

Factors affecting the effectiveness of international cooperation in research activities at the Academy of Public Administration and Governance

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Abstract: This article focuses on analyzing factors affecting the effectiveness of international cooperation in scientific research at the Academy of Public Administration and Management. Through a mixed research method (quantitative and qualitative), the authors surveyed factors from the institutional environment, individual capacity to external support conditions. The research results show that: leadership commitment, lecturers' research capacity, internal policies and international connectivity are factors that significantly affect the effectiveness of cooperation. On that basis, the article proposes policy solutions to improve the effectiveness of international cooperation, contributing to enhancing the scientific position of the Academy and the quality of training in the field of public administration in Vietnam.

Keywords: International cooperation; Research effectiveness; Public administration, higher education, Vietnam.

1. Introduction

Since the late twentieth and early twenty-first centuries, globalization has profoundly impacted every dimension of national development, including economic, political, cultural, and social aspects. In this context, higher education has emerged as a vital pillar driving sustainable development and enhancing national competitiveness. Among the strategic approaches to strengthening higher education is international cooperation in scientific research an essential trend in Vietnam's comprehensive integration into the global academic community.

International cooperation in research offers valuable opportunities for higher education institutions particularly the Academy of Public Administration and Governance (APAG) to access cutting-edge knowledge, modern research models, and global academic standards. Through partnerships with international institutions, activities such as joint research projects, academic conferences, expert exchanges, and co-publications enable lecturers and researchers to improve their professional capacity, research methodology, foreign language proficiency, and international academic engagement.

At APAG, international cooperation initiatives have created initial momentum for lecturers and graduate students to engage with modern research trends in public administration, governance, and institutional reform. However, despite certain achievements, the overall

effectiveness of these collaborative efforts remains limited and does not fully reflect the Academy's potential or strategic ambition. The number of international collaborations is still modest, many programs lack sustainability and depth, and some signed agreements remain on paper without concrete implementation mechanisms. Furthermore, the Academy's international cooperation strategy in research lacks a long-term vision and is often developed on an annual or short-term basis, rather than being integrated into a comprehensive academic development roadmap.

Therefore, identifying and analyzing the factors affecting the effectiveness of international research cooperation is a pressing need not only to enhance scientific quality and output at the Academy, but also to accelerate APAG's integration into regional and global research networks in public governance.

2. Current status of the effectiveness of international cooperation in training at the APAG

2.1. Achievements acquired

First of all, the effectiveness of the APAG's international cooperation activities is clearly shown in building a partner network and signing cooperation documents through the Academy's development strategy. Thanks to that, positive changes have been created in management, teaching, testing, and evaluation, thereby improving the training quality of the Academy.

In recent years, through international cooperation activities, the Academy has signed cooperation Memorandums of Understanding with many foreign partners, such as the Russian National University of Humanities, the All-Russian Research Institute of Literature and Archival Studies (VNIIDAD) (2013), Niagara University - USA (2014), Embassy of the French Republic in Vietnam and CNFPT (2016), IPAG Pre-Service Training School, Rennes, France (2017), Toulouse Catholic University, France (2017), University of Messina, Republic of Italy (2017), National Archives of Cuba, NamSeoul University of Korea (2015), Sunmoon University of Korea (2016), National Archives of Cambodia, National University of Laos and many other partners.

These signed documents are aimed at linking undergraduate and postgraduate training, fostering and improving professional qualifications for management staff and civil servants of some friendly countries. At the same time, the Academy also sends lecturers and students to participate in study programs abroad with support from the Government, Universities, and international organizations. What is worth noting is that the Academy's partner network is increasingly expanding and strengthening.

In addition to official cooperative relationships with several partners, the APAG continues to seek, select, and establish cooperative relationships with many other educational institutions and international organizations such as Andrews University, Apollos University,

Madison Vocational Training School in the US, Paris II University in France (2018), Giessen University, Potsdam, Heinrich Hein Dusseldorf in Germany and many other universities.

