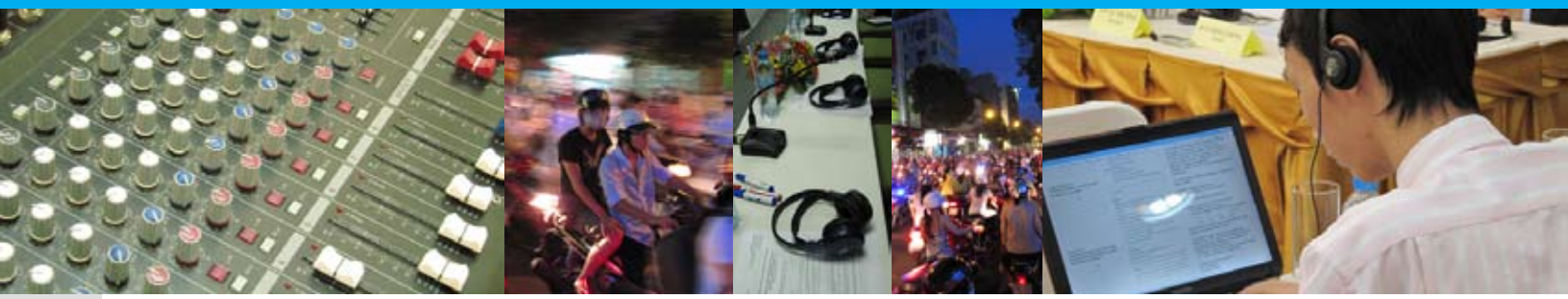
ĐẠI HỌC HOA SEN

TRIVIỆT INTERNATIONAL UNIVERSITY PROJECT



Systematisation and cartographic reports of plenary sessions and workshops

WHICH UNIVERSITY FOR THE 21TH CENTURY?

TriViet International University Project.
Ho Chi Minh City, October 16-17, 2009

DEVELOPING HIGHER EDUCATION: LESSONS FROM EXPERIENCE

Hoa Sen University.
Ho Chi Minh City, October 19-20, 2009

fph | Fondation Charles Léopold Mayer pour le Progrès de l'Homme

THE SEMINARS

Hoa Sen University

Since the beginning of the 21st century, new forces—cultural, political, environmental, and economic—have swept the world with irreversible changes. Without a doubt, the landscape of the current global economic meltdown has affected Higher Education in more ways than one. As we are reexamining the role of Higher Education within these new global complexities, it is important to analyze in some depth global education as a whole and to deliberate on the future trend of Higher Education for Vietnam. Thus comes up the question, **"Developing higher education: lessons from experience"**

Hoa Sen University hosted an international scientific conference on October 19 and 20, 2009 to address this question. This international meeting is part of a cycle of scientific activities initiated by Hoa Sen University in 2007 with two previous seminars already completed: "Autonomous thinking, self-government and teaching methods" (January 2008) and "Striving for a better higher education in Vietnam, the 20th - 21st Century milestones" (December 2008).
In addressing the situation in Vietnam, the October conference also contributes to a 2008 action supported by the Charles Leopold Mayer Foundation for Human Progress in response to the global question: "What is the university for the 21st century?" hosted by Tri Viet University.

Tri Viet International University Project

Tri Viet International University Project is the brainchild of a group of dedicated Vietnamese intellectuals and professionals who pondered over its vision and conception for several years before launching the project in August 2007.
Tri Viet aims to be a center of academic and pedagogic excellence in Viet Nam. First, by striving for maximum academic autonomy as a sine qua non of educational quality. Second, by promoting transdisciplinary approaches based on foundational knowledge and skills (traditionally known in Western institutions as Liberal Arts and Sciences) sub-

jects (e.g., Critical Thinking, Creative Writing, Problem Solving, etc); concurrently, fundamentals of Vietnamese Studies will help anchor the Vietnamese students' awareness of their roots and identity as they embark on discovering the world. Tri Viet is convinced these initiatives will help equip its graduates with the right kind of intellect, one balancing specialization with an all-around humanistic education.

Tri Viet International University's launch is planned for 2012.

Tri Viet International University organized the International Seminar **"What University for the 21st Century?"** in conjunction with the Charles Leopold Mayer Foundation for Human Progress and the project of developping an International Sustainable Earth Alliance University.

The Foundation Charles Léopold Mayer Foundation for Human Progress - FPH is an independent foundation under Swiss law that supports the emergence of a global community. Its current priorities, defined in its 2004–2010 guidelines, are: - to support the emergence of a world community, made indispensable by globalisation; - to contribute to three major changes that humankind must make in the course of the 21st century (a revolution in governance, the search for a universal ethic of responsibility; the creation of a sustainable society). http://www.fph.ch/

METHOD DESCRIPTION

ALMEDIO Consulting, is a french-chilean consulting company working on sistemisation methods and the building of collective intelligence.

The ALMEDIO team was asked to systematise the International Seminars Which university for the 21th century? organized by TriViet International University Project and Developing higher education: lessons from experience, organized by Hoa Sen University.

This document is the cartographical and textual account of this two seminars realized in HoChi Minh City among october 16 and 20, 2009.

About the method:

The cartographic method is a working device that enables the collective organization of knowledge offering more transparent, democratic and fairer means of communication. The cartographic method has been elaborated by the Fondation Charles Léopold- Mayer (www.fph.ch).

As an instrument to collect, manage and compile complex information, the cartographic method is not just another technical gadget (the software under GPL license can be downloaded at http://adullact.net/projects/outilcarto/). It is a useful method to organize, in a precise and clear fashion, whatever is analyzed, proposed or debated during seminars and events. By using this method, one is able to contrast, in a transparent manner, the ideas expressed in different places and moments, for example, two or more workshops held simultaneously in the same event.

In addition, the cartographic synthesis is an effective procedure to transform a grand event into a laboratory of collective production of knowledge and proposals, oriented for their practical application. This method facilitates the elaboration of work plans and common agendas in those places where, for lack of time or organization, the valuable ideas of a group of individuals tend to get lost.
The cartographic method has been used by Almedio in a series of events of a diverse and comprehensive nature. It was originally conceived to prepare the "World Assembly of Citizens" (Lille, France, 2001) and later to systematize the debates of the international seminar University XXI (Brasilia, Brazil, 2003), of the Founding Congress of United Cities and Local Governments (UCLG, Paris, France, 2004) where more than three thousand mayors from around the world participated, of the international meeting organised by ORUS and the Santiago de Chile University about new challenges of public universities (Santiago de Chile, 2006), of 2nd International Forum on Fair Tourism and Fair Trade (FITS 2006), Mexico, 2006.

Prior to the events, we conducted a two-day training in the Hoa Sen University facilities with a group of 10 people. The

subject matters of the training session were:

- Reporting of the working sessions and plenary
- Interview with prominent figures invited to the event
- Mapping method and the use of the software Desmodo

During the course of the events, the systemisation team identified the most significant lectures in order to highlight the most outstanding moments, contributions and ideas of the event. To do so, a team of 6 reporters covered all the working sessions (5 plenary sessions and 3 parallel workshops).

The objective was to:

- identify the main findings and challenges of 21th century University;
- record the advice, recommendations or concrete proposals related to the subject.
- Identify elements of proposals that could feed the reflection around the higher education in Vietnam.

On the other hand, a team of interviewers recorded first-hand testimonies, interviewing a group of distinguished guests at the seminar around five topics:

In your opinion and by priority order, What are the main chalenges that faces the construction of an university open to the XXI century in your locality and why?

What values base that university?

In your experience, How it should be and operate this new university?

What are the specifics steps that should be done in order to progress in the construction or strengthening of this type of university?

How do you think international experience could contribuye to strengthen and enhance higher education in Vietnam?
The interviews were completed with contact information including a photo of each interviewee.

After the events, with all the data collected we built one cartographic synthesis for each session. After that, the Almedio coordinators compare the 8 cartographics synthesis and nine recurring points (or orientations) were identified. The result of this work can be seen in one final map with the nine strategic axes identified, and for each axe a map showing the most significant proposals and issues and specifying which sessions they came from, plus a comment.

Our goal was to achieve a synthesis that could build a bridge between the two seminaries, pointing to what seems to us, the main elements of both international and Vietnamese debate around the challenges of building an 21st century university.

SYNTHESIS OF THE PLENARY SESSIONS AND WORKSHOPS

Opening and Welcome

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

Director of Tri Viet Center

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

Plenary session 1: Social responsability of University

Moderator:

Brian Murphy. President De Anza College. California USA.

Panelist:

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

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

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

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

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

Date: Morning Friday, october 16, 2009.

Official Reporter: Pham Nhu HO

Almedio Reporter: Nguyen Huan Vu, Nguyen Thi Hanh Phuc

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

ISSUES	PROPOSALS
In order to gain access to higher education, learners have to meet financial requirements, which apply only to the elites. (Susan Hoffman) In higher education, the state wants to hold education in a massive scale, while just a small number of faculties or experts can teach. This situation, leads to huge problems of competition. We cannot go against the idea that everyone can gain access to the education. (Dos Santos).	One of the challenges is to allow as many young people as possible to entering the university (H. Zuñiga) The university should not only ensure access to the largest number, but also their permanence and success (unlike the Argentine case where the failure rate is enormous). (A Machado) Support for funding should not be aimed at all students, but at those who really cannot afford to pay higher education. (Phuong Bui Tran)
University cannot escape the society's restructuring. Today, the university is considered as an enterprise in the marketplace, to be managed with other commodities. We need to take care of student as stakeholder. (Dos Santos) As the purpose of higher education is not to serve the multi-nation corporations, the need of employment is important while every people share the service. It leads to the ethical value of higher education. (Duong Trung Quoc)	The role of university should be to enable students to equip themselves with ways they can succeed in life and contribute actively to society. (Nguyen Kiem Than). The university should provide criteria for the civil society to state their ideas or even to create a new political space. (R. Petris). The role of university should be being involved in community development and integrating the community into the staff of university. (R. Koch).
The university is undergoing a triple crisis: steering, identity and purpose. Politics and business became his purpose. (K Krisafi).	We need a university coherent with the sustainable development model. Research should accompany this challenge to learn to set priorities. (A M Machado). We must move away from the logic of a money based relationship. We belong to the university as citizens. (Ton ni Thi Ninh). There should be a university club, so each university could contribute with whatever it has, while sharing common aims and values which suits the 21st century. (R. Petris)
The extreme segmentation and specialization of knowledge leads to a total fragmentation of society. This cannot continue to be the role of the university. (Dos Santos). The globalization and constant development of the information technology, which is generating substantial changes in all processes, structures and roles, will make essential points that inspire changes in the University's permanent functions such as output and spread of knowledge, as well as the contribution to the development and equality within its environment. (Zuñiga)	New tools can be used for providing access to knowledge, focusing on organizing the people in a sustainable manner. (Susan Hoffman). Education should enable us to handle the complex reality which is in constant change. The core of the matter is that our students have resilience. (Ton ni thi Ninh) The democratization of the university is not only to attract students, support them and let them out. You need the equipment, skills and appropriate strategies to enable them to adjust and adapt to a more complex environment. The university should identify the needs, priorities based on the student and people of Vietnam. (Nguyen Kiem Than).

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

We need urbanize the countryside to improve farmers' lives and create jobs. Universities could create research centers to identify alternative development models. (Dao The Tuan).
The university social responsibility should go beyond technical education and rethink it, in order to organize the rural environment and prevent drift from the land (case of Casrad Phano and Phano in Vietnam). R. Pétris.
Many research centers work with small and medium farmers. The University should focus its research on the reality of the community and local problems (for Brazil). A.M. Machado.

Plenary session 2: University Governance/ Autonomy

Moderator:

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

Panelist:

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

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

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

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

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

Date: Afternoon Friday, october 16, 2009.

