

# THU DAU MOT UNIVERSITY AND THE RESOURCES FOR ESTABLISHING AN INTERNATIONAL HIGH SCHOOL – THE SWOT ANALYSIS

Nguyễn Hoàng Mai Phương<sup>(1)</sup>

(1) Thu Dau Mot University

Corresponding author: [phuongnhm@tdmu.edu.vn](mailto:phuongnhm@tdmu.edu.vn)

DOI: 10.37550/tdmu.EJS/2024.02.581

---

## Article Info

**Volume:** 6

**Issue:** 02

**June** 2024

**Received:** May 15<sup>th</sup>, 2024

**Accepted:** June 10<sup>th</sup>, 2024

**Page No:** 347-359

## Abstract

Binh Duong Province is one of the leading localities in the country in attracting foreign investment, with thousands of foreigners living and working in the province. The demand for an international learning environment among parents and students in the area is increasing. Furthermore, the current trend of globalization and international integration in society requires a highly skilled workforce capable of adapting and integrating into an international environment. Employing the SWOT analysis method this study aims to analyze and evaluate the resources of Thu Dau Mot University (TDMU) in establishing an international high school, contributing to improving the quality of education and training high-quality human resources to serve the economic and social development and international integration of Binh Duong province, the Southeast region, and the entire country. Its findings show that, TDMU can successfully establish an international high school by leveraging the resources, addressing its limitations and seizing opportunities. This study also proposes strategies in establishing the international school of TDMU. From there, the university can develop reasonable strategies and plans to establish the international high school, ensuring the success and sustainability of the project.

**Keywords:** Binh Duong province, international high school, SWOT analysis, Thu Dau Mot University.

---

## 1. Introduction

In the development of humanity, globalization is an inevitable trend that impacts various fields from technology, politics, and economics to the cultural and social aspects of countries and regions worldwide. Communist Party of Vietnam (2001) states that "Globalization is the liberalization of trade and market. Globalization is the process of economic, political, cultural, and social globalization accelerated by information technology and telecommunications". Under the influence of the globalization trend, the gap between nations has narrowed in terms of economic, political, social, and cultural aspects. Enterprises can easily invest, expand, and develop their operations and markets in other countries. To satisfy the globalization's trend, international integration has become an indispensable factor and an important goal for many countries in general and Vietnam in particular. Communist Party of Vietnam (2021) affirms "proactively and actively engaging in international integration comprehensively and deeply". Vietnam has proactively integrated into the international community to expand its economic market, attract foreign investment, and contribute to the country's sustainable development. The increase in Foreign Direct Investment (FDI) brings numerous opportunities for economic growth and creates millions of jobs for workers in Vietnam. Alongside the advantages, globalization and international integration also pose numerous challenges for Vietnam. One of those challenges is the demand for a workforce with high levels of education, proficiency in international languages, knowledge about diverse cultures, and the ability to work in

an international environment. The challenge of developing a high-quality workforce is also a significant issue for current educational institutions. Under the influence of globalization and international integration, education in general and higher education in particular have to continuously innovate and develop suitable strategies to effectively fulfill the mission of training human resources with knowledge, skills, and attitudes that meet the global labor market demands. In the context of globalization and international integration, international schools are increasingly playing a crucial role in disseminating knowledge and enhancing the quality of human resources. Studying at an international school provides the opportunities for students to experience a multicultural learning environment, access modern teaching methods, and engage with international curricula such as International Baccalaureate (IB), Advanced Placement (AP), the British Curriculum... According to Resnik (2012), international programs aim to foster critical thinking, independent learning, and academic excellence among students. These programs help students succeed in higher education, and easily integrate into higher international educational systems or work environments after graduating. The diploma from an international school is recognized and valued worldwide, providing students with credibility to further their personal development. Additionally, Bialystok (2001) shows that attending an international school, students are exposed to and use languages daily in a multilingual international environment, helping to increase language acquisition and proficiency in multiple languages. This ability is crucial for effective global communication and collaboration. Besides, Waldeck (2017) states that students with an international education background possess better cultural awareness and adaptability, which universities and employers highly value. More specifically, Jonsson (2019) proposes that studying in an international environment with diverse educational systems and social settings helps students enhance their adaptability, resilience, and problem-solving skills. This experience creates favorable conditions for students to develop in a globalized world. In Vietnam, many families have the demand for their children to be educated in an international environment, especially at schools that offer curricula from developed education systems such as the USA, Australia... The choice of an international education environment in Vietnam itself is increasingly becoming a significant social demand. This trend marks a shift from the previous perception that studying abroad was the only option.

