

## THE POST-PANDEMIC CHALLENGE: DEVELOPMENT OF TRANSNATIONAL EDUCATION PROGRAMME IN VIETNAM

**Phung Nam Phuong, Bui Huynh Nguyen**

*The University of Danang - University of Economics, Vietnam*

*Author corresponding: Bui Huynh Nguyen - Email: [nguyenbh@due.edu.vn](mailto:nguyenbh@due.edu.vn)*

Article History: Received on 09<sup>th</sup> May 2021; Revised on 06<sup>th</sup> June 2021; Published on 17<sup>th</sup> June 2021

**Abstract:** The world is facing a severe pandemic that has made millions of students who are experiencing depression and anxiety with their study abroad search for alternatives. One possible solution lies in transnational education programmes that provide high-quality education for students who would like to receive a foreign qualification without leaving their hometown. Transnational education, albeit quite popular all over the world, has been much less known in Vietnam. Therefore, this paper aims to provide a better understanding of transnational education programmes and suggests further research possibilities for the development of transnational education in Vietnam in the post-pandemic period of COVID-19. In theory, this study proposes future research orientation of development trends of transnational education programmes in Vietnam before and after the pandemic. In practice, the research provides measures to be taken for high-rank managers of transnational education providers regarding how to deal with this challenging situation.

**Key words:** COVID-19 pandemic; student mobility; study abroad; transnational education programme; Vietnam higher education system.

### 1. Introduction

COVID-19 has been the game-changer in many life aspects, and education is not an exception. Millions of university students have been significantly influenced, especially international students who suffered heavily from a unique set of challenges (Beckstein, 2020). They lost sleep due to the restriction of their visa and graduation status. Their practical training opportunities have been cancelled or hard to secure. They found no love or support around as living far from home. It would be an absolute nightmare that their dormitories are shut down and their financial access might even be restricted or cut off. These difficulties have come all of a sudden and escalate with the worry and stress resulting from the pandemic and other concerns like prejudice,

xenophobia and racism that might adversely affect the mental health of international students (Beckstein, 2020).

Since March 2020, Studyportals has carried out an online questionnaire for international students to determine their perceptions towards COVID-19 and how it may impact their study abroad plans. Most of 600 the students asked were pessimistic about how COVID-19 would impact their livings and were likely to consider deferring their studies. To deal with this situation, in March 2020, many universities in Vietnam started receiving applications from returning students who decided to retain their academic results and go back to Vietnam to avoid the pandemic and those who need to change their study abroad plans due to COVID-19. These students have viewed universities in Vietnam as a mean to ensure their studies not to be interrupted (Mai Lan, 2020).

Specifically, a representative of University of Science and Technology of Hanoi (USTH) revealed that since March 2020, the school received over 20 applications, and this number would further increase.

---

**Cite this article as:** Phung, P. N. & Bui, H. N (2021). The post-pandemic challenge: Development of transnational education programme in Vietnam. *UED Journal of Social Sciences, Humanities and Education*, 11(1), 85-95.  
<https://doi.org/10.47393/jshe.v11i1.940>

These students, who sought training programmes in accordance with international standards, were those who could not implement their study abroad plans due to the pandemic (Mai Lan, 2020). Similarly, RMIT University has allowed its global campuses to provide flexible options and support services to students whose study plans have been influenced by COVID-19. The RMIT's International Senior Manager, Nguyen Tuong Oanh, shared that the primary purpose of this policy is to minimise disruptions to the student's academic plans and motivate them to keep studying without worrying too much about the pandemic (Ngoc Hoang, 2020).

Another interesting finding of the Studyportals' survey was that when asked about the prospective students' perception change over time, there was a rising share of more than 800 students who said that they changed their plans due to the virus outbreak (Gutterer, 2020). This comes from not only the worries of the students but those of their parents. One parent has stated in a newspaper that the biggest fear she has faced is worrying about her two children who are living in other places with little hope of seeing one another anytime soon due to the suspension of flights. Her family is split over three countries, and that makes her anxious and concerned every day when reading news of all three places" (Beckstein, 2020). Her situation is common, which emphasises that many parents are not willing to take the risk of sending their children back to school.

Although there is an exponential growth in both provisions and enrolments in Vietnam higher education, there are still many untapped areas of demand (Ministry of Education and Training, 2008). Moreover, graduates of Vietnamese universities were believed to be insufficient in both quantity and quality. As a result, a vast number of Vietnamese students still wish to pursue their high education abroad. However, for now, according to BMI - a leading firm specialising in international education (2020), many students have been forced to return and decide to attend universities in Vietnam. This means although international qualifications from reputed universities can give graduates a considerable advantage in terms of employability, the decision of studying abroad when the deadly virus is still not under control will need to be

reviewed thoroughly as living in a new country is such an unwanted and dangerous challenge.