Official Reporter: Pham Nhu HO

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

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

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

	The University should be reassessed by the recognition of the role of researching professors, in the transmission of knowledge and also by re- education of its tutors. (Alfredo Pena Vega)
	The key to the faculty´s autonomy is the shared application of governance, which is to invite the organization to make difficult decisions about how to build, maintain and develop. (Brian Murphy)
In order to carry out an interdisciplinary process is necessary a number of criteria for the people involved in it: open mindedness; mutual understanding; knowledge of more than one language and capacity to adapt in a changing world (case of Evergreen and Monterrey universities). (Brian Murphy).	The free software, networking knowledge and the development of collective intelligence, can be effective solutions for the issue of universities ´responsible governance. (A. M. Machado)
The issue of autonomy comes up frequently lately, but in history the university has never been autonomous (autonomy, understood as independence with the outside world, government, church, or the university hierarchy). Also, the need for resources and financial support leads to dependency. (A. M. Machado)	
The autonomy of the university has three dimensions: material (determine its programs and objectives), procedural (the right of the university to identify ways to meet its objectives) and organic (which determines the academic organization). (Albert Chen)	The university social responsibility should involve the defense and promotion of certain values that society has ignored: the sense of freedom, the sense of criticism, tolerance and vigilance of any kind of fanaticism. (Albert Chen)
The situation of the university in Vietnam is critical for its contents, teachers´ lack of skills and lack of critical and dynamic thinking within the students. (Tran Thuong Tuan).	
The students trained in traditional methods tend to act in a conservative way (rigidity, shyness, self-satisfaction and intellectual myopia). (Le Thac)	
The university faces several paradoxes: the need for mass distribution of knowledge and the university as a center of production of knowledge, related to prestige and commercial success; the extreme specialization of knowledge and the need for adaptability and intellectual mobility of the university. (Le Thac)	

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

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

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

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

Moderator:

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

Panelist:

Mr. Kai Ming Cheng. University of Hong Kong.

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

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

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

Date: Morning Saturday, october 17, 2009.

Official Reporter: Pham Nhu HO

Almedio Reporter: Nguyen Huan Vu, Nguyen Thi Hanh Phuc

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

ISSUES	PROPOSALS
When we speak of quality criteria for universities, non-measurable aspects should be considered such as organizational capacity and innovation of students. The university should not seek excellence but his ability to be different. (Kai Ming Cheng)	The university should not be considered as a professional training center, but as a place where one acquires cross-capacities, where you learn to make decisions, face risks and learn about different experiences. (Kai Ming Cheng) Developing critical thinking among students is a core value in education, in order to challenge what is established. (Lynn MacNamara) Instead of offering students a place for sharing knowledge and values that enable them to aspire to something higher, be responsible and to reach their greatest spiritual potential, the university gives too much importance to the accounting logic of international university ranking. (Albert Chen)

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

What the Vietnamese universities should not copy from the American universities is:
-believe that rankings are a standard of excellence
-giving priority to publications instead of education
-believe that universities that do research are better
-give too much importance to the size of universities,
-believe that the financing system of the USA is the best. (Kathryn Mohrman)
A research university is an appropriate ambition for Vietnam. However, it should be concentrated and focused rather massified. (Pham Thi Ly)

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

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

What we need is to understand the needs of rural areas, market and especially of the people who will benefit from education, which will subsequently define the mission of the university. (Nguyen May)
The 21st century university should study what the contemporary economy needs are, as well as to develop disciplines that are oriented towards solving this century´s issues, such as the environmental protection. (Bui Van Quy)
English will be the academic language in Vietnam. Students will be global citizens and they will be no longer just limited to Vietnam. (Vu Duc Vuong)

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

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

Globalization is a reality we cannot escape, but we must move forward in the creation of another globalization, based on citizenship rather than on nationality. (Daniel Dos Santos)
In order to define the method of education we need, we should use the analysis method of production, approaching it as a whole, with the available human resources, products, governance, beneficiaries, etc.. (Dao The Tuan)
We should build a new university (the University of Utopia), which would remove the barriers between academic disciplines (Fac. of life), focusing on global problems (Fac. of Earth) and involving the prehistory, the biological anthropology and human sciences (Fac. of the People). (Alfredo Pena Vega)

Opening ceremony

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

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

Moderator:

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

Panelist:

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

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

Prof. Cao Huy Thuan. Picardie University, France

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

Place: Hoa Sen University

Date: Morning, Monday, october 19, 2009.

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

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

ISSUES	PROPOSALS
The society expects more than credentials given that different salaries are offered despite having the same credentials. This shows that society is looking at something beyond the credentials. (Kai Minh Cheng)	Need to prepare students not only to become experts, but also to be able to use personal capabilities to adapt to the practical environment (Kai Minh Cheng)
In the context of industrialised and post-industrialised societies, many significant changes in many aspects (working methods, new types of work, personal lives) requires accompanying changes in universities (Kai Minh Cheng)	It's necessary to insist upon educational methods based on personal experience and diversify pedagogical approaches so as to provide outreach to the environment outside of the school (Kai Minh Cheng)
The increase in the amount of students leads to massive higher education services; while the reduction of financial support from the government requires more controls over the school's standards. (David Beanland) We have been very conservative, especially in terms of financial issues. It's necessary to realize that universities cannot exist independently and separately unless they are to become isolated and extinct "islands" one day (Brian Murphy)	To achieve resources from multiple sources the financial issues of the school need to be solved by extending the resource pool, not only by waiting for governmental support for students' tuition, but also from many other donors and fundraising activities (Kai Minh Cheng)
The internationalization of education requires higher education to extend traditional markets to neighboring and international ones. There must be a commitment to providing pratical experiences to students, to be student-centered; to continue developing research activities in the schools; to increasie competition among the schools; This requires that specialized infrastructure and supports as well as community services become core activities (David Beanland)	
There is no Asian University yet due to the wide diversity of cultures and languages. Therefore, we need to have a vision, our own orientation rather than borrowing from others' models. We need to have goals in terms of technology and gain self-confidence in designing a path for Vietnam. (Kaimin Cheng)	The most important thing is to change the learning and teaching methods, to understand learners' attributes rather than focusing on a pushing-in of knowledge. (Bui Tran Phuong)

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

Moderator:

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

Panelist:

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

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

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

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

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

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

Place: Hoa Sen University

Date: Afternoon, Monday, october 19, 2009.

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

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

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

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

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

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

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

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

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

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

Workshop 1: International Integration

Moderator:

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

Panelist:

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

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

Place: Hoa Sen University

Date: Morning, Tuesday, october 20, 2009.

Almedio Reporter: Nguyen Hong Nhung

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

ISSUES	PROPOSALS
	Internationalization should not merely become a process of following the Anglo-Saxon or American standards and practices. Following global practices and ideologies without developing our own unique systems and honoring the rich traditions, cultures, and scholarships of East Asia may easily lead us to enter the processes of recolonization. We should guard against copying without proper adaptation and contextualization. (Pradeep Kumar Nair)
Why do we keep talking only about governance or related issues but haven't had any discussion about competences, such as which competences a student has to attain in this context of globalization and how to measure those competences? (Pradeep Kumar Nair)	The first thing in this globalization context is to find a way for the university to test student and lecturer and come up with the same outcome; that would mean that they are available to offer the same degree of competences. And then people have to produce the evidence showing that they have achieved what they claim they are doing (Pradeep Kumar Nair)
Global universities: cross cultural, multiple locations, different institutions, joint programs and degrees, students and faculty exchanges, e-connectivity, global marketpalce and glocal contributions. (Julio Aramberri)	The new technological challenges that Global universities should face include: English as the new lingua franca and the use of e-learning, e-textbooks, e-books, electronic databases and Google Books. (Julio Aramberri)

Workshop 2: Instructional Technology

Moderator:

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

Panelist:

Prof. Jebbour Abdelkrim. AUF, Morroco

Prof. Roland Ducasse. University of Bordeaux. France

Mr. Vijo, NIIT, Vietnam.

Place: Hoa Sen University

Date: Morning, Tuesday, october 20, 2009.

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

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

Workshop 3: Community oriented university

Moderator:

Dr. Thai Thi Ngoc Du. AUF, Vietnam.

Panelist:

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

Mr. Richard Petris. Charles Léopold Mayer Foundation, France

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

Place: Hoa Sen University

Date: Morning, Tuesday, october 20, 2009.

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

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

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

CROSS-ANALYSIS OF ALL SESSIONS

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

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

Strategic Axes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

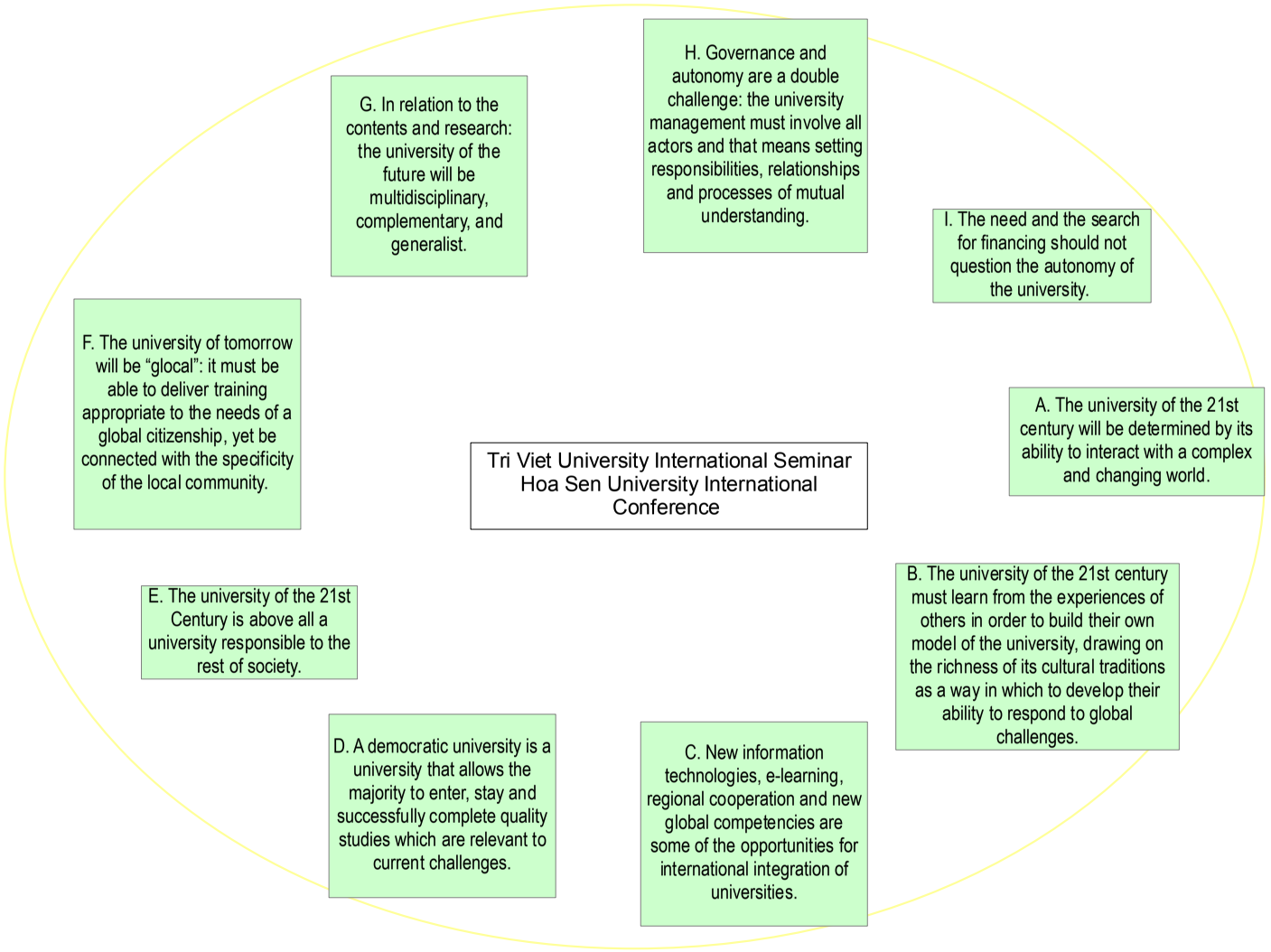
The challenges imposed by the governance and autonomy of the university increase the complexity of the relationships within the institution, but at the same time enrich their results and legitimate it as products of a more participatory process.