Research by the International Schools Consultancy (ISC), an organization specializing in monitoring, researching, and analyzing market developments and providing online information services for organizations, parents, and schools about the development of international schools, shows a remarkable increase in the number of new international schools being established. Despite the global economic challenges, international schools continue to thrive. Data from the ISC presents that as of July 2023, there are over 13,000 international schools worldwide with 6.7 million students and 649,960 teachers and staff. International schools are increasingly emerging in various forms and sizes, offering diverse educational programs and curricula. Such institutions typically feature a multicultural student and teacher body, multilingual instruction, globally oriented curricula, and a focus on nurturing global citizens.

According to Hayden (2008), the first international school was The International School of Geneva, Switzerland, founded in 1924. The International School of Geneva is a bilingual school (French and English) that specializes in educating the children of foreign employees working for the International Labour Office (ILO) and the League of Nations (LN), the predecessor of today's United Nations. The term "international school" has become familiar and is widely used around the world, but it is a complex concept that is understood according to various different definitions. Leach (1969) states that an international school is one that educates students from various countries, primarily serving the expatriate community living and working in a foreign country. For Terwillinger (1972), an international school is defined by factors such as the enrollment of foreign students, the quality of the teaching staff and the composition of the school board (50% local and 50% foreign members). However, Wilkinson (1998) believes that the key factor of an international school depends on its curriculum. The content of the curriculum must be international, based on cultural diversity. In 2009, the International Association of School Librarianship (IASL) outlined criteria to identify an international school, including:

- English is typically the primary language of instruction (or bilingual); English also serves as a support language for international students.
- A diverse student community with multiple nationalities, languages, and cultures.
- A higher proportion of foreign students compared to public schools.
- Students' ability to transfer education across international schools.
- An international curriculum.
- International accreditation (Council of International Schools, International Baccalaureate Organization...).
- A transient and multinational teacher population
- Non-selective admissions.

The ISC's research states that Vietnam is one of the leading countries in Asia in terms of the number of international schools, with approximately over 120 schools ranging from preschool to high school, primarily concentrated in Hanoi and Ho Chi Minh City. Notable examples include the United Nations International School of Hanoi (UNIS) and the Lycee Francais Alexandre Yersin (LFAY).

Binh Duong province is experiencing rapid economic development and deep international integration, gradually becoming an economic development center for the Southeast region and the entire country with thousands of FDI and numerous foreign investors, workers, and residents. As the quality of life improves, the demand for an advanced, modern, high-quality, and internationally standardized education environment to serve both foreigners and local residents in the province has become increasingly urgent. Besides that, in the context of the Fourth Industrial Revolution, Binh Duong province is facing numerous challenges that demand a transformation in growth models to become a smart city and an innovative hub. Therefore, developing a high-quality workforce is identified as one of the province's primary missions. People's Committee of Binh Duong province (2021) identifies that "Promoting socialization and developing a system of high-quality international schools to meet the educational needs of society and align with the province's direction" as one of the key tasks and important solutions to improve the quality of the workforce. However, according to the International Schools Database, there are only two international schools with foreign investment in Binh Duong province: Singapore International School (covering preschool to high school) and Viet Hoa International School (covering preschool to elementary school). Additionally, there are some public and private schools with international standards such as Vietnam - Germany University, Eastern International University, Viet Anh School, Modern Montessori International Vietnam Private School, and Vietnam - American International Preschool. This situation indicates that the demand for international education environments in Binh Duong is not fully met.

Thu Dau Mot University (TDMU) is a public university under the People's Committee of Binh Duong province, established in 2009 by upgrading from Binh Duong Pedagogical College. It is located in the Southeast region, a significant economic and educational development area in southern Vietnam. As a key university in the province, Thu Dau Mot University plays an important role in training high-quality human resources to meet the growing needs of Binh Duong province and the region. With nearly 50 years of history and development, the university has made significant achievements: currently, the university's training scale is around 20,000 undergraduate and postgraduate students. In 2023, Thu Dau Mot University was honored to be ranked 15th on the list of 100 Vietnamese universities according to the AUR ranking and in the top 5 Vietnamese universities according to the SCImago ranking. Additionally, the university is a member of many prestigious scientific and educational organizations worldwide, such as CDIO (Conceive, Design, Implement, Operate) Organization (2015), ASEAN University Network (2017), and is a partner of more than 60 universities in the Asia region.

Currently, the establishment of international high schools is a growing trend in education to meet the increasing demand from students and parents for high-quality education with global competitiveness.

With the mission of being a key university in the province, TDMU has been effectively fulfilling its mission of training high-quality human resources at the university level. However, in the context of the increasing demand for high-quality education, TDMU aims to provide a high-quality, internationally standardized educational environment for students as part of its development strategy. This includes the establishment of an international high school in Binh Duong province to train a generation of high-quality students who are exposed to modern and advanced learning methods from around the world, and equipped with the skills to adapt and integrate well into the international environment. Additionally, students educated at an international high school will have the ability to use foreign languages fluently, which is one of the advantages that will help them excel in higher education at any university worldwide.