The effectiveness of international cooperation in training is not only reflected in the increase in the number of cooperation partners every year (except for the period affected by the Covid-19 epidemic) but also based on the results achieved. obtained from those signed documents. Encouraging results include the promotion and signing of a Memorandum of Understanding with partner schools such as the Lee Kuan Yew School of Public Policy and ERC Private Education Organization in Singapore, Hunan University, and the School of Public Policy. Hunan University of Commerce in China, Messina University and other Universities in Italy, Tampere University in Finland, and many other partners.

Second, the effectiveness of the APAG's international cooperation activities is evident in the fact that management staff, lecturers, and students benefit from joint training and exchange programs with foreign partners. Specifically, they have the opportunity to visit, survey, study, and work at partners' facilities, as well as receive scholarships and financial support from foreign partners' funding sources. This helps improve their professional and technical qualifications, as well as their learning outcomes.

For example, in international cooperation activities with Korean partners, the Academy organized a delegation (including 15 people) to Korea to study and survey the modern university governance model, and at the same time signed a contract. Cooperate in training dual 2+2 university degrees with SunMoon University and NamSeoul. There were 02 short-term training courses in Korea for managers and civil servants of Binh Thuan province in 2019. The Academy also accompanied the Korean International Cooperation Agency (KOICA) to implement the process and continue accepting KOICA volunteers to work at the School. In addition, many students of the Academy have registered to learn Korean in the foreign language program and many administrators and lecturers also participate in Korean classes at the School.

Similarly, international cooperation activities with US partners created the opportunity for two students of the Academy to participate in the student exchange program at Niagara University in 2017. In 2018, there were exchange programs Student exchange and talks with students about learning methods and student life when studying abroad. Canadian partners are also approached through the Canadian Embassy in Vietnam, with the promotion and implementation of several Canadian Government scholarship programs.

With its partner, the Federal Republic of Germany, the APAG has organized many cooperation activities, student exchanges, scientific seminars, and thematic talks conducted by Professor Detlef Briesen. Scholarships were also awarded to outstanding students of the Academy and scholarship ceremonies were held annually at the Temple of Literature and Quoc Tu Giam.

With the Russian Federation partner, there has been cooperation content on the exchange of managers, lecturers, and students between the two schools and the granting of scholarships to students, managers, and lecturers of the Academy. These activities have brought positive results in strengthening educational and training cooperation between the two countries.

Third, the effectiveness of the APAG's international cooperation activities is demonstrated through the opening of training and fostering classes for the Academy's management staff, lecturers, and learners, as well as subjects belonging to the training and fostering program assigned by the State to the Academy to implement. This is one of the strengths of the APAG in international cooperation in training and fostering.

With its partner Lao PDR, the Academy has been assigned the task of organizing professional training courses in State Administrative Management. In 2016, the Academy organized 01 class with 20 students; In 2017, organized 01 class with 21 students; and in 2019 organized 01 class with 15 students. In addition, the Academy signed a Memorandum of Cooperation with the National Archives of Laos, opening opportunities for cooperation in building the Department of Archives and Letters, National University of Laos, and transferring training programs and documents. Fostering archival skills for the Academy's archive management staff.

With its Cambodian partner, the APAG has been assigned the task of organizing short-term training courses on clerical and archival skills and receiving scholarships under the Agreement for archiving majors at the university level and Master's degree from 2017 to the present.

With its partner of the Italian Republic, in 2019, the Academy coordinated with the Institute of Research and Development, Faculty of Political Science and International Relations of the University of Palermo to organize a short-term training course for management officials. , a civil servant of Binh Thuan province in the Italian Republic.

Thanks to these international cooperation activities, the APAG has shown its strength in training and fostering, while enhancing cooperation and exchanges with international partners, contributing to improving the high quality of education and training at the School.

Fourth, through international cooperation activities, the APAG has become a member and participated in the international cooperation network on education and training. This has created conditions to attract scientists, lecturers, and experts from abroad to work at the Academy, and to provide opportunities to expand the international teaching and learning environment for lecturers and students.