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

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

PLENARY SESSIONS AND WORKSHOPS BY STRATEGIC AXES

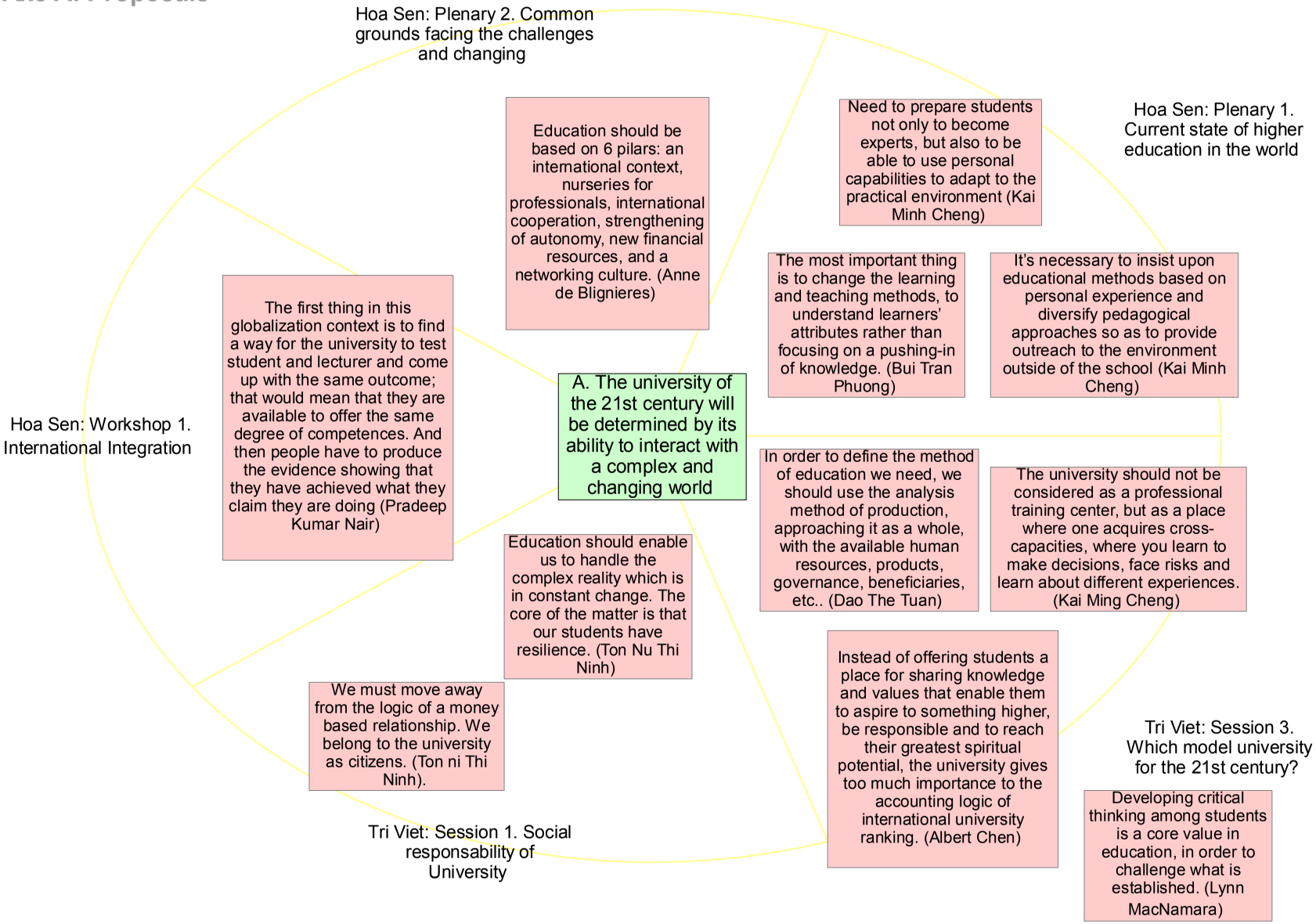
Axes


Tri Viet University International Seminar
Hoa Sen University International Conference
A. The university of the 21st century will be determined by its ability to interact with a complex and changing world.
B. The university of the 21st century must learn from the experiences of others in order to build their own model of the university, drawing on the richness of its cultural traditions as a way in which to develop their ability to respond to global challenges.
C. New information technologies, e-learning, regional cooperation and new global competencies are some of the opportunities for international integration of universities.
D. A democratic university is a university that allows the majority to enter, stay and successfully complete quality studies which are relevant to current challenges.
E. The university of the 21st Century is above all a university responsible to the rest of society.
F. The university of tomorrow will be “glocal”: it must be able to deliver training appropriate to the needs of a global citizenship, yet be connected with the specificity of the local community.
G. In relation to the contents and research: the university of the future will be multidisciplinary, complementary, and generalist.
H. Governance and autonomy are a double challenge: the university management must involve all actors and that means setting responsibilities, relationships and processes of mutual understanding.
I. The need and the search for financing should not question the autonomy of the university.
Axes
Isuues
Proposals

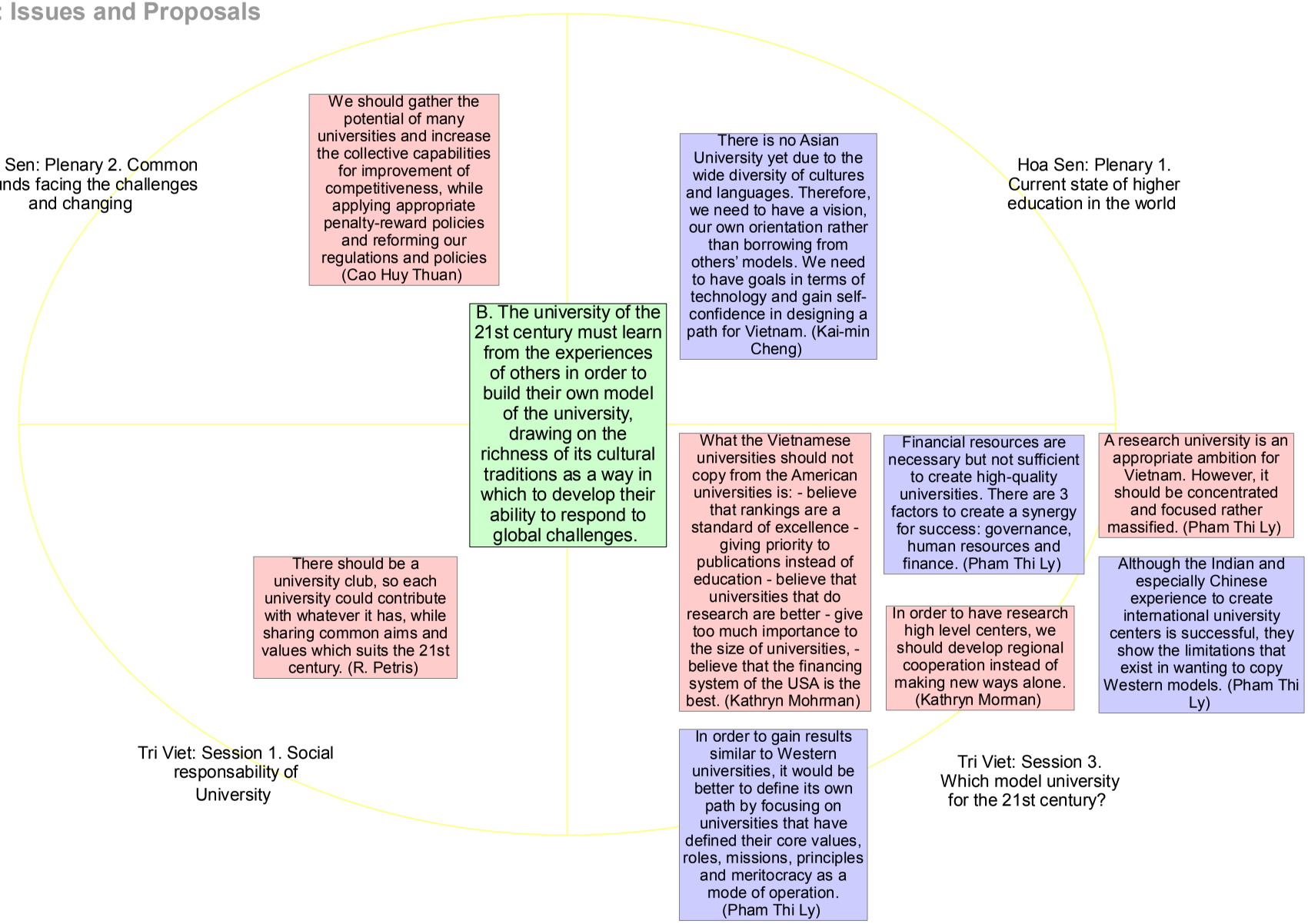
Axe A: Issues

Hoa Sen: Plenary 2. Common grounds facing the challenges and changing
Emerging Global Models of universities: their mission transcends the nation state, and inclues having more intensive research, producing knowledge for the social good, having worldwide recruitment, and internal complexity. (Katryn Morhman)
In the context of industrialised and post-industrialised societies, many significant changes in many aspects (working methods, new types of work, personal lives) requires accompanying changes in universities (Kai Minh Cheng)
Hoa Sen: Plenary 1. Current state of higher education in the world
The internationalization of education requires higher education to extend traditional markets to neighboring and international ones. There must be a commitment to providing pratical experiences to students, to be student-centered; to continue developing research activities in the schools; to increasie competition among the schools; This requires that specialized infrastructure and supports as well as community services become core activities (David Beanland)
The society expects more than credentials given that different salaries are offered despite having the same credentials. This shows that society is looking at something beyond the credentials. (Kai Minh Cheng)
Why do we keep talking only about governance or related issues but haven't had any discussion about competences, such as which competences a student has to attain in this context of globalization and how to measure those competences? (Pradeep Kumar Nair)
A. The university of the 21st century will be determined by its ability to interact with a complex and changing world
Hoa Sen: Workshop 1. International Integration
When we speak of quality criteria for universities, non-measurable aspects should be considered such as organizational capacity and innovation of students. The university should not seek excellence but his ability to be different. (Kai Ming Cheng)
The intellectual crisis of the university is determined by its inability to predict and plan. How the universities are facing changes, transformation in the world, knowledge production and management. (Alfredo Pena Vega).
Tri Viet: Session 3. Which model university for the 21st century?
The situation of the university in Vietnam is critical for its contents, teachers´ lack of skills and lack of critical and dynamic thinking within the students. (Tran Thuong Tuan).
The students trained in traditional methods tend to act in a conservative way (rigidity, shyness, self-satisfaction and intellectual myopia). (Le Thac)
Tri Viet: Session 2. University Governance/ Autonomy

