

STRATEGIC ORIENTATION FOR INTERNATIONALIZATION OF HIGHER EDUCATION IN THE PERIOD 2021-2025, VISION TO 2030 OF QUANG BINH UNIVERSITY

ĐỊNH HƯỚNG CHIẾN LƯỢC QUỐC TẾ HOÁ GIÁO DỤC ĐẠI HỌC
GIAI ĐOẠN 2021-2025, TẦM NHÌN ĐẾN NĂM 2030
CỦA TRƯỜNG ĐẠI HỌC QUẢNG BÌNH

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ABSTRACT: *Higher educational internationalization is one of top concerns of educational leaders around the world and it has significantly affected changes in structure, function and model of the global education system. Drawing from the internationalization experiences of developed countries and the contents of Vietnam's higher education internationalization strategy, the article presents strategic directions for internationalization of higher education in the period 2021-2025, vision to 2030 of Quang Binh University. This study is also to provide more practical evidence for the development and implementation of higher education policies in order to ensure the quality and efficiency of the higher educational internationalization process in Vietnam.*

Keywords: *Higher educational internationalization, Quang Binh University.*

TÓM TẮT: *Quốc tế hóa giáo dục đại học là một trong những chủ đề được quan tâm của nhiều nhà lãnh đạo giáo dục và có ảnh hưởng sâu rộng đến sự thay đổi cấu trúc, chức năng và mô hình hoạt động của hệ thống giáo dục đại học toàn cầu. Đúc kết từ những kinh nghiệm quốc tế hóa của các quốc gia phát triển và những nội dung chiến lược quốc tế hoá giáo dục đại học của Việt Nam, bài viết trình bày những định hướng chiến lược quốc tế hoá giáo dục đại học giai đoạn 2021-2025, tầm nhìn đến năm 2030 của trường Đại học Quảng Bình. Nghiên cứu cũng góp phần vào việc xây dựng chính sách và triển khai quá trình thực hiện nhằm đảm bảo chất lượng và hiệu quả cao cho công cuộc quốc tế hóa giáo dục đại học tại Việt Nam.*

Từ khóa: *Quốc tế hóa giáo dục đại học, Đại học Quảng Bình.*

1. INTRODUCTION

Implementing the Party and State's policy on proactive and active international integration, creating a peaceful and favorable environment for national development, Vietnam is increasingly integrating internationally in all fields, including higher education [4]. In the general development trend of the world and

stemming from the great need for highly qualified human resources to serve the process of industrialization and modernization of the country, the promotion of internationalization and integration of education activities has become one of the key tasks, the driving force for Vietnam's higher education to develop rapidly, approaching international

standards. On the other hand, internationalization is also an urgent requirement to meet the need of the high-quality labor market and is one of the top criteria to evaluate the quality, rank and trademark of a training facility.

Although some achievements have been achieved, it cannot be denied that the international competitiveness of Vietnam's education system is currently weak, compared to other countries in the world. Faced with great challenges due to globalization, the knowledge economy and the requirements for human resource development in the country, the problem facing Vietnam is the constant internal transformation of the entire higher education system to follow globalization in all aspects, to be able to "sustain" in the free trade mechanism, and at the same time to serve the development of the country. That is a huge challenge, but also an opportunity for domestic educational institutions, all universities, academies, and professional educational schools, including Quang Binh University to make efforts to promote internationalization of higher education, improve the effectiveness of training activities, enhance their position, and soon create their own brand through international competitiveness.

2. CONTENT

2.1. Internationalization of higher education

Along with the process of deep integration into the world economy, higher education is becoming increasingly internationalized, which has brought many

opportunities for universities to access and learn from the latest advanced science and technology in the world. In recent years, internationalization of education has been one of the topics of great interest and profound influence on the changing structure, function and operating model of the global higher education system [1].

There are many definitions of internationalization of higher education offered, but the most common, in our opinion is still the definition: "Internationalization is the process of integrating all international aspects into the goal, function and implementation process of higher education" [2].