Transnational education programmes in which students study towards a foreign qualification without leaving their home country suggest, therefore, a feasible solution to students who seek top-quality higher education during the pandemic. When the students choose transnational education programmes over studying abroad, undoubtedly, they also help to boost the economy of Vietnam, which is at risk of sliding into recession, by re-allocating their fund to domestic consumption. As no previous study has investigated transnational education programmes in Vietnam in relation to COVID-19, this study aims to bridge the theoretical and practical gap in the field of transnational education. Therefore, the study specifies two main objectives. Firstly, based on the overview of both theoretical and practical background, it aims to provide a better understanding of transnational education programmes. Secondly, the study suggests further research with specific research objectives, methodology, and possible results to identify the development of transnational education in Vietnam post COVID-19.

## 2. Theoretical background

### 2.1. Definitions of transnational higher education

Higher education debaters have been kept busy for over twenty years since transnational education became the focal point of their conversations. They have not agreed on the definitions of transnational education as many have been created by international and national organisations, especially those from the English-speaking countries that lead the world in the export of transnational education programmes (Altbach & Knight, 2007; Bannier, 2016; Gu, 2009; Yang, 2008).

In "Guidelines for Quality Provision in Cross-border Higher Education", it is agreed that cross-border higher education "*takes place in situations where the teachers, student, programme, institution/provider or course materials cross the national jurisdictional border*" (The United Nations Educational, Scientific and Cultural Organization (UNESCO) & Organisation for Economic Co-operation and Development (OECD), 2005, 5). Also, according to the Council of Europe, transnational education refers to "*all types of higher education study*

*programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system”* (Council of Europe, 2002, 28).

Moreover, British Council believed that the transnational education term could be used when “*students study towards a foreign qualification without leaving their home country*” (British Council, 2013, 6). This definition is in line with those in some reports of UK higher education internationalisation policy and education export strategy, such as one that refers to “*The provision of education for students based in a country other than the one in which the awarding institution is located*” (Department of Business Innovation & Skills, 2014, 10).

The key concept in all the above definitions of higher education is the movement of higher education institutions, programmes, and academic staff across borders. The UNESCO/OECD approach is, however, slightly different when concentrating on the cross-border higher education instead of directly paying attention to transnational education. The discussed definitions show that the main difference between the cross-border higher education and transnational education lies in students’ movement. Specifically, transnational education can be considered educational activities or programmes that are provided in an attempt to meet the demand of learners domiciling and studying in a country while getting the award in the other (Jean-François et al., 2016). That is to say, from students’ perspectives, transnational education is higher education programmes that allow students to obtain complete (or some part of) foreign education without going abroad.

United Kingdom universities have long been at the top of the world in higher education in general and in transnational education in particular (Ramos & Wake, 2019; The Quality Assurance Agency, 2021). With some “the best of the best” universities, the United Kingdom is believed to be an ideal destination for foreign students. In fact, the number of international students looking to study in the United Kingdom has

been exponentially increased over the years. The rise is about six per cent a year recently (Pitman, 2016). However, the United Kingdom government starts to set strict restrictions on international students to achieve its net migration target (the target of net migration is tens of thousands). Hence, the number of international students may decrease, and thus the United Kingdom is likely to lag behind in the global race of high education (Migration Advisory Committee, 2018). The negative effect on the United Kingdom’s economy could be, moreover, a serious problem. A practical solution for this situation is, therefore, said to be the growth of transnational education. On the one hand, transnational education institutions offer more opportunities for international students to pursue a well-known higher education qualification without physically coming to the United Kingdom. On the other hand, transnational education has become a lucrative source of income for those transnational education providers (Sanderson, 2019).

However, the notion of whether students have to come to a foreign country has been loosely understood. As mentioned above, definitions of transnational education emphasised the non-movement of students during their learning process. In reality, nonetheless, more and more transnational education providers have been diversified their offerings by combining the study in both home country and host country. For example, education programmes provided by the cooperation between a foreign higher education institution and a local university, including 3+1 (three years’ studies in the host country and a final year in the home country) and 2+2 (two years’ studies in the host country and two years in the home country) have been unofficially considered transnational education programmes. As British Council stated in their transnational education report that transnational education was specifically defined not merely “as an export activity” but also included “collaborative arrangements such as joint and double degrees” (British Council, 2013, 12). Technically, these programmes still meet the needed requirements of transnational education programmes, such as whilst limiting the possibility of international students coming and living permanently in host countries, they allow transnational education providers and host country to expand their educational market

globally and thus reap enormous benefits. Therefore, in this study, these programmes are considered parts of transnational education programmes.

