

**MINISTRY OF EDUCATION AND TRAINING
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**IMPORT POLICY FOR HIGHER EDUCATION SERVICE IN THE
INTERNATIONAL INTEGRATION PERIOD IN VIETNAM**

Major: Education Management

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SUMMARY OF EDUCATIONAL SCIENCE DOCTORAL DISSERTATION

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INTRODUCTION

1. Reason for choosing this subject

Vietnam officially became a member of the World Trade organization WTO since 11 January 2007 and started GATS commitments in which education is one of twelve service sector was covered by GATS. This event not only brings opportunities but also challenges to the Higher Educational for intergrated.

In order to gradually intergrate into international higher education, Vietnam has appropriate policies such as: import programs, textbooks, sending staff, student studying abroad, opening higher education institutions of foreign in Vietnam...But the implementation has revealed many weakness and inadequacies which requires intensive study on order to omprove policies consistent with the intergration process of Higher Education in Vietnam. From the above reasons, I chose the reasearch topic of my doctoral dissertation was "Import policy for higher education service in the international intergration period in Vietnam".

2. Research purpose

On the basis of theoretical studies and practical summaries, this thesis propose a solution to complete the policy for importing higher education service in Vietnam to meet the requirements for internation intergration.

3. Research object

3.1. *Research object*

Import higher education service in the international intergration period of Vietnam.

3.2. *Research object*

Import policy for higher education service in Vietnam

4. Science hypothesis

Vietnam has promulgated and implemented higher education import policy, however, these policies has some weakness which donot meet the requirements of international intergration. If the supply method in GATS agreement and experience of other nations, will propose sollutions to complete the import policies for higher education service, ensuring the necessary, feasible contribute to improving quality of higher education in the international intergration period.

5. Content and scope of the research

5.1. *Content of the research*

- The rationale of higher education import policy during the international intergration
- Experiences of some countries about the import policy for higher education service, lessons for Vietnam.
- Actual activities and the import policy for higher education in Vietnam after joining WTO.
- Proposing solutions to complete the import policy for higher education in the international intergration period in Vietnam.
- Assay, probe the necessity, feasibility and testing some solution which was proposed in the reseach.

5.2. *Scope of the research*

- Within the framework of a doctoral dissertation, the topic focused on research policies at national level, and consider the implementation of this policy at the school (local level) to about importing of higher education.
- The import policy of higher education is approached in four modes: cross-border supply; consumption abroad; commercial presence; presence of natural persons.

Comment [N1]: Khách thể nghiên cứu là gì?

- This research focus only on organization baseline study, implementation and impact of the higher education import policy after Vietnam joins the WTO.

- Research and trials the necessary and feasible of some higher education import policy in some public universities in Vietnam; Organizing test a proposed solution.

6. Approach and methodology

6.1. Approach

The thesis is based on the methodology of historical materialism and dialectical materialism of Marxism - Leninism and Ho Chi Minh, management education in international integration period. The approach of the thesis is: Approaching history - logic; Market access; Access to integration and globalization; Practical approach; Access to policy analysis.

6.2. Methodology

To achieve the objective and the tasks above, the following research methods are used:

Group of theoretical research methods: The study documents, documents of the Party and Government on the import policies of higher education services. Analysis, the scientific literature on the import policies of higher education services in order to build a theoretical framework importing higher education service period of accelerated industrialization, modernization and international integration.

Group of empirical research methods: Method investigated by questionnaire; Expert method; Case study method; Method summarizing practical experience; Statistical methods; Methods of verification and testing.

7. Research tasks

- Overview of import policies for higher education service of Vietnam since starting the renovation period to the present time, in which mainly the period after Vietnam joins the WTO. At the same time, the thesis research experience of some other countries about import higher education service such as: South Korea, India, Singapore and China.

- Assessment of the import policy of higher education service in Vietnam under four modes: cross-border supply; consumption abroad; commercial presence; presence of natural persons.

- Propose solution to complete the import policy for higher education service which is effective for intergration purpose. Organized for testing a proposed solution.

8. Protection thesis

- Import policy for higher education service only suitable with the international intergration when the enactment and enforcement follow the rules and terms specified in the GATS agreement.

- Importing higher education service only improved and consistent with the development of education and international intergration progress when it is in compliance with the policy assesement frame work.

- Import policy for higher education service must ensure uniformity, feasibility and necessity

9. Place of implementing research project

The Vietnam institute of educational science

10. New contribution of the thesis

- *About theory:* The thesis has codified and enrich the theoretical issues of import policy for higher education service in the context of international intergration. To clarify features of higher education service, built the theoretical evaluation frame work for evaluating the import of higher education service with the standard system, indicators and evaluation process insists of 4 standards, 11 criterias and 42 index.

- *In practice*: Based on the theoretical framework, a comprehensive analysis and assessment of the status of import policy for higher education service of Vietnam; analyze the appropriate and in appropriate of these policy and propose solution to complete the import policy for higher education service in our country.

- *Proposals and recommendations*: The thesis proposes solutions to complete import policy for higher education service in Vietnam to improve the efficiency and protect legitimate benefit of the learners in the international intergration period.

11. Layout of the thesis

Besides the introduction, conclusion and list of references, appendices, the main content of the thesis is structured into three chapters:

Chapter 1: Theoretical basis of import policy for higher education service in the international intergration period.

Chapter 2: The practice basis for higher education service.

Chương 3: Solution to complete the import policy for higher education service in the international intergration period.

Chapter 1

THEORITICAL BASIS OF IMPORT POLICY FOR HIGHER EDUCATION SERVICE IN THE INTERNATIONAL INTERGRATION PERIOD

1.1. Over view of the research topic

1.1.1. Research about higher education in the international intergration period

Foreigner : The research project mentioned: current challenges for higher education and post graduate education; describe GATS impact of higher education issues in developing countries in Asia and the main points in building policies for higher education and policy of importers in the international intergration period.

In Vietnam, the research project on the autonomy and social responsibility in the university and also mentioned the development of higher education in Vietnam after joins the WTO, indicate the status of state management about higher education in Vietnam.

1.1.2. Research about policy and higher education policy

Foreigner: Research project about policy, trends and issue about higher education and crossed border higher education also indicate the “Guidance for implementing GATS about crossed border education”.

In Vietnam: Research project about strategy and educational forecasting; indicated that science and technology must be prioritized but donot provide any specific policy for these issues.

1.1.3. Research about import policy for higher education service

Foreigner: Research project has made a number of warnings for countries receive higher education and the international cooperation must have quick and sharp policy to the market. Especially, with the Bologna Treaty research on international cooperation policy about higher education.

In Vietnam: Research project discussed about policies, strategy and planning in education management; some polociies to manage import-export higher education service and lessons learned of some countries; indicated the status of import-export higher education service in Vietnam and propose some solution to develop higher education; discussed about market economy and education in the WTO, propose policy and development strategies for education; especially analyzed and evaluated

policies for cooperated training about post graduated education in Vietnam in the view of intergration and development of human resources and socio-economic.

