

SYNTHESIS OF THE PLENARY SESSIONS AND WORKSHOPS

Which university for the 21th century?
TriViet International University Project.

Opening and Welcome

Madame Ton Nu Thi Ninh. President, Founding Committee, Tri Viet International University Project

Director of Tri Viet Center

Mr. Pierre Calame (by video). General Director Charles Léopold Mayer Foundation, FPH



Plenary session 1: Social responsibility of University

Moderator:

Brian Murphy. President De Anza College. California USA.

Panelist:

Mr. Richard Petris. Director NGO School for Peace, FPH

Mr. Héctor Zúñiga Salinas. Rector, Del Mar University, Chile

Mr. Ksenofon Krisafi. Dean, Law School, Tirana European University, Albania

Ms. Ana María Machado. Researcher, University of Santa Catarina, Brazil

Place: Continental Hotel, Ho Chi Minh City, Vietnam.

Date: Morning Friday, october 16, 2009.

Official Reporter: Pham Nhu HO

Almedio Reporter: Nguyen Huan Vu, Nguyen Thi Hanh Phuc

Start at : 09:05, ends at :12:15

ISSUES

In order to gain access to higher education, learners have to meet financial requirements, which apply only to the elites. (Susan Hoffman)

In higher education, the state wants to hold education in a massive scale, while just a small number of faculties or experts can teach. This situation, leads to huge problems of competition. We cannot go against the idea that everyone can gain access to the education. (Dos Santos).

University cannot escape the society's restructuring. Today, the university is considered as an enterprise in the marketplace, to be managed with other commodities. We need to take care of student as stakeholder. (Dos Santos)

As the purpose of higher education is not to serve the multi-nation corporations, the need of employment is important while every people share the service. It leads to the ethical value of higher education. (Duong Trung Quoc)

The university is undergoing a triple crisis: steering, identity and purpose. Politics and business became his purpose. (K Krisafi).

The extreme segmentation and specialization of knowledge leads to a total fragmentation of society. This cannot continue to be the role of the university. (Dos Santos).

The globalization and constant development of the information technology, which is generating substantial changes in all processes, structures and roles, will make essential points that inspire changes in the University's permanent functions such as output and spread of knowledge, as well as the contribution to the development and equality within its environment. (Zuñiga)

PROPOSALS

One of the challenges is to allow as many young people as possible to entering the university (H. Zuñiga)
The university should not only ensure access to the largest number, but also their permanence and success (unlike the Argentine case where the failure rate is enormous). (A Machado)

Support for funding should not be aimed at all students, but at those who really cannot afford to pay higher education. (Phuong Bui Tran)

The role of university should be to enable students to equip themselves with ways they can succeed in life and contribute actively to society. (Nguyen Kiem Than).

The university should provide criteria for the civil society to state their ideas or even to create a new political space. (R. Petris).

The role of university should be being involved in community development and integrating the community into the staff of university. (R. Koch).

We need a university coherent with the sustainable development model. Research should accompany this challenge to learn to set priorities. (A M Machado).

We must move away from the logic of a money based relationship. We belong to the university as citizens. (Ton ni Thi Ninh).

There should be a university club, so each university could contribute with whatever it has, while sharing common aims and values which suits the 21st century. (R. Petris)

New tools can be used for providing access to knowledge, focusing on organizing the people in a sustainable manner. (Susan Hoffman).

Education should enable us to handle the complex reality which is in constant change. The core of the matter is that our students have resilience. (Ton ni thi Ninh)

The democratization of the university is not only to attract students, support them and let them out. You need the equipment, skills and appropriate strategies to enable them to adjust and adapt to a more complex environment. The university should identify the needs, priorities based on the student and people of Vietnam. (Nguyen Kiem Than).

Doctors should descend from their ivory tower and campaign with young Vietnamese, helping them to discover for themselves their own values. (Phan Lu). In Vietnam 70% of the population is rural. If we do not do anything to stop the drift from the land, the brain drain caused by it will make countryside community structures disappear. (Dao The Tuan).

We need urbanize the countryside to improve farmers' lives and create jobs. Universities could create research centers to identify alternative development models. (Dao The Tuan).

The university social responsibility should go beyond technical education and rethink it, in order to organize the rural environment and prevent drift from the land (case of Casrad Phano and Phano in Vietnam). R. Pétris.

Many research centers work with small and medium farmers. The University should focus its research on the reality of the community and local problems (for Brazil). A.M. Machado.



Plenary session 2: University Governance/ Autonomy

Moderator:

Luong Van Ly. Vice President, Founding Comitee Tri Viet International University Project, CEO, DNL Partners, Vietnam

Panelist:

Mr. Roy Koch. Provost and Vice President for Academic Affairs, Portland State University, USA

Mr. Alfredo Pena-Vega. Director, Observatory of University Reforms, France

Mr. Brian Murphy. President De Anza College, California, USA

Ms. Tran Thuong Tuan. Former President, Can Tho University, Vietnam.

Place: Continental Hotel, Ho Chi Minh City, Vietnam.

Date: Afternoon Friday, october 16, 2009.

Official Reporter: Pham Nhu HO

Almedio Reporter: Nguyen Huan Vu, Nguyen Thi Hanh Phuc, Do Le Bang Giang

Start at : 14:05, ends at : 18:00

ISSUES	PROPOSALS
	The University should be transformed by the reforming knowledge, as opposed to the segmentation of university in various departments and disciplines. (Alfredo Pena Vega)
The intellectual crisis of the university is determined by its inability to predict and plan. How the universities are facing changes, transformation in the world, knowledge production and management. (Alfredo Pena Vega).	

The University should be reassessed by the recognition of the role of researching professors, in the transmission of knowledge and also by re- education of its tutors. (Alfredo Pena Vega)

The key to the faculty's autonomy is the shared application of governance, which is to invite the organization to make difficult decisions about how to build, maintain and develop. (Brian Murphy)

In order to carry out an interdisciplinary process is necessary a number of criteria for the people involved in it: open mindedness; mutual understanding; knowledge of more than one language and capacity to adapt in a changing world (case of Evergreen and Monterrey universities). (Brian Murphy).

The free software, networking knowledge and the development of collective intelligence, can be effective solutions for the issue of universities' responsible governance. (A. M. Machado)

The issue of autonomy comes up frequently lately, but in history the university has never been autonomous (autonomy, understood as independence with the outside world, government, church, or the university hierarchy). Also, the need for resources and financial support leads to dependency. (A. M. Machado)

The autonomy of the university has three dimensions: material (determine its programs and objectives), procedural (the right of the university to identify ways to meet its objectives) and organic (which determines the academic organization). (Albert Chen)

The university social responsibility should involve the defense and promotion of certain values that society has ignored: the sense of freedom, the sense of criticism, tolerance and vigilance of any kind of fanaticism. (Albert Chen)

The situation of the university in Vietnam is critical for its contents, teachers' lack of skills and lack of critical and dynamic thinking within the students. (Tran Thuong Tuan).

