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A. 面談者リスト

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Vo Trong Nghia

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徳山司文

ベトナム総代表、日本商工会副会長

三菱重工

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稲見和己

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トヨタ自動車	
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神戸誠	前人事部長
ベトナムヤマハ発動機	
小野勝	社長
逸見尚寛	経理財務・部長
日本航空 (JAL)	
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ベトナムイオンモール	
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Mr. Nguyen LAN	PMU of VNU investment construction Project
Mr. Nguyen Anh TUAN	PMU of VNU investment construction Project
Mr. Luu Thanh TUNG	PMU of VNU investment construction Project
Mr. Pham Van KHOI	PMU of VNU investment construction Project
Mr. Ha Quoc VINH	PMU of VNU investment construction Project
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Mr. Le QUAN	Dean of Personel Organization Department
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Assoc. Prof. Dr. Nguyen Hai THANH	Vice Rector
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Dr. Nguyen Thi Nhan HOA	Director – Department of Foreign Languages
Mr.Dinh Duc LONG	Director – Administrative Affairs Department

Dr. Dao TUNG	Dean – Department of Social Sciences – Humanities and Economics
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Nguyen Diep PHUONG	Student in English class
Tran Duy QUY	Student in English class
Nguyen Thanh MAI	Student in Japanese class
Duong Minh HOANG	Student in Japanese class
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Nguyen Ngoc TAN	Director of International Office
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Prof. Dr. Nguyen Van HUNG	Vice Rector
Ms. Dinh Tuong LAN	Rector’s cabinet
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Mr. Nguyen Ngoc HIEU	Expert
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Mr. Nguyen Van MINH	Expert
Mr. Pham Manh LINH	Expert
Mr. Nguyen Hoang THAI	Expert
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Dr. Dang Quang HUNG	International Cooperation Department Officer
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B. 中間報告会 報告書

1. 第1回中間報告会

Data Collection Survey for Vietnam Japan University

Summary of Interim Report Meeting I

May 2013

Oriental Consultants, Co., Ltd.

Japan International Cooperation Center

Japan Vietnam Economic Forum

Summary of Interim Report Meeting I

The JICA study team conducted the Interim Report Meeting I(VN) on 17 May 2013 in Hanoi, Vietnam. The participants were from Vietnam National University, Hanoi (VNU-Hanoi), VCKO, JICA Vietnam and JICA Study team members.

Prior to setting-up IR Meeting I, the JICA Study Team (JST) discussed with VNU about meeting schedule, agenda, participants to invite and methodology of meeting to obtain effective outcomes.

Due to VNU's busy schedule with their annual exams and assembly meeting of board members before the end of semester and graduation approval, it was determined to hold IR Meeting I (VN) and IR meeting II (JPN) concurrently.

Because of the preliminary stage of VJU concept, JST requested VNU to thoroughly discuss each topic of the various potential scenarios instead of just presenting ideas from JST. VNU agreed to spend more than a half day for discussions to obtain maximum results.

Hence proactive discussions are expected. The invited participants were primarily focused on VNU staff with taskforce members. A participatory approach was suggested by VNU in order to avoid specific speakers from dictating the meeting agenda and to enhance JST and VNU members getting to know each other.

The meeting consisted of three parts: 1) report on progress of the data collection survey, 2) brief report of the findings to date, and 3) group discussions on alternative scenarios for Vietnam Japan University (VJU) framework.

The group discussions were held with the following objectives:

- * Discuss potential scenarios of VJU with VNU.
- * Clarify constraints / opportunities of the various aspects of Potential Scenarios.
- * Provide theoretical explanation of Potential Scenarios to stakeholders including JICA.
- * Determine future directions of Data Collection Survey for VJU.

In order to obtain an optimum result in a very limited time frame, participants were divided into four groups for the following four themes (one group for one theme), so that more focused discussions with smaller group of people could be made in parallel:

- [A] Premises
- [B] Branding
- [C] Education Program
- [D] Sustainability

The categories for these four themes basically came out of the critical assumptions which determine the future of VJU. Special consideration was made for the implementation and operations phases. The theme name was determined as a keyword which most ideally

represented each topic.

In each group, members discussed Pros & Cons of alternatives for each topic set by the JICA study team for discussion. After the group discussion, the results were presented to all participants to receive their feedback. The results of group discussion and feedback from participants are summarized below.

A. Premises

The group discussed the location of the VJU campus. The group concluded that the alternative “VJU to be inside the new campus site of VNU” seems to be most suitable for VJU in terms of good environment for study and research, close interaction with whole university system of VNU, sharing resources and facilities with institutes under VNU, and especially VNU sharing current campuses in the center of Hanoi (for satellite campus).

B. Branding

The group discussed the mission of VJU, legal entity/status, and Vietnamese and Japanese Universities involvement.

Mission: the group recommended for VJU to be “Center of Excellence”, with university brand well-known not only in Vietnam but also in the region. However, after the presentation, Prof. Nhuan suggested that the education and research should be initiated from “Center of Excellence” and in the long-term to target becoming “Center of Excellence with Practical Education”.

Legal entity/status: the group concluded that the alternative to “establish new university under VNU” with similar setting as International University of VNU has higher economic feasibility and offers greater academic cooperation among students, lecturers and researchers.

Vietnamese and Japanese universities involvement: the group members agreed that the alternative involving “brand of Japanese universities” seems to have higher feasibility rather than formulating a consortium of Japanese Universities.

C. Education Program

The group discussed VJU’s education levels, academic degrees, curriculum, language, and staffing.

Education Levels: the group recommended that VJU is better to have “both undergraduate and postgraduate (starting from undergraduate)”, and the “VJU original curriculum” should be developed based on the Japanese Universities curriculum with some Vietnamese specific content, and offer a dual degree system.

Teaching staff and Languages: the group agreed on the importance of Japanese lecturers, but also proposed a new alternative involving “mixed staff of Japanese, Vietnamese and international” by inviting internationally top level lecturers/researchers from all over the world. This new alternative includes training of Vietnamese staff in Japan and other countries. A new proposed alternative was for English to be a core language, with Japanese and Vietnamese also used for selected subjects.

D. Sustainability

The group discussed funding sources for the planning & implementation stage and the operations & management stage.

The group members agreed that the goal of VJU should be to be self-sustainable in both financial and technical aspects. The group recognized the importance of financial source to determine the reputation of university for Vietnamese students and their parents.

Alternative A “Government budget + ODA loan” was selected as the preferable funding source to initiate the project. VJU should be under a well-known university such as VNU to get strong support from both Governments. PPP scheme could support the development and enhance sustainability of the project implementation and operations of VJU.

The reputation of students is the most important factor for determining the finance source. Group members thought that the finance source will strongly affect this reputation.

These results of discussions by theme and topic will be presented and discussed in the I/R Meeting II (JPN) with participants from Japanese Universities which have interest in VJU, and will be reflected when the comprehensive alternative scenarios will be formulated.

1. Detailed Summary of Discussions

A. Premises

(1) Discussion results with justification and reasons for supporting a specific scenario

The group discussed the location of campuses based on the following 3 alternatives set for discussion purposes.

- Alternative A – Inside the new campus site of VNU
- Alternative B – VNU new campus plus HHTP
- Alternative C – campus in HHTP area

The group agreed to divide discussion matters into 7 specific issues for easier comparison of differences, and cons and pros among 3 alternatives. The issues of most concern in the field of location and land availability of VJU included: 1. Study & Research Environment, 2. Research collaboration & Research facilities for sharing, 3. after-class activities, 4. the suitability to Master plan, 5. the interaction with whole the system, 6. the satellite campuses and 7. the estimated date for establishment. The marks were 1, 2 and 3, where mark 3 was given to the alternative which has most practical possibilities, mark 2 for smaller possibilities, and mark 1 for the least possibilities.

Results of discussion were as follows:

● **Alternative A – Inside the new campus site of VNU**

This alternative got the highest approvals related to the location and availability in case of establishing VJU based on its very good environment for study and research, sharing facilities for research of more than 10 institutes, interaction with the whole system (surrounding environment), and especially VNU sharing current campuses in the center of Hanoi (for satellite campus).

● **Alternative B – VNU new campus plus HHTP**

This alternative received average preference due to the strong advantage of being ready for master plan and its interaction, sharing surrounding facilities & areas with other campuses.

● **Alternative C – campus in HHTP area**

This alternative did not receive much preference by the team because of reasons relating to relations and interaction with other educational institutions, availability of infrastructure and so on. (It should be noted, however, that the participants were not highly familiar with the detailed plan of HHTP.)

(2) Feedbacks from all participants:

- Private investments and commercial facilities were issues that need further study to

identify the feasibility of cooperation between university and private companies.

- Function of the satellite campus should become clearer in the next meetings.

B. Branding

Discussion from the group on Branding is summarized as follows:

(1) Discussion results with justification and reasons for supporting a specific scenario

(a) Mission of VJU

In regard to the mission of VJU, the following 3 alternatives were set for discussion purposes:

- Alternative A (Center of Excellence)
- Alternative B (Practical Education)
- Alternative C (Center Excellence + Practical Education)

Among these alternatives, group members preferred Alternative A, because it was simple and easy to have cooperation between VNU and Japanese universities through Center of Excellence. With experience from the International School, there is higher feasibility to establish VJU as legal international institute using English teaching methods. In addition, Center of Excellence could be extended to ASEAN countries and it would also supply the demand for human resources resulting from Vietnam-Japan Cooperation.

On the other hand, as the Center of Excellence only focuses on the universities under VNU, there is a limitation and it will lack wide cooperation from Vietnam universities under MOET. Practical education with wide cooperation among Vietnamese and Japanese universities could be the best way for promoting cooperation among Vietnamese and Japanese universities.

Alternative C also was discussed and it shall be considered as future plan for VJU, not only in Vietnam but for region-wide education and research.

Alternative B and C both have risks from MOET that may take time to discuss and clarify all the legal matters to establish VJU. In addition, there is also the difficulty to control Japanese universities in Alternative B.

(b) Legal Entity / Status

Looking at the legal entity/status, Alternative A, to establish new university under VNU (similar setting as International University) has higher economic feasibility and academic cooperation among students, lectures and researchers. On the other hand, Alternative B, New Model Univ. under MOET (similar setting as VGU and USTH), has the difficulty regarding immediately establishment of VJU.

(c) Japanese Universities Involvement

For the Vietnamese and Japanese universities involvement, Alternative C, the brand of Japanese universities has higher feasibility than others alternatives. Alternative A,

Consortium of Japanese universities and Alternative B, Partner of universities by faculty, both require a consortium of Japanese universities; therefore, comments stated that it would be difficult to control.

(2) Conclusion

Among the 3 alternatives, the group members selected Alternative A (Center of Excellence) to initiate the project and VJU shall be established by the best professional and most well-known university from among both VNU and Japanese universities.

The goal of VJU should be to become a well-known university brand, not only in Vietnam but also in the region.

(3) Feedback from Participants

Some comments after the presentation from the Branding group:

- Dr. Nhuan commented that the mission might be “Center of Excellence” but the education and research shall be “Center of Excellence with Practical Education”. In addition, VJU should cooperate with top Japanese universities in both field of study and research.
- Dr. Nhuan also suggested that VJU shall have the goal of becoming a branded university such as Harvard University and Chicago University.

C. EDUCATION PROGRAM

(1) Discussion results with justification and reasons for supporting a specific scenario

Group for Education Program discussed the following topics:

- (a) Education Levels
- (b) Fields of Education
- (c) Curriculum
- (d) Teaching Staff
- (e) Languages
- (f) Academic Degrees
- (g) Places to Study

Discussions were based on the 3 alternatives which were set by JST. The results are summarized as follows:

(a) Education Levels

3 alternatives set for discussion purpose were:

Alternative A (Undergraduate)

Alternative B (Undergraduate & Postgraduate)

Alternative C (Research Oriented Post Graduate).

Alternative B (both undergraduate and postgraduate) was supported by the majority of group members because undergraduate students may enter the postgraduate program. Justifications and reasons behind this thinking are as follows:

- **Alternative A (Undergraduate)** was supported because of many students are interested in undergraduate programs only. Bachelor degree is felt to be sufficient for getting a good job.
- **Alternative-B (Undergraduate & Postgraduate)** was supported because undergraduate students may become the source for postgraduate program since Postgraduate programs require a high quality of student with excellent skills in both academic knowledge and research skills. Many students in Vietnam cannot meet this requirement immediately so they should be given time for preparation; hence this alternative.
- **Alternative C (Research Oriented Post Graduate)** was supported because research oriented postgraduate programs contribute a huge portion to building the university's reputation and ranking. However, it is also confirmed that most people don't want to take the full-time courses because they want to keep their jobs.

(b) Fields of Education:

3 alternatives for discussion were:

Alternative A (Multi Faculties)

Alternative B (Single Faculties)

Alternative C (Starting from 1-2 faculties and being shifted to Multi Faculties).

Alternative A (Multi Faculties) was recommended by group members, but the details will be discussed in the next meeting due to the lack of time. Alternative C is also supported because the university can develop gradually without a large amount of investment in the short term (i.e. for equipment and facilities).

(c) Curriculum:

3 alternatives for discussion were:

Alternative A (VNU/MOET Curriculum)

Alternative B (VJU original curriculum)

Alternative C (Japanese Universities Curriculum).

Participants preferred **Alternative B (VJU Original Curriculum)** which is developed based on the Japanese Universities curriculum and some particular Vietnamese subjects suitable for VJU. Justifications and reasons behind this preference are as follows:

- **Alternative A (VNU/MOET Curriculum)** is based on the situation in Vietnam and it also has many subjects that are designed particularly for Vietnam such as Vietnam's geology. However, this curriculum doesn't meet the requirement of Japanese firms (e.g. language and culture).
- **VJU original curriculum (Alternative B)**, If developed, will be based on the Japanese curriculum with some Vietnamese specific curriculum; accordingly, it will be the best choice to cover both pros and cons of alternatives A and C. There are some subjects that are specific and adapt to real situations in Vietnam such as Vietnam's geography, geology, etc. In addition, the regulations and laws of Vietnam on higher education require some Vietnamese subjects such as Ho Chi Minh Ideology and Defence Education.
- **Alternative C (Japanese Universities' Curriculum)** will be preferred by students because many students have the image that the knowledge and technology in Japan are more advanced and up to date. However, it includes subjects that are specific and adapt to real situations in Vietnam or meet the regulations and laws of Vietnam on higher education that requires some Vietnamese subjects.

(d) Teaching Staff

4 alternatives for discussion were:

Alternative A (Vietnamese Staff)

Alternative B (Vietnamese Staff + Japanese Lecturers)

Alternative C (Japanese Lecturers + New Vietnamese Staff)

Alternative D (Lecturers + Staff would be a mixture of Vietnamese, Japanese and international)

.

As a result of the discussion, group members proposed an **Alternative D**: Lecturer and Staffs should be mixed of not only Japanese and Vietnamese but also international lecturers from all over the world. However, the rector of VJU is recommended to be Japanese.

This Alternative D also includes training of Vietnamese lecturers and staff in Japan. They can be trained in other countries as well.

Main advantage of Alternative D is that VJU can attract more highly qualified human resources with diversified knowledge from around the world.

(e) Languages

4 alternatives for discussion were:

Alternative A (English + Vietnamese),

Alternative B (Japanese + Vietnamese)

Alternative C (Japanese + English + Vietnamese)

Alternative D (English (core) + Japanese + Vietnamese)

As a result of discussion, group members proposed an **Alternative D**: English (core) + Japanese + Vietnamese. Justifications and reasons behind this preference are as follows:

- Most students study English in high school, but students who can speak Japanese are very limited.
- Some subjects, such as science and mathematics, are better to be taught in English. No need to be taught in Japanese.
- Japanese firms will prefer to employ people who know Japanese. However Japanese is very difficult to study. If the university can show future job opportunities in Japanese companies to students, it will help students to have motivation to study Japanese.
- Some specific subjects need to be taught in Vietnamese because the curriculum is conducted in Vietnamese.

(f) Academic Degrees

4 alternatives for discussion were:

Alternative A (VNU's Degree or VJU Original Degree),

Alternative B (VNU & Japanese Universities Double Degree) and

Alternative C (Japanese Degree only)

Alternative D (Double degree: VJU's original degree + Japanese Universities' degree).

Through the discussion, group members proposed an **Alternative D**: VJU's original degree + Japanese Universities' degree (Double degree). Justifications and reasons behind this preference are as follows:

- Each university under VNU will issue its own degrees; however, VJU will be able to issue the original degree.
- Some students prefer Japanese Universities' Degree, so it is better to offer choices to students.

(g) Places to Study

3 alternatives for discussion were:

Alternative A (4 years in Vietnam)

Alternative B (4 years in Vietnam & 2 years in Vietnam + 2 years in Japan)

Alternative C (2 years in Vietnam + 2 years in Japan).

The group members select 4 years in Vietnam and 2 years in Vietnam + 2 years in Japan (Alternative B) is the best option. Justifications and reasons this preference are as follows:

- Many students are willing to go abroad to study. The chance to study in Japan will attract students.
- Students will be given a choice depending on their own interest and financial capability.

(2) Conclusion of Group Members

Preferable scenarios for topics related to education program of this group were as follows:

- **Education levels:** Alternative B (both undergraduate and postgraduate) was supported by the majority.
- **Curriculum:** Alternative B (VJU Original Curriculum) which was developed based on the Japanese Universities' curriculum and some particular Vietnamese subjects.
- **Teaching Staffs:** Alternative D (Lecturer and Staffs should be mixed of Japanese, Vietnamese, and some international members) was proposed by the members
- **Languages:** Alternative D (English (core) + Japanese + Vietnamese) was proposed.
- **Academic degrees:** Double degree: VJU's original degree + Japanese Universities' degree
- **Places to study:** 4 years in Vietnam & 2 years in Vietnam + 2 years in Japan (Students can choose)
- **Fields of Education** will be discussed in the next meeting.

(3) Feedback from Participants

Some comments from Prof. Nhuan after the presentation of Education Program group:

- Fields of education should not be limited to the existing education fields; new fields for future research and study should be taken into consideration in determining the fields of education.
- Staffing: Staff should be international, and not limited to just Vietnamese and Japanese.

D. Sustainability

Discussions on the group of Sustainability are summarized as follows:

(1) Justification and reasons for supporting a specific scenario.

In regard to the project implementation and its finance, the following 3 alternatives were set for discussions purposes:

- Alternative A (Vietnamese Government + Japanese ODA)
- Alternative B (PPP + Donation)
- Alternative C (Private Investment)

Among these alternatives, group members preferred Alternative A, because they realized that the finance source will determine the image and reputation of the university. With the funding from VN Government and Japanese ODA loan, the reputation of VJU may be guaranteed, because students and their parents will know that VJU is a public university. This point of view was supported by the common understanding toward public and private universities in Vietnam that public universities are more preferable than private universities in Vietnam.

[In Vietnam, public universities were established many years ago, are well-known, and have a good reputation. In addition, public universities can get support from Government in terms of funding and policies. On the other hand, private universities have just been newly established, have low entrance marks and not a high reputation. In addition, since some private universities

defraud students by expropriating the tuition fee, not issuing an academic degree, or having an academic degree that is not recognized. Therefore, private universities must do more to gain reputation.]

Moreover, VJU will be supported by the VN Government in both planning & implementation and operations & management stages. This will ensure long-term sustainability for VJU.

[As a public university, VJU will be sponsored by the Government, supported by Government budget, get have reputation guaranteed and academic support from teaching staffs of other universities.]

In addition, VJU, as a public university, will not have to pay tax.

However, there are some constraints of Alternative A which the group members pointed out. They commented that if the funding sources of VJU come from the government budget and Japanese ODA loan, there will be many approval procedures to take before the disbursement; therefore it may slow the implementation and construction works.

Group members also gave some comments on Alternative B and Alternative C.

For Alternative B (PPP + Donation), Dr. Dzung, Vice Rector of UEB-VNU thinks that this alternative will help VJU rely less on State Budget including Japanese ODA loan. Nevertheless, PPP may be a complicated model primarily due to the necessity of coordination and decision making mechanism amongst various stakeholders including government agencies, universities and private sector participants.

The 3rd alternative, which relies only on private investments, will bring quick disbursement process, good quality and quick service delivery and flexible administration because private organizations will manage and monitor their investment very well, and decision making procedure is not as complex as public organizations.

However, if the legal entity of VJU has private university status, it will be difficult to obtain an instant reputation of the university in the beginning, which leads to difficulties in recruiting students.

In addition, a private university has to face complex legal procedures from the establishment stage to the operations stage of the university. Moreover, the university has to bear a heavy tax burden and thus the university will be required to set an expensive tuition fee, which will challenge students recruitment.

(2) New ideas rather than the alternatives provided by JST

During the discussions, Ms. Huong, Deputy Head of Planning-Finance Department, suggested that VJU should be under a well-known university, which already has a good reputation in Vietnam (i.e. VNU), so that the reputation of VJU may be guaranteed. Another opportunity when VJU is under VNU, VJU will be supported by experienced staff in both academic and administrative sections from the university and could apply university policies which have already been established.

(3) Consideration of critical issues or conditions in Vietnam which JST should take note of for further study

In order to have further study, JST should take note of several issues. Firstly, JST should find more information about the attitude and opinions of students and their parents about private university, because the group members' opinion is only qualitative. Secondly, the approval procedures to disburse Government budget and Japanese ODA loan should be clarified and compared with the disbursement procedure of a private investment. Therefore, JST may identify the complexity of Government budget and Japanese ODA loan's disbursement and may organize the necessary steps in case VJU's fund is from these sources.

(4) Conclusion

Among the 3 alternatives, the group members selected Alternative A (funding sources from the Government budget + ODA loan) to initiate the project, and VJU should be under a well-known university such as VNU to get strong support from both the Governments. PPP scheme could support the development project and enhance sustainability of the project implementation and operations of VJU.

The goal of VJU should be to become self-sustainable in both financial and technical aspects.

(5) Feedback from Participants

Dr. Nhuan has some comments after the presentation of the Sustainability group:

- First of all, Dr. Nhuan commented that in case VJU finds funding sources from Government budget, there will be some requirements which VJU should meet, because the Government does not simply give away money. However, the construction of VJU's main campus will be supported by the Government.
- Dr. Nhuan also suggested that VJU should be active in finding funding. 70% of the fund may come from tuition fees, but the remaining funds may need to come from revenue when VJU provides research services or education services for companies and organizations.
- Finally, Dr. Nhuan highlighted that the most difficulty work for VJU is to determine how to maintain the university after establishment.

2. Pros & Cons Summary Table

A. Premises

	Alternative A Inside the new campus site of VNU	Alternative B VNU new campus plus HHTP	Alternative C In HHTP area
Pros	<p>(+) Good environment for study & research with available VNU infrastructures (some parts will not be completed until 2016) and easy contact with other research groups</p> <p>(+) Closed collaboration in carrying out research with support from more than 10 institutes</p> <p>(+) Multiple & attractive activities for students to attend after class</p> <p>(+) Ready for Master Plan (first phase)</p> <p>(+) Dynamic interaction with the whole system, especially sharing surrounding facilities from VNU</p> <p>(+) VNU can surely share existing campus in the centre of Hanoi to VJU satellite campus</p> <p>(+) Date of beginning VJU activities could be sooner due to having support from current (plans of) VNU infrastructure and facilities.</p>	<p>(+) High interaction with the whole system (surrounding environment)</p> <p>(+) Ready for Master Plan (Possible to start with VNU campus site following the master plan, and extend to HHTP area)</p> <p>(+) Good study & research environment</p>	<p>(?) Relation with HHTP Master Plan is not clear.</p> <p>(+) High advantage of practical matters during studying</p> <p>(+) Possibility to collaborate with private sector firms in HHTP</p>
Cons	<p>(-) Need to have very close cooperation with VNU relating to management & operation matters</p>	<p>(-) Date of beginning VJU activities might take time and are hard to estimate.</p> <p>(-) The campus facilities would be scattered.</p>	<p>(-) HHTP is an industry area (only FPT university there), so there is no student community & not good environment for study</p> <p>(-) Infrastructure need to be built from scratch and construction will take time</p> <p>(-) Activities for students after class would not be much, easy stress might occur, and study spirit might not be so high</p> <p>(-) Date of beginning VJU activities might take time and are hard to estimate</p>

B. Branding

	Alternative A	Alternative B	Alternative C
Mission	Center for Excellence	Practical Education	Center for Excellence + Practical Education
Pros	<ul style="list-style-type: none"> Simple and easy cooperation between VNU and Japan universities. High feasibility Legally use English as International Univ. Could be extended to ASEAN countries Meet the need for HR of Vietnam Japan Cooperation 	<ul style="list-style-type: none"> Wide cooperation among Vietnam and Japan universities Best way to cooperate among Vietnam and Japan universities 	<ul style="list-style-type: none"> Not only in Vietnam but region-wide education and research institute
Cons	<ul style="list-style-type: none"> Not wide cooperation from Vietnam Univ. Political Issue 	<ul style="list-style-type: none"> Risks from MOET Japanese side cannot control Political Issues Degree from VNU require Politics credit and military credit 	<ul style="list-style-type: none"> Risks from MOET
Legal Entity/Status	Univ. under VNU (similar setting as IU)	New Model Univ. under MOET (similar setting as VGU and USTH)	Private Univ. (e.g. RMIT)
Pros	<ul style="list-style-type: none"> High feasibility Economic Model Critical Mass Cooperation Academic Model Cooperation: among Students, Lecturers, Researchers COE for Research 		<ul style="list-style-type: none"> High feasibility
Cons		<ul style="list-style-type: none"> Difficulty 	
Vietnamese & Japanese Universities' Involvement	Consortium of Japanese Universities	Partner Universities by Faculty	Branch of Japanese Universities (by Faculty)
Pros			<ul style="list-style-type: none"> High feasibility
Cons	<ul style="list-style-type: none"> Chaotic, cannot control 	<ul style="list-style-type: none"> Chaotic, cannot control 	

C. EDUCATION PROGRAM

Education levels	Alternative A Undergraduate	Alternative B Undergraduate & Postgraduate	Alternative C Postgraduate (Research Oriented)
Pros	<ul style="list-style-type: none"> Most of students are interested in undergraduate programs only. Bachelor degree is a basic requirement for getting a good job. 	<ul style="list-style-type: none"> Undergraduate students may enter the postgraduate program. 	<ul style="list-style-type: none"> Contribute to university's reputation and ranking.
Cons			<ul style="list-style-type: none"> Difficulty for attending full-time postgraduate course. Requires high quality students. Requires a lot of advanced technology and equipment.
Field of Education	AlternativeA Multi Faculties	AlternativeB Single Faculty	AlternativeC Start from 1-2 faculties >> Multi Faculties
Pros	<ul style="list-style-type: none"> details will be discussed in the next meeting. 		
Cons			
Curriculum	AlternativeA VNU/MOET Curriculum (A)	AlternativeB VJU Original Curriculum (B)	AlternativeC Japanese Universities' Curriculum (C)
Pros	<ul style="list-style-type: none"> Suits the current situation in Vietnam. 	<ul style="list-style-type: none"> This alternative is best choice because it covers both pros and cons of alternatives A and C 	<ul style="list-style-type: none"> Image of Japanese Curriculum is good : more advanced and up to date technology and knowledge
Cons	<ul style="list-style-type: none"> Doesn't meet the requirement of Japanese firms (e.g. language and culture) 		<ul style="list-style-type: none"> Subjects that are specific and adapt to real situations in Vietnam are missing.
Teaching Staff	AlternativeA Vietnamese Staff	AlternativeB Vietnamese Staff + Japanese Lecturers	AlternativeC Japanese Lecturers + New Vietnamese Staff
Pros	-	-	-

Cons	-	-	-
	AlternativeD Vietnamese + Japanese + International Lecturers and staff		
Pros	<ul style="list-style-type: none"> ▪ This will allow to recruit high level staff from all over the world. 		
Cons	-		
Languages	AlternativeA English + Vietnamese	AlternativeB Japanese + Vietnamese	AlternativeC Japanese + English + Vietnamese
Pros			<ul style="list-style-type: none"> ▪ Some subjects are better to be in English.
Cons	<ul style="list-style-type: none"> ▪ Japanese company prefer students who know Japanese. 	<ul style="list-style-type: none"> ▪ Students who can speak Japanese are limited. 	<ul style="list-style-type: none"> ▪ Students who can speak Japanese are limited.
	AlternativeD English should be the core language. + Japanese + Vietnamese		
Pros	<ul style="list-style-type: none"> ▪ Most students study English at high school. ▪ Japanese firms prefer to employ people who know Japanese ▪ Some subjects need to be taught in Vietnamese. 		
Cons	<ul style="list-style-type: none"> ▪ Japanese is very difficult to study. 		
Academic Degrees	AlternativeA VNU's Degree or VJU Original Degree	AlternativeB VNU & Japanese Universities Double Degree	AlternativeC Japanese Degree only.
Pros	<ul style="list-style-type: none"> ▪ VJU will be able to issue original degree. 		<ul style="list-style-type: none"> ▪ Some students will prefer Japanese Degree.
Cons			<ul style="list-style-type: none"> ▪ Depends on the Japanese university which will issue the degree.
	Alternative D VJU's original degree + Japanese Universities' degree (Double degree)		
Pros	<ul style="list-style-type: none"> ▪ VJU can issue original degree ▪ Give choice to students since some students prefer Japanese Universities' Degree. 		
Cons			
Places to Study	AlternativeA 4 years in Vietnam	AlternativeB 4 years in Vietnam & 2 y in Vietnam + 2 y in Japan	AlternativeC 2 years in Vietnam + 2 years in Japan
Pros	<ul style="list-style-type: none"> ▪ Less cost 	<ul style="list-style-type: none"> ▪ Student should be given a choice 	
Cons			<ul style="list-style-type: none"> ▪ living cost in Japan is expensive.

D. Sustainability

Students are the most important factor for determining the finance. Group members thought that the finance source will determine the reputation.

Stages	Alternative A	Alternative B	Alternative C
Planning and Implementation Stage	Vietnamese Government + Japanese ODA	PPP + Donation	Private Investment
Operations and Management Stage			
Pros	<ul style="list-style-type: none"> ▪ Image of Reputation ▪ Support from Government ▪ Experience & Expertise can be obtained ▪ Long-run sustainability ▪ No tax 	<ul style="list-style-type: none"> ▪ Less relying on State budget & ODA loan 	<ul style="list-style-type: none"> ▪ Quick Process ▪ Good and Quick Services ▪ Flexible Administration
Cons	<ul style="list-style-type: none"> ▪ Many procedures to take ▪ Slow Implementation and Construction Works 	<ul style="list-style-type: none"> ▪ Complicated ▪ Need mechanism for identifying private participation (interest) 	<ul style="list-style-type: none"> ▪ No reputation in the beginning ▪ Complex Legal Procedure ▪ Tax Burden ▪ Expensive ▪ tuition fee ▪ Depends too much on interest of private entities

The following is the quantitative evaluation on Sustainability by Assoc. Prof. Hai:

1. Financial source of Project implementation:

Establishment	A	B	C
1. Land	2	1	0
2. Human resources	2	1	1
3. Legal procedures	2	1	1
4. Investment – Building – Dormitory	2	1	0
Total	8	4	2

2. Operation & management financing:

Income of the university	A	B	C
1. Public (government)	2	1	0
2. Students	0	1	2
3. Company	1	1	2
4. Research & Development	1	1	2
5. Others (donation...)	1	1	2
Total	5	5	8

3. Academics:

Reputation	A	B	C
1. Student	2	0	0
2. Teachers	2	1	1
3. Services	0	1	2
4. International	2	2	2
Total	6	4	5

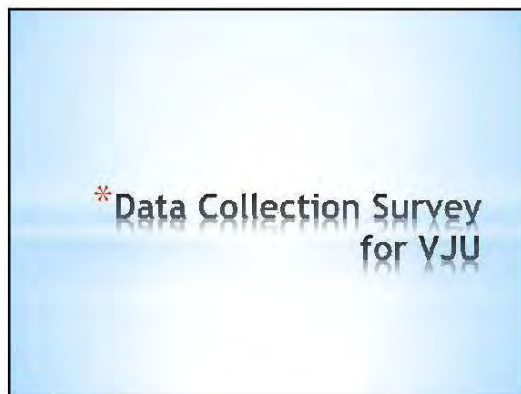
3. Participants

Organization	Name of Participants
VNU-Hanoi	<ul style="list-style-type: none"> • Prof. Nguyen Kim Son , Vice President of VNU • Prof. Dr. Mai Trong Nhuan, National Senior Expert • Mr. Nguyen Hoang HAI, Director of Project development and management board • Mr. Truong Viet Ha, Vice Director of International Relation Department • Mr. Le Quan, Head of Organization , Personnel Department, VNU • Assoc. Prof. Dr. Vu Van Tich, Director of R&D Department, VNU • Mr. Nguyen Trong Do, Rector of International School, VNU • Assoc. Prof. Nguyen Hai Thanh, Vice Rector of International School, VNU • Assoc. Prof. Dr. Le Kim Long, Rector of University of Education, VNU • Assoc. Prof. Dr. Bui Duy Cam, Rector of University of Science, VNU • Prof. Dr. Nguyen Van Khanh, Rector of University of Social Sciences & Humanities, VNU • Mr. Nguyen Nam Hoang, Vice Dean of Faculty of Electronics & Telecommunications • Mr. Vu Anh DZUNG, Vice Rector of UEV, VNU • Ms. Nguyen Thu HUONG, Deputy Head of Planning-Finance Department • Mr. Nguyen Quang Huy , Vice Director of Construction Department
VKCO	<ul style="list-style-type: none"> • Mr. Shine Toshihiko, Co-Director, VNU and Kyoto University Collaboration Office
JICA Vietnam	<ul style="list-style-type: none"> • Ms. Ai Miura, Senior Project Formulation Advisor
JICA Study Team	<ul style="list-style-type: none"> • Mr. Yuichi Fukuoka • Ms. Yuko Sasa • Mr. Bunshichi Fujioka • Mr. Wong Kuok Hung • Mr. Takashi SAKAKIBARA • Mr. Tateki Umemoto • Mr. Keisuke Hattori • Ms. Truong My Tam • Ms. Ho Pham Quynh NGA • Ms. Lan Anh • Ms. Bui Thanh Binh

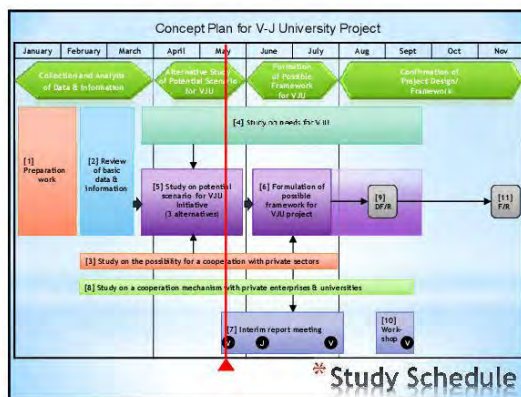
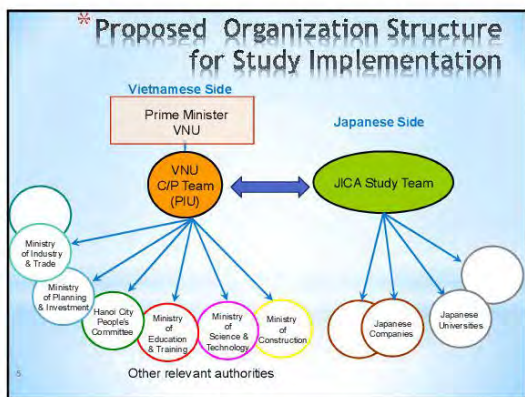
4. Group Members

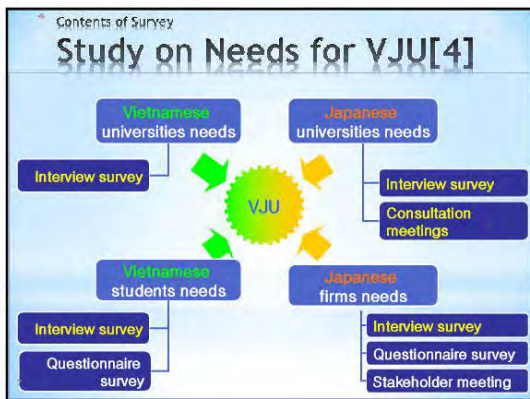
Groups	Name of Group Members
A. Premises	<p>VNU-Hanoi</p> <ul style="list-style-type: none"> • Mr. Nguyen Quang Huy – Vice Director of Construction Department • Mr. Nguyen Nam Hoang – Vice Dean of Faculty of Electronics & Telecommunications • Mr. Truong Viet Ha – Vice Director of International Relation Department <p>JICA Study Team</p> <ul style="list-style-type: none"> • Mr. Keisuke Hattori (Facilitator) • Ms. Bui Thanh Binh (Assistant Facilitator)
B. Branding	<p>VNU-Hanoi</p> <ul style="list-style-type: none"> • Mr. Le Quan, Head of Organization - Personnel Department, VNU • Mr. Nguyen Trong Do, Rector, International School, VNU • Assoc. Prof. Nguyen Hai Thanh, Vice Rector, International School, VNU • Mr. Shine Toshihiko, Co-Director, VNU and Kyoto University Collaboration Office (VKCO) <p>JICA Study Team</p> <ul style="list-style-type: none"> • Mr. Wong Kuok Hung (Facilitator) • Ms. Truong My Tam (Assistant Facilitator)
C. Education Program	<p>VNU-Hanoi</p> <ul style="list-style-type: none"> • Prof. Nguyen Kim Son, Vice President of VNU • Assoc. Prof. Dr. Vu Van Tich, Rector of R&D Department, VNU • Assoc. Prof. Dr. Le Kim Long, Rector of University of Education, VNU • Assoc. Prof. Dr. Bui Duy Cam, Rector of University of Science, VNU • Prof. Dr. Nguyen Van Khanh, Rector of University of Social Sciences & Humanities, VNU <p>JICA Study Team</p> <ul style="list-style-type: none"> • Ms. Yuko Sasa (Facilitator) • Mr. Tateki Umemoto • Ms. Lan Anh (Assistant Facilitator)
D. Sustainability	<p>VNU-Hanoi</p> <ul style="list-style-type: none"> • Mr. Vu Anh DZUNG (Vice Rector of UEV - VNU) • Mr. Nguyen Hoang HAI (Director of Project development and management board) • Ms. Nguyen Thu HUONG (Deputy Head of Planning-Finance Department) <p>JICA Study Team</p> <ul style="list-style-type: none"> • Mr. Yuichi FUKUOKA (Facilitator) • Mr. Takashi SAKAKIBARA, • Ms. Ho Pham Quynh NGA (Assistant Facilitator)

