Digital transformation in higher education in Vietnam today

Transformação digital no ensino superior no Vietnã hoje

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Abstract

Over 36 years of implementing renovation and integration, Vietnamese higher education has achieved important results, contributing to the socio-economic development of Vietnam. From the philosophical approach, social philosophy, philosophy of education, through the research and analysis of documents of previous studies and other related documents, the article analyzes and clarifies the basic content related to digital transformation in higher education in Vietnam today. The result shows that to adapt to the changes and impacts of science and technology and the 4.0 industrial revolution, the Government of Vietnam has determined to develop digital transformation in general and higher education in particular. The process of applying digital transformation in higher education in the current stage of Vietnam today also encounters barriers and challenges, including Conditions for ensuring the quality and the quality of the assessment; The process of completing legal documents and internal regulations of higher education institutions; Habits of educational administrators, lecturers, and employees in higher education institutions; The data obtained by higher education institutions is sometimes inaccurate and unreliable, forcing leaders in higher education institutions to make strategic forecasts and implement new educational measures to be able to receive continuous, fast, accurate and structured data; System adaptability; The process of approaching digital transformation at local higher education institutions faces many difficulties; A comprehensive change from reallocation of job responsibilities, goals, strategies, roles in higher education institutions; The establishment of a digital culture in the foundation. The article also offers solutions to develop digital transformation in higher education in Vietnam today.

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education in Vietnam today. The study also points out the basic solutions to develop digital transformation in higher education in Vietnam today, which are expressed through raising awareness and determination about digital transformation, considering human the center, selecting and applying technology, and improving the legal system, policies, and regulations on digital transformation in higher education.


**Resumo**
Ao longo de 36 anos implementando renovação e integração, o ensino superior vietnamita alcançou resultados importantes, contribuindo para o desenvolvimento socioeconômico do Vietnã. A partir da abordagem filosófica, filosofia social, filosofia da educação, através da pesquisa e análise de documentos de estudos anteriores e outros documentos relacionados, o artigo analisa e esclarece o conteúdo básico relacionado à transformação digital no ensino superior no Vietnã hoje. O resultado mostra que, para se adaptar às mudanças e impactos da ciência e tecnologia e da revolução industrial 4.0, o Governo do Vietnã decidiu desenvolver a transformação digital em geral e o ensino superior em particular. O processo de aplicação da transformação digital no ensino superior no estágio atual do Vietnã hoje também encontra barreiras e desafios, incluindo condições para garantir a qualidade e a qualidade da avaliação; O processo de preenchimento de documentos legais e regulamentos internos das instituições de ensino superior; Hábitos de administradores educacionais, docentes e funcionários de instituições de ensino superior; Os dados obtidos pelas instituições de ensino superior são por vezes imprecisos e pouco fiáveis, obrigando os dirigentes das instituições de ensino superior a fazer previsões estratégicas e a implementar novas medidas educativas para poderem receber dados contínuos, rápidos, precisos e estruturados; Adaptabilidade do sistema; O processo de abordagem da transformação digital nas instituições de ensino superior locais enfrenta muitas dificuldades; Uma mudança abrangente de realocação de responsabilidades de trabalho, metas, estratégias, papéis em instituições de ensino superior; O estabelecimento de uma cultura digital na fundação. O artigo também oferece soluções para desenvolver a transformação digital no ensino superior no Vietnã hoje. O estudo também aponta as soluções básicas para desenvolver a transformação digital no ensino superior no Vietnã hoje, que se expressam por meio da conscientização e determinação sobre a transformação digital, considerando o centro humano, selecionando e aplicando tecnologia e melhorando o sistema jurídico, políticas e regulamentos sobre a transformação digital no ensino superior.
**Introduction**