With its partner the French Republic, since May 2014, the Academy has officially become a member of the Francophone University Authority (AUF). Since then, there have been many practical activities to expand exchange and learning opportunities for students and lecturers of the

Academy in the French Republic. Specifically, the Academy participated in the "Conference of Rectors of AUF Member Universities (CONFRASIE) in the Asia-Pacific region" and became an official member of this Conference. In addition, the Academy has linked up with the Counselor for Cooperation and Cultural Activities, Director of the French Institute in Vietnam to open up cooperation opportunities, including teaching French and training in French.

With its partner of the Republic of Italy, the APAG has participated in the VOYAGE Association - Project "Enhancing opportunities to access the labor market for Vietnamese students" sponsored by the Erasmus+ fund of the European Union; as well as participating in the Project "Assessing employment trends of graduates in Vietnam" (MOTIVE) chaired by the Almalaurea Organization of the University of Bologna, Republic of Italy. This is the result of a transnational cooperation project built based on multilateral partnerships between developed educational organizations in Europe and universities around the world. In 2020, the Academy plans to launch a lecturer exchange program with Messina University within the framework of the ERASMUS+ Project. However, due to the COVID-19 epidemic situation, the implementation of this program has not been implemented yet.

2.2.2. Limited existence

The Academy's international cooperation activities comply with the regulations of the Ho Chi Minh National Academy of Politics and the Ministry of Education and Training. However, the fact that the University has not been decentralized from the Ho Chi Minh National Academy of Politics makes activities with foreign elements still encounter many difficulties in terms of administrative procedures.

Some cooperation memoranda between the school and its partners have not yet been able to be implemented due to remote geographical location and lack of effective information connection. Evaluating performance with new partners is still limited to comparison work, without specific evaluation criteria and standards.

International cooperation in training has not been carried out regularly and commensurate with the Academy's development potential. The lack of system and stability in international cooperation activities between the Academy and foreign partners makes it not closely linked to the Academy's training programs.

Currently, only a few training programs in majors such as Administration, Archives, Politics, Public Policy, and Korean have established training relationships with foreign higher education institutions outside. Although this number is still very modest when compared to the total number of existing majors and majors of the Academy.

The development of joint training programs with foreign partners has not been promoted and the results achieved are still very limited. While the Academy has signed a 2+2 joint training program with SunMoon and NamSeoul Universities, other joint training

programs such as 3+1 or opening short-term training courses for lecturers staff, and students have not been deployed much.

The development of regulations and regulations for the recognition of diplomas and certificates between the APAG and universities around the world remains difficult and incomplete.

The Academy does not have a two-way lecturer exchange cooperation program and does not have a policy to attract lecturers who are overseas Vietnamese and foreigners to teach and research at the University. Normally, foreigners who come to work at the University follow volunteer programs and receive full or partial support from non-governmental organizations or funding from embassies.

The benefit of facilities, learning materials, and equipment for teaching through international cooperation activities is still modest. Currently, the main focus is on publishing Conference Proceedings and international scientific seminars, supplementing the resources of the Academy Library. Other learning resources from cooperation on document translation or document support have also not been deployed effectively.

2.3. The cause of the limitations

The APAG's international cooperation activities have made significant progress in recent years (from 2015 to 2022). However, the COVID-19 pandemic has affected connection activities, discussions, and implementation of international cooperation with partners, causing difficulties and temporary suspension of some activities. Finding, selecting, and establishing relationships with new partners is also difficult in the context of a complex epidemic.

The Academy has not yet built a short-term, medium-term, or long-term strategy for developing a partner network and establishing foreign relationships by the Academy's vision, mission, and strategic goals in the future. each phase. Furthermore, the lack of clear regulations on decentralization in the management of international cooperation activities leads to spontaneity and asynchrony in the activities of units within the school. Data on international cooperation activities are also concentrated in many units, making it difficult to monitor, compare, and improve quality.

The system of regulations for managing the Academy's international cooperation activities is still incomplete, and the updating of management documents and instructions for outgoing and incoming delegations and the management of staff and lecturers is not yet complete. Students and employees traveling to work or study at home and abroad are not clearly shown on the Academy's website.