Appendix: Presentation Material



NAME	Assigned Position	Organization
Yuichi Fukurog	Project Manager / University Development Initiative 1	Oriental Consultants
Yuko Sasa	Deputy Project Manager / University Development Initiative 2	Oriental Consultants
Bunshichi Fujioke	Private Sector Coordination	Japan Vietnam Economic Forum
Muhammad Monte Cassim	University Conceptual Planning 1	Japan Vietnam Economic Forum
Wong Kuok Hung	University Conceptual Planning 2	Oriental Consultants
Shoji Takeuchi	University Establishment Planning	Japan Vietnam Economic Forum
Takeshi Sekaijima	Financial Planning / Legal Framework	Japan Vietnam Economic Forum
Tateki Urnemoto	Higher Education Policy 1	Japan Vietnam Economic Forum
Harumi Tsukahara	Higher Education Policy 2	Oriental Consultants
Satoru Kohiyama	HR Needs Assessment 1	Japan International Cooperation Center
Katuo Shikano	HR Needs Assessment 2	Japan Vietnam Economic Forum
Takayuki Higashino	Infrastructure planning (Civil)	Oriental Consultants
Rie Sawachita	Infrastructure planning (Architecture)	Oriental Consultants
Keisuke Hattori	Project Coordinator / Legal & Finance Assistant	Oriental Consultants





* Findings up to date

1. Policies and Plans for Higher Education in Vietnam
 2. Governmental/Donor's/Private Sector's Efforts and Challenges in Higher Education in Vietnam
 3. Needs for HRs from Japanese Firms in Vietnam and Gaps between Demand and Supply of HR
 4. Standards/regulations for Universities in Vietnam, and necessary procedures required to establish a new university in Vietnam
 5. Confirmation of Similar Projects
- * Result of Survey

- ### * Interview Survey
- | | |
|---|--|
| Government Authorities <ul style="list-style-type: none"> • MOET • MOLISA • MOPI • MOIT • MOC • HHTP | Higher Education and Research Institutes <ul style="list-style-type: none"> • VNU Hanoi • Foreign Trade Univ. • Hanoi Univ. • Vietnam Academy of Science and Technology • VNU-HCMC, International Univ. • Vietnam German University |
| International Agencies <ul style="list-style-type: none"> • World Bank • ADB | Other Institutions <ul style="list-style-type: none"> • VJCC • Japan Foundation • Don Zu Japanese School • High School of FLU |

- ### * Interview Survey
- | | |
|---|--|
| Japanese Firms in Vietnam <ul style="list-style-type: none"> * Japan Business Association in Vietnam * Thang Long Industrial Park 1&2 * Canon Vietnam * PENTAX RICOH IMAGING PRODUCTS * NISSAN Techno Vietnam * MHI Aerospace Vietnam * Mizuho Corporate Bank * TERUMO BCT VIETNAM * Kajima Corporation * AEON * Vietlam Bank | Remaining . . . <ul style="list-style-type: none"> • Ministry of Finance • University of Science and Technology of Hanoi • Can Tho University • Embassy of France • Embassy of Germany |
|---|--|

* VGU + USTH

Higher Education Reform Agenda (HERA)

Under the framework of **'New Model University'**
(Hanoi, HCMC, Danang, Cantho)

to be

- Public
- Not-for-profit
- Special regulation

University of Science and Technology (USTH)

Vietnam German University (VGU)

***New Model University**

'New Model University'

- *Fully autonomous research university
- *Receive state budget support for recurrent operating cost via a special regulation
- *Full academic freedom, appointments of leaders and staff will be based on merit criteria

***New Model University**

Autonomy

- *Activities, staff, finance, cooperation
- *Lecturing and research
- *Knowledge development

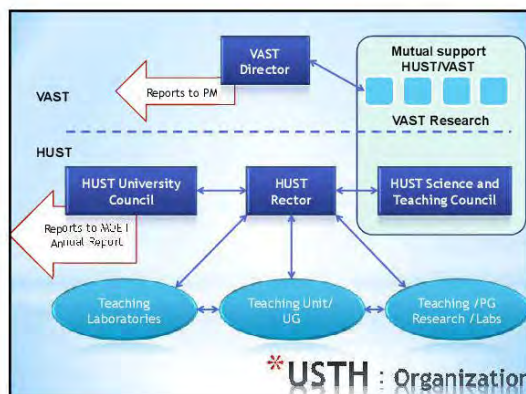
***New Model University**

<p>USTH</p> <p>Special Regulation: "Accord" PM's Decision</p> <p>Initial Cost ADB loan: \$190 mill Vietnam Gov: n/a French Gov: €100 mill</p> <p><i>Gov. finance:</i></p> <ul style="list-style-type: none"> • 60% (Initial Stage) • 50% (Mid Term Stage) • 40% (Final Stage) 	<p>VGU</p> <p>Special Regulation: "Memorandum of Understanding" "Joint Declaration" PM's Decision</p> <p>Initial Cost WB loan: \$180 mill Vietnam Gov: 20 mill German Gov: €12 mill</p>
---	--

***VGU + USTH**
(New Model University)

<p>USTH</p> <p>USTH Consortium</p> <ul style="list-style-type: none"> • 60 Univ, laboratories, research institutes 	<p>VGU</p> <p>VGU Consortium</p> <ul style="list-style-type: none"> • Non-profit organization • 15 Univ. • 16 ASU • TU9 (association of German technology research inst.) <p>Basic Organization</p> <ul style="list-style-type: none"> * Council (10+10) * Senat * Advisory Board * Rectorate * Faculty
---	---

***Organization**



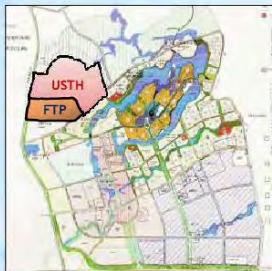
USTH

- Space and Applications +
- Biotechnologies-Pharmacology +
- Water-Environment-Oceanography +
- Energy +
- Materials Science and Nanotechnology +
- Information and Communications Technologies (ICT) +


VGU

- Electrical Engineering and Information Technology
- Finance and Accounting
- Computer Science
- BIS
- Computational Engineering
- Mechatronics and Sensor System Technology
- Traffic & Transport
- Sustainable Urban Dev.
- SME Dev.
- Global Production Engineering and Mgmt

* Fields of Study



New Campus in the HHTP





Temporary Campus in the VAST

* USTH : Campus

* VGU : Program & Campus

- * Research Oriented Engineering University
- * Flying Lectures + Vietnamese Staff
- * German Universities' Degreec
- * Entrance Exam :
 - National Entrance Exam
 - German Standard Entrance Exam
- * Campus
 - Future VGU Campus : Binh Duong, expected to open in 2016
 - Binh Duong Campus: Rent from E.LU
 - Thu Duc building: Temporary(part-time study program)
 - Building in VNU-HCMC : Temporary(part-time programs)
- * Transportation
 - Shuttle Bus from HCMC
 - Student Dormitory in Binh Duong

Binh Duong Campus

* VNU-HCMC,
International University

* University member of VNU-HCMC


* Two Programs

1. IU program : English programs issued by MOET. 4 years in VNU.
2. Twinning program : IU programs and partner /prominent foreign universities' program. 2years in Vietnam + 2years in partner univ.





* VNU-HCMC, International University

* VNU-HCMC, International University



Campus of VNU-HCMC



Public Bus Services

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*** YNU-HCMC, International University**

*** Budgetary Source:**

- Government Budget for Building and Equipment
- Income from Tuition for Operation & Maintenance

*** Support System for Research Activities**

- Requirement : 1 International Paper / lecturer
- 1,500 US\$ for additional International Paper

*** Quality Assurance**

- MOET standard
- AUN (ASEAN University Network) accreditation
- AACSB (Association to Advanced Collegiate School of Business)
- ABET (Accreditation Board for Engineering and Technology)

*** Group Workshop**

*** Objectives of Workshop**

- * Discuss with VNU for potential scenarios of VJU.
- * Clarification of constraints / opportunities for various aspects of Potential Scenarios.
- * Providing theoretical explanation on Potential Scenarios to stakeholders including JICA.
- * Determining future directions of Data Collection Survey for VJU.

*** Objectives of Workshop**

- * Participatory Approach in 4 groups
- * Approach with an open mind and a spirit of non-judgment.
- * Making a fresh start with a clean slate.
- * Not afraid, let spark more creative ideas.
- * Avoid criticizing of ideas, but creativity should be encouraged.

*** Workshop Participation Guidelines**

*** Discussion on Alternatives**



*** Let's Start!**
Group Discussions

* Premises

	Alternative A	Alternative B	Alternative C
Location Of Main Campus	VNU New Campus	VNU New Campus + HHTP	HHTP
Satellite Office	Existing VNU Campuses >> Satellite Campus / Office for part time course, student center, promotion facilities, etc.		
Other facilities	MOC Land >>	Commercial Facilities Community Facilities Residential Development etc.	

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* Premises

Alternative A : New Campus of VNU

VNU New Campus Satellite Campus (existing campus)

* Premises

Alternative B : VNU New Campus + HHTP

VNU New Campus Undergraduate Library HHTP Graduate School & Research Center Satellite Campus (existing campus)

* Premises

Alternative C : HHTP

HHTP Undergraduate School + Research Center Satellite Campus (existing campus)

* Premises

Pros. & Cons.

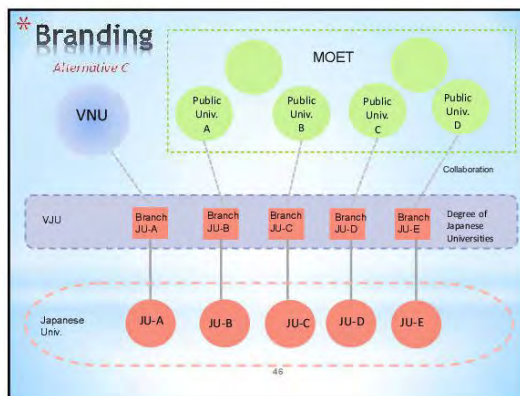
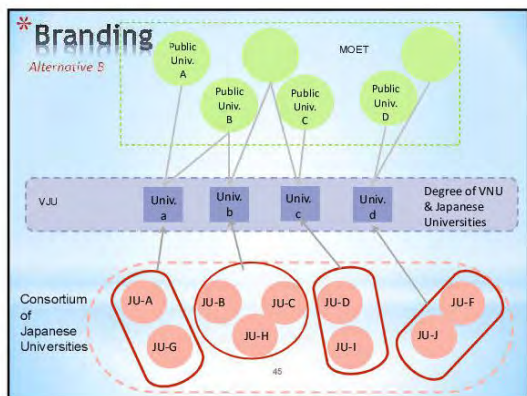
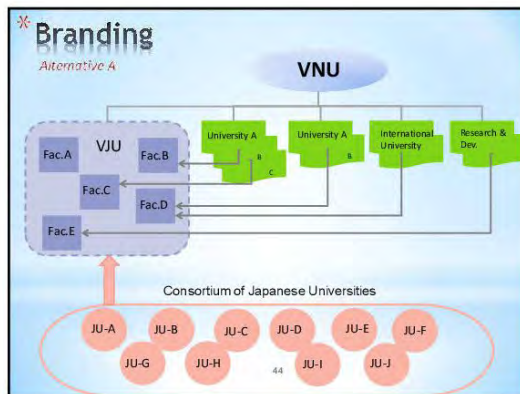
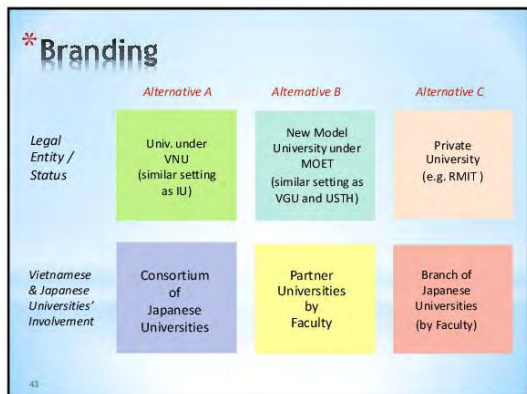
	Alternative A	Alternative B	Alternative C
Pros.	* Land for the university facilities are available.		
Cons.	* Available land is limited.		* Negotiation with HHTP / MOST is required.

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* Branding

	Alternative A	Alternative B	Alternative C
Mission Of VIU	Center for Excellence	Practical Education	Center for Excellence + Practical Education

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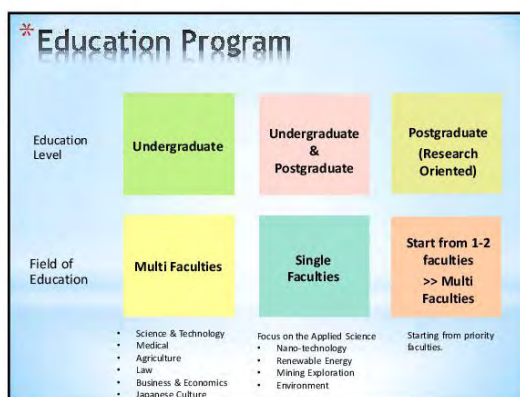


* Branding

Pros. & Cons.

	Alternative A	Alternative B	Alternative C
Pros.			
Cons.			

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* Education Program

Curriculum	VNU/MOET Curriculum Apply Vietnamese Curriculum	VJU Original Curriculum Develop VJU original & practical curriculum based on the Japanese Univ.'s curriculum.	Japanese Universities' Curriculum Apply Japanese universities curriculum.
Teaching Staff	Vietnamese Staff • Support from VNU Staff • New Vietnamese Staff will be trained by VNU.	Vietnamese Staff + Japanese Lecturers • Recruit new staff who studied in Japan. • Japanese Lecturers (Visiting)	Japanese Lecturers + New Vietnamese Staff • Japanese Lecturers (Permanent) • Recruit new staff who studied in Japan. • Vietnamese Staff will be trained in Vietnam / Japan.

* Education Program

Language	English + Vietnamese	Japanese + Vietnamese	Japanese + English + Vietnamese
Academic Degree	VNU's Degree or VJU Original Degree	VNU & Japanese Universities' Double Degree	Japanese Degree only
Place to Study	4 years in Vietnam	4 years in Vietnam & 2y in Vietnam 2y in Japan (Two types)	2 years in Vietnam and 2 years in Japan

* Education Program Pros. & Cons.

	Alternative A	Alternative B	Alternative C
Pros.			
Cons.			

* Sustainability

Financial Source of Project Implementation	Vietnam Government + ODA	PPP + Donation	Private Investment
Operation & Management Finance	Government Subsidy	Government Subsidy + Own Income & Finance	Private Management
Fund	Development of Land	Utilize as Asset	Private Business

* Sustainability Pros. & Cons.

	Alternative A	Alternative B	Alternative C
Pros.			
Cons.			

Xin cảm ơn

第1回中間報告会の写真

ハノイ、2013年5月17日



Group Discussion の結果発表



Group Discussion の発表後の議論



Group Discussion の結果発表



全体での協議

2. 第2回中間報告会

Data Collection Survey for Vietnam Japan University

**Summary of Interim Report Meeting II
and
Consultation Meeting with Japanese
Universities IV**

June 2013

Oriental Consultants, Co., Ltd.

Japan International Cooperation Center

Japan Vietnam Economic Forum

Summary of Interim Report Meeting II

The JICA study team conducted the Interim Report Meeting II (JPN) and Consultation Meeting with Japanese Universities IV together on 4th June 2013 in Tokyo, Japan. The participants from Vietnam side were a delegation from Vietnam National University, Hanoi (VNU-Hanoi) and from Japanese side were representatives from Japanese universities (which have interest in the realization of the idea of Vietnam Japan University (VJU)), JICA and JICA Study team members.

Representatives from Japanese universities are the members from the Consultation Meeting with Japanese Universities: University of Tokyo, Japan Institute of Science and Technology, Osaka University, University of Tsukuba, Nagoya University, Waseda University, Kinki University, Kaetsu University, Takushoku University, and Ritsumeikan University

This meeting was held based on IR Meeting-I, held in Hanoi on May 17, in which various potential alternative scenarios for VJU were discussed among VNU-Hanoi members and JICA Study Team.

The purpose of this meeting was to report the progress of this survey and share collected information with Japanese Universities, and discuss about the potential alternative scenarios among participants.

This meeting had the following five parts:

- 1) Report on progress of the data collection survey for VJU
- 2) Report on the result of IR Meeting-I
- 3) Presentation of VNU Visions towards VJU
- 4) Discussion on the VJU potential scenarios
- 5) Schedule of further study

At the opening, JST presented the progress of data collection survey including the fact-finding study on some universities with similar settings such as Vietnam German University (VGU), University of Science and Technology Hanoi (USTH), and International University under VNU-HCMC, as well as the successful result of the IR Meeting-I in Hanoi.

VNU-Hanoi emphasized the importance and advantage of VNU-Hanoi as a counterpart of VJU initiative, and importance of VJU to create and to enhance close partnership of Japan and Vietnam.

In the discussion on the VJU potential scenarios (3 alternatives), the following 5 issues were discussed amongst participants:

- A) Mission
- B) Vietnamese – Japanese Universities Involvement
- C) First Stage: Education Level
- D) Teaching Staff
 - ◇ Incentives for Teaching Staff
 - ◇ Language
 - ◇ Curriculum

E) Sustainability

Below is the summary of discussion on each of these topics.

A. Mission

Participants agreed that the mission “Center for Excellence” gained the most attention and is simpler to realize compared to “Practical Education”. However, the ideal mission is “Alternative C: Center for Excellence with Practical Education”.

B. Vietnamese-Japanese Universities Involvement

Most of the participants agreed that Alternative A in which Japanese Universities will formulate a consortium among member universities, will be the most practical way. For each university, it is too hard to shoulder responsibilities in the case of other alternatives.

C. First stage: Education level

There were more votes to start from post-graduate as it is easier thus needs less time for preparation than undergraduate, and more practical as it will educate teaching staff who will work for VJU undergraduates. It was also proposed to have a support program for undergraduate of VNU-Hanoi to improve their quality before VJU undergraduate will start.

D. Teaching staff: incentives, language, curriculum

Many of the participants accepted to have not only Vietnamese or Japanese staff, but also international staff, including young ones. As for the language, English, Japanese, and Vietnamese shall be used.

E. Sustainability

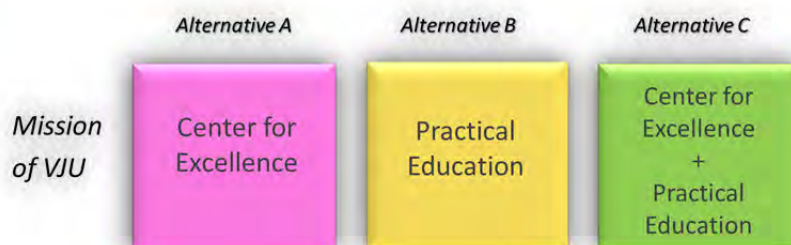
Some ideas were raised, but further discussion is needed.

At the end of the meeting, importance of sustainability of the VJU was emphasized since Vietnam has already graduated from the lower-income countries which are entitled to receive grant-in-aid in the closing remarks by JICA. Necessity of further discussion was agreed among the participants.

Based on these discussions by topics, a draft potential scenario of VJU which will be discussed in IR Meeting III in early August, will be developed through further discussions with university members and additional data collection.

1. Outline of Discussions

A. Mission



(Japanese Universities: JU, JICA Study Team: JST, Vietnam National University, Hanoi: VNU)

Comments:

- JU commented that VJU should have both undergraduate and post-graduate studies to become the *Center for Excellence*, as the mission of VJU. VNU is considered to be the best partner to materialize the ideal “liberal arts” education in the 21st century in Vietnam.
- JU raised a question about similar on-going projects in Vietnam: VGU, USTH, and VNU-IU. JU asked how successful these universities are, the quality of the students, acceptance ratio, the percentage of students getting jobs, and what they do after graduation.
- JST explained that both VGU and USTH do not have many students yet because the university is still new, but with VNU’s good and long-trusted reputation, VNU is able to provide a guaranteed quality as shown by the comparative success of VNU-IU.
- JU asked to clarify both the site location and legal entity of VJU whether VJU will be constructed inside VNU under VNU organization or as an independent and completely separate new university.
- VNU commented VJU should be both independent and inter-dependent. Independent in freedom to create new academic fields, training, or research, and also responsible to the law and society itself. Inter-dependent in collaboration and possibility for each university’s professors to teach in the other universities.

Question:

JU asked if in Vietnam universities have any affiliated secondary schools, and if VNU has any.

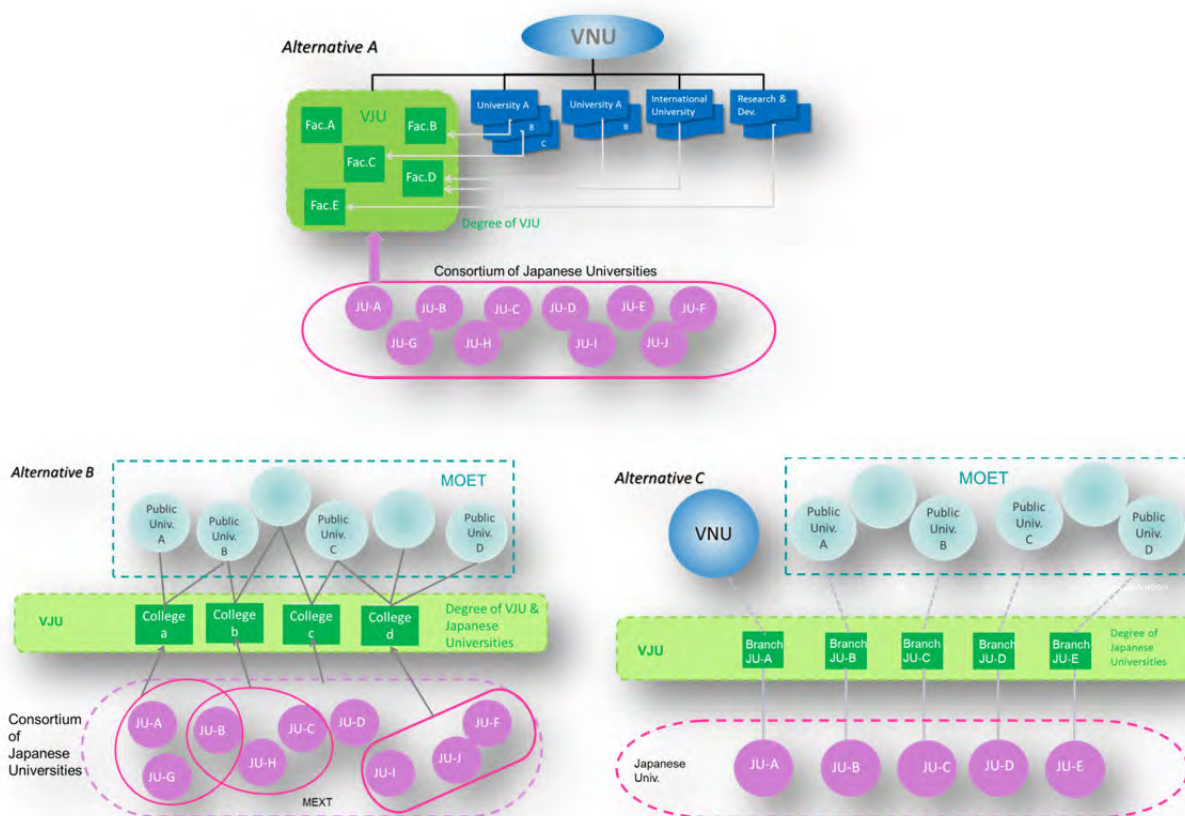
Comments:

VNU answered VNU Hanoi has 2 high schools for gifted students running under VNU for (1) foreign languages & humanities and (2) natural science.

- More than 50% of the high school students go to VNU after graduation. One of the high schools has a Japanese course, and students are considered to be the first potential students of VJU.
- JU pointed out importance of clarifying the context of the future.

On one hand, it would be like an ordinary university for young people going immediately after graduate from high school. On the other hand, it would be like professional development schools such as Harvard Business School that provides short term practical education programmes, which are actually more profitable than formal universities.

B. Vietnamese-Japanese Universities Involvement



Comments:

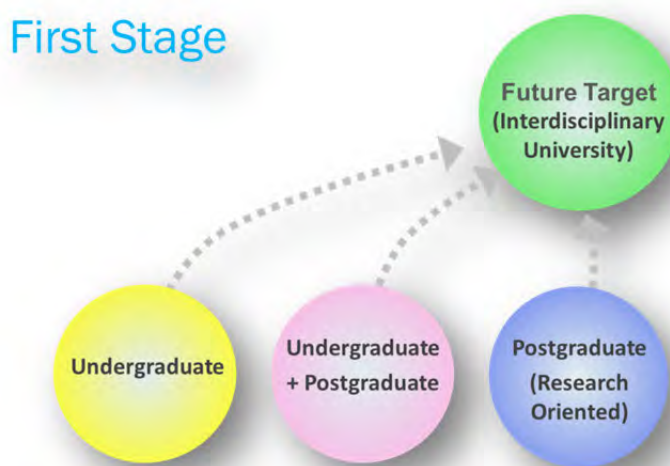
- JU commented that through the experience of working at AIT (Asian Institute of Technology in Thailand) as a JICA expert, Alternative B seems to have a difficulty about how certain universities can join as a team and control one college resulting in only some limited faculties joining with some limited colleges– it’s likely to be a duplicate organization. Alternative C is even worse and more vulnerable. Alternative A seems the best option for continuation.
- JU commented that it is important to think of a fundamental plan that supports each alternative. If we approach this matter from the subject of expertise only, as in Alternative B or C, it would be hard to reach this project’s comprehensiveness as a whole, which is to promote building a broad foundation through liberal arts studies at undergraduate level, then to educate high quality human resources at postgraduate level. Since it is already difficult to manage one university, it might be more out of hand to handle more than one university when making a university-team like in Alternative A or B.
- JU pointed out the necessity to consider the possibility to expand network/team to both Vietnam and Japan sides. However, as the first stage, Alternative A is the most suitable.

Question:

- JU questioned whether the discussion regarding the 3 alternatives is based on undergraduate or post-graduate level.

Comments:

- JST explained that from the previous discussion with VNU, it was preferable to start from undergraduate and then proceed to graduate and post-graduate level. However, it is crucial to discuss where to start from, and what kind of formation to make.

C. Education level (First Stage)**Question:**

- JST explained that Post-graduate has smaller scale and specific field of study seems to make it easier to start with. Moreover, undergraduate program has a broader field of study and there is an uncertainty of who would be the full-time professors from Japan.

Comments :

- JU emphasized the importance of making a university of liberal art studies with science and technologies as courses, to educate broad-minded human resources. Since it will be a long project that might take 10 years or more, it is possible to start from post-graduate then proceed to undergraduate. Starting from post-graduate studies enables the training of future professors for undergraduate level. It is not necessary to start from undergraduate since several Japanese universities already have on-going collaboration programs with VNU on post-graduate level.
- JU agreed that starting from post-graduate studies is more practical and feasible, and it will make it possible to train future professors for undergraduate level. However, the undergraduate establishment should not be delayed too much because otherwise all these discussions about liberal arts and practical education will go unrealized. Japanese universities should form a collective consortium or an agreement first.
JU agreed on the importance of introducing liberal arts studies, and expressed the importance to guarantee the quality of the students entering VJU. It would be very much appreciated for VNU to provide high-quality students graduating from undergraduate to enter VJU's post-graduate.

- Japanese universities consortium can provide part-time assistance for VNU's undergraduates, which will be beneficial for both sides.
- VNU agreed to apply Liberal arts courses for all students. In Vietnam, there is a law that only universities which have several undergraduate courses are allowed to have post graduate courses. However, if VJU will be under VNU, both starting from graduate or undergraduate are possible.

D. Teaching staff: incentives, language, curriculum



Comments :

- JU agreed to hire Japanese, Vietnamese, and International staff, and advised to make use of the Engineering network of specialists in the Asia, which will be required to make an Asian version of Harvard and which requires such international staff.
- JU agreed to have international staff because it has tremendous potential to have high quality international researchers. It is important to mobilize international communities for VJU. In APU (Ritsumeikan Asia Pacific University), 50% of the staff are non-Japanese and 70% have received PhDs from outside Japan. The applicants consist of various nationalities. Most of them have some connection with Japan, whether they have studied in Japan or are doing research on Japan. We should use this goodwill for Japan and this international community.
- JU pointed out the importance to have some rules to refresh / upgrade teaching staff after several years.

- VJU should open to international academic network. In addition to discussion on international staff, Japanese or Vietnamese, VJU should also hire young staff.

Question:

- JST raised a question how to dispatch professors from Japanese universities to Vietnam and under what conditions.

Comments:

- JU expressed that it is not difficult to find young researchers. If the young researcher is interested in international comparison/study, going to Vietnam for teaching will be a motivation for them. However, the issue is how to cover the vacancy of young researchers who will go to Vietnam. It will be helpful if JICA will provide such universities with the cost for substitutes of the teachers/ researchers who will go to Vietnam.
- An idea was raised by JU to establish a well-equipped laboratory in Vietnam to persuade young staff; this is as important as to send young researchers to Vietnam. However, it costs a lot, and cost performance will be a key for the best option.
- JU commented that difficulty/ease to send Japanese researchers depends on the field of research. Regarding medical fields, researchers who are interested in the specific diseases in Vietnam will be willing to go to Vietnam. However, it's difficult to create fundamental education.
- Another positive comment of JU was it will give a chance to young waiting researchers, who are facing difficulties to find jobs / posts in universities in Japan, to have a teaching experience in universities.
- JU pointed out the importance to look for professors who share a common interest regardless the nationalities or ages, and to match up interests.
- JU commented that the effectiveness of the faculty/university's commitment on future promotion depends on persuading young staff to go to Vietnam.

Question:

- JST raised the question on language to be used for VJU. Originally, this study was started with idea to use Japanese as a main teaching language. However, in IR Meeting-I, it was proposed that English be a main teaching language, and Vietnamese and Japanese will be used for specific subjects.

Comments:

- JU commented it is ideal that all graduates of VJU will master basic Japanese. However, as an international university, with international staff, it is better to use English as a core teaching language, with Vietnamese and Japanese for selected subjects.
- JST added it is true that Japanese companies appreciate the ability to speak in Japanese, but the most important thing is business manner and value to work in a Japanese company.
- JU commented that language to be used in VJU is deeply related to why the VJU is established. VJU should show clearly what kind of career path the university can provide to its students after graduation.
- If the VJU is established mainly for Japanese companies, Japanese language proficiency is

compulsory, otherwise it is optional. However, to work in a Japanese company, whether in Vietnam or in Japan, it is important to have the basic understanding of Japanese language and the behaviour that fits into Japanese company needs. Moreover, it is also very important for VJU to set a fixed career path for the students in order to gain students both in qualitative and quantitative areas.

- As for Liberal arts, the experience of studying language itself is very important. For example in teaching Japanese law, it is important to study in Japanese.
- There is an approach for Japanese university to assist VJU, so they can provide international, outstanding, applicable resources, not only for Vietnam or Japan, but also to the world, with the help of Japanese companies. However, first it is necessary to determine the identity of VJU. If it is to provide international human resources in the future, providing Japanese class may be culturally important but not compulsory.
- JU pointed out important for students to have a cultural diverse experience, and providing a study abroad program at Japanese universities might be a good option.
- JU commented that, from the experience of APU, the key issue is not to learn Japanese, but to learn their majors in Japanese. To educate bilingual students, what's important is to study major in foreign languages, such as Japanese, Vietnamese, and English.
- VNU express preference of having one main major such as science, law, economy, etc. with Japanese language as the second major, and agreed to use both English and Japanese.

D. Sustainability

How to obtain the sustainability of the Project?

- ◎ Financial Support for Human Resources
- ◎ Research Activities with Private Partnership

Question:

- JST raised the issue of sustainability. From JICA Project experience of making/supporting universities in Egypt, Thailand, and Malaysia, it is only possible while these universities received the financial support of JICA.

Comments:

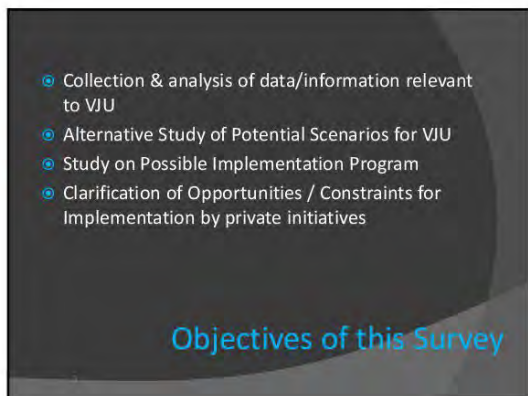
- JU stressed importance to differentiate VJU from that of VGU or USTH, and requested to have more detailed information of VGU and USTH.
- JU express an importance to explore all possible sustainable operation models of university, and mentioned about possibility to utilize land in Hoa Lac High Tech Park (HHTP) as an extra income source, if VNU can use its influence to have a special zone in HHTP. VNU commented that most important thing is for this project to be recognized by the parents of the students, because they are the one who pay for education.
- JU pointed out the necessity to look for motivated human resources for a continuous project.
- VNU confirmed the importance to secure quality new staff.

