Vietnam Strategy document

January 2012

As discussed by the Bureau UOS on 11 January 2012

vl·ruos
SHARING MINDS, CHANGING LIVES

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Foreword

The process of country strategy identification and IUC selection was rolled out by VLIR-UOS in the context of the implementation of the political agreement signed in 2010. This agreement necessitates VLIR-UOS to formulate a strategy for each of its 20 VLIR-UOS partner countries. This will be done in a phased manner, Vietnam being one of the first six countries for which a strategy will be formulated by the end of 2011. Identification missions were conducted by country teams consisting of two experts (one international and one local expert), a member of the Bureau UOS and the VLIR-UOS country desk officer.

A VLIR-UOS strategy represents an informed policy choice that serves as a framework for programming. This framework must be sufficiently broad in order to ensure that a sufficient number of quality partnerships can be formed and projects formulated on the basis of the VLIR-UOS operating modalities. However, the means of VLIR-UOS, both in terms of financial and human resources, are limited. For this reason, a relatively broad strategy may result in a modest programme.

VLIR-UOS funds partnerships of willing academics (Flemish academics offer their time on a voluntary basis) on themes that are developmentally relevant and result from a shared interest. Interventions may be in the form of scholarships or projects at institutional or sub-institutional level. Capacity development aimed at furthering the ability of HE institutions to serve as actors in development, is at the centre of the VLIR-UOS programme.

Country strategies are policy documents that will guide funding decisions of VLIR-UOS and allow for strategic impact based on programme coherence and contextual relevance.

Time frame and content

The development of academic capacity requires a long term framework that often goes against the current policy dynamics that are characterized by constant changes and shifts at the international and country level in both North and South.

Therefore, VLIR-UOS has opted for a strategic framework covering 12 years. This may seem long but merely represents one or two programming cycles in case of the budgetary more significant VLIR-UOS intervention types. Obviously, contextual changes (national policies, donor positions, VLIR-UOS (country) priorities etc.) may necessitate interim changes.

Also, the 12 year timeframe should be seen as a guideline given a more 'evolutionary' approach whereby every 6 years a strategic review will be made, if possible coinciding with the 6-year strategic programming of VLIR-UOS to DGD. A more explicit re-formulation will occur every 12 years. As a principle, abrupt strategic re-orientations will be avoided as this undermines the need for predictability and long term visioning, in particular at the level of the academic communities concerned.

As for content, strategies are meant to focus on academic and societal needs that match with the interest and expertise that can be offered by Flemish higher education institutes. This focus may be conceptual and/or region based with due consideration for the importance of possible themes put forward by ongoing IUC partnerships. In all cases, however, it must allow for multidisciplinary inputs. VLIR-UOS indeed favours holistic approaches.

Ownership and legitimacy

A country strategy is the result of numerous inputs and consultations with a wide spectrum of actors in Flanders and 'Country'. The strategy draws legitimacy form the lengthy consultation and formulation process. Eventually, however, it is a VLIR-UOS policy document.

While fully funded by the Belgian government, VLIR-UOS is not obliged to align itself with the Belgian bilateral cooperation programme, in those VLIR-UOS partner countries that also are Belgian partner countries. In terms of its strategic orientation and priorities, VLIR-UOS is therefore fully independent.

The country strategy as overriding reference

VLIR-UOS embraces project funding through open competitive calls and a merit and quality based selection. However, calls for proposals will make reference to the respective country strategies. Given sufficient quality, proposals will be further evaluated and ranked in terms of their possible contribution to the strategic framework. This may include considerations of strategic areas that are relatively over or underserved.

A country programme

VLIR-UOS has defined an indicative country budget that allows for a translation of this strategy academic partnerships and related initiatives through competitive calls and need/opportunity based interventions. The totality of the selected and funded projects represents a country programme for which VLIR-UOS in turn receives funding of the Belgian government on the basis of successive action plans each covering 3 years. VLIR-UOS oversees project implementation by the academics concerned, and reports to the Belgian government in terms of the (country level) results achieved.

However, in terms of fundable initiatives, VLIR-UOS relies on the response of the academic partners, and in most cases the academics of Flemish higher education institutes, to respond to such calls.
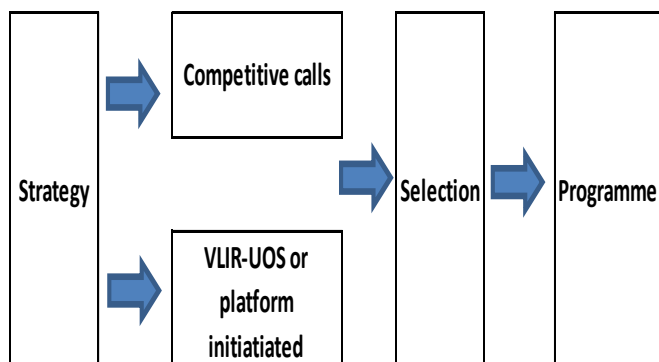
Country level objectives and results

VLIR-UOS facilitates academic partnerships and related initiatives within the context of a long term country strategy with a general objective. The portfolio of funded VLIR-UOS initiatives in 'country' will contribute to attaining this objective, and represents a result in itself.