The students trained in traditional methods tend to act in a conservative way (rigidity, shyness, self-satisfaction and intellectual myopia). (Le Thac)

The university faces several paradoxes: the need for mass distribution of knowledge and the university as a center of production of knowledge, related to prestige and commercial success; the extreme specialization of knowledge and the need for adaptability and intellectual mobility of the university. (Le Thac)

The role of industry and business in Vietnam, were not strong enough to interfere in the university governance. (Phan Thi Ly)

In Vietnam, there are companies that own universities with 100% private capital share, which can lead to inappropriate interference. (Ton Nu Thi Ninh)

There is no such a thing as a model of governance or autonomy, they are built according to power relations between different actors and involve a negotiation process to reach a better understanding. (D. Dos Santos)



Plenary session 3: Which model university for the 21st century?

Moderator:

Mme Ton nu thi Ninh. President, Founding Committee, Tri Viet International University Project, Director of Tri Viet Center.

Panelist:

Mr. Kai Ming Cheng. University of Hong Kong.

Ms. Kathryn Mohrman. Director, University Design Consortium Arizona State University, USA.

Ms. Pham Thi Ly. Director, Center for International Education & Culture Exchange and Research (CIECER), HCMC University of Pedagogy, Vietnam.

Place: Continental Hotel, Ho Chi Minh City, Vietnam.

Date: Morning Saturday, october 17, 2009.

Official Reporter: Pham Nhu HO

Almedio Reporter: Nguyen Huan Vu, Nguyen Thi Hanh Phuc

Start at : 08: 30, ends at : 12:00

ISSUES

When we speak of quality criteria for universities, non-measurable aspects should be considered such as organizational capacity and innovation of students. The university should not seek excellence but his ability to be different. (Kai Ming Cheng)

PROPOSALS

The university should not be considered as a professional training center, but as a place where one acquires cross-capacities, where you learn to make decisions, face risks and learn about different experiences. (Kai Ming Cheng)

Developing critical thinking among students is a core value in education, in order to challenge what is established. (Lynn MacNamara)

Instead of offering students a place for sharing knowledge and values that enable them to aspire to something higher, be responsible and to reach their greatest spiritual potential, the university gives too much importance to the accounting logic of international university ranking. (Albert Chen)

Although the Indian and especially Chinese experience to create international university centers is successful, they show the limitations that exist in wanting to copy Western models. (Pham Thi Ly)

What the Vietnamese universities should not copy from the American universities is:

- believe that rankings are a standard of excellence
- giving priority to publications instead of education
- believe that universities that do research are better
- give too much importance to the size of universities,
- believe that the financing system of the USA is the best. (Kathryn Mohrman)

A research university is an appropriate ambition for Vietnam. However, it should be concentrated and focused rather massified. (Pham Thi Ly)

In order to gain results similar to Western universities, it would be better to define its own path by focusing on universities that have defined their core values, roles, missions, principles and meritocracy as a mode of operation. (Pham Thi Ly)

A new university must know how to create a good environment for students to be involved in the academic community. (Dinh Thi My Quynh)

What we need is to understand the needs of rural areas, market and especially of the people who will benefit from education, which will subsequently define the mission of the university. (Nguyen May)

The 21st century university should study what the contemporary economy needs are, as well as to develop disciplines that are oriented towards solving this century's issues, such as the environmental protection. (Bui Van Quy)

English will be the academic language in Vietnam. Students will be global citizens and they will be no longer just limited to Vietnam. (Vu Duc Vuong)

Higher education in Vietnam is too theoretical, a graduate does not know the local reality and do not know the subject on which he will act on. (Bui Van Quy)

We cannot build academic quality without research. Research, however, must be relevant to the country's reality and its true needs should be the preservation of the country's natural and cultural environment, as well as improving the life quality of its population. (Ana Maria Machado)

Globalization is a reality we cannot escape, but we must move forward in the creation of another globalization, based on citizenship rather than on nationality. (Daniel Dos Santos)

In order to define the method of education we need, we should use the analysis method of production, approaching it as a whole, with the available human resources, products, governance, beneficiaries, etc.. (Dao The Tuan)

We should build a new university (the University of Utopia), which would remove the barriers between academic disciplines (Fac. of life), focusing on global problems (Fac. of Earth) and involving the prehistory, the biological anthropology and human sciences (Fac. of the People). (Alfredo Pena Vega)

Opening ceremony

Dr. Bui Tran Phuong. President of Hoa Sen University, Vietnam.
Mr. Gerard Boivineau. General Consul of France in Ho Chi Minh City.



Plenary session 1 and discussion: Current State of Higher Education in the World



Moderator:

Dr. Bui Tran Phuong. President of Hoa Sen University, Vietnam.

Panelist:

Prof. Kai Ming Cheng. Hong Kong University, China.

Prof. David Beanland. Emeritus Professor, RMIT, Australia.

Prof. Cao Huy Thuan. Picardie University, France

Prof. Yannick Le Gouellec. Head of International Office, University of Paris 12, France.

Place: Hoa Sen University

Date: Morning, Monday, October 19, 2009.

Almedio Reporter: Nguyen Huan Vu, Nguyen Hong Nhung, Do Le Bang Giang, Huynh Thi Man Thuc, Ho Thi Hurong Thuy.

Start at : 08: 30, ends at : 12:15

ISSUES

The society expects more than credentials given that different salaries are offered despite having the same credentials. This shows that society is looking at something beyond the credentials. (Kai Minh Cheng)

In the context of industrialised and post-industrialised societies, many significant changes in many aspects (working methods, new types of work, personal lives) requires accompanying changes in universities (Kai Minh Cheng)

The increase in the amount of students leads to massive higher education services; while the reduction of financial support from the government requires more controls over the school's standards. (David Beanland)

We have been very conservative, especially in terms of financial issues. It's necessary to realize that universities cannot exist independently and separately unless they are to become isolated and extinct "islands" one day (Brian Murphy)

The internationalization of education requires higher education to extend traditional markets to neighboring and international ones. There must be a commitment to providing practical experiences to students, to be student-centered; to continue developing research activities in the schools; to increase competition among the schools; This requires that specialized infrastructure and supports as well as community services become core activities (David Beanland)

There is no Asian University yet due to the wide diversity of cultures and languages. Therefore, we need to have a vision, our own orientation rather than borrowing from others' models. We need to have goals in terms of technology and gain self-confidence in designing a path for Vietnam. (Kai-min Cheng)

PROPOSALS

Need to prepare students not only to become experts, but also to be able to use personal capabilities to adapt to the practical environment (Kai Minh Cheng)

It's necessary to insist upon educational methods based on personal experience and diversify pedagogical approaches so as to provide outreach to the environment outside of the school (Kai Minh Cheng)

To achieve resources from multiple sources the financial issues of the school need to be solved by extending the resource pool, not only by waiting for governmental support for students' tuition, but also from many other donors and fundraising activities (Kai Minh Cheng)

The most important thing is to change the learning and teaching methods, to understand learners' attributes rather than focusing on a pushing-in of knowledge. (Bui Tran Phuong)



Plenary session 2 and discussion: Common grounds facing the challenges and changing

Moderator:

Prof. Denis Berg, Emeritus Professor, Director of Faculty Research and Development Office, Hoa Sen University, Vietnam.

Panelist:

Prof. David Beanland. Emeritus Professor, RMIT, Australia.

Dr. Bui Tran Phuong. President of Hoa Sen University, Vietnam.

Madame Anne de Blignières. Education Department, Paris Dauphine University, General Manager of Foundation Paris Dauphine, France.

