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**TOWARDS EFFECTIVE QUALITY MANAGEMENT (QM) IN
VIETNAMESE HIGHER EDUCATION INSTITUTIONS (HEIs)**

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THE OUTLINE

- **Thirty years of change in Vietnamese higher education**
- **Government expenditure on tertiary education**
- **Quality Assurance (QA) development in Vietnamese higher education**
- **Vietnamese experts' perception of university outcomes and performance**
- **Suggestions and conclusions**
- **References**

Thirty years of change in Vietnamese higher education

- The exponential growth in the number of both students and HEIs in Vietnam

Table 1- Vietnamese HEIs, students and lecturers 1987 - 2015

School year	HEIs	Private HEIs	Public HEIs	HE students	HE lecturers
2014-2015	436	89	347	2,363,900	91,410
2012-2013	421	83	338	2,177,229	87,682
2009-2010	376	81	295	1,719,499	61,190
1987-1988	101	0	101	133,136	20,212

Source: Adapted from MOET Annual Report (2009), MOET Statistics on Training and Education (2013) & Statistics Year Book of Vietnam (2015)

- The increasing diversity of universities
- The increasing diversity of university programs
- The participation of the non-public sector
- The establishment of provincial universities in every province of the country

Government expenditure on tertiary education

- Table 2. Total education budget as percentage of GDP and GNP

Year	Total education budget as a percentage of GNP (%)	Total education budget as a percentage of GDP (%)
2000	3.62	3.57
2001	4.07	4.01
2002	4.19	4.12
2003	4.80	4.72
2004	4.72	4.63
2005	4.39	4.70
2006	4.86	5.18
2007	5.34	5.65
2008	4.95	5.23
2009	5.11	5.33
2010	5.57	5.84
2011	5.14	5.39
2012	5.99	5.73

Table 3: GOVERNMENT EXPENDITURE IN EDUCATIONAL INSTITUTIONS AS % OF GDP

	2010	2011	2012	2013	2014
AUSTRALIA			4.1871		
CAMBODIA	2.60388				
INDONESIA			3.36893		
JAPAN			3.5865		
LAOS					4.17047
MALAYSIA				5.32332	
SINGAPORE			3.11531		
THAILAND			4.92835		
UK				5.0647	
US		4.826			
VIETNAM			6.30311		

(Source: Government expenditure in educational institutions as % of GDP (%), <http://data.uis.unesco.org/Index.aspx?queryid=184#>, UNESCO Institute of Statistics retrieved May 22, 2016)

Table 4: EXPENDITURE ON TERTIARY AS % OF GOVERNMENT EXPENDITURE ON EDUCATION (%)

	2008	2009	2010	2011	2012	2013
AUSTRALIA	22.45879	22.11265	22.27661	23.20185	23.67862	
CAMBODIA			14.5373			
INDONESIA	10.97822	12.16564	16.05356	15.57874	17.17783	16.4055
JAPAN	18.86439		20.08586	19.4687	20.13533	19.9977
MALAYSIA		35.94429	34.45404	36.96771		34.01019
SINGAPORE					38.03522	35.28406
	32.59053	34.41669	35.0615	35.63068		
THAILAND	21.176	19.31806	16.50964	14.91674	14.41514	
UK	15.70931	14.36972	16.39469	22.09704		23.9586
US	23.33054	22.60649	25.65289	26.11288		
VIETNAM	22.16482		14.71536		16.66592	

(Source: Expenditure on tertiary as % of government expenditure on education (%), <http://data.uis.unesco.org/Index.aspx?queryid=184>, UNESCO Institute of Statistics retrieved May 22, 2016)

QA development in Vietnamese higher education

- From 1945 to 1986 – Quality Control
- From 1987 to 2003 - A Stepping Stone Towards a Standard QA System
- From 2004 to Present - A Process Towards an Efficient QA System