From these researches, we can give some following comments:

Up to now, there isn't any project research systematic about import policy for higher education, on influencing factors, conditions and the legal basis for construction and complete the import policy for higher education and improve education quality, contributing to the development of the high quality human resources to meet the requirements of international intergration. However, it should be noted that intergration will create many oppotunities, but also brings many challenges for each country, especially developing country.

So developing country must prepare necessary effective policies in order to take advantage of this globalization process and intergration. Otherwise, they can fall into the trap of the big countries, developed countries.

By researching to complete the import policy for higher education service in Vietnam during the international intergration period to creat high quality human resourees to meet the requirements of intergration, is essential.

1.2. Policy and policy evaluation

1.2.1. Definition of policy

1.2.1.1. Definition

Policy is specified how to implement the guideline of the state government about specific problem within a certain time.

1.2.1.2. Policy classified

Depending on the target, objective of the policy, intervention content, effective time and issuance level....and also benefits which each policy give to humans, may be devide as: acording to issuance level of the policy, there are national policy level, sector policy level, local policy level devided by beneficiaries; categorized by related field.

1.2.1.3. Public policy

By reviewing, analyzing and different approaching method of foreigner scholar, basic characteristics of the public policy can be summarize as follow: the state (or assigned state sector) enact public policy but it isn't necessary implemented by the state but also private party. Public policy is the decision of the actions, and includes many relevant decisions.

1.2.1.4. The policy cycle

There are 03 steps to a cycle of work those are: planning, execution and evaluation.

1.2.2. Policy evaluation

1.2.2.1. Definitions of evalutaion

Evaluation is the the consideration and review systematicly about the planning, program, project is underway or completed; clarifying the compliance and implementation of the accountability of the difficultied to find remedies or prevention. Assesment is a critical part of national management in order to imporvce the transparency, accountability decisions are fully informed. Therefore, evaluation is also a tool for reforming public sector.

1.2.2.2. The purpose of the evaluation

Asses aimed to 07 following purposes: review, periodic inspection and analyze and clarify the relationship between the results achieved in practice against the objective of the state mentioned in documents approved by authorities; identify problems and obstacles arise to recommend countermeasures, solution and effective prevention; ensuring compliance with procedures and legal proceedings; provide

information to relevant department about results and impact of the program, project; lessons learned for the planning for planning and design the next activities, project and finalized the next policy development; facilitating to implement accountability, including the provision of information to the public.

1.2.2.3. Evaluation approaching:

Firstly, before and after approach.

Secondly, "meet the needs" approach.

Third, approaching follow the policy cycle: Policy cycle including: planning, implementation and evaluation of the policy. Analyze and evaluate of the policy is reviewing all stages in the policy cycle, from planning, implementation and evaluation of policy, indicate the necessary adjustments to conform to reality.

1.2.2.4. Policy content evaluation

Firstly, evaluate the policy planning : evaluation criteria for policy planning should answer the following questions : does the target of the policy built based on social needs ? Does the content of the policy develop based on the situational analysis and future demand forecasting ? Does the content of the policy considered to adjust for suitable with the development orientation in different stages ? Are the managers official member of the policy planning team? Do the managers involved in the building process of the objective of the policy? Do relevant parties involved/consulted in the policy building process ? Do the policy documents public in the social media ?

Secondly, evaluate the organization and direction in implementing the policy : criterias use to evaluate the organization and directing the implementation of the policy, should answer these questions : how does the organization form and coordination mechanism in the implementation ; policy implementation guidance, policy propagadism and dissemination.

Thirdly, evaluate the implementation of the policy: evaluation criteria including : what are the basic operations to implement the policy ? Does it create changes ? Do the beneficiaries satisfying ? Finance and other resources ? HR and how to assign responsibility for implementing the policy ? Understanding to deploy the policy ? How does the management system set up and operate ? How does the support from relevan party ? What are problems that encountered in the implementation of the policy ?

Fourthly, evaluate the impact of the policy : "*Impact evaluation*" is a term in the terminology system for monitoring and evaluating programs/projects/polycies. Therefore, it is necessary to distinguish between the impact evaluation for the different levels of monitoring and evaluation .Definition of general notion of terms is presented in Table 1.1.

1.2.2.5. Evaluation method: There are 2 ways to evaluate:

Firstly, reference evaluated: to evaluate with comparison the performance of an individual/group about a determination duty related to the implementation other individual/group also complete that duty.

Secondly, evaluation criteria: evaluate based on a certain bumberof standards.

1.3. Higher education service, import higher education service

1.3.1. Higher education service

1.3.1.1. Definition of service:

This thesis use the definition of Mr Hoang Van Chau: "Service is the product of working, does not exist under physical form, and is consumed simultaneously with the supply, to meetthe needs of producer, consumer and human health".

1.3.1.2. Common concept and characteristics of higher education services

Firstly, conception of the WTO about higher education service: Higher education service is regarded as a sub- service sector, located in education service.

Secondly, the characteristics of higher education service: service quality isn't identical; social nature of education services; positive externalities; hard labor productivity growth; commercial viability and boom participation of the private sector and vocational guidance.

1.3.2. Import higher education service

1.3.2.1. Definition

To export is the purchasing of goods and service from foreign country to consume locally. To import higher education service is one country bought higher education service from another country. In other words, when learners moving to another country for higher education, then that person has imported higher education service from other country to their respective country.

1.3.2.2. Import higher education service reflect to the GATS commitment

Import higher education service by crossed border method; import higher education service by foreign consumption; import higher education service with commercial presence mode; import higher education service with the presence of natural persons.

1.4. International intergration and requirements for import higher education service

1.4.1. Globalization and international intergration of higher education

Globalization is described as a process of strengthening "population, culture, ideas, values, knowledge, technology and economy"; globalization created a world connected and interdependent.

Globalization is an irreversible trend, both the collaborative process and struggle of both countries to protect the benefits of each country.

1.4.2. The effects and requirement for import higher education serviceduring integration

Import higher education service in the integration period to meet requirements of the market economy background, such as: satisfying the requirement for improving the knowledge for economic and social development; affect the competitiveness and quality of the higher education system; expand opportunities for domestic and foreign students, to attract and encourage talented people, promote the development of industries, particularly industries which use more gray matter and bring high added value.

1.5. Policy and evaluation of import policy for higher education service

1.5.1. Import higher education service

1.5.1.1. Definition:

Import policy for higher education service is a public policy, by specializing the guidance of the state and international commitments of higher education in each development periods.

1.5.1.2. Classification of import policy for higher education service

To avoid duplication when analyzing policy, the authors has group the relevant import policy for higher education by 4 modes of supply which are specified in the GATS are: cross-border supply; consumption abroad; commercial presence and presence of natural persons.