What cannot be denied is that the internationalization of higher education today needs to be considered both at the national and institutional levels. In short, internationalization can be understood as a term to refer to the international aspect of higher education. Internationalization of higher education is seen as the process by which international, intercultural and global dimensions are integrated into the purpose, function and delivery of higher education at the national and institutional levels. Internationalization of higher education can include the following basic activities: (1) International cooperation activities. (2) Student and lecturer mobility and exchange activities. This is considered the foundation of the internationalization process up to now. (3) Internationalization of programs and teaching. (4) Transnational educational cooperation activities/international joint training

programs. It includes a number of forms such as building branches, overseas facilities, or joint training programs. (5) Developing excellent universities. (6) Research internationalization activities.

The internationalization of higher education is increasingly influenced by economic, cultural, diplomatic and political fluctuations, along with natural disasters and public health crises. Additionally, the rise of digital technology, the rapid growth of the domestic and global e-learning market and closer partnerships between ed-tech companies and suppliers, providing educational services, has significantly changed the landscape of international education.

Over the past three decades, the internationalization of education has been shaped and reshaped as a form of global trade, driven by historical, economic and political factors. The repositioning of internationalization of education as a global trade process has been demonstrated through policies and programs related to domestic and international student mobility, student recruitment internationalization, internationalization of curriculum, international cooperation in research... In countries chosen by many international students in the Northern Hemisphere such as Australia, Canada, New Zealand, the UK and the US, the process of internationalizing education has received many mixed opinions, including criticism for over-emphasizing on economic aspects, considering education as an export industry.

European countries have a more integrated approach. The European Commission supports internationalization efforts through comprehensive programs such as: Erasmus, Tempus. The Tempus program focuses specifically on neighboring countries, while Erasmus Mundus is more global. Below are some results of the ERASMUS program: (1) 1.2 million students benefited through study abroad programs; (2) The European Credit Transfer System (ECTS) is now popular and widely accepted; (3) Cooperation projects in program development; (4) Implementing links between 2,199 universities in 31 countries; (5) Budget of 159 million EUR, 144,000 students, 21,000 teachers [3].

The internationalization of education has also been used as a mechanism to enhance the soft power influence of a range of countries. For example, China is very active in strengthening its soft power and position in the region and globally through active strategies to attract international students, opening training facilities abroad. In addition to China, over the past decade, many traditional education exporting countries or regions such as Hong Kong, Malaysia, Singapore, Turkey and Mexico have emerged in the international education market and become active competitors with Western countries. Meanwhile, in developing countries in Asia such as Vietnam and Indonesia, internationalization is often considered a basic means to help the higher education system develop to keep up with regional

and international developments, improving international rankings.

Internationalization at higher education institutions is becoming an ever more urgent requirement to meet the growing demand for high quality labor market in a fast developing world nowadays. Universities are increasingly internationalizing to ensure that their students are fully prepared with the knowledge, skills and attitudes to participate in the increasingly competitive global labor market, that has fewer boundaries.

The effect of this is a test of the training quality of the schools. Internationalization has become one of the leading criteria to evaluate the quality, class and brand of a training institution and has become an important part of the development strategy of many higher education institutions in the country in general and of Quang Binh University in particular.

2.2. Strategic orientation of internationalization for the period 2021-2025, vision to 2030 of Quang Binh University

Currently, the Vietnamese education system is orienting towards six contents of education internationalization strategy, which are:

- Increase the movement of students, faculties and scholars between Vietnam and other countries;
- Internationalization of training programs (concentrating on the number of programs for international students and the number of training programs taught in

English);

- Development of an international education branch;
- Accreditation of educational institutions according to regional or international standards;
- Building a world-class university in the world ranking;
- Establishing a network of international cooperation relations.

Based on the above 06 contents, with the opportunities and challenges of a local university, Quang Binh University orients the internationalization strategy for the period of 2021-2025, with a vision to 2030 as follows:

- Standardize the contingent of lecturers, officials and employees in both quantity and quality: high professional qualifications (Dr, As.Prof, Prof), professional style, fluent in foreign languages;
- Expand the scale, develop and build the school according to the model of having schools and centers under the University;
- Developing postgraduate training, international links, forms of transfer, training and fostering short-term classes;
- Focusing resources on improving training programs, curriculum content, reference materials, renewing teaching methods in a positive direction;
- Strengthening scientific research, linking scientific research with training and social services. Gradually increase the proportion of revenue from scientific research, consulting and service activities;
- Promote international relations, link and gradually expand foreign advanced

training programs, reaching high quality with reasonable cost;

- Promote self-assessment and education quality accreditation;

- Completing and effectively exploiting facilities: Internal road infrastructure, sports complex, technical practice workshop, laboratory, experimental garden ... with full pages equipment for training and scientific research;

- Actively increase non-budget funding sources.