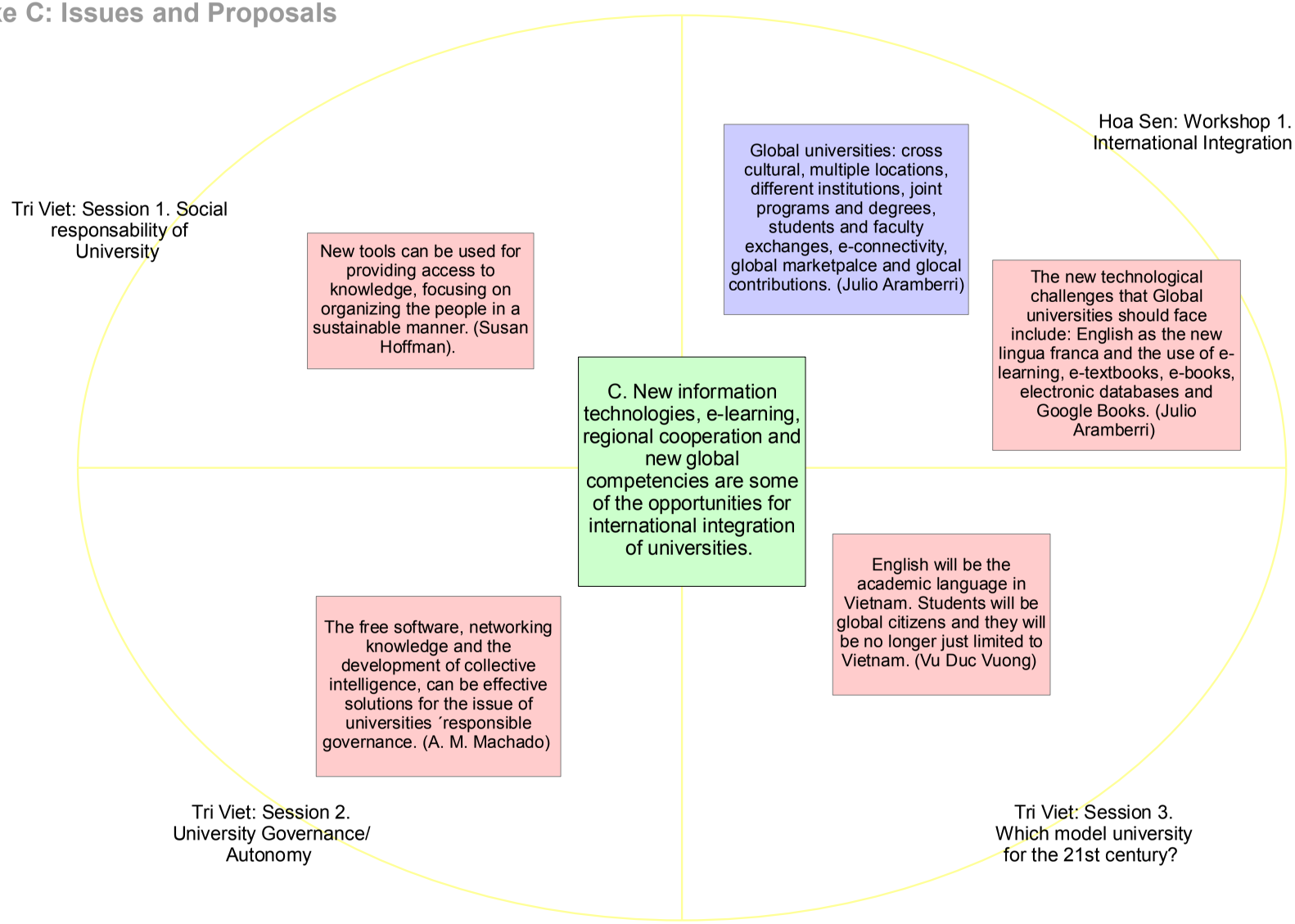
Axe A: Proposals



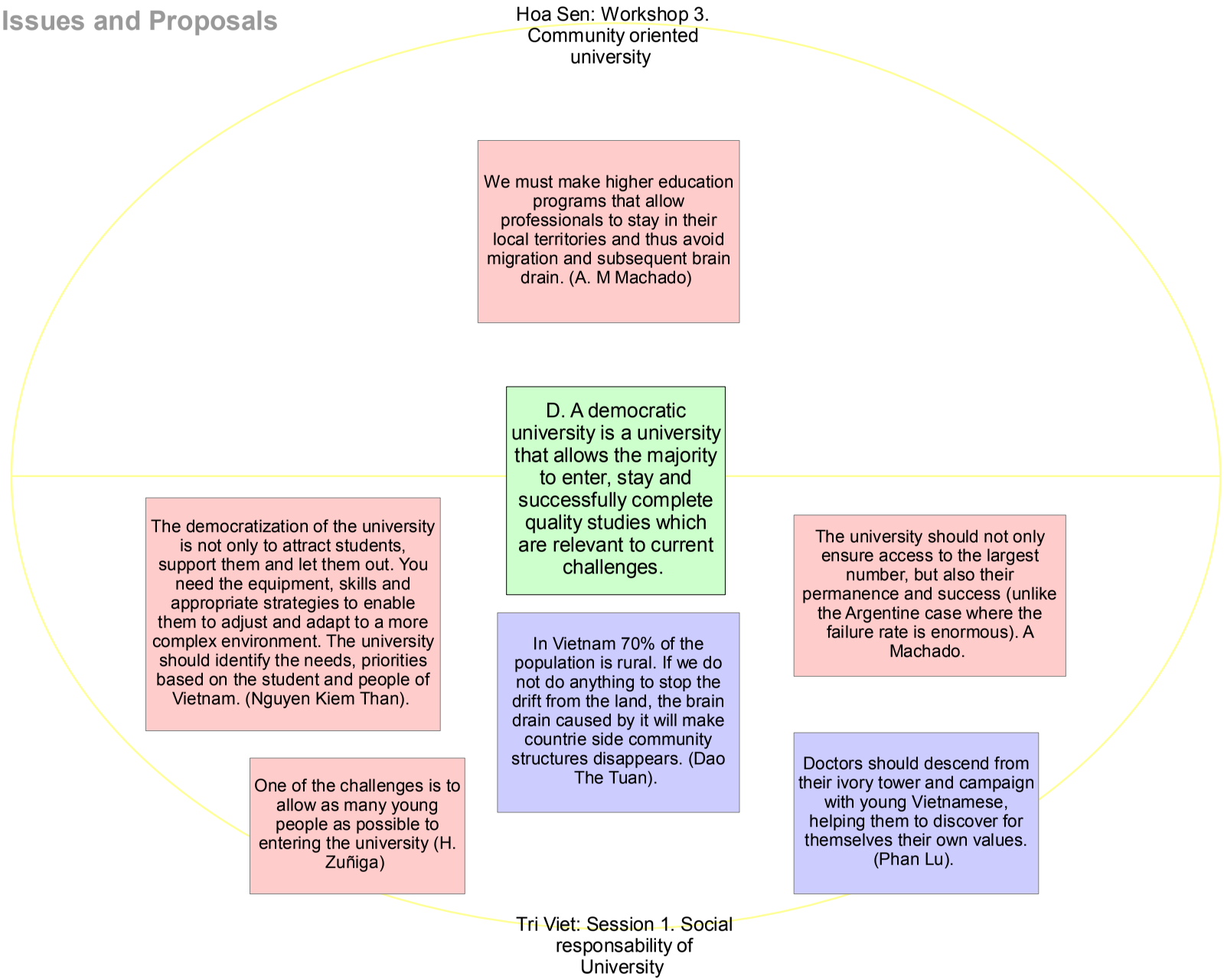
Axe B: Issues and Proposals



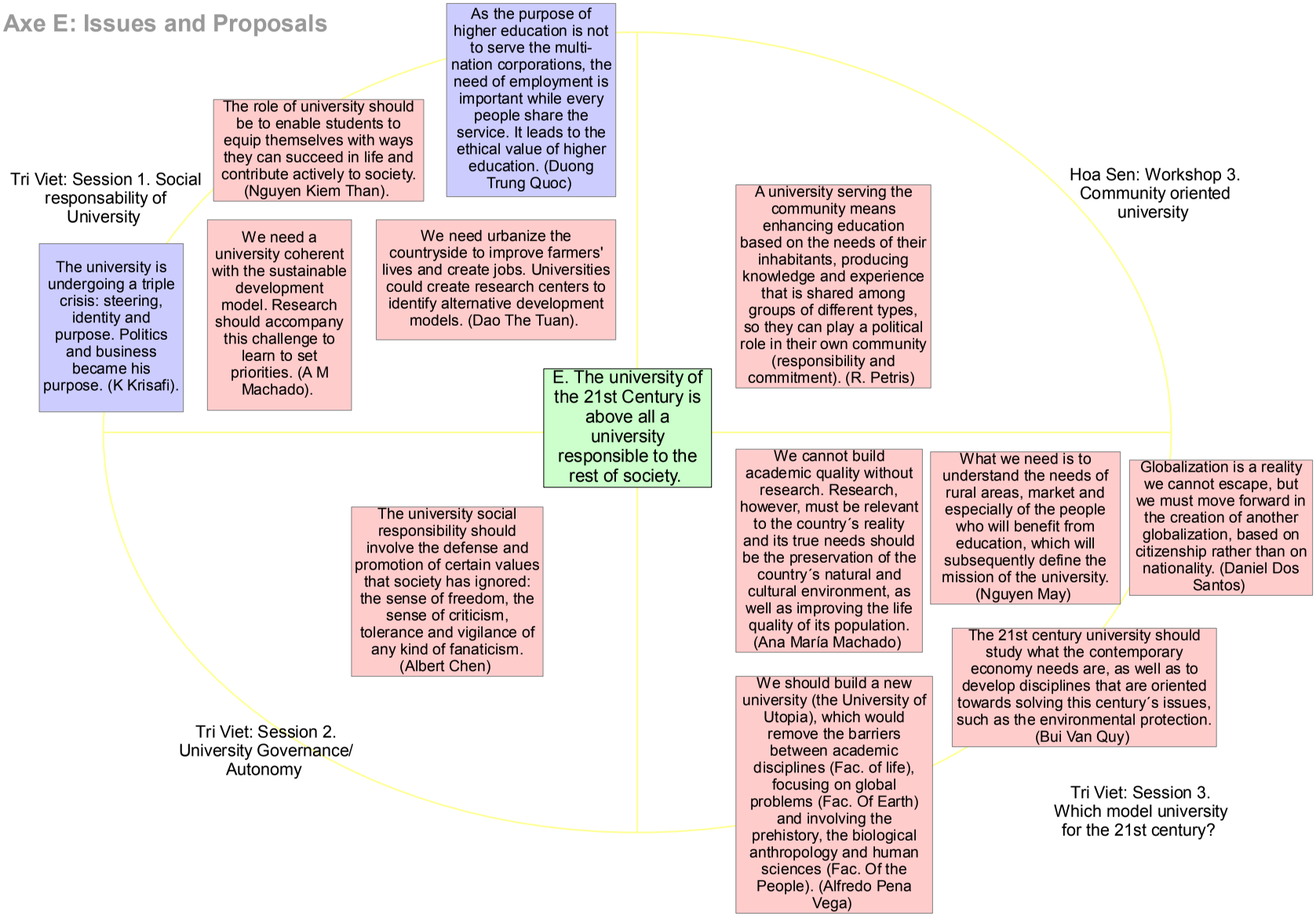
Axe C: Issues and Proposals



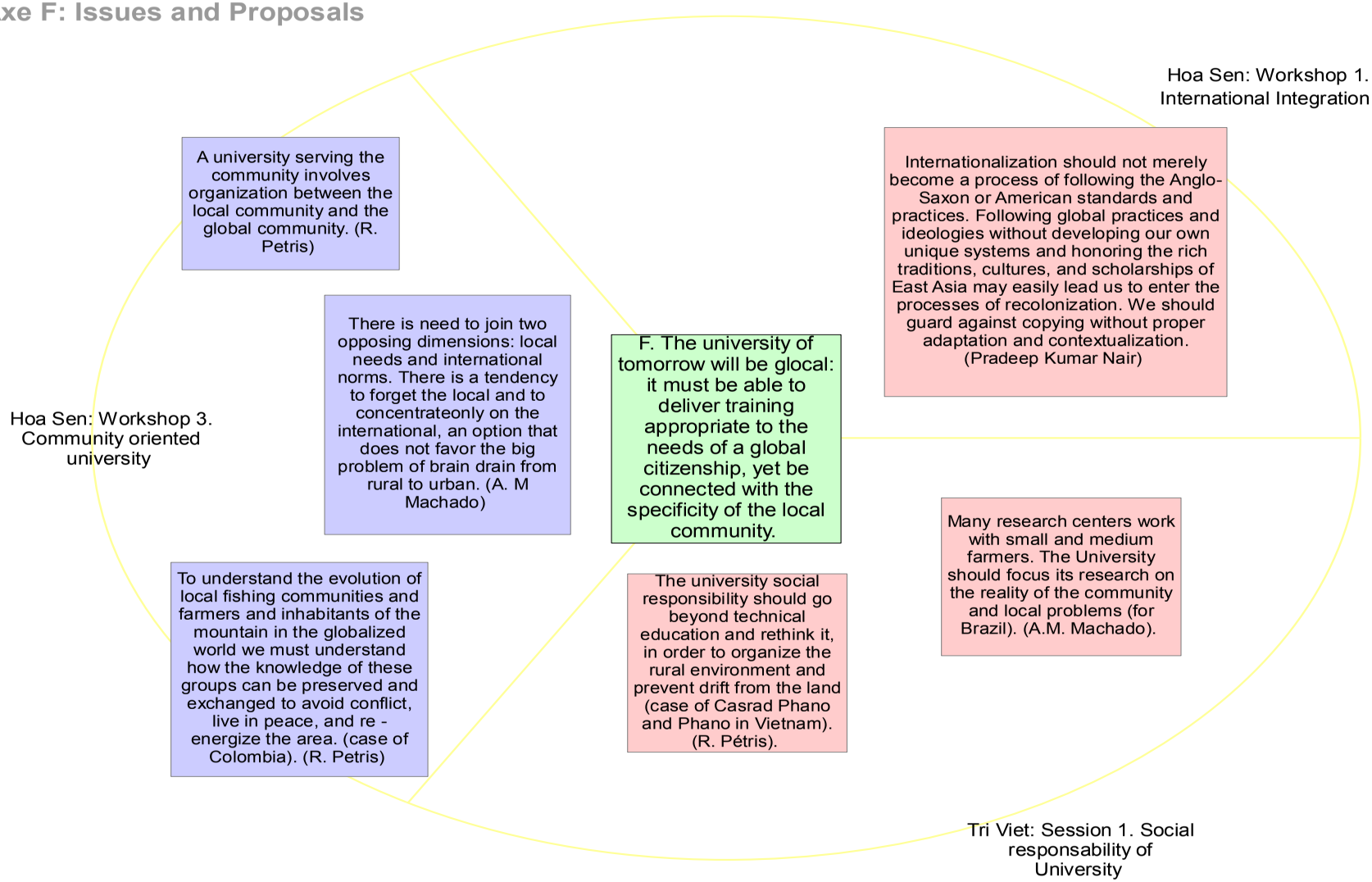
Axe D: Issues and Proposals



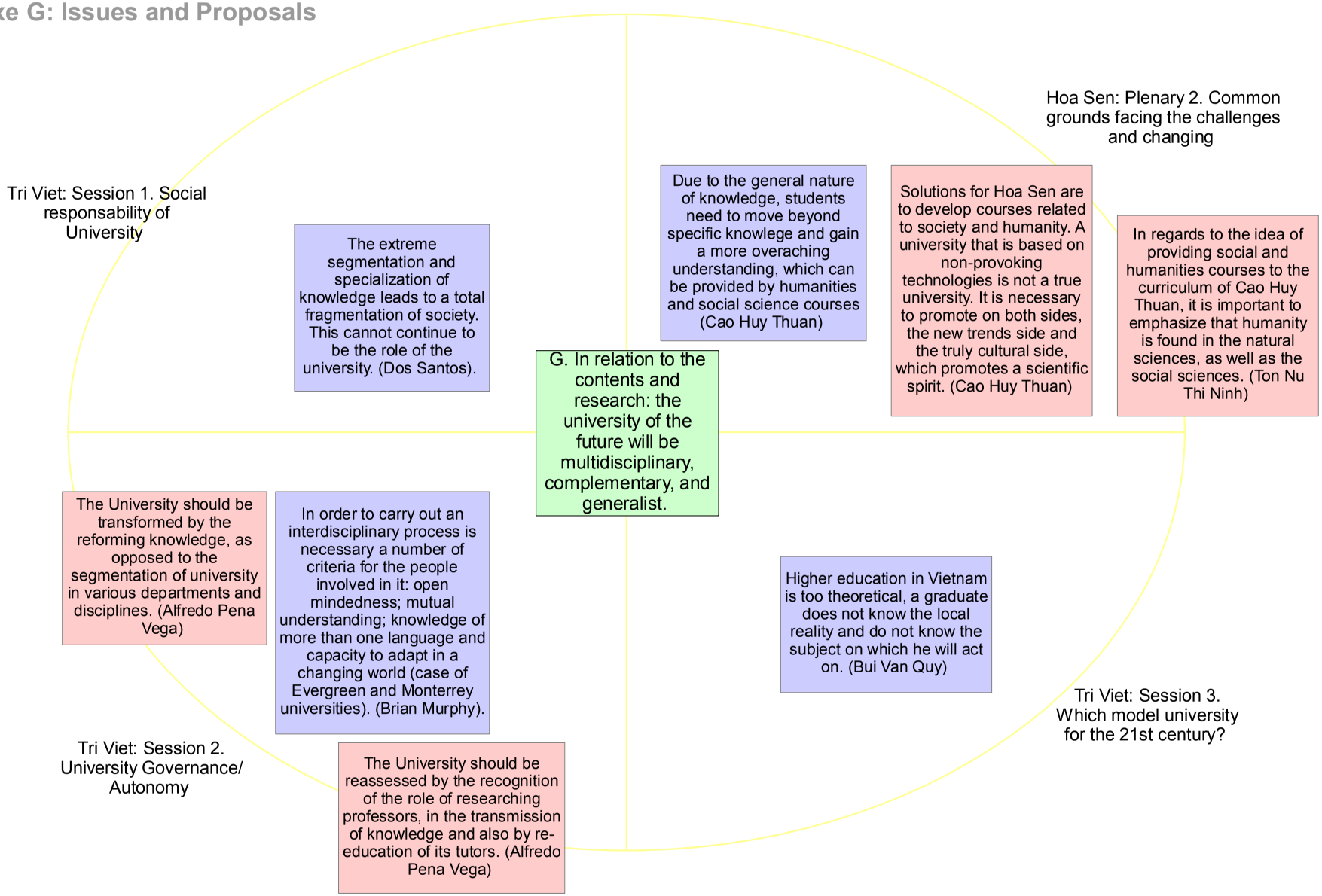
Axe E: Issues and Proposals