1.5.2. Evaluate the import policy for higher education service

In the thesis, the research topics focus on the implementation and impact of the import policy for higher education service, use coordinated approach and policy cycle approach to impact assessment after the enactment of policies to analyze the

situation of existing policies provide the basis for recommendations to edit, complete or beach policy Statement. No review about development process ò the policy.

1.5.2.1. Evaluation target

Evaluate the implementation and effects of import policies for higher education service which was issued after Vietnam became a membership of the WTO in order to create a basis for revising recommendations, complete or abolish policies

1.5.2.2. Content evaluation

The thesis evaluate the implementation and impact of import policy for higher education services are concentrated in the 03-level results:

- Results Level 1: Output (output) with indicators represent the number of graduates from the training program to be imported.

- Level 2 Results: The results (outcome), including:

+ For training facilities; for graduated of the training program is imported.

- Results of Level 3: Impact (purpose or overall objective level).

+ Assess the impact of import policies of higher education services.

+ Criteria for assessing the impact of imports of services Cchin higher education.

1.6. The subjective factors and objective policies affecting imports of higher education services

1.6.1. The subjective factors affecting the import policy of higher education services

The resources for the activities of importing higher education services; the possibility of importing establishments of higher education services; organizational structure of the management and staff of the import duty of higher education services.

1.6.2. The objective factors affecting the import policy of higher education services

Legal framework for importing higher education services; the needs of the public in society; Prices and types of higher education services is imported; The strength of the partner providing services from abroad ..

Conclusion Chapter 1.

Chapter 2:

PRACTICE BASIS ON IMPORT POLICY FOR HIGHER EDUCATION SERVICE

2.1. An overview of the higher education and the ability to meet social needs of higher education Vietnam

2.1.1. Vietnam Higher Education after joins WTO

Globalization and international integration, together with the dynamic development of the social economy, the role of higher education is becoming increasingly important.

Vietnam joined the WTO, participates in new and vast playground and must comply with the general provisions of this organization. Also activities of higher education in the world are very exciting. This has posed a problem for Vietnam will be committed to trade liberalization education services. So this is also the period which Vietnam must enact policies to match education with practical conditions and circumstances.

Moreover, investors in higher education suppose that Vietnam is a potential market, the university of Vietnam are not yet able to meet the requirements massification and enhance the quality of higher education. Therefore, higher education Vietnam will have strong motion with the introduction of many foreign educational institutions. Higher education market will move from voluntary and spontaneous to the strong orientation of

the State to ensure that an approximate market. So the construction of higher education law should have particular attention to this characteristic.

2.1.2. Ability to meet the social needs of higher education Vietnam

- Policy network for higher education.
- The number of students.
- The teaching staff.

2.1.3. General assessment of capacity to meet the social needs of higher education in Vietnam

In recent years, the higher education establishments of Vietnam are developing rapidly in both size and structure of training professions. However, graduates donot meet the requirements of users, lack of the skills needed for the job. Besides, the industry structure is still unbalanced; donot based on the needs of the economy, the proportion of unemployment university graduates is still high.

2.2. Organize survey the status of import policy for higher education in Vietnam

2.2.1. Survey Purpose: Assess the status of imports of higher education services and the state of import policies of higher education services in Vietnam, given proposals and recommendations.

2.2.2. Object and scope of research

Survey audience: The department which managed import higher education service, the managers involved, students have been participating in courses and a number of agencies and ministries such as births learned from these courses.

Scope of survey: Hanoi; Danang; TP. Ho Chi Minh City with a number of 162 people.

2.2.3. Content and survey methods

Firstly, the survey content: Research reports by the Government, Ministry of Education and Training and a number of universities that related to the import issues of higher education services; collect information and data; comments on the status of import activitied and achievements of the policy; Advantages, disadvantages and factors affecting the implementation of import policies of higher education services of Vietnam in the international integration period. Proposing adjustments and additional import policy of higher education services.

Second, direct survey methods: Seminar, investigate by questionnaire, interview experts, gather information

2.2.4. Survey Data Processing: With SPSS software and statistical data collected, choose to analyze, compare, evaluate.

2.3. Status of import policies of higher education services Vietnam

2.3.1. Organization status and direction for implementation of import policies for higher education services

2.3.1.1. Organizational apparatus and mechanisms to coordinate and implement policies for importing higher education services

In Vietnam, the Government assigned the Ministry of Education and Training to directly manage importing higher education services. Ministry of Education and Training Affairs Department with foreign training, coordinate with related units directly managed. The enforcement of the decision by the Ministry of Education and Training issued as schools, training institutions ... ie the agencies and organizations import policy beneficiary of higher education services.

Modelling apparatus managing higher education services (including imports of higher education services in Vietnam) are shown in Figure 2.1.

2.3.1.2. Instruction for implementing policy for importing higher education services.

Develop and promulgate guiding documents for the implementation of import policies of higher education services.

The author group legal document of implementation policy for importing higher education services under mode 4 of service provision which is stipulated in the GATS are: Providing cross-border; consumption abroad; commercial presence, presence of natural persons.

Surveys show that 79% of university leaders, 81% of managers and 75% of students said that the current legal documents issued by the government is unclear. And 89% of leaders, 73% of managers said it was of "empty" in the policies being implemented.

2.3.1.3. About propagating import policy of higher education services

Import policy for higher education services is public policy, it has been pretty good propaganda, therefore, the object as university leaders, managers and students already know and understand about this policy. However, not any group known alike. The survey results showed that 100% of leaders and 96% of school managers are aware of the basic text of this policy, however, the percentage of students ranged from 30% - 74%. Besides, the import policy of higher education services in Vietnam is often cited, integrated in many different policies, so the propagation generally limited.

2.3.2. Status of implementation of import policies for higher education services

2.3.2.1. About objective for implementing policies

Including the manager, direct participation in import higher education services from the Ministries / agencies concerned; education managers from the central to the university educational institutions; lecturer; students and businesses or organizations to use graduates from importing higher education services.

2.3.2.2. Implementing the import policy for higher education service

Firstly, imports of higher education services in a manner "cross border provider": Includes training affiliate programs, training programs concession (franchise), and online education . Training under the affiliate program was developed in Vietnam in recent years; Training franchise program was initially implemented through innovative programs. However the training base in VN are not the Ministry of Education and Training Vietnam licensed.

Secondly, imports of higher education services in a manner "Consumption abroad" include:

- The study program in the state budget or Official Development Assistance Programme official development assistance (ODA); The study abroad program in the state budget; The Scheme.

- The program granted by the Governments of the entire funding: Egypt; Australia; Brazil; Korea; Government of Ireland; The Government of New Zealand; Japan and the Government of Spain.

- The scholarship program by governments and government-level part of Vietnam offset the remaining modes (air tickets, traveling expenses, subsistence): India, Poland, Belarus, Bulgaria , Cuba, Hungary, Italy, Morocco -, Mo - chips - flange, Russian Federation, Romania, the Czech Republic, Slovakia, China, Ukraine.