In fact, digital transformation has developed in many countries and is spreading to Vietnam. Statistics show that digitization and databases, particularly higher education, are strong development trends in education and training, especially the application of AI technology (artificial intelligence). The Covid-19 pandemic has strongly impacted the global market and directly and strongly affected all aspects of social life, including business activities. The activities of education and training and higher education are still transpiring according to the plan of higher education institutions thanks to the application and utilization of digital technology platforms. The new trends: the application of information technology and digital transformation are considered a vital and objective solution in the mobilization and development of higher education institutions to increase the experience and target learners in a better way. Digital transformation is considered an irreversible trend, but how can higher education institutions effectively apply information technology (IT), build an ecosystem creating a digital transformation environment, manage the development of technology transformation, select technology, and forecast learners' trends…. Simultaneously, how the institutions of corporate universities implement digital transformation to adapt to the rapid change of the education and training environment, society, teachers, learners is a problem that needs to be solved to ensure sustainable development in the future.

**1.1 Basis, Research Methods, Techniques Used, Research Questions, and Research Purposes**

**1.1.1 Theoretical basis**

It is based on the lines, guidelines, and policies of the Party and the State of Vietnam on building digital transformation and promoting the development of digital technology in Vietnam.
1.1.2 Practical basis

It is based on the process of leadership, direction, and implementation of the Party and the State of Vietnam and local higher education institutions in building, developing and applying digital transformation in higher education.

1.1.3 Research methods

The article has used dialectical and historical materialism methods in research and other specific methods: analysis, synthesis, logic, and history.

1.1.4 Techniques used

The article has used the technique of analyzing documents related to digital transformation in general and digital transformation in higher education in Vietnam today.

1.1.5 Research questions

**Question 1**: What are the views of the Vietnamese Government on digital transformation and digital transformation applying to higher education in Vietnam today?

**Question 2**: What issues are involved in digital transformation in education and training and higher education in Vietnam?

**Question 3**: What are the barriers and challenges in implementing digital transformation in higher education in Vietnam?

**Question 4**: What are the solutions to develop digital transformation in higher education in Vietnam today?

1.1.6 Research purposes

The article aims to analyze and clarify the basic content related to digital transformation in higher education in Vietnam today.
Results and Discussion

2.1 The Guiding Views of the Vietnamese Party and State on Digital Transformation

Before and during the Covid-19 pandemic, digital transformation has profoundly impacted global education and training, setting the stage for the 4.0 digital era. Digital transformation promotes behavioral adjustment of related parties in the teaching process and directs them to a personal perspective. Aware of the position, role, and importance of digital transformation for the country's development in the context of integration, the Communist Party of Vietnam and the State of Vietnam have always paid attention and had many policies and solutions related to the transfer process. Institutionalizing the Party's policy, the Government has issued many resolutions on promoting application and development information technology to meet requirements for sustainable development and international integration, for example, Resolution No. 36-NQ/TW dated July 1, 2014, of the 11th Politburo on promoting application and development information technology to meet requirements for sustainable development and international integration. Moreover, there are other resolutions and directives related to this issue, for example, Resolution No. 41/NQ-CP dated May 26, 2016, of the Government on tax incentive policies for boosting information technology development and application in Vietnam and Directive No. 16/CT-TTG dated May 4, 2017, by the Prime Minister on strengthening capacity to respond to the 4th industrial revolution. In August 2018, the National Committee on E-Government was established, with the Prime Minister directly serving as the Chairman of the Committee. The Strategy on Industry 4.0 and the Action Program on Digital Transformation is being researched, drafted, and will be integrated into the Socio-Economic Development Strategy from 2021 - 2030. In addition, many regulations related to the digital economy have also appeared in related laws such as Law on Electronic Transactions (2005), Law on Information Technology (2006), Law on Radio Frequency (2009), Law on Cybersecurity (2018). In the long-term strategic vision, the Report "Vietnam 2035: Toward Prosperity, Creativity, Equity, and Democracy" sets out the task of taking advantage of Industry 4.0 and the digital economy to achieve the goal of escaping the "middle-income trap", developing sustainably and bringing Vietnam into the group of twenty largest economies in the world. Resolution No. 01/NQ-CP, dated January 1, 2019, of the Government, on major tasks and solutions guiding the realization of the socio-economic development plan in 2019 has proposed tasks promoting digital transformation, such as building national human resource development solutions to meet the requirements of
Industry 4.0, establishing the National Innovation Center, developing the National Strategy on Industry 4.0, breaking through in telecommunications infrastructure, broadband internet, and 5G mobile network, developing a National Digital Transformation Project, step by step creating a legal environment for implementing the digital transformation plan, changing the governance model, and promoting the application of digital technology in finance, banking, healthcare, education, agriculture, tourism, environment, smart city... Most recently, on September 27, 2019, the Politburo issued Resolution No. 52-NQ/TW, setting a target that by 2025 Vietnam's digital economy will reach 20% of GDP and develop a strong Vietnamese digital technology business community. On that basis, the Government issued the Action Program to implement Resolution No. 52-NQ/TW. At the same time, the Prime Minister issued Directive 01/CT-TTG dated January 14, 2020, on "Promoting Vietnam's digital technology development" and Decision No. 749/QD-TTG dated June 3, 2020, approving the "Program for National Digital Transformation by 2025 with orientations towards 2030". Concepts such as digital transformation, digital economy, and digital society were first mentioned in the 13th National Party Congress documents. The connotations of these concepts are also emphasized many times in strategic goals, perspectives, and breakthroughs. All these points have shown the Party and State's determination to develop digital transformation in Vietnam.