The Academy needs to build a complete set of tools and indicators (KPIs) to review the network of international cooperation partners and analyze and evaluate foreign affairs

activities according to levels of development. This helps strengthen the ability to improve the quality and effectiveness of international cooperation.

The foreign language capacity of lecturers and students is not well suited to international cooperation activities, making participation in training and fostering projects limited. Many joint training programs with foreign partners have not been implemented due to narrow industry and inappropriate capacity requirements.

International cooperation activities are still limited in funding, which is one of the notable challenges when implementing international cooperation programs and projects. Transporting partners' staff and lecturers, organizing classes, and seminars, and exploring cooperation opportunities require significant financial investment. This limitation in funding has created some difficulties in implementing international cooperation activities comprehensively and effectively.

To address the financial shortfall, the Academy needs to strengthen its financial management system and seek additional funding from internal and external sources. Promoting the construction of innovative international cooperation projects and topics and diversifying financial sources from domestic and foreign donors, organizations, and businesses will be a reasonable direction to ensure economic activities. International cooperation can take place effectively and sustainably.

In addition, implementing policies to support and encourage staff, lecturers, and students to participate in international cooperation activities also plays an important role. The academy should consider and apply incentive measures and support policies to help staff, lecturers, and students participate in learning programs, cultural exchanges, joint research, and collaborative projects. Encouraging employees to have the opportunity to participate in learning, research, and training programs related to international cooperation will not only enhance capacity and expertise but also expand the Academy's partner network...

At the same time, building trustworthy and sustainable partners is also an important factor to help improve the effectiveness of international cooperation activities. Academia needs to focus on identifying partners that fit its goals and areas of activity. This will help enhance cooperation opportunities and provide a favorable environment to carry out international cooperation activities effectively and sustainably.

In addition, promoting the search and development of additional funding sources is also an important direction. This may include negotiating with businesses, social organizations, and international organizations to provide financial support for the Academy's international cooperation activities. In addition, building a network of collaboration and cooperation with partners will also help facilitate the mobilization of funding from external sources.

Increasing financial resources and building sustainable partnerships will make an important contribution to promoting the Academy's international cooperation activities,

creating favorable conditions for expanding international partnerships, improving training capacity and quality, and also helping connect the Academy with the international community...

3. Solutions to improve the effectiveness of international cooperation on training at the APAG in the coming time

3. 1. Develop and improve strategies and a system of regulatory documents and guidelines on international cooperation

a) Objective

To improve the quality and effectiveness of international cooperation, the University needs to invest in building an international cooperation strategy for the period 2023-2028, with a vision to 2035; On that basis, build an international cooperation plan associated with the Academy's development stages. The University's international cooperation strategy needs to be concretized into short-term and long-term strategies with specific goals of developing a network of partners and establishing foreign relations, creating a basis for The Academy's international training cooperation activities are conducted regularly, systematically, stably, and closely linked to the Academy's training programs.

b) Content and implementation method

The long-term strategic goals of international cooperation activities need to be determined by the Academy in the direction of Continuing to expand and improve the effectiveness of international cooperation, linking training, fostering, exchanging students, and teaching staff and training programs; developing undergraduate and postgraduate training programs towards international quality standards; Implement training service activities for cadres, civil servants, and public employees of localities who go to research and study abroad.

The short-term strategic goals given are: fostering and improving the teaching qualifications of the Academy's lecturers; Deploy international joint training programs; internationalizing several training programs of key industries and majors; promoting academic exchange activities, staff, lecturer, and student exchange programs; Organize scientific activities such as international seminars, conferences, seminars, topical talks with foreign experts and scientists...