Furthermore, VLIR-UOS has defined a range of indicators (Key Result Areas - KRAs) on the basis of which individual initiatives are expected to report. Such KRAs conform with standard academic benchmarks. Apart from objective key result areas such as publications and degrees being awarded, VLIR-UOS also tracks more qualitative results. The accumulated indicators for the whole of the funded country level initiatives, henceforth represent actual results that qualify the objectives.

The building of academic capacity is central to the work of VLIR-UOS. However, such capacity is expected to generate knowledge and insights as well as applications that when adopted could result in 'changing lives'. This dimension is obviously much more difficult to capture, but VLIR-UOS hopes to identify trends through interim country level evaluations.

Acronyms

ASEAN	Association of South-East Asian Nations
BTC	Belgian Technical Cooperation
CPRGS	Comprehensive Poverty Reduction and Growth Strategy
CS	Country Strategy
CTU	Can Tho University
DGD	Directorate General for Development (Belgium)
EC	European Commission
EI	Own Initiative Project (Eigen Initiatief Project)
FWO	Research Foundation Flanders
HCMC	Ho Chi Minh City
HE	Higher Education
HEI	Higher Education Institution
HERA	Higher Education Reform Agenda
ICT	Information and Communication Technology
IUC	Institutional University Co-operation
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MoET	Ministry of Education and Training
MoST	Ministry of Science, Technology and Environment
RI	Research Institute
SEDP	Socio-Economic Development Plan
SI	South Initiative (Zuidinitiatief project)
TIN	Thematic Institutional Network
UC	Univerity College (hogeschool)
VDG	Vietnam Development Goals
VLIR	Flemish Interuniversity Council (Vlaamse Interuniversitaire Raad)

1. Introduction

1.1. General Info

Vietnam, which currently ranks 101 out of 162 countries in terms of the Human Development Index (HDI), has been going through a transition from a centrally planned to a socialist-oriented market economy for three decades. It has a population estimated at about 89 million (2009) and is divided into 8 regions, 63 provinces, 560 districts and 10,320 communes. The annual population growth rate is officially estimated at 1.31% per year. Due to the finite supply of arable land and the scarcity of non-agricultural employment opportunities in rural areas, rural-urban migration is on the rise. While the urban population currently represents some 23-

25% of the total population, it is expected that this share will rise to 40% by 2015.

For more information on the country we refer to the **Country Fact Sheet** and **Identification Mission Report**, available on the VLIR-UOS website.

1.2. Development priorities

The CSP (2002-2004) and subsequent CSP updates for Vietnam covered most of the Government's five year socio economic development plan (SEDP), 2001-2005, and it was aligned with the Comprehensive Poverty Reduction and Growth Strategy (CPRGS), which clearly charted Vietnam's national strategy for poverty reduction and growth and approved by the Government in September 2002. In 2003, the Government added a new chapter on large-scale infrastructure in the CPRGS highlighting the potential for sustainable poverty reduction through large scale infrastructure development. The new CSP for Vietnam will be aligned with the Government's new SEDP, 2006-2010.

In support of the internationally accepted MDG and to meet the country's development needs, Vietnam developed its own 12 development goals (VDGs):

1. reduce by 50% the percentage of people living below an international accepted poverty line between 2001 and 2010 that means from 32% in 2000 to 15-16% in 2010;

2. increase net enrolment in primary education to 97% by 2005 and to 99% by 2010;

3. eliminate the gender gap in primary and secondary education among ethnic minorities by 2010;

4. reduce the infant mortality rate to 20 per 1,000 live births by 2010;

5. reduce, by 2010, the maternal mortality rate to 70 per 10,000 live births;

6. slow the increase in spread of HIV/AIDS by 2005 and halve the rate of increase by 2010;

7. increase the percentage of forest cover to 43% by 2010;

8. ensure that 85% of the rural population and 95% of the urban population have access to clean and safe water by 2010;

9. provide jobs to 1.6 million people per annum;

10. preserve culture of ethnic minority groups;

11. reduce vulnerability and develop social safety nets to support the poor and the disadvantaged;

12. promote further public administration reform.

1.3. The Vietnam higher education system

The Higher Education Reform Agenda (HERA, 2005) specifies seven principles to guide policies and strategies on Higher Education (HE) in Vietnam. These can be summarized as follows:

1. The reform of higher education shall contribute to the development of high quality human resources with appropriate knowledge and skills for economic development;

2. The reform is a process of modernization of HE, changing approaches to HE, helping each institution and the whole system to improve. The HE system should find a right balance between learning great international experiences and conserving Vietnamese traditional values;

3. The HE shall be practical and effective. The HE shall develop non-state institutions and provide opportunities for the whole society to participate in;

4. Reform of HE management to give institutions more autonomy and responsibility, increase each institutions' competitiveness, and separating government management from institution management;

5. The reform shall be conducted covering all aspects: Finding a right balance between increasing quantity and improving quality, between ensuring effectiveness and equity.

6. The reform shall promote the participation of all stakeholders, including teachers, researchers, students, and others.