2. List of Participants

Organization	Name of Participants
VNU-Hanoi	<ul style="list-style-type: none"> • Prof. Dr. Mai Trong Nhuan, Chairman of VJU Taskforce (Vietnam), National Senior Expert, Ex-President of VNU • Mr. Vu Minh Giang, Member of VJU Taskforce, Vietnam National Senior Expert, Ex-Deputy President of VNU • Mr. Truong Viet Ha, Vice Director of International Relation Department
Japanese Universities	<ul style="list-style-type: none"> • Prof. Motoo Furuta, Vice Chairman of VJU Taskforce (Japan) Professor, The University of Tokyo • Prof. Masaaki Homma, Acting Chairman of VJU Meeting of Taskforce (Japan) Director & Professor, Institute of World Economy, Kinki University • Prof. Naosumi Atoda, Chairman of Human Resource Meeting of Taskforce (Japan), Vice-President , Kaetsu University • Prof. Yusuke Kawakami, Vice President for Research, Industry academia Government Cooperation and International Affairs, Japan Advanced Institute of Science and Technology • Prof. Masaya Tohyama, Director-General, Osaka Prefectural Hospital Organization (Osaka University) • Prof. Osamu Ohneda, Director of South-east Asia Office, Chief of International Strategy University of Tsukuba • Prof. Hitoshi Ieda, Professor, Department of Civil Engineering, School of Engineering, The University of Tokyo • Assoc. Prof. Kensuke Fukushi, Associate Professor, Integrated Research System for Sustainability Science, The University of Tokyo • Prof. Monte Cassim, Special Aide to the Chancellor, The Ritsumeikan Trust • Prof. Katsuyuki Fukuda, Chairman of the Board of Directors, Takushoku University • Prof. Shoji Taekuchi, Director, Department of International Affairs, Takushoku University • Mr. Shinichi Adachi, Director, International Affairs Division, Waseda University • Ass. Prof. Kumi Kanamura, Assistant Professor /Japanese Language Program Coordinator, Graduate School of Law, Nagoya University
Special Observer	<ul style="list-style-type: none"> • Mr. Tsutomu Takebe, Chairman of VJU Taskforce (Japan), Special Advisor to the Japan-Vietnam Parliamentarians' Friendship League, Former member of the House of Representatives
Interpreter	<ul style="list-style-type: none"> • Mr. Ryu Mizukoshi
JICA	<ul style="list-style-type: none"> • Mr. Yoshiro Wada, Executive Advisor to the Director General and Deputy Director General, Southeast Asia and Pacific Department, JICA

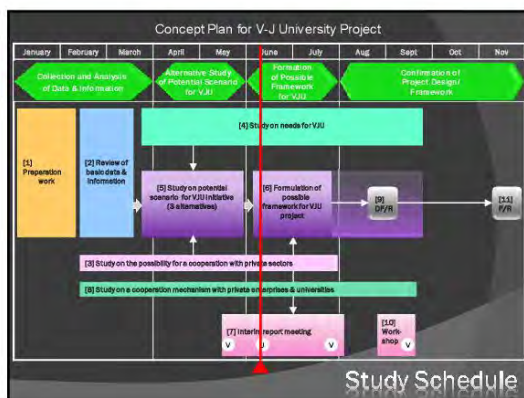
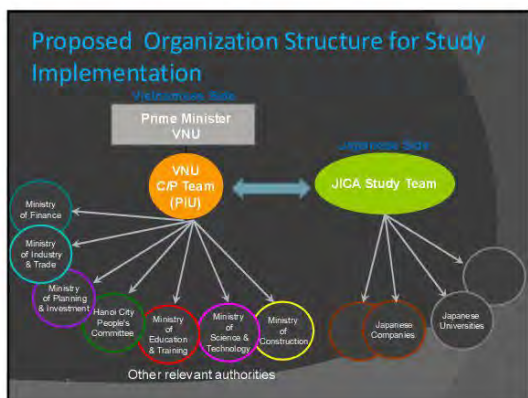
	<ul style="list-style-type: none"> • Mr. Tsutomu Tanaka, Director, Technical and Higher Education Division, Higher Education and Social Security Group, Human Development Department, JICA • Mr. Kenji Okamura, Assistant Director, Southeast Asia and Pacific Department, JICA
JICA Study Team	<ul style="list-style-type: none"> • Mr. Yuichi Fukuoka, Project Manager / University Development Initiative 1 • Ms. Yuko Sasa, Deputy PM / University Development Initiative 2 • Mr. Bunshichi Fujioka, Private Sector Coordination • Mr. Wong Kuok Hung, University Conceptual Planning 2 • Mr. Takashi Sakakibara, Financial Planning/ Legal Framework • Mr. Tateki Umemoto, Higher Education Policy 1 • Ms. Harumi Tsukahara, Higher Education Policy 2 • Mr. Kazuo Shikano, Human Resource Needs Assessment 2 • Mr. Keisuke Hattori, Project Coordinator/ Legal & Finance Assistant
Supporting Members (JVEF/OC)	<ul style="list-style-type: none"> • Ms. Mayumi Miyagishima, Secretariat, VJU Taskforce (Japan), JVEF • Ms. Mariko Miyazawa, Secretariat, VJU Taskforce (Japan), JVEF • Mr. Masahiro Watanabe, Assistant, OC • Ms. Puji Natadjaja, Assistant, OC

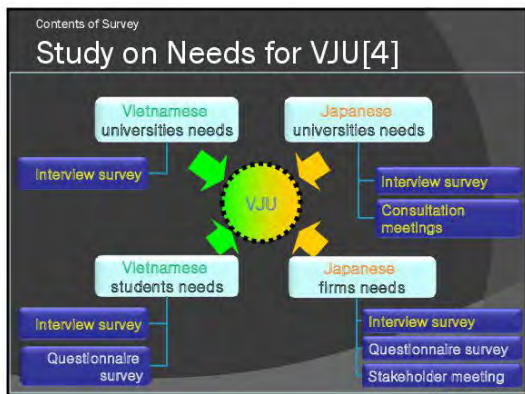
Appendix: Presentation Material



JICA Study Team

NAME	Assigned Position	Organization
1. Yulchi Fukuoka	Project Manager / University Development Initiative 1	OC
2. Yuko Sasa	Deputy PM / University Development Initiative 2	OC
3. Bunshichi Fujioka	Private Sector Coordination	JVEF
4. Muhammad Monte-Cassim	University Conceptual Planning 1	JVEF
5. Wong Kuok Hung	University Conceptual Planning 2	OC
6. Shoji Takeuchi	University Establishment Planning	JVEF
7. Takashi Sakakibara	Financial Planning / Legal Framework	JVEF
8. Tateki Umemoto	Higher Education Policy 1	JVEF
9. Harumi Tsukahara	Higher Education Policy 2	OC
10. Satoru Kohiyama	HR Needs Assessment 1	JICE
11. Kazuo Shikano	HR Needs Assessment 2	JVEF
12. Takayuki Hagiwara	Infrastructure planning (Civil)	OC
13. Rie Sawashita	Infrastructure planning (Architecture)	OC
14. Keisuke Hattori	Project Coordinator/ Legal & Finance Assistant	OC





2. Survey Findings to date

- ### Survey Items
1. Policies and Plans for Higher Education in Vietnam
 2. Governmental/Donor's/Private Sector's Efforts and Challenges in Higher Education sector in Vietnam
 3. Needs for HRs from Japanese Firms in Vietnam and Gaps between Demand and Supply of HRs
 4. Standards/regulations for Universities in Vietnam, and necessary procedures required to establish a new university in Vietnam
 5. Visiting and Confirmation of Similar Projects

- ### Interview Survey
- | | |
|--|--|
| Government Authorities <ul style="list-style-type: none"> - MOET - MOLISA - MOPI - MOIT - MOC - HHTP | Higher Education and Research Institutes <ul style="list-style-type: none"> • VNU Hanoi • Foreign Trade Univ. • Hanoi Univ. • VAST • VNU-HCMC, International Univ. • Vietnam German University • USTH (Vietnam – France) • Can Tho University |
| Other Institutions <ul style="list-style-type: none"> • VJCC • Japan Foundation • Don Zu Japanese School • High School of FLU | International Agencies <ul style="list-style-type: none"> • World Bank • ADB |

- ### Interview Survey
- | | |
|---|---|
| Japanese Firms in Vietnam <ul style="list-style-type: none"> ◎ Japan Business Association in Vietnam ◎ Thang Long Industrial Park L&Z ◎ Canon Vietnam ◎ PENTAX RICOH IMAGING PRODUCTS ◎ NISSAN Techno Vietnam ◎ MHI Aerospace Vietnam ◎ Mizuho Corporate Bank ◎ TERUMO BCT VIETNAM ◎ Kajima Corporation ◎ AEON ◎ Vietlam Bank | Remaining . <ul style="list-style-type: none"> • Ministry of Finance • Embassy of France • Embassy of Germany |
|---|---|

Policy for Higher Education

HERA and Higher Education Law

HERA (Higher Education Reform Agenda):
Government Resolution No.14/2005/NQ-CP

- ◎ Renewal of Vietnam's tertiary education in the 2006-2020
- ◎ Issued on November 2, 2005
- ◎ General Objective
 - Satisfying the requirements of national industrialization and modernization, international economic integration and people's learning demands

HERA (Higher Education Reform Agenda):

Specific Objectives:

- Perfecting the national network of tertiary education institutions
- Developing tertiary education programs under the research orientation and the career-application orientations
- Expanding the training scale to build up a sufficient contingent of tertiary education lecturers and administrators
- To scale up and raise efficiency of scientific and technological activities in tertiary education institutions
- Guaranteeing the autonomous right and social responsibility of tertiary education institutions

HERA : Target Indicators by 2020

	By 2010	By 2020
No. of students out of 10,000 pop	200	450
Students under career-application	70-80%	
Students at non-public education institutions	40%	
Max . student-teacher ratio	20:1	
Lecturers with master degree	40%	60%
Lecturers with doctoral degree	25%	35%
Revenue from scientific & technological production and service provision	15%	25%

HERA: Major Initiatives

- ◎ Producing 20,000 lecturers with doctoral degrees by 2020 (Project 911 of MOET)
- ◎ Developing New Model Universities (such as VGU and USTH)
- ◎ Introducing advanced curriculum from foreign universities
- ◎ Promulgating Higher Education Law in 2012

Higher Education Law (No. 08/2012/QH13)

Relevant characteristics:

- Defining the structure of the higher education system (research-oriented, application-oriented, and vocational-oriented)
- Giving greater autonomy to each higher education institution in terms of curriculum, staffing and finance
- Increasing the State budget for higher education, giving priority to development of research-oriented universities
- Articulating objectives, principles and institutional framework for accreditation of higher education institutions

Similar Types of Projects

VGU + USTH

New Model University (NMU) under HERA :

Public, Not for Profit, Special Regulation

1. HCMC: 2008 Vietnam German University (VGU)
2. Hanoi: 2009 University of Science and Technology (USTH)
3. Danang
4. Can Tho

* Forerunner of
New Model University

Special Regulations for NMU

- Fully autonomous research university
- Receive state budget support for recurrent operating cost via a special regulation
- Full academic freedom for appointments of lecturers and staff will be hired on merit criteria

Autonomy

- Activities, staff, finance, cooperation
- Lecturing and research
- Knowledge development

* New Model University

VGU (New Model University)

Special Regulation obtained by:

- Memorandum of Understanding
- Joint Declaration
- PM's Decision

Initial Costs:

- WB loan: \$180 mil
- Vietnam Gov: \$20 mil
- German Gov: €12 mil

Gov. Finance:

- 60% (Initial Stage)
- 50% (Mid Term Stage)
- 40% (Final Stage)

USTH (New Model University)

Special Regulation obtained by:

- Accord
- PM's Decision

Initial Costs:

- ADB loan: \$190 mil
- Vietnam Gov: n/a
- French Gov: €100 mil

Gov. Finance:

- 60% (Initial Stage)
- 50% (Mid Term Stage)
- 40% (Final Stage)

Organization

USTH

USTH Consortium

- 60 Universities
- Laboratories
- Research institutes

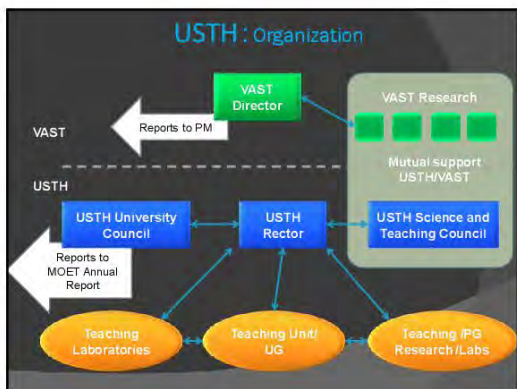
VGU

VGU Consortium

- NPO
- 15 Universities
- 16 ASU
- TU9 (Association of German Technology Research Institutes)

Basic Organization

- Council (10+10)
- Senat
- Advisory Board
- Rectorate
- Faculty



Fields of Study

USTH


- Space and Applications
- Biotechnologies-Pharmacology
- Water-Environment-Oceanography
- Energy
- Materials Science and Nanotechnology
- Information and Communications Technologies (ICT)

Fields of Study

VGU

- Electrical Engineering and Information Technology
- Finance and Accounting
- Computer Science
- BIS
- Computational Engineering
- Mechatronics and Sensor System Technology
- Traffic & Transport
- Sustainable Urban Development
- SME Development
- Global Production Engineering and Management

USTH : Campus



New Campus in the HHTP

Temporary Campus in the VAST

USTH : Program

- ◎ **Mission:**
Create a Center of Research and Teaching Excellence in Science and Technology Fields
Develop new model to private-public cooperation in Higher Education / Research Institutions.
- ◎ **Staffing:**
Flying Lectures from France + Vietnamese Staff trained in France
- ◎ **Accreditation:** Double Degrees for Master Courses
- ◎ **Entrance Exam :** January / March / August
Results of three years in High School
Interview
National Entrance Exam

VGU : Program

- ◎ **Mission:** Research Oriented Engineering University
- ◎ **Staffing:** Flying Lectures + Vietnamese Staff
- ◎ **Programs:** 2bachelor programs, 6 full time master programs and 2 part time master programs.
- ◎ **Accreditation:** German Universities' Degree
- ◎ **Entrance Exam :**
National Entrance Exam
German Standard Entrance Exam



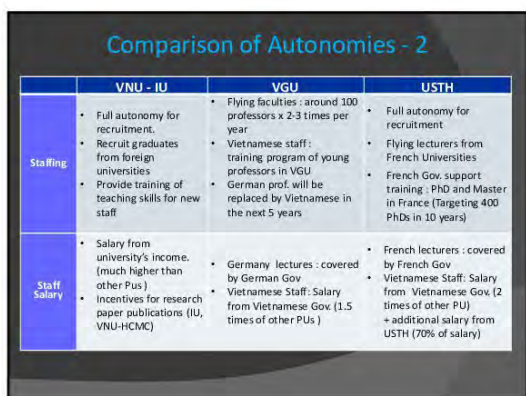
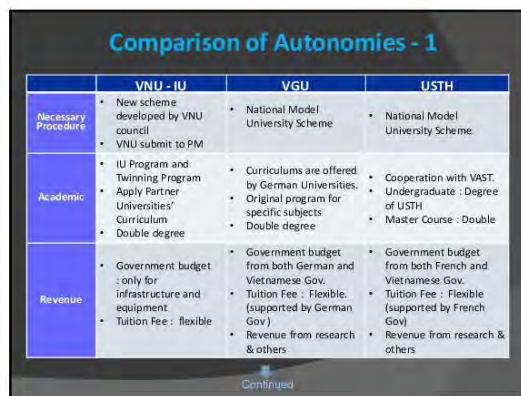
Binh Duong Campus

VGU : Campus

- ◎ **Campus**
 - Future VGU Campus :Binh Duong, expected to open in 2016
 - Binh Duong Campus: Rent from E.I.U
 - Thu Duc building: Temporary(part-time study program)
 - Building in VNU-HCMC : Temporary(part-time programs)
- ◎ **Transportation**
 - Shuttle Bus from HCMC
 - Student Dormitory in Binh Duong



Binh Duong Campus



Objectives of Workshop

- ❑ Discuss potential scenarios of VJU with VNU
- ❑ Clarify constraints / opportunities of the various aspects of Potential Scenarios
- ❑ Provide theoretical explanation of Potential Scenarios to stakeholders including JICA
- ❑ Determine future directions of Data Collection Survey for VJU

Workshop Participation Guidelines

- ⊙ Participatory Approach in 4 groups
- ⊙ Approach with an open mind and a spirit of non-judgment
- ⊙ Making a fresh start with a clean slate
- ⊙ Boldly sparking new creative ideas
- ⊙ Avoid negativity, and encourage creativity

Outcome of Workshop in Hanoi


1st I/R Meeting (May 17, 2013 in Hanoi)

Categories for discussion of alternatives

<p>Premises</p> <ul style="list-style-type: none"> ❖ Location and Available Land 	<p>Branding</p> <ul style="list-style-type: none"> ❖ Mission ❖ Legal Entity / Status ❖ Vietnamese & Japanese Universities Involvement
<p>Education Program</p> <ul style="list-style-type: none"> ❖ Education Level ❖ Academic Degree ❖ Field of Education ❖ Curriculum ❖ Teaching Staff ❖ Language ❖ Place to Study 	<p>Sustainability</p> <ul style="list-style-type: none"> ❖ Project Finances ❖ Financial Sources of O&M ❖ Fund

Premises - Alternative A : New Campus of VNU

Premises - Alternative B : VNU New Campus + HHTP

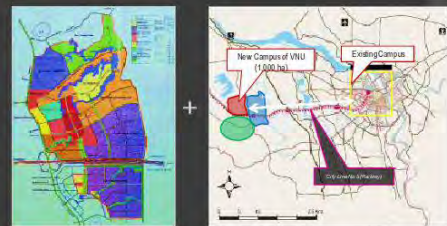


VNU New Campus
Undergraduate
Library

HHTP
Graduate School
&
Research Center

Satellite Campus
(existing campus)

Premises - Alternative C : HHTP




HHTP
Undergraduate School
+ Research Center

Satellite Campus
(existing campus)

Premises – Common Elements

- ❑ **"VJU to be inside the new campus site of VNU"**
 - * good environment for study and research
 - * close interaction with whole university system of VNU
 - * sharing resources and facilities with institutes under VNU
- +
 - ❑ **"Satellite Campus at VNU's current campuses"** in the center of Hanoi



Branding

- ❑ Mission of VJU: initiated from "Center of Excellence" and in the long-term to target becoming "Center of Excellence with Practical Education".
- ❑ Legal Entity / Status: "Establish new university under VNU" with similar setting as International University of VNU - with autonomy and higher financing.
- ❑ Vietnamese and Japanese universities involvement: the alternative involving "brand of Japanese universities" seems to have higher feasibility



Education Program


- ❑ Education levels: Starting from Undergraduate and then develop Postgraduate.
- ❑ Curriculum: Based on the Japanese Universities' curriculum with some particular Vietnamese subjects to develop VJU Original Curriculum .
- ❑ Teaching Staffs: Lecturers and Staff should be a mix of Japanese, Vietnamese, and some international members.
- ❑ Languages: English to be a core language + Japanese + Vietnamese.
- ❑ Academic degrees: Double degrees (VJU's original degree + Japanese Universities' degree).
- ❑ Places to study: 4 years in Vietnam & 2 years in Vietnam + 2 years in Japan (give a choice to students)

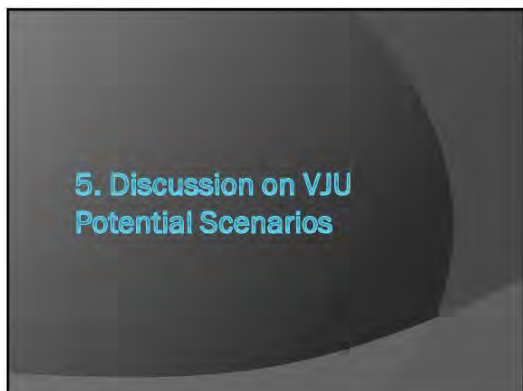


Sustainability

The reputation of students is the most important factor for determining the finance source

- ❑ The goal of VJU to be self-sustainable in both financial and technical aspects.
- ❑ Finance source will strongly affect the reputation of university for Vietnamese students and their parents
- ❑ "Government budget + ODA loan"
 - should be under a well-known university such as VNU to get strong support from both Governments
 - PPP scheme could enhance sustainability of the project implementation and operations of VJU



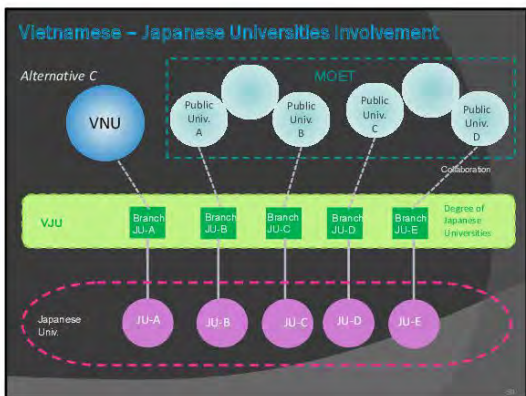
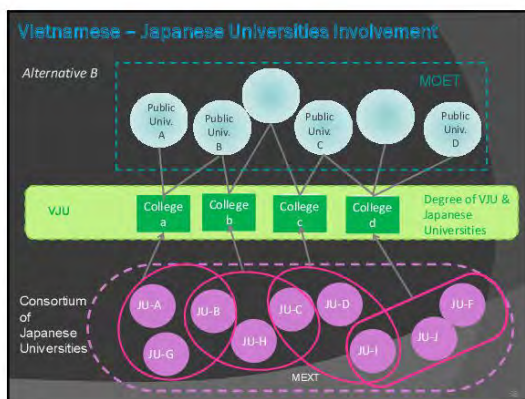
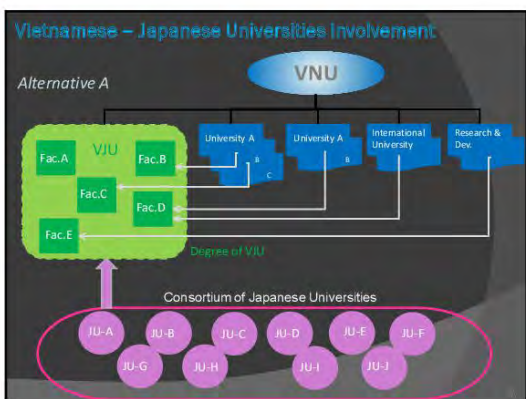


Discussion of VJU Potential Scenarios

- ◎ Mission
- ◎ Vietnamese - Japanese Universities Involvement
- ◎ First Stage : Education Level
- ◎ Teaching Staff
 - Incentives for Teaching Staff
 - Language
 - Curriculum
- ◎ Sustainability

Mission

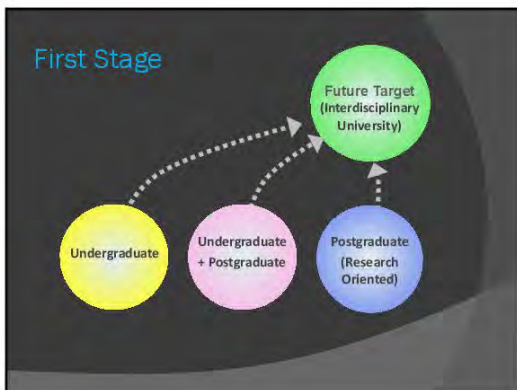
	Alternative A	Alternative B	Alternative C
Mission of VJU	Center for Excellence	Practical Education	Center for Excellence + Practical Education



Vietnamese - Japanese Universities Involvement

Why does VJU need Japanese Universities?

- ◎ Because Japanese Universities are



First Stage

Why is undergraduate important?

◎ Because

Teaching Staff

Teaching Staff	Vietnamese Staff	Vietnamese + Japanese Staff	Japanese + New Vietnamese Staff	Vietnamese + Japanese + International Staff
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◎ Incentives for Teaching Staff

- Lectures in Vietnam:
 - USTH : transfer system of lecture hours in Vietnam to required lecture hours in France
 - Incentives for Universities to send lecturers to foreign countries
- Research Activities:
 - Can Tho University: 1 research paper = 45 hours of lecture
 - IU of VNU-HCMC : US\$1,500 / publication of research paper (international)
 - Enough salary for concentrating on the teaching and research work (no need to have an additional job)

Teaching Staff

How to organize teaching staff?

◎ Incentives for Japanese Professors and Universities

◎ Training for New Staff

Language / Curriculum / Degree

Language	English + Vietnamese	Japanese + Vietnamese	Japanese + English + Vietnamese	English (Core) + Japanese + Vietnamese
Curriculum & Academic Degree	VNU/MOET Curriculum	VJU Original Curriculum	Japanese Universities' Curriculum	
	VNU/VJU Original Degree	VNU & Japanese University's (Double Degree)	Japanese Degree only	VJU Original & Japanese University's (Double Degree)

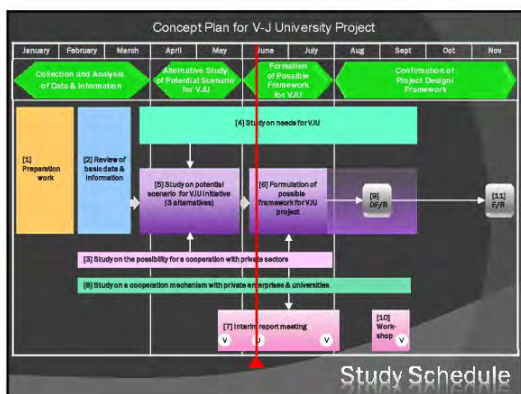
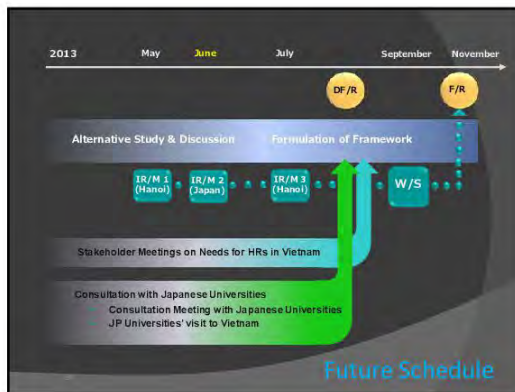
Sustainability

How to obtain the sustainability of the Project?

◎ Financial Support for Human Resources

◎ Research Activities with Private Partnership

6. Schedule of Future Study



Xin cảm ơn

第2回中間報告会の写真

東京、2013年6月4日



日越大学構想案（代替案）の説明

元 VNU 学長からのベトナム側の意向について
の発表



VNU 側からも活発な意見がでた（左：元 VNU
副学長、中：元 VNU 学長、右：VNU 国際交
流課担当）



日本の大学の先生方からの質疑
（左：東大古田教授、中：JAIST 川上副学長、
右：東大冢田教授）

3. 第3回中間報告会

Data Collection Survey for Vietnam Japan University

Summary of Interim Report Meeting III

August 2013

Oriental Consultants, Co., Ltd.

Japan International Cooperation Center

Japan Vietnam Economic Forum

Summary of Interim Report Meeting III

The JICA study team conducted the Interim Report Meeting III on 2th August 2013 in Hanoi, Vietnam. The participants from Vietnamese side were from Vietnam National University, Hanoi (VNU-Hanoi); and from Japanese side were representatives from Japanese universities, Embassy of Japan and JICA, and JICA Study team members.

Representatives from Japanese universities which have interest in the idea of Vietnam Japan University (VJU) are from the University of Tokyo, Waseda University, Kinki University, Kaetsu University, Takushoku University, and Ritsumeikan University.

The purpose of this meeting was to report the progress of this survey, and discuss about the potential scenario of VJU among VNU-Hanoi and Japanese University members. Discussion followed the potential academic framework of VJU proposed by Japanese Universities after the IR Meeting-I held in Hanoi on May 17 and IR Meeting-II held in Tokyo on June 4.

The meeting was held according to the following agenda, which included discussion as a whole (Agenda item 4)) and group discussion part (Agenda item 5)):

- 6) Opening Remarks
- 7) Introduction of Participants
- 8) Report on progress of the survey including I/R I and II summary:
Comparison of USTH, VGU, VNU International School, VNU-HCM International University
- 9) Discussion on VJU's Academic Framework
 - a) Academic Program
 - b) Education Level
 - c) Degree Accreditation
 - d) Teaching Staff
- 10) Group Discussions on Academic Fields of VJU, Possible Finance Sources, and VJU Opportunity
(Three groups: Group A,B and C)
- 11) Results of Group Discussions
- 12) Schedule of Future Study
- 13) Closing Remarks

During the opening remarks, VNU-HN emphasized their desire to support VJU in establishment and operation, provided that VJU became a member of VNU, regardless of the location being in HHTP or VNU's new campus in Hao Lac. The importance of course/curriculum selection was stressed for successful operation of VJU in the current fierce competition among universities.

In the Agenda item 3), JST reported the progress of this survey including the result of IR Meeting-I in Hanoi and IR Meeting-II in Tokyo, and presented comparison of some universities with similar settings in terms of education level, academic fields, degree accreditation, and teaching staff such as Vietnam German University (VGU), University of Science and Technology Hanoi (USTH), International University under VNU-HCMC, and International School under VNU-HN.

In the Agenda item 4), the VJU's Academic Framework proposed by Japanese Universities was presented by JST and Prof. FURUTA, and discussion was made on the following issues:

- a) Academic Program: Sustainable Development and importance of Liberal Arts
- b) Education Level: starting from Post-graduate with additional liberal arts
- c) Degree Accreditation: difficulty to issue Japanese Universities
- d) Teaching Staff

After the tea-break, participants were divided into three groups (Group A,B and C) to discuss the following topics.

Group A	(1) Academic Fields of VJU
Group B	(2) VJU Opportunity
Group C	(1) Sustainable Operation of VJU (Possible Finance Sources) (2) VJU Opportunity

After the group discussions, result of their discussions were presented by a representative from each group. Below is the summary of discussions (members as a whole and group discussions) by topic.

F. Academic Program

A-1. Sustainable Development

The idea of “Sustainable Development” was basically supported by VNU side since this program meets the Vietnam’s National Strategy and no other university is focusing on this field in Vietnam, except that Group A preferred the name “Development Program” instead of “Sustainability Development”.

Some members felt that the concept of “Sustainability Development” needed to be defined to include sharing ideas among the VNU and Japanese University members.

It should be noted that there were comments expressing anxiety about the capability of Vietnamese students since “Sustainable Development” requires interdisciplinary knowledge.

A-2. Liberal Arts and Active Learning

VNU members understood that VJU is targeting to educate students who have a wide range of knowledge and to stress the importance of Liberal Arts.

However, it was pointed out from several participants that introduction of Liberal Arts may face difficulty in the beginning for several reasons: 1) no time for students to study additional subjects as they are busy even in the current educational program, and 2) in general, Vietnamese students tend to focus on subjects closely related to their majors.

Definition of Liberal Arts, and way to introduce additional Liberal Arts should be discussed further in the next stage.

A-3. Additional Education Fields

It was suggested by several VNU members that VJU should provide courses related to technologies /engineering, such as biotechnology, renewable energy, clean technology,

environmental engineering, and robotics, because of Vietnamese market demand and high reputation of Japanese technology.

To meet expectations to enhance collaboration with Japanese firms, R&D was recommended to be emphasized in VJU.

G. Education Level

The proposed idea to start VJU from master course level was accepted by VNU. However, it should be noted that it may require some time to get approval from MOET to establish university from post-graduate level without an undergraduate program.

H. Degree Accreditation

Several participants commented on the importance of having a degree provided by Japanese universities in order to attract students and to raise the reputation of VJU. If it is difficult for Japanese universities to award a degree outside Japan, it was proposed to provide the chance for students to receive Japanese university degree after study in Japan for some period.

I. Teaching Staff

Importance to have permanent and full time Japanese teaching staff was pointed out from VNU side.

J. Sustainability of VJU

Participants agreed on the importance of VJU's branding scheme to realize sustainable operation & management of VJU.

The following "Input" and "Output" were felt to be key for VJU to have a good reputation and receive financial support from the Private sector:

Input: opportunity to study in Japan, scholarship for studying in Japan, degree awarded by Japanese university

Output: job opportunities in Japanese / global firms after graduation.

Through these discussions among VNU members and Japanese university members, the basic outline of details of VJU were grasped by participants even though some unsolved issues remained. Based on the comments from VNU members, a draft potential scenario proposed in this meeting will be reviewed through further discussions with Japanese university members.

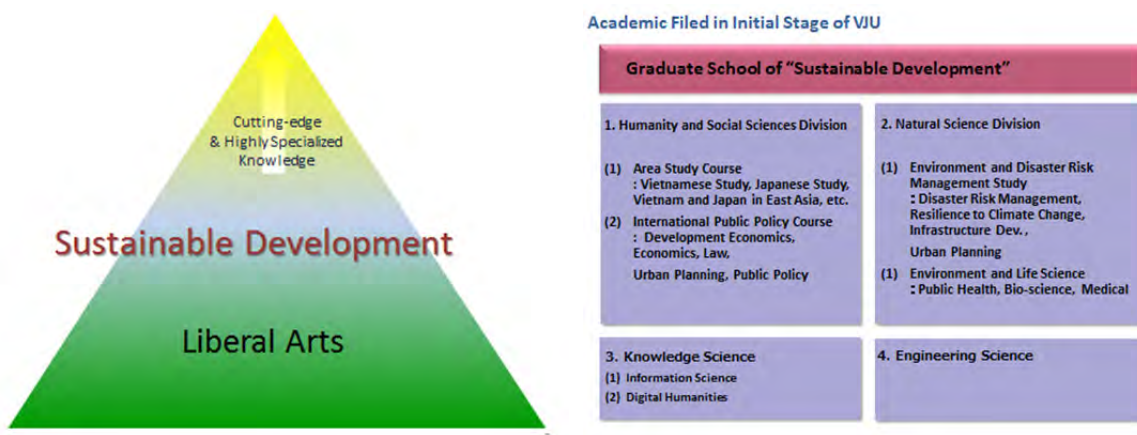
1. Outline of Discussions

1.1. Discussion as a whole

Discussion was held on VJU’s Academic Framework proposed by Japanese Universities (Agenda item 4).

A. Academic Program

Concept of “Sustainable Development” was presented by a Japanese Professor that has relevance with Vietnamese National Strategy, VNU policy, and Japanese Universities’ interests.

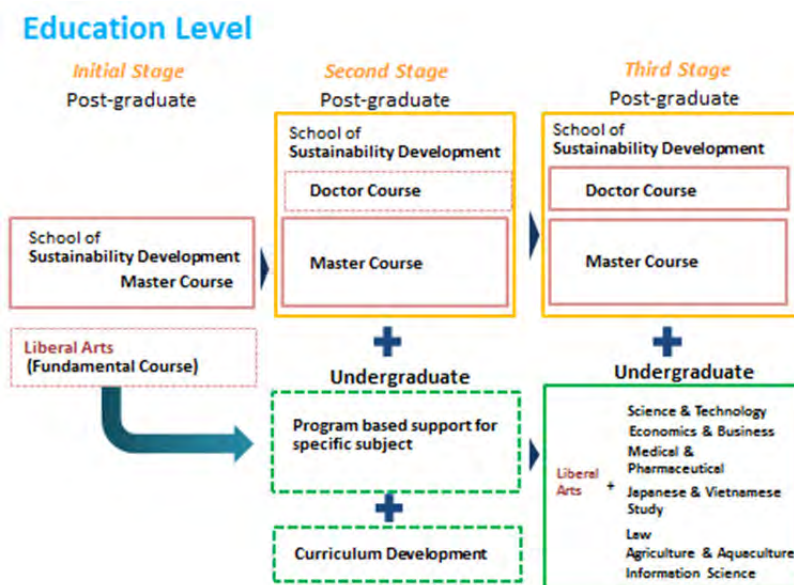


The following comments were raised from VNU side:

- VNU side expressed their opinion to support the idea of “Sustainable Development” since there is currently no university focusing on this field in Vietnam, and this programme meets the National Strategy of Vietnam.
- At the same time, it was pointed out that “Sustainable Development” required interdisciplinary knowledge and this may allow strong competitiveness of VJU compared to traditional mono-discipline and mono-sectorial universities.
- On the other hand, the importance to consider the Vietnamese Market demands when designing the Academic Fields was emphasized.

B. Education Level:

Japanese professors presented the idea to start from graduate school of Sustainable Development with fundamental with additional courses in liberal arts and active learning, and later to expand to undergraduate program and doctorate courses.



- VNU expressed concerns about the difficulty to introduce additional liberal arts course to undergraduate students: 1) current requirements for students are already heavy enough and there is no time for students to study any additional curriculum, and 2) liberal arts may be difficult for students who are studying engineering, technology, and science.
- VNU pointed out potential difficulties to persuade MOET when establishing university from post-graduate level without undergraduate program, since traditional definition of university in Vietnam is one which has a bachelor's program.
- Importance and opportunity of research activities and collaboration with Private Companies was also raised.

C. Degree Accreditation

Participants commented VJU's programs as well as its degrees that they should be recognized by both Vietnam's and Japan's education systems.

D. Teaching Staff

Japanese professors expressed the notion that one reason to establish post-graduate programs at the beginning is to prepare future academic staffs for VJU.

VNU stressed the importance to have permanent and full-time Japanese teaching staff from their former experience in other public universities.

1.2. Group Discussions

A. Group A

A1. Academic fields of VJU

- Many group members agreed that they prefer the name “Development Studies” instead of “Sustainable Development” because this concept sounds broader and it also increases the possibility of expanding and diversifying VJU’s programs in the future.
- VNU suggested that Environmental Economics should be added into the list of academic fields.
- With consideration of current needs from the Vietnamese market, VNU recommended to add some fields related to the Industrialization and R&D, such as R&D for Future Internet, ICT engineering, Business and Economics, and Environmental Economics, etc.
- A VNU member suggested that if training/upgrading of teaching staff is one of the objectives of the first stage, Doctorate program should also be offered from the beginning.
- Japanese professors expressed that they would like to establish VJU in new academic fields without any conflict or overlap with other VNU’s members, and the importance of providing different options and elective subjects for students in VJU.

A2. Liberal Arts and Active Learning

- VNU informed that Liberal Art is a new concept in Vietnam. In the past, the higher education system in Vietnam was a combination of various mono-disciplines with no or very weak connections. Therefore, the introduction of Liberal Arts may face difficulties in the beginning. VNU also raised the concern of selecting subjects for programs of Liberal Arts as well as creating criteria for assessment.
- A VNU member expressed appreciation for comprehensive program proposed by Japanese professors. However, VNU advised that VJU should not set a high standard for Vietnamese students in the beginning since the capability of Vietnamese students is limited in terms of study fields, and most of the students tend to study only what they can find with direct benefit for them.
- A VNU member stated that VJU should educate students who have a wide range of knowledge, but that Vietnamese students tend to focus on subjects which are closely related to their majors while ignoring others.
- VNU raised the question of whether Liberal Arts should be taught in post-graduate programs or it is better to be only in undergraduate programs. From VNU’s point of view, it is better to focus on academic knowledge and high level of professional skills such as research methodology in a regular masters program which is limited

to 2 years.

- A VNU member explained the difficulty to achieve active learning methodology in Vietnam, since Vietnamese students are passive learners due to the lack of interaction between students and lecturers as the consequent of the traditional one way teaching method used from primary school to high school and even in most universities in Vietnam currently. Even though the Government of Vietnam and many lecturers made significant efforts to encourage active learning methodology, the situation hasn't improved yet.
- VNU said that training teamwork and leadership skills should be focused on in fundamental courses.

A3. Degree accreditation of VJU

In regards to degree accreditations, the following ideas were proposed by VNU members:

- VJU's programs should be accredited by both Vietnam's and Japan's universities so that students can move from one university to another or change their majors in the middle of their study.
- In order to attract students, VJU can be an education franchise of Japanese universities which teach in the same curriculum, but also together with some additional curriculum to adapt to the requirements from Vietnamese Government and satisfy the needs of Vietnamese market.
- In the beginning, focusing on programs which can award Japanese university degree will help to attract excellent students to VJU and raise VJU's reputation. In the future, it can be shifted to VJU (Vietnamese) degree in future.

A4. VJU Opportunity

- VNU highlighted that degree of Japanese universities might be one of the key points for VJU to attract students if students can get the same degree as the one in Japanese Universities.
- VNU pointed out that R&D and manufacturing might be the future job for VJU graduates because Japanese companies in Vietnam are currently investing in these sectors.
- VNU suggested that VJU graduates should be "people who have leadership skills" and "people who can work well in a team".

A5. Other concerned matters

- VNU member stressed the importance to secure flexibility in credit transfer system, and raised the concern of the system and methodology of credit transfer between VJU and other universities. In the current system in Vietnam, it is very difficult for students to transfer from one university to another or change their majors unless

they take the national entrance exam again and re-start from the beginning.

- VNU member recommended that VJU doesn't need to be tuition-free but have a low level of tuition fee. Also, various scholarship opportunities might help the new university to get excellent students, with reference of case of Stanford University which was tuition-free in the beginning to build up their reputation.
- A VNU member raised the issue of how to maintain the quality of education in VJU at the same level with Japanese university. He worried if Vietnamese academic staff can satisfied the requirements for teaching curriculum of Japanese universities.

B. Group B

B1. VJU Academic Fields:

In addition to proposed fields for VJU which are mentioned in the slides, other fields were mentioned during the discussion of Group B.

- VJU will be established for Vietnamese students, and just Japanese study and area study are fine for Vietnamese students. Vietnamese study will be useful for Japanese students.
- It was suggested by a VNU member that VJU should provide courses of Japanese technology, Japanese culture, etc. so that graduated students may be employed by Japanese companies.
- A VNU member commented that with the object of becoming Graduate School of "Sustainable Development", the concept of "Sustainable Development" should be clearly defined.
- Some additional academic fields needed for VJU proposed VNU members are:
 - Under Humanities and Social Sciences, leadership in sustainable development; education for sustainable development.
 - Under Natural Science Division, sustainable development science study; also environment protection, natural resource, and pharmaceuticals.
 - Public Health is not attractive to Vietnamese students. Rather, Pharmaceuticals is much more attractive.
 - In addition to "Humanities and Social Sciences" and "Natural Science", "Engineering" should be focused on at VJU because Japan has a big reputation in them. Under Engineering, biotechnology, renewable energy (clean technology), environmental engineering, and robotics can be added.
 - In case VJU will offer the "Engineering", VJU may coordinate with existing related R&D institutes in Hanoi and Vietnam, so VJU students may practice and study at modern and high-tech facilities.
 - VJU should be a research-based university.
- Japanese Professor mentioned that:
 - Technology policy should be taught together with technology itself (engineering) as VJU emphasizes "Liberal Arts".
 - Japan's experience for its development after World War II can be studied and

utilized for Vietnamese development from now on. In this sense, VJU can play an important role.

B2. Synergy Effective between VNU and VJU

The following points were made by VNU members:

- Masters program of VJU would be operated at VNU campus, so VNU may join VJU by sharing existing VNU's curriculum, syllabus, teachers, and facilities. In the future when VJU may operate in its own campus, VNU can instead utilize the good facilities of VJU for their education and research.
- Collaborative researches can be conducted since VNU has already conducted many with Japanese universities.
Studying model may be 1 year in Vietnam + 1 year in Japan for Masters Program.
Doctorate program should be operated in Hoa Lac area with 2 years in Vietnam + 2 years in Japan.
- Benefits that VJU would bring to VNU would be to connect VNU with Japanese/international firms/ staff through VJU.

B3. VJU Opportunity

Group members discussed about opportunities which VJU may bring to students. In addition to a Japanese Professor's comments that VJU would create graduates who would work for Japanese firms as well as be university teachers, VNU members pointed out the following opportunities:

- VJU's students may have a chance to: (1) experience Japanese culture, (2) get scholarship from Japanese firms and/or Japanese funds, (3) attend specific courses, (4) have some terms, credits studying in Japan (if they meet the requirements).
- Graduates of VJU may be provided advantages of career opportunities to work in Japanese firms in Vietnam and Japan. Graduates could increase skills of leadership and teamwork, and therefore be flexible to work in a variety of firms.
- Graduates can be equipped with advance knowledge and international standards and have chances as well as abilities to go to Japanese universities for further study.
- VJU could be a university with "international standards without being away from home".
- Japanese students may come to study in VJU campus. Also, Japanese staff of firms located in Vietnam which would like to have further study may have chance to study in VJU.