Dr. Kathryn Mohrman. Director of University Design Consortium, Arizona University, USA.

Dr. Pham Thi Ly. HCM City Pedagogy University, Vietnam.

Madame Sylvie Mira Bonnardel. Co-Director of PUF, HCM City, Vietnam.

Place: Hoa Sen University

Date: Afternoon, Monday, October 19, 2009.

Almedio Reporter: Nguyen Huan Vu, Nguyen Hong Nhung, Do Le Bang Giang, Huynh Thi Man Thuc, Ho Thi Hurong Thuy.

Start at : 14:00, ends at : 17:30

ISSUES

PROPOSALS

Education should be based on 6 pillars: an international context, nurseries for professionals, international cooperation, strengthening of autonomy, new financial resources, and a networking culture. (Anne de Blignieres)

Emerging Global Models of universities: their mission transcends the nation state, and includes having more intensive research, producing knowledge for the social good, having worldwide recruitment, and internal complexity. (Katryn Morhman)

Rankings do not really show all qualities. All resources should not be consumed in that. (Pham Thi Ly)

We should gather the potential of many universities and increase the collective capabilities for improvement of competitiveness, while applying appropriate penalty-reward policies and reforming our regulations and policies (Cao Huy Thuan)

The University nurtures a dynamic culture which can never be passive. A university's function is to create that dynamism; therefore it needs to free itself from financial impacts, in that way an autonomous mindset can be gained and a spirit of higher education built. (Cao Huy Thuan)

Due to the general nature of knowledge, students need to move beyond specific knowledge and gain a more overarching understanding, which can be provided by humanities and social science courses (Cao Huy Thuan)

Solutions for Hoa Sen are to develop courses related to society and humanity. A university that is based on non-provoking technologies is not a true university. It is necessary to promote on both sides, the new trends side and the truly cultural side, which promotes a scientific spirit. (Cao Huy Thuan)
In regards to the idea of providing social and humanities courses to the curriculum of Cao Huy Thuan, it is important to emphasize that humanity is found in the natural sciences, as well as the social sciences. (Ton Nu Thi Ninh)

The European education model is in crisis due to its focus on the programs only. The specific limits of a long-lasting education system cannot be practiced without an awareness of current changes in social models. Not only the model must be learned, but also the impermanence of future practices (Bui Tran Phuong)



Workshop 1: International Integration

Moderator:

Dr. Vu Thi Phuong Anh. Director of Center for Educational testing & Quality Assessment, VNU Vietnam.

Panelist:

Dr. Julio Aramberri. Dean of School of Language and Cultural Studies, Hoa Sen University, Vietnam.

Mr. Pradeep Kumar Nair. Vice President Taylor's University, Malaysia.

Place: Hoa Sen University

Date: Morning, Tuesday, October 20, 2009.

Almedio Reporter: Nguyen Hong Nhung

Start at : 9:15, ends at : 12:30

ISSUES

Why do we keep talking only about governance or related issues but haven't had any discussion about competences, such as which competences a student has to attain in this context of globalization and how to measure those competences? (Pradeep Kumar Nair)

Global universities: cross cultural, multiple locations, different institutions, joint programs and degrees, students and faculty exchanges, e-connectivity, global marketplace and global contributions. (Julio Aramberri)

PROPOSALS

Internationalization should not merely become a process of following the Anglo-Saxon or American standards and practices. Following global practices and ideologies without developing our own unique systems and honoring the rich traditions, cultures, and scholarships of East Asia may easily lead us to enter the processes of recolonization. We should guard against copying without proper adaptation and contextualization. (Pradeep Kumar Nair)

The first thing in this globalization context is to find a way for the university to test student and lecturer and come up with the same outcome; that would mean that they are available to offer the same degree of competences. And then people have to produce the evidence showing that they have achieved what they claim they are doing (Pradeep Kumar Nair)

The new technological challenges that Global universities should face include: English as the new lingua franca and the use of e-learning, e-textbooks, e-books, electronic databases and Google Books. (Julio Aramberri)



Workshop 2: Instructional Technology

Moderator:

Prof. Nguyen Dinh Thuc. University of Science, HCM City, Vietnam.

Panelist:

Prof. Jebbour Abdelkrim. AUF, Morocco

Prof. Roland Ducasse. University of Bordeaux. France

Mr. Vijo, NIIT, Vietnam.

Place: Hoa Sen University

Date: Morning, Tuesday, October 20, 2009.

Almedio Reporter: Nguyen Huan Vu, Do Le Bang Giang, Huynh Thi Man Thuc, Ho Thi Hurong

Start at : 9:15, ends at : 12:30



Workshop 3: Community oriented university

Moderator:

Dr. Thai Thi Ngoc Du. AUF, Vietnam.

Panelist:

Ms. Ana María Machado. Santa Catarina University, Brazil.

Mr. Richard Petris. Charles Léopold Mayer Foundation, France

Ms. Susan Hoffman. Director of Osher Lifelong Learning Institute, University of Berkeley, USA.

Place: Hoa Sen University

Date: Morning, Tuesday, october 20, 2009.

Almedio Reporter: Nguyen Huan Vu, Do Le Bang Giang, Huynh Thi Man Thuc, Ho Thi Hurong

Start at : 9:15, ends at : 12:30

ISSUES	PROPOSALS
<p>There is need to join two opposing dimensions: local needs and international norms. There is a tendency to forget the local and to concentrate only on the international, an option that does not favor the big problem of brain drain from rural to urban. (A. M Machado)</p>	<p>We must make higher education programs that allow professionals to stay in their local territories and thus avoid migration and subsequent brain drain. (A. M Machado)</p>
<p>A university serving the community involves organization between the local community and the global community. (R. Petris)</p>	
<p>To understand the evolution of local fishing communities and farmers and inhabitants of the mountain in the globalized world we must understand how the knowledge of these groups can be preserved and exchanged to avoid conflict, live in peace, and re-energize the area. (case of Colombia). (R. Petris)</p>	<p>A university serving the community means enhancing education based on the needs of their inhabitants, producing knowledge and experience that is shared among groups of different types, so they can play a political role in their own community (responsibility and commitment). (R. Petris)</p>
<p>Lifelong learning is a way to explore new areas of knowledge in traditional disciplines, enrich the exchange of ideas, and reinforce adults in their capacities. (case of Olli Berkeley University). (Susan Hoffman)</p>	

CROSS-ANALYSIS OF ALL SESSIONS



Prior to the event, ALMEDIO defined 3 major topics that encompass most of the main concerns of Vietnamese and international universities: politics, culture and society, and economy. According to the syntheses maps made during the two seminars, all the issues and proposals were regrouped in a global map, and 9 major priorities or strategic axes that are presented at the centre of the maps. The first map shows all the axes.

The strategic axes emerging from the seminars correspond to the key issues and proposals which affect universities.

Strategic Axes

A. The university of the 21st century will be determined by its ability to interact with a complex and changing world.

This requires new methods by which to understand the world, and to transform its ability to learn and teach. These methods should allow students to further develop their own skills and abilities, to understand and evolve in this globalised and interdependent world, to enhance their own personal experience, to interact collectively with their peers, and to cooperate as well as lead.