Based on the proposed strategic goals, in the period 2023-2028, the Academy needs to promote international cooperation activities in various fields to achieve specific goals: (1) *Regarding training activities training and joint training*, the school needs to deploy 02 international training joint programs, internationalizing 03 key training fields; (2)

Regarding exchange and training activities for lecturers and students, strive to send 30 management officials, lecturers, and students abroad each year to work, study, visit, survey, and exchange academically. , research, teaching, and exchange abroad; At the same time, each

year attracts about 50 foreign officials, lecturers and students to research, teach, and study at the University; annually organize 02 professional training courses for leaders and civil servants of ministries, branches and localities of countries in the Southeast Asia region in Vietnam; Organize annually at least 02 professional training courses for officials and civil servants leading Vietnamese ministries, branches and localities abroad.

c) Implementation conditions

To implement the strategic goals of international cooperation and international cooperation plans in each period, the Academy needs to clearly define an implementation roadmap with some of the following basic issues:

Firstly, the Academy needs to review all activities, projects, and international cooperation programs that have been and are being implemented, and objectively evaluate the advantages and disadvantages of each activity; From there, lessons can be drawn for future international cooperation programs and activities.

Second, the Academy needs to identify specific goals and priority content in the cooperation strategy so that the process of implementing international cooperation activities is carried out in the right direction, with focus, and with high efficiency. Determining goals must be based on the Academy's training strategy and international cooperation strategy for the period 2025 - 2028, with a vision to 2035.

Third, the Academy needs to have a plan to specifically assign functions, tasks, and requirements to relevant units in planning and implementing international cooperation activities.

Fourth, the Academy needs to select potential and important partners and prioritize focusing and strengthening international cooperation programs and content to avoid fragmented and ineffective cooperation activities.

3.2. Build and perfect mechanisms, policies, and management structure in international cooperation activities

a) Objective

A good governance mechanism with an appropriate optimal policy system and specific management decentralization, clear assignment of functions and tasks in management, and implementation of international cooperation activities will be the environment. promoting international cooperation activities is an important factor in determining the effectiveness of the Academy's international cooperation activities. Because of the good governance mechanism with reasonable management decentralization and assignment of tasks, close coordination between functional units in implementing international cooperation tasks will be an opportunity and favorable condition to create The ability to mobilize and promote the

effective use of resources to serve and promote international cooperation activities and programs, contributing to improving the quality, efficiency, and success of programs, international cooperation activities.

b) Content and implementation method

For units carrying out international cooperation activities, there is currently no strong mechanism or solution to encourage and promote the implementation of international cooperation activities. Therefore, the Institute needs to quickly complete the system of management documents and regulations on the structure and organization of the international cooperation function with a clear and effective operating mechanism in the direction of professionalization and build facilities that meet standards to implement international cooperation activities. The Academy needs to perfect and reorganize the management organization system, decentralize management, and assign clear and specific tasks for international cooperation in training activities.

At the same time, the Academy needs to have policies to support, encourage, and motivate its management staff, lecturers, experts, and units to find and establish relationships with suitable foreign partners. with the Academy's development strategy and actively participates in international cooperation activities; has attractive policies to attract foreign lecturers and learners to teach and study at the school.

Based on determining the role and great importance of international cooperation activities in the development process, the Academy needs to attach importance and have policies and measures to closely lead and direct the development process. with international cooperation activities; Regularly pay attention to proposals and proactively and actively deploy, organize, implement, manage and inspect international cooperation activities, from partner selection, form and content of cooperation to international implementation. internationalize training programs at undergraduate and postgraduate levels. The academy also needs to be proactive in building long-term cooperation strategies, promoting the role of individuals and management units; At the same time, he has acumen and flexibility in managing international cooperation activities. Following the direction of the Academy, the International Cooperation Department, and relevant functional units need to seriously and fully implement the functions and tasks assigned by the Academy in organizing and implementing activities. international cooperation. In particular, it is necessary to be proactive in finding partners, negotiating cooperation with partners, organizing the signing of cooperation documents on training, and developing cooperative student exchange programs with foreign schools...

c) Implementation conditions

To establish a good governance mechanism, complete and rearrange the organizational model, and decentralize the management of international cooperation activities, in the coming time. In the coming time, the Academy needs to implement several specific contents according to the following roadmap:

- In the proposed international cooperation strategy, the Academy needs to orient the need to expand the functions of the International Cooperation Department into the field of foreign affairs both at home and abroad.

