



VIETNAM: Insights from an International Collaboration Mission



CBIE MARKET REPORT SEPTEMBER 2017

The following report captures key findings from the 2016 international collaboration mission to Vietnam, led by the Canadian Bureau for International Education. Its aim is to expand the body of knowledge on Canada-Vietnam relations in higher education.

BACKGROUND

CBIE's International Collaboration Mission Series represent multi-faceted approaches to educational partnership development consisting of three phrases: (1) Pre-mission articulation of priorities; (2) planning and execution of collaboration missions; and (3) post-mission evaluation and reporting.

CBIE members benefit from international collaboration missions in four key ways:

1. Fostering deeper understanding of the education context and market in other countries from various perspectives including government, academia, business, international and locally-based non-government organizations, and international financial institutions.
2. Identifying, developing and nurturing international activities and partnerships, as well as building capacity to identify and tap into resources to support such activities.
3. Representing their institution abroad as a member in a pan-national "Team Canada" initiative, thus underscoring the strategic importance of bilateral relationships in education while sharing professional experience with like-minded Canadian peers.
4. Returning to Canada with unique insights to be leveraged in support of institutional internationalization strategy development and implementation.

VIETNAM 2016 MISSION

The Vietnam 2016 Mission aimed to enhance the capacity for Canadian post-secondary institutions to explore, develop and implement partnership opportunities in Vietnam. To this end, CBIE led a five day mission in Ho Chi Minh City (HCMC) and Hanoi, Vietnam from October 24-28, 2016. The program included: two half-day, high-profile workshops; targeted meetings with Canadian and Vietnamese government representatives, international financial institutions; two days of targeted institutional visits; and marketing visits to select K-12 schools to showcase Canadian post-secondary options.

The mission leveraged CBIE's connections in Vietnam, closely nurtured over recent years, with senior Vietnamese government officials, diplomatic representation at the Canadian Embassy and Consulate General, inter-governmental organizations, international financial institutions, post-secondary institutions eager to engage more deeply with Canada, and K-12 schools seeking to identify Canadian post-secondary options for their Vietnamese grade 12 graduates. In addition to these direct connections, CBIE's memoranda of understanding with the Association of Vietnamese Universities and Colleges (AVUC) and the Canadian International School System (CISS), provided an important launch pad for the mission (See Appendix A: Collaboration Mission Partners and Appendix B: Participating Canadian Institutions for more details).

VIETNAMESE-CANADIAN HIGHER EDUCATION COLLABORATION WORKSHOPS

The half-day workshops in both Hanoi and Ho Chi Minh City brought together Canadian and Vietnamese education stakeholders to discuss and deepen understanding of market opportunities and challenges within the Canada-Vietnam education relationship. Participants shared lessons learned and recommendations for future programming. Each workshop was followed by a facilitated networking event.

In Ho Chi Minh City the event was co-hosted by SEAMEO-RETRAC, and was opened by the former Minister of Education and Training (MOET), and the Senior Trade Commissioner from the Consulate General of Canada. Canadian participants presented on the Canada Express Study Program, the Canadian College Model, the role of internationalization in the university context followed by a panel discussion on Lessons Learned in International Collaboration with panelists from both the Canadian and Vietnamese post-secondary system.



The Hanoi workshop was opened by the Ambassador of Canada to Vietnam and the Director General of Vietnam International Education Development, MOET. In addition to the presentations which took place in HCMC, CBIE's sister associations the Vietnamese Association of Community Colleges (VACC) and AVUC presented on opportunities for partnership with Vietnam.