The university should not be considered as a training center, but as a meeting place in which students can gain experience and where skills that will enable them to contribute to society and be successful are developed. Among the factors required for the success of students, resilience emerges as one of the most relevant. We can also mention the ability to take risks, to innovate and to develop skills of critical thinking as core values of education.

B. The university of the 21st century must learn from the experiences of others in order to build their own model of the university, drawing on the richness of its cultural traditions as a way in which to develop their ability to respond to global challenges.

The university model should be a building in relation to its context, not the copy of a schema set. One thing is to learn from the shortcomings and successes of the university models and another to transfer them, based on the reality of our societies without being able to understand the contexts that have made them possible.

Vietnamese university can aspire to be a world class (research) university, but its real need and feasibility must be established within its society, based on their particular needs and the efforts they are willing to invest.

A university system should be built upon the diversity of alternatives and their complementarity. Cooperation, that is,

networking rather than competition, is then a value for the university of the 21st century.

C. New information technologies, e-learning, regional cooperation and new global competencies are some of the opportunities for international integration of universities.

International integration of universities should be understood as a way of appropriating and using ICTs (information technologies), to develop distance learning (e-learning), regional cooperation, and strengthen the competencies of students and teachers. Universities can not make international integration an end in itself and less a tool to homogenise the richness of local diversity.

The use of new technologies is an imperative today for universities, especially for newer or "fragile" ones, which can exploit this potential to match their strengths with the most prestigious universities. ICTs, moreover, are cheaper means of access to information and cultural goods, which make them an opportunity to democratise knowledge.

English, being the language of the new technologies, has become an increasing requirement for students and teachers.

The global university model requires that the university should take on the challenges posed by the new technologies, and adapt to them or disappear.

D. A democratic university is a university that allows the majority to enter, stay and successfully complete quality studies which are relevant to current challenges.

Several participants expressed the concern that the issue is not just one of opening the universities to more students, but also enabling them to stay in universities, to provide quality studies, and to deliver the elements that allow them to stay in their territories to prevent brain drain.

For as long as the university opens its doors to more students, it is necessary to question what kind of education is being delivered. The democratisation of the university should not be executed based only on the number of students who enter the system, but we must also consider their continuity, the degree of success within the system and what is their employability and social function after leaving college.

E. The university of the 21st Century is above all a university responsible to the rest of society.

Ethical values imply that responsibility has to do with solving the real problems of people (employment, rural exodus, etc.), with the creation of sustainable development models and the formation of free citizens, responsible and independent.

The global economic, social and environmental context imposes upon the university a series of ethical challenges. The university must commit itself now more than ever, to be a part of the solution and not a factor in the perpetuation of the practices that have led the world to the current situation.

F. The university of tomorrow will be "glocal": it must be able to deliver training appropriate to the needs of a global citizenship, yet be connected with the specificity of the local community.

The university must respond to the local community's challenges as well as participate in the articulation of global developments in the world.

If the ICTs have allowed us the possibility of interrelating as never before, they are also endeavouring to create cultural uniformity. A rich and diverse culture is a value that should be preserved and the university should be able to achieve

a balance between maintaining traditions, know-how, cultures and the need for exchange and adjustment to an increasingly interconnected world .

G. In relation to the contents and research: the university of the future will be multidisciplinary, complementary, and generalist.

Several participants expressed concern about the excessive segmentation and specialisation of knowledge. They advocate a more integrated knowledge, which would give students not only the specific techniques and tools for each profession, but also a holistic understanding of society.

H. Governance and autonomy are a double challenge: the university management must involve all actors and that means setting responsibilities, relationships and processes of mutual understanding.

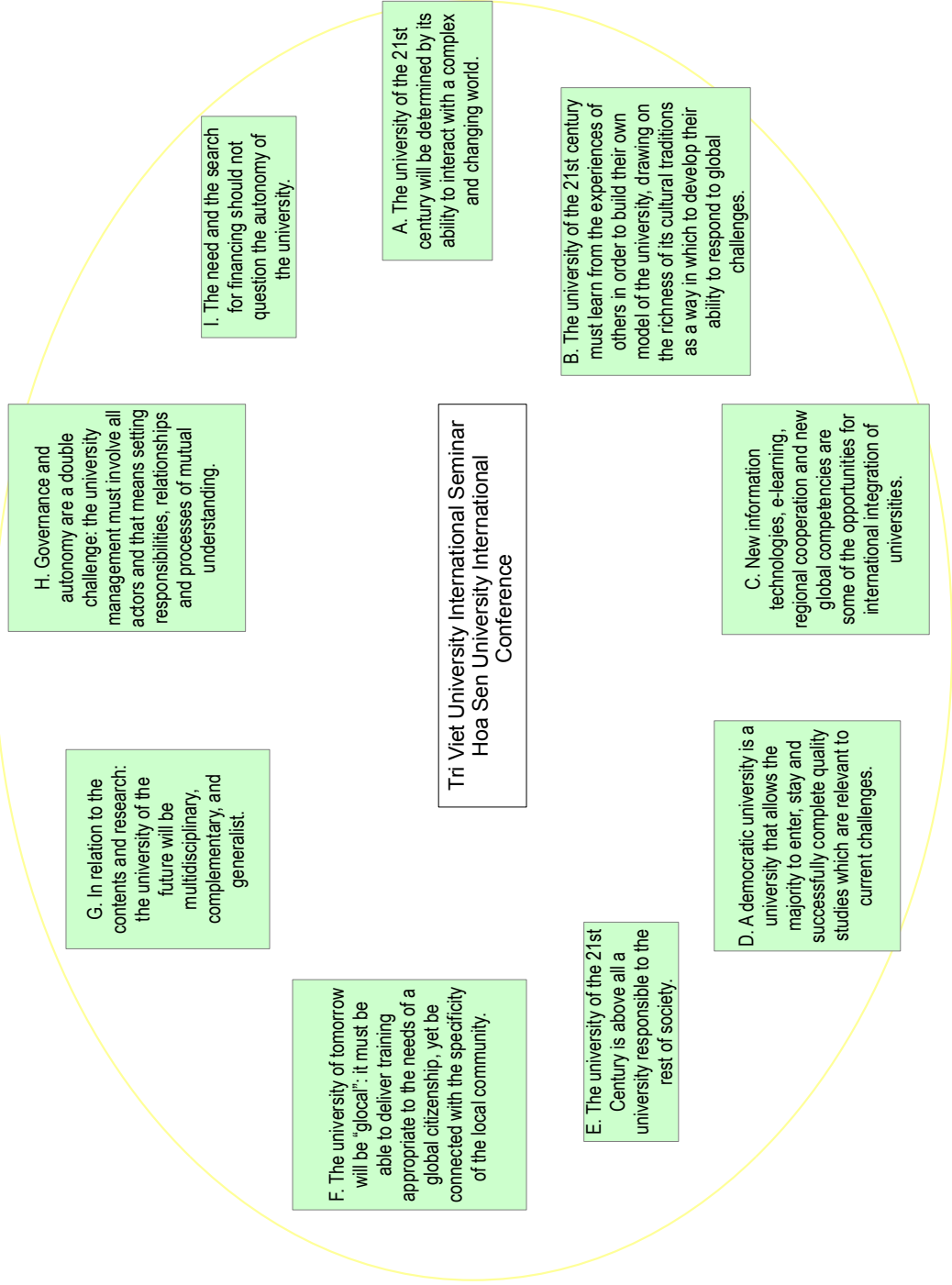
The challenges imposed by the governance and autonomy of the university increase the complexity of the relationships within the institution, but at the same time enrich their results and legitimate it as products of a more participatory process.