2.2 Digital Transformation in Education and Training and Higher Education

Before the strong demand for digital transformation, the education sector has determined a pioneering mission in carrying out this task, which contributes to shortening the innovation process, improving the quality of education, especially for remote and isolated areas, and actively devoting to the national digital transformation process. In the past 2020, in particular, before the uncontrollable development of the Covid-19 epidemic, the whole nation, and the whole education sector have actively participated in the prevention and control of the Covid-19 epidemic. The education sector has drastically, strongly, and effectively implemented solutions to prevent and control the epidemic with the goal of "the most important thing to do is to guarantee the health and safety of students, students, and teachers" and simultaneously exercised the motto "halting going to school but not stopping studying". The Ministry of Education and Training has directed schools to teach via the Internet, on television, increased security and safety for students and teachers in teaching via the Internet, and promptly issued guidelines for streamlining general education programs for localities to
follow opportually. Schools have actively and quickly adapted to developments of epidemics, so they vividly and effectively applied information technology and digital technology to teaching. Through online teaching, it shows that teachers' ability to use information technology has been significantly improved. Up to now, online teaching has become an essential activity, maintaining the interaction between teachers and students. The specific solutions that the education sector has recently implemented in preventing and controlling Covid-19 have shown the whole sector's successful application of digital technology in management, teaching, and learning.

To higher education, the Ministry of Education and Training (MOET) has promptly issued many documents related to training implementation, distance assessment, and quality assurance in response to the Covid-19 epidemic. In particular, new circulars issued in 2021 have allowed online training in undergraduate, master, and doctoral degrees. For students to continue to study and ensure safety, the Ministry of Education and Training (MOET) and higher education institutions have used solutions such as adjusting the school year plan, curriculum framework, online teaching, teaching on television, along with that is the process of updating policies, encouraging and promoting online teaching, upgrading training programs, developing IT skills, infrastructure and learning materials.