- The scholarship program of the governments have been implemented such as Australia; Agency German academic exchange (DAAD); Vietnam Education Foundation's (VEF); The Government of New Zealand; Evarist Galois of the French Government

Thirdly, imports of higher education services in the form "commercial presence":

-The program links between tertiary education institutions in the country and abroad:
By April /2014 a total of 290 affiliate program is the education and training has license. As such, the affiliate program has increased rapidly in recent. Specific:

(I) Structure of the training level of the affiliate program:

Statistics from the Department training with foreign countries (VIED) announced 4/2014, the structure of training levels according to the training programs, have higher education 42.1%, 42.1% graduate engineers 3.4% of the import program. But now there are several input fields cannot recruited.

(Ii) Structure of the branch affiliate program:

It can be said is very irrational in specific: Business Administration sector accounted 47.8% of the total number of affiliate programs; Finance / Banking accounted for 17.6%; But public policy and public management, law are very low, at 5.8%; Engineering (IT) with 10.8%. This has lead to students of economics excess, unemployed or, do not properly trained industry.

(Iii) Allocation of affiliate programs by Country

The licensed affiliate program are varied such as US: 40 programs, UK 39 programs, France 39 programs, and some other countries. The education center in Vietnam also selected diversified partners: Foreign Trade University 6 countries with 14 programs ; University of Commerce with 14 programs in 5 countries.

(Iv) Licensing for the affiliate programs

Among the licensed affiliate program by the MOET, there are 254 programs granted by foreign partner, 35 programs by both party and 02 non-degree programs.

The advanced higher education program : We have 23 advanced programs was performed at 17 universities in Vietnam.

Foreign Investment (FDI): Up to now, three projects with a total registered capital of 57 million USD. US and Asia Pacific university project (APU) in Dang haven't recruit yet, 02 large scale projects are RMIT Vietnam and Brithis University Vietnam.

International quality university: The Prime Minister has signed the decision 145/2006 / QD-TTg dated 20/06/2006 on building world-class universities of Vietnam: Vietnamese German University; Hanoi science and technology university; Japanese and Vietnamese Vietnamese University English University.

Fourth, the supply of higher education service through the presence of natural persons: 2 following cases:

Firstly, foreign teachers involved in teaching one or several subjects in education classes at universities. This form is not common because tuition fees collected from students may not fully cover the costs for hiring foreign teachers.

Secondly, teaching follow the programs of foreign partner. The teacher can be partner's or Vietnamese teacher with the regulated program.

2.3.2.3. *Resources for implementing the import policy for higher education service.*

Firstly, about manager and teaching staff:

- Teaching staff:

Foreign lecturer : The survey shown that: About qualifications : Foreign lecture response quite good to the knowledge demand. About foreign language (English) of foreign lecturer: reach the standard; Pedagogical proficiency and work attitude of foreign teachers: 90% of foreign teachers work very seriously.

For Vietnamese lecturer: The survey shown that: About qualifications: Basically the lecturer meet the needs of professional knowledge; regarding foreign language skills (English) teacher Vietnam has 15.5% of the students is not reached,

the rest is qualified. Regarding pedagogical qualifications and attitude of Vietnamese lecturer: 50% is very serious; 38% to 12% is normal and not vote for the enthusiasm.

Thus, the percentage of students rated "Good" for foreign teachers is relatively high compared with Vietnam on 3 teacher qualification criteria, foreign language skills (particularly English) and the pedagogical.

Second, the current state of the facilities, equipment, teaching materials:

The program associated with foreign priority over domestic programs, such as room air conditioners, equipment and teaching facilities, more modern. What about college programs in the country, buildings, outdated equipment; curriculum material poverty.

Third, the status of financial resources

Currently, the Ministry of education and training are managed and granted full scholarships or partial to nearly 6,000 students studying in Vietnam 47 countries and territories, of which most (more than 2,000 students) studying in the Russian Federation

(i) Sources of public finance expenditures for import of higher education services are:

- The program of official development assistance (ODA). As of June / 2011 total ODA agreements on education and training was signed was 2034.91 million, of which about 1404.51 million loan, grant aid of about 640.40 million US dollars, the scheme staff training abroad by the state budget (322 including 356 projects) with a total cost of more than 2,500 billion; Debt dealing scheme with Russian federal republic. Additional funding from the government of \$ 33 million.

(ii) Private funding or scholarship contacted by the student

There are thousand student study abroad by private funding. Recently, Vietnam has over 100,000 students study abroad in which 90% of them are self-funding. Asustralia has highest number of student (nearly 25%), and then USA (16%), China (13%).

2.3.2.4. The support of the parties involved in importing higher education services

Importing higher education services receive the support of the society. The legal framework has been adjusted in accordance with actual conditions in recent years, enabling the higher education policy in Vietnam, as well as overseas training policies; cooperate in higher education and postgraduate. Many affiliate programs have been the basis of higher education in Vietnam with the training facilities of foreign make. Accordingly, the higher education establishments of Vietnam benefits "double", which is both attract resources from abroad and from school; while improving the reputation and quality of training, the results enjoyed by imports of services and infrastructure. The training facilities abroad when performing import services tertiary education in Vietnam is legally protected.

2.3.2.5. Import higher education services to be the target of policy

Along with the opening of the economy, Vietnam students have more opportunities to access information and seek for scholarship opportunities from individuals, institutions, and foreign organizations. These countries range of scholarship Australia, India, UK, USA, France.... Vietnam International students are protected through the embassy in Vietnam; guarantee to provide the service as promised.

2.3.2.6. Fairness in implementing import policies for higher education services

Import higher education service by 4 methods have attracted a large number of students, the students and staff involved. This is clearly stated in the curent legal documents. But, in fact occurs unreasonable. In total 290 programs 146 programs in

Hanoi, more than 50%, and 93 programs in Ho Chi Minh, while the other provinces in the country only 41 programs. Most affiliate programs are made at the Hanoi University of Technology (14 programs); City Economics University. Ho Chi Minh City (14 programs); Foreign Trade University (12 programs), etc. This suggests that the role of local partners for the attractiveness of the program is the need to review. The focus of the program linked to a number of educational institutions in the country will lead to overcrowding in the operation of these facilities. Thus will lead to quality education can not be less affected.

