ENHANCING THE LECTURERS' COMPETENCIES IN INTERNATIONALISE HIGHER EDUCATION IN VIETNAM

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ABSTRACT
This articles examined one of the most important and modern trends in developing Vietnam's education: internationalisation of higher education. Describing the process of internationalisation of higher education is taking place at key universities and autonomous universities. This will focus on analysing the impacts of the process on the structure of faculties and scientific achievements of all university's lecturers in Vietnam and giving solutions to strengthen the staffs that can meet the new requirements of the internationalisation of higher education on urgent issues such as attracting international researchers and lecturers, enhancing the domestic staffs' abilities, completing the government's system on the issues of international cooperation in higher education, updating integration knowledge for universities' faculties, increasing in organize international conferences, thematic reports with famous professors, foreign renowned experts, implementing the exchange lecturers program, attracting the Vietnamese scientists from oversea and increasing international publications.

Keywords: international education, Internationalization of higher education, Vietnam, university lecturers, the lecturers' competencies

INTRODUCTION
Internationalisation of higher education involves an increasing involvement in international affairs and has become a key requirement in modern education. International higher education can be implemented in every country and within every university. It is usually understood as a process in which the objectives, functions and organization of education services has been conducted with an international dimension. International higher education in Vietnam has been divided into international “internal” and international cooperation, in various forms.

Higher education systems in Vietnam have been built to serve domestic demand and the shift from an agricultural economic into an industrial economy. The global imperative to Industrialize and modernize has set new requirements and challenges to the Vietnamese labor market and field of higher education. According to the Central Committee of the Communist Party’s Resolution 29-NQ/TW (4th Nov, 2013) “fundamental innovation in Vietnam education system through standardization, modernization, socialization, democratization and international integration”, internationalized higher education involving the integration into the general trend of internationalized higher education has become more important than ever. This is the shortest and fastest path through which Vietnamese universities can modernize higher education in the region and all over the world. Therefore, the process of internationalized higher education has been generally embraced and is taking place rapidly in different forms.
According to a survey published by The British Council on 4th of May 2016, Vietnam rank 6th out of 26 countries, and was ranked within the top 10 countries most open to internationalized higher education [1].

Table 1. The countries most open to international higher education

<table>
<thead>
<tr>
<th>Country</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>8.77</td>
</tr>
<tr>
<td>Australia</td>
<td>8.17</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>8.00</td>
</tr>
<tr>
<td>Malaysia</td>
<td>7.77</td>
</tr>
<tr>
<td>China</td>
<td>7.33</td>
</tr>
<tr>
<td>Vietnam</td>
<td>6.77</td>
</tr>
<tr>
<td>Thailand</td>
<td>6.37</td>
</tr>
<tr>
<td>Turkey</td>
<td>6.17</td>
</tr>
<tr>
<td>United States</td>
<td>5.83</td>
</tr>
<tr>
<td>Indonesia</td>
<td>5.77</td>
</tr>
</tbody>
</table>

The process of the internalization of higher education in Vietnam universities

The process of the internalization of higher education in Vietnam started in 2000 with the Australian RMIT University was licensed by The Ministry of Planning and Investment to operate undergraduate and postgraduate courses as well as to carry out research in Vietnam. The qualifications bestowed by RMIT in Australia are accepted by The Ministry of Education and Training in Vietnam. Troy University also collaborated with the Faculty of Information technology and Business Administration, International University, Vietnam National University HCMC, to provide bachelor and doctoral programs. The University of British Columbia (Canada) has the Vietnam Community program to expand the scope of learning for postgraduate students in dentistry. Since the school year 2006-2007, The Ministry of Education and Training has implemented a project to build training courses and universities at international level. As a result, the first nine chosen universities have been given the opportunity to collaborate with prestigious universities in The US for bachelor training through their programs and technologies. Instructors for the programs in Vietnam are have completed Masters or Doctorates in English speaking countries, Vietnamese professors who are working in foreign universities and invited lectures from foreign university partners. Lecturers are sent to the partner universities to study their models, teaching methods, management training and to attend professors’ classes and so on. The primary language of instruction is English and the curriculums used are those that are employed at the partner universities.