I. The need and the search for financing should not question the autonomy of the university.

It should expand financing options in order to reduce the dependence generated by governments. The coverage and quality challenges facing higher education impose higher funding standards. The university should be able to obtain the necessary financing without losing the degree of autonomy necessary for the creation of an independent and critical knowledge exchange. One way to avoid this dependency may be to expand funding sources, not just in areas of government but also among the private sector.

PLENARY SESSIONS AND WORKSHOPS BY STRATEGIC AXES





Axes
Issues
Proposals

Axe A: Issues

Hoa Sen: Plenary 2. Common grounds facing the challenges and changing

Emerging Global Models of universities: their mission transcends the nation state, and includes having more intensive research, producing knowledge for the social good, having worldwide recruitment, and internal complexity. (Katryn Morfman)

In the context of industrialised and post-industrialised societies, many significant changes in many aspects (working methods, new types of work, personal lives) requires accompanying changes in universities (Kai Minh Cheng)

Hoa Sen: Plenary 1. Current state of higher education in the world

The internationalization of education requires higher education to extend traditional markets to neighboring and international ones. There must be a commitment to providing practical experiences to students, to be student-centered; to continue developing research activities in the schools; to increase competition among the schools; This requires that specialized infrastructure and supports as well as community services become core activities (David Beanland)

The society expects more than credentials given that different salaries are offered despite having the same credentials. This shows that society is looking at something beyond the credentials. (Kai Minh Cheng)

When we speak of quality criteria for universities, non-measurable aspects should be considered such as organizational capacity and innovation of students. The university should not seek excellence but his ability to be different. (Kai Ming Cheng)

A. The university of the 21st century will be determined by its ability to interact with a complex and changing world

Why do we keep talking only about governance or related issues but haven't had any discussion about competences, such as which competences a student has to attain in this context of globalization and how to measure those competences? (Pradeep Kumar Nair)

The intellectual crisis of the university is determined by its inability to predict and plan. How the universities are facing changes, transformation in the world, knowledge production and management. (Alfredo Pena Vega).

The students trained in traditional methods tend to act in a conservative way (rigidity, shyness, self-myopia). (Le Thac)

The situation of the university in Vietnam is critical for its contents, teachers' lack of skills and lack of critical and dynamic thinking within the students. (Tran Thuong Tuan).

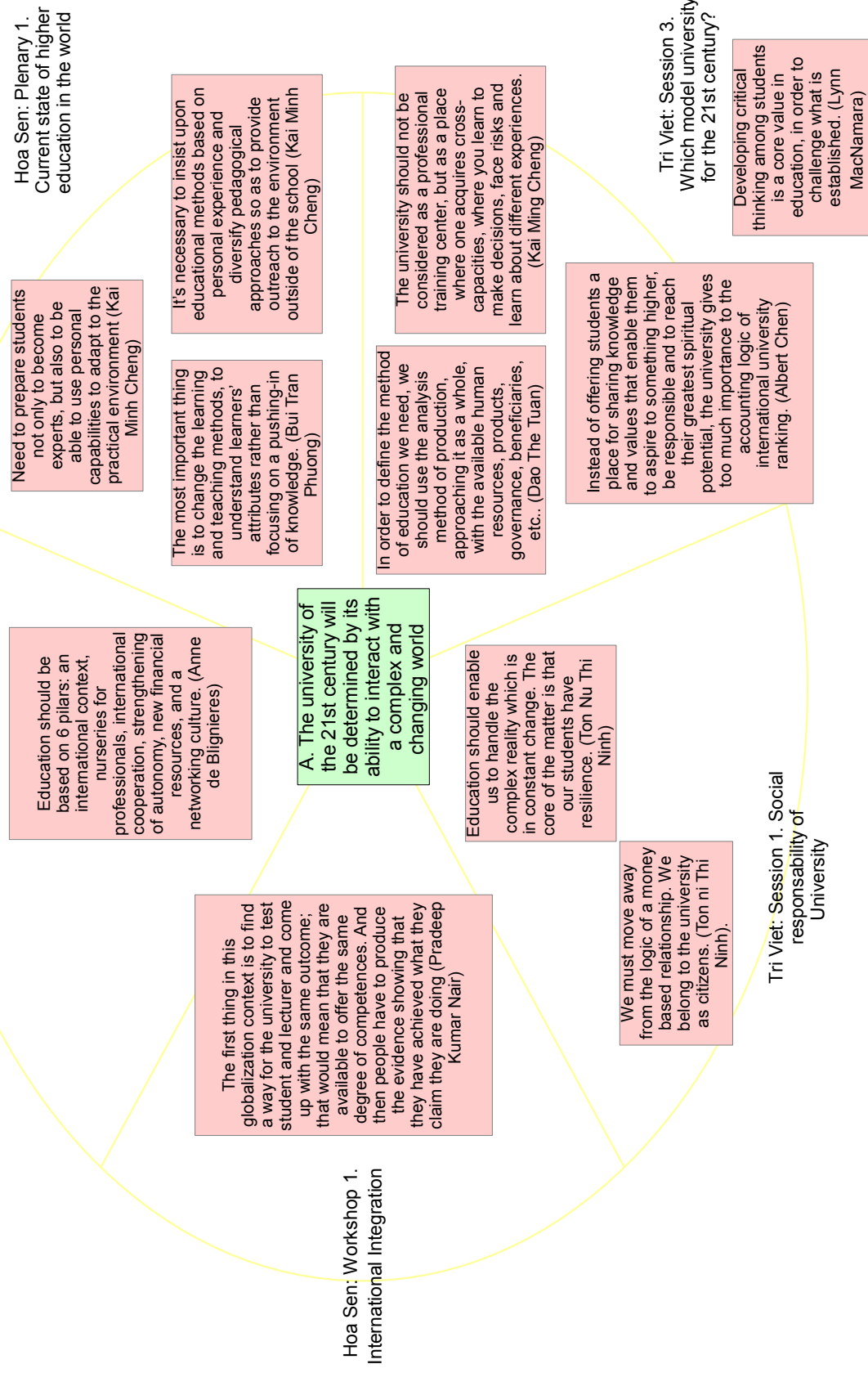
Tri Viet: Session 2. University Governance/ Autonomy

Hoa Sen: Workshop 1. International Integration

Tri Viet: Session 3. Which model university for the 21st century?