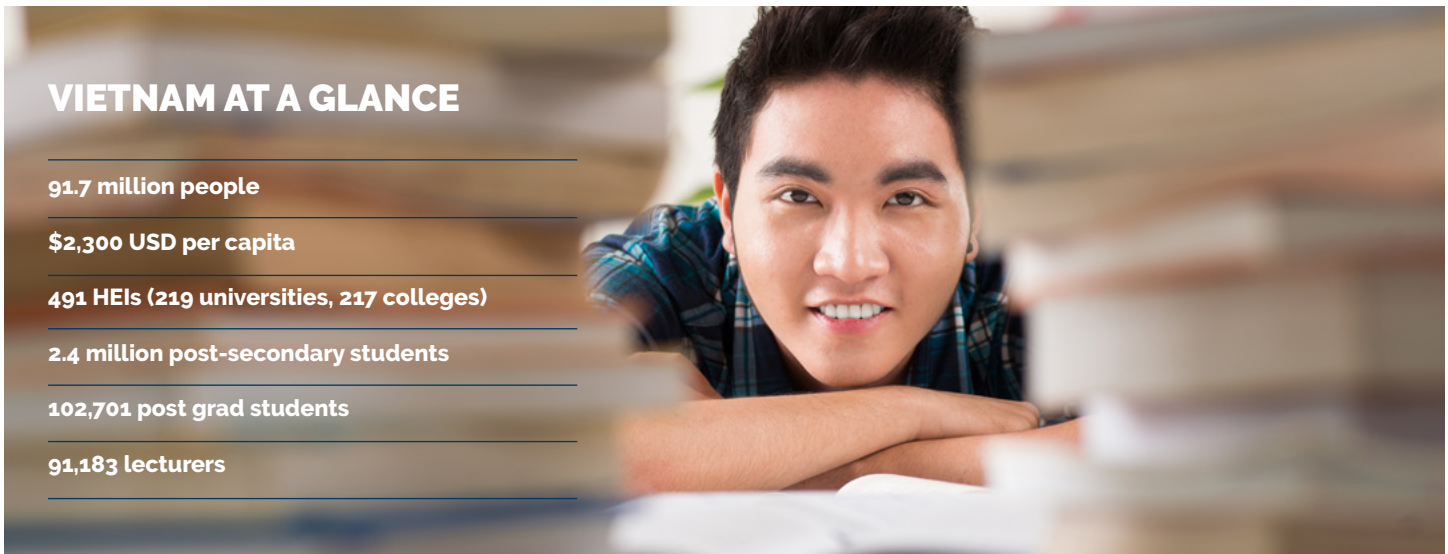
POST-SECONDARY INSTITUTIONAL VISITS

As a key feature of the collaboration mission, each participating institution was provided with two tailored, full day, institutional visit programs in HCMC and Hanoi. These programs included targeted meetings with relevant representatives at Vietnamese universities or colleges to discuss future partnership and collaboration opportunities. The coordination of these meetings by CBIE on behalf of participating institutions were guided by the identification of sectoral and thematic priorities in advance. In turn, Vietnamese institutions were also selected with consideration of previous relationships, potential for international engagement and interest in Canada. CBIE was pivotal in laying the groundwork for optimal collaboration prior-to and during these encounters.

OTHER KEY MEETINGS

CBIE organized targeted group meetings with senior Vietnamese government officials, Canadian diplomatic representatives and the Asian Development Bank to highlight and discuss bilateral and multilateral priorities, plans and programming in the area of education. The mission also included a visit to the Canadian International School (CIS), a premier K-12 institution in Vietnam, to showcase Canadian post-secondary options.

MISSION FINDINGS: VIETNAM'S HIGHER EDUCATION LANDSCAPE



The mission to Vietnam surfaced the following findings through its meetings, workshops, presentations and participant surveys. Publicly Funded System: Vietnamese institutions are predominantly publicly funded (80% of, with 77% of students) with the majority of students enrolled in undergraduate programs (96% of students). Approximately 12% of higher education lecturers have doctoral degrees.

CENTRALIZED GOVERNANCE:

Higher education governance in Vietnam is hierarchical in structure with 191 institutions reporting directly to national line ministries or local governments, although there is no single body responsible for the system. The Ministry of Education and Training (MOET) has responsibility for academic matters, and the line management ministries oversee financing and administration. This centralized and top down system has received criticism both domestically and internationally for slow movement and issues surrounding accountability.

HIGHER EDUCATION REFORM:

The Vietnamese higher education system is undergoing restructuring vis-à-vis policy reform in the form of decrees, laws and government resolutions. Some themes of this restructuring include:

- Increased focus on learner-centric, creative competence academia.
- Emphasis on aligning education programs with labour market demand.

- Standardization of baseline institutional autonomy across research, training, finance, international cooperation, organization and personnel activities.
- Socialization of education to incite investment in not-for-profit higher education institutions.
- Strengthened linkages with the private sector.
- Promotion of international cooperation in order to increase program quality, modernize curricula, pedagogy and technologies, and generally create universities of excellence.