## **2.2. Modes of transnational education**

Alam and his colleagues (2013) argued that there are five modes widely mentioned in transnational education. They are: (a) branch campus, (b) franchising or partnership, (c) articulation or twinning, (d) distance or virtual education and (e) double/joint degree.

### **2.2.1. Branch campus**

A branch campus is a form of international higher education whereby an educational institution (home country) establishes a physical presence in a foreign location (host country) to deliver courses and programmes to students in that country (Alam et al., 2013). Under this mode of transnational education, it is believed that the offering institution has more control over its educational activities compared to other modes, such as its ability to attract high-quality academic staff from both home and host country. On the contrary, the institution has to set the tuition fee very high as their initial investment and financial maintenance are huge. Consequently, only 5% of courses and programmes are currently considered branch campuses. This mode of delivery is said to be suitable for restrictive countries like India and Pakistan, or moderately restrictive countries like China and Bangladesh, or liberal countries like Singapore, Malaysia, Hong Kong, United Arab Emirates, and Qatar (Alam et al., 2013).

### **2.2.2. Franchising or partnership**

Before delivering courses and programmes, an educational institution in the host country must become the approved provider or partner under the franchising/partnership arrangement (Alam et al., 2013). The institution in the home country then plays the role of providing the qualification for students. Besides, it also controls the courses and programmes in terms of management, teaching, and assessment to ensure its partner complies with all requirements of the home country's regulations/policies. For example, the offering institution would send their well-trained academic staff to deliver essential and intensive lectures with the purpose of quality assurance. It is said that, in reality, this mode of delivery accounts for over 90% of all transnational education due to its merit of cost-

effectiveness and quality assurance (Alam et al., 2013). However, one problem of this mode is that the institution from the home country may lose its money and reputation if its partner/franchise is not a good one.

### **2.2.3. Articulation**

The articulation refers to a system in which the offering institution accept the reliability of a particular course or programme provided by an institution in the host country (Alam et al., 2013). Therefore, the credits students earn in the host institution can be transferred if they wish to continue studying at the offering institution later. In other words, as long as the students collect enough credits through course work in the host country's institution, they would get awarded the qualification by the institution in the source country under this mode of delivery.

### **2.2.4. Distance/virtual education**

As can be easily understood through the name of this arrangement, courses and programmes are delivered via distance/virtual means such as televisions, radios, computers, or other methods within or beyond the countries' borders. There are no physical boundaries to restrict access of the students; they can enrol and study from all over the world (Alam et al., 2013). Along with online delivery, face-to-face intensive lectures/workshops and other supports from the offering institution can sometimes be witnessed.

### **2.2.5. Double/joint degree**

The last and newest mode of delivery is offering double degree or joint degree (Alam et al., 2013). This scheme is quite common in several regions such as Europe, North America, and Australia. It allows educational institutions in different countries co-provide a single degree programme or double degree programme. Therefore, students can be awarded qualifications from both institutions or a joint one from the collaborating partners under this arrangement.

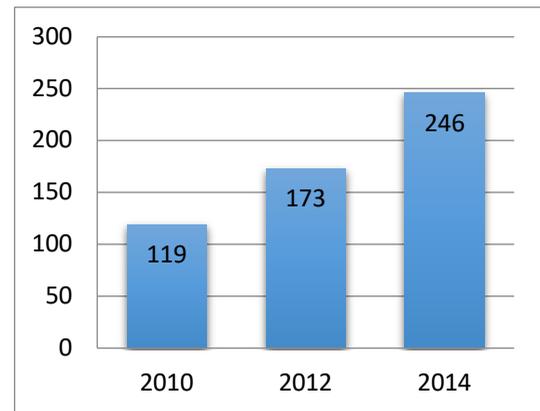
## **3. Practical background**

### **3.1. The development of transnational education programmes in Vietnam**

According to The Law on Higher Education issued in 2012, after reviewing whether a joint training programme at an undergraduate or higher level is listed on the Vietnam International Education Development