Axe A: Proposals

Hoa Sen: Plenary 2. Common grounds facing the challenges and changing



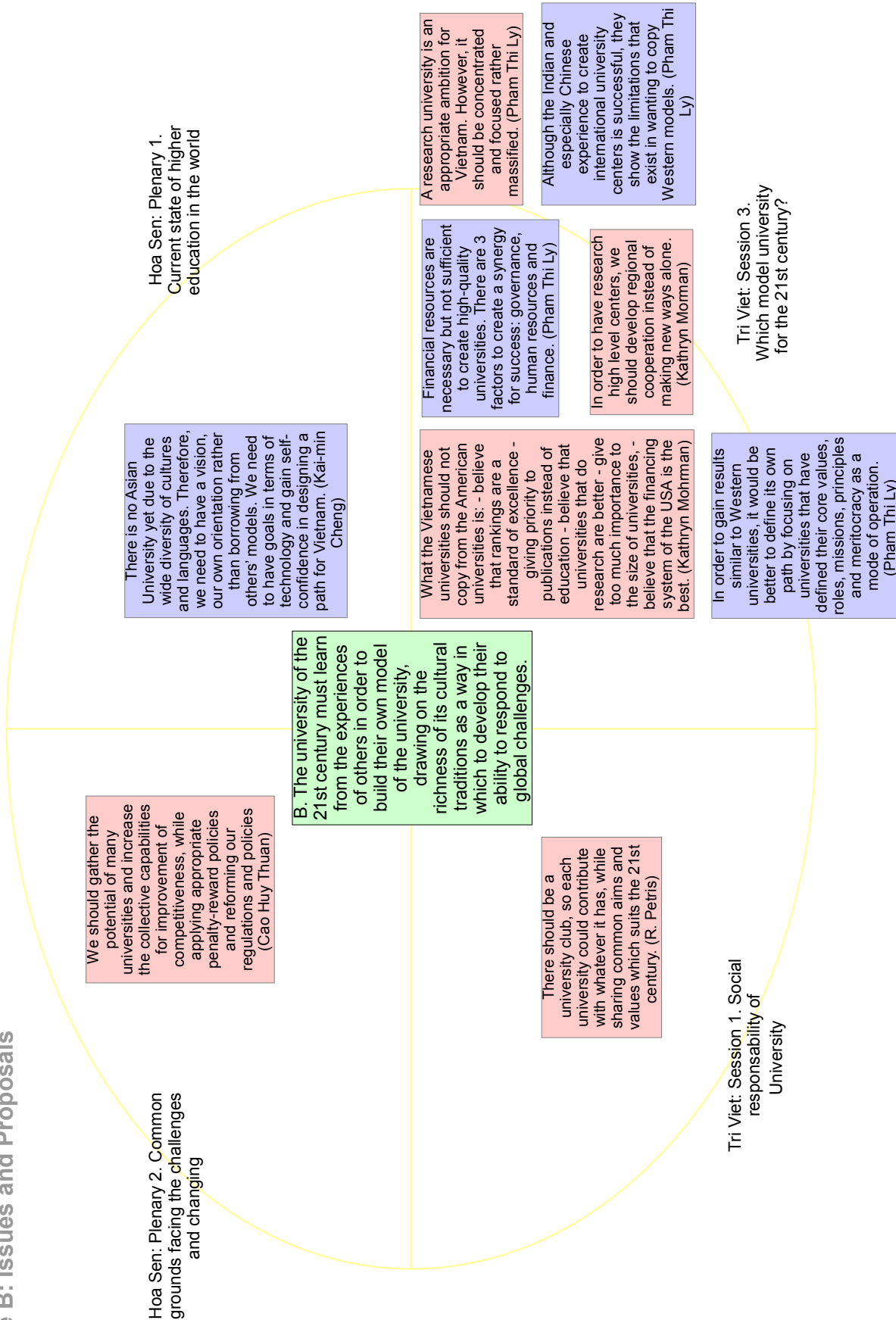
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Hoa Sen: Workshop 1. International Integration

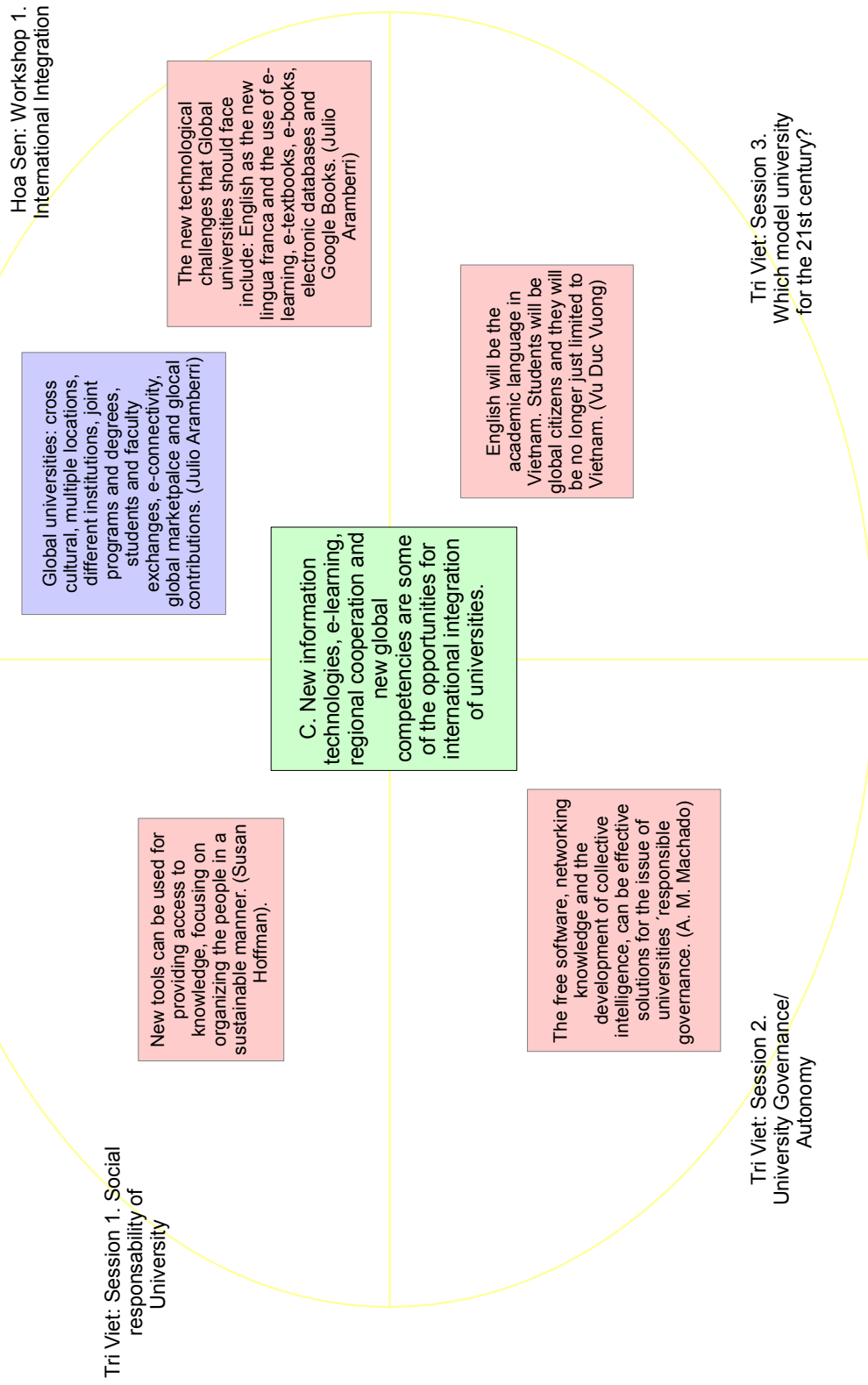
Tri Viet: Session 3. Which model university for the 21st century?