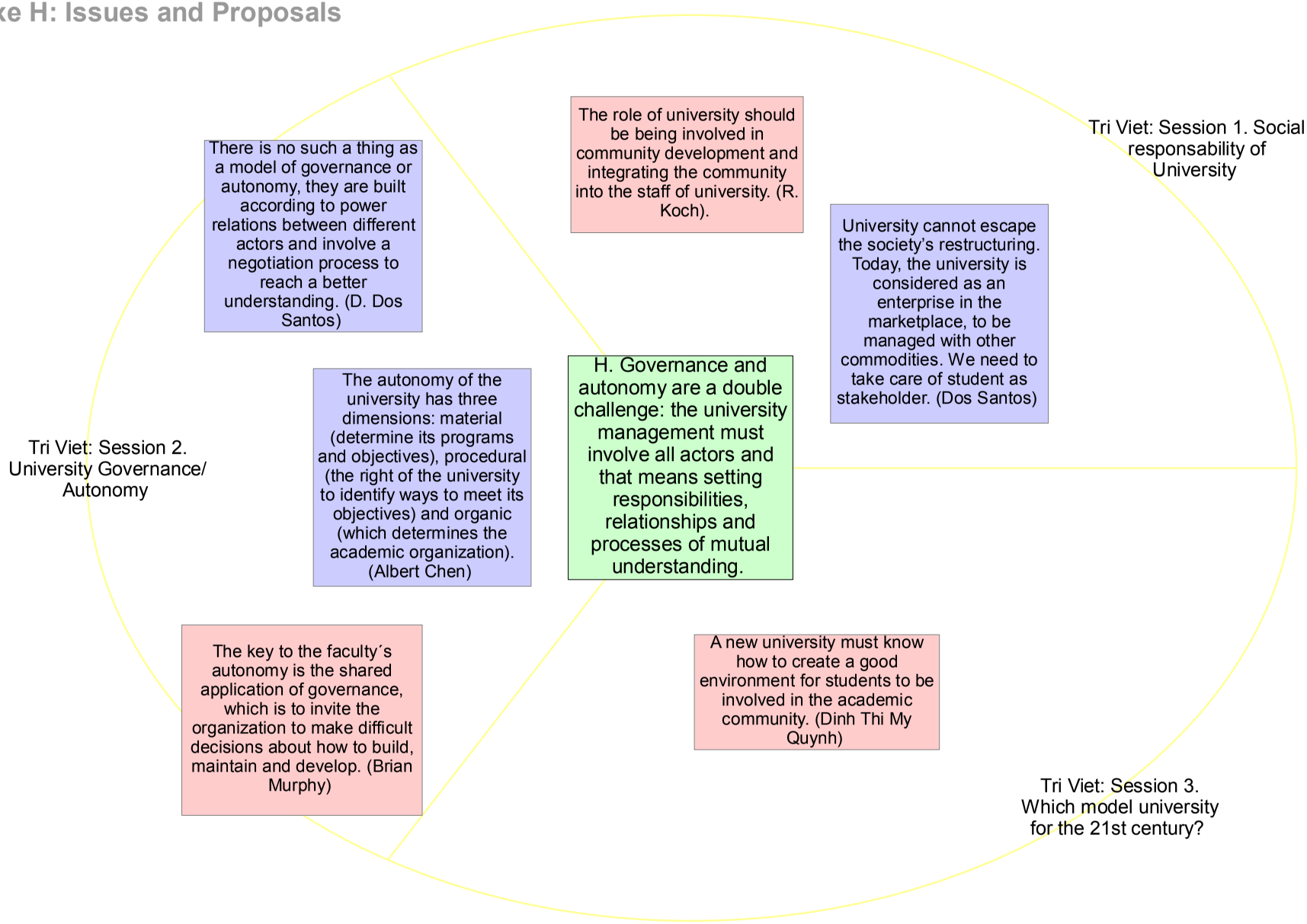
Axe F: Issues and Proposals



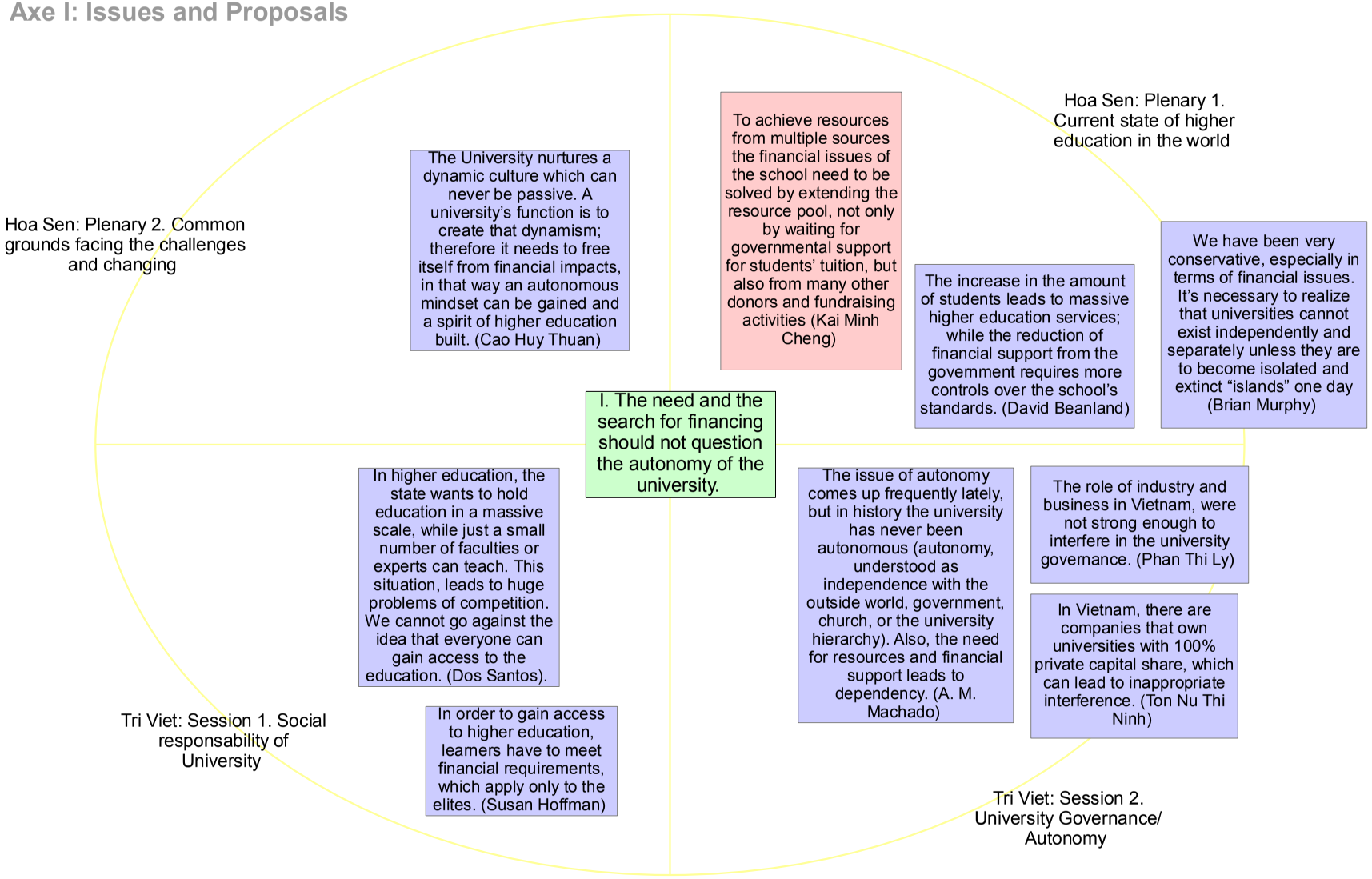
Axe G: Issues and Proposals



Axe H: Issues and Proposals



Axe I: Issues and Proposals



INTERVIEWS

During the seminars seven experts were interviewed to ascertain their views on the university in Vietnam and the world.