Key Goals and Objectives

The main objectives of the strategy of the Higher Education Reform Agenda can be summarized as:

1. A drastic increase in capacity to enable an increase of the participation rate in higher education (or tertiary education) institutions, which implies huge investments in infrastructure and in training of new lecturers and faculty;

2. Simultaneous increase in quality and/or efficiency of the system;

3. The separation of research and professional oriented universities. Reinforcement of research in universities in order to better train the future new teachers, to enrich and upgrade present teachers teaching. and to upgrade the quality level and international visibility of Vietnamese universities, and;

4. Improved governance of the higher education and research system at both national and regional levels, as well as of universities.

These goals require greater autonomy for individual institutions, and also measures that create a climate of competition between and within institutions. In HERA, the Government has set the following targets for the higher education sector:

(i)   450 college/ university students per 10,000 people

(ii)   70 -80% of the students follows professional oriented programmes

(iii)   40% of the students in non-state institutions

(iv)   Revenue from science and technology activities increased to 15 percent of total university revenue by 2010, and to 25 percent by 2020;

(v)   The proportion of university teaching staff with masters level degrees increased to 40 percent by 2010, and to 60 percent by 2020;

(vi)   The proportion of university teaching staff with doctoral level degrees increased to 25 percent by 2010, and to 35 percent by 2020;

(vii)   The ratio of university students to teaching staff reduced to 20:1 by 2020.

These goals were reinforced in the subsequent regulations, while new goals are also introduced. Notably by 2020, there will be at least one university is in the world top 200 universities (Financial Management Reform).

2. Country Strategy

2.1. Background

2.1.1. Vietnam Country Strategy Formulation Proces

In a first phase, the Flemish areas of interest in working with Vietnam were captured (supply side). Then, the identification mission had to identify the needs (demand side) and the space and opportunities for both to match (thematic, regional, institutional). Need identification was done through visits to pre-selected HE institutions, authorities and other stakeholders. In addition, the hosting of 2 local and 1 national seminar allowed further inputs and discussions.
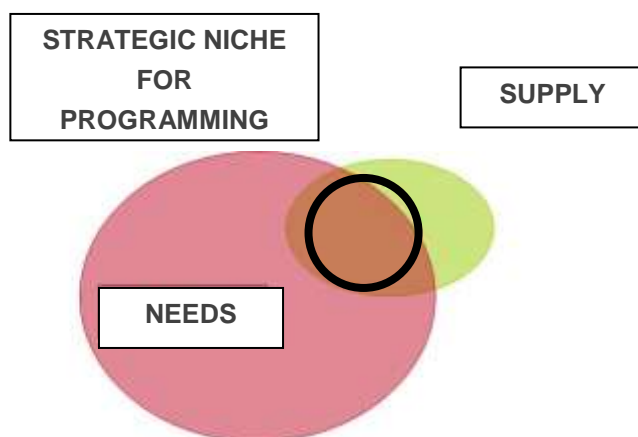
The preparatory work consisted of a survey of Northern and Southern institutions and a desk study of various Vietnamese and international (policy) documents. Among other, the Ministry of Education and Training (MoET) and the Ministry of Science and Technology (MoST) were contacted, as well as a number of Vietnamese partner institutions. Contact was also made with the BTC and DGD representatives in Hanoi. In addition, VLIR-UOS could draw on the findings obtained during the Belgian Universities' Rectors mission to Vietnam (10-16 April 2011) on the occasion of which various a memorandum of understanding was drafted between some key Belgian and Vietnamese universities.

All this information collected, including the results of a survey among academic stakeholders in Flanders resulted in a draft Vietnam Strategy Concept Note, including thematic/geographical overviews of present VLIR-UOS cooperation as compared to national and HE priorities. This document, as well as further information on the preparatory work can be found on the Vietnam webpage (see below).

2.1.2. Higher education and research: policy environment

The Vietnam higher education related policies or strategies do not explicitly specify fields of study / research that are prioritized in the period 2010 – 2020. The Science and Technology Strategy 2010 - 2020 is still in the discussion phase at present. However, the following could be inferred from different related documents:

- *Decision 579/2011/DQ-TTg: Human Resource Development Strategy 2011 – 2020*: This document specifies a number of areas where the HR development should be prioritized:

- Government sector (policy makers): Develop government servants into professionals who can respond to the needs of new state management;

- Scientists & Technology Experts: Develop leading scientists who meet international standards, can receive and apply advanced technologies of the world to solve practical problems in Vietnam;

- Develop entrepreneurs and professional business managers who are professional and capable, who can do business nationally and internationally, and who help improve Vietnam's competitiveness;

- The Strategy also specifies objectives (and indicators) for HR development for university teachers, healthcare, finance / banking, and Information Technology specialists

- *Law on High Technology 21/2008/GH12:* The Law specifies four high-tech areas that are prioritized for the period of 2010 – 2020:

  a) Information technology;

  b) Biotechnology;

  c) New materials technology;

  d) Automation technology

- *The National Science and Technology Strategy 2010 – 2020* is presently in the discussion phase still. Details have not been published yet, but an interview with the Minster of Science and Technology suggested that Information Technology and Biotechnology will be the most prioritized areas in the coming period.

- The *General Plan for Higher Education* (Decision 121/2007Qd-TTg, 27/7/2007) repeated the priority areas for studies:

- Some fields in natural science, social science and humanity; information technology, electronics and automation; biotechnology, new materials technology,

- Some fields that relate to industrialization,

- Teacher education in services fields.