2.3 Barriers and Challenges in the Process of Implementing Digital Transformation in Higher Education

Digital transformation, in the most general sense, is the transfer of activities from the real world to the virtual world in the network environment. Accordingly, people access more information, shorten the distance, narrow the space, and save time. We believe that digital transformation in higher education is to improve the core processes of higher education to effectively meet the expectations of higher education-related subjects (specifically faculty and students) through leveraging data and technology. By using the core technology groups related to the current 4.0 technology revolution, which are (i) Digital technology: AI, Big data, IoT, Blockchain, Cloud, Autonomous Robot, Simulation, Quantum Computing; (ii) New Physics and Materials: Nano, 3D Printing, Photovoltaics, Self-Driving Vehicles, Electric Vehicles, Flying Devices; (iii) Biology: Stem cells, Biochips, Biosensors, Neurotechnology, Individual medicine, Biomedical imaging and (iv) Energy and environment: Small satellites, Wind turbine technology, Smart grid, Battery technology, Ocean energy, the application of technology in teaching and learning at higher education institutions has become easier and
more convenient. The development of applications on mobile platforms and social networks helps users easily interact anytime, anywhere, which has created conditions for online education to develop to a higher level. Digital transformation in higher education focuses on two main contents: digital transformation in educational administration and digital transformation in teaching, learning, testing, evaluation, and scientific research. In recent times, the global Covid-19 epidemic has affected all areas of life, even higher education. Applying digital transformation during the Covid-19 epidemic has also partly shown us the advantages of this job, which expresses through: the contribution of not disrupting higher education when the Covid-19 pandemic is uncontrollable and unpredictable; Improving the quality of education; Creating flexible learning space and time, promote open - equal - individualized education; Open learning resources; Reducing training costs; better operating training facility; Using learner assessments combined with data analysis and progress measurement in a proactive, friendly manner; Improving the curriculum; Forming cross-border education; Offering a variety of options for online learning; Easily performing higher education-specific activities through mobile, online or web applications. The optimization of the mentioned process can save a large amount of time for higher education institutions. In the process of implementing digital transformation in higher education, the bottlenecks and shortcomings are shown in the following basic points:

First, allowing online training on a large scale for higher education institutions requires a greater focus on quality assurance and assessment conditions. The internal regulations of higher education institutions, along with the process of completing legal documents, have no way other than ensuring not to be lower than the general regulations, which are legal documents related to the collecting, sharing, exploiting educational administration data and digital learning materials, copyright, intellectual property, information security, electronic transactions and information sharing law.

Second, educational administrators, lecturers, workers in higher education institutions, and a part of students will tend to follow the familiar way and refuse to move out of the safe zone for development. Many people in higher education institutions are afraid of failure and hesitant to learn new skills or processes that allow them to adapt to technology.

Third, the right skills are the crucial thing that is needed for impulsing innovation in higher education institutions. Many higher education institutions are currently struggling with a shortage of digitally competent staff who master digital technology. Specialized digitized databases (student data, teacher/lecturer data, learning materials) require a large investment in human resources (including administration and implementation personnel) and finance for
ensuring digitization. The construction of a digital data warehouse (such as e-books, electronic libraries, multiple-choice question banks, electronic lectures, e-learning software, simulation application software) requires a specific and synchronous plan to avoid spontaneous development leading to wasting time, effort, and finance. In addition, the data obtained by higher education institutions are sometimes inaccurate and unreliable. Therefore, leaders in higher education institutions must make strategic forecasts and implement new educational measures to receive continuous, fast, accurate, and structured data.

Fourth, it is system adaptability that is one of the biggest barriers to digital transformation in higher education institutions. This problem causes us not to know where to start, where to change and how to change appropriately. When higher education institutions are not compatible with digital technology, they are increasingly dependent on technology-oriented systems and infrastructure. Therefore, to integrate modern technologies into higher education institutions, we need to embrace innovation, which requires a lot of time and resources.

Fifth, the process of approaching digital transformation at local higher education institutions is still facing many difficulties. It is an issue that must be prioritized to overcome to successfully implement digital transformation in higher education, especially the demand for online teaching and learning during the current Covid-19 pandemic. The deployment of implementing digital transformation by higher education institutions is uneven in the localities because local universities' network infrastructure and information technology equipment are not guaranteed (unstable network connection, shortage of Internet services, ...), which affects the task of the administration of education, teaching, and learning.