Interviewees

1. Mr. Brian Murphy : President De Anza College, California, USA
2. Mr. David Beanland: Emeritus Professor, RMIT, Australia.
3. Mr. Alfredo Pena-Vega: Director, Observatory of University Reforms, France.
4. Mr. Héctor Zúñiga Salinas: Rector, Del Mar University, Chile.
5. Mr. Julio Aramberri: Dean of School of Language and Cultures studies Hoa Sen University, Vietnam.
6. Ms. Ana María Machado: Researcher, University of Santa Catarina, Brazil.
7. Mr. Daniel Dos Santos: Profesor, University of Ottawa, Canada.

"The absolute key is the hiring of a faculty committed to the mission and capable of delivery."

The faculty must be deeply committed to the students' independence, and have empathy and generosity in order to understand students' difficulties and recognize students' strengths and weaknesses.

By Tran Ai Lien

In your opinion and by priority order, What are the main chalenges that faces the construction of an university open to the XXI century in your locality and why?

a. Deep commitment to educating good citizens for the benefit of the community not for the market demand.

b. Profound belief in the quest of searching for real knowledge and not profit.

What values base that university?

Search for truth.
Profound respect for the values of diversity.
Student creativity and engagement in community services.
Belief in education for citizens, not for market demand.

In your experience, How it should be and operate this new university?

A university is not a bounded campus, but an environment for practical work. It must connect to the community's life politically and socially, and it should require students to do community work.

The university must engage in active learning and democratic pedagogy. Students should be encouraged to do group

work and joint research or writing with professionals and faculty members so that they can learn through real world experience.

What are the specifics steps that should be done in order to progress in the construction or strengthening of this type of university?

Hire faculty who deeply believe in students' independence. Faculty members should not be ideological about any fixed idea. They must have empathy and generosity in order to understand students' difficulties and recognize students' strengths and weaknesses. They must be culturally competent and bilingual so that they can deliver the beauty of traditional values, but also able to learn and remain up to date themselves with the international trends of mainstream knowledge.

"The absolute key is the hiring of a faculty committed to the mission and capable of delivery."

How do you think international experience could contribuye to strengthen and enhance higher education in Vietnam?

In two levels: national planning and each particular university:

a. A practical partnership could be developed between a Vietnamese university and a university in a developed country, in which students from both institutions can perform joint projects, group work, and hands on experience together - through a student exchange programme or youth culture festival, for example.

b. Practical pedagogy should be practiced genuinely. The learning environment and assignments should be fun and practical in order to engage students and attract talented faculty members.

c. Projects ought to aspire to an international standard, with a foreign language requirement.

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"Vietnam should send staff to universities in developed countries in order to enhance their knowledge"

Vietnam can also do collaborative research with International universities in areas of Vietnam's concerns such as tropical climate, agriculture, energy, and environment.

By Tran Ai Lien

In your opinion and by priority order, What are the main challenges that face the construction of a university appropriate to the needs of the XXI century in your locality and why?

A university must be committed to developing within its students the knowledge and skills necessary for the advancement of our changing societies. They need to be institutions that provide broad access to learning and experiences that will enable graduates to be effective contributors to their communities. Staff will be expected to maintain their currency and effectiveness through interaction with colleagues in other institutions and through research and the application of their knowledge. These are the roles of all universities. However in a world of rapidly expanding knowledge the maintenance of effective performance requires continual commitment to development.

What is the values base of that university?

A university is a service organization for the community and the individuals who place their trust in the university. Therefore it must deliver results and provide services which deliver relevant benefits to their communities.

In your experience, How should it be and operate this new university?

University must be prepared, not only to educate students through its normal courses but, provide students with a set of experiences and values that will enable them to operate responsibly, competently, effectively and efficiently in the interests of society. The university and its graduates should apply their knowledge and experience to the benefit of the whole community, by being proactive in bringing their expertise to help government, society and businesses.

How do you think international experience could contribute to strengthen and enhance higher education in Vietnam?

In developed countries universities are sharing their expertise, knowledge and curriculum materials as a normal part of working together and collaborating for the advancement of knowledge in the intellectual community. Vietnam could benefit from this tradition of collaboration by adopting international standards, curriculums and approaches to education. Vietnam should send staff to universities in developed countries in order to enhance their knowledge and experience. Vietnam can also participate collaboratively in research programs with these universities in areas of Vietnam's interests such as tropical climate, agriculture, energy, and environment. Participating in these areas of mutual research interest could deliver significant benefits.

David Beanland
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"Vietnam has to look south and stop watching the north! The north today is sinking morally, ethically and economically"

The challenge is to make a thorough reform of the way of thinking, it is a cognitive reform, in the sense of rethinking how to reorganize the means of transmitting knowledge.

By Carla Estrada Jopia

What are the main challenges that face the construction of a university open to the 21st Century?

The first challenges are many. We can make a list. I think the first challenge is that the university be reformed once and for all. But not reform such as has existed in the past 40 to 50 years - the challenge is to make a thorough reform of the way of thinking, it is a cognitive reform. If the university does not make a cognitive reform I believe that it is not prepared to face other major challenges facing humanity. So the first challenge is a cognitive challenge.

The second challenge, that is related to the cognitive challenge, is to rethink how to organize the ideas of the university. What are the big ideas that carry the future, what are the big issues that the university should be a leader in today as a new way of thinking, as a means to generate new knowledge? I believe that within the big issues, there is one that the university has completely divided, has subdivided, which is the human condition: how should we think about the human condition of tomorrow? The human condition as the meaning of life, in the anthropological sense, in the bio-anthropological sense - what is life, what is the common good? The above are issues or discussions that may seem very philosophical, but are related to other disciplinary fields such as biology, physics, geography and sociology.

The other challenge is the place they give to the subjects that I mention. At the stage of reorganization of their ideas and knowledge, they should be able to unite and not separate sciences and humanities, and assume that both can communicate among themselves.

The fourth challenge is that the university should also consider how to integrate within itself major problems currently facing the planet. The university should not only produce knowledge, for the 'outside', but must produce knowledge inside. The university should imagine in its womb the ecological problem, at the level of its own operations, in the way they think about their facilities and how to create and foster in students an ecological conscience. The university must also think about the inside and not just about the problem of large climate crisis, the problem of food, and of human discomfort. I think those are, broadly, the challenges of a university that is much closer to reality and projected much further into the future.

About the cognitive reform, that is the core of the reform, how would it be?

In particular the cognitive reform or cognitive revolution, I call a paradigmatic revolution, is inevitably a paradigmatic

revolution of the university. In the same way as the Copernican revolution. This is in the sense of rethinking how to reorganize the means of transmitting knowledge. For example, creating a Faculty of life, a Faculty of land, and a Faculty of humanity. It may seem Utopian, but I think if the university does not dare to innovate, the system will always remain stunted and when we can finally talk about reform it will be just small reforms.

To be specific I will take the case of a young university in Brazil, the University of Tocantins, which is about 6 years old. It is in a very unique region of the country, as it is geographically located in three major ecosystems; the Amazon, the semiarid northeast and the Pantanal ecosystem of Mato Grosso. The University of Tocantins understands its geographical situation was structured in a very interesting way. For them it was impossible to ignore the geographical context, and so the university was established as an ecosystemic university. This resulted in the development of many courses on ecological issues and the social situation in the region (which is relatively poor, with the presence of many ethnic minorities and black people). The university is then able to take into account their social role within the region, and is open to the difference between their anthropo-social situation and that in other states in the country. It is the only federal university in the area considered to have an important role from the standpoint of developing courses that go in the direction of a desirable development model for the region. All the professionals are trained with a particular approach according to the needs and problems of the region.

This university could not have been planned in the traditional way, with traditional faculties, but was instead forced to create a thematic university with a structure that allows for two years' study. Young people can go into different subjects and then in the third year, begin to make their specializations. I believe, based on my experience, that this is a good example of a university that takes into account the challenges facing education today. And the effort is not minimal, because we are not talking about a private university or a particular initiative, but a federal university, the federal government of Brazil, who must give account after their tutelage and ministry - this is a significant experience, I'm not saying that it is representative, but it is very significant.

In any case, regrettably, we must say that in our experience when a new university is created what prevails is the will of who put in the money.

What is it that Vietnam can learn from other experiences?

Vietnam has much to learn. While I do not assume the posture of someone who knows everything, I am not the bearer of truth, but I do believe that they have a very rich reality and the first thing they should do is to rescue their own culture, to know what is the cultural value of the Vietnamese people and from there, from that heritage and values, raise the standard of their own education.

Europe today watches the south; the West is viewing the values of Vietnam as a heritage. Europe says that even with the problems that exist, there are some ways of living, there are certain advantages, that even without many resources can be maintained - such as solidarity, brotherhood, wisdom, kindness, etc. Faced with all the social unrest suffered by some countries, Europe is looking south in search of those values that are priceless. Then, think about seeking an American model of the classical type or another; in my opinion it is completely disconnected from what may be their own university in Vietnam.

The University of Tocantins could be an example?

Obviously, such a model can be viewed with enthusiasm. What I believe is that Vietnam has to look south and stop watching the north! The north today is sinking morally, ethically and economically. Look south, at neighboring countries - South Africa, Senegal, Brazil, Chile, Costa Rica or India - that is what we have to look.

I think if we are creating something new, let's do it with an Utopia. It may sound impossible today, but perhaps to-

morrow it could be a reality. I think that currently there is a preoccupation with the immediate: everything has to be now. I think, with certainty, that you cannot do things right if you do not give yourself time to think about the future. Immediacy is an obsession which we must seek to avoid.

What is the role of the World Class Universities in this cognitive reform?

I honestly think that none fail to see how they could participate. If you ask me what is the role of the Sorbonne I think that at the Sorbonne they spend their time and make their time, also at Harvard - they will continue to operate under the same logic and so I expect nothing from them. And in cases of universities in emerging countries, like China, that have entered into the same logic to try to attain those levels, they have done so at great cost; no freedom, no independence. India's youth are trained to go to work, but under what conditions? These universities hold lead positions in the rankings, but those universities send many young people to study outside the U.S., France, Britain, or even Australia ... there are not many who go to Brazil or Chile. These young people will learn within a system made up of the same logic that will later be replicated.

Imagine how good it would be to create a new university in Vietnam, a revolutionary one, where Western youth who have a poor quality of life can come here and change themselves, in relationship with nature, in a society so rich as this. That can be a huge enrichment, that can be a global model.

You do not need a ranking: you can be a model as a university that advocates a good life. That could be invaluable.

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"The university should focus on the effective teaching of students, on working with them as they are, it must stop complaining about students and how ill-prepared they are"

Universities need to work in a framework of social responsibility, it means that the teacher must put himself in the place of the student and understand the effects of his teaching. The teacher should prepare himself pedagogically to share with the students the learning process.

By Carla Estrada Jopia

What are the main challenges that faces the university of the 21st century?

First, universities need to work in a framework of social responsibility - that is not the same as social sensitivity. Social responsibility includes social sensitivity, but it has to do with the responsibility for actions and how those actions affect the other actors. In that sense society looks for certain values at the university, such as equity and the promotion of certain levels of development.

On the other hand it should be clear, as we agreed in Chile, that the products of university are public goods regardless of whether they are delivered by the state or the private sector, and as such are valued by society.

In Chile we have to move to a higher level of education to build a society with advanced human capital. We have taken the first leap. From what I understand, here in Vietnam they have not been given this first opportunity - which is the largest tertiary education. In Chile we have between 40% and 42% of young people (18 to 24 years) studying at tertiary level; in contrast there are countries that have 80% as Finland, Cuba and Norway. We are proposing that by 2014 we aim to reach 50% coverage; we are close.

Chile is already aware of the need to professionalize, to generate offers that meet the skills required. We should promote education not simply to pass subjects, but to grow in capacity - particularly those capacities which have not been developed in high school.

Those that were trained thirty or forty years ago, after fifteen years as a professional, were taught to analyse, to conceptualise, to improve the theory we had; but that has been through our training after college. That's what the university has to deliver today, has to change in this regard. In Chile we already have coverage, but we have no capacity to deliver the skills needed; I think Vietnam has not even been given the initial jump in coverage.

What matters is that we must improve the quality - but not the quality that has always been known, as having teach-

ers of recognised reputation, or more books - but the quality of the learning, so that teachers are not required to do so much research for fame. Because now that we have access to lots of internet research, what you have to do is build a quality of learning. Furthermore, we must create a body of professionals with advanced knowledge and they must develop academic master's degrees and doctorates and do research. In that in Chile we are lagging behind because only state universities do so.