Tri Viet: Session 1. Social responsibility of University

Axe B: Issues and Proposals



Axe C: Issues and Proposals



Axe D: Issues and Proposals

Hoa Sen: Workshop 3.
Community oriented
university

We must make higher education programs that allow professionals to stay in their local territories and thus avoid migration and subsequent brain drain. (A. M Machado)

D. A democratic university is a university that allows the majority to enter, stay and successfully complete quality studies which are relevant to current challenges.

The democratization of the university is not only to attract students, support them and let them out. You need the equipment, skills and appropriate strategies to enable them to adjust and adapt to a more complex environment. The university should identify the needs, priorities based on the student and people of Vietnam. (Nguyen Kiem Than).

One of the challenges is to allow as many young people as possible to enter the university (H. Zufiga)

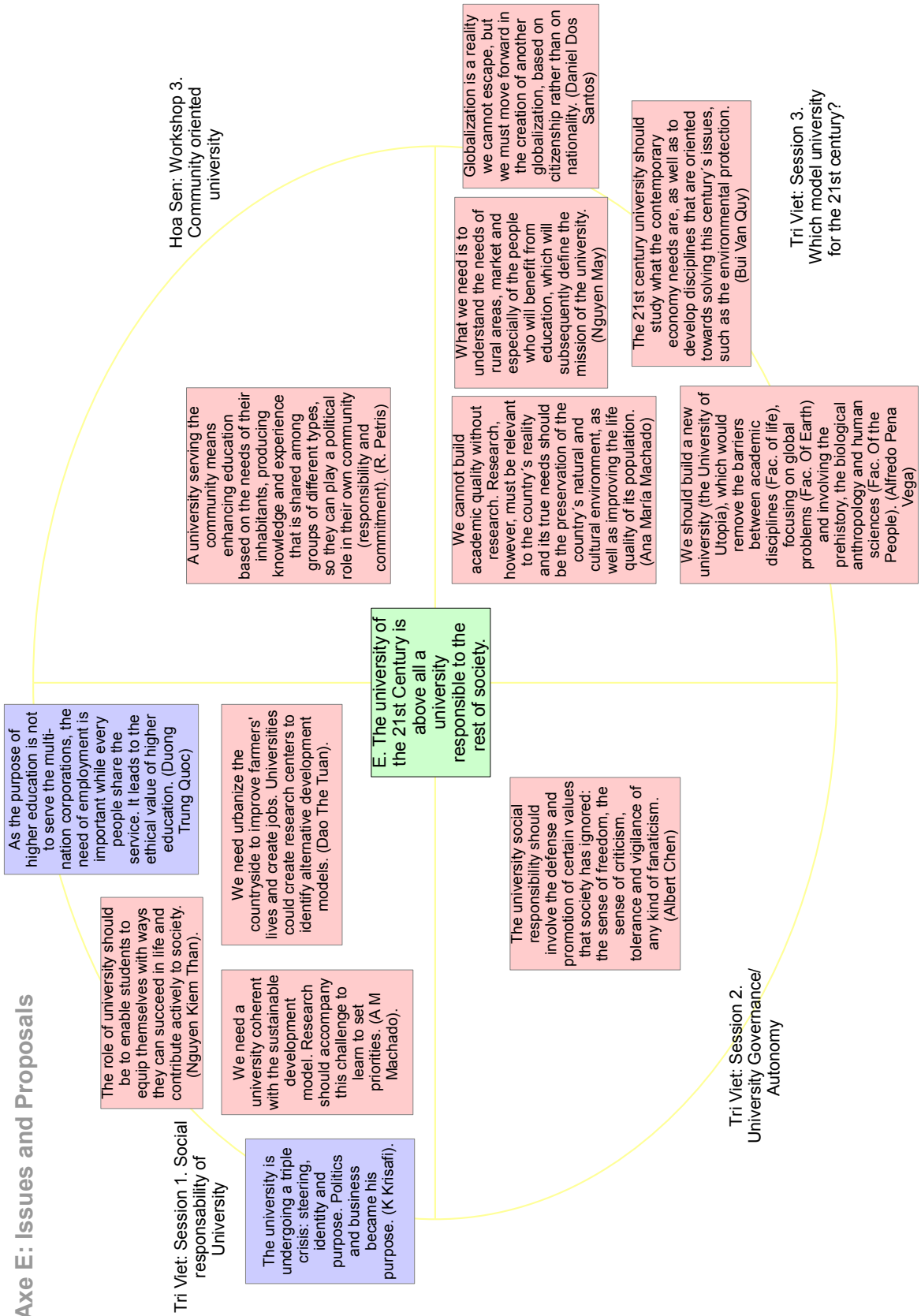
The university should not only ensure access to the largest number, but also their permanence and success (unlike the Argentine case where the failure rate is enormous). A Machado.

Doctors should descend from their ivory tower and campaign with young Vietnamese, helping them to discover for themselves their own values. (Phan Lu).

In Vietnam 70% of the population is rural. If we do not do anything to stop the drift from the land, the brain drain caused by it will make countryside disappears. (Dao The Tuan).

Tri Viet: Session 1. Social
responsibility of
University

Axe E: Issues and Proposals



Axe F: Issues and Proposals

Hoa Sen: Workshop 1.
International Integration

A university serving the community involves organization between the local community and the global community. (R. Petris)

There is need to join two opposing dimensions: local needs and international norms. There is a tendency to forget the local and to concentrate only on the international, an option that does not favor the big problem of brain drain from rural to urban. (A. M Machado)

F. The university of tomorrow will be global: it must be able to deliver training appropriate to the needs of a global citizenship, yet be connected with the specificity of the local community.

To understand the evolution of local fishing communities and farmers and inhabitants of the mountain in the globalized world we must understand how the knowledge of these groups can be preserved and exchanged to avoid conflict, live in peace, and re-energize the area. (case of Colombia). (R. Petris)

Internationalization should not merely become a process of following the Anglo-Saxon or American standards and practices. Following global practices and ideologies without developing our own unique systems and honoring the rich traditions, cultures, and scholarships of East Asia may easily lead us to enter the processes of recolonization. We should guard against copying without proper adaptation and contextualization. (Pradeep Kumar Nair)