NATIONAL QUALIFICATIONS FRAMEWORK:

To achieve the reforms articulated above a national qualifications framework has emerged in compliance with ASEAN standards and a minimum competency for each level of training. University governance around human resources and finance were given greater autonomy in some institutions, and training programs have also been subject to national qualifications frameworks. Further investment has been set aside for research, including collaborative research with foreign partners and attracting foreign and overseas researchers to Vietnam. There is widespread recognition that international cooperation is key to achieving these reforms, thus measures have been installed to recognize credentials, provide dual and double degrees and increase student mobility and TNE programs.

MISSION FINDINGS: VIETNAMESE INTERNATIONALIZATION EFFORTS

The internationalization landscape in Vietnam is supported by a series of transitions in the economy and policy environment. As of 2015 there were 10 state-funded and 422 self-financed partnership programs in place. Likewise, there has been a boom in joint international training programs which import curriculum and international staff support to major HEIS and as of 2015 this was \$1 million industry.

The training abroad landscape is made up of two state funded programs for teachers in Project 322 (2000-2010) and Project 911 (2012-2020) which are tasked with training over 25,000 people in 34 countries. An additional 125,000 Vietnamese students abroad self-finance their experiences, which is a 15% increase over 2013. Canada is not currently a top 10 destination for such students.

International research collaboration is increasing at both the systemic and faculty levels. Across Vietnam 39 institutions identify as research focused institutions and a renewed enthusiasm for applied research is apparent. Overall, research output from Vietnam increased significantly during 2015.

There are 35 joint programs with 23 foreign institutions established in Vietnam as of 2015. Vietnamese institutions are keen to see more foreign involvement in Vietnam based activities.

The Canadian Consul and Senior Trade Commissioners of Canada indicate continued support for bilateral trade through educational partnerships and recruitment. The consulate is increasing efforts to build Canadian brand awareness and attractiveness as a study destination for students, parents, institutions and educational consultants. Additionally, the embassy is supportive of Canadian institutions' efforts to increase two-way mobility with Vietnam.



OPPORTUNITIES FOR COLLABORATION WITH VIETNAMESE HIGHER EDUCATION INSTITUTIONS

Opportunities for collaboration abound, thanks in part to strong support from the public sector and legal framework. However, a common theme which surfaced during the mission was the persistence of major financial barriers to international experiences for Vietnamese students (i.e. international scholarships, in-Canada training, etc.) Key opportunities which surfaced throughout the mission include:

JOINT PROGRAMMING AND RESEARCH:

Joint degree programs, degree completion opportunities (2+2) and partnering with institutions on articulation agreements are in demand. Additionally, enhanced programming through Post-Graduate Certificate deliveries in Vietnam and the pursuit of branch campuses or program delivery through partnerships in Vietnam are also appealing.

Recommendation to institutions:

Seek out partners with program or knowledge gaps that fit your area of expertise. Research collaborations in priority fields, such as IT, Nano technology and agriculture would be especially noteworthy.

RECRUITMENT:

Private high schools in Vietnam are a key area for early promotion of Canadian education, as their students have high academic achievement and more resources to pursue a foreign education. However, such resources are not limitless and many students feel incentive to choose countries that are closer in proximity.

Recommendation to institutions:

Highlight opportunities for tuition exemption, reduced tuitions and scholarships. Promote Canada's express study program, the option to work while studying as well as the likelihood of a student gaining a fully funded work experience during their studies.

Canadian education brand awareness also remains low for students and parents in Vietnam, which makes working with the Embassy a good option. These opportunities must also be aligned with the increased prospects for work once the student returns to Vietnam.

Recommendation to institutions:

Explore the development of short term staff and student mobility programs, specifically summer and internship programs, which can increase brand awareness.

CAPACITY BUILDING AND TRAINING OPPORTUNITIES:

Within the higher education reform environment there are opportunities to provide capacity building around research, autonomy and governance, financing models, private sector/industry engagement, and teacher education. Another key sector within both the higher education market and the private sector is leadership development.

Recommendation to institutions:

Leverage relationships with funding agencies (like ADB) and with industry to identify funding opportunities within their scope, as well as partnering with specific institutions in Vietnam to jointly pursue these opportunities.

LANGUAGE TRAINING:

Training of English teachers and the development of English testing centers will continue to be a priority across the spectrum of education as Vietnamese institutions increase their internationalization efforts.