Table 1.9 Vietnam universities and 10 collaboration programs with 8 prestigious US universities
<table>
<thead>
<tr>
<th>University Vietnam</th>
<th>University partners</th>
<th>Specialized training/education program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. University of Science, Vietnam National University- Ho Chi Minh City</td>
<td>Portland State University</td>
<td>Computer Science</td>
</tr>
<tr>
<td>2. Can Tho university</td>
<td>Michigan State University</td>
<td>Biochemistry and Molecular Biology</td>
</tr>
<tr>
<td>3. Hanoi University of Science and Technology</td>
<td>California State University</td>
<td>Mechatronics Engineering</td>
</tr>
<tr>
<td></td>
<td>The University of Illinois at Urbana Champaign</td>
<td>Materials Science and Engineering</td>
</tr>
<tr>
<td>4. Ho Chi Minh City University of Technology</td>
<td>The University of Illinois at Urbana Champaign</td>
<td>Power and Energy Systems</td>
</tr>
<tr>
<td>5. The University of Danang</td>
<td>The University of Washington</td>
<td>Electronics</td>
</tr>
<tr>
<td>6. Vietnam National University of Agriculture</td>
<td>The University of California - Davis</td>
<td>Plant Science</td>
</tr>
<tr>
<td>7. The National Economics University</td>
<td>California State University – Long Beach</td>
<td>Finance</td>
</tr>
<tr>
<td>8. University of Science, Vietnam National University Hanoi</td>
<td>The University of Illinois at Urbana Champaign</td>
<td>Chemistry</td>
</tr>
<tr>
<td>9. The University of Hue</td>
<td>The University of Virginia</td>
<td>Physic</td>
</tr>
</tbody>
</table>

The duration of training is 4.5 – 5 years, including half year of language training. Between the years of 2001-2020, Vietnamese Universities will expand their training services, following their foreign partners’ advance program across different departments. These Universities will also endeavor to provide Master and Doctoral program with the same quality in partner universities [2].

The process of internationalization of higher education in Vietnam requires collaboration with foreign universities, the swift strengthening of teaching staff, an increase of staff with PhD qualifications, more lecturers with academic titles, such as associate professor and professor, increases in the number of international scientific publications, implementation of international training programs etc… All of this reveals important issues that needed to be discussed and resolved.
LITERATURE REVIEW
Internationalization is a term that is being used more and more to discuss the international dimension of higher education and, more widely, postsecondary education. It is a term that means different things to different people and is thus used in a variety of ways. For some people, it means a series of international activities such as academic mobility for students and teachers; international linkages, partnerships, and projects; and new, international academic programs and research initiatives. For others, it means the delivery of education to other countries through new types of arrangements, such as branch campuses or franchises using a variety of face-to-face and distance techniques. To many, it means the inclusion of an international, intercultural, and/or global dimension into the curriculum and teaching learning process. Still others see international development projects and, alternatively, the increasing emphasis on trade in higher education as internationalization.

In 1999, Knight & de Wit introduced the conceptual approach to internationalize higher education [3]:

**Activity**: Internationalization is described in terms of activities such as study abroad, curriculum and academic programs, institutional linkages and networks, development projects, and branch campuses.

**Outcomes**: Internationalization is presented in the form of desired outcomes such as student competencies, increased profile, more international agreements, and partners or projects.

**Rationales**: Internationalization is described with respect to the primary motivations or rationales driving it. This can include academic standards, income generation, cultural diversity, and student and staff development.

**Process**: Internationalization is considered to be a process where an international dimension is integrated into teaching, learning, and service functions of the institution.

**At home**: Internationalization is interpreted to be the creation of a culture or climate on campus that promotes and supports international/intercultural understanding and focuses on campus-based activities.

**Abroad** (cross-border): Internationalization is seen as the cross-border delivery of education to other countries through a variety of delivery modes (face to face, distance, e-learning) and through different administrative arrangements (franchises, twinning, branch campuses, etc).

In 2002, Knight claimed that Internationalization at the national/sector/institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education. (Knight, 2003, p. 2)

The internationalization of higher education is often seen as a possible response to globalization (i.e., a way to make HEIs more effective in response to the globalization of societies, cultures, economies and labour markets). According to Karlvermark & Van der Wende (2007), internationalization is a process that governments can steer more readily than globalisation. In this sense, higher education has become increasingly international in the past decade as more and more students choose to study abroad, enrol in foreign educational programmes and institutions in their home country, or simply use the Internet to take courses at colleges or universities in other countries.