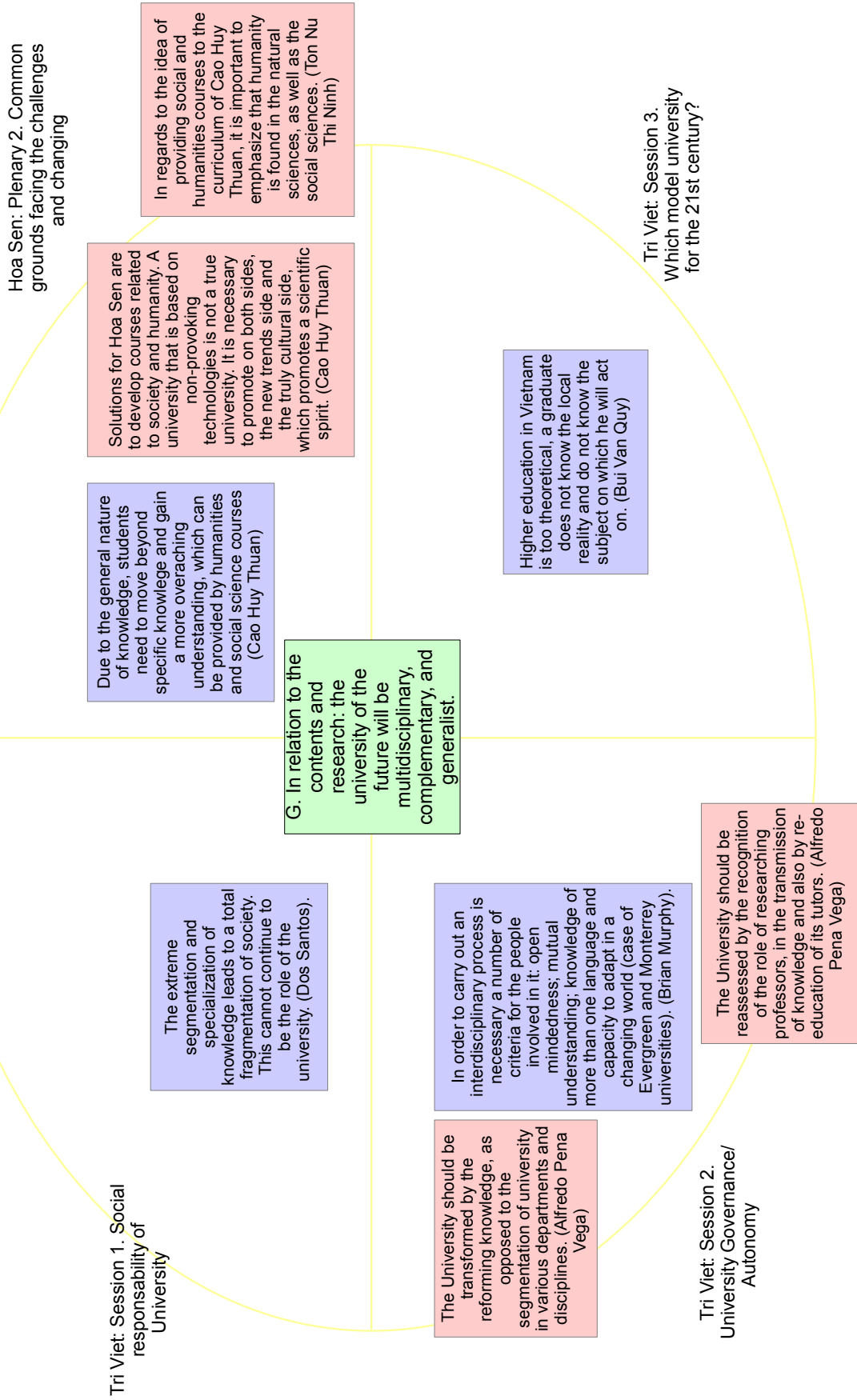
Many research centers work with small and medium farmers. The University should focus its research on the reality of the community and local problems (for Brazil). (A.M. Machado).

The university social responsibility should go beyond technical education and rethink it, in order to organize the rural environment and prevent drift from the land (case of Casrad Phano and Phano in Vietnam). (R. Petris).

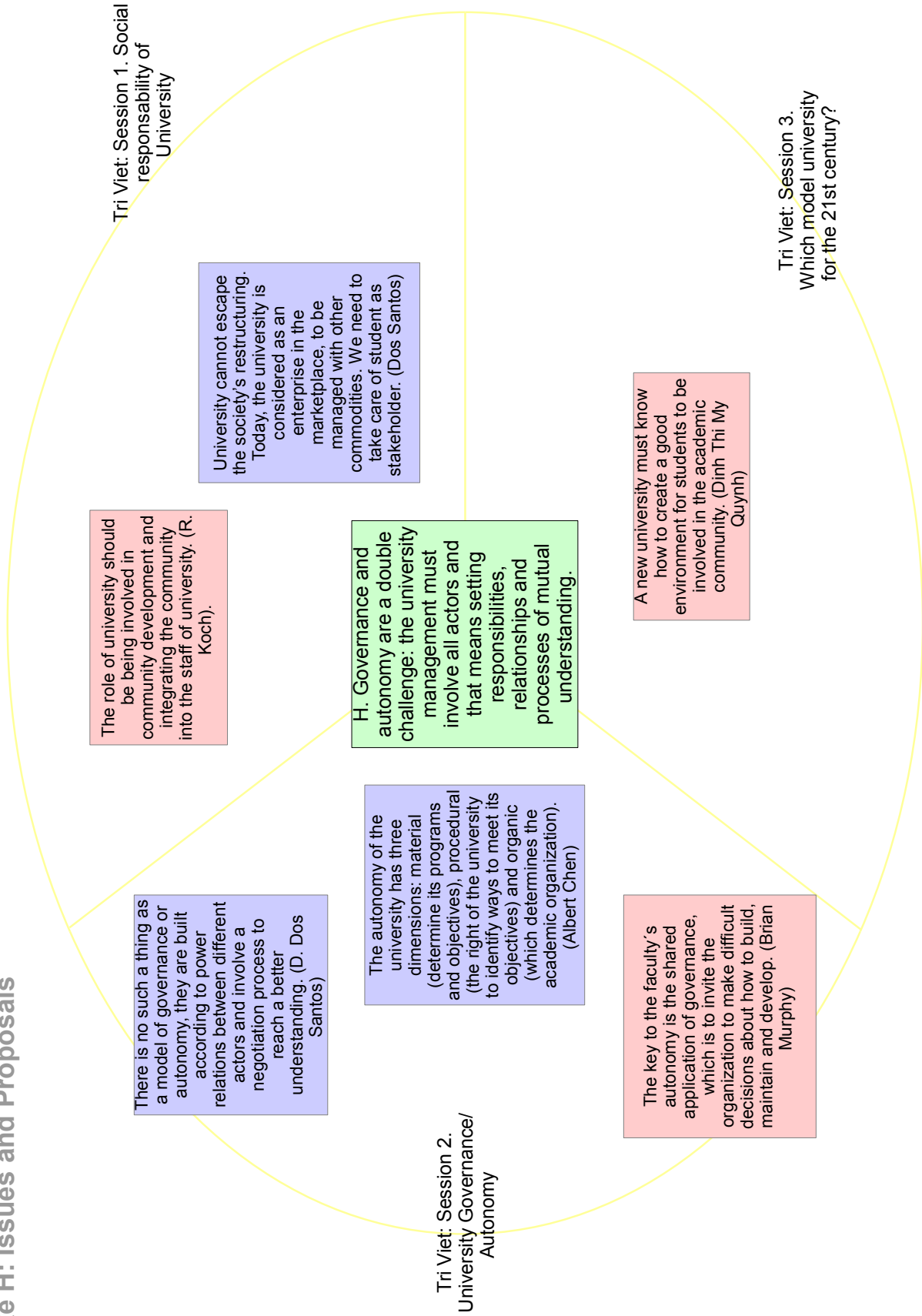
Hoa Sen: Workshop 3.
Community oriented university

Tri Viet: Session 1. Social responsibility of University

Axe G: Issues and Proposals



Axe H: Issues and Proposals



Axe I: Issues and Proposals