B4. Degree Accreditation of VJU

Group members shared the idea that the degree should be provided by Japanese universities in order to strengthen reputation and attract students. However, it was also understandable based on their experience that it is difficult for Japanese universities to award degrees outside Japan.

Considering the situation, there may be 3 types of degrees which should be considered to provide:

- 1) Degrees provided by VJU for students who study full time in VJU campus.
- 2) Degrees provided by Japanese university which students spend semester(s), year(s) to study in its campus in Japan.
- 3) Joint degree signed by two co-rectors (of VJU and Japanese university) for students study in Vietnam and Japan.

B5. Other Aspects of VJU

The following topics were also part of the discussion of Group B:

- VJU should have encouragement policy to students by providing them scholarship and having reasonable tuition fees.
- It should be considered for VJU to collect funds from Japanese firms and provide generous scholarship with its students. There are many people who give up studying further due to financial affordability.
- 30-40% of teaching staff of VJU could be full-time. But, the rest should be visiting lecturers.

C. Group C

C-1. Sustainable operation of VJU:

Discussion among group members covered development relating to branding of VJU, potentiality of promotion programs and training programs to attract more students and possible financial sources for sustainable operation of VJU.

- In order to attract excellent students, VJU should be developed as an international standard university from the beginning in all fields of training programs, facility design and building construction, education and research equipment, teaching methodology, teaching staff and HR management. However the foreign curriculum of VJU will be required to adjust approximately 15-20% of subjects to be suitable with Vietnamese education system.
- VJU needs to identify what are the main development targets to plan the training programs for attracting excellent students including: demand from Japanese companies, demand of Vietnamese society, based on the advantages of VNU or Japanese universities' strength. For example in the case of the University of Social Sciences and Humanities, the fundamental majors such as philosophy, it is very difficult to attract students. However other majors of advanced social science fields such as journalism, mass media, management science and so on attracts many students to attend. Another example is that the majors, which can be operated based on only tuition fees, are very popular courses like finance-accounting, business administration, banking and MBA. Therefore in case VJU operation is based on the tuition fees, it is very hard to focus on the fundamental social science majors or academic majors.

- Relating to sustainable development, one suggestion is to provide courses for science technology majors which are very necessary for Vietnam and for Japanese companies in Vietnam. However for the university without any support from Vietnamese or Japanese Government or VNU, it is impossible to provide such courses.

C2. Enrolment

- It is important to identify which type of students VJU to admit and what kind of graduates VJU is going to produce, and necessary to have a clear development plan based on these aspects. It also relates to a range of tuition fees and the required study languages.
 - About tuition fees, ordinary Vietnamese family has low affordability, the excellent students with low-income earner usually try to enter to the public universities which offer low tuition fees, so if the tuition fees are high, and it is hard to attract excellent students.
 - About the entrance level, if VJU allows low level of scores for the national exam, it is difficult to have quality students. For students who have good scores with foreign language ability, they may prefer to go abroad for study. For example, the Vietnamese–Japanese high quality training program for Information Technology in the University of Science and Technology (Vietnamese top university in engineering field); it is taught in both English and Japanese, makes the students very interested, and brings more chances for higher education and go to Japan for study.
- The students, who have excellent marks, can speak very well in English or Japanese, usually look for scholarships to go abroad; so how can VJU attract them and what can VJU offer them? This is very important for providing scholarships for those students intending to join VJU. It will be more attractive to students who want to go to Japan to get PhD or to get Japanese degree if it is done by VJU scholarship.

C3. Financial mechanism

- If VJU only relies on the finance from Japanese ODA or Vietnamese Government, when ending the disbursement time, there will be no funds for operation after they stop. So VJU needs to setup a financial mechanism before ending the external investment stage in order to keep the Government funding resources and find its own resources for operation. There are three main financial resources VJU should focus on including: finance from both Governments, finance from private companies, and from self-generating revenues including tuition fees. In addition, the services which university provides to the society can also bring some revenues.
- The Government funding sources are able to provide initial setup funds and maintenance funds through scholarships for the best students.
- VJU will train the future employees for the companies so that the companies can have motivation to invest into VJU.
- Presently some Vietnamese families have enough economic capacity to send their

children to advanced countries for study such as New Zealand, America, England, and Australia. If VJU could provide advance training programs with international standards and opportunity for getting stable future jobs, it could be acceptable for some wealthy parents to invest in their children's future in Vietnam, even though the tuition fees could be high.

C4. Conclusion:

- Group C discussed about the sustainable operation and basically how to find the finance sources for VJU operation; also, who will be graduated from VJU, how to attract fulltime teachers, and what will be the input & output of VJU, as follows:
 - Input means what kind of students VJU can attract and where would they go after graduating. A main point was raised about branding for the university. In order to attract students the branding of VJU must be unique, must be excellent one which other universities cannot offer. There are certain criteria to become a reputable university and to attract scholarships. In order to get finance for VJU, the first necessary step is having good branding for VJU.
 - Output means the university must train students to become good graduates in great demand who support international companies from Taiwan, Japan, America, and Europe, which have invested in the industrial development in Vietnam. It is necessary to provide the students with opportunities to work after graduating from VJU so it is necessary to get assured areas of demand or the companies who want VJU graduates. For instance, Military University and FPT University are very popular amongst Vietnamese students, because their future careers are assured.
- What types of finance are available?: Japanese ODA, funds from Vietnamese Government, investment from private sector, tuition fees. However, it is not decided what portions from each section, only the idea is to get whatever VJU can get. It is vital to plan sustainable financial sources especially for the period after the disbursement of Japanese ODA and Vietnamese Government initial funding.
- Looking at the current situation in Vietnam, in order to obtain a quick result of investment, the majors in MBA, Accounting, business administration and language courses are very popular to Vietnamese students, and the school can easily open with these programs because they do not need to install big equipment or even occupy big areas for teaching.
- Since this project is carried out by the dialogue of both governments, it will create pro-Japanese personnel and pro-Vietnamese personnel. Therefore it is important to produce graduates who can solve issues for Vietnamese society including global issues and enhance economic development between both governments.

2. List of Participants

2.1. Participants as a whole

Organization	Name of Participants
VNU-Hanoi	<ul style="list-style-type: none"> ● Assoc. Prof. Dr. Phung Xuan Nha, President of VNU ● Prof. Dr. Mai Trong Nhuan, National Senior Expert, Ex-President of VNU ● Dr. Nguyen Nam Hoang, Deputy Head of Collaboration Development Department ● Mr. Truong Viet Ha, Vice-Director of International Relations Department ● Assoc. Prof. Dr. Nguyen Hoang Hai, Director of Project Management and Development Unit ● MA. Nguyen Anh Tuan, Vice Director of Construction Department ● Assoc. Prof. Dr. Nguyen Dinh Duc, Head of Academic Affairs Department ● Prof. Dr. Nguyen Huu Du, Vice Rector of University of Science ● Assoc. Prof. Dr. Tran Thi Minh Hoa, Vice Rector of University of Social Science and Humanities ● MA. Tran Diep Thanh, Deputy Head of International Affairs and Educational Collaboration Division, University of Social Science and Humanities ● Dr. Vu Anh Dung, Vice Rector of Deputy Rector of University of Economics and Business, VNU ● Assoc. Prof. Dr. Nguyen Ngoc Binh, Rector of University of Technology ● Assoc. Prof. Dr. Le Kim Long, Rector of University of Education ● Prof. Dr. Nguyen Trong Do, Rector of International School ● Dr. Hoang Van Thang, Director of Centre for Natural Resources and Environmental Studies ● Dr. Nguyen Thi Que Anh, Vice Rector of School of Law ● Dr. Dinh Thuy Hang, Vice Director of Institute of Microbiology and Biotechnology ● Assoc. Prof. Dr. Nguyen Quy Thanh, Director of Institute for Education Quality Assurance ● Ms. Ngo Minh Thuy, Co-director of Vietnam National University, Hanoi - Kyoto University Collaboration Office (VKCO) ● Mr. Dinh Van Dung, Vice Director of Information Technology Institute
Japanese Universities	<ul style="list-style-type: none"> ● Mr. Motoo FURUTA, Professor, The University of Tokyo ● Mr. Masaaki HOMMA, Director & Professor, Institute of World Economy, Kinki University ● Mr. Naosumi ATODA, Vice President, Kaetsu University ● Mr. Katsuichi UCHIDA, Vice President, Waseda University ● Mr. Mitsunori MARUTANI, Centre for Japanese Language, Waseda University

Embassy of Japan	<ul style="list-style-type: none"> • Mr. Shigeru KISHIDA, First Secretary, Embassy of Japan
JICA Vietnam Office	<ul style="list-style-type: none"> • Mr. Fumihiko OKIURA, Senior Representative JICA Vietnam Office • Ms. Ai MIURA, Senior Project Formulation Advisor, JICA Vietnam Office
JICA Study Team	<ul style="list-style-type: none"> • Mr. Yuichi FUKUOKA, Project Manager/ University Development Initiative 1 • Ms. Yuko SASA, Deputy Project Manager/ University Development Initiative 2 • Mr. Bunshichi FUJIOKA, Private Sector Coordination • Mr. Muhammad Monte CASSIM, University Conceptual Planning 1/ Special Aide to the Chancellor, The Ritsumeikan Trust/ Professor, Ritsumeikan University • Mr. Wong Kuok Hung, University Conceptual Planning 2 • Mr. Shoji TAKEUCHI, Director, Department of International Affairs, Takushoku University • Mr. Takashi SAKAKIBARA, Financial Planning/ Legal Framework • Mr. Tateki UMEMOTO, Higher Education Policy 1 • Ms. Harumi TSUKAHARA, Higher Education Policy 2 • Mr. Keisuke HATTORI, Project Coordinator
Supporting Members	<ul style="list-style-type: none"> • Ms. Ho Pham Quynh Nga, Project Staff • Ms. Bui Thanh Binh, Project Staff • Ms. Bui Lan Anh, Project Staff • Ms. Nguyen Hanh Linh, Project Staff • Ms. Vu Thi Hong Minh, Interpreter • Ms. Duong Thu Ha, Interpreter • Ms. Nguyen Thi Kieu Huong, Interpreter

2.2. List of Participants in the Group Discussions

Organization	Name of Participants
Group A	
VNU-Hanoi	<ul style="list-style-type: none"> • Mr. Nguyen Quy Thanh, Director of Institute for Education Quality Assurance, VNU • Mr. Vu Anh Dung, Vice Rector of University of Economics and Business, VNU • Mr. Nguyen Huu Du, Vice Rector of University of Science, VNU • Mr. Dinh Van Dung, Vice Director of Information Technology Institute, VNU • Mr. Truong Viet Ha, Vice Director of International Relations Department, VNU
Japanese Universities	<ul style="list-style-type: none"> • Mr. Motoo FURUTA, Professor, The University of Tokyo • Mr. Katsuichi UCHIDA, Vice-President, Waseda University
JICA Study Team	<ul style="list-style-type: none"> • Ms. Yuko SASA, Deputy Project Manager/ University Development Initiative 2 • Mr. Bunshichi FUJIOKA, Private Sector Coordination • Mr. Muhammad Monte CASSIM, University Conceptual Planning 1/ Special Aide to the Chancellor, The Ritsumeikan Trust/ Professor, Ritsumeikan University • Mr. Wong Kuok Hung, University Conceptual Planning 2 • Ms. Bui Lan Anh, Project Staff • Ms. Nguyen Thi Kieu Huong, Interpreter
Group B	
VNU-Hanoi	<ul style="list-style-type: none"> • Dr. Nguyễn Nam Hoàng–Deputy Head of Collaboration Development Department • Mr. Trần Điệp Thành–Deputy Head of International Relation Department (USSH-VNU) • Assoc. Prof. Dr. Lê Kim Long – Rector of UEd-VNU • Dr. Hoàng Văn Thắng – Director of Center for Natural Resources and Environmental Studies-VNU • Dr. Đinh Thúy Hằng – Vice Director of Institute of Microbiology and Biotechnology-VNU
Japanese Universities	<ul style="list-style-type: none"> • Prof. Naosumi Atoda–Chairman of Human Resource Meeting of Taskforce-Japan/ Vice-President, Kaetsu University • Mr. Mitsunori Marutani– Center for Japanese Language, Waseda University
JICA Study Team	<ul style="list-style-type: none"> • Ms. Harumi Tsukahara – Higher Education Policy 2 - Facilitator • Mr. Tateki Umemoto– Higher Education Policy 1 • Ms. Dương Thu Hà – JICA Study Team – Interpreter • Ms. Hồ Phạm Quỳnh Nga – JICA Study Team – Staff
Group C	
VNU-Hanoi	<ul style="list-style-type: none"> • Mr. Nguyen Trong Do – Head of International University • Ms. Ngo Minh Thuy – Director of VNU Vietnam National University, Hanoi – Kyoto University Collaboration Office • Ms. Tran Thi Minh Hoa – Vice Rector of the University of Social Sciences and Humanities

	<ul style="list-style-type: none">• Mr. Nguyen Hoang Hai – Director of VNU Project Management and Development Unit
Japanese Universities	<ul style="list-style-type: none">• Mr. Masaaki HOMMA - Acting Chairman of VJU Meeting of Director & Professor, institute of World Economy, Kinki University Taskforce, Japan
Embassy of Japan	<ul style="list-style-type: none">• Mr. Shigeru KISHIDA – First Secretary, Embassy of Japan
JICA Vietnam Office	<ul style="list-style-type: none">• Mr. Fumihiko OKIURA – Senior Representative JICA Vietnam Office• Ms. Ai MIURA – Senior Project Formulation Advisor of Japan International Cooperation Agency, Vietnam Office
JICA Study Team	<ul style="list-style-type: none">• Mr. Yuichi FUKUOKA, Project Manager / University Development Initiative 1• Mr. Takashi SAKAKIBARA, Financial Planning / Legal framework• Ms. Bui Lan Anh, Project Staff

Appendix: Presentation Material

3RD INTERIM REPORT (I/R) MEETING

2ND AUGUST 2013

**Data Collection Survey for
Vietnam - Japan University**

JICA Study Team
Oriental Consultants Co., LTD
JICE (Japan International Cooperation Center)
JVEF (Japan - Vietnam Economic Forum)

Agenda

1. Opening Remarks
2. Introduction of Participants
3. Progress of Survey
4. Discussion for VJU's Academic Framework

----- Tea Break -----

5. Group Discussions
6. Result of Group Discussions
7. Closing Remarks

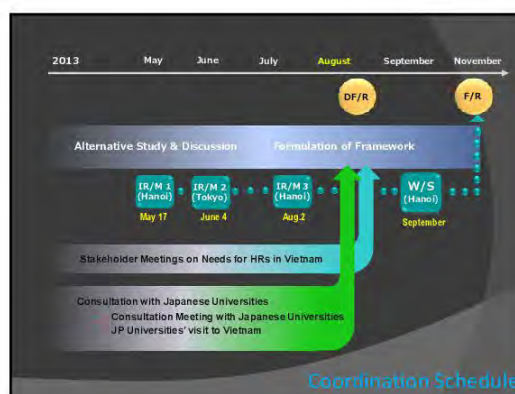
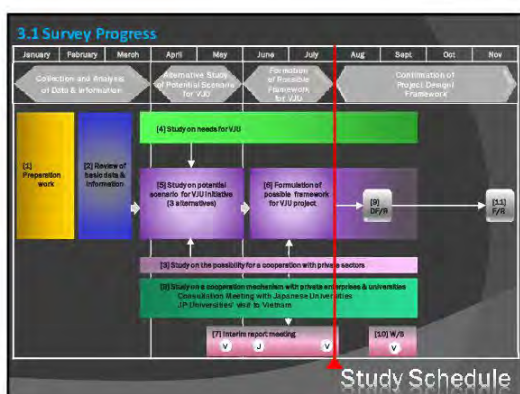
Business Dinner

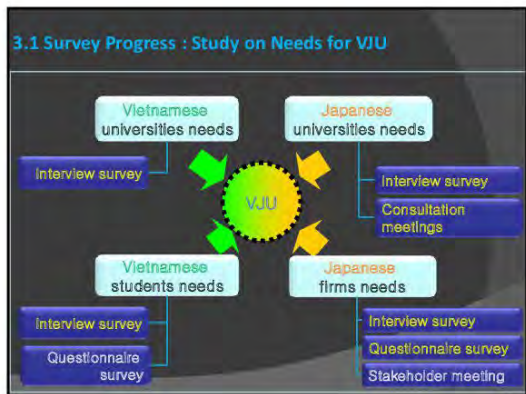
JICA Study Team

NAME	Assigned Position	org
1. Yuichi FUKUOKA	PM/University Development Initiative 1	OC
2. Yuko SASA	DPM/University Development Initiative 2	OC
3. Burshichi FUJIOKA	Private Sector Coordination	JVEF
4. Muhammad Monte Cassim	University Conceptual Planning 1	JVEF
5. Wong Kuok Hung	University Conceptual Planning 2	OC
6. Shoji TAKEUCHI	University Establishment Planning	JVEF
7. Takashi SAKAKIBARA	Financial Planning/ Legal Framework	JVEF
8. Tateki UMEMOTO	Higher Education Policy 1	JVEF
9. Harumi TSUKAHARA	Higher Education Policy 2	OC
10. Satoru KOHAYAMA	HR Needs Assessment 1	JICE
11. Kazuo SHIKANO	HR Needs Assessment 2	JVEF
12. Takayuki HAGIWARA	Infrastructure planning (Civil)	OC
13. Rie SAWASHITA	Infrastructure planning (Architecture)	OC
14. Keisuke HATTORI	Project Coordinator/ Asst. Legal & Finance	OC

3. Progress of the Survey

- 3.1 Survey Progress
- 3.2 Summary of the I/R Meeting I & II
- 3.3 Findings up to date
 - a. Comparison of Similar Nature Universities
 - b. Needs from Japanese Companies





- ### 3.1 Survey Progress : Interview Survey
- ❑ **Government Authorities :**
MOET, MOPI, MOIT, MOLISA etc.
 - ❑ **International Agencies :**
World Bank, ADB
 - ❑ **Higher Education and Research Institutes :**
FTU, HNU, VAST, VNU-HCM, VGU, CANTHO, USTH, etc.
 - ❑ **Other Institutions:**
VJCC, Japanese School, FLU High School, etc.
 - ❑ **Japanese Firms in Vietnam:**
25 Companies
 - ❑ **Japanese Universities**

3.2 Summary of I/R Meeting I

May 17, 2013 in Hanoi

29 Participants (15 from VNU)

Result of Group Discussions for 4 Topics

- ❑ **Premises:**
VNU New Campus + Satellite in Hanoi
- ❑ **Branding:**
VJU to be "Center of Excellence with Practical Education" under VNU with similar setting as IS-VNU
- ❑ **Education Program:**
Starting from Undergraduates, then expand to Postgraduates
English(Core) + Japanese + Vietnamese
Double Degree (VJU's Original + Japanese Universities Degree)
Combination of "4 years in Vietnam" and "2 years in Vietnam & 2 years in Japan"
- ❑ **Sustainability:**
Vietnamese Students are attracted by the Reputation of University.

3.2 Summary of I/R Meeting II

June 4, 2013 in Tokyo

- ❑ **Mission**
"Center for Excellence with Practical Education".
- ❑ **Vietnamese & Japanese Universities Involvement**
Japanese Universities will formulate a consortium among member universities and VNU will be a major partner of VNU.
- ❑ **Education level**
Starting from post-graduate
+ support program for undergraduate
- ❑ **Teaching staff:**
Combination of Vietnamese, Japanese and international staff.
Language: English, Japanese and Vietnamese

- ### 3.3 Findings up to date :
- #### Comparison of Similar Nature Universities
- ❑ University of Science and Technology (USTH)
:NMU under HERA
 - ❑ Vietnam German University (VGU)
:NMU under HERA
 - ❑ International School under VNU-HN (VNU-IS)
 - ❑ International University under VNU-HCM (IU, VNU-HCM)

Comparison of Education Level

Education Level	USTH	VGU	VNU-IS	IU, VNU-HCM
Undergraduate	3 years (1 common year + 2 years)	4 years (1 foundation year + 3 years)	English 4 years	IU 4 years
			Russian 4.5 years	
			French 3 years (2 yrs in Vietnam + 1 yr in France)	Twining 4 years (2 yrs in Vietnam + 2 yrs outside Vietnam)
			Chinese 4 years (1 yr in Vietnam + 3 yrs in China)	
Master	2 years	Full-time 2 years Part-time 2-2.5 years	English 1.5-2 years	2 years
			French 1.5 year	
Doctor	N.A.	N.A.	N.A.	Available

Comparison of Offered Academic Fields

	USTH	VGU	VNU-IS	IU, VNU-HCM
Economics and Business		✓	✓	✓
Law				
Humanities				
Foreign Languages			✓	
Science and Technology	✓	✓		✓
Medical and Pharmaceutical Science				
Agriculture				

Comparison of Awarded Degrees

USTH	VGU	VNU-IS	IU, VNU-HCM	
USTH degrees accredited by Vietnam and France	Degrees from German universities supporting each program + VGU certificate	VNU Degree Or Degrees from foreign partner universities (up to program)	IU Program	IU Degree
			Twining Program	Degrees from foreign partner universities

Comparison of Teaching Staff

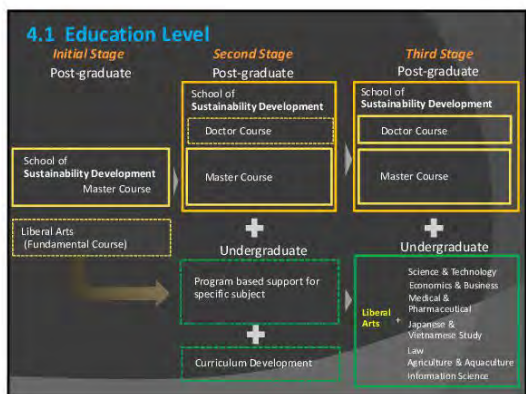
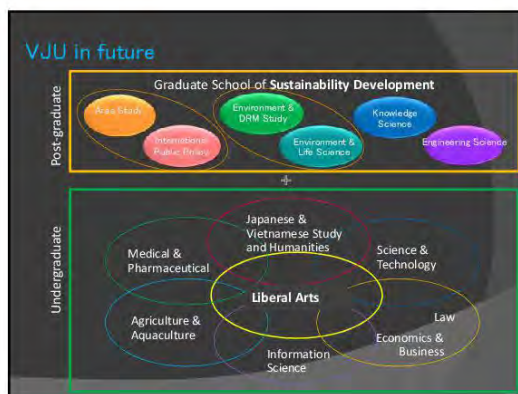
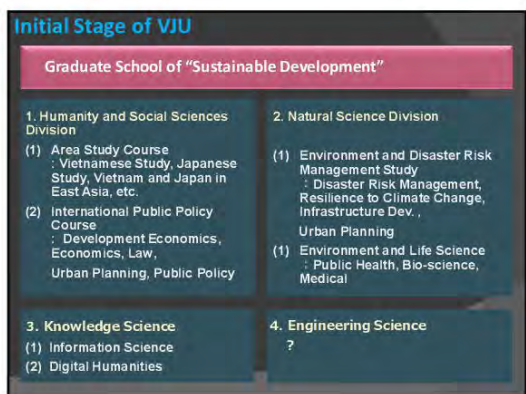
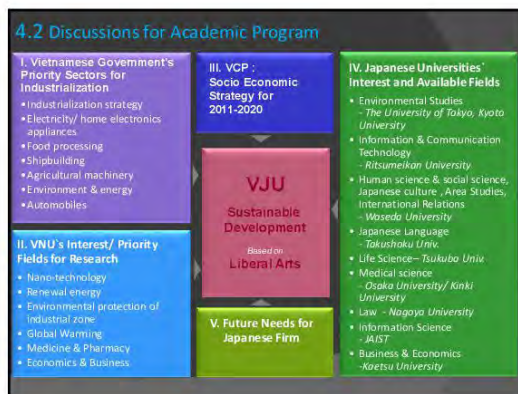
	USTH	VGU	VNU-IS	IU, VNU-HCM
Short-term International Teachers from partner universities	👤👤	👤👤	👤	-
Long-term International Teachers from partner universities	-	👤	-	-
Locally hired teachers (Vietnamese & international)	👤	👤👤	👤👤	👤👤
System of Capacity Building of Teachers	Yes (Sending to France to get PhD)	No	No	Yes (Training for newly graduates and sending faculty to partner universities)

3.3 Findings up to date:
Interview to Japanese Firms in Vietnam:
 AEON, Brother, Canon Vietnam, GHISON Cement, HOYA, Japan Airline, Japan Business Association, Kajima Corporation, MHI Aerospace Vietnam, Mitsubishi Corporation, Mitsui Bussan, Mizuho Corporate Bank, NISSAN Techno Vietnam, PENTAX RICOH IMAGING PRODUCTS, Shin-Etsu Chemical, SMBC, Sumitomo Osaka Cement, Sumitomo Shoji, TERUMO BCT VIETNAM, Thang Long Industrial Park 1&2, TOSHIBA, TOYOTA, Vieclam Bank, and YAMAHA Mortars (25 companies in alphabetic order)

- 3.3 Findings up to date:**
Needs from Japanese Firms (25 companies)
- ❑ Needs for persons who understand **Japanese Business Mind and Practice**
 - ❑ Needs for education in **wide range of basic Science and Technology**
 - ❑ Needs for HR who has **advanced knowledge for R&D**
 - ❑ Needs for **High Level Japanese Language**
 - ❑ Needs for **Global HR**
 - ❑ Needs for collaboration with Universities
 - ❑ Needs for placement service for students (matching between Japanese companies and students)

4. Discussion for VJU's Academic Framework

- 4.1 Discussions for Academic Program
- 4.2 Education Level
- 4.3 Discussions for Degree Accreditation
- 4.4 Discussion for Teaching Staff



4.3 Discussions for Degree Accreditation

	VJU Original Degree	Degree of Japanese University
Pros.	Only VNU will approve, VJU will be able to issue original Degree. Study 4 years in Vietnam >> School fee won't be expensive.	Will be a strong element to attract students to VJU.
Cons.	Until VJU's reputation will become high, difficult to attract high quality students.	Some difficulties in procedures under guidance of MEXT. Required to study in Japan for some periods. It will cost. Should be agreed by actual recipient. It will take long time in preparation stage. Japanese Universities' commitment is required.

VJU Original Degree + possibility of Japanese Universities Degree (study in Japan)

4.4 Discussions for Teaching Staff

Japanese Side

- ❑ Dispatch teaching staff from member university of the university consortium
 - : Team or Individual Professors
- ❑ Type of Recruitment of Japanese Teachers
 - Combination of Long-term, Medium-term, and Short-term Lecturers
 - Long-term : 2-3 Years
 - Medium-term : 1-2 semesters
 - Short-term : 1-2 week

4.4 Discussions for Teaching Staff

Vietnamese Side

- ❑ How to secure Vietnamese Teaching Staff ?
 - (1) Recruit New Staff for VJU
 - Recruit PhD holders studied abroad (especially in Japan)
 - (2) Train New Teaching Staff
 - Train new teachers in master course in VJU
 - Train new teachers by sending to Japan for PhD course
 - (3) Invite VNU Professors as visiting lecturers.
- ❑ Employment status and salary: VNU or VJU

5. Group Discussions

Group Discussion

Group A & B	Group C
<ol style="list-style-type: none"> 1. Academic Fields of VJU 2. VJU Opportunity <ul style="list-style-type: none"> : Significant Benefit, Something Wonderful, How to attract Students and Teaching Staff 	<ol style="list-style-type: none"> 1. Sustainable Operation of VJU 2. VJU Opportunity <ul style="list-style-type: none"> : Significant Benefit, Something Wonderful, How to attract Students and Teaching Staff

Group A: 1 Academic Fields of VJU

Graduate School of "Sustainable Development"

<ol style="list-style-type: none"> 1. Humanity and Social Sciences Division <ul style="list-style-type: none"> (1) Area Study Course : Vietnamese Study, Japanese Study, Vietnam and Japan in East Asia, etc. (2) International Public Policy Course : Development Economics, Economics, Law, Urban Planning, Public Policy 3. Knowledge Science <ul style="list-style-type: none"> (1) Information Science (2) Digital Humanities 	<ol style="list-style-type: none"> 2. Natural Science Division <ul style="list-style-type: none"> (1) Environment and Disaster Risk Management Study : Disaster Risk Management, Resilience to Climate Change, Infrastructure Dev., Urban Planning (2) Environment and Life Science : Public Health, Bio-science, Medical 4. Engineering Science ?
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Group A: 1 Academic Program

IV. Japanese Universities' Interest and Available Fields

- Environmental Studies - *The University of Tokyo, Kyoto University*
- Information & Communication Technology - *Ritsumeikan University*
- Human science & social science, Japanese culture , Area Studies, International Relations - *Waseda University*
- Japanese Language - *Takushoku Univ.*
- Life Science - *Tsukuba Univ.*
- Medical science - *Osaka University/ Kinki University*
- Law - *Nagoya University*
- Information Science - *JAIST*
- Business & Economics - *Kaetsu University*

Group A: 2 VJU Opportunity
Graduates from VJU will be...

- ⊗ Employees of Japanese Firms
- ⊗ Person who can Think Critically
- ⊗ Person who can act Proactively
- ⊗ Creative Person
- ⊗ Person who has an Interdisciplinary Knowledge
- ⊗ Researchers doing State-of-the-art Research
- ⊗ Person who will go to Doctor Course in Japan
- ⊗ Person who can develop new products in Vietnamese style.
- ⊗ Person responsible for Vietnam's future, with keeping in mind the Global Issues. (politician, top management of private companies, etc.)

Group C: 1 Sustainable Operation of VJU
Possible Financial Source

- ⊗ Cooperation with Private Business Operators : Lectures/Courses supported by Private Company, Donation, Scholarship, Internship
- ⊗ Private Financial Initiative / PPP (Construction and O&M of facilities which can be financially independent)
- ⊗ Staff Training for Private Companies
- ⊗ Collaborative Research, Delegated Research
- ⊗ Consulting Service
- ⊗ Short-term Course for Business
- ⊗ Seminar for Public / Japanese
- ⊗ Real Estate Income, Office Rental
- ⊗ Hospital, Medical Laboratories
- ⊗ Publication & Printing
- ⊗ Archive Center
- ⊗ Intellectual Property Rights
- ⊗ Tuition Fee

Group C: 2 VJU Opportunity
Graduates from VJU will be...

- ⊗ Employees of Japanese Firms
- ⊗ Person who can Think Critically
- ⊗ Person who can act proactively
- ⊗ Creative Person
- ⊗ Person who has an Interdisciplinary Knowledge
- ⊗ Researchers doing State-of-the-art Research
- ⊗ Person who will go to Doctor Course in Japan
- ⊗ Person who can develop new products in Vietnamese style.
- ⊗ Person responsible for Vietnam's future, with keeping in mind the Global Issues. (politician, top management of private companies, etc.)

6. Result of Group Discussion

7. Schedule of Future Study



第3回中間報告会の写真

ハノイ、2013年8月2日



VNU 学長 (Ass.Prof.Nha) から開会の挨拶



VNU 側参加者からのコメント・質疑



グループディスカッションの雰囲気 1



グループディスカッションの雰囲気 2

4. 第4回中間報告会

Data Collection Survey for Vietnam Japan University

Summary of Interim Report Meeting IV

November 2013

Oriental Consultants, Co., Ltd.

Japan International Cooperation Center

Japan Vietnam Economic Forum

Summary of Interim Report Meeting IV

The JICA study team conducted the Interim Report Meeting IV on 7th November 2013 in Hanoi, Vietnam. The participants from Vietnam side were newly delegated official taskforce team from Vietnam National University, Hanoi (VNU-Hanoi) and from Japanese side were representatives from Japanese universities (University of Tokyo and Kaetsu University), Embassy of Japan, JICA Vietnam Office, VKCO, and JICA Study team members.

The purpose of this meeting was to report the results of the questionnaire survey and to further discuss the framework of VJU.

The meeting was held according to the following agenda:

1. Opening Remarks
2. Introduction of Participants
3. Result of Questionnaire Survey
4. Framework of VJU-1
 - 1) Mission & Function of VJU
 - 2) Necessity & Uniqueness of VJU
 - 3) Academic program and fields

Tea Break

- Framework of VJU-2
 - 4) Scale and development schedule
 - 5) Location and function of VJU
 - 6) Synergy effect with VNU
 - 7) Other concerned matters
5. Conclusions and Next Schedule
6. Closing Remarks

In the opening remark, Dr. Nha (president of VNU) highlighted the importance of submitting VJU's proposal to the Vietnamese government as soon as possible. Therefore, it is necessary for both sides to discuss intensively and to work closely together in order to prepare a strong proposal as well as find the most effective way to manage the project. In response to Dr. Nha's remark, Prof. Furuta (Professor of The University of Tokyo) confirmed the good results of the previous meetings. He also expressed the hope that both sides would be able to complete the required documents based on agreed points after this meeting, in order to prepare for the official meeting between two prime ministers to announce a joint statement in December.

Then the meeting proceeded to the results of Questionnaire Survey covering discussion of VJU's Framework. This will be explained in the next section ("2. Framework").

The closing speech was given by Mr. Atoda, in which he expressed the thought that although both sides have not entirely agreed on the content of proposal, the basic concept and key issues of VJU have been clarified. He hoped that both sides would continue working intensively and effectively in order to prepare a strong project proposal which leads to the implementation stage as soon as possible. Lastly, Prof. Nhuan (VNU) concluded the meeting with a brief summary of the discussion and appreciation to all the participants.

The final workshop will be held in December after the Vietnamese PM visits Japan.

1. Result of Questionnaire Survey

The subjects most discussed were the following:

Questionnaire Survey for students:

- Reason for selection of current university: The University provides the courses that students want to study.
- Students are most impressed by good learning environment, and facilities and equipment in which a modern library was the highest concern.

Questionnaire Survey for Japanese companies in Vietnam:

- The most emphasized points of Japanese companies when employing university graduates are communication skills, personality and language ability.
- 74.2% of Japanese companies consider expansion of their current business which will increase the demand for high quality human resources. Most companies are interested in VJU and they expect VJU to deepen the understanding of business practice and culture of Japan.

2. Framework of VJU

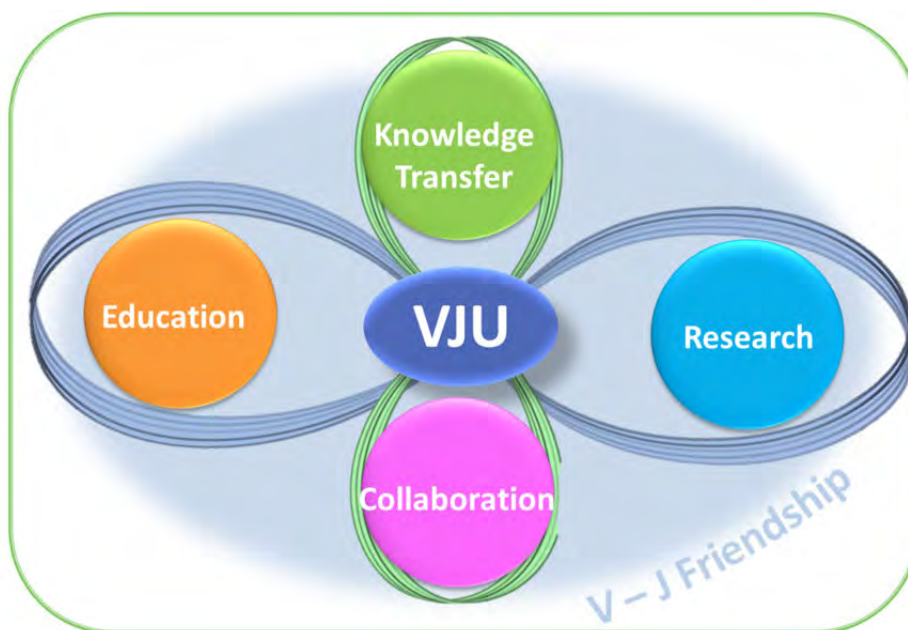
A. Missions and functions of VJU:

Missions:

- To be the top Asian institution at a university level in education and research, and to rank in the top 20 Asian Universities in specific fields by 2025.
- To support collaboration between Vietnam and Japan and to promote cooperation in education, science and technology, as well as culture between the two countries.
- To supply high quality human resources in order to meet the demand for socio-economic development of Vietnam and Japan as well as other Asian countries.

Functions:

The four pillars of VJU are categorized as Education, Research, Knowledge Transfer (instead of Activities), and Collaboration (instead of Interactive Communication).



B. Uniqueness of VJU:

The unique feature of VJU is that it is going to focus on applied research while other universities of VNU-HN focus on fundamental research programs.

C. Academic Program and Fields:

- The education programs of VJU will be research-based programs which will train students in performing research activities from the beginning in order to achieve high quality research results for the university in the future.

- Academic staff of VJU should not only provide lectures, but also provide research activities as one of their important obligations. This will promote research activities of VJU, so that the university ranking of VJU will also be improved.

D. Scale and Development Schedule:

- The vision for the scale of future expansion of VJU should be included in the proposal of VJU establishment in order to persuade Vietnamese government to provide enough land for the construction of VJU campus.
- The number of staff, source of human resources, and the regulations for recruitment, contracts and HRM systems should be clarified in the next study stage.
- The management systems of VJU should be discussed and agreed by both sides. This will include: (1) project management of establishment and construction, and (2) management system of the university operation such as board of management.

E. Location and features of VJU:

- The location of VJU will be in VNU relocation site in Hoa Lac, HHTP and the existing VNU campus in 144 Xuan Thuy str. Hanoi (as a satellite campus of VJU).
- Dr. Hai (VNU) suggested that the areas for sports ground and amenity in HHTP (20 ha) should be used for another purposes in order to get a more convenient location of VJU's campus within HHTP instead of the top North area. Space for sports ground, parks and amenity of VJU should be only 20 ha in VNU relocation site in Hoa Lac, and students of VJU can also use the sport area of VNU-HN together with other university members.

However, Japanese professors said that only 20 ha for sports ground and amenity is not enough.

F. Synergy effect with VNU

- VJU will be a professional interdisciplinary university with a focus on liberal arts.
- Although VJU is under VNU, it will have high autonomy through special regulations.
- The relationship with VNU that aims to enhance synergy effects for both institutions has been clarified. This includes sharing teaching staff and facilities.
- The relationship of VJU with VNU-HN, other universities, Japanese universities and companies should be clarified in detail.