2.3.2.7. *The satisfaction of the beneficiaries from the import policy of higher education services.*

Below is a survey of the opinions of three beneficiaries from import policy of higher education service in the educational institutions

Table 2.5: Overall satisfaction levels of the beneficiaries from the import policy of higher education services (Scale 5)

Policies	University manager	Student manager	Student
1. Import policy about higher education service by cross border method	2.8	3.1	2.8
2. Import policy about higher education service – Consumption abroad	3.1	3.3	3.0
3. Import policy about higher education service – Commercial presence	2.9	3.3	3.2
4. Import policy about higher education service - Presence of relatives	3.1	3.2	3.3

Source: The results of the thesis, 2015

2.3.3. Thực trạng tác động của các chính sách nhập khẩu dịch vụ giáo dục đại học

2.3.3.1. *Kết quả thực hiện chính sách nhập khẩu dịch vụ giáo dục đại học (kết quả cấp độ 1)*

2.3.3. Status of the impact of the import policy for higher education services

2.3.3.1. *Implementation result of import policy for higher education (level 1 results)*

Result of the “cross-border” method for importing higher education:

Vietnam now has more than 200.000 people are attending the distance education program university degree

Result of the Import policy about higher education service – “Consumption abroad”

As summarized by the Ministry of Education - Training, after 10 years of implementation of 322 (including 356 projects), the country had sent 7.129 people for training abroad, including Dr. is 3,838 people, MBA 2042 people; TTS is 416 people; Higher education is 833, MOET also manages and provide full scholarships or partial Vietnamese student study abroad nearly 6,000 in 47 countries and territories. Academic quality of scholarship student and return results approximately 97%.

Self funding student studying abroad: Focusing mainly on higher education. In the United States, nearly 16,500 people in 2014, ranking 8th compared to the number of students attending countries.

Australian Development Scholarships: Since 1992, Vietnam has 2,000 graduated students thanks to the support of the Australian government, worth more than 200 million Australian dollars.

Results of import higher education service by "commercial presence" method:

In 2001, Vietnam has 15 training facilities cooperate in post graduate training with 27 affiliate programs. Until April/2014, there were 290 programs approve by MOET; the rate growth over 193% in 13 years.

- The universities have foreign elements include: Vietnam German University and Vietnam French University

2.3.3.2. The results of implementing the import policy of higher education services (outcome level 2).

ODA attraction offers many opportunities for Vietnam to boost the process of international integration; formed a team of high-tech workers, is indeed a key force in the evolution of science and technology in our country 's renovation period. At the same time, limit the "brain drain".

However, imports thuaatjdichj higher education is not yet meet the new requirements learners. The quality of teachers is not guaranteed. Failure to recognize diplomas of the participants of the program imports still exists; Prices, fees not appropriate.

The use of the graduates of the program imports higher education is difficult and donot create new powers for the economy; donot contribute to improving the efficiency of use of these resources; not saving training funds and fails to encourage succession during training.

Priority of employment for those who have participated in nutrition programs such as food import and allowances; working conditions; work arrangements is limited, lack of encouragement.

General knowledge of the graduates in the program importing higher education services are appreciated. The proportion of respondents said that students studying abroad have good industry knowledge; they have good language skills. In addition, soft skills, cultural knowledge and history of the nation is better than domestic students. In particular, international students are overestimated the program students learn the import, in the country.

For higher education establishments of Vietnam while performing imports higher education services:

Training facility in Vietnam have links with foreign countries, have a better experience on innovative programs and managing the training process; In particular, capacity, including training capability and capacity of the training facility is markedly improved.

2.3.3.3. Status of the impact of import policies of higher education services (level 3 results).

In comparison with the expectation, import policy of higher education services in Vietnam has achieved certain results, though, with each content have different appreciation between surveyed groups . For example, when importing higher education services Vietnam has committed to ensuring the financial resources, but the actual level of response still have limitations. One other very important factor is also not good people.

2.3.4. Status of influencing factors

One is, for leadership of the university:

According to the university leadership, public demand in society for importing higher education services have the most powerful influence; followed by the qualification and experience of the team in charge of importing higher education services.

Secondly, for managers:

The public needs of society have the greatest impact, followed by the qualification and experience of the team in charge of importing higher education services; finally the types of services and prices; counterpart resources; possibility of importing establishments of higher education services.

Thirdly, for the students:

According to them the qualifications and experience of staff on duty and imports of services of higher education the greatest impact; followed by the type of DV and price, counterpart resources, the possibility of importing establishments of higher education services, the public needs in society are the relative impacts.

2.4. General assessment of the situation made and the impact of import policies of higher education services Vietnam

Based on the situation analysis with different criteria, published thesis "overall picture" of importing higher education services in Vietnam as follows:

Situation issuing documents, policies and laws on importing higher education services under GATS mode 4 are managers, school leaders and students assess the average level fluctuations; assessed at a low level, only 10% to 15%.

Status of propaganda and dissemination of policy and legislation is also inadequate.

Status of implementation of the policy is evaluated at average level.

The inspection and supervision, to be assessed fairly, as exchange interviews, some comments to be still heavily form.

Conclusions: The implementation of import policies of higher education services has obtained encouraging results were:

- Step by step to meet the needs of learners and society; potential mobilization of schools, training high-quality human resources for the country; Creating the foundation attracts the elite of higher education in developed countries to cooperate in Vietnam. Gradually improve the training of domestic policy.

Besides the positive aspects, the import policy of higher education services is currently still exist many problems to be considered are:

- The issuance of import policies of higher education services has not brought effective as expected muon. Cac import policy of higher education services in Vietnam is not specific policy that is often cited, integrated in many other policies, thus somewhat limiting effect results of policies;

- State management of import operations of higher education services in particular is limited and can not meet the requirements set forth. Especially the inspection activities, monitoring and evaluation of policy implementation are many shortcomings; No policy levers to encourage universities Vietnam inspection and classification of internal expertise towards regional and international; No overall plan clearly defined career structure before import licenses for higher education services in Vietnam; No standard system for assessing the import policy of higher education services; Systems of this standard will more easily examine and evaluate the implementation process and the results of the implementation of existing policies; Psychological advantage "foreign students" of a part of the school management and the loose should have appeared a number of training programs into Vietnam without accreditation; No specific orientation to strengthening the implementation of the policy holder. These requirements can all implement policies to what conditions, should be equipped with the professional qualifications for staff, a team of teachers How to meet the international integration process of tertiary education.

2.5. Import policy of higher education services of some countries and lessons for Vietnam

Resesearch on import policy for higher education services of several countries: South Korea; India; Singapore and China and withdrawals out lessons for Vietnam as follows:

- The Government of Vietnam should develop an overall plan for importing higher education services; should introduce appropriate policies to political institutions to attract quality university open campus in Vietnam

- Service quality higher education is the most important factor to attract students. Business synchronization must be emphasized quality and a factor for sustainable development of higher education system.

- Investing in development of state for higher education is the most important source of investment. Government of Vietnam should invest in developing a number of universities world class but not stretched, creating initial quality education for national universities.

- Review and evaluation of policies have been implemented to detect the importation of higher education services is suitable or not? Is it consistent with international practice or not? Also, the need to build a system evaluation criteria to the current policies.

- Vietnam Government should identify sectors that need immediate, these sectors long term, to have plans for the import, avoid duplication and waste of human resources.