This article is significant in enriching academic understanding of global education, popular international curricula, legal regulations, and the management, organization, and operation of an international high school. By applying the SWOT (Strengths - Weaknesses - Opportunities – Threats) analysis method, this research provides TDMU with crucial information to make effective strategic decisions in developing an international high school, thereby ensuring the project's success and sustainability. The establishment of an international high school will attract international communities to live and work in the area, contributing to the socio-economic development of Binh Duong province and Vietnam. It will also diversify the types of training, enhance the quality of education at TDMU, strengthen the university's brand, attract international students, and foster international partnerships. Research on the establishment of an international high school not only brings academic benefits but also plays a significant role in the development of global education and society.

This article employs the SWOT analysis model to identify and analyze the strengths, weaknesses, opportunities, and threats of TDMU in order to determine the university's resources for establishing an international high school. This analysis also proposes strategic recommendations for establishing an international high school. The SWOT analysis model helps TDMU have a comprehensive and detailed view of the internal and external factors affecting the establishment of an international high school, thereby making accurate decisions and implementation plans. Implementing a project or program requires careful consideration of future societal trends, has to be based on social realities, and ensure it meets the community's needs. The SWOT analysis provides a framework for educational institutions to make decisions and implement strategies that effectively serve the community's needs.

## **2. Data sources and research methods**

### **2.1. Data sources**

Kumar (2011) presents that choosing suitable data sources is important to ensure research findings' validity and reliability. According to Hox and Boeijs (2005) primary data sources are the original source of data that researchers collect directly for specific research purposes including surveys, experiments, direct observations, and interviews; secondary data sources are sources that provide data previously collected, processed, and analyzed by others including journal articles, books, reports... This study utilizes primary data from direct observations at Thu Dau Mot University and secondary data collected from articles, journals, books, documents, and government decrees, laws, and decisions related to the establishment of international high schools. Additionally, data for the research was gathered through the university's self-assessment reports (from 2017-2022) and other reports from TDMU. From this, the author researches and analyzes the strengths, weaknesses, opportunities, and threats of TDMU to determine TDMU's resources, the issues that TDMU needs to improve, and TDMU's opportunities for establishing an international high school.

### **2.2. Research methods**

The SWOT analysis model is the result of research from a project at Stanford University in the United States, conducted by a research team led by Albert Humphrey, first appearing in the 1960s - 1970s.

According to Liao (2003), SWOT analysis includes the following parts:

- **Strengths (S):** involve analyzing the internal factors that an organization or excels in or its strong points, conditions, or superior attributes compared to other competitors.
- **Weaknesses (W):** This involves analyzing the weaknesses, conditions, or factors that hinder the development of an organization.
- **Opportunities (O):** This involves analyzing the opportunities, situations, or external conditions that positively impact the organization's development in the future.
- **Threats (T):** This involves analyzing the threats, challenges, or risks that negatively affect the organization's development in the present and future.

The SWOT analysis model is a useful tool that helps organizations identify internal factors (strengths, weaknesses) and external factors (opportunities, threats) that may affect the organization's goals. The SWOT model is applied in the preliminary stages of decision-making or as a foundation for new strategic plans (Johnson et al., 1989; Bartol et al., 1991). Employing the SWOT analysis model assists TDMU in gaining an overall view of its current situation in establishing an international high school. Identifying internal factors such as strengths and weaknesses, combined with understanding external factors, including threats and opportunities, enables the university to form a detailed vision for the future. This approach allows TDMU to leverage its available sources to capitalize on opportunities, improve weaknesses to mitigate risks, and address challenges effectively during the international high school's establishment.

### **3. Results and discussion**

#### ***3.1. Resources of Thu Dau Mot University for establishing an international high school***

##### **• Legal basis and social demand**

Thu Dau Mot University possesses a complete legal foundation. With its longstanding reputation, social standing, and 47 years of establishment and development, including 15 years of higher education training, TDMU has effectively fulfilled its mission and is recognized and highly regarded within Vietnam's education system.

Moreover, There is a strong and increasing demand for high-quality education in Binh Duong and surrounding areas. Students and parents are becoming more aware of the benefits of studying in a multicultural and multilingual environment. As a result, there is significant interest in international education programs. These favorable conditions support the establishment of an international high school.