G. Other matters of concern

Dr. Vinh and Dr Hoan (VNU) inquired regarding the funds for VJU:

- Which types of ODA will be provided by the Japanese government: loans or grants?
- Who will be in charge of raising USD 100 million from private sector for VJU establishment? How to ensure that the private sector will invest in VJU?
- What are the financial sources for the operation and development activities of VJU? Whether it will fully rely on tuition fees or VJU will get support from Japanese government and Japanese universities? In case Japanese side is going to give financial support to VJU, how long is the supporting period?

Prof. Shin'e (VKCO) asked the following:

- The regulation of Vietnamese government for university lecturers is based on their certification (PhD). However, in Japan, many experts and engineers who have high level of knowledge are able to teach in the university even though they do not have PhDs. Therefore, enabling such experts and engineers to teach in VJU should be realized. How is VJU going to apply KOZA-SEI ("academic chair system") from the viewpoint of legal procedure, promotion to the public, and other related matters? What is the definition of KOZA-SEI in Vietnam?
- If VJU is going to be an interdisciplinary university, what is the enrolment system and requirement for entrance? In Vietnam, the university entrance examination is categorized by fields into 2 groups: (1) natural sciences and engineering, and (2) social sciences and humanities. Is it possible for VJU to recruit and teach both natural science and social science students in one program (inter-disciplinary)?

Prof. Nhuan (VNU) said:

- The kind of target subjects/specializations of VJU should be clarified.
- Research fields of Japanese universities contributing to VJU should be clarified.
- The method/way to collaborate with business sector should be discussed further.

3. List of Participants

Organization	Name of Participants
VNU-Hanoi	<ul style="list-style-type: none"> • Assoc. Prof. Dr. Phung Xuan Nha, President of VNU • Assoc. Prof. Dr. Nguyen Hoang Hai, Director of Project Management and Development Unit • Dr. Le Quan, Director of Organization-Personnel Department • Prof. Dr. Mai Trong Nhuan, Chairman of VJU Taskforce (Vietnam), National Senior Expert, Ex-President of VNU • Mr. Vu Minh Giang, Member of VJU Taskforce, Vietnam National Senior Expert, Ex-Deputy President of VNU • Dr. Nguyen Thi Anh Thu, Director of Cooperation and Development Department • Mr. Nguyen Quang Huy, Vice Director of Construction Department • Dr. Nguyen Nam Hoang, Vice Director of International Relations Department • Dr. Dang Duc Nhu, Lecturer of VNU School of Medicine and Pharmacy • Dr. Nguyen Tien Vinh, Lecturer of VNU School of Law • Dr. Pham Xuan Hoan, Director of Planning and Financial Department • Dr. Vu Van Tich, Director of Research and Development Department • Assoc. Prof. Dr. Nguyen Dinh Duc, Director of Academic Affairs Department • Mr. Nguyen Van Quang, Officer of VNU – Project Management and Development Unit MA. Nguyen Anh Tuan, Vice Director of Construction Department
Japanese Universities	<ul style="list-style-type: none"> • Prof. Motoo Furuta, Vice Chairman of VJU Taskforce (Japan) Professor, The University of Tokyo • Prof. Naosumi Atoda, Chairman of Human Resource Meeting of Taskforce (Japan), Vice-President, Kaetsu University
Embassy of Japan	<ul style="list-style-type: none"> • Mr. Hiroshi MIYAKE, Counselor, Embassy of Japan • Mr. Tetsuya SATO, Secretary, Embassy of Japan
JICA Vietnam Office	<ul style="list-style-type: none"> • Mr. Fumihiko OKIURA, Senior Representative JICA Vietnam Office • Ms. Ai MIURA, Senior Project Formulation Advisor, JICA Vietnam Office
VKCO	<ul style="list-style-type: none"> • Mr. Toshihiko SHINE, Co-Director
JICA Study Team	<ul style="list-style-type: none"> • Mr. Yuichi Fukuoka, Project Manager / University Development Initiative 1 • Ms. Yuko Sasa, Deputy PM / University Development Initiative 2 • Mr. Bunshichi Fujioka, Private Sector Coordination • Mr. Shoji TAKEUCHI, Director, Department of International Affairs,

	<p>Takushoku University</p> <ul style="list-style-type: none">• Mr. Takashi Sakakibara, Financial Planning/ Legal Framework• Ms. Harumi Tsukahara, Higher Education Policy 2• Mr. Kazuo Shikano, Human Resource Needs Assessment 2• Ms. Ho Pham Quynh Nga, Project Staff• Ms. Bui Thanh Binh, Project Staff• Ms. Bui Lan Anh, Project Staff• Ms. Nguyen Hanh Linh, Project Staff• Ms. Tran Thi Thai Ha, Interpreter
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Appendix: Presentation Material

4TH INTERIM REPORT (I/R) MEETING

7TH NOVEMBER 2013

**Data Collection Survey for
Vietnam - Japan University**

JICA Study Team
Oriental Consultants Co., LTD
JICE (Japan International Cooperation Center)
JVEF (Japan - Vietnam Economic Forum)

Agenda

1. Opening Remarks
2. Introduction of Participants
3. Result of Questionnaire Surveys (Students & Japanese Companies)
4. Framework of VJU
 - (1) Mission & Function of VJU
 - (2) Necessity & Uniqueness of VJU
 - (3) Academic program and fields
- Tea Break -----
4. Scale and development schedule
5. Location and function of VJU
6. Synergy effect with VNU
5. Next Schedule
6. Closing Remarks

Business Dinner

JICA Study Team

NAME	Assigned Position	org.
1. Yuichi FUKUOKA	PM/University Development Initiative 1	OC
2. Yoko SASA	DPM/University Development Initiative 2	OC
3. Bunshichi FUJIOKA	Private Sector Coordination	JVEF
4. Muhammad Monte Cassim	University Conceptual Planning 1	JVEF
5. Wong Kuok Hung	University Conceptual Planning 2	OC
6. Shoji TAKEUCHI	University Establishment Planning	JVEF
7. Takashi SAKAKIBARA	Financial Planning/ Legal Framework	JVEF
8. Tateki UMEMOTO	Higher Education Policy 1	JVEF
9. Harumi TSUKAHARA	Higher Education Policy 2	OC
10. Satoru KOHIYAMA	HR Needs Assessment 1	JVEF
11. Kazuo SHIKANO	HR Needs Assessment 2	JVEF
12. Takayuki HAGIWARA	Infrastructure planning (Civil)	OC
13. Rie SAWASHITA	Infrastructure planning (Architecture)	OC
14. Keisuke HATTORI	Project Coordinator / Asst. Legal & Finance	OC

3. Result of Questionnaire Surveys

- (1) Questionnaire Survey to Students
- (2) Questionnaire Survey to Japanese Companies

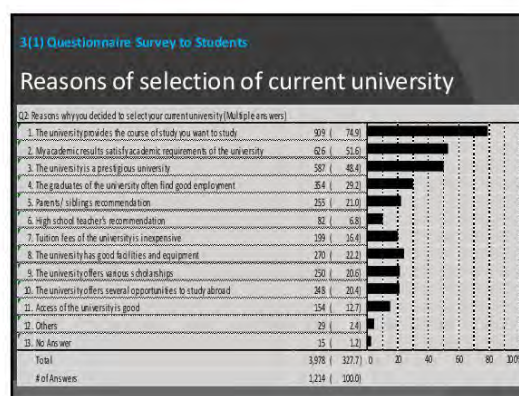
3 (1) Questionnaire Survey to Students

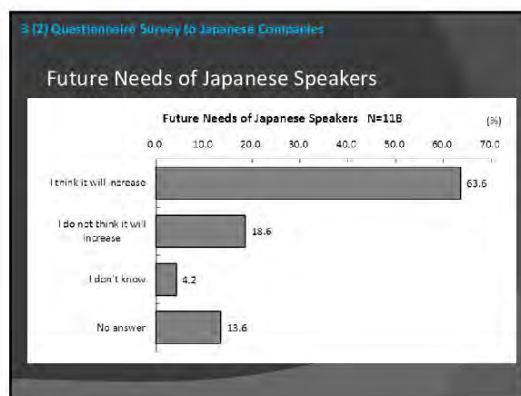
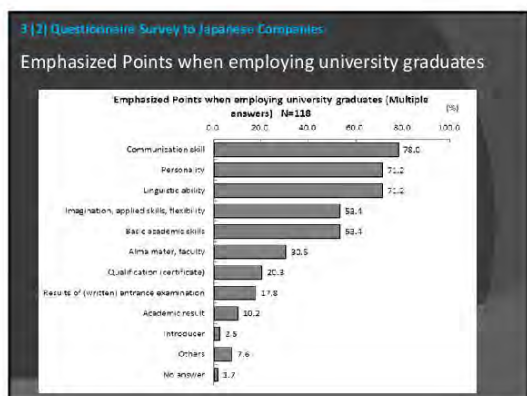
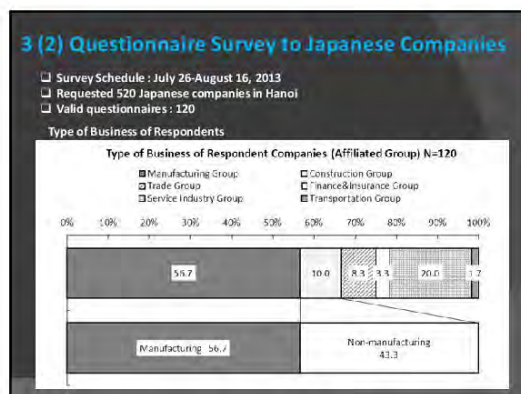
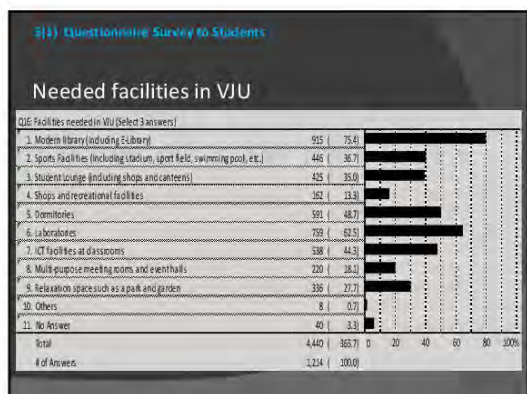
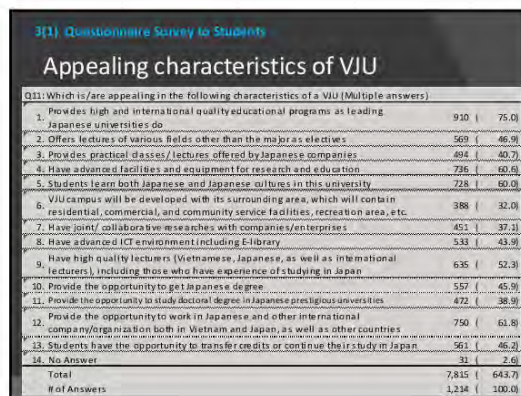
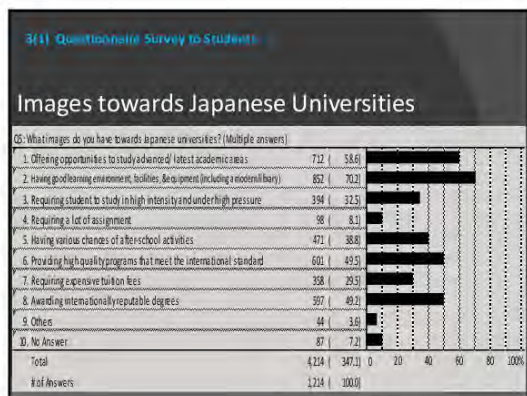
□ Purpose of the Questionnaire Survey:
To understand Vietnamese students' interest and concerns on university (undergraduate and graduate) and career development.

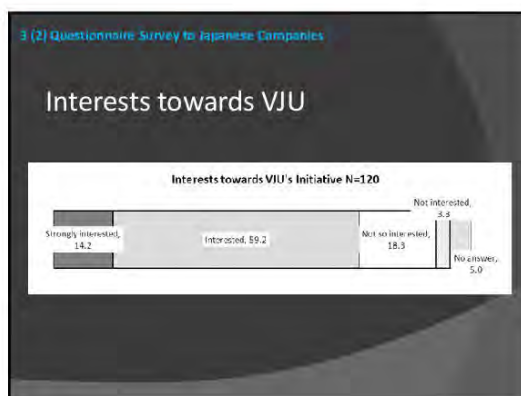
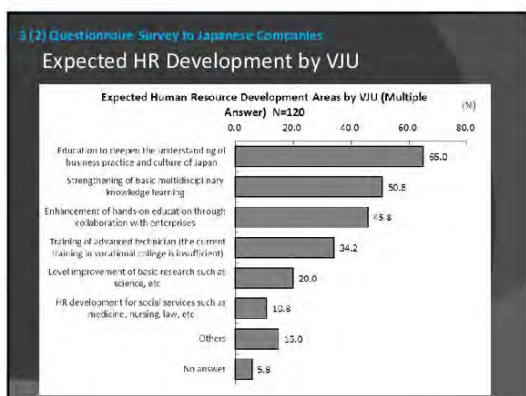
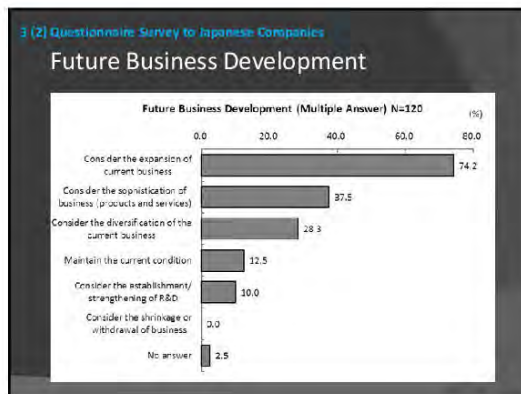
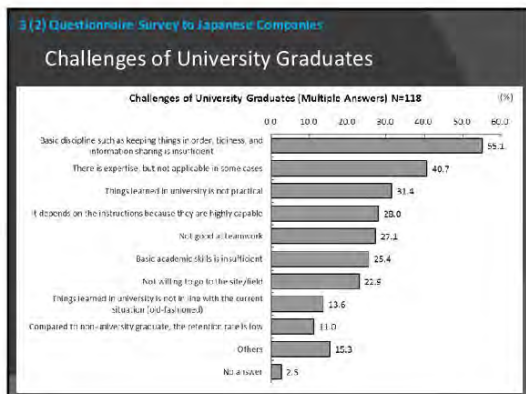
□ Survey Periods: September 2013

□ Target universities and respondents from each university are:

	Total	Undergrad.	Graduate
1. University of Science (VNU)	294	186	108
2. University of Social Science and Humanities (VNU)	273	130	143
3. University of Foreign Languages (VNU)	321	222	99
4. University of Technology (VNU)	241	147	94
5. University of Economics (VNU)	79	51	28
6. University of Education (VNU)	180	180	—
7. School of Law (VNU)	99	99	—
8. Foreign Trade University (FTU)	64	64	—
9. Hanoi University (HNU)	132	132	—
No Answer	9	3	6
Total	1,692	1,214	478







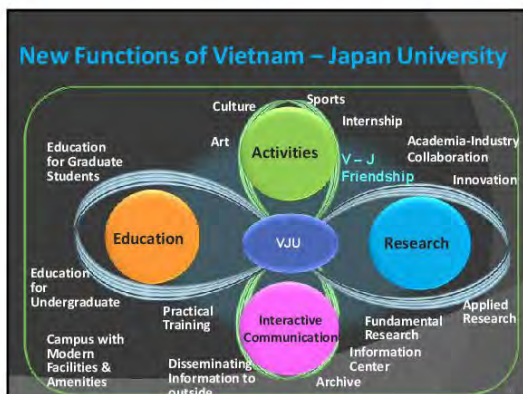
4. Framework of VJU

- (1) Mission & Function of VJU
- (2) Necessity & Uniqueness of VJU
- (3) Academic program and fields
Curriculum
- (4) Scale and development schedule
- (5) Location and function of VJU
- (6) Synergy effect with VNU

(1) Mission of Vietnam – Japan University

Vietnam – Japan University will:

- be an Asian top institution at university level education and research, and ranked in top 20 Asian Universities in the specific fields by the year of 2025
- symbol of collaboration between Vietnam and Japan, promote the cooperation in education, science and technology, culture between Vietnam and Japan.
- supply high quality human resources in order to meet demand for socio-economic development of both countries.

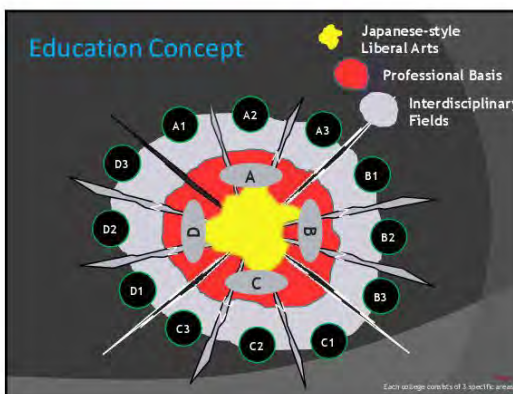


- ### (2) Necessity of Vietnam – Japan University
- High demand on high quality human resources from Japanese companies in Vietnam in particular.
 - Vietnam is in a period of "Golden Population Structure" which can be last for 30 years. It's very urgent and critical timing for Vietnam to educate high quality human resources.
 - VJU will be a symbol for the long-term cooperation between Vietnam and Japan.
 - Japan has dedicated in various fields of support to Vietnam including infrastructure development. VJU can be considered as an epoch-making project for further strengthening of the tight relationship between two countries.
 - Creation of international standard university is a vital strategy of Vietnamese Government.

- ### (2) Uniqueness of Vietnam – Japan University
- The first Interdisciplinary University, with liberal arts knowledge and skills to become all-sided and highly creative personnel.
 - Top university with advanced training and research : become "a Harvard university" in Asia.
 - Close relationship with private sectors, especially with Japanese companies in Vietnam. Graduates will have knowledge and skills to work in Japanese or internal enterprises.
 - Academia-industry collaboration : joint researchs and venture businesses.
 - Research oriented university: "KOZA-SEI (research unit system)"
 - VJU will also be a center for cultural, arts, sports and information exchange activities for V – J friendship.
 - Live and full-time lectures and research activities by Japanese professors with highly capable Vietnamese professors.
 - State-of-the-art and international standard facilities, environment and equipment.

- ### Education
- Graduates from VJU will become:
- World top class Researchers.
 - Pro-Japanese Vietnamese and Pro-Vietnamese Japanese.
 - Person who will be a manager as well as the representative of Japanese Companies with keeping in mind with Global Issues.
 - Person responsible for Vietnam's prosperous future, who can work globally: policy makers / researchers / educators / entrepreneur / manager
 - Person who work in International Organization

- ### Graduates from VJU will be the person who:
- have Critical Thinking
 - have Leadership
 - can work with Team Spirit
 - can act Proactively
 - are Creative
 - have an Interdisciplinary Knowledge
 - are doing State-of-the-art Research
 - can develop new products in Vietnamese style.
 - have international leading knowledge
 - have professional communication skills in foreign languages.



Initial Stage of VJU

Graduate School of "Sustainable Development"

A. Humanity and Social Sciences Dept. (1) Area Study Course : Vietnamese Study, Japanese Study, Vietnam and Japan in East Asia, etc. (2) International Public Policy Course : Development Economics, Economics, Law, Urban Planning, Public Policy	B. Natural Science Dept. (1) Environment and Disaster Risk Management Study : Disaster Risk Management, Resilience to Climate Change, Infrastructure Dev., Urban Planning (2) Environment and Life Science : Public Health, Bio-science, Medical
C. Knowledge Science Dept. (1) Information Science (2) Digital Humanities	D. Engineering Science Dept. (1) Environmental Engineering (2) Renewal Energy

Goal of VJU

4 Faculties/ 12 courses

FACULTY OF BIO-MEDICAL SCIENCES
 A1 Biological and Environmental Sciences
 A2 Advanced Material, Pharmaceutical and Nano-Sciences
 A3 Public Health Management, Medical Support Sciences, Regenerative Medicine

FACULTY OF HUMAN SCIENCES
 B1 Anthropology, Arts and Culture, Design and Architecture
 B2 Geography, Area Studies, Urban and Regional Planning
 B3 International Law and Policy Science

FACULTY OF ENGINEERING SCIENCES
 C1 Energy, Transport, Lifelines and Infrastructure Technologies
 C2 Robotics, Automotive and Marine Engineering
 C3 MEMS/MEMS, Informatics and Telematic Technologies

FACULTY OF MANAGEMENT SCIENCES
 D1 Tourism, Hospitality and Heritage Management
 D2 MNCs, SMEs and Collective Enterprise Management
 D3 Freight, Logistics and Supply Chain Management

Legend:
 Yellow star: Japanese-style Liberal Arts
 Red circle: Professional basis
 Note: Each circle contains courses of 3 specific areas

Practical Creativity and Expertise

Lifelong education and Remote educational system, Learning style in 21st century

Research capabilities of universities towards solving the global problems

Basis of professional education to provide technical capabilities and imagination

RISE Initiative: Basic liberal arts education on Japanese-style values and moral importance

*** Tea Break ***

(4) Scale and development schedule

Stage 1 (2016-2019)	Stage 2 (2019-2021)	Stage 3 (2022-2025)
Graduate School of Sustainable Development <ul style="list-style-type: none"> 160 students 20st x 4 courses x 2 y Supporting Program for Liberal Arts and basic knowledge for specific fields Deployment for doctoral & bachelor's degree programs 	Full Doctoral Course Graduate School of Sustainable Development Some Undergraduate Programs <ul style="list-style-type: none"> 2,000 Students (1,400 undergraduate, 600 graduate) Interdisciplinary linkage with other research institutions Promoting investment and supports from Japanese firms 	Scientific Research Activities Doctoral Course Graduate School of Sustainable Development Full Scale Undergraduate Programs <ul style="list-style-type: none"> 6,000 students (2,400 graduate and 3,600 undergraduate students.)

(5) Location and function of VJU

	Stage 1 (2016-2019)	Stage 2 (2019-2021)	Stage 3 (2022-2025)
Satellite Campus in VNU-HN (2-5 ha)	<ul style="list-style-type: none"> Construction of VJU building in existing VNU Campus VJU graduate school 	<ul style="list-style-type: none"> VJU graduate school 	<ul style="list-style-type: none"> Redevelop whole satellite campus. Satellite Campus (part of graduate school, showcase)
Campus in HHTP (60ha for VJU)	<ul style="list-style-type: none"> Construction of campus 20ha for University 20 ha for industry-academia collaboration, HR training center, companies research institute, relevant private institution, etc. 20 ha for sports ground, amenity etc. 	<ul style="list-style-type: none"> Move university function to VNU-HN in Hoa Lac 40ha for Research institutes, industry-academia collaboration center and human resources development center. 	
New Campus of VNU-HN in Hoa Lac (60ha for VJU)		<ul style="list-style-type: none"> Construction of campus 30ha for universities' education and research facility 20ha for sports ground and parks, amenity 10ha for parking lots and others. 	

(6) Synergy Effect with VNU

- VJU will be under VNU-HN, with high autonomy.
- VJU will be a high quality interdisciplinary and multi-disciplinary university. It will help VNU-HN to upgrade their level.
- VJU will have an applied research function based on the VNU-HN's fundamental research. It will contribute to further development of VNU-HN's research activities.
- Facilities and staffs can be shared with other VNU-HN member universities.

5. Next Schedule



Xin cảm ơn

第4回中間報告会の写真
ハノイ、2013年11月7日



日越大学構想案の説明



日越大学構想案についての協議 (1)



日越大学構想案についての協議 (2)



VNU の関連部署及び傘下大学の代表者が出席した。集合写真 (会議終了後)。

5. 報告ワークショップ

Data Collection Survey for Vietnam Japan University

Summary of the Final Workshop

January 2014

Oriental Consultants, Co., Ltd.

Japan International Cooperation Center

Japan Vietnam Economic Forum

Summary of the Final Workshop

The JICA study team conducted the Final Workshop on 16th January 2014 in Hanoi, Vietnam. The participants from Vietnam can be divided into 2 large groups: The 1st group included government officials from the Government Office, Ministry of Education and Training, Ministry of Planning and Investment, Ministry of Foreign Affairs, Ministry of Construction, and Ministry of Science and Technology. The 2nd group included the official taskforce team from Vietnam National University, Hanoi (VNU-Hanoi). Participants from Japan's side included representatives from Japanese universities (Waseda University and Kaetsu University), the Embassy of Japan, JICA (both from Tokyo and Vietnam Office), VKCO, and JICA Study team (JST) members.

The purposes of this final workshop were to report & explain the result of the Data Collection Survey and proposed framework of VJU Project to the officials from Vietnam's Government, and to discuss the proposed concept of VJU project and necessary procedures for finalization of the Final Report.

The workshop was held according to the following agenda:

1. Opening Remarks
2. Introduction of Participants
3. History of VJU Establishment and Current Status
4. Outline of VJU project
 - 1) Development Concept and Mission of VJU
 - 2) Necessity & Uniqueness of VJU
 - 3) Composition and Education ContentsTea Break
 - 4) Location, Scale and Function of the University
 - 5) Development Schedule
5. Next Stage Schedule
6. Discussions and Operation of Participants
 - 1) From Ministries and Government Office
 - 2) From JICA and the Embassy of Japan
7. Closing Remarks

In the opening remarks, the President of VNU and the Chairman of the Official Taskforce Team, Dr. Nha, expressed his hope that the meeting would gather many valuable ideas to boost the VJU establishment process. He summarized the previous work and meetings which strengthened the foundation for the next stage. He also highlighted that the support from the governments of both Vietnam and Japan toward the establishment of VJU was an exclusive privilege for the project. Dr. Nha proposed that the participants, especially Vietnamese ministries' officials, work to provide supportive guidance regarding legal procedures and financing for VJU. Dr. Nha expressed the hope that VJU would be established in the next two years as planned.

After the introduction of the participants, the History and Outline of VJU Project was briefly explained by the JST.

- The idea of establishing Vietnam-Japan University started in 2006 when Prime Minister Nguyen Tan Dung inquired about a possible collaboration between Japan-Vietnam Parliamentarians' Friendship League for Human Resources development.
- In 2013, which was the 40-year commemoration of diplomatic relationships between Japan and Vietnam, this JICA Data Collection Survey started and gathered necessary information and formulated a foundation for VJU establishment.
- Owing to the support from leaders of both countries, government agencies, universities and private companies, the project has made significant progress towards becoming a reality. Japanese Prime Minister Shinzo Abe and Vietnamese Prime Minister Nguyen Tan Dung agreed in December 2013 to work towards early realization of VJU.

After the explanation of the VJU outline and Next Stage schedule, active discussions were held among the participants. During discussion on the Next Stage schedule, the following four points were highlighted as conditions of the Japanese Government to go forward, and to be confirmed during this study.

- 1) Consensus building among the authorities concerned in the Government of Vietnam in terms of utilization of JICA Yen loan for VJU project.
- 2) Clarification of the organizational and legal status of VJU especially in terms of the relation with VNU and the reservation of required land for VJU.
- 3) Sustainability of VJU management such as a solid budgetary plan for operational expenses.
- 4) Feasibility of Japanese University participation

Also, the importance for VNU to take the following actions was confirmed as a next step.

- 1) Request for ODA loan to the Japanese Government
- 2) Request for Feasibility Study to the Japanese Government
- 3) Resubmission of revised master plan for VNU new campus in Hoa Lac including VJU.

The comments and discussions are described in Section 2.

The closing speech was given by Prof. Atoda, in which he expressed appreciation and gratitude to all participants for supporting the Project. Vietnam-Japan University is expected to meet the demand for human resources of Japanese private sector in Vietnam and contribute to the socio-economic development of Vietnam. Therefore, he wished that the project would continue gaining support from Vietnamese authorities, VNU and Japanese government. He concluded by expressing the hope that both sides would continue working together intensively in realizing VJU project.

1. Outline of VJU

A. Development Concept and Mission of VJU:

Development Concept:

To establish a highly-qualified leading university in Asia and to promote Industry-academia collaboration as well as to meet demand for socio-economic development of both countries.

Mission of Vietnam-Japan University:

- To be a top Asian institution at university level in education and research, and ranked in top 50 Asian Universities in specific fields by 2025.
- To be a symbol of collaboration between Vietnam and Japan, and promote cooperation in education, science & technology, and culture between Vietnam and Japan.
- To supply high quality human resources in order to meet demand for socio-economic development of both countries.

Functions:

The four pillars of VJU are categorized as Education, Research, Knowledge Transfer (instead of Activities), and Collaboration (instead of Interactive Communication).

B. Necessity & Uniqueness of VJU:

Following to the explanation of necessity and uniqueness of VJU, which were presented in meeting materials (refer to “4. Attachments”), Dr. Hai (VNU-PMU) explained the necessity and uniqueness of VJU in further details as follows:

- The university will strengthen the collaboration between Vietnam and Japan. As the result of study on the similar universities such as VGU and USTH, it was recognized that the image of partner countries are not clear. However, VJU will create a strong impression of both countries.
- The program of VJU will satisfy 3 demands: (1) demand for high quality human resources for Japanese companies in Vietnam, (2) demand for socio-economic development of Vietnam, and (3) demand for collaboration between two countries.
- The university will have a close relationship with private sector firms and promote academia-industry collaboration for joint researches and joint venture business. This is a selling point for VJU to raise fund from enterprises.
- Since the resolution of 11th National Congress of Vietnamese Communist Party – Socio-economic Development Strategy 2011-2020 stated that climate change and environmental issues are a focus of Vietnam in the next few years, science for sustainable development is chosen to be one of core programs in VJU. This is expected to get support from government and be funded by ODA loans.
- This intent is also expressed in the design of land use. First of all, the proposed land in HHTP is for R&D laboratories and industry-academia collaboration that will satisfy the demand of private sector. Secondly, part of VNU’s new campus in Hoa Lac area will do

research and training activities to contribute to the development of Vietnam. Finally, a satellite campus in Xuan Thuy will act as a representative office of VJU in Hanoi city centre as well as a connection point between the university with companies and other organizations of both countries.

- VJU will have fulltime Japanese lecturers and provide research activities by Japanese professors together with highly capable Vietnamese professors; this will be an advantage of the university compared to short-term visiting lecturers in other international universities.

C. Composition, Scale and Function of University:

The composition, scale and function of VJU were presented in the meeting materials (refer to “Attachments”).

D. Location, scale and function of VJU:

- VJU will be located in three places: VNU’s new campus in Hoa Lac, HHTP, and VNU’s campus in Xuan Thuy Street. The university is expected to have 160 post-graduate students in the first stage and then increase to 6,000 students including both under-graduate and post-graduate students in the 3rd stage.
- Mr. Duong (HHTP) stated that HHTP management board and MOST (the jurisdictional agency of HHTP) were strongly supporting the VJU project. He mentioned that the infrastructure in HHTP will be nearly finished construction in 2017, so VJU would benefit from these surrounding facilities. There would be a high demand for human resources in Hoa Lac area, which is expected by many companies and businesses which have already invested in the area. Therefore, the construction of VJU would be an attractive point and complement for other investors in HHTP. HHTP proposes the land for VJU in the Education Zone of HHTP, close to FPT university and USTH. However, the land in HHTP is limited and there are many projects proposed to be built in the area. Therefore, the schedule of VJU construction should be set as soon as possible in order to prepare the land transfer process.
- Mr. Fujioka stressed the importance of site location which is a prerequisite for VJU to raise financial support from private sector and be well connected with the Satellite campus. He requested to reconsider about the location of VJU campus to be much closer to the main road and future railway station.
- Mr. Duong mentioned that the master plan of HHTP is already approved and changing this master plan is outside the authority of HHTP management board. Therefore, VJU should propose the desired location for VJU campus within HHTP to the higher level of the Prime Minister, for example.

2. Discussion and Opinions

A. From ministries and Government Office

Mr. Lam (Government Office) requested VJU to clear the following matters in documents that would be submitted to the Government Office in the near future:

- The up-to-date results of the survey and research on the demand of VJU establishment considering the current situation and forecasted trend.
- The feasibility of raising financial support from private sector firms for VJU in Hoa Lac area since the current real estate market is going down and land incentive is no longer an attractive point.
- The demand of higher education in Vietnam, and the possibility of competition and comparison between VJU and other government supported universities such as VGU and USTH.
- Short-term and long-term objectives of VJU should be clearly stated and focus on the market demand.
- The development of VJU is a long-term process and VJU cannot become a top university in just a few years. Therefore, feasibility should be carefully considered when setting the objectives and schedule for VJU.
- The schedule of the project should be planned very soon and strictly followed by actions; otherwise the availability of land in Hoa Lac will be smaller and smaller over a period of time.

Mr. Hai (MOET) stated that proposal of VJU establishment should show:

- The results of research on market demand for higher education and human resources in Vietnam as well as need for VJU (supply and demand analysis).
- Formulation of fund allocation for VJU, utilization of Japanese ODA and FDI (Foreign Direct Investment) considering procedure and time limitations.
- Facilities, curriculum, quality assurance system of VJU.
- Relationship between VJU and other member universities of VNU.

Mr. Linh (MPI) stated that he would like the project to clarify the following matters:

- Financing structure and methodology: The exact amount of ODA and FDI required ensuring the establishment and operation of the university, commitment of private sector to finance the project and other related matters.
- Schedule when the university can be financially independent and smoothly operate without Japanese ODA.
- The priority of VJU project compared to other projects proposed to be financed by Japanese ODA such as Can Tho University and Danang University.
- Research on major/disciplines of VJU to satisfy the demand of higher education in Vietnam should be clearly and carefully considered because the university can only be sustainable if it provides programs that students want to study.
- Idea of VJU is not included in the approved master plan of VNU's new campus in Hoa Lac

so this master plan should be amended soon.

B. From JICA and the Embassy of Japan

Mr. Morihata (JICA Tokyo) mentioned that the Government of Japan and JICA started to consider how to move to the feasibility study for VJU project , and conditions to do so. Regarding VJU concept, many points have been confirmed by Vietnamese and Japanese side through this Data Collection Survey, but there are still some issues which require further discussions. He also highlighted the importance of showing the achievement of VJU in the early stage in order to gain support from the private sector.

Mr. Miyake (the Embassy of Japan) confirmed that the importance of VJU was recognized by Prime Ministers of Vietnam and Japan last year, and the Japanese government would like to cooperate with Vietnam for VJU project. He also expressed the Japanese government would like the project team to clarify the following four basic conditions for VJU establishment:.

- 1) Consensus building among the authorities concerned in the Government of Vietnam in terms of utilization of JICA Yen loan for VJU project.
- 2) Clarification of the organizational and legal status of VJU especially in terms of the relation with VNU and the reservation of required land for VJU.
- 3) Sustainability of VJU management such as a solid budgetary plan for operational expenses.
- 4) Feasibility of Japanese University participation

C. From Japanese Professors:

Mr. Tran Van Tho thought that the competition between universities would bring positive results as the universities implement and encourage the improvement of each other. Regarding enrolment, the demand for higher education in Vietnam is forecast to increase since the population is increasing. However, the tuition fee should be low, and the number of scholarship and quality of education should be high in order to attract talented students.

3. List of Participants

Organization	Name of Participants
Government Office	<ul style="list-style-type: none"> Mr. Le Hong Lam, Director General of International Relations Department
Ministry of Education and Training	<ul style="list-style-type: none"> Mr. Tran Dai Hai, Director of Project Management Office, Department of Planning and Finance Ms. Tran Huong Ly, Officer of International Relations Department
Ministry of Planning and Investment	<ul style="list-style-type: none"> Mr. Nguyen Hoang Linh, Head of Japan Division, Foreign Economic Relations Department
Ministry of Foreign Affairs	<ul style="list-style-type: none"> Mr. Nguyen Truong Son, Deputy Director of North East Asia Department Ms. Lam Thanh Phuong, Deputy Head of Division for Japan, Korea and Mongolia
Ministry of Construction	<ul style="list-style-type: none"> Mr. Bui Pham Khanh, Deputy Minister Ms. Nguyen Thi Bich Hue, Deputy Director General of International Cooperation Department
Ministry of Science and Technology	<ul style="list-style-type: none"> Mr. Tran Van Tung, Deputy Minister Mr. Pham Dai Duong, Chairman of Hoa Lac Hi-tech Park Management Board
VNU-Hanoi	<ul style="list-style-type: none"> Assoc. Prof. Dr. Phung Xuan Nha, President of VNU Assoc. Prof. Dr. Nguyen Hoang Hai, Director of Project Management and Development Unit Dr. Nguyen Nam Hoang, Vice Director of International Relations Department Mr. Nguyen Quang Huy, Vice Director of Construction Department Dr. Le Quan, Director of Organization-Personnel Department Dr. Pham Xuan Hoan, Director of Planning and Financial Department Assoc. Prof. Dr. Nguyen Dinh Duc, Director of Academic Affairs Department Dr. Nguyen Tien Vinh, Lecturer of VNU School of Law Dr. Dang Duc Nhu, Lecturer of VNU School of Medicine and Pharmacy Mr. Nguyen Van Quang, Officer of VNU – Project Management and Development Unit MA. Nguyen Anh Tuan, Vice Director of Construction Department Dr. Nguyen Ngoc Binh, Rector of VNU – University of Engineering and Technology

	<ul style="list-style-type: none"> • Dr. Le Kim Long, Rector of VNU – University of Education • Dr. Nguyen Trong Do, Rector of VNU – International School • Dr. Nguyen Dang Minh, head of Research and Partnership Development Office, University of Economics and Business
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Vietnam Journalists Association	<ul style="list-style-type: none"> • Mr. Le Thanh Y, Second secretary of Economics and Management Division
Japanese Universities	<ul style="list-style-type: none"> • Mr. Naosumi ATODA, Vice President, Kaetsu University • Mr. Tran Van Tho, professor of Waseda University
Embassy of Japan	<ul style="list-style-type: none"> • Mr. Hiroshi MIYAKE, Counsellor, Embassy of Japan • Mr. Shigeru KISHIDA, First Secretary, Embassy of Japan
JICA	<ul style="list-style-type: none"> • Mr. Shingo MORIHATA, Deputy Director of Southeast Asia Division 3, Southeast Asia and Pacific Department, JICA in Tokyo • Mr. Fumihiko OKIURA, Senior Representative JICA Vietnam Office • Ms. Ai MIURA, Senior Project Formulation Advisor, JICA Vietnam Office
VKCO	<ul style="list-style-type: none"> • Mr. Toshihiko SHINE, Co-Director
JICA Study Team	<ul style="list-style-type: none"> • Mr. Yuichi FUKUOKA, Project Manager/ University Development Initiative 1 • Ms. Yuko SASA, Deputy Project Manager/ University Development Initiative 2 • Mr. Bunshichi FUJIOKA, Private Sector Coordination • Mr. Takashi SAKAKIBARA, Financial Planning/ Legal Framework • Ms. Bui Lan Anh, Project Staff • Ms. Bui Thanh Binh, Project Staff • Ms. Ho Pham Quynh Nga, Project Staff • Mr. Nguyen Tam Quang, Interpreter

Appendix: Presentation Material



JICA Study Team

NAME	Assigned Position	所属
1. Yuichi FUKUOKA	PM/University Development Initiative 1	OC
2. Yuko SASA	DPM/University Development Initiative 2	OC
3. Bunshichi FUJIOKA	Private Sector Coordination	JVEF
4. Muhammad Monte Cassim	University Conceptual Planning 1	JVEF
5. Wong Kuok Hung	University Conceptual Planning 2	OC
6. Shoji TAKEUCHI	University Establishment Planning	JVEF
7. Takashi SAKAKIBARA	Financial Planning/Legal Framework	JVEF
8. Tateki UMEMOTO	Higher Education Policy 1	JVEF
9. Harumi TSUKAHARA	Higher Education Policy 2	OC
10. Satoru KOHIYAMA	HR Needs Assessment 1	JICE
11. Kazuo SHIKANO	HR Needs Assessment 2	JVEF
12. Takayuki HAGIWARA	Infrastructure planning (Civil)	OC
13. Rie SAWASHITA	Infrastructure planning (Architecture)	OC
14. Keisuke HATTORI	Project Coordinator/ Asst. Legal & Finance	OC



4. Outline of VJU

- (1) Development Concept & Mission of VJU
- (2) Necessity & Uniqueness of VJU
- (3) Composition and Education Contents
- *** **Tea Break** *** **
- (4) Location, Scale and Function of University
- (5) Development Schedule

(1)-1 Development Concept

**Establish highly-qualified leading university in Asia.
Promoting industry-academia collaboration and attracting private investment for the purpose of:**

- Sustainable university operations.
- Securing good employment for students and researchers.
- Enhancement of the qualities of research activities through promoting joint researches with Japanese companies.
- Strengthening practical education by inviting executives of companies and qualified specialists as lecturers.
- Getting important sources of income such as direct support of companies and their investments.