Internationalization improves an institution’s capabilities in relation to both teaching and research (Elkin, Farnsworth & Templer, 2008), and enables a university to benchmark its courses against international norms (Ayoubi & Masoud, 2007). Universities usually internationalize in order to attract foreign students (Lipsett, 2009; McGowan & Potter, 2008), better qualified domestic students and top quality research staff (van der Wende, 2007) [4].

There are a several participations involved in the internationalization of higher education and research in Vietnam, however the British Council and the foreign scholarship from Fulbright Commission, US Ministry
of Foreign Affair, standout the most. The British Council supports internationalization of higher education in Vietnam by connecting professional educators in the UK with Vietnamese partners; facilitating exchanges between the training institutions of higher education in both countries and bringing international elements into teaching and learning programs in universities. Since 2013, activities for the internationalization of higher education at the British Council include: the organization of, and participation in, nine conferences at national level, regional and worldwide; supporting 24 collaborated projects between the United Kingdom and Vietnam; conducting training in leadership and management for more than 40 universities in Vietnam [5]. The Fulbright Commission in Foreign scholarship, US Ministry of Foreign Affair, have also started their program in Vietnam, beginning in 1992 with the purpose to increase mutual understanding between the two countries. The Scholar exchange program has created opportunities that enhance many university lecturers research capability [6].

There are some notable reports such as the report presented at the International Conference on 20/04/2016 titled: “Internationalize higher education in Vietnam: role of strategic leadership in developing teaching and research quality”. Other important articles include: “The role strategic leadership in developing teaching and high quality research and research collaboration research in Southeast Asia and East Asia (Prof. Dina Lewwis & Prof. Catherine Montgomery, Hull University); “Culture challenges in higher education in East Asia: a general evaluation” (Prof. Yang Rui, Hong Kong); “International integration in higher education and scientific research – observations and recommended policies” (Dr. Pham Thi Ly, Institute of International education – National University HCM); “Internationalize higher education – Vietnamese case” (Dr. Pham Thi Thanh Hai, Education University); “Vietnam government initiated multinational development in higher education: in the case of Viet Duc high school” (Ha Thanh Binh, Osnabrueck University of Applied Sciences, Germany); “Enhancing the flexibility of integrated in teacher training” (Dr. Ton Quang Cuong, Education University), These articles reach the similar conclusion that “Internationalize higher education in Vietnam is developing rapidly and Vietnam is also very active in the process” and “to meet the requirements in internationalized higher education, universities in Vietnam need more publications in reliable journals or announced international research results. In addition, keeping and developing collaborative relationships is also a challenge that needs to be overcome, Internationalization of higher education in the modern world is predicated on developing and maintaining the global partnerships” [7].

RESEARCH METHODOLOGY
Authors conducted direct online research of 19 key public national universities and 14 autonomous universities in Vietnam on January 2017. Based on the research, authors have reached a series of conclusions concerning the process of internationalization of higher education in Vietnamese universities and its impact on universities’ teaching staff

This article also draws upon secondary data in academic literature, such as journal articles, scientific reports and online information to draw a general picture of the internationalization of higher education in Vietnam and to analyse universities’ lecturers as well as proposing solutions to strengthen their capability to meet requirements.

DATA COLLECTION
*Universities that are rapidly developing internationalization in higher education:*

**Key universities in Vietnam**

Key universities in Vietnam are the government’s prioritize given the ability to go autonomy in self-printing and provide doctoral degree; appoint staff to study aboard, remaining within the government budget; invite and receive foreign lecturers and students; make suggestions regarding the opening of new training program. As of early of 2016, Vietnam has 19 universities and national key universities including 2 national universities (National University Ha Noi, National University Ho Chi Minh City); regional universities
(Thai Nguyen, Hue, Da Nang, Can Tho and Vinh universities) and major leading universities (National Economics University Ha Noi, University of Economics Ho Chi Minh City, Ha Noi Pedagogical University, Ho Chi Minh City Pedagogical University, Hanoi Medical University, Ho Chi Minh City University of Medicine and Pharmacy, Hanoi University of Science and Technology, Hanoi Le-Quy-Don Technical University, Vietnam Maritime University, Vietnam National University of Agriculture, Vietnam Military Medical University, Academy of Journalism and Communication). There are two institutes attempting to become Vietnamese key universities: The People Police Academy and the National University of Civil Engineering [8]. The majority of Vietnam's key universities are particularly interested in internationalization of higher education.