##### **• Facilities**

Eaton (2010) emphasizes the critical role of modern facilities in creating a quality international learning environment. The emphasis on investing in classrooms, libraries, and science laboratories equipped with modern facilities supports effective teaching and learning practices. TDMU boasts modern infrastructure with well-equipped classrooms, laboratories, and libraries meeting international standards. Its IT network and infrastructure meet digital transformation in the modern era. The university cultivates a proactive learning environment with contemporary facilities that fully support teaching, learning, scientific research, as well as cultural and artistic activities for lecturers, staff, and students. The spacious, clean and beautiful campus not only stimulates students' creativity in their studies but also provides a relaxing environment after intense study hours.

##### **• Staff and faculty**

According to TDMU's report, the university's faculty and staff are qualified and experienced professionals, passionate about their profession. All faculty members have postgraduate qualifications, with 25% holding doctoral degrees or higher. In particular, many lecturers have studied and worked abroad with modern methods and foreign language fluency which is one of the favorable conditions for the international programs' establishment

In addition, to satisfy the current trends of globalization and integration, TDMU has developed a team of young faculty members and staff with foreign language skills, creativity, agility, and proficiency in technology. This ensures the quality of education and supports the implementation of international programs.

#### • **Student support services**

The university's student support services are highly regarded. Students are provided with excellent conditions for studying, researching, and developing skills to meet labor market demands. The university frequently organizes student programs, including events, and workshops to enhance both professional and basic skills such as time management and presentation; job fairs connecting students with employers for on-the-spot interviews and recruitment; career orientation programs... Additionally, students can participate in many extracurricular activities organized by the youth union, student association, and nearly 30 clubs focusing on academics, skills, sports, and arts, promoting comprehensive development.

#### • **International collaboration and curriculum development**

TDMU has established an international cooperation's diverse network with many prestigious educational institutions in the region and worldwide. Until now, the university has signed agreements with over 40 foreign partners, facilitating the implementation of international programs such as Cultural and Academic Exchange Program, Workshops and Specialized Talks, International Internship Program... Faculty members and staff are regularly sent for training at partner institutions in countries such as South Korea, China, Thailand, Japan, Singapore, Malaysia... to enhance the quality of teaching and management.

With the extensive international cooperation network, TDMU has the capability to collaborate and implement joint international programs with partner institutions. This ensures that students receive a modern education and opportunities to continue their studies at various universities worldwide.

### ***3.2. The issues that need improvement to satisfy the requirements of international high schools***

In addition to the advantages and development potential, TDMU still has some issues that need to be improved to meet the requirements of an international high school, such as:

#### • **Training program**

The school needs to strengthen efforts in researching and refining the training program towards updates and developments in teaching according to international standards. This includes integrating modern subjects, and advanced learning methods. The development of the training program needs to ensure global recognition as well as compliance with the Vietnamese government's legal regulations and the Vietnamese education system's academic foundations.

#### • **Staff and faculty**

Although TDMU's staff and lecturers are young and dynamic, they lack experience in managing and teaching international programs. The number and quality of staff and faculty with advanced qualifications (Doctorate and above) are still limited. TDMU needs to implement specific plans to enhance the quality of staff and lecturers. This includes organizing training courses, professional development programs, and language training for staff and lecturers. Furthermore, TDMU should create conditions and encourage staff and lecturers to participate in international academic programs to improve teaching skills and update international teaching methods.

Moreover, the number of TDMU's international lecturers is still limited. There is a trend of talented staff and faculty leaving the university to work at private universities or enterprises with higher incomes. The university needs to focus on recruiting international lecturers and developing salary and benefit policies to attract international lecturers and high-quality staff. Besides, TDMU's staff mainly focus on managing and operating higher education, so it is necessary to enhance the professional skills to manage and operate a high school.

**• Facilities**

Although TDMU has invested significantly in infrastructure and information technology, there are still issues that the technical facilities and teaching equipment do not fully meet the requirements for high-quality training. The wireless network system is sometimes unstable. The university needs to regularly inspect and invest in upgrading infrastructure, classrooms, libraries, and laboratories with modern teaching and learning equipment.

**• Financial resources**

Financial resources are a crucial and key issue in the construction and operation of schools, especially for international high schools developing along modern and scientific lines. This can put pressure on TDMU's financial resources, which primarily rely on tuition fees from students.

TDMU should have a specific and detailed plan for managing, utilizing, and attracting financial resources. This includes actively seeking and expanding partnerships with enterprises to train and provide a high-quality workforce. Additionally, diversifying financial resources through developing consulting services, short-term training, collaborative research, and other initiatives is essential. At the same time, as a public university under provincial governance, TDMU should leverage local development funds related to education to maximize resources for the university's development. Besides, to avoid incurring excessive costs, especially in a competitive education market, TDMU needs to have a reasonable tuition policy for students.

**• Foreign language skills**

Foreign language skills play a crucial role in ensuring that students fully get knowledge and develop comprehensively in an international environment. The school can establish English classes, and enhance the teaching of English and other languages so that students can communicate and learn effectively in the international environment.