- By 2020, the student ratio in these fields are respectively: basic science: 9%; pedagogy 12%; technology and engineering 35%; agriculture (including forestry and aquaculture) 9%; healthcare 6%; economics, business, and law: 20%, and others: 9%.

2.2. Views and themes expressed (based on survey, interviews and seminar, and mission and seminar)

2.2.1. Expressions of interest by the Flemish (academic) stakeholders

In terms of subject areas/themes, the following clusters of Flemish interest have been identified: four broad thematic areas identified as a result of the Vietnam strategy development process in Flanders and are endorsed as the main pillars of the VLIR-UOS country strategy to be explored further, namely:

1) *Food / Nutrition and Health* mainly covers veterinary services, molecular epidemiology, health economics, food technology and biotechnology. Within this area a concept note on rural health (full title: Integrated Primary Health Care in the Rural Areas of the Mekong Region). Another note was

received on Bioscience for Food (full title: Multidisciplinary Support for Research based education in food and environmental sciences in Vietnam).

2) *Environment and Natural Resources*, mainly focuses on aquaculture, waste management, marine biology, natural heritage and water treatment technology.

3) *Technology development (Infrastructure and related sciences and technology)* mainly focuses to mechanical engineering, textile engineering, chemistry, ICT (hardware, software and information networks) and crop protection.

4) *Transversal and cross-cutting themes*: a fourth thematic area encompasses both other sectors and transversal themes, amongst others: Social sciences; Higher professional education and training; Internships; Institutional strengthening, Scientific English, Gender; Governance; ...

The excellent relations in higher education built up over the years between Flanders (Belgium) and Vietnam provide for a solid base of mutual trust for the preparation, design and operationalization of a VLIR-UOS Vietnam country strategy and programme. The Vietnam poverty alleviation, socio-economic development and higher education policies and strategies constitute the broader framework for the VLIR-UOS country strategy with Vietnam, covering both public and private higher education and other institutions. Innovative links between research and services to society (general population, local governments, private sector, etc.) needing to be explored further as a matter of priority. The strategy needs to make use of a balanced composition of VLIR-IUC cooperation modality tools with further exploration and operationalization of the novel cooperation tool of thematic institutional networks.

2.2.2. Expressions of interest by the South (government and academic stakeholders)

The above priority areas and niche areas identified at Flanders' side serve as basis for the discussion on matched priority setting at Vietnamese side within the context of the above mentioned overall socio-economic and sectorial/thematic development policies and strategies. The below configuration of working groups and their outputs of the three structured HEI/RI consultative events in Vietnam is indicative for the matched prioritization of main strategic priority areas and niche areas therein for the Vietnam Country Strategy:

1) *Public and rural health*: nutrition, maternal and child health, epidemiology and vaccinations, vaccine technology and molecular biology, control of non-communicable diseases.

2) *Environment and natural resources*: climate change, biodiversity and conservation, waste treatment and management, technology development, aquaculture

3) *Food and nutrition*: food production, food cycle management, food hygiene and safety, functional food

4) *Cross-cutting issues*: NSS education networking, vocational training, research based education, promotion of spin off and incubator companies, ICT, strengthening

2.3. Strategy framework and implementation

2.3.1. Area of focus (thematic, regional, partners)

Regional focus

The Education Law of 2005 and other policies highlighted the following principles regarding the regional development of HE: (1) The development of HE needs to ensure the balance between different regions, and thereby reflecting the human resource development needs as well as the ability to participate in different regions and (2) People in remote, difficult areas (i.e., mountainous or island areas) are assisted for their education needs.

In line with the Socio-Economic Development Strategy, the Prime Minister of Vietnam has approved various master plans for the socio-economic development of 6 regions in Vietnam, the latest one dating from January 2011 and covering the Central Highlands. During the identification exercise, it was obvious that VLIR-UOS would take into account these master plans and decided to mainly concentrate on central Vietnam.

Themes

The Country Team noted broad similarities in research and development priorities among the individual institutions visited, tempered by their specialist capacities and provincial location. The following are identified as **priority areas** of the VLIR-UOS Country Strategy with Vietnam:

- **Bio-sciences for food – food security**

- **Environment and natural resources (climate change)**

- **Health (mainly rural)**

- **Technology Development (RTT, technology development for infrastructure)**

Figure 1 : Synergy of VLIR-UOS Vietnam Country Strategy Thematic Areas Aligned with the Vietnam National Development Strategies
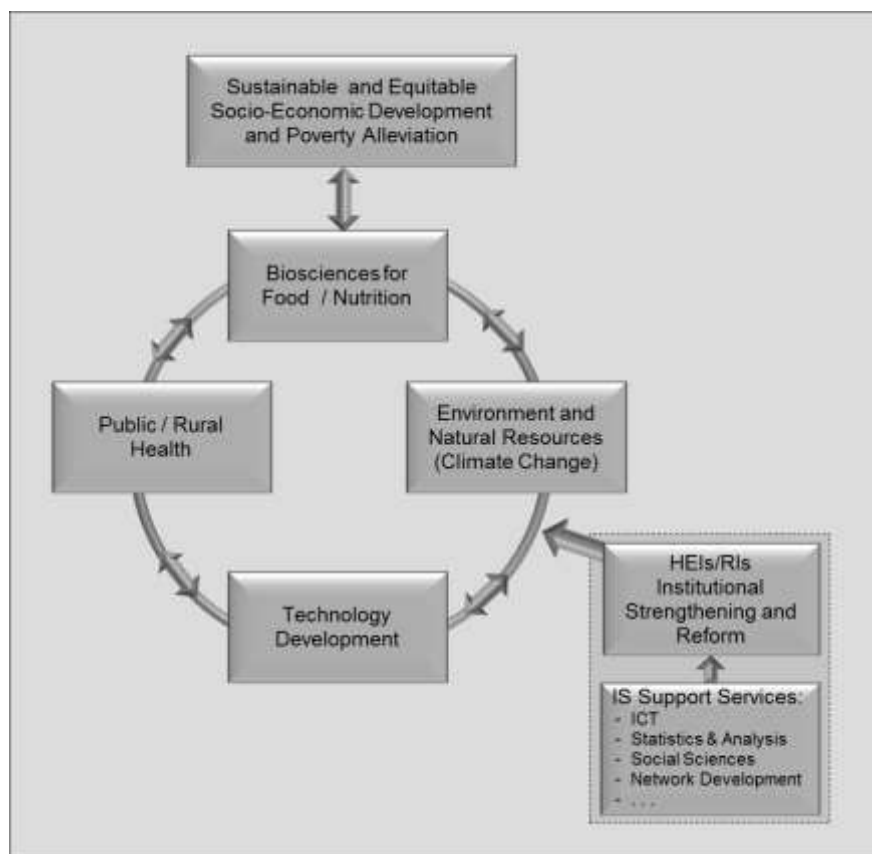
Transversal needs and opportunities

The Country Team also confirmed among the Vietnam HEIs significant interest and need for action in various cross-cutting or transversal themes, in which the priority would be:

- institutional capacity development (university management),

- research strengthening (incl. statistics)/ science and technology (including techn. transfer),

- research based education/ICT in education in the context of educational sciences.

These topics could be addressed at a later stage through transversal actions open to any Vietnam HEI in the national network, but this will need to be developed at a later stage.

Crosscutting themes meriting special attention in the design of any country strategy and cooperation programmes and projects are: gender, governance, environment, HIV/AIDS.

In view of developing a country strategy with Vietnam, the country team wishes to highlight following concerns:

- *Alignment with Vietnamese Policies and Strategies*: The VLR-UOS Country Strategy and its component individual activities, initiatives, projects and programmes need to be aligned with the Vietnam national and regional policies (e.g. on poverty reduction and climate change, on socio-economic development, and on the relevant sectors and/or thematic areas).

- *Balanced Win-Win*: The other grand principle and theme of the Country Strategy is the pursuit of balanced win-win (and concomitant discontinuation of paternalism) for both the Flemish and the Vietnamese partners (e.g. in terms of joint research outputs, joint and/or double degrees, industrial / commercial spin-offs, mutual understanding and support, etc.)

- *The Continued Validity of the VLIR-UOS Cooperation Toolbox*: As before in Flanders, also the consultations with the main Vietnamese stakeholders and partners confirmed the continued validity and relevance of the existing VLIR-UOS toolbox of modalities of cooperation, including (i) Scholarships – at individual level; (ii) Own Initiatives / South Initiatives – at Department / thematic level, and; (iii) Institutional University Cooperation – at overall university level.

- *Thematic Institutional Networking (TIN)*: Special interest was shown by most interviewed and/or met partners in the new tool of Thematic Institutional Networks, a tool which clearly responds to the actual academic needs of a middle-income country as Vietnam with a booming economy, though with quite substantial differences still between urban and rural areas, and between the different provinces.

- *Institutional Networking as CS Grand Theme*: This institutional networking is another grand theme of the envisioned VLIR-UOS Country Strategy with Vietnam. Thematic Institutional Networking is the new, innovative cooperation tool of VLIR-UOS, highly welcomed by the interviewed parties. This institutional networking may be pursued at, possibly, four interrelated concentric geographical levels:

    (i)   Local, in the Province / Region;

    (ii)   Vietnam National;

    (iii)   International - Regional (Mekong Delta Countries, and possibly ASEAN);

    (iv)   International (N-S-S, N-N-S) with Flanders Universities as hub at the other side of the intercontinental network

  This network development and strengthening however cannot be a spontaneous, voluntaristic process. It needs to be properly managed and steered, thus requiring the necessary skills and capacity development (both human and institutional).

- *The Anchoring of the Network*: The success of such networking to a large extent depends on the quality of the institutional anchoring of the network in a solid and reputable HEI as network hub, and of its continued maintenance and quality assurance;

- *The Confirmation of the CS Thematic Areas*: The four thematic areas for the Vietnam Country Strategy emanating from the interviews and conference in Flanders, have been confirmed. However, stronger emphasis / broadening of the fourth area particularly in relation to social sciences, Life Long Learning (LLL), governance, gender, institutional strengthening and other transversal themes is being pursued.

- *The Involvement of University Colleges*: Both the higher education reform in Belgium and in Vietnam provide for broadened opportunities for University Colleges (UC or hogescholen) and for their inclusion as proactive partners in the umbrella networks.