(1)-2 Mission of Vietnam – Japan University

Vietnam – Japan University goals:

- To be a top Asian institution at university level in education and research, and ranked in top 50 Asian Universities in specific fields by 2025.
- To be symbol of collaboration between Vietnam and Japan, and promote cooperation in education, science & technology, and culture between Vietnam and Japan.
- To supply high quality human resources in order to meet demand for socio-economic development of both countries.

(2)-1 Necessity of Vietnam – Japan University

- ⊙ High demand for high quality human resources from Japanese companies in Vietnam.
- ⊙ It's very urgent and critical timing for Vietnam to educate high quality human resources. Now, Vietnam is in a period of *"Golden Population Structure"* which can last for 30 years.
- ⊙ Creation of international standard university is a strategic goal of Vietnamese Government.
- ⊙ VJU can be considered as an epoch-making project for further strengthening of the long-term cooperation between Vietnam and Japan.

(2)-2 Uniqueness of VJU (1)

- ⊙ The first Interdisciplinary University offering liberal arts knowledge and skills to foster highly creative persons.
- ⊙ Top university with advanced training and research that will become a leading university in Asia.
- ⊙ Close relationship with private sector, especially with Japanese companies in Vietnam. Graduates will have knowledge and skills to work in Japanese or Vietnamese enterprises.
- ⊙ **Academia-industry collaboration for joint researches and joint venture businesses.**

(2)-3 Uniqueness of VJU (2)

- ⊙ **Research oriented university**
- ⊙ VJU will also be a center for cultural, arts, sports and information exchange activities for V–J friendship.
- ⊙ Fulltime lectures and research activities by Japanese professors together with highly capable Vietnamese professors.
- ⊙ State-of-the-art international-standard facilities, environment and equipment.

(2)-4 Synergy Effect with VNU-HN

- ◎ VJU will be under VNU-HN, with high autonomy.
- ◎ VJU will be a high quality interdisciplinary and multi-disciplinary university that will help VNU-HN to upgrade its level.
- ◎ VJU will have an applied research function based on VNU-HN's fundamental research ability. This will contribute to further development of VNU-HN's research activities.
- ◎ Facilities and staffs of VJU and other VNU-HN member universities can be shared.

(2)-5 Graduates from VJU will become:

- ◎ World-class Researchers.
- ◎ Persons who will become managers as well as representatives of Japanese Companies with knowledge of Global Issues.
- ◎ Persons responsible for Vietnam's prosperous future, who can work globally as policy makers / researchers / educators / entrepreneurs / managers
- ◎ Persons who work in International Organizations
- ◎ Pro-Japanese Vietnamese and Pro-Vietnamese Japanese.

(2)-6 Skills of Graduates from VJU

- ◎ Critical Thinking
- ◎ Leadership
- ◎ Team Spirit
- ◎ Pro-active
- ◎ Creative
- ◎ Interdisciplinary Knowledge
- ◎ State-of-the-art Researchers
- ◎ Able to develop new products in Vietnamese style.
- ◎ International cutting-edge knowledge
- ◎ Professional communication skills in foreign languages.

(3)-1 Composition: Basic Concept

Resolution of XIth National Congress of Vietnamese Communist Party / Socio-Economic Development Strategy 2011-2020:

Responding to the Demand of Vietnamese Society: Provide solutions for Issues of Vietnam (Fundamental Research). Utilizing strong areas of Expertise in Japan (Campus in Hanoi).

V-J Friendship: e.g. Vietnamese Study, Liberal Arts, e.g. Japanese Study.

Satisfy Japanese Enterprises Needs (Applied Research). Utilizing strong areas of Japanese Enterprises (Campus in Ho Chi Minh).

Job Opportunities for Students

Climate Change Disaster Risk Management (Satellite Campus Social Science), Engineering Science / Technology

(3)-2 Composition:

New Functions of Vietnam – Japan University

Education: Education for Graduate Students, Education for Undergraduate, Campus with Modern Facilities & Amenities.

Research: Fundamental Research, Applied Research.

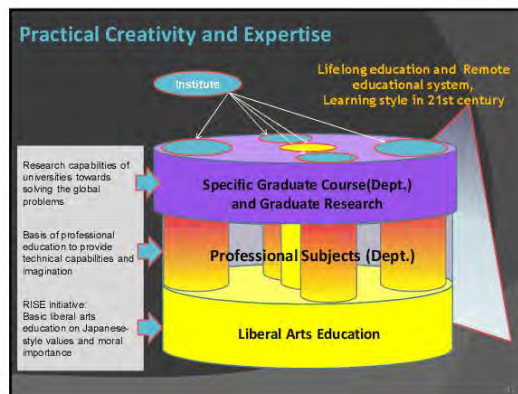
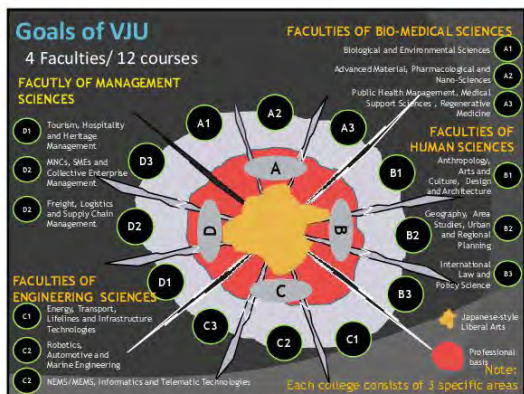
Collaboration: Interactive Communication, Archive.

Other: Culture, Sports, Art, Internship, Academia-Industry Collaboration, Innovation, V-J Friendship, Practical Training, Disseminating Information to outside.

Initial Stage of VJU (tentative)

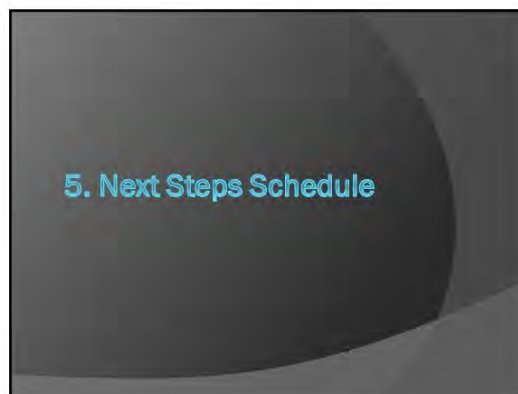
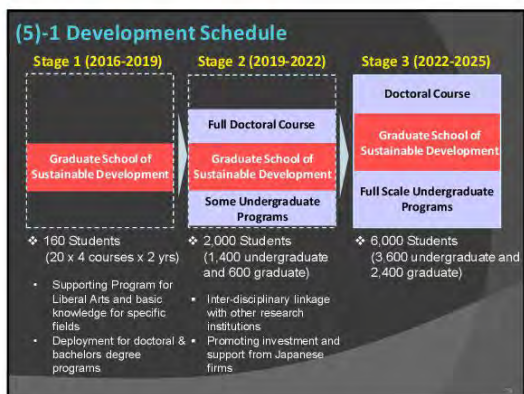
Graduate School of "Sustainable Development Studies"

<p>A. Humanity and Social Sciences Dept.</p> <p>(1) Area Study Course : Vietnamese Study, Japanese Study, Vietnam and Japan in East Asia, etc.</p> <p>(2) International Public Policy Course : Development Economics, Economics, Law, Urban Planning, Public Policy</p>	<p>B. Natural Science Dept.</p> <p>(1) Environment and Disaster Risk Management Study : Disaster Risk Management, Resilience to Climate Change, Infrastructure Dev., Urban Planning</p> <p>(2) Environment and Life Science : Public Health, Bio-science, Medical</p>
<p>C. Knowledge Science Dept.</p> <p>(1) Information Science</p> <p>(2) Digital Humanities</p>	<p>D. Engineering Science Dept.</p> <p>(1) Environmental Engineering</p> <p>(2) Renewal Energy</p>



(4) Location, scale and function of VJU

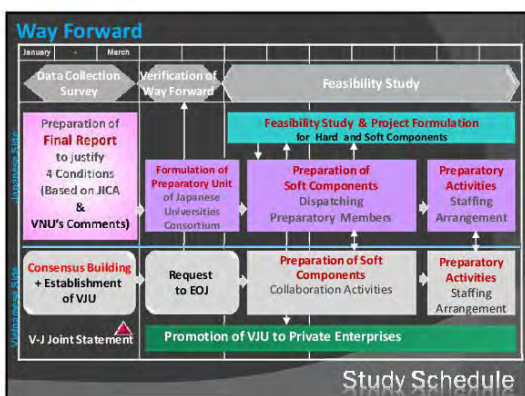
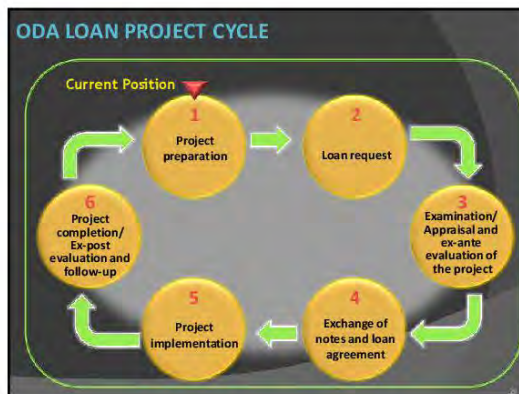
	Stage 1 (2016-2019)	Stage 2 (2019-2022)	Stage 3 (2022-2025)
Satellite Campus in VNU-HN (2.5 ha)	<ul style="list-style-type: none"> Construction of VJU building in existing VNU Campus VJU graduate school 	<ul style="list-style-type: none"> VJU graduate school 	<ul style="list-style-type: none"> Redevelopment of whole satellite campus Satellite Campus (part of graduate school, showcase)
Campus in HHTP (60 ha for VJU)	<ul style="list-style-type: none"> Construction of campus 20 ha for University 40 ha for industry-academia collaboration, HR training center, companies research institute, relevant private institute, etc. 	<ul style="list-style-type: none"> Move university function to VNU-HN in HHTP 40 ha for Research institutes, industry-academia collaboration center and human resources development center. 	
New Campus of VNU-HN in Hoa Lac (60 ha for VJU)		<ul style="list-style-type: none"> Construction of campus 30 ha for university's education and research facility 20 ha for sports ground and parks, amenities 10 ha for parking lots and others. 	
New Campus NP of VNU-HN in HL	Stage 1 (2016-2019)	Stage 2 (2019-2022)	Stage 3 (2022-2025)



Basic conditions of the Japanese Government to go forward

Insuring and clearing the following four conditions:

- ◎ Consensus building amongst relevant authorities concerned in Vietnam.
- ◎ Available lands for VJU campus.
- ◎ Sustainability and functionality of VJU operations.
- ◎ Commitment of Japanese Universities



6. Discussion and Opinions of Participants

(1) From Ministries and Government Office
(2) From JICA and the Embassy of Japan

(1) From Ministries and Government Office:

- ◎ Development Procedure
- ◎ Establishment of University
- ◎ Timelines for Preparatory Activities
- ◎ Demarcation of Roles and Responsibilities
- ◎ Set-up of Organization Structure for Project Implementation and Management
- ◎ Prioritization with other ODA Loan Projects
- ◎ Budgeting for Preparatory Activities, Implementation Works and Operations

(2) From JICA and the Embassy of Japan:

- ◎ Four conditions for starting Feasibility Study

報告ワークショップの写真
ハノイ、2014年1月16日

	
<p>Ass.Prof.ニャーVNU 学長から開会のご挨拶</p>	<p>会議前半は日越大学構想案の説明を行った。</p>
	
<p>Ass.Prof.ハイ（VNU 側タスクフォース責任者）による日越大学構想案の説明</p>	<p>関係機関代表からの質疑 （MPI、MOC、MOEU、HHTP からの出席者から質問・コメントが出された。）</p>

c. 大学関係者との意見交換会の議題と出席大学

日時	議題	出席大学
第1回 3月6日	<ul style="list-style-type: none"> ・日越大学構想に関する経緯 ・日越大学構想の可能性 ・日本がベトナムの高等教育分野で協力する場合の課題等について意見交換 	古田元夫：東京大学大学院 総合文化研究科 教授 小寺英俊：京都大学 副学長 本間正明：近畿大学 世界経済研究所 所長 跡田直澄：嘉悦大学 副学長 川上雄資：北陸先端科学技術大学院大学 理事・副学長 永田恭介：筑波大学 学長補佐室長 福田勝幸：拓殖大学 理事長 竹内正二：拓殖大学 国際部 部長 棟方隆一：早稲田大学 国際部 国際課 金村久美：名古屋大学 法学研究科 日本法教育研究センター運営統括部
第2回 3月28日	<ul style="list-style-type: none"> ・3月の武部日越友好議員連盟特別顧問の来越とサン国家主席との会談結果を受けて日越大学構想案 	古田元夫：東京大学大学院 総合文化研究科 教授 本間正明：近畿大学 世界経済研究所 所長 跡田直澄：嘉悦大学 副学長 遠山正彌：大阪大学 地方独立行政法人大阪府立病院機構理事長 トラン・ヴァン・トウ：早稲田大学 教授
第3回 5月24日	<ul style="list-style-type: none"> ・第一回中間報告会(5月17日)の結果を受けて、第二回中間報告会(6月4日)に向けた意見交換 	古田元夫：東京大学大学院 総合文化研究科 教授 小寺英俊：京都大学 副学長 本間正明：近畿大学 世界経済研究所 所長 跡田直澄：嘉悦大学 副学長 鮎京正訓：名古屋大学 副学長 内田勝一：早稲田大学 副総長 川上雄資：北陸先端科学技術大学院大学 理事・副学長

		<p>トラン ヴァン トゥ：早稲田大学 教授</p> <p>大根田修：筑波大学 国際戦略室長東南アジア事務所長</p> <p>福田勝幸：拓殖大学 理事長</p> <p>モンテ・カセム：学校法人立命館 総長特別補佐</p> <p>竹内正二：拓殖大学 国際部 部長</p> <p>金村久美：名古屋大学 法学研究科 日本法教育研究センター運営統括部</p>
第4回 6月4日	<ul style="list-style-type: none"> 第2回中間報告会と合同 	
第5回 7月4日	<ul style="list-style-type: none"> 第2回中間報告会の結果の整理と第3回中間報告会に向けた議論 リベラルアーツの重要性 大学院と学部 中心とする学術分野について (サステナビリティ学を中心とする大学院から開始し、各大学が興味のある分野で参画できる形態の検討) 	<p>古田元夫：東京大学大学院 総合文化研究科 教授</p> <p>跡田直澄：嘉悦大学 副学長</p> <p>内田勝一：早稲田大学 副総長</p> <p>川上雄資：北陸先端科学技術大学院大学 理事・副学長</p> <p>遠山正彌：大阪大学 地方独立行政法人大阪府立病院機構理事長</p> <p>トラン・ヴァン・トゥ：早稲田大学 教授</p> <p>大根田修：筑波大学 国際戦略室長東南アジア事務所長</p> <p>福士謙介：東京大学 サステナビリティ学連携研究機構 教授</p> <p>竹内正二：拓殖大学 国際部 部長</p> <p>金村久美：名古屋大学 法学研究科 日本法教育研究センター運営統括部</p>
第6回 8月30日	<ul style="list-style-type: none"> 第三回中間報告会後の検討状況について 現地視察報告に基づく内容の議論 	<p>古田元夫：東京大学大学院 総合文化研究科 教授</p> <p>本間正明：近畿大学 世界経済研究所 所長</p> <p>川上雄資：北陸先端科学技術大学院大学 理事・副学長</p> <p>トラン ヴァン トゥ：早稲田大学 教授</p>

		<p>福田勝幸：拓殖大学 理事長 竹内正二：拓殖大学 国際部 部長 金村久美：名古屋大学 法学研究科 日本法教育研究センター 田中真太郎：早稲田大学 友常菜穂：学校法人立命館</p>
第7回 10月11日	日越大学のプログラム案についての議論	<p>武部勤：日越友好議員連盟特別顧問（前会長） 古田元夫：東京大学大学院 総合文化研究科 教授 本間正明：近畿大学 世界経済研究所 所長 内田勝一：早稲田大学 副総長 川上雄資：北陸先端科学技術大学院大学 理事・副学長 遠山正彌：地方独立行政法人大阪府立病院 機構理事長 トラン・ヴァン・トウ：早稲田大学 教授 大根田修：筑波大学 国際戦略室長、東南アジア事務所長 福田勝幸：拓殖大学 理事長 モンテ・カセム：学校法人立命館 総長特別補佐 竹内正二：拓殖大学 国際部 部長 金村久美：名古屋大学 法学研究科 日本法教育研究センター 田中 真太郎：早稲田大学 国際部国際課（オブザーバー）西本成夫：株式会社学生情報センター 東京本部営業開発部担当部長</p>
第8回 11月22日	第4回中間報告会の結果報告と民間連携の可能性の検討	<p>古田元夫：東京大学大学院 総合文化研究科 教授 大根田修：筑波大学 国際戦略室長東南アジア事務所長 川上雄資：北陸先端科学技術大学院大学</p>

		<p>理事・副学長</p> <p>遠山正彌：大阪大学 地方独立行政法人大阪府立病院機構理事長</p> <p>福士謙介：東京大学 サステナビリティ学連携研究機構 教授</p> <p>福田勝幸：拓殖大学 理事長</p> <p>竹内正二：拓殖大学 国際部 部長</p> <p>金村久美：名古屋大学 法学研究科 日本法教育研究センター</p> <p>丸谷 充徳：早稲田大学 国際部日本語教育研究センター 事務長</p> <p>田中 真太郎：早稲田大学 国際部国際課</p>
第9回 12月17日	日越大学の具体的な方針についての協議	<p>古田元夫：東京大学大学院 総合文化研究科 教授</p> <p>跡田直澄：嘉悦大学 副学長</p> <p>モンテ・カセム：学校法人立命館 総長特別補佐</p> <p>福士謙介：東京大学 サステナビリティ学連携研究機構 教授</p>

D. 企業との意見交換会の議事録

日越大学構想 人材育成に関する企業関係者との意見交換会

2013年11月19日(火) 15:30~17:10

場所：霞が関ビル 35階 東海大学校友会館 東海の間

参加者名簿

氏名	所属・役職
立脇正義	株式会社日本政策投資銀行 国際統括部 課長
東川淳紀	株式会社 NTT データ グループ経営企画本部 企画調整担当課長
伊藤篤	株式会社 KDDI 研究所 アプリケーションプラットフォームグループ 主幹エンジニア
堀江美保子	KDDI 株式会社 グローバルサポート部
山田勉	株式会社日立製作所 人事総務研究センター 採用グループ部長代理
長野 昌幸	三井住友海上火災保険株式会社 国際業務部 課長
新田 堯之	株式会社大和総研 経済調査部 海外経済調査課
佐藤和幸	日本マニユファクチャリングサービス株式会社 取締役 執行役員 営業戦略本部長
跡田直澄	嘉悦大学副学長 日越大学構想タスクフォース人材部会議長
竹内正二	拓殖大学 国際部長
鹿野一男	一般社団法人日本リサーチ総合研究所専務理事 JICA 調査人材育成アンケート調査等担当主査
小樋山覚	一般財団法人日本国際協力センター シニアコンサルタント JICA 調査企業ヒアリング等担当主査
	株式会社オリエンタルコンサルタンツ
藤岡文七	一般社団法人日本ベトナム経済フォーラム 専務理事
榊原隆	一般社団法人日本ベトナム経済フォーラム 理事
宮城島真弓	一般社団法人日本ベトナム経済フォーラム 研究員
宮澤真理子	一般社団法人日本ベトナム経済フォーラム

事務局側から、今までの調査の経緯、アンケート調査結果（企業、学生）の説明、現地における企業からのヒアリング結果の報告、VJU 構想の説明、民間セクターとの連携に関する説明を夫々担当者が行った。

企業側からの主な提案、確認事項

立脇氏（日本政策銀行）

当初は科学アカデミー構想など、もう少し面的な広がりのある都市開発的な構想であったが、現在はそれが縮小されてしまったということか？

事務局

土地収用の問題等もあり、場所が分散し、確保できる面積も縮小されたが、民間が投資できる場所は、収益性の伴うサテライト・キャンパスや産学連携施設などまだ残っている。

伊藤氏（KDDI 研究所）

全ての授業を日本の優秀な先生が現地に滞在して実施していくのではなく、遠隔教育のシステムを活用して、日本とネットワークで結びつけることは可能。科目によっては、このシステムを十分活用できるはず。

事務局

この件については、総務省が文科省と協力して実施していると考えますが、どの大学が H a n o i では拠点になっているか？

伊藤氏（KDDI 研究所）

現在、ハノイ工科大学が Gateway になっている。VNU にサーバーがあれば、ハノイ工科大学を拠点として、対応することも可能なはず。

堀江氏（KDDI）

ベトナムにおける通信会社は、限られた国営企業が独占しており、他の東南アジア諸国と比較してコストが意外と高いこと、Coverage 限られている。

東川氏（NTT データ）

現在、NTT で必要としている人材は、PC System や Software 開発に携わるプログラマーや技術者が主であり、NTT から講師を派遣しているハノイ工科大学の日本語人材や FTP 大学で日本語のソフトを勉強したり、共同研究をしている人材が既にいたりしているので、VJU は何を今から提供できるのか。また、ベトナム人の優秀な学生は、最終的には転職をして英語の通じる Singapore の企業に就職してしまう。

このようなことから、VJU の構想は 1 ～ 2 Step 遅れているのではないのか。

事務局

日本の取り組みとしては、モノ作り大学などの構想もあり、技術者レベルの人材については既に対応済みと考えている。VJU の狙いは、政策に携わる人材、経営層、グローバルレベルの研究者であり、ターゲットとしている人材レベルがまったく異なる。

藤田氏（日本マニュファクチャリングサービス）

ベトナムでは現在、経験のある人材（マネージャークラス）が中小企業から大企業に転職している。日本企業は、品質管理、経理、営業などの分野で即戦力になる経験豊富な人材を求めており、新卒を採用しようとしているところは限られるのでは。したがって、実質的な取り組みについても VJU として必要ではないか？

山田氏（日立製作所）

IT 人材もあるが、日立としては、むしろインフラ開発系としてのビジネス機会を考えており、自然科学系の Engineer を VJU で育ててもらいたい。その場合、ASEAN におけるベトナムの位置づけ、また、ベトナムの中での VJU の位置づけが重要と考える。

新田氏（大和総研）

都心部に位置したサテライトの取り組みに関しては非常に興味がある。自分もサテライト・キャンパスを利用した経験があるが、サテライトの方には優秀な教授がいて、面白い授業が多く、サテライトに行くのがいつも楽しみであった。VJU の取り組みでも、ハノイの都心部であれば、来てくれる先生もいると思う。

また、VJU 構想のメリットがなんなのかが良く見えない。ハノイ工科大学や FPT 大学、シンガポールに留学した場合などと比較して、Scholarship の提供、カリキュラムの内容、教授語学など他の大学とは異なる特徴があると思うが、それを具体的に示してほしい。

別所氏（トヨタ）

トヨタは、東南アジアにおいてはマレーシア、フィリピン、タイなどを中心に事業を実施しているが、競争が激化しており優秀な人材の確保が難しくなっている。ベトナムにおいては、まだ 4 輪の普及が始まっていないため、新自動車政策に期待したいが、タイに対抗できる人材を育成してくれれば、ベトナム以外の他国でも十分通用すると思う。

長野氏（三井住友海上）

ベトナムには現法を抱えており、マネージャークラスの人材を必要としている。どの会社も、会社の Sustainability が課題になっており、創造的な人材に期待するところは大い。民間の立場で、大学の運営に参画できる点は非常に興味がある。

ただし、もう少し規模感を出してもらえると、社内での検討など、参画しやすい。

以上

E. 企業アンケート結果 自由回答集

日越大学構想に関する日本企業アンケート

2013年7月

日越大学構想への関心度と日越大学設立に関する自由回答

関心度	所属部会	日越大学設立について(自由意見)
1. 強い関心がある	サービス	基礎学力の向上はもとより、日本で育った人であれば持っているであろう日本人の心(道徳心や慣習など)を共有出来る様なカリキュラムを取り入れてほしい。
1.	建設	非常に良い試みだと思います。
1.	サービス	民間の日系人材育成関連の企業も進出しているのもっと進出している日系企業を活用して欲しい。
1.	工業	ベトナムで採用したい人材は、ベトナムだからではなく、日本国内の要求レベル以上に一般的な判断能力、考え方に関して、優秀な人材を要求したい。よって、大学での教育は、専門知識はさておき、日本的な考え方ができる人材教育を重点に、教育すれば育つ人材を育成するカリキュラムにしていだけたらと思う。
1.	建設	既に、ベトナムの大学のランキングはある程度固まっていると思います。それに伴い、研究者もそれらの大学に所属していますが、優秀な学生及び指導者がこの大学にあつまり、評価の高い大学として越国内に定着するにはどのような戦略があるのでしょうか？企業は設立構想にからめるのでしょうか？
1.	金融保険	高等教育のレベルで日越関係に短期的だけでなく、長期的に大きく寄与する構想だと思います。今後の日本の外交面の展開においても貴重な試金石でもあり、強力なドライブになると期待しています。
1.	工業	目に見えるODAとして象徴的な存在となることを期待します。当社はメーカーでもあり理工系の教育に非常に関心があります。技術的実務は会社で覚えていくしかありませんが、学内では基礎的知識とインターンシップによる現場教育を中心とした教育が望まれると考えます。
1.	サービス	バンコクに昔、滞在していましたが、その折に大学設立に関与しました。中長期的な視点から当該国の若い年代の人材育成に取り組むことは重要です。ベトナムの向上心の高い人材を日越大学に入れて、その後日本企業に就職させて裾野を広げてゆくことは意義のあることで、システム化が求められると思慮します。

1.	サービス	日本文化への理解を深めることが、ビジネス上での日本人の価値観を伝える最も有効な手段だと思いますので、ぜひ数多くの卒業生を輩出して頂くことを希望いたします。
1.	サービス	恐縮ですが、私は日越大学の設立には大反対です。税金のムダ使いもはなはだしいと考えております。ベトナムへの日系企業の進出数は2009年より急増となっておりますが、人材確保の難しさや人件費の高騰もあり、進出先はハイフォンやドンバンなどますますハノイから離れた先となっております。従って、現状は進出日系企業のほとんどは大卒も含め地元採用のケースが多く、立ち上げ時にやむなくハノイ在住の大卒者を採用しています。ハノイ近郊の大卒者はハノイ市内での就業を希望しますので、一時的には遠隔地の日系企業に勤めてくれますが、1時間・2時間の通勤時間には耐えられず、他に職が見つけれればすぐにやめてしまいます。ベトナム人は基本的には家族から離れて暮らすことを好みませんので、よっぽど給与がよいわけでもなければ、特に大卒者はわざわざ遠隔地で働くことはしません。また、一時期ハノイの都市整備のため、ハノイ市内にある大学を郊外に移す計画があり、ホアラックも科学技術都市として、ハノイ近郊の発展のために計画されたものですが、現在はハノイ市内の大学も予算がまったくないため、近郊への移転の話はほぼ消滅。立地の悪い（ハイフォン港から遠い）ホアラックの工業団地へは日系企業の進出も進んでいません。一方で、ハイフォンやハナムなどの遠隔地に進出した日系企業は、最低限の社会人モラルのある人材を採用することでさえ困難に直面しています。ホアラックのような日系進出企業にとってまったくメリットのない場所に多額の税金を使って箱物を作るのではなく、日系企業が進出している各省の大学・専門学校と協力して、職業訓練や社会人教育をする衛星学校を提供するほうが、よりこれからの進出日系企業に取り、意味のあるものと思います。
2. 関心がある	工業	自分の実力は棚上げして報酬のみに拘る方が多い様な気がしています。日本的な会社への貢献や社会への奉仕など道徳的な教育も大事ではないかと思っています。
2.	工業	ベトナム人従業員を見ていて、彼らの技術や語学などに対する学習能力の高さに驚くことがあります。高度な教育を受けた社員でも、マナーや慣習については一から教える必要があるため在学中に日系企業へのインターンシップを取り入れるなど日本の商習

		慣に関する教育をして頂くと、就職後本人も日系企業に馴染みやすいと考えます。
2.	運輸	日本の文化、習慣、考え方などを理解するベトナム人人材を輩出していただければ有難いです。
2.	サービス	人格改善しなければこの国に未来はないので、設立してください。
2.	サービス	非常に素晴らしい構想であると思います。何かお手伝いできたら幸いです。
2.	工業	現在既にいくつかの大学で行われている産学連携の学生育成のプログラムをより推進する「日越大学構想」であることを望みます。
2.	工業	採用先となる企業の要望する資質への重点教育をお願いしたい。特に基本動作（報連相や 5S、あいさつ、マナー等）がまったくできていない。文化・習慣の違いはあるが、日系企業で円滑やっけていける日本の常識を事前に習得してほしい。
2.	工業	輕輕には言えないが、ベトナム人というのは、先進国が歴史において経験した、産業革命から以降の近代化のプロセスを経験していないのではないか、と思う。物づくり、農業にしても、基盤の力を欠き、自分たちで成長させようと努めた経験がないのでは。それがなくて、規律（ルール）の設定とその繰り返しの実行、その次にある改善、効率性向上、新しい技術なりノウハウの独自の開発、そしてそれらのベースとなる自己研さん、相互の良き競争、海外との競争、ということができない、してきていないのではないか。あるベトナム人は、戦争の戦い方だけは、学び、進歩した、と言う。この大学では、日本の文化、知識、技術、企業での実践力などを教えるのみならず、上述のような、先進国がほぼ経験してきたものを教えるべきと考える。日本人の中には、我々と比較して、ベトナム人は数百年遅れている、ベトナム人を相手にするときには、相手は子供と思え、といったことを言う人もいるが、確かにそのとおりと実感しつつ、一方では、そうした現状を打破してほしいと願う次第。自分も口先ばかりではなく、部下の育成を通じて、じっくりと取り組みたい。

2.	工業	弊社のスタッフにおいては、ベトナムの大卒といってもベトナムしか知らない井の中の蛙で単に大学をでたから偉いと思っている者が多い。まずは世界から見たベトナムという国の問題点や良いところを理解し、冷静に見極め、その上でビジネスに参画する（世界に通用する）には何が必要かを考える人材を育成できれば、本来のポテンシャルは高いベトナム人だと思うので、ベトナム国自身もよりよいビジネス環境になると思うし、よいビジネスパートナーにもなると思う。
2.	工業	日本の文化の理解、国際ルールを身につけた人材の育成に期待。
2.	サービス	大学でやるべきかは別として、基本的なしつけを学ばせて欲しい。
2.	工業	卒業者を対象にインターン研修への協力。 優秀な学生の採用。共に可能。
2.	工業	特になし。
2.	工業	ベトナムでは工学部の研究設備が古く、日本の大学のように最先端の設備での研究や実習の機会が限られていると聞きます。それが故、大卒技術者の基礎技術力や経験が、日系企業の技術レベルに追いついておらず、多くの日系企業にとって、製品開発や研究部門のベトナムへの移転が難しい状況を作っていると思います。一方で、IT系は投資が少なく最先端の環境で開発が可能のため、大学レベルでも世界レベルの研究や、個人でも世界レベルの戦いができるため、優秀な人材がIT分野に流れているように感じます。そのため、工業分野での優秀な人材の育成と確保の為に、工学部の設備面の充実を前提とした日越大学の設立を期待しております。
2.	貿易	約2年半駐在しておりますが、越国人スタッフのレベルの向上が越国国力上昇のキーポイントになると思います。特にモラルが低く、知識とモラルのバランスの悪さを感じております。日越大学の設立で、少しでも越国人知識階級のレベルアップになればと思います。
2.	工業	弊社の募集に応じる対象者を採用できることを期待する。
3. あまり 関心はない	工業	就職した会社での自己のスキルアップ及び会社への貢献するという意欲、意識より、やはり給与面で重視した考えがあり、東南アジア全体に言えることだが、ベトナム国内においてもジョブホッピングが増過してくると考えられる。その考え方変えない限り日系企業の反映の足かせとなる可能性があるため、教育において

		も会社における自分の将来性についても教えていてもらいたい。
3.	サービス	大学からの教育より、幼い時期での教育の方がより良い日本との信頼関係が持てるのではと考える、日越両国より他国へのインパクトが示されるのではと考えますので、幼稚園など付属も視野に入れたほうが良いと思います。
3.	工業	この国の学習レベルは低すぎるので、大学よりも、中高レベルの教育からまず進めないと既に出来上がってしまった人材を大学で改革は困難。おそらく、考え方や仕事に対する向き方、礼儀、モラルのないまま、日越大学を卒業しました、と肩書きだけ振り回してくる非常識な人材が従来同様に作られる可能性も危惧します。
3.	工業	日本国内、ベトナム国内を問わず日本企業への貢献に資する人材を養成する機関でなければ意味がありません。但しそれは最終的な目標であって、ステップとしては魅力のある大学作りが優先します。また、ベトナム人は日本人と気質が近いという面で、今後高齢化社会を迎える日本国内での、貴重な戦力とするといった観点を是非持っていただきたいと考えます。
3.	工業	高度な教育の元、インフラ整備、機械設計などの分野で活躍できる人材が育っていけば良いなと思います。
4. 関心はない	サービス	このような案件は、民間レベルで実施すべきであると考えます。ベトナムへの ODA は毎年増額しているが、ベトナム側が真に感謝しているとは思えず、日本の独り相撲である。当該案件も含めて、今後の供与については、慎重に対応すべきであろう。対中 ODA は 7 兆円とも言われるが、その結果がどのようなものであったかを、日本政府は真摯に反省すべきである。なお、この意見は社としてのものではなく、私個人のものである。
4.	建設	大学設立より、小学校での道徳教育が必要と思います。国毎に常識は違いますが、国際的な一般常識は同じなので、其処から始めた方が良いのでは。特に賄賂であり、借りた物を返さない、間違いを認めない等々、小さい頃の教育が悪いからこうなるのでしょう。賄賂を求める学校の先生も多い様です。大学より小学校と思います。

NA	サービス	旅行業のため、日本語ガイドを養成する、日本語ガイド養成学科設立を希望します。
NA	工業	8月1日付で社長として就任致します。残念ながらアンケートに答えるほどの知識がなく申し訳ありません。現在現状把握致しておりますので今後とも宜しく願いいたします。

F. 学生アンケート結果 自由回答集

1. 学部生

Questionnaire Survey to Undergraduate Students

September 2013

Text answers to open questions (undergraduate students)

Q2.12 The reason why students decided to select current university

(select more than 2 options):

- Have to;
- University offer dual degree.

Q4.1. Countries where students have been to

- Korea
- Malaysia
- Singapore
- India

Q5.9 Students' images towards Japanese universities

- Professional; more specific;
- Providing partime jobs for students;
- Good place to develop;
- No any images; lack of information, so no ideas;
- Japanese people are very smart.

Q6.2 Students' plan after graduation (after 1 year); Study abroad / prepare for study abroad

- UK, Korea, Poland, New Zealand.

Q6.1 Students' purposes of continuing studying at a master's degree

- Travel;
- To experience places.

Q6.3 Students' purposes of studying abroad

- To have a good job;
- To have good pay job.

Q7 The industry that students want to work in the future

- Bio – medical;
- Food;
- Agriculture;
- Researcher;
- Environment

- Consultant in law;
- The judiciary;
- Lawyer;
- Security;
- Land administration;
- Interpreter (in Law);
- Tourism
- Japanese culture
- Haven't decided yet

C8.6 The job hunting methods that students are going to use

- Take part in the contest;
- Looking by themselves;
- Newspaper;

C10.9 Students' images towards Japanese companies/enterprises

- Too strict and disciplines, and it is not suitable to me;
- Good bonus and lots of incentives.

Q12.20 New academic fields should be developed more for Vietnam's Sustainable Development

- Human management;
- Law;
- Education.

C14.5 Students' choices for living in Hoa Lac

- Private house with family because it is in Hoa Lac.

Q18 What students expect of the unique features of VJU**1. General feature**

- Study with Japanese standard in Vietnam;
- Having Japanese style;
- Advanced, modern, meet the need of students in studying, recreation and culture exchange;
- An advanced university in Vietnam;
- The same as universities in Japan;
- Study in Vietnam but get International degrees;
- Executed and govern by Japanese;
- VJU should combine two features: 1) Modern infrastructure and equipment; 2) High quality and international degree;
- Collaboration with industries/businesses;
- Responsibility and reputation;

- Highly disciplined;
- Focus on quality, high level training and strict in management;
- First university in Vietnam having Japanese professors;
- Friendly environment between academic staffs and students;
- Having wax museum of famous people, scholars, with art museums and Japanese culture museum;
- Covered by typical Japanese culture;
- Opportunities of exchange culture along with studying.