**3.3. Opportunities and threats for Thu Dau Mot University in establishing an international high school****• Opportunities**

Under the impact of globalization and the continuous development of the economy, there is a tremendous demand for international education. Recognizing this demand and trend, the Vietnamese Government supports educational reform and international cooperation by issuing policies that encourage investment in education. These include Decree No. 86/2018/ND-CP dated June 6<sup>th</sup>, 2018, on foreign cooperation and investment in education, and Decree No. 46/2017/ND-CP dated April 21<sup>st</sup>, 2017, on investment and operational conditions in the field of education. These policies create favorable conditions for educational institutions to implement international partnership programs, and enhance international cooperation in education and training. State policies encouraging investment in education are crucial support factors in establishing an international high school.

Thu Dau Mot University is a public university under the People's Committee of Binh Duong Province, located in the key economic region of Southern Vietnam. This area has a leading demand for high-quality human resource training nationwide, providing a workforce for diverse industries and fields, thereby creating a diverse learning demand among many people and social classes. In addition, with its strong development and future orientation, Binh Duong Province is set to become a smart city. This presents an opportunity for the university to expand its training forms and programs, contributing high-quality human resources to the province.

Binh Duong Province is also a leader in attracting foreign investment, with thousands of foreign enterprises currently operating in the area. The demand for high-quality human resources to meet the requirements of working in an international environment provides the university with the opportunity to establish and develop international programs, including the establishment of an international high school. After graduating from the international program at the high school affiliated with Thu Dau Mot University, students can pursue international joint training programs at the university level right at the same institution.

Furthermore, the autonomy in organization, finance, academics, and personnel creates opportunities for the university to develop and enhance its capacity to find solutions to transform, adapt, and create competitive advantages suitable for each practical stage. At the same time, the increasingly deep and comprehensive process of international integration provides the university with opportunities to expand international cooperation with reputable educational institutions in the region and globally. This allows the university to design international programs, transfer teaching and learning facilities, exchange scientific information, and provide training and professional development for faculty, thereby improving the quality of education and training.

#### • **Threats**

Under the influence of the Fourth Industrial Revolution, the process of international integration and globalization, universities continuously strive to change and improve the quality of education to meet societal needs. This presents many challenges for universities in various aspects, including the establishment of international high schools affiliated with universities. After conducting practical reviews and analysis, the challenges for Thu Dau Mot University in establishing an international high school are as follows:

Firstly, regarding student recruitment, the admissions process is becoming increasingly challenging due to fierce competition with other educational institutions, especially with well-established international schools in the region.

Secondly, regarding legal regulations, to establish and efficiently operate an International High School, adherence to the Constitution and laws is essential. However, legal regulations for establishing international high schools in Vietnam are stringent and complicated, involving thorough evaluations by various agencies and specialized departments. This requires the university to prepare meticulously and gradually over an extended period. Besides Vietnamese regulations, the university must also deeply study foreign legal requirements when signing cooperation agreements and importing international programs to avoid legal non-compliance with the laws of both countries.

Thirdly, regarding management and organization, a multicultural and multilingual international environment, along with a large number of staff, faculty, and students, presents the university with challenges in operating, organizing, and managing correctly and effectively.

Fourthly, regarding human resources, building and maintaining a high-quality, experienced team of staff and faculty for international education programs is a significant challenge for the university, especially in the context of intense competition for attracting talented faculty with other international schools.

Fifthly, regarding the training program, the diversity of curriculum and teaching methods in an international environment presents challenges for the university in selecting and ensuring that the curriculum and teaching methods meet international standards and are suitable for the needs, conditions, and actual capabilities of the students.

Lastly, regarding financial policy, the financial policies and resources are no longer reliant on the budget but have to be reasonably calculated from tuition fees. This presents the university with the challenge of developing specific financial policies, from constructing facilities to setting salaries for high-quality faculty and other expenses.

## **4. Proposed strategy for establishing an international high school under Thu Dau Mot University**

### • **Researching and planning**

The university needs to understand the international standards applicable to high school education and the framework for curricula. This could involve integrating the Vietnamese Ministry of Education's program with curricula from countries such as the UK, the USA, Canada, and Australia.... Subsequently, it is essential to clearly define the school's objectives and mission to align with the



educational goals and values of both the Vietnamese and international education systems. Finally, the university should determine the financial resources and initial investment required for the school's establishment and operation. This includes the investment needed for building infrastructure, salaries and allowances for teachers and staff, educational materials, teaching technology, and school management. Concurrently, it is crucial to actively seek additional funding sources to enhance investments in infrastructure and modern equipment.