- The Academy needs to recommend to the management agency to have a decentralization mechanism in the direction of increasing autonomy for the University following the spirit and regulations of the Law on Higher Education to implement international cooperation activities. be carried out more proactively, especially in developing partners and building international cooperation programs on training.

- Consolidate and strengthen the apparatus for managing and organizing the implementation of international cooperation activities.

- The Academy needs to regularly hold preliminary and periodic summary meetings to promptly evaluate the effectiveness of management organization and implementation of international cooperation activities of relevant units. From there, learn from experience, promptly adjust and supplement necessary changes, and overcome limitations and difficulties in the process of organizing and implementing international cooperation activities in training.

3.3. Strengthen training and fostering of human resources to serve international cooperation activities

a) Objective

Human resources play an important role in determining the scale and quality of international cooperation activities. For international cooperation activities to be highly effective, it is necessary to have a team of competent, highly qualified managers, lecturers, and experts working in international cooperation with professional working methods. Therefore, training and fostering human resources to participate in international cooperation activities must always be set as a top task by the Academy. Reality shows that international cooperation activities involve a team of highly qualified managers, lecturers, and experts who are fully trained and nurtured to work with experts. , foreign partners will have more initiative and more equality, operating funds will be used more effectively and the quality of implementation will also be better.

Along with human resources, guaranteed financial resources will be the basis for strengthening investment in equipping facilities and infrastructure, and implementing policies to attract quality human resources to serve activities. cooperate. Especially for collaborative research and training projects and programs, financial resources are the decisive factor in the feasibility of implementation, progress, and effectiveness of the project and program.

b) Content and implementation method

To improve the effectiveness of international cooperation, first and foremost, it is necessary to improve the quality of human resources serving international cooperation activities in the Academy. At the same time, strengthens the search for financial sources to serve international cooperation activities.

For training and fostering to improve the quality of human resources serving international cooperation activities

To build and improve the quality of a team of managers, lecturers, and experts, the University needs to select and send a team of managers, lecturers, and experts to improve their qualifications abroad in the world. The facility proactively establishes relationships with prestigious universities around the world to expand training cooperation and actively participate in foreign affairs and international cooperation activities.

For activities to promote the search for financial sources to serve international cooperation activities

The two financial sources that universities are currently focusing on exploiting to develop international cooperation activities are the State budget (with high-quality human resource training projects or Government loans). and international funding sources (from the Governments of partner countries or from the partner establishment itself). However, the current reality is that state budget resources are limited, and international funding sources are also unstable, causing significant difficulties in the implementation of international cooperation activities of universities in general. and the APAG in particular.

c) Implementation conditions

Firstly, raise awareness of management staff, lecturers, and experts in the University about the importance of improving the effectiveness of international cooperation in training and scientific research.

Second, strengthen training, fostering, and improving foreign language skills of management staff, lecturers, and experts participating in international cooperation.

Third, strengthen training, fostering, and improving the professional qualifications of management staff, lecturers, and experts working in international cooperation.

Fourth, conduct exchanges of officials and lecturers, creating conditions for officials and lecturers to study, train, and work in partner countries.

3.4. Strengthen the maintenance and expansion of relationships with international partners suitable to the Academy's training disciplines and majors

a) Objective

For the University's international cooperation activities to be focused, effective, and successful, the issue of prioritizing the selection of international partners needs to be focused in two directions. *Firstly*, the Academy must maintain, strengthen, and promote cooperative relationships with traditional partners. *Second*, expand the scope of international cooperation by actively searching for new potential partners with high cooperation efficiency, and establishing relationships based on mutual trust and mutual benefit.

b) Content and implementation method

As a training unit under the Ho Chi Minh National Academy of Politics with the function of training and fostering high-quality human resources and providing public services for the Home Affairs sector and social public service, the Academy has received deep attention from international partners in recent times. Based on the specific goals of the University's international cooperation strategy set in the coming time: *Strengthening the implementation of international training programs; Internationalize several training programs in key industries and majors to strongly attract international students, especially students from Southeast Asian countries*, and be able to identify international partners in cooperation activities. The school aims to maintain and expand in the coming period as a strategic partner with cooperation programs and content suitable to the training fields and majors of the Academy. These are strategic partners with brands in the leading areas of expertise in the University's training fields such as Archives, Public Administration, Public Policy... Which, the priority is Strategic partners in the region such as Singapore, and traditional partners such as France, Italy, the USA, Austria, and Finland...

d) Implementation conditions

Firstly, focus on reception work, enthusiastically and thoughtfully welcoming partner delegations.