Sixth, transformation in higher education requires a comprehensive change from the reallocation of job responsibilities, goals, strategies, and roles in higher education institutions. This change requires a long-term implementation. It is also one of the main reasons why many higher education institutions falter in digital transformation because most institutions have the mentality to see the change and benefits immediately instead of spending a lot of time preparing without seeing the results that will be achieved. In addition, many higher education institution leaders are often skeptical about the benefits of new technologies. Therefore, they often choose the less risky way to follow the predecessors to see the effect and then apply it, rather than to choose the pioneering way. All that things make the digital transformation process at higher education institutions take place behind the requirements of reality.

Seventh, the establishment of digital culture in higher education institutions is to set policies for the use of equipment, technology, and social networks by officials, public
employees, lecturers, students, etc. The establishment also specifies regulations in the operational and teaching process that have not been paid due attention. Still, many higher education institutions have not yet built, propagated, educated, and established a digital culture.

**Eighth,** We still have no long-term plans. Specific plans and actions for digital transformation are taking place at higher education institutions. They are part of the development to adapt to the current development trend before the impact of science and technology. However, specific digital transformation procedures require roadmaps and the ability to determine the time and set standards to work towards. When achieving mentioned goals, higher education institutions cannot rest on their victories. Higher education institutions must set new goals when the digital transformation process and its impacts and influences become more and more widespread and play an important role and position in the development of higher education institutions.

### 2.4 Solutions for the Development of Digital Transformation in Higher Education in Vietnam Today

The results achieved before and during the Covid-19 of higher education institutions have confirmed that higher education in Vietnam can strongly apply digital transformation to teaching and management and is fully capable of developing digital transformation in the activities of a higher education institution in the near future. However, reaching the final destination and contributing to the digital economy and digital society is still a long way with many problems waiting ahead. Some solutions to develop digital transformation in higher education in Vietnam today need to focus on:

### 2.5 First, Raising Awareness and Determination About "Digital Transformation" is Very Important for the Development of Higher Education Institutions

The "Program for National Digital Transformation by 2025 with orientations towards 2030" approved by the Prime Minister in Decision No. 749/QD-TTG dated June 3, 2020, affirms: "Perception plays a decisive role in digital transformation". Accordingly, digital transformation is, first and foremost, a cognitive transformation. An agency or organization can conduct digital transformation immediately through the use of available resources and technical systems. All are necessary to digitize all its information assets, restructure business
processes and organizational structure, and transform relationships from traditional to the digital environment. At the national level, digital transformation is the transformation of digital Government, digital economy, and national digital society. At the local level, digital transformation is the transformation to digital Government, digital economy, and digital society in that locality. Successful local digital transformation will contribute to the overall success of the national digital transformation. Therefore, digital transformation is a task that requires the active participation of leaders, educational administrators, lecturers, students, and learners. Digital transformation is only successful when every lecturer and student in a higher education institution actively participates in and enjoys digital transformation's benefits. Leaders, educational administrators, lecturers, students, and learners at higher education institutions must think systematically and synchronously. They have no choice but to clearly understand the change from the traditional teaching and learning environment to the digital one. That change depends on whether they dare to accept the new transformation or not. So the most important factor is awareness.

2.6 Second, Consider People the Center

Implementing the guidelines of the Party and State, together with the policy of the Ministry of Education and Training on digital transformation in higher education, higher education institutions need to develop a digital transformation plan from 2021-2025, in particular, focusing on unifying and building a culture of digital transformation in the field of higher education. With the motto for successful digital transformation, there is no other choice but to consider humans as the center. Digital transformation is associated with students, lecturers, education administrators to form a culture of accepting new things in higher education institutions and simultaneously to unify the awareness of guidelines, policies, necessity, current status, initial results, and long-term goals of digital transformation at the institution where students, lecturers, educational administrators working, teaching and studying. First of all, higher education institutions need to organize training courses on digital transformation strategy and management for lecturers and educational administrators, together with the orientation views, goals, and tasks of their units on digital transformation, cultural habits promoting digital transformation. At the same time, we should also conduct training via eLearning combined with an online contest to disseminate awareness about digital transformation and information security to all lecturers and educational administrators in higher education institutions. Next, we step by step review and adjust business processes to
enable computerization, reduce reports and paper records, and promulgate policies to promote innovation, creativity, and application of digital technology in teaching activities and academic management. In the next step, we should carry out surveys, assessments, business processes, information and data, technical infrastructure, digital technologies in the field of education and training in general, including higher education in particular, to develop a digital transformation roadmap and propose corrections to internal processes for promoting transformation numbers from 2021-2025. Next, we determine the outlook of humans being the center. To fulfill that goal, higher education institutions need to promote the building of digital transformation human resources through training and coaching on IT application skills and information security skills for lecturers. In addition, higher education institutions need to build an IT competency framework in the digital era, conduct training, and evaluate (through the eLearning system) IT application skills standards for staff in IT positions to meet IT skill standards and improve professional capacity in information security for IT staff of higher education institutions.