• **Researching and meeting legal requirements for establishing an international high school such as:**

- Decree No. 86/2018/ND-CP dated June 6<sup>th</sup>, 2018, by the Government on Foreign Cooperation and Investment in Education;
- Decree No. 46/2017/ND-CP dated April 21<sup>st</sup>, 2017, by the Government on Investment and Operation Conditions in Education;
- Circular No. 32/2020/TT-BGDĐT dated September 15<sup>th</sup>, 2020, by the Ministry of Education and Training on Issuing the Charter of Secondary Schools, High Schools, and Schools with Multiple Levels;
- Circular No. 04/2020/TT-BGDĐT dated March 18<sup>th</sup>, 2020, by the Ministry of Education and Training Detailing Some Articles of Decree No. 86/2018/ND-CP.

• **Facilities development**

The university should focus on investing in building facilities and infrastructure that meet international learning environment standards, such as classroom sizes, functional rooms, libraries, laboratories, cafeterias, sports areas, and gymnasiums, equipped with modern amenities and equipment.

• **Researching and developing processes for organizing, operating, and managing the system**

The university needs to research and develop stringent processes for organizing, operating, and managing the system of the international high school. This also includes implementing the curriculum and system operation according to strict processes and standards to ensure consistency and comprehensiveness in all activities, from program management and teaching organization to assessment and graduation evaluation, thereby minimizing risk factors. The processes should be continuously reviewed and updated to ensure the quality of education.

• **Building a high-quality staff team and an internationally standardized training program**

\* Some bilingual and integrated programs with foreign programs include:

○ **Integrated Program:** This is the Vietnamese education program integrated with a foreign education program, ensuring the objectives of the Vietnamese education program and the content and knowledge do not overlap between the two programs. Students will study both the Vietnamese and International programs to earn two diplomas. Students following the integrated program will have the same knowledge as those studying the Vietnamese program and will be eligible to receive international certificates such as the A-level Certificate, South Australian Certificate of Education (SACE), etc. Schools in Vietnam implementing the integrated program are Hanoi-Amsterdam High School, Chu Van An High School, and Luong Van Can High School.

○ **Bilingual Program:** This is a form of education which students are taught in two different languages throughout their study process, the mother tongue and the second language. In Vietnam, schools teach according to the Vietnamese Ministry of Education and Training's program, combined with additional English language learning through Cambridge or Oxford certificates. Schools in Vietnam implementing the bilingual program include Wellspring International Bilingual School, Vstar International School, Vietnam Australia International School, and Albert Einstein School (AES).

\* Some popular programs in Vietnam

○ **Integrated program between South Australian Certificate of Education (SACE) and Vietnamese high school education program:** This program is designed based on the Vietnamese high school education curriculum with all subjects and educational activities as regulated, integrating some

subjects found in both curricula and adding selected subjects unique to SACE. Some mandatory subjects are taught through integrated content such as Mathematics (integrating Vietnamese Mathematics and SACE Mathematic methods), English (integrating Vietnamese English and SACE English subjects - Foundation, EAL). Optional subjects are also taught with integrated content such as Music, Visual Arts (integrating Vietnamese programs with SACE subjects like Music and Visual Arts). Additionally, in the SACE program, students can choose elective subjects such as Psychology, Tourism, Scientific Studies.

- Cambridge IGCSE and A-Level Program: Many international schools in Vietnam provide the Cambridge international education program, including IGCSE and A-Level, to teach high school students. This is one of the popular international standards for shigh school education in Vietnam.

- IB Education Program: Some international schools in Vietnam offer the IB education program, including the IB Diploma Programme for high school students. The IB standard is considered one of the high-quality international standards in education.

#### • **Strengthening communication work and the university's brand**

TDMU needs to strengthen the communication work and the high school's brand through diverse and targeted strategies. To develop an effective communication plan, TDMU should conduct surveys and assess the needs and goals of parents and students. Investing in branding campaigns and marketing initiatives can help establish the high school's reputation in the field of high school education.

#### • **International cooperation**

TDMU needs to enhance and expand international cooperation with reputable educational institutions and international organizations to enhance reputation and resource. Through these international partnerships, students will have numerous opportunities to participate in beneficial international programs such as cultural exchange experiences, academic exchanges, and international competitions...

#### • **Education quality assurance**

Ensuring the quality of education during the learning process at the unviersity plays a crucial role and is always a top concern for students and parents in an international school. TDMU needs to regularly develop specific plans, assessment procedures, and quality improvement initiatives to ensure the quality of teaching and learning.

Some measures to ensure the quality of education include:

- TDMU needs to focus on building and developing a team of education management staff to maintain and operate the organizational activities of the international high school. Besides, it is essential to establish a specialized team of staff to support and address issues that arise for parents and students during their time at the school.