- *Research-Based Education*: Research-based education as an overall strategic and methodological challenge needs to pervade the whole programme. This goes hand in hand with the challenges of more systematic research – extension / outreach conversions and of commercial spin-offs

- *Synchronization of Scholarship Programmes*: A joint strategy for / stronger synergies between the different scholarship programmes (e.g. 911 and 322 scholarship programmes, and NAFOSTED programme for basic sciences, ... at Vietnamese side, and DGD, BTCCTB, and individual universities scholarship programmes, … at Flemish side) needs to be pursued, especially in the perspective of a strengthened win-win for both sides;

- *Complementarity with other DPs*: Complementarity with the other Belgian / Flemish development partners (DPs) needs to be pursued, e.g. with the DGD bilateral cooperation executed by the BTC-CTB, VVOB, FWO, CIUF, 11.11.11, individual NGOs, etc. as well as with the other international DPs, amongst which especially the European Union.

- *The Institutional Strengthening and Reform TIN*: The Thematic Institutional Network (TIN) on HEIs institutional strengthening and reform is one of the flagships of the envisioned new country strategy with Vietnam. It has different possible components and sub-components, ranging from governance and management development issues at one end of the spectrum to social sciences utilisation and extension services at the other to bring the outcomes and benefits of research and education to the needy and deprived groups in society.

- *The Institutional Anchoring of the VLIR-UOS Country Strategy with Vietnam*: As a national strategy and programme, the VLIR-UOS country strategy and programme needs to be solidly institutional anchored and coordinated/managed at Vietnam national level. Ideal is a kind of counterpart of VLIR-UOS in Vietnam who could then fulfil this role. In the absence of such overall coordinating entity of HEIs/RIs in Vietnam for the time being, this role then lies with the Ministry of Education and Training (MoET) as tutelage ministry, or maybe also, be it less obvious, with the Ministry of Science and Technology (MoST). The other alternative is to anchor the strategy and programme implementation in one of the central partner universities. The VLIR-UOS Board at Flemish Side and MoET at Vietnamese side may pay special attention to this crucial anchoring aspect of the VLIR-UOS Country Strategy in Vietnam in order to ensure its ownership, effectiveness, sustainability and lasting impact

- *Vietnamese Counterpart Financing*: Engagement by the Vietnamese authorities to (partially) co-finance the VLIR-UOS Country Strategy with Vietnam not only is desirable from overall strategy ownership and equal partnership points of view. It would also make possible an expansion of scale and scope (e.g. coverage of all five Thematic Institutional Networking programmes, including the three non-core ones). This especially also pertains to the scholarship component under the strategy.

2.3.2. Country Strategy Framework

VIETNAM COUNTRY STRATEGY / NICHE SUB-AREAS			VLIR-UOS KEY RESULT AREAs / DOMAINS and SUB-KRAs									MAIN OUTCOME / EFFECTS
			EDUCATION			RESEARCH		EXTENSION		MANAGEMENT		
MAIN THEMES / AREAS	SUB-THEMES / SUB-AREAS	GEOGRA-PHICAL FOCUS	Masters	PHD	Short Courses	Multi-disciplinary Research	Research Output	Collabor-ative Training	Community Services	HRD	International networking and linkages	
A) CONTENT BASED THEMES / THEMATIC AREAS												
Biosciences for Food	Value chain management of the whole food cycle	National	*	*		*	*	*				THEMATIC CAPACITY STRENGTHENING
	Food safety and food security	National	*	*		*	*	*	*			
	Aquaculture development	Mekong Delta, Coastal Areas	*	*		*	*	*	*		*	
	Terrestrial animal production	National	*	*		*	*	*	*			
	Plant biotechnology	National	*	*		*	*				*	
	Health and balanced nutrition	National	*	*		*	*	*	*		*	

| VIETNAM COUNTRY STRATEGY | | | VLIR-UOS KEY RESULT AREAs / DOMAINS and SUB-KRAs | | | | | | | | | MAIN OUTCOME / EFFECTS |
| NICHE SUB-AREAS | | | EDUCATION | | | RESEARCH | | EXTENSION | | MANAGEMENT | | |
MAIN THEMES / AREAS	SUB-THEMES / SUB-AREAS	GEOGRA-PHICAL FOCUS	Masters	PHD	Short Courses	Multi-disciplinary Research	Research Output	Collabor-ative Training	Community Services	HRD	International networking and linkages	
Environment and Natural Resources (Climate Change)	Impact of climate change	National	*	*		*	*				*	THEMATIC CAPACITY STRENGTHENING
	Biodiversity and conservation of endangered species	Mekong Delta	*	*		*	*	*	*		*	
	Environmental and ecosystems management	National	*	*		*	*	*				
	Water resources management and water treatment technology	Mekong Delta	*	*		*	*	*				
	Soil systems and soil degradation	National	*	*		*	*	*			*	
	Natural heritage	National	*	*		*	*	*				