Second, regularly organize working delegations to visit and work with the Academy's partner units to take advantage of establishing comprehensive cooperation in all fields, especially cooperation in science and technology. train.

Third, proactively and regularly exchange information with partners, either directly through meetings or indirectly through email or phone to address several issues such as: finding out information sources. Basic objectives and content of cooperative programs and projects; information, reputation, and capacity of partners; Enhance exchanges on problems and difficulties in international cooperation activities between the two sides to find effective solutions; Timely grasp changes in partners' policies, operational goals, priority industries, scholarship programs...

3. 5. Pay attention to investing in facilities and means to serve international cooperation activities in training and scientific research

a) Objective

The quality of facilities and infrastructure is both a condition and a driving force to improve the quality and effectiveness of international cooperation at universities. In particular, for international cooperation projects and programs on training, in addition to financial resources, physical facilities, and infrastructure are factors that determine the success of projects and programs...

b) Content and implementation method

Currently, one of the Academy's major difficulties in planning and implementing international cooperation activities is the issue of facilities and infrastructure. Reality shows that the University's physical facilities and infrastructure system still have many limitations and do not fully meet the needs of serving international cooperation activities. In particular, with international cooperation in training, teaching, and learning activities for civil servants from partner countries who come to Vietnam to participate in short research and study courses still face the most difficulties. determined because the school's dormitory is not equipped with adequate equipment in terms of quantity and quality; The system of equipment for teaching and learning is lacking; The University's transportation facilities are limited, so transporting partner officials to participate in training and refresher classes is difficult.

c) Implementation conditions

Clearly defining the role and importance of facilities and infrastructure systems for training activities as well as international cooperation activities, in the coming time, the Academy needs to implement several contents. Specifically, in strengthening facilities and infrastructure to meet the requirements of constantly improving the quality and efficiency of international cooperation activities.

4. Conclusion

To improve the effectiveness of international cooperation in research activities at the Academy of Public Administration and Governance (APAG) and realize its mission and vision for 2028 and beyond, the Academy must adopt a set of comprehensive and strategic solutions tailored to the evolving global research landscape.

A fundamental starting point is the development of a coherent international cooperation strategy that aligns with the Academy's long-term academic and institutional development goals. This strategy should clearly define specific objectives, desired research outcomes, thematic priorities, and the level of global engagement the Academy aims to achieve through international research cooperation. Simultaneously, it is essential to complete and standardize the legal and regulatory framework governing international cooperation to ensure clarity, consistency, and legal compliance across all departments and units within the Academy. A

strong regulatory foundation will help streamline implementation and promote institutional accountability in cross-border academic engagements.

In addition, APAG must conduct regular assessments of its international cooperation initiatives to evaluate their effectiveness. These evaluations should employ a set of measurable indicators—such as the number of international joint research projects, co-authored publications, international conference participation, and foreign-funded research grants—to objectively determine the strengths, limitations, and areas for improvement. These data-driven insights will serve as a valuable tool for continuous improvement and evidence-based planning.

Sustaining and expanding the Academy's international partner network is also a critical factor. The Academy should continue cultivating long-term relationships with prestigious universities, international think tanks, and development agencies in fields related to public administration, public policy, and governance. Such networks offer meaningful opportunities for collaborative research, faculty exchange, and doctoral/postdoctoral development.

Securing adequate financial support is another cornerstone for successful international cooperation. The Academy should actively seek and negotiate funding from international organizations, foreign universities, corporate sponsors, NGOs, and multilateral cooperation programs. Proactive financial resource mobilization is essential to ensure the sustainability and scalability of international research initiatives.