QA development in Vietnamese higher education

- From 1987 to 2003 - A Stepping Stone Towards a Standard QA System
 - the major restructuring of the national network of universities and colleges (2001)
 - the educational development strategy (2001)
 - the Centre for Educational QA and Research Development (1995) (VNU- HN)
 - the Centre for Testing and Educational Quality Evaluation (1998) (VNU-HCM)
 - the General Department for Education Testing and Accreditation (GDETA) from MOET (2003)

QA development in Vietnamese higher education

- *From 2004 to Present - A Process Towards an Efficient QA System*
 - The Provisional Regulation for Accreditation of Universities' Quality ([2004](#))
 - External Quality Assurance Framework (EQAF) = set of 10 standards and 61 accompanying criteria, assessment procedures (5 year cycles) and HEI status recognition (2007)
 - QA Centres that perform self-evaluation every 5 years and carry out improvement based on self-evaluation results (2007)
 - QA Agencies =GDETA, the VNU-HN Centre for Education Accreditation (VNU-HN-CEA), and the VNU-HCM Centre for Education Accreditation (VNU- HCM-CEA)

QA development in Vietnamese higher education

- Intense debates on graduates' unemployment

Table 4: Unemployment in 2015

	3/2015	6/2015	12/2015
Number of unemployed graduates and postgraduates	176,900	198,900	225,000
Number of National Unemployed people	1,177,200	1,151,800	1,090,500

Percentage of unemployment by educational level 12-2015	
Unskilled Labour	43.50 %
Short term vocational training	5.79 %
Long term vocational training	11.39 %
College and University Education	39.32 %

Source: General Statistics Office of Vietnam, 2015

- Growing doubt of PhD degrees, programs, evaluation and assessment
- Widespread concern about struggling universities for students

Vietnamese experts' perception of university outcomes and performance

Table 5: Demographics of survey participants

Demographic figures	No.	%
GENDER		
Female	10	28.6
Male	25	71.4
HIGHEST DEGREE EARNED		
Master	6	17.1
PhD	29	82.9
TITLE		
Lecturers and Senior Lecturers	15	42.9
Associate Professors and Professors	13	37.1
Officers and Senior Officers	7	20.0
YEARS OF EXPERIENCE IN HIGHER EDUCATION		
3-9	3	8.6
10-19	13	37.1
21-9	12	34.3
>=30	7	20.0

Demographic figures	No.	%
CURRENT POSITION		
Quality Experts and Assessors	20	57.1
Higher Education Experts	3	8.6
QM Top Leaders	12	34.3
YEARS OF EXPERIENCE IN CURRENT POSITION		
1-3	16	45.7
4-9	13	37.2
>= 10	6	17.1
YEARS OF EXPERIENCE IN QM		
1-3	9	25.7
4-9	14	40.0
>=10	12	34.3

Vietnamese experts' perception of university outcomes and performance

1. Difficulties raised from MOET's rigid set of ready-made quality standards evaluating the quality of all universities
2. Weak quality culture
3. Lack of comprehensive and detailed guidelines and monitoring mechanism for QM
4. Most universities' operating in accordance to MOET and the government instead of the needs of the universities leading to staff disengagement with QM
5. Great interest in accreditation yet selection of appropriate approaches to EQA and establishment of IQA units do not guarantee quality improvement

Suggestions and Conclusions

1. The need to go straight to people – staff and lecturer engagement and student engagement
2. The need for a sound, valid and reliable information system and the development of institutional research capacities
3. The need to develop, at each managerial level, the capacity to provide sound management practices based on academic priorities
4. The need for an institution to clearly develop its vision mission and objectives
5. The need for relevant experiences
6. The need for internationalization

Suggestions and Conclusions

Universities in Vietnam need an effective QM model for its development.

Due to the diversity of universities, it is impossible to have a prescriptive model for QA in HE.

The model should be non-prescriptive that allows universities of different orientations to apply QA to their own context.

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