What should be the values of this university?

All values are entwined within the context of social responsibility. The teacher must also put himself in the place of the student and understand the effects of his teaching. If one undertakes a commitment to all stakeholders, we must satisfies all those involved in the process. We must practice social responsibility and social sensitivity - and that has to do with how we respond to the social problems of society.

The university should focus on the effective teaching of students, on working with them as they are, it must stop complaining about students and how ill-prepared they are as I as a teacher prepare myself pedagogically to share with them the learning process. In addition, it must encourage young people to tend to prefer disciplines that will be useful, and the authority in Chile has much to develop in order to create mechanisms to guide students in careers that best serve the country and themselves.

Finally, the technology gives us a challenge; the university is making progress in their structures, although we are stagnant, because we are full of faculties.

Does this mean a change in the structure of the university?

Yes, it must have a simpler structure. The university has not progressed in the same way that other organisations have advanced, especially in connection with information technology and communications. Today, organisations are simplified: now instead of having meetings, assemblies and enclosures, everything can be done by chat or web sites – it can be simplified greatly. For example, universities are doing the "choice of classes" automatically through the web. We see that all the progress the companies have implemented have not permeated the university. That still remains stagnant.

Now, we must also advance in education. In Monterrey students have their the cellphone or iPod, and while riding in a bus can see the class teacher. In the third year they do not even have to go to the classroom. We are still stuck in the lecture-hall and we have to understand that there is a major leap possible in the ways in which we do things.

Moreover, the university must establish who is addressed; to whom I work, who are my teachers, what will be my segments.

I cannot claim to be from the best research university in the country and I cannot claim to do research in all areas, I have to look for my own spaces, and the Universidad del Mar does not seek to work only with the intellectual elite.

What is the niche of the Universidad del Mar?

Considering that we have jumped from 40% to 50% coverage, we have to ask where all these students have come from: mathematically we have no choice but to work with students who have less than 550 on the University Selection Test. Then, we have to adapt to those students who may not have great knowledge, or have not been able to think, to
heighten their cognitive functions. We are open to students who are usually rejected because it is believed that they are not useful. We have shown that it is possible to do a good job with them, to achieve.

Should we change the subjects taught in the university?

We have covered almost all areas, although some are more developed than others. But often the demands of students do not have to do with the needs of society; the students want to study law, business engineering, but not agriculture or renewable energies - they do not know what these areas are about.

When the student is aspiring to study at the most prestigious universities, they just want to go to that institution – and certainly if they get into an unknown profession they will do it anyway. But in the case of universities such as ours, the students are able to go for what they really want, because the university is not attractive by itself. That's why we cannotyet deliver a range of courses all as interesting and varied as they could be; students have no interest.

Given that we are forming partnerships with municipalities to allow them to deliver a 20% scholarship quota, we aim to deliver another 20% but on the condition of studying in certain areas. Thus we are on track to develop certain topics, such as renewable energy or water energy, for example.

What can Vietnam learn from the experiences of other countries, such as Chile?

As basic data, based on our experience, the first lesson is to increase the coverage of tertiary education. Then, the university has to think about who will run, if we create a teaching university or a university as an engine of the society change, the development of thought, and of research. A country needs many types of universities, it is good that there is a variety. Furthermore,we must use information technology, and that means that our students and teachers should be accustomed to it.

I do not know a lot of about the reality of life in Vietnam; how socialist Vietnam is, for example. But what we have succeeded in Chile, even when people do not appreciate it, is that we have eliminated free education. In 1998, the First World Conference in Education arose and it was widely thought that free education is inequitable because ultimatelyonly the economic elite benefited from it. It is an apparent contradiction that in fact was right. With a non-free university, finally competition is settled and prices are very similar - with some exceptions. The difference is made up by State aid and it is through these mechanisms, such as demand subsidies, that we can attain a good development ofthe university. But I'm not sure if this can be done in Vietnam, because it requires a specific political environment.

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"We must reach a very difficult balance between the need to be open to the world, to be comprehensive and at the same time respecting their own culture"

Faced with globalization, there is a need for integration between universities all over the world, while English is strengthened as the new lingua franca. However this should not mean an imposition. An effective process of collaboration between the stronger and weaker universities should establish a dialogue between both sides.

By Carla Estrada Jopia

What is global campus?

We are experiencing a process of globalization. No one knows exactly what it means, but we know that there is a growing interpenetration in many areas, such as capital flows, the right of people to move more easily to other countries and a growing exchange of ideas. This is due to several factors, including a new phase of development of the international economy, which requires economic, social and labour mobility. This means that a country must be prepared according to the needs of the market. This creates on us the need to develop joint programs with students, so it can pursue degrees that are recognized not only at home.

One of the methods that have been used at universities is what I call, exaggerating a bit, a Global Campus. It is the assimilation of teaching and pedagogy techniques, as well as the capacity to adapt to the market demands, which has created the development of a number of integration factors between universities.

One of the most popular formulas are the joint programs, but it brings many difficulties, many needs to adapt, then there is the issue that some most powerful institutions enforce their university policies and programs over the other institutions. Against that, the less powerful or weak, as it might be a young university as Hoa Sen, have no choice but to adopt the franchise technique, which is to take up what certain well stabilised university have developed. Even, in many times they proposed to send their teachers, impose its curricula and then, collect a huge amount of money through the use of a name. This McDonald's technique in my opinion, does not seem the most appropriate.
If we want that the process of collaboration between the stronger and weaker universities to be effective, we will have to establish a dialogue between the two sides, as well as an adaptation from the part of the most powerful universities, in order to attend the smaller universities demands.

Many large universities may say, well why do I have to adjust? Well I think there are not many answers to that, except to exploit the political and technological opportunities that it implies.

But of course these technological opportunities also bring some problems, first the technology we have for communication is the internet, a media that can be done in many languages, but mostly is in English. Moreover, for many

reasons, the British and the American universities have a leadership that would be absurd to deny, they have made spectacular advances in technology, human relations, policy decision making. To cut the story short, these universities have an undisputed leadership.

If we move towards a global campus, we need both the teachers and the students to be able to communicate with their English, otherwise, there would not be possible to achieve all the potential gains and benefits that such programs could bring. This would mean a significant loss for both the students and the universities. At the same time, this can become a comparative advantage; since students that can speak English have no trouble going by the world. It could be a way to force other to do the same and learn the relevant language, so they can also be understood. But after all, the world is far more complex than that and in that sense, students that learne English, although their mother language is other, have a comparative advantage. Here in Vietnam they can compete with the "American" or the "English" that come here, but they also speak Vietnamese, that is an advantage over English-speaking students who are poorly taught, because if everything is so easy, they believe there is no need to learn different languages.

The strong presence of English is not only a technical issue, we must also consider that an institution like a university has a very strong presence in the cultural life of a society and you cannot ask them to abandon their culture or their way of acting. We must reach a very difficult balance between the need to be open to the world, to be comprehensive and at the same time respecting their own culture. I imagine that if in Vietnam, for instance, we impose that most courses are taught in English, there would be a series of reactions from students, their families and perhaps academic authorities, saying that we are contributing to the recomposition of the colonialism, or that we are asking them to abandon their traditions without giving anything in return.

How does this affect the contents and procedures in education?

The contents will have to change, they will have to adapt to the needs of what is required as competences or skills in the world. I do not know the Vietnamese education system well, I have been here only six weeks, but I fear that is very similar to the Chinese, with the teacher having a very dominant and with the idea that they know everything, apart form the difficulties that most teachers have to let the students discuss their own mind. I go to China quite often and I experience that at first hand, my students do not dare to speak; do not dare to ask questions, because what the teacher says "is the law". So there is no doubt that this process will require a change in the rules of operation and it will bring a lot of resistance from teachers who are not used to work that way.

Furthermore, we must encourage students to become more active, to get them used to question, not in order the weaken the teacher's authority, but to understand that the system has to be more collaborative. There would be the need to motivate group work and class discussions.

Finally, an opportunity that arise with the development of new technologies, is that the use of electronic devices are becoming cheaper, not just internet but also computers. The Kindle (handheld device to store and read digital books), for instance, makes knowledge increasingly more accessible. Even knowing, for example, that for some Vietnamese teachers and students spend US$280 on a Kindle is not that simple, we have to look for ways for the universities to buy Kindles or to libraries to provide it. In short, we must be find a way.

This means a very strong commitment from the universities...

The universities have to make an important economic bet in order to support this process. In Vietnam and in other countries textbooks are expensive and are pirated, which brings problems even between countries. However, through a Kindle, for example, you can download one book and then lend it to a group of students; this means that the access to knowledge could be expected to be cheaper.

Then there are things that are coming and that will be part of our future, for example, access to basic textbooks of

culture that students must read, the Project Gutenberg of the European Union (electronic library of free books that already exist physically) means that the books are almost free.

All technologies are very beneficial to the global campus, their prices have already gone down and each time they will be cheaper and easier access.

Can the global campus take advantage of e-learning?

Yes, in the U.S. it is gaining ground in almost all universities. It has enormous advantages in terms of flexibility. My students in the U.S. , for instance, worked about 20 or 25 hours a week and had no time to go to class, then if you have the class in a Power Point or video and supported by texts, things are much easier for them. However, you have to require them to write a lot, especially on practical cases, because one of the problems of e-learning is that people can copy their work online. The flexibility is greater, but has the problem of alienation from teachers. In my opinion, in medium term, it will bring a huge decline in traditional teaching. This will change the teaching as we know, with a stable workforce with many years of training, people like me are going to disappear, well, it all depends on how we adapt. Anyway I think the university as we know now, will change fundamentally within the next 10 years and if we want institutions with quality that attempt to achieve "excellence", we have to adapt to all these transformations. This is a necessity especially for developing countries.

We listened Katryn Morhman today, from Arizona, she says: to maintain good medical schools, we must spend 1,500 million dollars a year. Obviously that's impossible, and then we will have to seek ways to transfer knowledge. Perhaps hard sciences or the laboratory will continue to be absolutely essential and it will be more like traditional education, but the area of social science will suffer a dramatic shock.

How does the use of these technologies affect interpersonal relationships?

I think that this is finished and we must not magnify the image of the teacher, a good teacher is the person who has given many courses, which has been formed, which strives to be at day, that seeks to know and help students to find paths. All this can be done differently through these technologies. There is much talk that the teacher is someone who plays moral roles, man!, We try to teach students not to cheat, try to be honest in how we teach, but do we have to be bearers of moral roles? I have my doubts; I think the moral roles should learn in families and primary groups of friends, not necessarily at the university. In any case, I believe that human dimension will disappear.

How do you see the Hoa Sen University in this process?

Hoa Sen is making a bet to define itself. It has 4 years as a university, an educational body of very different range of ages, where there seem to be a more traditional sector who resent developments and another very young, very curious and eager to learn from abroad that would be more logically willing to defend an open activity.

It is important that this educational group go and find out what they want to build. They have made a difficult bet in Vietnam, which is the recruitment of foreign teachers and our role here is to contribute to this discussion on where we need to go.

I've been called to collaborate on a project of change and I like working in a developing country, because I think in Vietnam, what I learned throughout my life may be more useful than in a country like the U.S.

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"The values of the university, as I see them, should be the commitment to what is around it"

In the case of Sustainable Earth Alliance, this commitment is given by the relationship with social sectors such as farmers, fishermen, etc.

By Carla Estrada Jopia

What are the challenges facing the university in the 21st century?

The university has historically been linked and subjected to powerful sectors such as the church and the state and more recently the market. Although it has always been a very important institution, now it is even more recognized, especially in the financial and the capital world. This is not unusual, because when it comes to business the market always recognizes potential features before any other organization. An interesting example of it is the issue of writing. While schools have always had difficulties making their students writing or mastering this technique, mobile phone companies realized this potential and took advantage of it using a device that has traditionally been used to talk. They created a tool that writes and which they make money of. It also succeeded to create in people the desire to write, even if in a minimalist way. The school, however, has more difficulties in making these advances. I think the university is still not aware of its power nowadays.

I think the main issue we need to consider is the relationship between the university and society, in the context of the society being a complex body. Specifically, in the case of Sustainable Earth Alliance, we extend this relationship especially in the sectors that have been most excluded and that seems to have nothing to do with the university, social sectors such as farmers, fishermen, etc. What do we do with a university that has always been devoted to educate the ruling elites? I think that this should be evident, we must relate to all sectors of our society.