Research on the above universities’ websites, indicates that the process is developing most rapidly in National University Ha Noi and National University Ho Chi Minh City. For example, National University Ha Noi has collaborative relationships with 135 foreign universities and institutes [9].

<table>
<thead>
<tr>
<th>Measurement criteria</th>
<th>Year 2014</th>
<th>Year 2015</th>
<th>Annotate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of international joint training programs</td>
<td>19</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Number of curriculums accredited by AUN-QA international standard</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>The proportion of exchange students over the capacity</td>
<td>3%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Number of participants in QS ranking</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Number of students are attending the international standard courses over the total full-time students.</td>
<td>6.3%</td>
<td>1337 students in total 21198 students</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

National University Ho Chi Minh City has collaborative relationships with various foreign universities, involving institutes in 19 countries. In the last 5 years (2011 – 2015), besides previous traditional relationships, VNU-HCM expanded their cooperation with 15 universities. These include institutes from Korea, Australia (2), New Zealand (14), Switzerland (1), Canada (1), France (7), Japan (10), Indonesia (2), Russia (2), Philippines (1), Thailand (8), Singapore (2), UK (1), Germany (1), Taiwan (6), China (1), Myanmar (1), and Italy (1). Universities such as the University of California, Berkeley; University of California, Los Angeles; Rutgers University; California State University, Fullerton; Arizona State University (US); Paris Orsay, Telecom Paristech, Tokyo University, Osaka University, Tsukuba University (Japan); National University of Singapore, Singapore Management University (Singapore); Mahidol University, Chulalongkorn University, Asian Institute of Technology (Thailand),... are also cooperating with VNU-HCM. VNU_HCM is also a member of various international organizations such as ASEA-Uninet, AUF, EURECOM, RESCIF, AUN.

In 2015 – 2016, VNU-HCM signed 99 documents with foreign partners and 38 international projects are being implemented. As of 8/2016, VNU-HCM has 23 standard programs to meet the requirements over 36 projects for internal and external audited follow AUN-QA. University of Social Sciences & Humanities, National University has the largest number of international students majoring in Vietnamese studies (from 1998-2015, 50,000 students from 73 countries; there are 150 foreign students in 2015).
As of 11/2014, members of National University Ho Chi Minh City operate 51 joint training programs with foreign institutes [10].

Other key universities also engage in exchange relationships, collaborative research and training with different universities, famous research institutions and other international organizations. The increasing internationalization of higher education in Vietnam is also reflected in the QS (Quacquarelli Symonds) university ranking list. In 2016, QS University Rankings Asia listed 350 Asian universities on the as follows:

<table>
<thead>
<tr>
<th>Numerical order</th>
<th>Criteria</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic reputation</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Employer reputation</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Faculty/student ratio</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Citations per paper</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Papers per faculty</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Staff with a PhD</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Proportion of international faculty</td>
<td>2.5</td>
</tr>
<tr>
<td>8</td>
<td>Proportion of international students</td>
<td>2.5</td>
</tr>
<tr>
<td>9</td>
<td>Proportion of inbound exchange students</td>
<td>2.5</td>
</tr>
<tr>
<td>10</td>
<td>Proportion of outbound exchange students</td>
<td>2.5</td>
</tr>
</tbody>
</table>

According to the above data, Vietnam has five shortlisted universities ranked as: Vietnam National University Ha Noi ranked 139, Vietnam National University Ho Chi Minh City rank at 150 in the top 150 Asian universities. Can Tho University in the top 251-300, Hue University and Hanoi University of Science and Technology stand in groups 301-350. In 1/2016, the worldwide universities ranking website (Webometrics Ranking of Universities) rated Can Tho University as 39th in South East Asia and 2nd in Vietnam (after National University Ha Noi), 454th in Asia and No. 1653 worldwide [11].