VIETNAM COUNTRY STRATEGY NICHE SUB-AREAS			VLIR-UOS KEY RESULT AREAs / DOMAINS and SUB-KRAs									MAIN OUTCOME / EFFECTS
			EDUCATION			RESEARCH		EXTENSION		MANAGEMENT		
MAIN THEMES / AREAS	SUB-THEMES / SUB-AREAS	GEOGRA-PHICAL FOCUS	Masters	PHD	Short Courses	Multi-disciplinary Research	Research Output	Collabor-ative Training	Community Services	HRD	International networking and linkages	
Public/Rural Health	Community primary health care organisation and networking	National & Deprived Provinces Central Vietnam (Community Outreach)	*	*				*	*	*		THEMATIC CAPACITY STRENGTHENING
	Preventive health care, screening and health education		*	*	*			*	*		*	
	Maternal and child health (incl. reproductive health)	National & Deprived Provinces Central Vietnam (Community Outreach)	*	*				*	*			
	Epidemiology and vaccinations		*	*		*	*	*	*	*	*	
	National nutrition strategy and community nutrition	National	*	*						*		
	Food hygiene and safety	National	*	*	*	*	*	*	*			
	Hospital management	National	*	*						*		

VIETNAM COUNTRY STRATEGY / NICHE SUB-AREAS			VLIR-UOS KEY RESULT AREAs / DOMAINS and SUB-KRAs									MAIN OUTCOME / EFFECTS
			EDUCATION			RESEARCH		EXTENSION		MANAGEMENT		
MAIN THEMES / AREAS	SUB-THEMES / SUB-AREAS	GEOGRA-PHICAL FOCUS	Masters	PHD	Short Courses	Multi-disciplinary Research	Research Output	Collabor-ative Training	Community Services	HRD	International networking and linkages	
Technology Development	ICT (hardware and software) and information networks	National	*	*	*			*	*	*	*	THEMATIC CAPACITY STRENGTHENING
	Electronics and telecommunications	National	*	*		*	*					
	Cleaner production and life cycle engineering	National	*	*		*	*	*	*	*		
	Marketing and logistics	National	*	*				*	*	*		
	Chemistry and new materials	National	*	*		*	*		*			
	Waste management and waste treatment technology	National	*	*		*	*		*			
	Clean, efficient and sustainable energy	National	*	*		*	*	*	*			

VIETNAM COUNTRY STRATEGY — NICHE SUB-AREAS			VLIR-UOS KEY RESULT AREAs / DOMAINS and SUB-KRAs									MAIN OUTCOME / EFFECTS
			EDUCATION			RESEARCH		EXTENSION		MANAGEMENT		
MAIN THEMES / AREAS	SUB-THEMES / SUB-AREAS	GEOGRA-PHICAL FOCUS	Masters	PHD	Short Courses	Multi-disciplinary Research	Research Output	Collabor-ative Training	Community Services	HRD	International networking and linkages	
HEIs/RIs Institutional Strenthening and Reform	Higher education reform policies and strategies	National, and Central & Southern Vietnam Piloting	*	*						*	*	THEMATIC CAPACITY, SUPPORT CAPACITY AND SERVICES, ENABLING ENVIRONMENT, NETWORKING
	ICT, e-learning and distant education	National	*	*		*	*	*				
	Network development and management	National / International	*	*					*	*	*	
	Statistics and statistical analysis	National	*	*	*					*	*	
	Social sciences and research methodologies	National	*	*	*	*	*	*	*	*	*	
	Vocational education and training	National, and Central & Southern Vietnam Piloting	*	*				*	*		*	
	University management		*	*	*					*		

VIETNAM COUNTRY STRATEGY			VLIR-UOS KEY RESULT AREAs / DOMAINS and SUB-KRAs									MAIN OUTCOME / EFFECTS
NICHE SUB-AREAS			EDUCATION			RESEARCH		EXTENSION		MANAGEMENT		
MAIN THEMES / AREAS	SUB-THEMES / SUB-AREAS	GEOGRA-PHICAL FOCUS	Masters	PHD	Short Courses	Multi-disciplinary Research	Research Output	Collabor-ative Training	Community Services	HRD	International networking and linkages	
	HE good governance incl. accountability and transparency	National, and Central & Southern Vietnam Piloting			*		*			*		
B) TRANSVERSAL / CROSS-CUTTING THEMES												
Development Transversal Themes	Gender	National			*	*	*	*	*	*	*	SUPPORT, CAPACITY, ENABLING ENVIRONMENT and NETWORKING
	Governance and organisational development	National	*	*	*					*	*	
	Environment and Climate Change	National	*	*	*	*	*	*	*	*	*	
	Social Protection and Social Security	National	*	*	*	*	*	*	*	*	*	
	HIV / AIDS	National		*	*		*		*	*		
HEIs/RIs Transversal	Research Based Education	National		*	*	*	*			*	*	SUPPORT, CAPACITY,