2. Infrastructure

- Modern infrastructure;
- Modern equipment;
- Modern lab system;
- Not located in town; less transportation (including publics);
- Attractive environment;
- Opportunities high ability of being employed after graduation.

3. Education/Education program

- Japanese standard;
- Modern teaching methods;
- Good quality in education;
- Quality of education should be place as first priority;
- International standard training program;
- Training in close connection with real life;
- More practical in training programs;
- Science and real life are close together; Science is for solving real life problems;
- Pay proper attention on practice;
- Training that meet demand of current social;
- Assess students on their ability seriously;
- International degrees;
- Training disciplines that meet demand of nation.

4. Output/Students

- Ensure the quality of output for students;
- Student affairs are good quality;
- Providing opportunities to have part time job while studying;
- Exchange students with Japanese universities;
- Invest in the student employment;
- Graduated students have good jobs;

- Providing opportunities for students to continue to study on abroad;
- Providing opportunities for students to work with/for Japanese's;
- Graduated students have good English/Japanese ability.

5. Lecturers/academic staffs

- International standard professors;
- Japanese professors;
- High quality professors;
- Professors/academics are friendly.

6. Tuition fee

- Tuition fee is not very high;
- Reasonable tuition fee for studying international standard in Vietnam.

2. 大学院生

Questionnaire Survey to Graduate Students

September 2013

Text answers to open questions (graduate students)

Q1.6 Other living place

- Rent room;
- Home stay.

Q2.8 Reasons for students to decide to study a graduate program

- The requirement of current work;
- Like to work in environment fields so take further study on this.

Q3.6 What students are doing before entering the master course (after graduating from a bachelor program)

- School teacher;
- Primary school teacher;
- Study undergraduate;
- Looking for job.

Q5.12 Reason for students to select the university to study master

- Study bachelor degree in this university;
- Inexpensive tuition fee;
- Good quality of education;
- Going to Hanoi for study master because family condition (family move to Hanoi...).

Q6.1 What students study at the university do not meet what they expected before entering the university because:

- Poor quality of education;
- Student management is not serious;
- Period of time for master study is long;
- There is too much theory study;
- There are unexpected subjects have to study at master programs;
- There are too little practice.

Q8.1 Students receive the financial supports from

- Current employer;
- Province government;
- Family;
- Fund for young talent of Hanoi city.

C9.1 Countries where students have been to

- Singapore
- Malaysia
- India
- Korea
- UK

C10.9 Students' images towards Japanese universities

- Love Japan country;
- Japan has good discipline;
- No impression.

C11.8 Students' plan after graduation

- Looking for better jobs;
- Not decided yet.

C12.9 Students' images towards Japanese companies/ enterprises

- Offering good pay;
- High responsibility;
- Friendly; easy to close with.

C15.20 Academic fields below should be developed more for Vietnam's Sustainable Development

- Agriculture;
- Land administration;
- Literature;
- Compile and interpret in law.

C19.10 Facilities are needed in VJU according to students' opinion

- Classroom with full of necessary equipments;
- Training in advanced model.

C21 What students expect of the unique features of VJU**1. General feature**

- Training in high quality;
- International degrees;
- Not too crowded;
- Managed by Japanese style.

2. Education/Education program

- Japanese standard;
- Modern teaching methods;
- Good quality in education;
- New knowledge;
- More practice;
- More practical application;
- Training/education the strong fields of Japan;
- Training in both English and Japanese;
- Reduced time of training per master course;
- Increasing practice in practical fields;
- Training areas that Vietnam is in weak;
- Training/educating that meets demand of social and business;

3. Lecturers/academic staffs

- International professors.

4. Output/Students

- Providing opportunity for student employment;
- Open input but restrict in student output as the model of pyramid;
- Offering good scholarship.

2. Infrastructure

- Modern infrastructure;
- Modern equipment;
- International learning environment;
- Campus is built with Japanese typical architect.

G. 法務調査結果 ファクト・ファインディング・マトリクス

	VNU	Local Public Univ. under MOET/Gov. Agencies	International Public		International Private	Local Private Univ.
			Vietnam-Germany University (VGU)	Vietnam-French University (HUST)		
Necessary procedure for establishment	The VNU Councils shall collectively resolve schemes on establishment of member university Director of VNU submit Schemes on establishment of member university to the PM for decision after Ministry related has made opinions	Two phases: preparation and approval of investment project and obtaining decision on the university establishment Order of steps: Ministry/Agencies in charge shall develop the university- investment project. obtain the approval of PPC for the project and grant land use rights. MOET examine and submit the dossiers to the PM for approval of investment project. Begin with implementation of construction and facilities of the university- investment project MOET assess the status of project and submit to the PM for the decision on establishment of university.	Key conditions: Strong commitment and special treatment by the Vietnam Government Follow the NMU scheme In close cooperation with a strong Vietnamese partner, at least in utilizing infrastructures at the early stages Strong commitment and support from Foreign Consortium of HEIs Clear financial support plan from the Vietnam and counterpart Governments Possible financial support from Int'l Financial Institution in for of Loan or Grants	Vietnam-French University (HUST)	The first project of university owned by foreign investors before Decree 73. 1998: Government of Vietnam has proposed RMIT of Australia to establish a foreign invested university in Vietnam. 2000: RMIT obtained the License issued by Ministry of Planning and Investment to provided high education services in Vietnam Other university with foreign owned capital (under Decree 73) 3 steps: • The PPC, or	Thang Long University Order of steps similar to local public university under MOET, except of granting investment certificates to the project by the PPC which happen between the PM's approval of investment and PM's decision on univ. establishment
			Key milestones: 2006: The initial agreement was arranged between Ministry of Education of the 2 countries 2007: Both Ministers signed "Letter of intent" with the presence of the Presidents. 2008: Both Ministers signed "Joint Declaration on cooperation in establishing Vietnam Germany University" in Hanoi.	Key milestones: 2008: France was chosen as the foreign strategic partner of HUST. This project was financing by the Asian Development Bank. 2009: Agreement between the Government of Vietnam and the Government of the French was signed. 2009: selected the first	• The PPC, or	

		<p>2008: The Prime Minister issued Decision No. 1169/QĐ-TTg establishing Vietnam Germany University.</p> <p>6/2010: VGU was approved a loan 180 million USD of World Bank for a new campus construction in Binh Duong Province, which is expected to be completed in 2016/2017.</p> <p>VNU of Ho Chi Minh City is assigned as the key partner of VGU in early stage of construction.</p>	<p>contingent of 25 PhD students, the lectures – researchers of University in the future.</p> <p>2009: The Prime Minister issued Decision no. 2067/QĐ-TTg establishing Hanoi University of Science and Technology.</p> <p>2011: The Asian Development Bank (ADB) has approved a \$ 190 million loan to support the construction of HUST.</p> <p>VAST is assigned as the strategic partner of HUST during the period of construction and development.</p>	<p>Management of Board IZ/HTZ, is to consult with MOET, MPI, and other concerned agencies and submits it to PM for approval.</p> <ul style="list-style-type: none"> • PPC or Management Board of IZ/HTZ to issue the Investment Certificate. • The MOET to appraise the investment project on university establishment, and submit the appraisal report to the PM for university establishment decision. 	
<p>Operatio n</p>	<p>- Legally public Universities are granted with financial and operational autonomy.</p> <p>- Facts : Only six universities enjoy full autonomy, e.g. self-balance of revenues and expenditures. They are registered with MOET.</p> <p>- Public universities are not allowed to issue regulations on other source of revenues as regulated and be abided by fees level as regulated by MOET or Government.</p> <p>- The university's regulation on expenditure is also limited to the regular daily activities only.</p> <p>@Regulated revenues:</p>	<p>VGU Operational Budget includes: The State budget (up to 60% at the beginning) The German side financial support Tuition and Fees collected from learners. Revenues from scientific research,</p>	<p>Similar to VGU</p>	<p>Operational Budget of private foreign HEI includes: Capital investment of foreign investor Tuition and fees paid from learners Loans</p>	<p>Operational Budget of private local HEI includes: Capital contributed by shareholders and financial sources added from annual operation results of the university Tuition and fees paid by learners Revenues from scientific research, technology transfer, trial production</p>

				<p>technology transfer, trial production activities and services. Contributions from organizations and individuals.</p>			<p>activities and services. Contributions from organizations and individuals. Loans Others (incomes...)</p>
	<p>- Government budget (determined by the payroll quota fixed by MOHA) - Tuitions and fees collected from learners - Revenues from scientific research, technology transfer, experimental production activities and services. - Contributions from organizations and individuals (if any) - Others (investments from organizations and individuals, aids, donations etc.) @ Expenditure : regular daily expenses and special expenses (construction, big purchase...)</p>						
Operation Body	<p>VNU Follow special scheme for VNU: VNU council Director and Vice-Dir Academic & Training council Univ./Faculties/Research Institutions/Centres VNU reports directly to the PM. The VNU directors are appointed by the PM at the proposal of the Minister of Home Affair Member Universities Rectorate includes: Rector and Vice-rectors Academic & Training council Functional sections/ Departments attached to the university The Minister of Education and Training shall decide on appointment of university rector at the proposals of the VNU directors Development planning and strategic development of member universities are subject</p>	<p>Follow standard Vietnam scheme for public Univ.: Univ. council Rector and Deputies Academic & Training Council Faculties/Research Institutions/Centres Public Univ. reports to the corresponding supervising Government Agencies</p>	<p>Follow International scheme: Univ. council Senat Rectorate Advisory Board Faculty councils</p>	<p>Follow International scheme: Univ. council Senat Rectorate Advisory Board Faculty councils (to be called asAcademic & Training council) Faculty councils</p>	<p>Follow standard RMIT Melbourne scheme: Board of Directors General Director/ /President Vice President Business Vice President Academic Schools / Services</p>	<p>Follow standard Vietnam scheme for private Univ.: Board of Directors (Rector and Deputies) Academic & Training council Faculties/Research Institutions/Centres Note: Private university has no University Council, instead it has Board of Directors.</p>	

	Decision Making System	<p>to VNU Council</p> <p>VNU: The VNU Councils collectively resolve the Development planning and strategic development matters.</p> <p>The VNU director is responsible for all university's activities and decides all management matters.</p> <p>Member Universities</p> <p>The rectors take responsibility for all activities of their universities</p> <p>Yearly plans on research and development, science and technology of member universities are subject to VNU director's approval</p> <p>The same applied for education plan and issuance of regulations on education matters.</p> <p>Member universities are accountable to VNU relating activities covered by State budget</p>	<p>The Univ. Council decides the Development and strategic development matters.</p> <p>Rector of the VGU is directly responsible for the management and operations of the university and decides all management matters.</p>	<p>The Univ. Council decides the Development and strategic development matters.</p> <p>Rector of the HUST is directly responsible for the management and operations of the university and decides all management matters.</p>	<p>The Board of Management is appointed by the Owner and responsible for the overall management of the University.</p> <p>The General Director; also be known as the Rector of the University, nominated by the Owner, responsible for implementation of decisions the Board of Management.</p> <p>The Rector assisted by the Vice President Academic and a Vice President Business who were appointed by the Board of Management.</p> <p>The Vice President Business will be responsible for administration within the University.</p>	<p>The Board of Directors has overall right on strategic planning and development, decides important issues relating business policy, especially discretion right to the company's assets.</p> <p>The Rector is elected by the Board of Directors and approved by the shareholder meeting. The Rector is recognized by a Decision of MOET.</p> <p>Rector is responsible to educational activities and university's daily operation, accountable to the Board of Directors.</p>
Revenues & Expenditure	<p>@Regulated revenues: - Government budget - Tuitions and Fees collected from learners</p>					

					lecturers, others with specific criteria decided by VGU. VGU must publicly announce, explain about the recruitment and dismissal of staff.	Under regulations on organization and operation of HUST, the qualification of management staffs, lecturers, and other staffs decided by State authority agency, not HUST (we are not sure about the implement).	recruitment of managing staffs, lecturers, others employees with specific skills as needed by RMIT based on the statutory basic requirements. All academic lecturers of RMIT are foreign professors who possess at least Master degree, and teaching skill certificate.	employees with specific skills. The Rector sets up the personnel planning, especially academic lecturers and staffs, and submit to Board of Directors for approval.
	- No restriction on recruitment of staff and employees on contractual basis if revenues can cover. @ VNU makes overall personnel planning including member's demand and submits to MOHA for approval and at the same time report to MOET. No direct approval by MOHA to member universities. - VNU manages itself personnel resource to meet the demand (development need) of members							
National staff to teach abroad	No Government regulations- No restriction Rectors of member universities are entitled to decide this matter and report to International Relations Department, and Organization and Personnel Department of VNU for supervision.	Full autonomy for lecturers exchange program. Dispatch of staff can be covered by the State budget, partly or fully.	N/A	N/A		N/A	Full autonomy	Full autonomy
Staff salary	Public staff and lecturer salary is subject to the Government salary rank and table regulated by MOHA. Facts: two source of incomes (salary on payroll and receivables from special works and extra teaching hours).	Basically it is similar to the case of VNU's member. It seems that MOET is more strict in terms of salary regulations. Formal rule of second salary is not encouraged.	Salary for Germany management staffs, Germany and/or foreign lecturers shall be paid by Germany side. Salary for Vietnamese as management staffs, lecturers and other staffs is decided by	Salary for French management staffs, French lecturers shall be paid by France side. Salary for Vietnamese as management staffs, lecturers and other staffs		No restriction	No restriction	No restriction

Academic Program	Curriculum Course Syllabus	The educational programs (curriculum, syllabus, course) of a member university shall be set up within the regulations of VNU, ensure the inter-relation between member universities and academic levels. VNU manage strictly the quality of educational programs through the assessment, permission and supervision of the Education Quality Ensuring Institution within VNU.	<p>Since February 2013, universities are free to set up their educational programs without binding by framework program provided by MOET. They are to set up and announce the contents which include standards of knowledge and skills of graduated students and volume/number of credits required for those educational programs.</p> <p>Recently a number of universities introduce high quality training course permitted by MOET. Universities are autonomous to build up the program (curriculum, syllabus, course..) and also fees level, provided that this high quality course within the frame of student quota and be publicly announced.</p>	VGU itself based on the qualification, working performance and financial ability of VGU.	is decided by HUST itself based on the qualification, working performance and financial ability of HUST.	Full autonomy. The educational programs must be evaluated by a Vietnam's education quality assessment organization. A program undertaken in Vietnam with RMIT University is the same as that offered in Australia. The learning objectives, course and curriculum materials, assessment tasks, and electronic resources are prepared for use in Vietnam by RMIT Melbourne. RMIT Vietnam work in collaboration with RMIT Melbourne to	Same as local public university
	Teaching Material	Same as local public university	Except for the textbooks for the political theory and National defense subjects promulgated by MOET, the Rectors shall organize the compilation and approval of specialized				

			course books of the training branches of their universities on the basis of the evaluation of the Course Book Councils set up by themselves.	The appraisal and accreditation of curriculum and syllabus is carried out by Vietnam, Germany or other international accrediting agencies. At the end of the course, all graduates will receive a Germany and VGU degree. The degrees follow Germany standards and are recognized all over the world.	The appraisal and accreditation of curriculum and syllabus is carried out by Vietnam, France or other international accrediting agencies. An educational system highlighting French and European standards. Upon graduation, students will be granted an international degree co-accredited by France and Vietnam and recognized all over the world.	customise the materials prepared in Melbourne for off-shore delivery, and to facilitate the teaching and learning processes at RMIT Vietnam.	Same as local public university.
Accreditation	Same as local public university	The accreditation of educational programme shall be conducted by the univ. itself and the Tertiary Education Quality and Standards Agency (TEQSA) every 5 years with Bachelor Degree, 4 years with College Degree.	Universities are entitled to adopt foreign educational programs of which the quality has been evaluated and recognized. The association programme must be	Same as local public university. Fact: VGU offers the opportunity to study at Germany universities for one semester or to	Same as local public university. Fact: In the framework of the Project on training the staff in foreign	Same as local public university. All programs are audited by the Tertiary Education Quality and Standards Agency (TEQSA). The students at RMIT Vietnam are awarded an RMIT Melbourne degree recognised internationally on satisfactory completion of their program of studies.	Same as local public university.
Exchange Program with Foreign Countries	Same as local public university			Same as local public university. Fact: VGU offers the opportunity to study at Germany universities for one semester or to	Same as local public university. Fact: In the framework of the Project on training the staff in foreign	Same as local public university. All programs are audited by the Tertiary Education Quality and Standards Agency (TEQSA). The students at RMIT Vietnam are awarded an RMIT Melbourne degree recognised internationally on satisfactory completion of their program of studies.	Same as local public university.

				continue with postgraduate programs, Master's or Ph.D., in Germany.	institutions using the State budget and based on the need in academic staff of HUST, MOET authorized USTH to recruit and train 40 PhD scholars in France using national budget in 2012. In July 2012, USTH officially became partner of Erasmus Mundus action 2 PANACEA project that enables the mobility of 15 Bachelor, Master, PhD students and staff to Europe.	studying in RMIT Vietnam to study for one or two semesters in Melbourne at the same tuition fee paid in Vietnam. Students from RMIT University in Vietnam can transfer credits to existing programs and finish their degrees at RMIT Melbourne, and vice versa.	
		satisfied requirements and get the approval of MOET. A certificate or degree issued by a foreign educational institution must comply with that country's law and accredited by Vietnam's competent agencies.	N/A		N/A	Same as local public university.	Same as local public university.
			The universities are allowed to mutually assess and recognize the training process, the training content and the value of the credits, as the basis for the recognition of accumulated knowledge of students in the case where students change university, joint a transfer program or the transition to a higher level between the universities.	VGU is entitled to	Organization	Same as local public university. Students of RMIT Vietnam also can transfer their credit accumulated to study in RMIT Melbourne and other partner univ. of RMIT in Asia, Europe and South America.	Same as local public university.
Research	Credit Transfer System	VNU has internal inter-relation/ transferring mechanism, however we do not have clear information.	The university is entitled	VGU is entitled to	Organization	Same as local public university.	Same as local public university.

Activities	for research activities	In addition, member university also use the facilities provided by VNU	to establish organizations of research and development, organizations of science and technology services, and science and technology enterprises.	establish some units supporting to technology and science research, providing services. Such units operate in the field of research and technology transfer appropriately. The construction infrastructure and innovative equipments supporting to the activities of teaching and science research are paid by State Budget of Vietnam. Vietnamese-German y Transport Research Centre (VGTRC) at VGU has been opened in March 2010 as a joint undertaking of Darmstadt University of Technology (TU Darmstadt), University of Transport and Communication (UTC), and Vietnamese-German y University (VGU). VGTRC aims to conduct research and development activities in the field of traffic and transport, and to guide researchers towards the doctor	structure of HUST also has Technology Transfer Committee with its task of ensuring the activities of technology transfer and development, and the connection between the industry and HUST's research activities. HUST is entitled to use the facilities of VAST for activities of education and research in first stage of operation. HUST cooperates with VAST in some research projects. The construction infrastructure and innovative equipments supporting to the activities of teaching and science research are paid by State Budget of Vietnam.	public university. Fact: As part of the university's ongoing development of a research culture in Vietnam, a Research Committee has been established to ensure international ethical standards for research practice involving humans and their data.	university.
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Incentives for writing papers/publications Collaboration with Private Sector	n/a Partly autonomy. The purpose of collaboration is to support educational activities, ensure the connection between educational activities of the university and the demand of enterprises, industry. . In fact, universities must get the permission and be subject to the supervision of the related State agency.	degree. n/a	n/a	n/a	n/a	n/a	
Students	Entrance Exam Same as local public university.	For bachelor programs: VGU has two waves for high-school students • <i>Before the national university entrance exam (June Intake):</i> Students submit scores in selected shortlisted and go through VGU's own entrance tests. VGU's entrance tests are independent of the national university entrance	For bachelor program (3 years): Admission procedures of USTH consist of 3 waves and 2 steps: preliminary selection and interview. Preliminary selection: screening on Application Interview: Shortlisted	Representatives of some outstanding enterprises can be members of University Council. No available information related to the right of cooperation and/or joint venture with enterprises.	Full autonomy RMIT Vietnam has collaborated with private organisations to provide internship; offer a range of education initiatives and programs around the world, scholarships to RMIT Vietnam students; prizes and funding for student clubs and their annual activities.	n/a Full autonomy RMIT Vietnam has collaborated with private organisations to provide internship; offer a range of education initiatives and programs around the world, scholarships to RMIT Vietnam students; prizes and funding for student clubs and their annual activities.	Full autonomy Same as local public university

		<p>enrolment conditions as those of the foreign educational institution in its country, and approved by MOET.</p>	<p>exam. Students will receive the test results from VGU before the national exam and can still attend the national university entrance exam if needed.</p> <p>• <i>After the national exam (August Intake)</i>: Students to submit national exam scores and go through VGU's English test.</p> <p>For Master program: Candidates can get Online Application and go through an entrance test or an interview specified for each Masters program, and an English test.</p>	<p>candidates will be interviewed in English by a jury. USTH shall admit selected candidates upon receiving their full academic record in high school and their results of high school examination. After admission, USTH will arrange students into the suitable English classes based on their English level. At the end of the course, those who aren't qualified in English will be requested to extend their English course at USTH until all requirements are satisfied.</p> <p>For Master program (2 years): Admission procedures of USTH will be organized in 2 waves: in May and August. After pre-selection, USTH shall send to shortlisted applicants an</p>	<p>program. If accepted, candidates will receive an official Offer Letter in the mail. Students should then successfully complete the RMIT Vietnam Advanced English course.</p>	
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No. of Students	Same as local public university	Half autonomy The university itself to set up the annual enrolment quota basing on the qualification and number of lectures, infrastructure, then to register with MOET.	VGU must report to and explain with MOET about the enrolment quota.	VGU must report to and explain with MOET about the enrolment quota.	invitation to interview. Applicants will be interviewed in English by a jury composed of international professors. HUST must report to and explain with MOET about the enrolment quota.	Same as local public university	Same as local public university	Same as local public university	Same as local public university
Tuition Fee	Same as local public university	Half autonomy. The university decides tuition fee of students who are on the enrolment quota within the fixed frame provided by Government. Full autonomy with respect to the foreign associate programs.	Full autonomy with support from 2 Governments. VGU is supported by Vietnamese Government and Germany side to retain reasonable tuition fees in Vietnam.	Full autonomy with support from 2 Governments. HUST is supported by Vietnamese Government for student and French side for foreign lecturers and laboratory equipments.	Full autonomy with support from 2 Governments. HUST is supported by Vietnamese Government for student and French side for foreign lecturers and laboratory equipments.	Full autonomy	Full autonomy	Full autonomy	Full autonomy

H. VNU からベトナム政府への VJU 構想提案ドキュメント

1. VJU 構想提案エグゼクティブサマリー

Summary of Proposal for Vietnam – Japan University Establishment

In the year of 2013 which marks the 40 years of diplomatic relationship between Japan and Vietnam (1973 – 2013), Japan - Vietnam Economic Forum has proposed the idea of construction and establishment an international university in Hanoi. This university is expected to be ranked in top Asian universities in future and become a symbol of Vietnam – Japan relations.

As a leading and reputation university in scientific research and higher education in Vietnam, Vietnam National University, Hanoi (VNU-HN) is considered as the most suitable partner of the Project.

In this very beginning stage, Vietnam - Japan University Investment Construction Project is highly supported by Government of two counties.

Summary of the Project:

- Project title

Vietnam - Japan University Investment Construction Project

- Objectives of the Project

Vietnam – Japan University (VJU) will be established following excellent university structure with fundamental science and hi-tech base and have close relation with other VNU – HN’s members and other higher education centers of Vietnam and Japan;

By the year of 2025, VJU will be expected to be ranked in top 50 Asian universities;

VJU may provide high quality human resources and research results in order to increase competitive factors and develop knowledge economy of both Japan and Vietnam;

Last but not least, VJU will be a symbol of Vietnam – Japan relations on cooperation, science and culture

- Project scale

VJU infrastructures and facilities will be constructed and prepared in order to meet international standards, and the total area for VJU will be more than 100 ha. VJU will offer training courses for Bachelor, Master and PhD with total training scale of about 6,000 students.

- Project area

This Project will be implemented in 3 areas as follows:

Inside existing VNU-HN campus at 144 Xuan Thuy Street, Cau Giay, Hanoi, approximately 3 ha;

Inside VNU-HN new campus in Hoa Lac area, approximately 60ha;

Inside Hoa Lac Hi-tech Park (HHTP), approximately 30 – 60 ha.

- Funding sources

Total investment cost for VJU is estimated at approximately US\$ 330 million, in which:

ODA funds from Japanese Government: more than US\$ 200 million;

Counterpart fund of Vietnamese Government: approximately US\$ 30 million;

Investment from Japanese organizations and enterprises: approximately US\$ 100 million.

- Project implementation schedule

The Project includes preparation stage and three implementation stages as followings:

+ *Preparation stage (2013-2016)*

To propose, implement preliminary study, feasibility study, and prepare legal procedures of VJU establishment.

To recruit key personnel for management, teaching and research activities.

To select and prepare project area and facilities of VJU.

+ Stage 1 (2016-2019)

To recruit permanent staffs who are be able to lecture in English and/or Japanese and ensuring 50% teaching time; To remain 15-20% of Japanese visiting lecturers in total numbers of lecturers.

To establish master's degree of some discipline with the scale of 160 students and prepare for training doctoral and undergraduate degree in the next stage.

To use a part of VNU-HN's existing campus in 144 Xuan Thuy Street, Hanoi to construct the initial infrastructures for VJU with complex high-rise buildings to be the office as well as space for training high quality master's program.

To complete preparation for investment and start the construction of VJU campus in VNU relocation site in Hoa Lac area and HHTP; To complete construction and operate the campus of VJU in HHTP.

+ Stage 2 (2019-2022)

To establish full master and doctoral courses; To establish terms of undergraduate courses. The

education scale will be tentatively estimated at 2,000 students, including 600 graduate students and 1,400 undergraduate students.

To implement research activities along with establishing training program.

To construct and improve infrastructure of VJU campus in HHTP.

To complete construction items of VJU campus in VNU-HN's new campus in Hoa Lac area.

To move university function from HHTP to VNU relocation site in Hoa Lac area, and in the remaining area in HHTP, there will be research institutes, industry - academia collaboration center, and center for human resources development.

+ Stage 3 (2022-2025)

To complete educational program of both natural science and social science at 3 levels, which are bachelor, master and PhD. The training scale will be 6,000 students, including 2,400 graduate students and 3,600 undergraduate students.

To promote scientific research activities and boost up collaborated projects and thesis upon requests of enterprises and directly serve the demand of socio-economic development.

To complete synchronously infrastructure and facilities of VJU, operate all VJU campus in HHTP, VNU-HN relocation site and the existing headquarter of VNU in 144 Xuan Thuy Street, Cau Giay Dist, Hanoi at maximum efficiency as a research oriented university.

- Project implementation

VJU will be a public university under VNU-HN and have high autonomy. VJU will propose the Government to approve an independent operation mechanism in order to ensure the high autonomy.

VJU will have 3 levels of authorities: Consortium of VJU, Management Board of VJU and subordinate units:

+ Consortium of VJU will include lecturers and senior managers from VNU-HN, JVEF and Japanese universities, enterprises and organizations. Consortium of VJU will be the highest authority that may decide important issues and development orientation of VJU.

+ Management Board of VJU will include professors and senior executives primarily from VNU-HN and Japanese universities. Management Board of VJU will be an agency under the Consortium of VJU and be responsible for all operational activities of VJU.

Management Board will have high autonomy in the operational activities of the university, including: setting up courses, training programs, research faculties, recruitment, implementation

of the financial plan and budget adjustments, etc.

+ Subordinate units will include departments, research institutes and functional centers. For each training program, Japanese universities shall participate in academic activities.

After establishment, VJU will be transferred fully to VNU-HN for operational management./.

Vietnam National University, Hanoi

2. VJU 構想提案サマリー

VIETNAM NATIONAL UNIVERSITY, HANOI

**SUMMARY
OF
PROPOSAL
FOR VIETNAM – JAPAN UNIVERSITY ESTABLISHMENT
PROJECT
UNDER VIETNAM NATIONAL UNIVERSITY, HANOI**

Ha Noi, November, 2013

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ABBREVIATION

MOET	Ministry of Education and Training
MOST	Ministry of Science and Technology
MPI	Ministry of Planning and Investment
U	University
USTH	University of Science and Technology of Hanoi
VNU - HN	Vietnam National University, Hanoi
VJU	Vietnam – Japan University
GDP	Gross Domestic Product
ST	Technical Support
JVEF	Japan - Vietnam Economic Forum
SR	Scientific research
ODA	Official Development Assistance
PM	Project Management
R-D&C	Research - Development and Commercialization

I. SUMMARY

1.1. Project title

Vietnam - Japan University Investment Construction Project

1.2. Responsible agencies

- Proposing and Governing agency: Vietnam National University, Hanoi (VNU-HN)

Address: 144 Xuan Thuy Street, Cau Giay, Ha Noi

Tel.: +84 437 547 669

Fax: +84 437 547 724

Email: vanphong@vnu.edu.vn

- Implementation agency: Project Management Unit for Vietnam - Japan University, VNU-HN

1.3. General objectives of the Project

The general objectives of the Project are as follows:

- Vietnam – Japan University (VJU) establishment will follow excellent university structure with fundamental science and hi-tech base and have close relation with other VNU – HN’s members;
- In the year of 2025, VJU will be expected to be ranked in top 50 Asian universities;
- VJU may provide high quality human resources and research results in order to increase competitive factors and develop knowledge economy of Japan and Vietnam;
- Last but not least, VJU will be a symbol of Vietnam – Japan relations on cooperation, science and culture.

1.4. Project area

This Project will be implemented in 3 areas:

- + VNU-HN new campus in Hoa Lac area
- + HHTP
- + Existing VNU-HN campus at 144 Xuan Thuy Street, Cau Giay, Hanoi.

1.5. Funding sources

Total investment cost for VJU is estimated at approximately US\$ 330 million, in which:

- ODA funds from Japanese Government: more than US\$ 200 million
- Counterpart fund of Vietnamese Government: approximately US\$ 30 million
- Investment from Japanese organizations and enterprises: approximately US\$ 100 million.

1.6. Project implementation schedule

After being approved, the Project will be implemented in 3 stages:

- Stage 1 (2016-2019): Establishment of master's courses in some key science and technology majors.
- Stage 2 (2019-2022): Establishment of doctoral and undergraduate courses.
- Stage 3 (2022-2025): Full capacity operation in education, training and scientific research to achieve original goals.

II. BACKGROUND OF VJU ESTABLISHMENT

2.1. International background

2.1.1. Development tendency of knowledge economy in prominent universities

The world is entering into the era of knowledge economy in the context of deeper globalization, the development and integration of each country always has big chances and challenges. The economic development model bases on the advantages of geography, existing natural resources and cheap labors are ineffective and unsustainable model. Instead of that, the economic development model based on modern workforce, ability to create competitive factors based on hi-tech has been verified by the success of developed and new emerging countries at the present.

In order to implement the above-mentioned economic development model, the countries determined development policy based on excellent universities, of which they have specially focus on building group of “new elite “research based universities, which not only train high quality human resources but also combine research & development of new technologies, product commercialization in order to promote socio-economic development. The further knowledge a country holds, the more successful it will be.

A university is an intelligence symbol of a country. Especially, the development of top university is an epochal tendency that reflects higher education development level, a general potential symbol and a reflection of sustainable economic development of the country.

Therefore, the developing countries should modernize and internationalize higher education towards organizing universities that have ability to be core ones, competitive ability, high rank in the world, as well as capacity in creating the competitive factors for the country.

2.1.2. Internationalization tendency for higher education

In the context of globalization, the development of an education with foreign elements is gradually becoming an inevitable trend, push higher education of developing countries into an unequal and disadvantages competition with universities on higher education free market. Besides continuing to attract more lecturers, researchers and foreign students to come to the

host country, at the moment universities in the developing countries have trend to speed up the presence and their activities in overseas, especially in developing countries and countries with new emerging economy. The process of reaching overseas countries of universities is the inevitable consequence of process of commercialization in the field of education and training which is happening within framework of the World Trade Organization (WTO). On the other hand, in order to satisfy the demand on local human resources, especially human resources for enterprises, multinational corporations and enterprises with foreign investment. This process brings cooperation opportunities in establishing international universities that allows developing countries to be able to attract resources on human, finance, and rapidly catch up the development in education and training of advanced countries, eliminate the risk of brain drain and save more cost in comparison with studying abroad. In addition, by implementing internationalization activities in higher education field, the universities would become the important channels of the Governments to exchange and cooperate in culture, education, science and diplomacy fields.

2.1.3. Japan and education- training development potential in Vietnam

As a developed country with top education and training level, science and technology in the world, the development of Japan is not based on existing natural resources, but based on manufacturing capacity and creative ability of high quality intellectual human resources. Japan has numbers of universities with large scale and international standards. According to QS (Quacquarelli Symonds) World University Rankings in 2011 and 2012, Japan has 05 universities ranked in the top 100 universities of the world (Tokyo University, Kyoto University, Osaka University, Tokyo Institute of Technology, Nagoya University). Moreover, Japan is an oriental country with traditional culture closely to Asian countries.

With the strategy of internationalizing education, Japan aims to strongly cooperate in education and training with countries over the world through exchanging lecturers and students; providing scholarship to foreign students; implementing the joint research – implementation projects, etc. Recently, G30 Project of Japanese Government has been established with the participant of 13 key universities as a representative of Japanese Ministry of Education, Culture, Sports, Science, and Technology in several countries over the world² to be a “bridge” for receiving 300,000 international students come to Japan for study before 2020, support in providing high quality human resources to local and foreign enterprises.

² These universities include: Tohoku University, Tsukuba University, Tokyo University, Nagoya University, Kyoto University, Osaka University, Kyushu University, Keio University, Sophia University, Meiji University, Waseda University, Doshisha University, and Ritsumeikan University

The establishment of a university in foreign country is an initiative with special interest of Japanese Government, universities and big enterprises. A university with Japanese structure, support and direct participation from Japan in an Asian country will be a factor that may support the spreading and sharing of Japanese culture and knowledge in foreign country. Especially, this model will provide the human resources with high quality in science - technology, management, knowledge about Japanese culture, be able to meet demands of Japanese enterprises in the host country and contribute to the promotion of friendship and cooperation between these two countries.

The year of 2013 is the year of Vietnam – Japan friendship, which marks the 40 years of establishment diplomatic relationship between two countries (1973 – 2013). The cooperation between Vietnam and Japan is a tight and deep one, and is raised up to “*Strategic partnership for peace and prosperity in Asia*”. The cooperation in science and technology, development of human resources, culture, tourism has not only be at national level, but also be deeply developed among locals and organizations.

In economy aspect, Japan is the most important partner of Vietnam, a largest investor and one of three most important bilateral trade partners. In many years, Japan is always the partner who provides biggest amount of ODA loan, supports Vietnam in socio-economy development towards the fundamental target to become an industrialization country in 2020.

In education and training field, in the meetings with JVEF in the year off 2013, two countries agreed that the development in education and training field would be the most important one in the strategic partnership. Among five main commitments between two countries on this field, there are two contents directly relating to VNU-HN; i.e.: (1) The project on enhancing vocational training ability for four Vietnamese universities in order to improve the quality of Vietnamese human resources for Japanese enterprises that are investing in Vietnam; (2) The project on promoting VJU establishment in HHTP.

The idea of supporting Vietnam to establish a high quality human resource training center at higher education level of Japan has been officially given since 2006. By this moment, a lot of activities in surveying, information collecting, studying, discussing has been carried out at many different levels from both Vietnam and Japan sides. The Project of establishing VJU which is a member of VNU-HN in Hoa Lac area has received the interest and support from Japanese Government. In addition, the Project also gets the interest, support and direct participation of Japan-Vietnam Parliamentarians' Friendship League; JVEF; another Japanese universities such as Tokyo University, Kyoto university, Osaka university, Tsukuba university, Nagoya university, Hokuriku university, Waseda university, Ritsumeikan university, Kinki university, Takushoku university. The key partners in VJU establishment project are VNU-HN (from Vietnam side) and JVEF (from Japan side).

2.2. Background of Vietnam and VNU-HN

2.2.1. Education and training field in the demand of international integration, industrialization, modernization of Vietnam

After nearly 30 years of implementation for reforms and international integration policy, Vietnam has gained impressive socio-economic achievements. Vietnam has been considered as one of the strongest economic developments in Asian, with the average GDP growth speed about 7.8% per year. In recent 10 years of implementing the strategy on socio-economic development phase 2001 - 2010, in spite of overcoming difficulties, especially negative impacts of regional and international financial-economic crises, the average economic growth speed of Vietnam still reached 7.26% per year. To the year of 2010, the average GDP per capita reached 1,168 USD; Vietnam has overcome the underdeveloped situation, and become the developing country with average income. However, the achievements have not been adequate to the potential and the economic development has not been stable. The quality of growth, efficiency, effect, competition of the economy has been still low, the macro-economic balances have not been solid. The economic growth has based on extensive development, slowly transferring to intensive development. The market economic institution, human resource quality, infrastructure are main issues preventing the development³. The foundation to become an industrial country towards modernization of Vietnam has not been fully formed.

In the socio-economic development strategy in phase of 2011-2020, the Party and State identified the target to the year of 2020 to generally become an industrial country towards modernization. The average GDP will be about 7 - 8% per year. GDP in 2020 could be 2.2 times in comparison to the year of 2010; GDP per capita at market prices reaches 3,000 USD. Ratios of industries and services could account for 85% of total GDP. In which, the value of the hi-tech products and hi-tech application products could account for 45% of total GDP.; and value of the manufacturing products would account for about 40% of total industrial output value.

In order to obtain above-mentioned targets, the strategy on socio-economic development in phase of 2011-2020 has identified that the development and improvement of human resource quality, especially high quality human resources (high capability leaders, managers, professional experts and business administrators, skilled labours and scientists in

³ According to the report of the World Economic Forum in 2008-2009, relating to global competition among countries, Vietnam has been the country having the economic development based on factors, mainly based on low quality human resources and natural resources. In 2008, ranking for global competition, Vietnam was at 70 over 134 surveyed countries, behind Philippines (71), Kazakhtan (66), Romania (68), Azerbaijan (69), Ukraine (72) và Bulgaria (76) however was lower rank in comparison with Singapore (5), Malaysia (21), China (30), Thailand (34) và Indonesia (55)

leading technology fields) is a strategic breakthrough and a determinant. Training human resources must satisfy the demand on diversified and multifuncted technology and development level of sectors, careers; tight relation among enterprises, agencies, training centers and the State in order to develop the human resources as society demand.