(VIED), the Minister of Education would approve it (Ministry of Education and Training, 2012). Thuy Linh (2017) revealed that the Vietnamese government encouraged transnational programmes by softening the relevant regulations. As a result, the number of transnational education programmes in Vietnam has been rising recently but remains relatively low compared to its immediate neighbours, such as China, Singapore and Malaysia (Altbach & Knight, 2007). There exist two typical models of transnational education programmes in Vietnam. The first one is Western-offshore campuses or branch campuses like RMIT-Vietnam, Latrobe-Vietnam, British University Vietnam. These focus on providing modern teaching and learning equipment approved by Western standards in local cities of Vietnam. Thus, local Vietnamese students learn courses and programmes based on Western-imported curriculum with English textbooks and obtain degrees internationally recognised by Western institutions. The degrees are believed to meet the requirement of similar courses in the home countries regarding both appearance and quality. The second model of the transnational education programme is the franchised or joint-degree programmes like VNUK. Under these joint-degree programmes, Vietnamese students study for the first two or three years in Vietnam and then either transfer to Western universities for the remaining years to obtain the Western degree or continue in Vietnam for Vietnamese qualifications only. One benefit of these franchise programmes over the off-campus programmes is their lower tuition fees and study-related expenses.

Exploring the scale and scope of transnational education enrolment in Vietnam, however, is challenging because only two transnational education home countries, the United Kingdom and Australia, frequently publish enrolment data. Vietnam, unfortunately, does not regularly collect data on students enrolled in transnational education programmes. One rare piece of information is that 246 transnational education programmes registered in 2014, compared to 173 in 2012 and 119 in 2010 (McNamara & Knight, 2015; EduWorld & AFG Venture Group, 2013) (see Figure 1).



**Figure 1.** Transnational education programmes in Vietnam

(Sources: EduWorld & AFG Venture Group, 2013; McNamara & Knight, 2015)

More specially, according to Universities UK International (UUKI), Vietnam showed impressive growth in the number of students studying United Kingdom transnational education programmes and belonged to the top 10 Asian countries hosting the most students in 2017–18 (Ramos & Wake, 2019) (see Table 1).

**Table 1.** Top 10 host countries in Asia for United Kingdom transnational education students, 2017-2018

Rank	Host Countries	Number of Students	Percentage of students
1	Malaysia	46,490	26.8%
2	China	36,940	21.3%
3	Sri Lanka	22,350	12.9%
4	Singapore	20,875	12.0%
5	Hong Kong	18,730	10.8%
6	India	7,485	4.3%
7	Uzbekistan	5,625	3.2%
8	Nepal	2,645	1.5%
9	Vietnam	2,270	1.3%
10	Myanmar	2,005	1.2%

(Source: Ramos & Wake, 2019)

### 3.2. The reasons for the development of transnational education programmes in Vietnam

#### 3.2.1. The support from Vietnamese government

From only 87 Vietnamese academic institutions providing higher education (McNamara Economic Research (MCER), 2014), the number of universities and institutions in Vietnam rose to 235 (including 170 state-funded, 60 sixth-form and private, five universities with 100% foreign investment). Besides, 37 research institutions were responsible for running PhD programmes, 33 teacher training colleges, and two teacher training vocational colleges (Thuy Linh, 2017). This significant increase stemmed from the enactment of the “Comprehensive Reform of Higher Education Act” in 2005. The law successfully strengthened the healthy relationship between higher education and economic development, and thus the higher education system was expected to be completed with full accessibility and top overall quality in 2020 (Chen, 2015).

Ex-president Truong Tan Sang claimed in 2013 that education and training play a vital role in the sustainable development of any country, especially in the growing trend of globalisation and the knowledge economy development. Vietnam was then ready and willing to catch this global trend in education and play a more active role in providing graduate placement to the global workforce. Besides, notably, in 2006, the Vietnamese Ministry of Education and Training announced a transnational education project named “Training the English-medium Advanced Programs in some selected Vietnamese institutions, period 2008-2015”, which aims to bring the quality of domestic education to an international level with the focus on increasing the national capacity for higher education (Ministry of Education and Training, 2008).

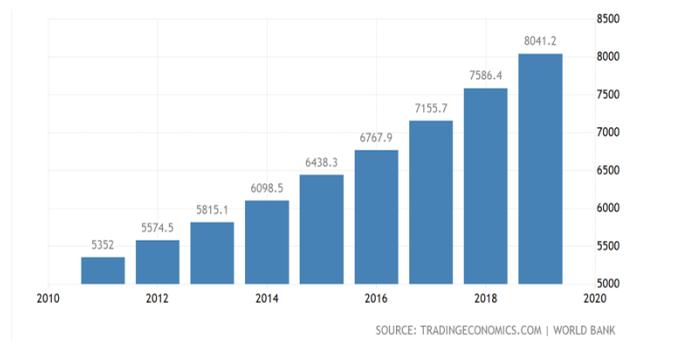
Furthermore, Vietnam has become a hub for foreign investment in Southeast Asia. The demand for high-quality education is reaching new heights, showing golden opportunities for foreign educational investors. Decree No. 86/2018/ND-CP (“Decree 86”), introduced in August 2018 to regulate foreign investment in the education sector in Vietnam, is said to ease regulations, and thus more students would be able to enrol in foreign-funded schools. Vietnamese regulation of transnational education is adopting a moderately liberal model and is actively taking part in licensing and accrediting

transnational providers at many levels, and hence, supporting more and more transnational education programmes running in Vietnam (Pham & Le, 2020).