**Public universities financial autonomy in Vietnam**

Since 2015-2016, The Vietnamese government has approved 14 university plans to become autonomous, including University of Economics Ho Chi Minh City, Ton Duc Thang University, National Economics
University, Hanoi University, University of Finance Marketing, Foreign Trade University, Hanoi Industrial Textile Garment University, Open University Ho Chi Minh City, Vietnam National University of Agriculture, Ho Chi Minh University of Industry, Ho Chi Minh City University of Food Industry, Electric Power University, Posts and Telecommunications Institute of Technology and Vietnam University of Commerce. Financial autonomy is one of the primary conditions required for universities to internationalize. For example, Ton Duc Thang University employs various forms of internationalized higher education training, such as collaborative postgrad programs and research groups with foreign experts; periodic International Conferences; invitations to professors and foreign experts to work with all faculties, the publishing of 2 international journals; the expansion of undergraduate joint training programs; recruitment of foreign students; operation of international student exchange programs annually; implementation of education systems, examined and ranked by an International Associate University rating and an increase in the number of international published articles [12].

To expand their foreign relationships, several universities have established the International Training Department. Take the example of the Foreign Trade University, their International Training Department was established in 2009 and has become a reliable partner for various universities around the world such as UK, US, Australia, New Zealand, Taiwan, Denmark.... From graduate to postgrad programs, this Department has been involved in operating various effective partnerships with universities all around the world. Currently, this International Training Department has three undergraduate programs with Bedfordshire University (UK), Minot State University (US), Niels Brock Business School (Denmark); three postgrad programs with Bedfordshire University (UK), University of West England (UK), Meio University (Taiwan) and many different transition programs such as Griffith University (Australia), Macquarie University (Australia), Auckland University (New Zealand), Middlesex University (UK).... Subsequently, Foreign Trade University also became a member of the PSU Vietnam Scholarship foundation – the largest scholarship from Portland State University (US) [13].

Similarly, National Economics University also has collaborated in training programs and research with over 100 famous universities and education institutions from more 50 countries. Hanoi University implemented 13 joint training programs with prestigious universities from the UK, Australia, Italy and Belgium.

HOW THE PROCESS OF INTERNALIZED HIGHER EDUCATION IMPACTS THE UNIVERSITY TEACHING STAFF IN VIETNAM?

Lecturers structure

A simple measure of capacity of an institutions’ teachers can be found in the qualifications held by their lecturers. To be precise, the number of PhDs held by staff, or the ratio of lecturers holding PhD to those without. In many countries, a doctoral qualification is the standard requirement for lecturers capable of university teaching. However, the number of PhD holding lecturer is comparatively lower in ASEAN and developed countries. To change the structure and increase the number of foreigners with doctoral qualifications, the Ministry of Education & Training instigated “Project 322” over 12 years (2000-2011) in which the main activity was sending students, staff and young lecturers (4600 people in total) to countries of advanced education, in order to join postgrad programs with the expectation they will return and become the international standard staff and researchers in Vietnam. Following Project 322 was “Project 911” (2012) which was exclusively dedicated to training University lecturers. Subsequently, the Ministry of Education & Training also implemented Project ‘TRIG’ (Training and Research Improvement Grant) funded by a loan from the World Bank. The Project involves both domestic and aboard training programs which aim to strengthen teaching research capability among teaching staff from several universities in Vietnam between 2002 -2012.

By the end of 2014, according to statistics from the Ministry of Science & Technology, there are 24,300 PhD and 100,000 Masters across various industries such as economics, education, science and technology. Of these figures 12.261 PhD participate in scientific research and technology development. Statistics from 2015 released by the Ministry of Education & Training, show that there are about 15,000 PhDs (including
Professors, Associate Professors) who are working in higher education institutions [14]. However, there is no exact figure available with regard to the number of their precise works on teaching, research or both. At the end of 2016, there were 1745 Professors and 10,577 Associate Professors who are teaching in university [15].