- The student support services both within and outside the country is indispensable for a country's export-oriented development education and wishes to enhance the operational efficiency of this service imports.

Conclusion Chapter 2

Chương 3

SOLUTION TO COMPLETE THE IMPORT POLICY FOR HIGHER EDUCATION SERVICE IN VIETNAM DURING INTERNATIONAL INTERGRATION PERIOD

3.1. Importing higher education services orientation

3.2. Principles propose solutions

3.2.1. Ensure proper and competent law

3.2.2. Ensure continuity and development

3.2.3. Ensure urgency

3.2.4. Ensuring feasibility

3.3. Complete solutions import policy of higher education service in Vietnam during the international integration.

3.3.1. Raising awareness for entities managing the level of importance of service imports higher education in international integration period.

3.3.1.1. The aim of the solution

Organizations thoroughly raise awareness about the importance of service imports higher education international integration period is an important basis for the units and forces involved in importing higher education services Study meaningful insight, his responsibility. At the same time, confirms the necessity of

imports higher education service period of international integration is the basis of consensus and determination to perform the task at hand, as well as long term.

3.3.1.2 The contents and conditions of implementation of the solution

First, content solutions:

Grasping the importance of service imports higher education international integration period today.

Realization of the content to raise awareness of the specific forms, such as organizing training and retraining, information and communication about the benefits and requirements of importing higher education services periodically entered through border higher education services, as a basis for planning services imports higher education to meet the requirements of national human development and the needs of the people.

Secondly, the conditions for implementation of the solution:

- Ministry of Education and Training held fully grasp the importance of importing higher education services to all subjects, clearly give forces taking responsibility of directing the implementation of the content to the thorough and method of implementation.

- Organization of study, research resolutions and directives of the Party and State's policies on imports of higher education services; organizing scientific conferences... to affirm the importance of importing higher education services for educational institutions.

- Construction of the text, proposed the schemes and plans on issues related to importing higher education services.

- Assigning responsibility to direct imports deployment of higher education services.

- Issued mechanism operational management services imports higher education training institutions associated with foreign partner units.

- Identify resources and conditions necessary as time, budget, human and material facilities to implement the plan to raise awareness about the importance of importing higher education services.

- Test, evaluates the effectiveness of the thorough importance importing higher education services.

3.3.2. Improving the system of legal documents and mechanisms for managing the importation of higher education service period of international integration

3.3.2.1. The objective of the solution

In order manage and operate the imported higher education services smoothly, meet economic and social development needs, the legal document system must be improved.

The complete text of legal and management mechanism also aims to stimulate, motivate policy makers, managers, scientists and officials involved in imports of services higher education, mobilizing the cooperation of institutions of higher education at home and abroad, promoting the training and retraining and scientific research, contributing high-quality human resources to meet international integration requirements.

3.3.2.2. The content and implementation of the solution

Firstly, based on the responsibility of management, , supplementing and completing legal documents on management of investment in higher education.

Secondly, perfect coordination mechanisms towards decentralized management agencies from the central to the educational institutions, to enhance the State management over the operation importing higher education services with the full participation of the state authorities.

3.3.3. Develop an overall plan importing higher education services Vietnam international integration period

3.3.3.1. The objective of the solution

Identify the contribution of service imports higher education for economic growth; The forecast growth rate of imports of higher education services; Development orientation importing higher education services on the basis of determining the sectors / Specialized Vietnam should export and import; Develop a roadmap offering solutions that balance import export education services to meet social needs and improve the capacity of training institutions.

3.3.3.2. Contents and conditions of the implementation of measures

First, the contents of the solution

The State must have a plan for each stage, to imports of higher education services beneficial to the economic and social development period of international integration.

MOET should establish steering committee and one group assisting the globalization direction and select set "Name" also known as "Title" of the plan and determine the timeline for this plan is how many years? Also, research is clear undertakings of the Party, the laws of the state of higher education in international integration period as the legal basis for building an overall plan importing higher education services school.

Need to organize the survey, assessment of the current situation imports of higher education services is taking place. At the same time, the forecast growth rate of export and import activities of higher education services especially importing higher education services in the next stage, meet the requirements of international integration period.

When implementing the plan and continue to organize seminars for comments on the proposed content, assessment and are taken to reevaluation.

State may decide to MOET establish, build and objective criteria for the importation from advanced universities in the world to invest in Vietnam. At the same time, there are also policies to attract professionals, researchers, teachers to Vietnam to work and teach.

Secondly, the conditions for the implementation of measures:

Officer Steering Committee shall have the qualifications and knowledge of education, especially higher education, forecasting prospects of higher education sector in each period; State to invest public financing for the survey and evaluation, to the scientists, experts write thematic workshops for consultation, financing for aggregate reporting.

The state should give undertakings, finishing, building and enact legal documents suitable and valuable for the management and enforcement activities of importing higher education services integration period international.

3.3.4. Proposed standard systems, ladders, indicators and assessment procedure import policy of higher education services

3.3.4.1. Objective measures:

To accurately assess the effectiveness of import policies of higher education services, should have appropriate standard systems for assessment, and help managers determine the surface is to promote and present no is to fix, avoid damage to the school and to the management, implementation and deployment of policies.

To review the import policy of higher education service to determin true cost, achievable result, forecast of economic efficiency level and bringing country's tertiary development for education with the view of developing country.

3.3.4.2. Contents and conditions of implementation of the solution

First, the content of the solution:

System evaluation standards effective import policy of higher education services includes the standards, criteria, scale and indicators. Also, the system needs to go deep criteria to assess the effectiveness of import policies of higher education services at each stage of the policy cycle:

- Policy makers matching demand-oriented development.
- To organize and direct the implementation of policies.
- Effective implementation of the policy.
- Assess the impact of policies.

i) The system of standards, assessment scales and indexes import policy of higher education services:

System evaluation criteria effectiveness of import policies of higher education services consisting of 04 standards and 11 criteria and 42 indicators were built based approach "policy cycle" and reach "Meet needs".