#### 3.2.3. The development of Vietnam’s economy

One root for the rapid growth of demand for education in Vietnam is the emergence of the middle class (Pham & Le, 2020). A report from Boston Consulting Group (BCG) in 2013 claimed that Vietnam possessed the fastest-increasing middle class in Southeast Asia (Pham & Le, 2020). According to the report, the middle and affluent classes in Vietnam in 2020 may be up to 33 million. Along with the growth, the confidence of these classes about their future is reasonably high. Ninety per cent of the middle and affluent classes’ respondents believe their living conditions are higher than that of their parents, and things will only get better for their children (Pham & Le, 2020).

A similar conclusion has been drawn after witnessing the exponential increase in the Gross Domestic Product per capita in Vietnam. It last recorded at 8041.20 US dollars in 2019 when adjusted by purchasing power parity (PPP) (Figure 2). This GDP per capita is said to be equivalent to 45 per cent of the world’s average (Trading Economics, 2020). The increasing affluence leads to the rise in people who are willing and able to pay for their education. This is easy to explain in Vietnam, where educational achievement is still among the top priorities in identifying success in life. For instance, over 90% of Vietnamese students studying abroad are self-funded, and the total amount spend on overseas education accounted for roughly 1.71 billion USD in 2013 (International Consultants for Education and Fairs (ICEF) Monitor, 2014).



**Figure 2.** The Gross Domestic Product per capita in Vietnam

(Source: Trading Economics, 2020)

### **3.2.3. High demand for higher education from Vietnamese students**

The number of Vietnamese students pursuing education abroad has drastically risen. It reached 190,000 in 2020, revealed by the Ministry of Education and Training (2008). This number in previous years were 110,000, 130,000, and 170,000 in 2014, 2016, and 2018, respectively (BMI, 2020). At the tertiary level, a report from UNESCO showed the number of Vietnamese in 2017 increased by 30%, compared to that in 2013, up to 82,160. Although domestic providers have improved their capabilities recently, it is believed that there are still many untapped areas in education when the number of Vietnamese students keeps growing as shown above.

Moreover, in 2016, the Ministry of Education and Training supported and provided financial aid to 5,519 of the overseas Vietnamese students studying in 44 countries worldwide. This number accounted for less than 10% while the rest were self-funded. It included 2,501 doctoral students, 580 master's degree students, 63 interns, and 2,375 undergraduate students. The financial aid came from various funds such as Project 911, Project 599, Pharmaceutical Chemistry Project of the Ministry of Industry and Trade, Biotech and Agriculture Project of the Ministry of Agriculture and Rural Development, and, last but not least, scholarships from diplomatic agreements with 20 countries (Ha Phuong, 2016).

## **4. Suggestions for further research**

This study has so far provided helpful information to predict that COVID-19 could create growth opportunities for transnational education programmes in Vietnam. In order to gain a deeper understanding of this trend, further research is needed. In other words, the next session in this paper introduces suggestions for an in-depth research conducted in the future. The research objectives, research methods intended to use, and the results expected to receive in the future study are presented in the following paragraphs.

### **4.1. Further research's objectives**

The future study will be conducted in 2021 with its objectives are defined as follows: (1) to indicate changes in transnational education trends in the past

year and identify key trends in transnational education management during COVID-19, (2) to highlight any additions to the extant transnational education literature and policy, both theoretically and practically, (3) to provide evidence for local and international universities' leaders in designing transnational education development strategy in Vietnam and (4) to generate future discussion about how transnational education providers could maintain and increase their presence and maximise the value of higher education transnational education.

### **4.2. Further research's methodology**

A qualitative approach will be selected for the future study. According to Creswell (1994), a qualitative approach refers to "an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting" (p.15). Thus, a qualitative approach is suitable for the future study because its primary purpose is to offer an in-depth understanding of life through individuals' perception (Lincoln & Guba, 2000). It is expected that a better understanding of how transnational education programmes develop in Vietnam after the health-related crisis will be gained through truthful reports and quotations of actual conversations with transnational education's participants.

In order to meet the research objectives, three case studies with foreign higher education transnational education providers will be conducted. Two academic managers of each higher education institution/university will be invited to participate in an interview. The purpose of the interviews is providing opportunities for academic managers to share their perceptions, opinions and experiences regarding the development of transnational education programmes before and after the pandemic. They are also able to update changes in their viewpoints on the same matters amid the COVID-19 outbreak. Furthermore, development orientations of transnational education programmes of these higher education institutions will be explored.