However, the distribution of university lecturers is not even between regions. Most of the foreign PhD holders, associate professor or professors are in the major cities such as Hanoi and Ho Chi Minh City, as well as National University and regional universities with high reputations. There are several universities which have a very low proportion of doctoral holders (less than 10 people) mainly in in local universities such as Bac Lieu University, Phu Yen University, Tra Vinh University, Hoa Lu University, Van Xuan University of Technology…

Scientific research achievements
According to Scientometrics for Vietnam (S4VN) on 2/6/2016 updated from database of the ISI (American Institute for Scientific Information), 2015 is the first time that the number of Vietnamese scientific publications in ISI journals has surpassed 3000 articles per year. Compare to other countries in ASEAN, Vietnam with the total number of 11,791 ISI articles published over the last 5 years, is now ranked 4th after Singapore, Malaysia and Thailand. Compare to South Korea in the last 5 years (2011-2015), there were 298,986 international publications, 25 times higher than in Vietnam.

On the other hand, Vietnamese international publication in Q1 (leading journals) in ISI decreased from 41% in 2011 to 38% in 2015 [16].

The number of articles published internationally in Vietnam between

2011-2015
The number of ISI publication in Vietnam (2011-2015)

The proportion of Q1 ISI publication in Vietnam (2010-2015)

Source: SIVN extract from Web of Science (02/06/2016)
According to Scopus from January to October 2016, The Vietnamese universities with the most international publications are Hanoi University of Science and Technology with 359 articles, followed by Ton Duc Thang University with 296 articles. National University Hanoi and Ho Chi Minh University of Technology are next with 269 and 255 articles respectively. The performance of Ton Duc Thang University is particularly impressive, leaping from 5th (157 articles in 2015) to 2nd. [17]

RESULTS AND DISCUSSION
The process of internationalization within universities in Vietnam has to answer a series of questions. Key among them being what is the purpose of internationalization? What are the expected benefits or outcomes? What are the values that are underpinning this process? Who are the main actors, stakeholders, and beneficiaries? What are the positive consequences? What are the unintended results? What are the negative implications? Is internationalization a passing fad? Is it sustainable and, if so, how? How are institutions responding to the competing interests within the domain of internationalization? How does faculty meet the increasingly urgent demands of the internationalization process?

Attracting international researchers and lecturers
Depending on the university capability, there is a need to attract more international lecturers and research to Vietnam. The Fulbright program in Vietnam brought hundreds of American scholars to work in Vietnamese universities such as National University Hanoi, National Economics University, Hue University, Ho Chi Minh City Pedagogical University, Can Tho University in economics, information technology, public health, environment science, education. This program also brought a lot of Vietnamese lecturers to the US to teach and research in different categories such as education, banking, finance, public health. Besides these partnerships, other programs and non-government organizations have also been undertaken, such as Youth Ambassador or Australian International Volunteer, non-government funding such as The ASIA Foundation (US), Japan Foundation (Japan) are also bringing hundreds of foreign volunteers and scholars to Vietnam.

The presence of international scholars and partnerships in Vietnamese universities has breathed a new breath into Vietnamese education. It has provided scope for innovation and the opportunity to broaden horizons and develop teaching methods and creative thinking. Vietnamese lecturers are actively seeking for more opportunities to learn, from others and to attend international training courses, seminars and conferences. This contributes heavily to the process of internationalizing higher education in Vietnam. However, if the process is considered as an ongoing integration of education, scientific research and other activities, the possibilities for enhancing the universities’ capacity and that of its staff should be understood to be open-ended and without limit.

Strengthening of the universities’ lecturers
In a rapidly changing world, in order to integrate and maintain competitiveness, universities need international relationships under various forms capable of producing a work force compatible with our globalized world. One key element for any university looking to compete in such an environment is the capacity of its staff, not just to teach, but to learn, develop and move with the times.

To accelerate the process, Vietnamese universities need to resolve the internal problems of their teaching staff. Internationalization of training programs requires the lecturers’ to multitasks in a short time and endure greater pressure. Besides investing time in international programs and documents, they also need to adopt a flexible application of teaching methods that prioritize the learners. Teaching methods also must be appropriate to the requirements from the practical world. Hence, the need for increased investment of effort and time in scientific research and international publication.

Connecting domestic higher education with international standards requires close collaboration between lecturers and the curriculum design. The university lecturers need to plan their curriculum with consideration for those developed in more advanced countries and actively participate in foreign experts’
seminars on new scientific research trends, new technology in related areas and internationalize their own curriculum accordingly. Exchange programs with foreign students and scholars and further collaboration with experts is also important.