Managers can rely on the results of the evaluation to decide to maintain the current policy, or policy adjustments to suit the actual conditions in order to improve the efficiency of managing the import operation higher education services. The thesis used: Using system evaluation criteria import policy outcomes of higher education services differ: (1) Review under 42 indexes depends on the policy cycle, often 5 years; (2) To assess regularly the criteria or groups of criteria depending on the specific context of each training facility.

ii) The process of assessing the import policy of higher education services

Below present assessment procedure import policy of higher education services use the standard system on (including 3 stages with 12 steps) and is shown in Chart 3.1

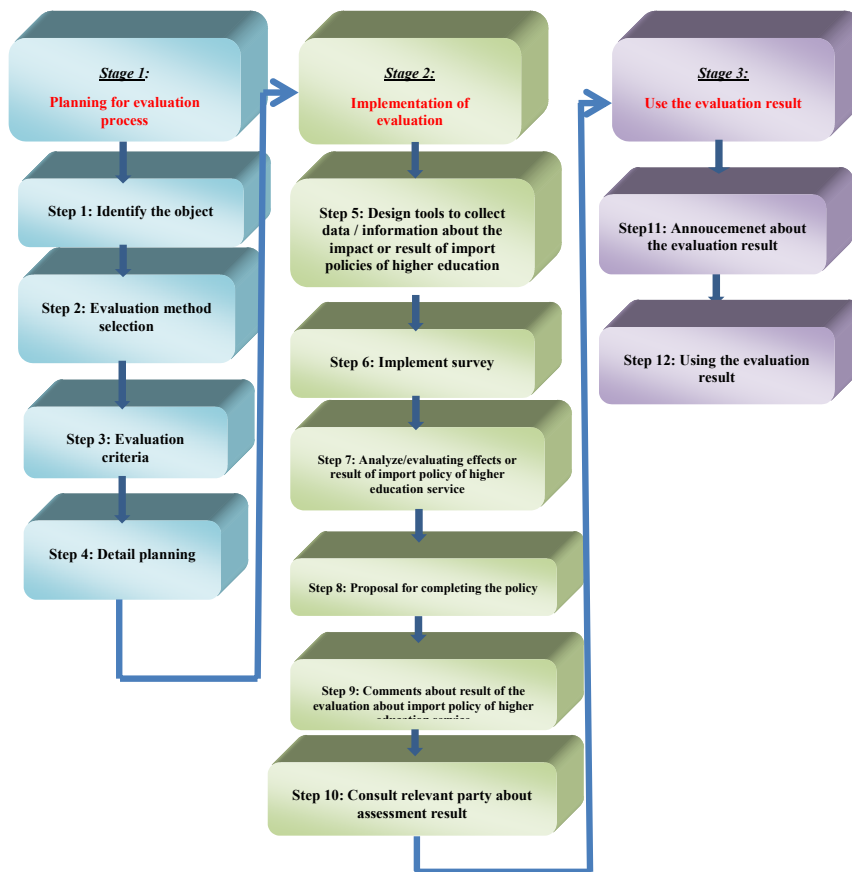


Chart 3.1: The process of import policy review of higher education services

Conditions for the implementation of measures

- It should be based on criteria system, evaluate the effectiveness of import policies of higher education services in accordance with the objectives set out right from the planning;

- Evaluation results should be made public;

- Develop specialized staff and knowledgeable about policy in the education sector. State invests financial resources for the training of experts of the field of education and training.

3.3.5. Strengthening the capacity of stakeholders implementing policies importing higher education services

3.3.5.1. The objective of the solution

Capacity management apparatus at all levels of the central and local industry, universities of professional service to meet the requirements and tasks assigned; Help managers and staff service imports higher education master the Party's guidelines and policies of the State law on international integration and cooperation with foreign education,

3.3.5.2. Contents and conditions of the implementation of measures

One is, propaganda and disseminate the guidelines and policies of the Party and policies of the State law on international integration and import service of higher education;

Second, organizational capacity in international integration and import service for higher education management staff, teachers participated in activities of importing higher education services;

Thirdly, at the university to reform teaching and learning methods, construction and development of products and services of higher education of high quality;

Fourth, raise the level of teaching staff, attracting and retraining of teachers and managers;

Fifth, to enhance the competitiveness between schools at home and abroad;

Sixth, investment and upgrading infrastructure and teaching facilities.

3.4. Assaying and testing solutions

3.4.1. Assay of necessity and feasibility of the solution

3.4.1.1. Purpose assay

3.4.1.2. Subjects assay

3.4.1.3. Assay contents

3.4.1.4. Methods of organizing trials

3.4.1.5. Assay results

After consultation with experts, managers, the majority opinion that 5 solution that made the author's thesis is necessary / feasible, although the level of assessment for each other solution together. Overall assessment ratio 59.24% are essential / very feasible and 38.26% is necessary / feasible. Specifically, the solution 1 "Raising awareness for the management entity of the importance of service imports higher education in international integration period". Results extent essential / very feasible is 51.8 and the level necessary / feasible is 48.2%; Solution 2 "Improving the system of legal documents and mechanisms for managing the importation of higher education services in international integration period" received high consensus (65.9% of the is for that very necessary / feasible); Solution 3 "Develop an overall plan importing higher education services" 53% said it is necessary / feasible; Solution 4 "Proposed standard systems, ladders, indicators and assessment procedure import policy of higher education service" assessment ratio essential /

very feasible to reach a very high 71.6% extent necessary / feasible is 28.3%; Solution 5 "Strengthening the implementation of the policy holder importing higher education services" 53.9% ratio of essential / very feasibility assessment.

3.4.2. Organizing test a proposed solution

In the thesis, the author conducted experiments using "*standard system, an elevator and policy indicators importing higher education services.*"

3.4.2.1. Purpose Test

3.4.2.2. Subjects tested

3.4.2.3. Content Test: Conducting trials 2 standard in the standard system, an elevator and policy indicators importing higher education services through the school's assessment quatu for an ongoing policy. Two criteria are:

(1) Standard 3 - Implement policies importing higher education services.

(2) Standard 4 - Assess the impact of import policies of higher education services.

Select a policy of the Foreign Trade University in Hanoi is implementing importing higher education services: "Encourage expansion of bilateral cooperation"*3.4.2.4. Time trials*

3.4.2.5. Test Method

3.4.2.6. Assessment methods

3.4.2.7. Test Procedure

Step 1: Prepare the experiment

- Choose test subjects; namely the Foreign Trade University in Hanoi.

- Common system of import policy chuandanh prices higher education services and test deployment.

- Preparation of assessment tools for testing participants: State management staff, school management staff, faculty, department and faculty engaged in importing higher education services.

Step 2: Evaluate the test results in retrospective interviews and documents, collect proof. - Evaluation of the test results. Also retrospective documentary about the importation of higher education services in the two years 2014-2015 of the Foreign Trade University in Hanoi.

Test results

Policy "encourage expansions of bilateral cooperation" in Foreign Trade University in the past year unsatisfactory. Specific:

Total points evaluate policies "encourage expansions of bilateral cooperation," according to the standard system are: 198/260 at 76%, compared with the provisions of the standard. Thus, we can conclude: The implementation of the policy review "encourage expansions of bilateral cooperation," according to the standard system at the Hanoi University of Foreign Trade had an impact and achieved relatively good results.

With a system of standards, criteria and indicators for an objective assessment, the level of implementation of policies and programs importation of Hanoi Foreign Trade University, gaining 76%. This result coincides with the judgment of the experts and the managers of state policy on importing higher education services.

Achieved results:

- The proportion of foreign students increased.

- Foreign students come to study in Vietnam increased and mostly from developing countries.

Comment: The system evaluation criteria import policy of higher education services are a new and very necessary for Vietnam in international integration and

GATS commitments, thereby enhancing the effectiveness of policies and contribute improve the quality of education in our country, to meet the needs of high quality manpower for the country in the period of integration.