Therefore, the research can be carried out at at least three universities in three different areas: Hanoi City (capital), Danang City, and Ho Chi Minh City. These are three major cities located in the North, Central and

South, with the highest economic growth rates in Vietnam. These are also considered attractive markets for the development of transnational education programmes. Gathering opinions from people from three different economic and cultural regions can provide highly interesting and diverse information. Along with the above-mentioned objectives, this study is expected to show whether differences in economic development between different regions affect development orientations of transnational education programmes for each university.

Interviewing is suitable for the future study because it is helpful to investigate issues in an in-depth way (Johnson, 2001), such as how candidates perceive the effects of COVID-19 on the development of transnational education, how they predict the students' choices on transnational education programmes after the pandemic, and why they hold those opinions. In interviews, respondents can share their perceptions in detail as much as possible; thus, a much richer narrative for the researcher will be collected (Creswell, 1994). Additionally, interviewers can ask any question if they are still in doubt.

Furthermore, one-on-one interviews allow individuals to feel more comfortable discussing sensitive topics. For example, participants can be asked in a focus group about the government's control of foreign education providers, the governance models in monitoring activities and assessing higher education institutions, the collaboration between higher education institutions of the host and those of home countries or the culture shock. In that case, they may feel painful to express truly their experiences and feelings. However, everything seems easier if there are only one researcher and one candidate in the conversation.

Among three common forms of interviews, including structured, semi-structured and unstructured interviews, it could be argued that a semi-structured interview is pretty flexible for both interviewers and interviewees. On the one hand, this type of interviews provides researchers with a chance to prepare for competency during the interview because questions can be arranged ahead of time. Furthermore, interviewers still have considerable freedom because they can decide on the sequencing of questions and topics and ask unplanned questions to get more information (Robson,

2011). On the other hand, using semi-structured interviews also allows informants to feel comfortable expressing their views in their own terms and autonomous in steering the content (Weiss, 1995).

#### **4.3. Further research's expected results**

This paper provides an idea for the future research to identify the development of transnational education programmes in Vietnam after the COVID-19 pandemic. A qualitative interview will be conducted in that study. Six academic managers from three universities providing transnational education programmes in Vietnam will be invited for interviews and the research's results can be predicted as follows.

Firstly, awareness about the lack of transnational education data, a field that is both growing and changing rapidly, will be raised. There is the fact that the Vietnamese government has not paid attention to data collection on transnational education providers, transnational education programmes and enrolments in Vietnam. Therefore, it is difficult to explain the development trend of transnational education programmes in this country. This intended result enables the Vietnamese government to have a better perception of the importance of the task of data collection regarding transnational education programmes.

Secondly, academic managers' perceptions of the development of transnational education programmes in Vietnam after the pandemic will be identified. Thirdly, key trends in transnational education management after COVID-19 will be explored. With many management experiences in developing transnational education programmes in Vietnam and many other countries, academic managers will be able to provide enough useful information regarding how transnational education programmes develop before and after the Covid-19 pandemic. Last but not least, several suggestions for developing transnational education programmes in Vietnam will be provided. Transnational education programmes are predicted to expand significantly in Vietnam after the pandemic. This is due to the fact that as the COVID-19 pandemic develops, many Vietnamese students may consider not going abroad but enrolling in a domestic university. This seems an excellent opportunity for transnational

education providers. Hence, some recommendations from the future research will help transnational education providers in Vietnam improve their performance and enhance their competitiveness.

## 5. Conclusion

Vietnam has recently introduced many open policies in education in order to provide foreign higher education institutions/ universities opportunities to develop with the mode of transnational education programmes. At the same time, COVID-19 has prompted worries for many overseas students and their parents and those who intend to study abroad. In fact, there have been a large number of students deciding to defer their study overseas and register for transnational education programmes to keep their learning process rolling. Therefore, COVID-19 seems to generate many golden opportunities for educational institutions to develop transnational education programmes in Vietnam. As a result, this study has proposed a further research orientation to examine the development trend of transnational education programmes in Vietnam before and after the pandemic. By doing so, the research also provides methods for high-rank managers of transnational education providers to deal with this challenging situation.

