facilities;

*Seventhly*, decentralizing the organization and personnel;

*Eighthly*, completing the legal documents system under law in general education, full higher education;

*Finally*, researching, considering to form an intermediate organization between the Ministry of Education and Training and higher education institutions to reduce the workload of state management agencies on higher education;

#### **4.3.5. Improving the quality of staffs and officials working in the state management on higher education**

The quality of staffs, officials mentioned here includes knowledge, skills and attitudes. In which, one thing for first consideration is to improve the level of legislative, regulatory activities, legal qualification, law quality, the feasibility of legislation relating to the state management on higher education accreditation. It shall have plans of training, fostering staffs and officials working in the state management on higher education quality to improve such team.

#### **4.3.6. Completing the inspection, checking and monitoring the state management on higher education quality**

Inspecting, checking shall focus on the key issues affecting the higher education quality such as ensuring the conformity of training content with the objectives, mission of educational sector and institutions, compliance with regulations on quality assurance ...etc.

### **4.4. Surveying the urgency, feasibility and conditions to ensure the implementation of solutions**

#### **4.4.1. Surveying the urgency, feasibility of solutions**

The survey results present solutions have the high necessary and feasibility. This shows that the ability to apply the solutions into the practice of state management on higher education can be done and it also promises to bring positive results on higher education quality.

#### **4.4.2. Conditions for implementing the solutions**

4.4.2.1. Conditions on information systems, databases

4.4.2.2. Conditions on human resources

4.4.2.3. Conditions on institutions

4.4.3.4. Conditions on funding

4.4.3.5. Conditions on the coordination mechanism

## **CONCLUSION AND RECOMMENDATIONS**

### **1. Conclusion**

Through the thesis research, some important conclusions are found out:

1) The higher education quality is meeting the objectives set for human resources under higher education in each phase, each development period. The education quality is the results of a training process, influenced by many factors. In the integration period, the higher education quality is not just the results of training but also considers to the suitability and adaptability of the graduates to the labor market in the region and around the world.

2) The State is the subject which plays an important role for the higher education quality. Implementing effectively the management role of the State will affect directly to the higher education quality. How the State manages, what the State manages and what the manner is will affect the movement and development practice of higher education institutions. With the trend of public sector reform, the State needs to renew its roles for higher education. The State shall be subject of orientation, facilitate and regulate to ensure the higher education obtaining the quality and efficiency.

3) With orientation of innovating the state management mechanism for education, focusing on macro level, innovating the state management mechanism for higher education in the direction of quality management, it is necessary to complete the institutions of quality management in terms of the roles of state management, standards and criteria for evaluating the quality, make the decentralization of higher education, organize the quality assessment, create the institutional framework for ensuring the autonomy for the higher education institutions which commit to obtain the quality.

### **2. Recommendations to the State management agencies**

#### **2.1. Recommendations to the National Assembly**

The National Assembly shall research and establish Law on education quality including the higher education quality.

#### **2.2. Recommendations to the Government**

The Government shall ensure to strengthen inter-sectorial, inter-regional coordination in determining the human resource demands under higher

education in the country, in all sectors and localities so that the higher education really meets the demands of economic-social development in each period.

### **2.3. Recommendations to the Ministry of Education and Training**

- Recommendations on the strategies for higher education development: the Ministry of Education and Training submits the Government the strategies for higher education development in Vietnam, changes the pattern of growth and development of higher education in the direction of changing from development on scale basis to development on quality and efficiency;

- Recommendations on the state management innovation for the higher education: consider the state innovation management as the key matter, focus on establishing and improving the legal documents system, increase the autonomy for the higher education institutions; consider the autonomy as an inherent property of higher education institutions, a motivation for growth and link the autonomy with the social responsibilities of higher education institutions;

- Recommendations on management of training contents and programs: the Ministry of Education and Training shall direct the higher education institutions to make the curriculum innovation, shorten the academic time, reduce the curriculum load, focus on major for the purpose of providing foundation knowledge for students, focus on learning tasks in 2-3 years and rest 1-2 years for students to practice in the enterprises, organizations; direct the higher education institutions to design curriculum with high pressure on students; perform the training in compliance with social demands;

- Recommendations on framework for evaluating the capacity of national human recourse;

- Recommendations on improving the social responsibilities of higher education institutions: Implementing the decentralization of higher education shall link with the respective investment, finance policies to create the motivation for the education to make the innovation in the direction of quality and efficiency. The Ministry of Education shall coordinate with the political - social organizations, professional social organizations, enterprises and educational institution to make the statistic the employment status of graduates; require the universities to collect and publish information about the employment status of graduates;