2.2.2. Sustainability demands of an international university in Vietnam

After 15 years of implementing the conference resolution the second Session eighth of Vietnamese communist Party on orientation of strategy on education and training development in the industrialization, modernization phase and mission towards 2000, under difficulty condition, limited resources, the education and training has gained meaningful achievements⁴ thanks to the instruction of the Party, State, entire society, and effort of lecturers. However, until now, the education and training of Vietnam has not really been considered as top national policy and the most important motivation for development. Lot of limitation, weakness of education and training that were mentioned in the 2nd Central resolution of the 8th session, has not been basically overcome, and even more difficult. The quality of education and training has not satisfied the socio - economic development, international integration, industrialization and modernization of Vietnam.

The strategy on socio-economic development in phase of 2011 – 2020 identified: development for education is the top national priority; basically and general renovation for education in Vietnam towards standardization, modernization, socialization, democratization and international integration. The 8nd Central resolution of the 11th session has put target on creating strong changes on quality, efficiency of education and training through carrying out below tasks: training towards concentration on developing quality, ability of learners; developing teachers and education management staff; improving the investment efficiency to grow up education and training; improving quality and efficiency of research and application of the science and technology; proactively integrating and promoting the international cooperation in education and training.

In the Program of studying, training and building hi-tech infrastructure under the National program on developing hi-tech to 2020, the Government identifies one of targets to 2020 is studying, developing and creating about 10 hi-tech of the List of prior investment and development hi-tech reaching to advanced level in the region; Constructing and developing

⁴ Conclusion no 51-KL/TW dated October 29, 2012 of the 6th conference of Party Central Committee 11th session on “Renovating in basic and general of education and training to satisfy the demand of industrialization and modernization within the conditions of socialist oriented market economy and international integration”

about 40 centers of hi-tech scuba and neutering hi-tech enterprises, 20 centers of researching, training human resources with international standard, 50 groups studying about hi-tech with advanced regional standards. The priority in technology fields include: Information technology and communication, biotechnology, automation technology; and new material technology⁵.

The Central resolution of the 6th conference of Party Central Committee 11th session has identified that development and application of science and technology is the top national policy, is one of the most important facts to the socio-economic development and protecting the Nation. Science and technology must be the most important fact to promote the modern workforce, knowledge economy, efficiency, quality, effect and competition of the economy.

Planning on the university and college network in phase of 2006 – 2020 identified the development scale for higher education network. One of the most important planning opinions is necessity to concentrate on investment and building the universities with international standard. In this decision, the core position of VNU-HN also was defined clearly in the higher education system. Therefore, it can be seen that building an international standard university under VNU-HN is very necessary to carry out as soon as possible.

Recently, there have been some international universities which were proposed and established in Vietnam such as Vietnam – German University, Vietnam – France University (University of Science and Technology of Ha Noi - USTH). The appearance of these universities improves the training quality in some science and technology fields, provides options for students, meet some requirements of the labor market on high quality human resources.

Have been established and developed suitably with inevitable trend of education and training process, the international universities in Vietnam have initial great contribution, positive impact; however in fact, this model still faces difficulties, and does not show out all potential. Reasons for this situation can be viewed from different factors. *Firstly*, international universities are usually new established, so they may lack of original foundation on operation structure, human resources and facilities. *Secondly*, at the present, the international universities are still lack of senior and permanent lecturers. The foreign lecturers with high experiences are usually visiting lecturers in very short time. *Thirdly*, the international universities have not difficulty in new investment in human resources and facilities. Especially, new established universities in Vietnam do not have the foundation on cooperation, training – research connection, knowledge transfer, and relation with enterprises.

2.2.3. VNU-HN actual development status

⁵ Decision no 348/QD-TTg of Prime Minister dated February 22, /2013 approving the program on hi-tech research, training and infrastructure construction under the national hi-tech development program through 2020

VNU has undergone various stages of development with over 100 years of tradition from the University of Indochina, and later on Vietnam National University, the University of Hanoi and Hanoi pedagogical foreign languages university. Until now VNU-HN has provided a core value and identified its position in Vietnam and international, become the representative for intellectual and culture of Vietnam. VNU-HN has first step in approaching to the training and science research with advanced quality. The talent student program, high quality has become one of official training programs to the fundamental sciences, hi-tech and some of main important socio-economies with the rate 10% of full time university training, and has been recognized by many famous universities in the world and has been developed to become the strategically mission of VNU-HN. Recently, VNU-HN has pioneered in innovation for undergraduate and postgraduate through implementation of the project named “Building and developing some faculties, majors reaching to international standards”, and considered it as “strategic mission” of VNU-HN. In 2012, VNU-HN was ranked in the top 250 Asian universities by QS University ranking organization, of which the natural science and life science field was ranked in top 100.

With current organization system of 6 university members, 5 faculties and 5 institutes, every year VNU-HN not only provides high quality human resources in different majors, sections to Vietnam, but also contributes its research results into the process of consulting, policies making, technology solutions, etc for the socio-economic development, building and protecting the Fatherland. However, VNU-HN has a lot of difficulties, especially the facilities and investment funds because main financial source is from the State budget. While the prior fields for development such as nano technology, new energy technology, information technology and communication, automation technology, climate changes, etc are fields which need a huge investment in both facilities and coordination of professional specialists.

In the international cooperation field, VNU-HN has developed the closed cooperation relations with hundreds of reputable universities in over the world such as University of Tokyo, Kyoto University, Waseda University of Japan, Chicago University, Brown University of the USA, etc. Of which, Japanese universities with high quality, similarities in many aspects are always special and important partners of VNU-HN. Since recent 10 years, VNU-HN has been cooperated with the Tokyo University within scope of Forum of four representative East Asian Universities (BESETOHA, includes Beijing University, Seoul National University, the University of Tokyo and VNU-HN), to implement many research programs with Japanese universities and most recent activity is coordination to open the Vietnam National University, Hanoi – Kyoto University Collaboration Office (VKCO) within the scale of G30 program of the Japanese Government. These are very convenient conditions for VNU-HN to implement the Project on establishment of Vietnam – Japan University to train the high quality human resources based on current effective relationships with Japan universities, more cooperative with prestige universities and

leading industrial corporations of Japan.

III. NECESSITIES FOR VJU ESTABLISHMENT

3.1. Contribution to rapid development of VNU-HN

The establishment of VJU as a member of VNU-HN following the model of excellent research based university will generate a new element - a standard structure for the interconnection of training and research, development and technology transfer; connection between universities and enterprises to generate the motivation for the development of VNU-HN with the orientation of applied research and improving efficiency.

VJU establishment will contribute to the development, as well as complete the multi-disciplinary and interdisciplinary structure of VNU-HN, especially for the number of hi-tech and advanced academic fields; integrate fundamental science, technology, management and service in order to increase the portion of training, science research and service activities approaching to international standards; improve the internationalization indicators of VNU-HN such as: the number of international publication, inventions, patents, international lecturers and students.

The establishment and operation of VJU in VNU-HN has a solid premise, in addition, VJU will be also an important factor to develop the collaboration between VNU-HN and Japanese universities in particular, and collaboration in education and training between two countries generally to a whole new level.

3.2. Meet the demands on high quality human resources in Vietnam

The establishment of VJU as a member of VNU-HN will satisfy the urgent demand on high quality human resources in Vietnam at the present and in the future. The details demands are described as the followings:

- The current socio-economic development of Vietnam create a huge demand on high quality human resources in the fields of both natural science - technology, and social - human science, in both public and private sectors in order to develop hi-tech industries into leading factors in Vietnamese economics;
- Two hi-tech parks in Hanoi and Ho Chi Minh City have been invested by the Government with many incentives in order to form two leading places of the country in term of science and technology. However, until now these two hi-tech parks have not been able to express all of their roles, one of main reasons is the lack of human resources. Establishment of VJU in Hoa Lac area will directly contribute to solve this deficiency;

- The establishment of VJU with the purpose of satisfying the demand on high quality human resources that have ability to work in the international environment, understand Japanese culture and related elements in order to increase values and investment efficiency for enterprises, especially Japanese enterprises in Vietnam as well as in foreign countries;
- Currently, Vietnam is at the stage of golden population which can be last about 30 years. Within this period, Vietnam needs to improve the quality of human resources through promoting high quality training to make best use of all advantages of this golden population stage as well as contribute to the long-term development of the country. In order to make Vietnam become a developed industrial country in 2020, it's very urgent to establish the high quality universities that could reach to top universities in the region and in the world.

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3.3. Building symbol for Vietnam – Japan cooperation relation

After 40 years of official diplomatic relations establishment, Vietnam and Japan has become the strategic partners. Recently, the Prime Ministers of two countries have met and worked together in Vietnam. They affirmed the desire to promote Vietnam and Japan collaboration to the extensive and deeper level and in more different sections. At that time, establishing a university together will not only play an important role in developing the high quality human resources for both parties, but also will create the symbol of Vietnam – Japan successful friendly cooperative relation and being the place for cultural and educational exchange events which closer the relation between two countries and their people.

3.4. Implementation the initiative and determination of the Japanese Government on establishing “a Japanese Harvard University” in foreign country

Japanese Government decided to build an international standard university which can transfer Japanese knowledge and culture value oversea. Moreover, the Japanese Government and enterprises strongly support the idea for establishment of VJU in VNU-HN. Now, besides the idea of VJU establishment in Vietnam, Japanese side has proactively promoted this project through sending the Japanese professors to carry out fundamental study and feasibility study.

Therefore, VJU project not only directly satisfies the demand on development of Vietnam and Japan in particular, but also has ability to create impacts, spreads, positive contributions to development of peaceful, friendly and cooperative relationship of two countries in particular and of the region in general.

IV. PROJECT LEGAL BASIS AND SUITABILITY

4.1. Legal basis

4.1.1. General regulations

Proposal for VJU investment construction project is prepared based on following general regulations:

- Central resolution 6th of Party Central Committee 11th session in 2012 on development of science and technology and Central resolution 8th of Party Central Committee 11th session in 2013 on education renovation;
- Strategy on development of education in Vietnam 2011-2020;
- Law on Education no 38/2005/QH11 dated June 14, 2005;
- Law on Higher Education no 08/2012/QH13 dated June 18, 2012;
- Decision no 121/2007/QD-TTg dated July 27, 2007 of Prime Minister approving the planning on the university and college network;
- Decision no 37/2013/QD-TTg of Prime Minister dated June 26, 2013 approving the plan for network of universities;
- Decision no 07/2009/QD-TTg dated January 15, 2009 of Prime Minister promulgating the conditions and procedures for establishment, operation suspension, merger, division, separation and dissolution of universities;
- Decision no 348/QD-TTg dated February 22, 2013 of Prime Minister approving the program on hi-tech research, training and infrastructure construction under the national hi-tech development program through 2020;
- Action plan of the Education sector to implement the Development strategy for education in Vietnam in 2011-2020, Conclusion no 51-KL/TW dated October 29, 2012 of the 6th conference of Party Central Committee 11th session and Directive no 02/CT-TTg dated January 22, 2013 of Prime Minister on basic and general renovation of education and training (issuing together with Decision no 1215/QD-BGDDT dated April 4th, 2013 of the Minister of Education and Training).

4.1.2. Official documents relating to VJU

- General declaration of Vietnam – Japan dated October 31, 2010 on general developing the Strategic Partner Relation for peace and prosperousness in Asia in case of visit of the Japan

Prime Minister in Vietnam: *“The Prime Minister Nguyen Tan Dung asked Japan to consider for ability of establishing a high quality university in Vietnam, and expressed the belief that would be a realistic content and special meaning to the Vietnam – Japan relationship in long term. The Japan side also expressed the intentions for consideration of above mention of Vietnam.”*

- Announcement no 313/TB-VPCP dated August 16, 2013 informing the conclusion of Deputy Prime Minister Nguyen Thien Nhan – Head of National steering committee for international integration on education and science, technology at the regular meeting of Steering committee Board, mentioned in the clause: *“VNU-HN takes the leading role in cooperating with the Japan side to prepare the pre-feasibility project on establishment of VJU, note to coordinate with the Project Management Board of HHTP to arrange suitable land fund for the University; then submits to the Ministry of Education and Training for appraising, submits to Prime Minister for consideration and approval.”*
- Official letter no 2353/BXD-QHKT dated November 6, 2013 of MOC on *location for VJU construction in the planed area for VNU in Hoa Lac area.*
- Official letter no 603/CNCHL-QHXDMT dated November 5, 2013 of Management Board of HHTP, MOST on *VJU construction in Hoa Lac Hi-tech Park.*

4.2. Project suitability

4.2.1. Master plan of universities and colleges network

The VJU establishment project as a member of VNU-HN at HHTP is suitable with the requirement on the Master plan of universities and colleges network in the period of 2006 – 2020 which was approved by the Prime Minister in 2007 and adjusted at the Decision no 37/2013/QD-TTg dated June 26, 2013 with following special items:

- The Project guarantees to provide high quality human resources, train the talents in science and technology field, implement training as demand of society; connect training with science research and social life. The project also satisfies demand on developing the universities and colleges network to comply with the strategy for development and socio-economic conditions, scientific and technological potentials of Vietnam; contribute in construction of training center for high quality human resources, link with the key economic regions and proactively economic regions of the Hanoi; form the training center for general human resources, a university of knowledge – technology located in Hoa Lac are; meet requirement on moving of universities and colleges inside Hanoi to new campus;

- The project will meet the prior demand on establishment of new higher education center that has all potentials and conditions to form the curriculums for majors, careers in the industrial field; reasonably balance the training structure among university, college, vocational training levels; training majors; fundamental science, technical science and technology; ensure the connection among training types and training levels;
- The project will satisfy the demand on investment and construction universities at the international standards, reputed universities, the key fields of Vietnam; and meet the demand of Master plan of universities and colleges network by attracting the foreign students to come to Vietnam for study and research at the rate of 3% in 2020.

4.2.2. Land use plan

- Located in VNU-HN new campus at Hoa Lac area: According to detailed construction plan of scale 1/2000 of approved VNU-HN investment and construction project, the land of 1,000ha included the reserve area for advanced research centers (instructed in detail by the Government). MOC issued the approval document for construction of VJU in the VNU-HN new campus at Hoa Lac area and further discussion on construction area will be implemented after the Prime Minister approves this proposal;
- Location in HHTP area: Management boards of HHTP issued the approval document for construction of VJU in HHTP area and detailed information about location and official area for VJU will be provided after the Prime Minister approves the revision the second time of construction master plan for HHTP ;
- Located inside VNU-HN existing campus at 144 Xuan Thuy Street, Hanoi: According to master plan for VNU-HN construction in Hoa Lac area which was approved by the Prime Minister in 2006, after phase 1, the element projects of University of Science, University of Engineering and Technology, the National Security and Defense Center and corresponding service infrastructures will be completed and operated. In that phase, VNU-HN will arrange and move its members to new location and spend an area in 144 Xuan Thuy Street to construct VJU in 2016.

V. UNIQUENESS OF VJU

5.1. Development model

Tentatively, an international university in VNU-HN as a new model, with high level of sustainability and feasibility; main features of the University are described as follows:

- VJU is a public university, a member of VNU-HN. VJU is established by the Prime Minister of Vietnam under a special regulation of organization and operation with high autonomy and self-responsibility; being a non-profit organization and acting by *preferred resources socialization methodology*.
- VJU is a member of VNU-HN –a multidisciplinary and interdisciplinary university; having the interconnected and organic links with other members of VNU-HN and their affiliated units. VJU will not only be able to develop its own strength but also *earn benefits through interdisciplinary collaboration and resources sharing on scientific staffs and infrastructures* (academic staffs, laboratories, libraries, dormitories, facilities for defense education, IT infrastructure, etc.) which lead to minimize required investment and strengthen foundation to develop in the future.
- Organization and operation of VJU is a new model, piloting the autonomy of university, allowing the university to *exploit the existing advantage of VNU-HN which are multidisciplinary interconnection with other university members of VNU and the intensive participation of Japanese universities*, generating favorable conditions for VJU to develop quickly to meet the international standard as other advanced universities in the region and in the world.
- VJU is a typical model of *applied science based university that having the connection with enterprises*. VJU has advanced curriculum and combination of training and research activities; linking scientific research with knowledge transfer to serve both Vietnamese and Japanese enterprises, especially Japanese enterprises in Vietnam. Activities of VJU are oriented by Orienting Consortium formed of VCCI, JVEF, HHTP and enterprises of both countries.
- Development orientation of VJU is to become a prestigious university in the region and in the world based on the foundation of fundamental science and hi-technology, and the integration of fundamental science, technology, management and services, which is appropriate with the policy of higher education reform of Vietnam in general and of VNU-HN in particular.
- Beside the function and obligation of an education and high quality research institution, VJU will be a center for promoting cultural and information exchange between Vietnam and Japan. VJU is the entity to initiate, draw and implement collaborated activities of Vietnam and Japan.

5.2. Educational, scientific and technological outputs

5.2.1. Educational outputs

- VJU will train high quality human resources in two fields which are natural science - engineering, and social - human science; ingrate fundamental science, technology, management and service. Educational outputs will meet the professional standard of international universities.

- Regarding natural science and technology, training activities will be included in specific collaborated research programs with enterprises (Japanese enterprises in the beginning), in order to generate high quality outputs of human resources with practical and high qualified skills, which satisfy the requirement of R-D&C of enterprises.
- Regarding social and human science, it will be practical training through cultural exchanges and collaboration between two countries in order to generate the outputs of human resources who have a deep understanding of Vietnam-Japan and be able to work in international environment.
- Academic environment: VJU will be an international educational environment where student will study 100% in foreign languages (English and Japanese) following standard of foreign partners in programs, curriculum, teaching methodology and lecturers from prestigious Japanese universities.

5.2.2. Scientific and technological outputs

VJU collaborates with HHTP and coordinate with Japanese enterprises to promote the existing resources and facilities of VNU-HN in order to generate advanced scientific and technological outputs which have high applicability and economical value. Research outputs of VJU are technical measures, manufacturing processes, patents, inventions and utility solutions registered intellectual property, applicable to industries such as IT and communication, aerospace technology, health-medicine, energy and environment, responsible to climate change and natural disasters, and etc.

Based on collaboration between researchers and lecturers of Vietnamese study and Japanology of both countries, VJU will generate social scientific outputs to be the foundation for the development of Vietnam-Japan collaboration, spread and promote the traditional values of both countries.

Based on the collaboration and sharing researches on economics and finance of Vietnam and the world as well as learning from Japanese experiences, VJU will generate the basis, publication of research on economics and management which are valuable to the sustainable development of Vietnam, integrating fundamental science, technology, management and service, developing of decision making science, service science and etc.

5.3. Lecturers

VJU will maximize the role of Japanese lecturers who stay in long term to do full-time research and lectures. On the other hand, the Project will focus on training Vietnamese lecturers

through high quality undergraduate and graduate programs collaborated with other members of VNU-HN. In the first few years, the ratio of Japanese lecturer may be accounted to 50%.

VJU also will utilize and promote the strengths of VNU through sharing high qualified staffs between VNU-HN members in teaching and scientific research. VNU-HN has experience in developing international joint programs and teaching program in foreign language. VNU-HN has nearly 1,000 academic staffs that have doctoral degrees in many fields, different disciplines and capability to teach in foreign languages (English, Japanese) that satisfies the requirements for VJU development.

5.4. Infrastructure and facilities

VJU is going to be constructed modernly, synchronically following international standard. The University aims to become a leading university in Asia, on par with other top universities in the region regarding the scale of campus construction and facilities. VJU is going to be constructed and operated in 3 locations:

- Campus 1 in VNU relocation site in Hoa Lac, 60ha: In the year of 2005, all VNU-HN members of will be located in Hoa Lac with the area of 1000ha, following the new model of completed advanced knowledge city. Headquarter of VJU will be located in this area will maximize the interconnection and links with other members and affiliated units of VNU-HN through effective exploitation of common facilities and human resources in management, teaching and research. The main campus of located in this place will also help to minimize construction cost because VJU can share and exploit the common use facilities of VNU-HN.
- Campus 2 will be located in HHTP, 30 - 60ha: This campus has the role of a center for application, technical development and technology transfer, experimental manufacturing as well as a center to connect training with research and application.
- Campus 3 will be located in the existing headquarter of VNU-HN in 144 Xuan Thuy Street, Hanoi: This will be the satellite campus of VJU in the downtown of Hanoi, having an important role of attracting students in the first stage of VJU operation while the infrastructure in Hoa Lac is still under construction. This campus will be used some training activities and scientific research, connecting with other members of VNU-HN in the downtown, enterprises and other partners as well as promoting Vietnam-Japan cultural exchange activities.

5.5. Collaboration and partnership

VJU will be a university member of VNU-HN, driven in large-scale investment for a number of hi-tech industries and scientific and management fields that necessary for industrialization, modernization and integration of Vietnam. VJU activities are an important part

in the development strategy of VNU-HN to become a research oriented and excellent university. Therefore, VJU will take the leading role in the development of a number of academic fields and support other university members. VJU will be the bridge for knowledge transfer and cultural exchange between VNU-HN and Japanese universities through staff and students exchange programs. VJU will have intensive connection with Japanese enterprises and Japanese professional associations as well as satisfy strictly requirements of high qualified human resources and deep understanding of Japanese culture. Thus, VJU will build the networking of not only VJU but also VNU-HN with Japanese partners.

5.6. Finance

Funds to ensure the establishment and operation of VJU come from Japanese ODA, counterpart funds of Vietnamese Government, contribution of Japanese enterprises, tuition and revenue of scientific and technological services.

These financial sources described above, especially funds from investment commitment of Japanese enterprises – the specialty of VJU project, will ensure the effectiveness and sustainability of VJU.

5.7. Quality assurances

Training programs of VJU will be accredited by regional and international quality assurances agencies and recognized by prestigious universities in other countries. VJU also participates in the quality assurance and certificate acknowledgement system, and VJU's qualifications will be equivalent to international standard universities.

VI. OBJECTIVES OF THE PROJECT

6.1. General objectives

The general objectives of the Project are as follows:

- VJU establishment will follow excellent university structure with fundamental science and hi-tech base and have close relation with other VNU-HN members, others training centers in Vietnam and Japan;
- In the year of 2025, VJU will be expected to be ranked in top 50 Asian universities;
- VJU may provide high quality human resources and research results in order to increase competitive factors and develop knowledge economy of Japan and Vietnam;
- Last but not least, VJU will be a symbol of Vietnam – Japan relations on cooperation, science and culture.

6.2. Specific objectives

- *Education*: VJU will provide high quality human resources (bachelors/ engineers, masters and doctors) in majors which are Vietnam's demand and Japan's strength mainly in natural sciences and social - human sciences fields. By the year 2025, the training scale of VJU is expected to reach 6,000 undergraduate students, and in total students, graduate students will account for 35%, in which master students will account for 10%. VJU's students after graduation will be able to work or have higher education / research in any education – training, research and manufacture centers in Vietnam and Japan.
- *Science and technology*: Science and technology products of VJU will be high applicability, have high economic value and can solve urgent issues on social and defense securities of Vietnam.
- *Administrative and teaching staffs*: In the first operation stage of VJU, advanced university administration system will be integratedly applied. And by the year 2025, VJU will have permanent staffs of approximately 100 administrative staffs/managers and 500 teaching staffs in order to follow standard of research oriented university, which is 12 students per a lecturer. Moreover, the University will also have a team of regular visiting professors, experts and collaborators from top universities of Vietnam, Japan and other countries.
- *Infrastructures and facilities*: By the year 2025, VJU infrastructures and facilities will be completely constructed and prepared to meet training and research scales in accordance with each operation stage in total 120 ha Project areas (in 144 Xuan Thuy Street, Hanoi; new campus of VNU-HN in Hoa Lac area and HHTP).
- *Finance*: VJU will be operated in a base of non-profit and high financial autonomy. Main financial sources which ensure the sustainability operation of VJU will come from: tuition fees, research and services revenue, legal funding from the Government, state enterprises/organizations and other private enterprises/organizations with a ratio of education, research and services activities respectively 5/3/2.

VII. PROJECT SCHEDULE

7.1. Preparation stage (2013-2016)

- To propose, implement preliminary study, feasibility study, and prepare legal procedure of VJU establishment.
- To recruit key personnel for management, teaching and research activities.
- To prepare land and facilities of VJU.

7.2. Stage 1 (2016-2019)

- To recruit permanent staffs who are be able to lecture in English or Japanese and ensuring 50% teaching time; To remain 15-20% of Japanese visiting lecturers in total numbers of lecturers.
- To establish master's degree of some discipline with the scale of 160 students and prepare for training doctoral and undergraduate degree in the next stage.
- To use a part of land in 144 Xuan Thuy Street, Hanoi to construct the initial infrastructure for VJU with complex high-rise buildings to be the office as well as space for training high quality master's program.
- To complete preparation for investment and start the construction of VJU campus in VNU relocation site in Hoa Lac area and HHTP; To complete construction and operate the campus of VJU in HHTP.

7.3. Stage 2 (2019-2022)

- To establish full master and doctoral courses; To establish terms of undergraduate courses. The education scale will be tentatively estimated at 2,000 students, including 600 graduates and 1,400 undergraduates.
- To implement research activities along with establishing training program.
- To construct and improve infrastructure of VJU campus in HHTP.
- To complete construction components of VJU campus in HHTP.
- To move university function from HHTP to VNU relocation site in Hoa Lac area, and in the remaining in HHTP, there will be research institutes, industry-academia collaboration center, and center for human resources development.

7.4. Stage 3 (2022-2025)

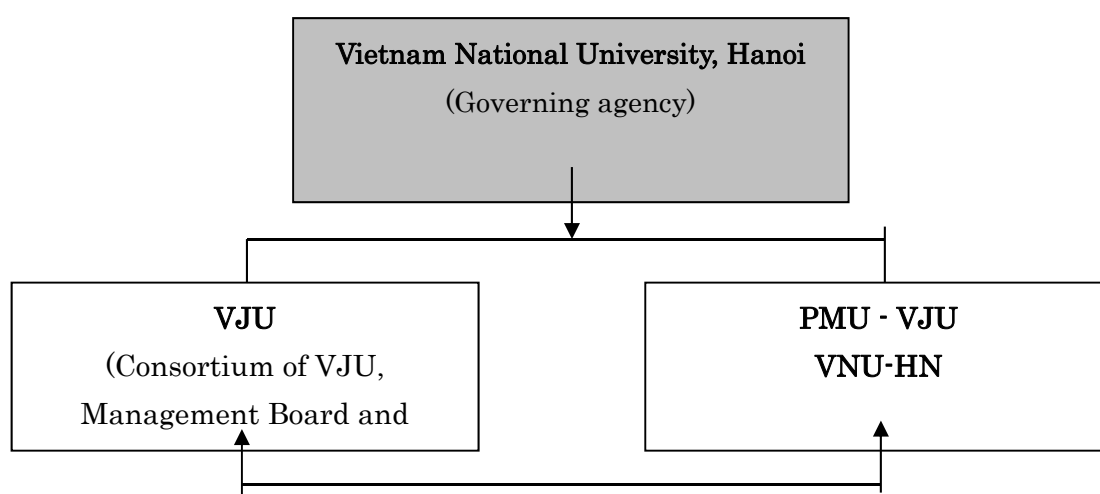
- To complete educational program of both natural science and social science at 3 levels, which are bachelor, master and PhD. The training scale will be 6,000 students, including 2,400 graduates and 3,600 undergraduates.
- To promote scientific research activities and boost up collaborated projects and thesis upon requests of enterprises and directly serve the demand of socio-economic development.
- To complete synchronously infrastructure and facilities of VJU, operate all campus in HHTP, VNU-HN relocation site and the existing headquarter of VNU in 144 Xuan Thuy Str., Cau Giay Dist, Hanoi at maximum efficiency as a research oriented university.

VIII. PROJECT IMPLEMENTATION

8.1. Management of project implementation

VJU Investment Construction Project is the project funded by ODA from Japanese Government. Therefore, the management and implementation process of the project will be applied in accordance with the provisions of Decree No. 38/2013/ND-CP by the Government dated April 23, 2013 on the management and use of ODA and preferential loans. There will be 3 main partners in the management and implementation process of the Project, which are: VNU-HN; VJU; and PMU – VJU, VNU-HN.

- Organizational structure of VJU will be as follows:



8.1.1. Vietnam National University, Hanoi

VNU-HN is the governing agency and the Project owners of the Project. VNU-HN directly responsible to the Government and the Prime Minister on receiving, managing and using of ODA loan and other investments from the state budget in order to ensure efficiency and goals achievement of the project. After there are the approval of the Prime Minister of Vietnam on VJU establishment and assigned agreement on ODA of the Japanese Government, VNU-HN will establish PMU for VJU under VNU-HN in order to implement and manage the Project.

8.1.2. Vietnam-Japan University

VJU will be a member of VNU-HN, established under the decision of Prime Minister. VJU shall be managed by the Consortium of VJU and Management Board, in which includes professors and senior managers from VNU-HN and Japanese universities.

VJU is the beneficiary of the project with the following responsibilities:

- To propose requirements and expected functions of project items;

- To be handled project items and ensure their efficient use with the right purposes.

8.1.3. Project Management Unit for VJU, VNU-HN

PMU for VJU, VNU-HN will be under and assigned by VNU-HN. Members of PMU for VJU, VNU-HN will be managers from VNU and experts from Japan.

PMU for VJU, VNU-HN will be responsible on behalf of Project Owner to lead the management and implementation of the project and its items from the preparatory to finalization phase and handover to the beneficiaries.

8.2. Administration and management of VJU

VJU will be a public university, a member of VNU-HN with high autonomy in operation. The university will propose the government to approve a special mechanism to ensure the autonomy during operation (similar to other international universities in Vietnam).

VJU will have 3 levels of authorities: Consortium of VJU, Management Board of VJU and subordinate units:

- Consortium of VJU will include professors and senior managers from VNU-HN, JVEF and Japanese universities. Vietnam-Japan Joint Consortium of VJU will be the highest authority that may decide important issues and development orientation of VJU.
- Management Board of VJU will include professors and senior executives primarily from VNU-HN and Japanese universities. Management Board of VJU will be an agency under the Consortium of VJU and be responsible for all operational activities of VJU. Leader of Management Board is the Rector, who will be appointed by the President of VNU-HN after reaching consensus with the Consortium of VJU. Management Board will have high autonomy in the operational activities of the university, including: setting up courses, research faculties, recruitment, implementation of the financial plan and budget adjustments; deciding program and curriculum and etc.
- Subordinate units will include departments, research institutes and functional centers. For each field, Japanese universities shall participate in academic activities of each area.

After the establishment project, VJU will be transferred fully to VNU-HN for operational management.

8.3. Funding sources for project implementation

Funds for construction of VJU will be combined by ODA loan from the Japanese government, counterpart fund from Vietnamese government and contributions of Japanese

and Vietnamese enterprises;

- ODA from the Japanese government: estimated US\$ 200 million
- ODA from the Japanese government: estimated US\$ 200 million
- Contributions of Japanese private sector: estimated US\$ 100 million. JVEF, the main Japanese partner will collaborate with other organizations to mobilize and raise fund from Japanese enterprises and other organizations since the initial stage of the project.
- Counterpart fund from the Vietnamese government: estimated US\$ 30 million

Table 1: Funding sources and investment structure

Unit: US \$ million

No	Source	Amount	Accounted to (%)
1	ODA from Japanese government	200	60.6
2	Contributions of Japanese private sector	100	30.3
3	Counterpart fund from Vietnamese government	30	9.1
	Total	330	100

Funds for operation and development of VJU will be collected from various sources listed below: Tuition fees; investment of Japanese and Vietnamese enterprises, beneficiary units of VJU; revenues from industry-academia collaboration and Vietnamese government subsidies.

IX. PROJECT FEASIBILITY AND SUSTAINABILITY

9.1. Project feasibility

- *Policy*: VJU establishment project receives strong support from Vietnamese and Japanese Governments; other key Japanese partners, JVEF, JICA and Japanese universities and VNU-HN.
- *Quality assurance*: (i) Curriculum and Japanese lecturers for VJU are considered and selected from top Japanese universities and reputed and experienced VNU-HN's lecturers; (ii) In the first stage, administration and operation activities of VJU will be directly implemented by experienced managers of Japanese universities in order to ensure the proper operation towards orientation to become international standard university; (iii) As a plan, VJU campuses will be located at three main areas with total area of about 120 ha, this large area will ensure adequate area for VJU campus construction and expansion ability in the future.

- *Finance*: Tentatively, in the first implementation stage, the Project may be invested \$US 200 million of ODA from Japanese Government; After this stage, operation cost of VJU will be supplemented by revenue of providing research and development activities for enterprises/organizations; tuition fees from students (since students may find good job after graduation from VJU, therefore, VJU reputation will be strengthen and number of enrolled students may be increased); and public-private partnership (PPP) in other investment items.

9.2. Project sustainability

- *VJU Institution*: VJU is a public university and a member of VNU-HN, therefore there is a similarity in organizational structure and close connection in training and scientific research activities to other VNU-HN's members. The operation of VJU will be stable and sustainable.
- *Human resources*: In the first stage, VJU will be operated and supported by human resources from Japanese universities and VNU-HN. In the following stages, Vietnamese lecturers, staffs will be trained and supported in order to enhance capability to operate VJU by themselves.
- *Finance*: VJU will be operated with a high financial autonomy and step by step, VJU income and outcome will be balance in order to stably operate and develop. The financial sustainability of VJU can be achieved by:
 - + Tuition fees from students: With the advantages of JVEF support on applying for attractive jobs in Japanese enterprises/organizations after graduation, VJU students will accept high tuition fees.
 - + Government subsidization: VJU is expected to be a public university with international standards on training high quality human resources to serve socio-economic development of Vietnam. Therefore, every year, Vietnamese Government will subsidize a fund to support further VJU operation activities.
 - + VJU operation activities will be well associated with Japanese enterprises/organizations in Vietnam, therefore VJU may look for the investments in laboratories to research & develop new products and inventions. They will be income sources for VJU reinvestment.
- *Infrastructures and facilities*: VJU will be constructed in order to bring the best status in infrastructures and facilities. As a VNU-HN member, VJU may share infrastructures, facilities, and lecturers in order to minimize operation cost and ensure the sustainability.

9.3. Project risks and risk management

- *Management structure and policy:* There may be a similarity in training majors of VJU in comparison with other VNU-HN members and other Vietnamese universities. This issue may be handled by well preparing training programs and lecturing methods; determining characteristics of the university in order to be suitable with the universities classification as per regulated in Vietnam's law on higher education (2012); affirming University's training quality and students capability after graduation.

The high quality of VJU training and research activities in interested fields will take a lead and promote research trend of other VNU-HN members.

In order to meet application based of enterprises, especially Japanese enterprises in Vietnam, the training programs of VJU should be prepared according to fundamental science and hi-technology base.

VJU will be managed in international structure while other VNU-HN members are operated and managed by local human resources.

- *Lecturers:* The lecturing and working periods of Japanese Professors in VJU may face difficulties and rush the plan of increasing Vietnamese lecturers in VJU. This issue may be solved by spending a part of ODA loan, and socialization funding as operation cost; preparing and implementing training plans for Vietnamese young lecturers to enhance their capability in order to step by step replace Japanese visiting lecturers.

Moreover, the lecturing of Japanese visiting lecturers will require high cost and their lecturing schedule will not be easy to arrange. In order to solve this issue, VJU may suggest other VNU-HN members and other enterprises to invite these lecturers to lecture and do research in their centers in order to share the cost.

- *Student recruitment:* In the beginning, the student recruitment and enrollment may face difficulties due to VJU is a new established university and has not high reputation in comparison with others. Especially, the teaching language in VJU, which are English and Japanese, also bring difficulty to the student recruitment. By solving it, VJU should aim and attract students in block A1; prepare and implement training programs with preparation course in order to improve English and/or Japanese level of students; lecture in foreign languages as in other VNU-HN members.

- *Finance:* Other than ODA investment from Japanese Government and counterpart fund from Vietnamese Government, VJU Project will raise a capital of \$US100 million from private sector. The raising of this capital mainly depends on capital raising capability of JVEF to Japanese enterprises/organizations. This issue may be solved by: actively collaboration

with enterprises/organizations in training and research activities and implement PPP coordination in some high-profit items.

- *Relations with enterprises/organizations:* The relation between VJU and enterprises/organizations may be not a long term one. Therefore, VJU should actively collaborate with numbers of enterprises/organizations and continue building relation with new enterprises/organizations in order to support graduated students to find a job while there will be no new demand from the others. VJU should also sign a bilateral agreement with enterprises/organizations in recruiting VJU graduated students based on portion of funding sources for VJU in difference stages.

X. PROJECT EFFICIENCY

In order to establish an international standard university to provide high quality human resources, VJU Project is expected to have the following efficiency:

- To provide Vietnamese students an opportunity to study and research in international environment with experienced lecturers, modern facilities and reasonable costs.
- To provide other VNU-HN members an opportunity to exchange and join training and scientific research courses in order to improve professional knowledge to meet international level.
- To strengthen reputation of VNU-HN in training and providing high quality human resources and enhance socio-economic development of Vietnam by attracting foreign direct investment (FDI) from Japanese enterprises/ organizations.
- To establish a high quality university in Hoa Lac area in order to connect VNU-HN and HHTP to become the top knowledge city in Vietnam.
- To enhance competitiveness and promote economic development of Vietnam by training and supplying human resources with high quality, skills, diversified knowledge, innovation, and ability to access scientific achievements of the world.
- To enhance comprehensive cooperation between Vietnam and Japan in strategic fields to train human resources and archive science and technological research results with international quality, and to promote cultural exchange, language teaching and understanding between the two nations and their people.

XI. CONCLUSION AND RECOMMENDATIONS

The establishment of VJU is high feasibility, high efficiency and suitable to development tendency of international universities. This Project will also exploit strengthen of Japanese universities and VNU-HN; moreover, it is suitable with instructions, guidelines and aspiration of Japanese and Vietnamese Governments.

Therefore, VNU-HN kindly submits this report to the Prime Minister for approving the Proposal of VJU Establishment Project with following information:

- VJU will be established as a member of VNU-HN with top Asia training and research quality, high autonomy and operation structure based on international standard.
- A part of investment cost for the Project will come from ODA loan.
- VJU will have three (03) locations in: HHTP, VNU-HN new campus in Hoa Lac area and VNU-HN existing campus in 144 Xuan Thuy Street, Cau Giay, Ha Noi.

Thank you.

VIENAM NATIONAL UNIVERSITY, HANOI