Recommendation to institutions:

Where possible, market provision of French as foreign language training and expertise in bilingual education as Canada's competitive advantage. Become familiar with competition in this field, and underscore competitive advantage. In-Vietnam and train-the-trainer options are more appealing than in-Canada courses.

IMMEDIATE OUTCOMES OF MISSION PARTICIPATION

1. Agreements

More than 15 new partnership agreements were signed following the mission, including bilateral and trilateral student exchange agreements, summer experience programs in Vietnam for Canadians, internship agreements 2+2 articulation agreements around specific programming, and a dual degree (under development) were formed.

2. Familiarization (FAM) Tours

As a result of relationships built with the Canadian consulate, institutions partnered with their provincial governments and the trade commissioners in Vietnam to host FAM tours for educational consultants representing the international student market of Vietnam.

3. Partnership building

Many mission participants returned to Vietnam within 5 months of the mission to engage in partnership building initiatives with institutions which they were first introduced to during this

mission, including SEAMEO-RETRAC, the Canadian International School System and post-secondary institutions. Participants also demonstrated an increased interest in participating in student recruitment activities (including student recruitment fairs). Some institutions have been engaged to deliver seminars in Vietnam, and one institution decided to engage a full time Vietnamese consultant to represent their institution in the country.

4. New training programs

Through the opportunities identified during the mission, some members were able to design and develop customized short term programming which specifically target Vietnamese needs and are therefore better able to market themselves in the sector in Vietnam and surrounding region.

CLOSING

The Canadian Bureau for International Education would like to thank all of the Canadian and Vietnamese participants of this collaboration mission series for their contributions to the mission experience and input into this mission report. It is CBIE's hope that this report will contribute to the body of knowledge on the Canada-Vietnam higher education relationship and encourage more Canadian institutions to explore opportunities for partnership with Vietnam.

For more information about participating on CBIE's international collaboration missions please visit our [website](#).



APPENDIX A: COLLABORATION MISSION PARTNERS

MINISTRY OF EDUCATION AND TRAINING (MOET)

The Ministry of Education and Training (MOET) is the government ministry responsible for the governance of general/academic education and higher education (training) in Vietnam. Vocational Education is controlled by the Ministry of Labour, Invalids, and Social Affairs (MoLISA). Ministry offices are located in central Ha Noi. In the Vietnamese system, MoET is responsible for the 'professional' performance and regulation of educational institutions under it, but not for ownership or finance, except for the major public universities (VNU, Vietnam National University, in Hanoi and Ho Chi Minh City, fall directly under the Prime Minister's office, not MoET). Ownership and administrative/financial responsibility for the bulk of educational institutions, including all school-level general education, falls under Provinces or Districts, which have substantial autonomy on many budgetary decisions under the Vietnamese constitution. Some institutions are also controlled by other central ministries, although mainly at higher education levels (senior secondary and colleges).

CENTRE FOR INTERNATIONAL EDUCATION CONSULTANCY (CIEC) UNDER VIED

Founded in 2014, CIEC was established to perform public services in providing consultation, support and promotion for international and training development activities, including consulting, international education and training, supporting, promoting, organizing international education and training development activities, and public services related to Vietnamese citizens studying abroad.

For more information:

<http://vied.vn/en/for-students/activities/695-vietnam-international-education-development.html>

SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION – REGIONAL TRAINING CENTRES (SEAMEO RETRAC)

The Southeast Asian Ministers of Education Organization (SEAMEO) is a regional intergovernmental organization established in 1965 among governments of Southeast Asian countries to promote regional cooperation in education, science and culture in the region. Vietnam, re-admitted as a SEAMEO Member State on February 10, 1992, by the SEAMEO Council, hosts the SEAMEO Regional Training Center (SEAMEO RETRAC) in Ho Chi Minh City. The Center started its very first operations in October, 1996.

SEAMEO RETRAC assists SEAMEO Member Countries, especially Cambodia, Lao PDR, Myanmar and Vietnam, to identify and tackle problems of leadership and management in education at all levels. SEAMEO RETRAC directs its efforts on educational issues by undertaking innovative, relevant programs through research, training, consultancy, and staff exchanges and by fostering regional and international partnerships and by engaging in other related activities within and outside the region. In addition, SEAMEO RETRAC offers language training, teacher training, information communication and technology (ICT) and other training programs customized to the learners' needs.