Equally important is the enhancement of internal capacity for international cooperation. This includes equipping faculty, researchers, and administrative staff with the skills and knowledge necessary to engage effectively in global research environments. APAG should organize regular training workshops on international research collaboration, grant writing, academic publishing, and cross-cultural communication. At the same time, students must be encouraged and supported to participate in international research programs, scholarships, and academic exchanges to foster a globally-oriented mindset among future public sector professionals.

By implementing these strategic solutions, the Academy will significantly strengthen its international research cooperation capacity, build a robust global academic network, and contribute to the long-term sustainable development of the institution in the domain of international research and innovation in public administration and governance.

5. Recommendations

For the Ministry of Internal Affairs

For the Ho Chi Minh National Academy of Politics:

To enhance the effectiveness of international cooperation in research activities at the Academy of Public Administration and Governance (APAG), Ho Chi Minh National Academy of Politics under which APAG operates should review and refine existing guidelines and

policies related to international collaboration. These adjustments should promote consistency, reduce unnecessary administrative procedures, and encourage greater autonomy and accountability for revenue-generating public service units. Notably, it is essential to consider delegating more authority to APAG, allowing the Academy to proactively negotiate and sign Memorandums of Understanding (MOUs) with international partners and foreign higher education institutions. Such decentralization must align with the Academy's defined functions and responsibilities, and remain compliant with Vietnam's legal provisions on international cooperation. By enabling APAG to act with greater flexibility, the Academy would be better positioned to expand its global research networks and elevate the quality and impact of its scientific collaborations.

The Ho Chi Minh National Academy of Politics considers and reviews relevant documents to adjust international cooperation activities in the direction of unity, increasing proactiveness and self-responsibility for revenue-generating public service units and reducing administrative procedures. and consider decentralizing the APAG to proactively sign Memorandums of Understanding with partners and foreign higher education institutions, based on complying with the functions and tasks of the University and implementing comply with the provisions of Vietnamese law in foreign cooperative relations.

For the Board of Directors

To enhance the effectiveness of international cooperation in research activities, the Academy of Public Administration and Governance (APAG) must broaden the scope and diversify its international partnerships through targeted and strategic solutions.

First, to reinforce international research collaboration, the Academy should proactively negotiate and formalize partnerships with foreign universities and research institutions. This includes establishing a robust international partner network and actively expanding global academic ties. Emphasis should be placed on promoting topic-specific academic exchange activities such as international conferences, symposia, collaborative workshops, and scholarly forums. These initiatives not only create opportunities for faculty, researchers, and graduate students to engage with global peers but also foster intellectual exchange, research ideation, and the co-creation of knowledge.

Second, to ensure the meaningful participation of lecturers and researchers in international activities, APAG must effectively leverage short-term research grants and international scholarship programs. This entails identifying and collaborating with international sponsors, development organizations, and research funding bodies that offer support for global mobility and academic exchanges. The Academy should prioritize the design and implementation of targeted scholarship programs aligned with its strategic research fields and those of its international partners. Simultaneously, APAG needs to provide comprehensive advisory services to guide faculty and postgraduate students in navigating scholarship opportunities, understanding application requirements, and completing proposal submissions.

Third, to incentivize participation in international research cooperation, the Academy should develop clear and compelling incentive policies. These policies should formally recognize and reward international research outputs, joint publications, and cross-border collaborations as core criteria in faculty evaluation, promotion, and research assessment. Moreover, the Academy should ensure adequate financial and institutional support mechanisms that enable faculty to engage in international research without administrative burdens. For postgraduate students, APAG should encourage involvement in global research initiatives, internships, and international fieldwork by providing information support, mentoring, and partial funding where possible.

In summary, advancing formal partnerships with foreign universities, leveraging international scholarship and research grant programs, and institutionalizing supportive policies for faculty and student engagement are crucial factors for improving the quality and effectiveness of international cooperation in research at APAG. These measures not only contribute to the Academy's research development goals but also support its broader mission of integration into the global academic and public administration research community by 2028 and beyond.

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