## References

- Alam, F., Alam, Q., Chowdhury, H., & Steiner, T. (2013). Transnational education: Benefits, threats and challenges. *Procedia Engineering*, 56, 870–874. <https://doi.org/10.1016/j.proeng.2013.03.209>
- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3–4), 290–305. <https://doi.org/10.1177/1028315307303542>
- Bannier, B. J. (2016). Global trends in transnational education. *International Journal of Information and Education Technology*, 6(1), 80–84. <https://doi.org/10.7763/IJET.2016.V6.663>
- Beckstein, A. (2020). *How are international students coping with the Covid-19 pandemic?* Student. <https://www.timeshighereducation.com/student/bl-ogs/how-are-international-students-coping-covid-19-pandemic>
- BMI. (2020). *Market report – vietnam – education*. <https://bmglobaled.com/Market-Reports/Vietnam/education>, <https://bmglobaled.com/product-page-vietnam-event-description/>
- British Council. (2013). *The Shape of Things to Come: The Evolution of Transnational Education: Data, Definitions, Opportunities and Impacts Analysis*.
- Chen, P.-Y. (2015). University’s transnational expansion: Its meaning, rationales and implications. *Procedia - Social and Behavioral Sciences*, 171, 1420–1427. <https://doi.org/10.1016/j.sbspro.2015.01.263>
- Council of Europe. (2002). *Code of good practice in the provision of transnational education*. Strasbourg: Council of Europe.
- Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. Sage Publications.
- Department for Business, Innovation & Skills. (2014). *National strategy for access and student success in higher education*.
- EduWorld & AFG Venture Group. (2013). *International Development Research Project*.
- Gu, J. (2009). Transnational education: Current developments and policy implications. *Frontiers of Education in China*, 4(4), 624–649. <https://doi.org/10.1007/s11516-009-0033-y>
- Gutterer, J. (2020). *The impact of covid-19 on international students perceptions*. Studyportals. <https://studyportals.com/intelligence/the-impact-of-covid-19-on-international-students-perceptions/>
- Huang, F. (2003). Transnational higher education: A perspective from china. *Higher Education Research & Development*, 22(2), 193–203. <https://doi.org/10.1080/07294360304114>
- Ha Phuong. (2016). *Du học sinh Việt Nam ở Nhật đông nhất*. VietNamNet. <https://vietnamnet.vn/vn/giao-duc/du-hoc/du-hoc-nhat-ban-du-hoc-my-du-hoc-sinh-viet-nam-dong-nhat-o-nhat-337144.html>
- International Consultants for Education and Fairs (ICEF) Monitor. (2014). *Number of Vietnamese Students Abroad Up 15% in 2013*. <http://monitor.icef.com/2014/11/number-vietnamese-students-abroad-15-2013/>