- Ensuring the development of a team of highly - qualified teachers with experience and the ability to teach international programs, especially meeting language requirements (not lower than Level 5 according to the 6-level Foreign Language Proficiency Framework for Vietnam or equivalent); regularly creating training plans for teachers.

- Feedback and evaluations from parents and students about the training program are important. Students are the direct beneficiaries of the program's knowledge, teaching methods, and other facilities. Therefore, TDMU needs to build a data system to collect feedback and evaluations from parents and students, thereby proposing measures to improve and enhance the quality of teaching and learning activities.

- Facilities and modern equipment are ensured to meet the requirements for teaching, testing, and evaluation in an international environment, especially at a minimum meeting state regulations; and investing in developing the learning resources and electronic materials to support teaching and learning.

- The training program, degrees and tuition fees, must be publicly, clearly, and transparently disclosed to parents and students.

- TDMU needs to conduct quality accreditation of foreign programs before integrating them into the teaching curriculum in the international high school. These programs must be accredited by reputable accreditation organizations.
- The methods of assessing learning outcomes, testing, and graduation evaluation of students are carried out in accordance with the laws of Vietnam and the regulations of the host country providing the educational program.

#### • Risk management

Risk management is an essential component of the quality assurance system in educational institutions. Managing risks in the development and implementation of educational programs at international schools is crucial to ensure the success and effectiveness of the program, to minimize risks, seize opportunities, and contribute to enhancing the school's training quality. TDMU needs to develop a specific and comprehensive risk management plan, including identifying risks, assessing the impact, controlling measures, and close collaboration among stakeholders. Regular monitoring and evaluation should be conducted to track progress during operations, promptly identify new risks, and implement timely responses.

The SWOT analysis presents that while Thu Dau Mot University faces certain challenges in establishing an international high school, the university also possesses significant strengths and opportunities that can be leveraged. By addressing the identified weaknesses and threats through strategic planning and partnerships, TDMU can successfully venture into the international high-education market.

## 5. Conclusions

In the current economic and social context of Binh Duong province, the establishment of an International High School is necessary to contribute to the training of high-quality human resources with the knowledge and skills to thrive in international environments in the future. This initiative addresses the increasing educational demands of parents and students in the province and neighboring areas.

This study analyzes and evaluates internal and external factors through a SWOT analysis (strengths, weaknesses, opportunities, and threats). The results of the SWOT analysis indicate that Thu Dau Mot University, with its resources, by improving its limitations and leveraging development opportunities, can successfully establish an international high school. This will enable the university to access advanced global education, thereby enhancing its competitive ability with other universities, improving the quality of education and training for students, and contributing to the development of the university in particular and Vietnam's higher education system in general.

After focusing on analysis and research, the author also proposes a strategy for establishing an international high school of TDMU based on the university's resources, limitations, opportunities, and challenges. Finally, TDMU needs to research to develop a specific roadmap, plan, and policies for establishing the international high school. TDMU also needs to develop a team of highly qualified staff and teachers to ensure the successful establishment of the international high school in the future.

## References

- Bartol, K. M., & Martin, D. C. (1991). *Management*. New York: McGraw-Hill.
- Bialystok, E. (2001). *Bilingualism in Development: Language, Literacy, and Cognition*. Cambridge University Press.
- Communist Party of Vietnam (2001). The Resolution of the 9th National Party Congress [Nghị quyết Đại hội Đảng toàn quốc lần thứ IX]. National Political Publishing House.