For more information:

<http://www.vnseameo.org/?id=2>

ASSOCIATION OF VIETNAMESE UNIVERSITIES AND COLLEGES (AVUC)

AVUC is Vietnam's national association of universities and colleges, inaugurated in December 2014. AVUC represents over 450 tertiary institutions in Vietnam and over 2 million students. Its mission is to work with the Ministry of Education and Training (MOET) in Vietnam in higher education policy development and to address a variety of association wide issues.

At the 2015 CBIE Annual Conference in Niagara Falls, CBIE and AVUC signed a Memorandum of Understanding to strengthen and expand the Vietnam-Canada bilateral relationship by working collaboratively to build strong connections in education through English language training, higher education reform, student mobility, research and promotion of the partnership.

For more information:

<http://www.cbie.ca/news/canadian-bureau-for-international-education-signs-an-agreement-with-the-association-of-vietnamese-universities-and-colleges-avuc/>

CANADIAN INTERNATIONAL SCHOOL/ KHOI NGUYEN EDUCATION GROUP

The Canadian International School-Vietnam (CIS-VN) is a renowned International private school in Ho Chi Minh City, Vietnam. Now in its fifth year of operation with a student population of 700 students in grades K-12, CIS-VN has received approval from the Ministry of Education and Training in Vietnam and the Department of Education and Training in Ho Chi Minh City to accept both Vietnamese nationals and expatriate nationals learning together as students in our school. The school's language of instruction is English. To ensure quality in our program, we have chosen the Toronto District School Board (TDSB) in Ontario to act as our Canadian consulting school district.

The Khoi Nguyen Education Holding Company (KNE) is the investor of four units of the Canadian International School System (Canadian International Schools, Bilingual Canadian International, Canada-Vietnam Kindergarten, Albert Einstein School), as well as the e-Study School Company, which currently offers online English programs for approximately 4,500 students from many public secondary schools, colleges and universities in Vietnam. Moreover, the e-study school provides English training courses for 200 Vietnamese teachers who teach English in various Vietnamese public schools. From 2009 until today, the KNE Holdings has invested approximately \$80 million USD for many educational projects and activities in Vietnam.

The Canadian International School System (CISS) and the e-Study School is known to be one of the most prestigious schools that deliver high-quality education in Vietnam. Since its opening in 2009, the Canadian International School has been supported in various aspects by the Canadian Embassy and the Consulate in Vietnam and Ho Chi Minh City.

The CISS is currently offering 3 programs for students, including the Ontario curriculum, IBDP and the Vietnamese curriculum.

At the 2015 CBIE Annual Conference in Niagara Falls, CBIE and KNE/CISS signed a Memorandum of Understanding, agreeing to cooperate in the areas of student placement, familiarization tours, teacher training, staff recruitment and the development of CISS as a premiere centre of Canadian education.

For more information:

<http://cbie.ca/canadian-bureau-international-education-signs-agreement-khoi-nguyen-education-group-knecanadian-international-school-system-ciss-vietnam/>

APPENDIX B: PARTICIPATING CANADIAN INSTITUTIONS

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Tasha Welch

Director, International Collaboration and Development
Royal Roads

Yaya Siggins

Director, International Enrollment Services
University of Regina

THE CANADIAN BUREAU FOR INTERNATIONAL EDUCATION (CBIE)

The Canadian Bureau for International Education (CBIE) is a national, bilingual, not-for-profit, membership organization dedicated to the promotion of Canada's international relations through international education and making Canada a global leader in international education. As the only national membership association dedicated to international education, CBIE's pan-Canadian membership comprises 150 colleges, institutes, universities, school boards and language schools. Over the last 50 years, CBIE has been a trusted partner of the Canadian government.

CBIE's activities include: institutional training and capacity assessments; administration, leadership, teacher and staff pre-service, in-service and instructional upgrading programs; education institutional design, development, review, assessment and ongoing management; education services program management; civil society strengthening and public sector reform; research and information services, supporting capacity of member institutions; and public awareness on behalf of the international education sector.

Since 1966, CBIE has supported, designed and implemented over 100 projects worldwide, in 60 countries and 17 languages, valued at \$2.5 billion. Since 2005, CBIE has organized over 80 short training courses or study tours across Canada for international delegations of students, faculty, institution administrators, government officials and private investors.

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