Here in Vietnam, for example, I think there are many areas in which the university could act. There is a very interesting informal economy channel where the university should participate in order to improve. Issues such as people eating in the streets, public health, food processing, are good examples of areas that perhaps could be improved. This is not

about mechanizing the whole country, but doubtless these customs and traditions could be in a better condition. When you think of the amount of traffic on the streets and those huge cars passing by, for instance, an viable alternative to it could be the use of closed motorcycles with air conditioning, which are comfortable, do not take much space and do not cause as much traffic on the streets. A city with the number of inhabitants of Ho Chi Minh City, could do things to live in a more harmonious way and the university should not be indifferent to that.

And more specifically in Brazil?

I think a huge challenge for Brazil is the size of its territory. We have for instance, groups of people scapeing from cities and are now facing the problems of a very low standard of life found in such places. These people are looking for new places to live and are now beginning to occupy spaces that were never inhabited before, in the countryside for instance. We must think on how to bring about a more balanced regional development or to invest in the territory that is not in use.

The university and the policies are somewhat contradictory. It is true, however, that during the government of Luiz Inácio Lula da Silva there has been created a Department which addresses the issue of rural education. This Department aims to develop education according to local needs, taking into consideration local characteristics and regional productive lines, which develop without being harmful to people or the environment. In general, there is much interest in environmental issues and the subject is being worked at schools. The topic may be treated slightly superficially, but it is definitely being approached, especially among children.

What are the university values for the 21st century?

Well, values are related to the right that everyone has to have a decent quality of life. The values of the university, as I see them, should be the commitment to what is around it. Clearly today this equation is more complex, because they are institutions subjected to regional, national and international rules. Especially the latter have outweighed all the others and that is why the importance of discussing, also within the university, the weight that international interference has in it. It is necessary to strike a balance on how to intervene without shutting down traditions, developing the traditions in a way that it can potentially improve human dignity, in some basic sense. That is a very difficult calculation, but must be made in each context in a different way.

How should the university change?

The university is quite lost. It realizes that it was wrong on several things and that it has an elitist history. However, it no longer wants to be elitist, it has a new goal which is to be accessible to everyone, but with quality, being aware of the difficulties of reproducing models around the world. But what can be understood by quality? Quality is associated with excellence, however, it does not make sense to think that excellence is the same in Brazil, Vietnam or Chile. It is not the same and should not be the same and we must be aware that should not be the same.

All of it takes me back to Vietnam. What we see here is interesting, because they started of thinking, that they should be the same as others places or that were outdated because they were not at the same level of the U.S. This is does not make sense! The development of a place or an excellence should be in harmony with the local reality, unless it is done in a pathological way that ignores the local codes, the environment, and the local resources. If you ignore all of that, you may try, but it is a great violence. Now we also need to dialogue with the rest of world, but that does not mean copying or submitting and this is very difficult to absorb, to understand.

Is academia ready to meet these challenges?

In Brazil, for example there is a huge variety, if you look well. We have many programs and if you check the investigation lines, there is a lot related to social issues. In general, Brazil is aware of its main social issues that need to change, such as gender issues, minority groups and so on. It does not mean that the elites do not exist, but during conferences,

one can find critical line of thoughts, coming especially from people related to left wing movements.

I think Brazil actually has one of the best potential to tune with the project of Sustainable Earth Alliance. For example, it would be interesting to create an international mobility for a period of about three months, some type of people exchange that can generate actions and activities. I believe that for these sort of initiatives, Brazil has high chances of getting funding, I think there is harmony.

What can Brazil and Vietnam learn from each other?

I think there might be an interesting exchange of experiences and themes that can enrich each other. I have been talking a lot and I can see there is much work on gender issues that needs to be done; we could produce for the Spanish or the Portuguese articles discussing the Vietnamese situation, for example.

Now, I feel the research perspective is not yet settled here in Vietnam. I do not know, but maybe Vietnam should work on that and to develop a better a sense of curiosity, which is typical of any investigation.

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"In reality, the universities´ priorities are not linked to society, but to their own reproductive mechanism."

Although the research is a very important tool, today it does not have a social utility, because the institutions that have the power to use it do not invest on it.

By Vladimir Ugarte

I was born in Angola, raised in Africa and Portugal during the time of the dictatorship. I was a Portuguese army officer but as I refused the colonial war - because I agreed to the independence of Angola - I had to desert. Traveled throughout Europe, where I received political asylum in Geneva (Switzerland) and then I joined the Angolan liberation movement where I spent nearly 4 years in the guerrilla movement, in charge of the of children´s education. Just before independence, I did not agree with the main party of the liberation movement (which is still in power), so I stated my dissidence and went to Switzerland. In Geneva I left the economy, which my previous occupation in Lisbon (Portugal) to start with sociology and met my wife who is Vietnamese.

Switzerland gave us the opportunity to rebuild our lives, but my wife had to go to Canada because she had no Swiss papers, so I followed her. I continued my studies in sociology at the University of Montreal and worked as an associate professor. After, I went to the University of Ottawa to teach criminology. Criminology did not interest me much because it was too close to the state, so I concentrated on development issues and education in Africa. I always say I am a sociologist who has had a very different basis: I am a mixed race (white and black) and I have got a mixed cultural background. I am not like some French, Quebeckers or Africans, who believe to be purebreds. In my case, my whole family was Portuguese; therefore I am a combination of the originally colonial Portuguese culture together with the African. I also lived a long time in Switzerland. However, Quebec's culture is also part of who I am. I lived longer in America than in Africa and Europe. The world today is culturally mixed. If you look at the world for the past 25 years, although states attempted to keep from people circulating, we continue to live in the places we want.

In your experience, the current university, is open to this blending and interculturalism?

Not at all. Today, although we live in a globalized world, our institutions evolve slower than technology and social relations. The university and the Catholic Church today are completely out of step with these new social relations.
Currently although there is diversity in the university model, they are elitists. Here in this seminar I had difficulty disposing the concept of elite, "we must form the elite of tomorrow," I say no! In addition I can assure you that not everyone who works at a university will be elite. There are students who have done masters or bachelor degrees in criminology and are now managers of a shoe store. Nothing is predetermined, not because you go to university you will be part of the elite.

Another thing is what Canadians call multiculturalism, interculturalism as others say, or miscegenation, as I say, that is intended to be built. The universities have self-centered in its local dimensions. With globalization, however, it is of a great interest - including the mental structure that implies in the way we think and act - to have more people trained in European or American universities. This is important because in theory, it expands the capacities of communication between the people involved in this process. We

had the opportunity to obtain grants from other countries or the United Nations, to our studies, but most of the children coming from the third world that we knew were children of military and big bourgeoisie and they did not come to build a multicultural university.

The university is now opening up to the international education market. In Ontario for example, we look at the world's French-speaking students, but the college is not French. They found a way to drain funds from the State through bilingualism, which is the main criterion of the Canadian governament. The local universities started competing for foreign students, but not towards an intercultural university only with an economical interest.

In Canada before the French colonization, there were people who came from several sides, from Spain or Portugal to fish for cod. Many of these people remained in Canada during the eighteenth and nineteenth century. The twentieth century has had many waves of immigrants and most of these people came to Canada, the USA or Latin America. Unfortunately there is no cultural mixing or integration. There is fusion of two or more cultures for a new cultural synthesis. Here is separated by one side to the French culture and the other to the English. Then they had to recognize that there were so many people from Latin American or other European background, that they had to raise the idea that the country was not bilingual but multicultural. This means that if you speak Spanish, you can but in a corner of your house. Behind all this there is the problem that sociologists only speak of social actors and not of actual people, which transform the person in something abstract, without sensitivity.

You said in plenary, that anyway the University gives a ´damn´ about society .....

My experience is that in countries where I have been, universities are a public institution, run by the state and teachers are civil servants that are evaluated in very a specific way. These are systems where you have to take a series of competitive examinations to ensure your position as a professor and you can only hold it if there is a vacancy. Even if you are a single candidate you have to apply for a group to evaluate your work. There you will show your thesis, your paper, everything you have published, is doubtless a very bureaucratic process.

In the U.S., with the Anglo-Saxon system is different, since one has to be evaluated by their peers. You have barely finished your thesis and you can order your integration becoming then, a professor assistant. After a few years you can ask your promotion and while preparing your file, you have 3 individual domains, teaching, research and communication and services to the university community. In Europe, the professor does not do administrative work while in Canada 50% of our work is administrative (dealing with students, program, etc). I am currently a member of the university faculty and all the tutors and professors demands, such as holidays or payment issues, go through this committee and we propose to senior management what should be done.

If you look at the universities´ Great Charters, there is written that their mission is excellence in teaching, research and services given to the community. In reality, however, the universities´ priorities are not linked to society (district , city, country or world), but to their own reproductive mechanism. This happens in every university sector: state, private and public. Teachers themselves have to find the money to carry out their investigations. For example, to request US$ 50,000 to investigate for 2 or 3 years and to hire 2 students to help me and buy a computer, I have to produce 40 pages. During this process, I have to answer bureaucratic forms and explain how it is going to be done, what it should look for and what it will be found, as if the investigation was already done! This is purely a stupid logic. There are ethical monitoring committees to try to avoid problems; there are complaints when someone did not want to be mentioned in an investigation. In short, everything becomes completely normative and the objective of relating to society disappears.
Even my younger colleagues, who were students of mine, have worked as monster because they want to achieve permanence, promotion and salary increase as fast as possible. I wonder if there is any common sense, which is about the vocation, the motivation to do our work as a teacher and show students how society works and how we can change it.

Research: for whom and what for?

Today we cannot ignore the importance of the research. However, we must wonder for whom and what for. I personally do not like doing military research, or researching for the pharmaceutical companies. However, all the universities in the world are seeking funding from the pharmaceutical industries. Even though these companies do give money to the universities, ulti-

mately the state funds these researches much more than the drugs companies. The problem is that when you find the formula, the pharmaceutical industry gets its patent and the power to market the product. The real tragedy is that neither disease, nor the cure, nor intensive care what are important here. These guys are doing is to race to find something else new and to sell it. Moreover let us not talk about the huge amounts of money spend in advertising, creating fictitious needs backed up by the universities.

My research is about insecurity in the slums (unemployment, violence), in order to find an alternative solution to the one from the States, which solves the problems by sending the police, causing more deaths and violence. My research aims to be useful. In Brazil, violence in the favelas is a thousand times more important than the parade of samba, but the state intervenes to ensure the firm is profitable and so people have the spirit in another part. I wonder where the studies on poverty are. Why there are no universities that specialized in poverty? Actual studies on poverty there are millions but not presenting solutions, because the state does not pay for such research and also does not implement whatever has been found. Although the research is a very important tool, today it does not have a social utility, because the institutions that have the power to use it do not invest on it.
I advocate the democratization of democracy, namely, the need to build pub
lic policy and when I say public I mean for all of us and to all of us, not just the state. Today we have to push for democratic governance, guided by a state of rights, which means that we all can place ourselves at the same level around the big table. In the case of a university policy, it is essential to have the participation of different social actors, such as teachers, administrators, students as well as young people from neighbourhoods, finally use the university. If these schools are financed by the government then it has to be transparent, because that is our money. I wonder why Obama funded banks to get them out of the catastrophe in which they got themselves. Why did he not finance, with that money, research on poverty or public health (the poor daughter of medicine)? Why has so much public money been invested in the pharmaceutical companies to develop a jab that has not even yet proved its real need?

What can we learn from this crisis?

I am not pessimistic; I am critical, lucid and realistic. The universities have entered a commercialization path, the same that characterizes our world. It, however, does not mean that there are no activities in our society that can be opening other perspectives.

I think that TriViet can build the university they want. It is irrelevant whether it is going to be funded by the state or private enterprise. It must, however, be able to define what space is going to try to fill in, what their mission is and what type of university they want to become. To achieve that they must make a critical analysis of what exists, in order to identify what they want their differential to be. And they need to unite rather than divide the forces that want work together on this project. They then need to position themselves, especially because everyone knows that universities are in competition and tend to crush each other in their struggle to obtain funding and to do their researches. It does not make sense trying to copy the major universities and their important international rankings; believing to have a small power or looking at China, India or Brazil tomorrow.

The research must be done, a university without research is not much. This research, however, should not be focused on creating disciples, but to train researchers who are able to understand the problems of our societies.

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