| VIETNAM COUNTRY STRATEGY | | | VLIR-UOS KEY RESULT AREAs / DOMAINS and SUB-KRAs | | | | | | | | | MAIN OUTCOME / EFFECTS |
| NICHE SUB-AREAS | | | EDUCATION | | | RESEARCH | | EXTENSION | | MANAGEMENT | | |
MAIN THEMES / AREAS	SUB-THEMES / SUB-AREAS	GEOGRA-PHICAL FOCUS	Masters	PHD	Short Courses	Multi-disciplinary Research	Research Output	Collabor-ative Training	Community Services	HRD	International networking and linkages	
Themes	Research-Education and Community Outreach (Extension and Commercial Spin-Offs)	National		*	*	*	*	*	*	*	*	ENABLING ENVIRONMENT and NETWORKING
	Higher Professional / Vocational Education and Training	National, and Central & Southern Vietnam Piloting	*	*	*	*		*	*	*	*	
	Institutional Networking	National / International		*	*				*	*	*	
OUTCOMES / EFFECTS			New Courses, Joint Degrees, Improved Teaching Quality, Research based Education, Multi-disciplinarity			Enhanced Research Capacity, Culture and Outputs (Quality and Quantity)		Strengthened Outreach Outputs (Extension Services, Commercial Spin-Offs, etc.)		Vision, Objectives, Structures, Systems, Tools, Procedures, Practices		-

2.3.3. Potential for Institutional University Cooperation

For the new Country Strategy with Vietnam it is recommended to have one (1) Institutional University Cooperation (IUC) programme included in the toolbox of cooperation modalities constituting the country strategy. For the selection of the Vietnamese partner university for this IUC under the new CS, the following criteria have been applied the eligible universities have to comply with:

(i)   A comprehensive university, thus no thematic university as for example a technology or an agricultural university;

(ii)   A regional university with an outspoken responsibility for regional development, preferably located in a less developed region of Vietnam, and with preferential relations with outreach and intermediary exte4nsion entities;

(iii)   A university visited by the college of Flemish / Belgian rectors who toured Vietnam early this year 2011, as a token of special priority attention and recognition;

(iv)   At least some prior engagements with Flemish universities which got positively assessed by the Flemish academics involved and VLIR-UOS;

(v)   A university with proactive interest shown in solid collaboration with Flemish Universities during the visit of the country strategy team;

(vi)   A university of minimum size, with established academic standing / ranking, with dynamism and open to institutional change and learning.

2.3.4. Collaboration within networks

The proposed VLIR-UOS tool for supporting the CS priority areas is the new, innovative instrument of **Network University Cooperation**, in the context of the Vietnam strategy exercise and mission report these were further referred to as **Thematic Institutional Networks (TINs)**. Such TIN could potentially consist of a network (consortium) of Vietnamese HEIs/RIs on the one side in a bi-directional multiple network setting with a similar network (consortium) of Flemish HEIs/RIs at the other side, all with one or more specific areas of (complementary) multi-disciplinary specialisation and academic excellence on the thematic area. The network also includes Research Institutes and University Colleges particularly for the education and research extension, outreach and spin-off components with broader society, communities and industrial/commercial private sector. Depending on capacities, the network at Vietnamese side also includes network partners in neighbouring countries of the Mekong Region (Laos and Cambodia) and possibly broader within the ASEAN region.

The criteria for hub (and thus also for the sub-hub, be it possible to a lesser extent) selection at Vietnamese side include the following: (i) Intensity and quality of past institutional or academic relationship with VLIR and/or Flemish HEIs/RIs, e.g. through an IUC; (ii) Existing formalized networking and actual networking operations within Vietnam (with other HEIs, RIs and/or UCs) and possibly beyond in the Mekong Delta; (iii) Academic excellence in the thematic area; (iv) Managerial and networking capacity; (v) Shown interest and commitment to lead in the network, and; (vi) Pro-active support from top management.

For piloting purposes of the new TIN instrument in the VLIR-UOS toolbox it is suggested to concentrate in first instance on the Bio-Sciences for Food TIN, especially also in view of the advanced structure and status of Flemish-Vietnamese university cooperation in this thematic.

2.3.5. Partnership modalities (portfolio of intervention types)

Vietnam HE offers Flemish partners an extremely wide and diverse range of research cooperation opportunities within the thematic priority areas, and can ensure the availability of high quality and dedicated academic research staff and students in these areas, though research facilities and infrastructure are somewhat lacking. Vietnam HE therefore has the potential to benefit from the fullest range of partnership and cooperation modalities. The below matrix gives a summary overview of the five levels of Country Strategy Results and Interventions (vertical axis) and the VLIR-UOS special toolbox instruments designed for each of these levels.

Level of CS Results and Interventions	Main Types of VLIR-IUC Country Strategy Tools, by Level				
Overall Country Strategy Level					**CS**
Country Thematic / Sectoral Level				**Networks** In a first action plan, only 1 thematic Institutional Network with different sub-activity lines 1) Biosciences for Food	Institutionally anchored VLIR-UOS Country Strategy with Vietnam
Overall HEI/RI Level: University Institutional Strengthening			**IUC** One Institutional University Cooperation		
Department Level: Institutional Capacity Strengthening at HEI Faculty / Department / Institute Level		**OI / SI** Number of Own Initiatives / South Initiatives, particularly within the CS Thematic Areas			Coordination and complement-arity with other Flemish, Belgian and International DPs
Individual Level: HR capacity strengthening	**Scholarships** - PhD, MSc - Short Term				

ANNEXES

1.   **Country Strategy grid (already included in text p. 15-16)**

2.   **Country Fact Sheet (see VLIR-UOS website – Vietnam Country info)**

3.   **Country Identification Mission Report**