The trend of globalization and internationalization of economic forces means that higher education faces a new target: to train professionals capable of working effectively in a fluctuating global market and multicultural environment. In order to provide Vietnamese students with global knowledge and cross-cultural ability, it is necessary to expand the curriculums and training student receives from foreign partner universities. Lecturers also need to research and build a deep knowledge of interdependence between countries, study the issues debated nationally and internationally, embracing cultural diversity while being aware of international security issues.

To improve education quality, there is a need to focus on improving the ability and research capacity of the lecturers. Universities with strong international relationships usually send Vietnamese lecturers to partner universities to research models, teaching methods, training management and attend professors’ lecturers. Therefore, fluency in foreign languages is essential (especially English) to find opportunities for self-development. Raising lecturers’ standards requires breaking the current single-line teaching method practiced in Vietnamese universities. Also to be considered is the Formation of professorial committees with foreign professors’ participation in order to exchange expertise, collaborate in scientific research and solve problems in updating knowledge and pedagogical skills in practice.

**Completing the State policy system on internationalization of higher education**

There is a need to complete the State policy system on the issues of internationalization of higher education, especially in the training of university lecturers accordingly to the fairness in selection and the university’s requirements. The Ministry of Education & Training’s Project 911 in “Training the university lecturers for doctoral qualification in 2010-2020” must also be continued. Universities need to increase the number of young lecturers they are sending to train aboard, increasing the implementation of the three methods of training postgraduate students during their full-time training aboard, a mix of training, both domestic and aboard; and finally, full-time domestic training which includes aboard internships. There is a need to combine training of postgraduate students with scientific research, supporting them to publish in reputable journals.

**Integrated knowledge for University lecturers**

This involves the formation of intercultural communication skills for the teaching staff, building relationships and becoming familiar with the international market. For example, open classes of international cooperation knowledge: related legal issues, international practice, memorandum of mutual understanding documents between universities, analyzing the impacts of integration, integration management and competitiveness between universities.

**Increasing involvement in the organization and participation of international conferences and thematic reports with famous foreign professors or experts.**

In order to attract talent and organize forums with scientists and world leading research institutes, there is a need to organize international conferences. Besides this, it is also beneficial to regularly organize thematic talks with famous foreign professors and experts; encouraging lecturers to conduct research funded by foreign partners, to participate in international collaborative research and engage in international projects to enhance integration.

**Lecturers exchange program**

Negotiate with foreign partners to implement student and lecturer exchange programs, provide opportunities for lecturers to expand their collaborative network, further develop their research topics and form new research ideas with collaborating universities’ lecturers. The staff participating in the program will represent their university to establish cooperative relationships with others.
Attracting Vietnamese scientists from aboard
Universities need adequate policies to attract Vietnamese scientists from aboard in various forms. They will be the link between lecturers and international scientists. Many Vietnamese scientists residing in other countries clearly understand the difficulties in their motherland and will decide to return and stay or not depending on the operating system and remunerations of each university. With the working styles from developed countries, they will bring a new breath to scientific activities in Vietnamese universities, just like Prof. Tran Dai Nghia, Prof. Luong Dinh Cua... did.

Increase in International publication
Increasing scientific activities and international publications, internationalize scientific evaluation and professional activities in universities. There should be a mechanism and policies to encourage research scientist to publish articles included in the ISI, Scopus database. Departments of management of science and technology development in each university should conduct internal analysis of the staff and research groups’ abilities so that there they can set out the number of ISI and Scopus qualified articles.

CONCLUSION
International integration in higher education is an inevitable trend in Vietnam [18]. Internationalization of education is an essential factor in Vietnamese universities' transformation over the last few decades. The process is quite stable, increasing the university value and attracting students. Internationalized higher education is not only an essential element of development, but also a crucial factor affecting the competitiveness between universities in Vietnam. Vietnamese universities currently enjoy tremendous advantages in internationalization, such as the strong support from the government and the Ministry of Education & Training in modernizing education system and encouraging higher education to catch up with international standards. Internationalization is an integral part of universities’ vision and strategic plans to become the local, national or worldwide centers of creativity and knowledge. Therefore, faculties in universities should bring international perspective into all training programs and the teaching staff who implement them. In order to achieve these goals, there are several solutions which need to be implemented, especially the focus on improving the quality of teaching staff through processes of cooperation between foreign scholars and increased participation in international research projects.

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