- Communist Party of Vietnam (2021). The Resolution of the 13th National Party Congress [Nghị quyết Đại hội Đảng toàn quốc lần thứ XIII]. National Political Publishing House, 164.
- Đinh Thị Thùy Linh (2021). The Role of Universities in the Innovation System: Global Practices and Connections to Vietnam [Vai trò của trường đại học trong hệ thống đổi mới sáng tạo: Thực tiễn trên thế giới và liên hệ với Việt Nam]. <https://tapchiconsan.org.vn/nghien-cu/-/2018/824384/vai-tro-cua-truong-dai-hoc-trong-he-thong-doi-moi-sang-tao--thuc-tien-tren-the-gioi-va-lien-he-voi-viet-nam.aspx>
- Eaton, S. E. (2010). *Schools as centers of community: A citizen's guide for planning and designing public schools*. ABC-CLIO.
- Hayden, M., & Thompson, J. (2008). *International Schools: Growth and Influence*. International Institute for Educational Planning (UNESCO).
- Hox, J. J., & Boeije, H. R. (2005). Data Collection, Primary vs. Secondary. *Encyclopedia of Social Measurement*, 1, 593-599.
- Kumar, R. (2011). *Research Methodology: A Step-by-Step Guide for Beginners* (3rd ed.). SAGE Publications.
- ISC Research (2023). *International schools market growth*. <https://iscresearch.com/data/>.
- Johnson, G., Scholes, K., & Whittington, R. (1989). *Exploring Corporate Strategy: Text and Cases*. Prentice Hall.
- Jonsson, R. (2019). Moving beyond homogeneity: Examining adaptation in international schools. *Intercultural Education*, 30(2), 135-150.
- Leach, R. J. (1969). *International Schools and Their Role in the Field of International Education*. Pergamon Press.
- Lê, A. (2016). Globalization: Mechanisms and Processes of Increased Interdependence. *Journal of Global Studies*, 12(4), 123-145.
- Liao, C. (2013). A SWOT Analysis of the Potential Impact. *Journal of Higher Education*, Medical University, Taiwan.
- MOET. (2020). Circular on detailing some articles of Decree No. 86/2018/ND-CP dated June 6, 2018 of the Government on foreign cooperation and investment in education [Thông tư quy định chi tiết một số điều của Nghị định số 86/2018/ND-CP ngày 06 tháng 6 năm 2018 của Chính phủ quy định về hợp tác, đầu tư của nước ngoài trong lĩnh vực giáo dục]. No 04/2020/TT-BGDĐT, 18/3/2020.
- MOET. (2020). Circular on issuing the charter of secondary schools, high schools, and schools with multiple levels [Thông tư Ban hành điều lệ trường trung học cơ sở, trường trung học phổ thông và trường phổ thông có nhiều cấp học]. No 32/2020/TT-BGDĐT, 15/9/2020.
- Nagrath, C. (2011). *What Makes a School International?*. The International Educator. <https://www.tieonline.com/article/87/what-makes-a-school-international->
- Nguyễn Kim Dung and Bùi. Tiên Huân (2014). Overview Study on International High Schools [Nghiên cứu tổng quan về trường trung học phổ thông quốc tế]. *Journal of Science, Ho Chi Minh City University of Education*, (54), 165 -173.
- Nguyễn Thị Hà (2023). Demand and Trends in International Education in Vietnam [Nhu cầu và xu hướng giáo dục quốc tế tại Việt Nam]. *Journal of Education & Society*, 15(3), 45-58.
- People's Committee of Binh Duong province (2021). Decision on the issuance of the Plan for implementing Program No. 19 - CTr/TU dated May 31, 2021 of the Provincial Party Committee of Binh Duong on Developing and Enhancing the Quality of Human Resources to meet the requirements of building Binh Duong sustainably towards a smart, civilized, and modern urban direction for the period 2021 - 2025, with orientations towards 2030 and vision towards 2045 [Quyết định ban hành Kế hoạch thực hiện Chương trình số 19 - CTr/TU ngày 31/5/2021 của Tỉnh ủy Bình Dương về phát triển và nâng cao chất lượng con người Nguồn lực đáp ứng yêu cầu xây dựng Bình Dương bền vững theo hướng đô thị thông minh, văn minh, hiện đại giai đoạn 2021 - 2025, định hướng đến năm 2030 và tầm nhìn đến năm 2045]. No 1745/QĐ-UBND, 5/7/2021.
- Terwillinger, R. A. (1972). *International Education: Its History and Significance*. Wiley.
- Thu Dau Mot University (2022). Self-Assessment Report according to standards for assessing the quality of higher education institutions of the Ministry of Education and Training (Evaluation period: 2017 - 2022)
- Trần, M. Q. (2022). The SWOT analysis for establishing an international school in Vietnam. *Journal of Science and Technology*, 10(2), 99-113.

- Trình, B. (2023). Positive Economic Growth in Bình Dương. *Nhan Dan Newspaper*. <https://nhandan.vn/kinh-te-binh-duong-tang-truong-tich-cuc-post774181.html>.
- Resnik, J. (2012). International education: Trends, ideologies and alternative futures. *Educational Philosophy and Theory*, 44(8), 862-877
- Vietnam Government (2017). Decree on Investment and Operation Conditions in Education [Nghị định Quy định về điều kiện đầu tư và hoạt động trong lĩnh vực giáo dục]. No 46/2017/ND-CP, 21/4/2017
- Vietnam Government (2018). Decree on Foreign Cooperation and Investment in Education [Nghị định Quy định về hợp tác, đầu tư của nước ngoài trong lĩnh vực giáo dục]. No 86/2018/ND-CP, 6/6/2018
- Vu, P. T., & Nguyen, T. N. (2021). Challenges in the Vietnamese education sector. *Vietnam Journal of Education Research*, 22(4), 203-218.
- Waldeck, J. H. (2017). Intercultural Competence and Student Mobility. *Journal of International Education Research (JIER)*.
- Wilkinson, D. (1998). *International Education: A Comprehensive Guide to the Foundations and Future of International Schools*. Oxford University Press.