- Jean-François, E., Avoseh, M. B. M., & Griswold, W. (2016). *Perspectives in transnational higher education*.
- Johnson, J. M. (2001). In-depth interviewing. In J. Gubrium & J. Holstein, *Handbook of Interview Research* (pp. 103–119). SAGE Publications, Inc. <https://doi.org/10.4135/9781412973588.n8>
- Lincoln, Y. S., & Guba, E. G. (2000). *The only generalization is: There is no generalization - Sage research methods*. <http://methods.sagepub.com/book/case-study-method/d6.xml>
- Mai Lan. (2020). *Many returning students want to study at domestic schools*. VietNamNet. <https://vietnamnet.vn/en/society/many-returning-students-want-to-study-at-domestic-schools-659987.html>
- McNamara Economic Research (MCER). (2014). *Exploring the impacts of transnational education on host countries: A pilot study*.
- McNamara, J., & Knight, D. J. (2015). *Transnational Education Data Collection Systems: Awareness, Analysis, Action*.
- Migration Advisory Committee. (2018). *Impact of international students in the UK: Call for evidence responses (2 of 3)*. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/739093/Impact\\_intl\\_students\\_CfE\\_2of3.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739093/Impact_intl_students_CfE_2of3.pdf)
- Ministry of Education and Training. (2012). *Decree No. 73/2012/ND-CP, 2012*. <http://vbqpp1.mpi.gov.vn/en-us/Pages/default.aspx?itemId=555cf71-a271-4b80-aaec-0a38b21bfe19&list=documentDetail>
- Ministry of Education and Training. (2008). *Phê duyệt đề án “Đào tạo chương trình tiên tiến tại một số trường đại học Việt Nam, giai đoạn 2008-2015”*.
- Ngoc Hoang. (2020). *RMIT helps students continue overseas degrees amid COVID-19*. <https://www.rmit.edu.vn/news/all-news/2020/aug/rmit-helps-students-continue-overseas-degrees-amid-COVID-19>
- Pham, C., & Le, T. (2020). *Education in vietnam: Opportunities and challenges*. Vietnam Briefing News. <https://www.vietnam-briefing.com/news/education-in-vietnam-opportunities-and-challenges.html/>
- Phung, N. P., Higson, H., & Bartholomew, P. (2016). The Importance of Innovation in the Development of Transnational Education (TNE) From The UK to Vietnam. *Discussion, Insight and the Latest Thinking in Innovation*. UK-ASEAN Innovation Conference (UAIC), Vientiane, Laos.
- Pitman, J. (2016). *International student numbers have been plummeting for years. Now what?* <http://www.theguardian.com/higher-education-network/2016/jul/14/international-student-numbers-have-been-plummeting-for-years-now-what?>
- Ramos, E., & Wake, D. (2019). *The scale of UK higher education transnational education 2017-18*.
- Robson, C. (2011). *Real world research: A resource for users of social research methods in applied settings* (3. ed). Wiley.
- Sanderson, P. (2019). *Transnational education: Growth, innovation and development—Ahua*. <https://www.ahua.ac.uk/transnational-education-growth-innovation-and-development/>
- Thuy Linh. (2017). *Bức tranh toàn cảnh về nền giáo dục đại học ở Việt Nam những năm qua*. <https://giaoduc.net.vn/giao-duc-24h/buc-tranh-toan-canhh-ve-nen-giao-duc-dai-hoc-o-viet-nam-nhung-nam-qua-post178936.gd>
- The Quality Assurance Agency (QAA). (2021). *The Quality Evaluation and Enhancement of UK Transnational Higher Education (TNE) Provision 2021–22 To 2025–26*. <https://www.qaa.ac.uk/international/transnational-education?fbclid=IwAR2BWpePTNlxBKWOB3OfLiU8vp54lt5nQFOTdwhTRltLMx0ziYCarMCaVQ>
- The United Nations Educational, Scientific and Cultural Organization (UNESCO), & Organisation for Economic Co-operation and Development (OECD). (2005). *Guidelines for Quality Provision in Cross-border Higher Education*.
- Trading Economics. (2020). *Vietnam GDP per capita PPP*. <https://tradingeconomics.com/vietnam/gdp-per-capita-ppp>
- Weiss, R. S. (1995). *Learning from strangers: The art and method of qualitative interview studies* (First Free Press paperback ed). Free Press.
- Yang, R. (2008). Transnational higher education in china: Contexts, characteristics and concerns. *Australian*

## THÁCH THỨC HẬU ĐẠI DỊCH: SỰ PHÁT TRIỂN CÁC CHƯƠNG TRÌNH GIÁO DỤC XUYÊN QUỐC GIA TẠI VIỆT NAM

**Phùng Nam Phương, Bùi Huỳnh Nguyên**

*Trường Đại học Kinh tế - Đại học Đà Nẵng, Việt Nam*

*Tác giả liên hệ: Bùi Huỳnh Nguyên - Email: [nguyenbh@due.edu.vn](mailto:nguyenbh@due.edu.vn)*

Ngày nhận bài: 09-5-2021; Ngày nhận bài sửa: 06-6-2021; Ngày duyệt đăng: 17-6-2021

**Tóm tắt:** Thế giới đang phải đối mặt với một cuộc khủng hoảng đại dịch nghiêm trọng, khiến cho hàng triệu du học sinh cảm thấy lo lắng và bất an về việc học hành của bản thân cũng như phải đi tìm những giải pháp thay thế phù hợp. Một trong những giải pháp đó chính là các chương trình giáo dục xuyên quốc gia với khả năng cung cấp dịch vụ giáo dục chất lượng cao và quan trọng hơn là giúp người học có được bằng cấp của nước ngoài ngay trên chính quê hương mình. Các chương trình xuyên quốc gia hiện khá phổ biến trên thế giới nhưng sự phát triển ở Việt Nam vẫn chưa đáng kể. Vì vậy, bài viết này cung cấp những hiểu biết thấu đáo hơn về các chương trình giáo dục xuyên quốc gia, đồng thời cũng đưa ra hướng nghiên cứu trong tương lai nhằm phát triển hơn nữa các chương trình này trong giai đoạn hậu đại dịch COVID-19. Về mặt lý thuyết, nghiên cứu này đưa ra những định hướng và xu thế phát triển của các chương trình giáo dục xuyên quốc gia trước và sau đại dịch. Về mặt ứng dụng, nghiên cứu cũng cung cấp cho những nhà quản lý giáo dục cấp cao của các chương trình giáo dục xuyên quốc gia những cách thức ứng phó đối với tình huống cực kỳ phức tạp như hiện nay.

**Từ khóa:** đại dịch COVID-19; sự dịch chuyển của sinh viên; du học; chương trình giáo dục xuyên quốc gia; hệ thống giáo dục Việt Nam.