2.7 Third, Technology Selection and Application

Digital transformation in higher education is not just a trend, but it brings comprehensive benefits to teachers, learners, and educational administrators. Digital transformation helps higher education institutions eliminate the departmental gap, increase accuracy – transparency in management, administration, operations, teaching, research, and learning, improve work efficiency, and reduce costs in the process of teaching and learning….In particular, digital transformation will completely change the landscape of higher education institutions, which helps universities become large universities in a convenient and easy way. It is not always big and expensive technologies and solutions that help higher education institutions obtain their goals. Digital transformation, indeed, is not complicated and takes a lot of time so that higher education institutions can apply the form of conversion in stages or parts in their units. Digital transformation can start from the smallest things in higher education institutions, such as switching from using academic notices, paper transcripts to academic announcements, electronic transcripts, or simply changing the method of working on paper, email, zalo... with a centralized online job management software at higher education institutions. The selection and application of technology, specifically software in higher education institutions, needs to satisfy specific criteria and standards to help higher education institutions to: create procedures and processes: manage process groups, manage statuses,
send requests to others for processing, statistics - reports; manage workflow: easily assign, execute and process workflows and view reports; manage process and procedure manage process groups, manage statuses, send requests to others for processing, statistics - reports; Office utilities: integrated with meeting scheduling facilities, business calendars, internal announcements; System administration: configuration administration, directory administration, user administration – decentralization, backup and restore administration; Smart planning: organize work and allocate resources efficiently on a unified platform; Comprehensive work: Coordinate and divide work between departments on the same platform; Flexible reporting: accurate, intuitive data charts allow monitoring of work status anytime, anywhere, on any device; Flexible customization: to meet most management methods and needs of higher education institutions.

2.8 Fourth, Perfect the Legal System, Policies, and Regulations on Digital Transformation in Higher Education

Vietnam has made great efforts to build a legal framework creating a legal basis for the construction and development of the digital economy in the past period. Vietnam also promulgates and amends many related legal documents such as the Law on Electronic Transactions, the Law on Cybersecurity, the Commercial Law, the Law on Credit Institutions, the Law on Information Technology, the Law on Tax Administration, the Civil Code, Penal Code…and guiding implementation documents. However, given that higher education is under great influence and influence from the 4th Industrial Revolution, especially when Vietnam has been integrating more and more deeply, the governing laws are increasingly inadequate and inconsistent, requiring us to continue to improve the legal framework, in which some issues need special attention for higher education such as: Exploiting and sharing data; Teaching form; Online course management; Conditions for opening schools and classes; List of information subject to mandatory declaration and data entry - distinguished from private personal information belonging to individuals; Copyright of electronic lectures; regulations on exploitation of databases and digital data warehouses; legality of electronic records in general and grade books, electronic school records in particular in higher education institutions. In addition, perfecting the law on school councils at higher education institutions helps create favorable conditions for the digital transformation of higher education and develop new training programs, disciplines, and services based on digital technology, the Internet, and cyberspace.
Given that the 4th Industrial Revolution is taking place strongly, especially when higher education institutions in Vietnam have been integrating more and more deeply, the governing laws are increasingly inadequate and inconsistent, requiring the legal system, policies, and regulations on digital transformation in higher education. It is necessary to continue to improve the legal framework, immediately related to: Developing a management mechanism suitable to the digital higher education environment, which creates favorable conditions for innovation and knowledge dissemination; Completing laws and policies on data and data governance, which facilitates the creation, connection, sharing and exploitation of data to ensure network safety and security; Amending regulations on investment towards facilitating activities of capital attraction, share purchase, merger and acquisition of higher education institutions; Completing the law on intellectual property, effectively and rationally protecting and exploiting intellectual property created by universities; encouraging the commercialization and transfer of intellectual property rights, especially for inventions at higher education institutions, on the basis of compliance with domestic laws and assurance of national security interests; Creating legal corridor for the deployment of new labor and employment models on the basis of digital technology and perfecting social security policies in line with the Industrial Revolution 4.0; Establishing monitoring measures to ensure equal competition among digital higher education institutions.