2.3. Tasks and solutions

2.3.1. Staff building

- Building a team of leaders and managers with qualities, conditions, standards, leadership, management and international integration capabilities to meet the requirements of the mission; by 2025, at least 50% of leaders at departmental level and above can use foreign languages to communicate and work with foreign partners; by 2030, reaching the rate of 70%.

- Building a contingent of qualified, professional, ethical, capable and highly qualified lecturers with practical capacity and international integration. Paying attention to the development of foreign-trained lecturers. By 2025, the permanent teaching staff of Quang Binh University will have about 200 people. In which, lecturers with doctoral degrees account for at least 35%, of which at least 10% of lecturers with doctoral degrees hold professor or associate professor titles, at least 25% of lecturers can teach, research, make presentation of seminars, direct

academic exchanges in foreign languages; by 2030, the proportion of lecturers with a doctorate degree will reach at least 45%, of which at least 15% of the lecturers with a doctorate degree will hold the title of professor or associate professor.

2.3.2. Training development

- Building a flexible and highly adaptive training program; at the same time, ensuring quality in training and international integration. The goal is that by 2025, there will be about 02 advanced and high-quality training programs; By 2030, there will be about 03 - 05 international joint training programs.

- Continue to improve the quality of training, meet the needs of high-quality and diverse human resources of the society, and meet the employment needs in the 4.0 industry.

- Develop master's degree training codes, strive to open 01 master's degree training code by 2025 and 03 codes by 2030.

- Build and develop the high school under Quang Binh University to become a high-quality school in Quang Binh province.

2.3.3. Strengthen international cooperation

- Develop and implement long-term, medium-term and short-term international cooperation plans of the University. Completing the Regulations on management of international cooperation activities of the University in order to encourage and create conditions for units/individuals to participate in international cooperation activities.

- Expand the scale of training for

foreign students. Promoting training linkages with foreign countries, that goes hand in hand with monitoring quality assurance conditions, actively promoting and enrolling students for international joint training programs.

- Promote the search for international cooperation programs and projects in training, scientific research and social service. Coordinate with relevant ministries, departments, branches and other agencies in order to effectively implement international cooperation activities; actively participate in central and local international cooperation programs.

- Strengthen the search for scholarships to train staff and learners.

- Strengthen the exchange of staff and students with regional and international higher education and scientific research institutions.

- Regularly organize and create conditions for officials and learners to participate in international conferences and seminars on education, training and scientific research; participate in educational, scientific, network, regional and international forums.

- Implement library association, exchange of scientific information and international publication.

- Strengthening foreign language capacity for staff and learners; cooperate in building and implementing professional training programs in English with the participation of foreign lecturers.

- Promote international marketing

and advertisement activities

3. CONCLUSION

Finally, in the context of globalization, the world is increasingly “flattening”, the development and strong impact of the internet, the information technology revolution, Vietnam's internationalization activities are only developing strongly after the country opened, integrated, multilateralized, and diversified its foreign relations with countries around the world. Vietnam's political, diplomatic and comprehensive cooperation relationships with other countries at multilateral, regional, bilateral or local levels are important premises to promote the process of internationalization of university education. And vice versa, the internationalization of higher education also impacts diplomatic policy, affirming its important role not only in education but also in all fields of economy, culture-society and politics.

Therefore, from the perspective of the article, it can be seen that the process of internationalization of higher education can also be considered an important manifestation in international cooperation of Vietnam in general and of Quang Binh University in particular. Because of the above characteristics, internationalization of education will certainly be an inevitable and strong development trend in the next period. The problem is that Quang Binh University needs to continue to research, apply and promote this process to maximize the role of these activities for the development of the University.

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