Recommendations: Recommendations of competent authorities of the State continue to study and complete system evaluation criteria import policy of higher education services is to be put to use to evaluate policies issued and promptly make adjustments necessary to conform to reality.

Conclusion Chapter 3.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusion

The thesis "import policy for higher education services in international integration period in Vietnam" is a scientific work, done on the basis of reference and research results legacy of many scientists previous study, selected the essence of advanced academics, to promote and further clarify the theoretical basis and practical basis.

The policy is an important tool in managing the state for the importation of higher education services. Education policy in addition to the characteristics of public policy also has its own characteristics related to educational goals, the environment and the solidarity of education policy.

Recently, Vietnam has imported 4 modes of education services, namely: Providing cross-border; Consumption abroad; Commercial presence and the presence of relatives.

In recent years, the implementation of import policies for higher education services has obtained encouraging results. Step by step to meet the needs of learners and society is the need for high quality services and mobilizes the potential of the human resource training for the country. Create attractive foundation developed countries cooperate with Vietnam, aimed at raising the quality of higher education. Gradually improve the capacity of training institutions in the country, contributing to a richer culture of Vietnam by the elite of the country, was introduced in Vietnam.

Besides the positive side, the import policy of higher education services still has many problems to consider which are: state management on imports of higher education services is not yet interested adequate and does not meet the requirements. There isn't any legal document system and mechanisms for managing the importation of higher education services separately. The State has no plans to import higher education services. Special inspection activities, monitoring and evaluation of policy implementation is inadequate, there is no standard system policy review in a scientific way. Disseminate propaganda and policies have been good, somewhat limited the effectiveness of the policy. No public information system, transparent to the learner choices and decisions consistent service. The procedures for recognizing qualifications between Vietnam and foreign countries to Vietnam are unclear. Never use policy after the training of human resources....

To solve the shortcomings of the mechanism and policies on imports of higher education services, should perform synchronized 5 solutions: (i) To raise awareness among management entities; (ii) improvement of the documents, legal and management mechanism imports of higher education services; (iii) develop an overall plan for importing higher education services during the period of international integration; (iv) the proposed standard systems, ladders, frequency and evaluation procedure import policy of higher education services; (v) strengthen the capacity of stakeholders implementing policies importing higher education services.

The above solution was confirmed as urgent and feasible, through the consultation of experts and test results. In particular, the Ministry of standard testing policy evaluation importing higher education services has confirmed scientifically, efficiency and suitability of the proposed solutions.

Theory basis: about import policy for higher education in the international intergration. In particular, has solved the major task:

- Arguments for policy and import policy review of higher education services
- International Integration and the import requirements for higher education services

- The type of import policies of higher education services
- Factors affecting import import policy of higher education services

Practical basis: about import policies of higher education services. In particular, complete the following details:

- Briefly about education in Vietnam
- Survey the status of import policies of higher education services
- Current situation of importing higher education services
- General assessment of import policies of higher education services
- Policy on import of higher education services in some countries and lessons for Vietnam

And solutions-oriented and import policy finishing tertiary education services

- Orientation
- Rule
- Some solutions
- Testing and Test

In the contents of the thesis, the author realize that evaluation of existing policies and proposal to complete import policies of higher education services is the basic content of the thesis. The efforts of graduate students including collectibles, prepare detailed scientific arguments; Data survey to analyze and assess the true state of service imports higher education the past years; focus efforts, justification for the proposed solution to complete the import policy of higher education services ... That idea go through the thesis from chapter 1 to the last chapter. But the authors also found that the object is quite large in space and time; Time, quite tight material, strength and mentality of the author's thesis is limited; Practices fluctuates constantly.... These are not small effects and have limited many of theses results. We wish to be the teacher, who is interested in the subject that the author pursued, valuable comments.

2. Recommendations

2.1. Recommendation to the government

To review the system sync with current policies for importing higher education services as the basis, based on the adjustment, amendment, supplement or promulgate new to suit the situation, requirements and conditions current events.

Facilitate capacity building, qualification practical knowledge for staff policy making, policy formulation to enhance the feasibility, effectiveness and consistency of the policy system.

Continue to reform administrative procedures related to importing higher education services.

Expand and diversify the forms of import of higher education services.

Strengthening decentralized to MOET, Ministry of Science and Technology, Ministry of Planning and Investment on policy proposals importing higher education services.

Interests and facilitate adequate investment for universities and research institutes all over the country to keep up the trend of development of the region and the world.

2.2. Recommendations to the Ministry of education

Review the legal document system for import higher education service, report to the government for revising to meet the current requirements.

Build the evaluation criteria for import policy of higher education service.

Build the quality evaluation criteria system for import higher education service, as a basis for strategic planning and policy.

Research about policies in advance country and apply flexible, use it as a reference

Issued standard for higher education (including standard for the program and for the training facilities), instruction documents for self evaluation of the programs and training facilities.

Establishing the responsible department of Ministry of Education for managing the quality; government department on accreditation of training outside the Ministry of Education and Training; Promulgate regulations on the conditions for the establishment and licensing procedures of establishment, dissolution, as well as the functions and duties of the private inspection facility; recognized standards and regulations / established agency responsible institutions recognized accrediting higher education; Develop mechanisms for coordination among relevant authorities in collecting and exchanging data and information on higher education across borders in all 4 modes; Regulations / establishment of state authorities responsible for building a database on higher education in the import and supply of information through the release of the annual publication and through the Internet.

2.3. For research institutions and educational institutions of higher education:

- The study of international experience in management and synchronization of higher education quality imports (including higher education services imports);

- Study the construction and improvement of standards / criteria for accreditation of higher education Vietnam (standard for higher education programs and standards for higher education establishments);

- The study identifies the conditions for establishment, licensing procedures, functions and duties of the facility accreditation of higher education;
- Researching on the standards / criteria for the recognition of establishments accreditation of higher education and the management, recognition of this testing facility;
- To study and propose solutions to strengthen regional cooperation and international quality synchronization imported higher education; To unify the terminology used in the import of higher education;
- Research for building a database of educational import suitable with international;
- Determine the lists of sectors need to prioritize the development of public funds;
- Modes of public subsidies for higher education, the proportion of rational capital investment in higher education; Research governed by the principle of trade and the impact of foreign private investment to the education system.

LIST OF PUBLISHED PROJECTS

1. Vu Thi Loan, 2014, "The fundamental factor affecting the export of higher education services in Vietnam", Education magazine, Edition no 325 (I-2014 period).
2. Vu Thi Loan, 2014, " Management policy of higher education service in China and some lessons for Vietnam", Education magazine, special edition (11/2014).

Vu Thi Loan, 2014, " Import policy of higher education services in Vietnam through GATS commitments ", Education magazine, Edition no 346 (period II-11/2014).