Conclusion

Digital transformation in education is a mandatory process for all educational institutions and levels, especially during the uncontrollable development of the Covid-19 pandemic as well as the strong impact of science and technology today. It will be the premise for educational institutions' improvement and advancement of management ability and adjustment to all conditions to achieve the best effect. The digital transformation in higher education is a long and challenging journey. Higher education institutions need to prepare for new changes by preparing a thorough plan mentally. The more the higher education institutions are well prepared, the closer they can reach the success of digital transformation in higher education. The special feature of the 4th industrial revolution with the focus on digital transformation and building the digital economy has created an equal opportunity for higher education institutions to make a breakthrough. And if they seize this opportunity, Vietnamese higher education institutions are expected to stand in the same line with developed countries in the world in a number of fields, faculties, and majors of training at the higher
education level. Therefore, it is very important to raise awareness and transform the awareness of each employee at a higher education institution, first of all, lecturers and students about digital transformation. The establishment and awareness of the importance of digital transformation in higher education will be the basic premise for building solutions, initiating innovations, and contributing to the effective implementation of the digital transformation process at present and in the future of higher education institutions in Vietnam today.

This study analyzes and clarifies the basic content related to digital transformation in higher education in Vietnam today. The results show that to adapt to the changes and impacts of science and technology and the industrial revolution 4.0, the Vietnamese Government has shown determination to develop digital transformation in general, including digital transformation in higher education in Vietnam in particular. We believe that Digital transformation in higher education in Vietnam is the improvement of the core processes of higher education, which is necessary for effectively meeting the expectations of higher education-related actors (directly the faculty and students) through leveraging data and technology. Recently, the global Covid-19 epidemic has affected all areas of life in Vietnam, even higher education. Applying digital transformation in the current period also faces barriers and challenges related to Conditions for ensuring the quality and quality of the assessment; The process of completing legal documents and internal regulations of higher education institutions; Habits of educational administrators, lecturers, and employees in higher education institutions; The data obtained by higher education institutions are sometimes inaccurate and unreliable. Therefore, leaders in higher education institutions must make strategic forecasts and implement new educational measures to receive continuous, fast, accurate, and structured data; System adaptability. The process of approaching digital transformation at local higher education institutions, facing many difficulties, Requiring a comprehensive change from reallocation of job responsibilities, goals, strategies, roles in higher education institutions, and the establishment of digital culture in higher education institutions is to set policies for the use of equipment, technology and social networks by officials, employees, lecturers, and students. The article also offers solutions to develop digital transformation in higher education in Vietnam today. The solutions mentioned in the article include: raising awareness and determination about digital transformation, considering humans the center, Completing the legal system, policies, and regulations on digital transformation in higher education. The article has not shown and clarified factors affecting digital transformation in higher education in Vietnam today, which is the limitation of the article.
Acknowledgement

This research is funded by Ho Chi Minh University of Banking (HUB) under grant number 03/HD-KHCN-NCM

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Submetido em: 28.07.2023
Aceito em: 29.08.2023