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**UNIVERSITY ADMISSION IN VIETNAM THROUGH TAIWAN'S
EXPERIENCES: A REVIEW OF CURRENT ISSUES AND PROPOSITION**

Abstract

The procedures governing university admissions exhibit significant divergence globally, contingent upon regional and continental disparities, contextual factors, and educational policies inherent to individual nations. These divergences are designed to facilitate an appropriate transition for students entering the university education milieu. In Vietnam, the methodologies for university admissions have undergone iterative changes over successive epochs, yet a cohesive regulatory framework delineating admission criteria tailored to each university's stratified objectives remains elusive.

Preceding 1994, prospective students enrolling in junior colleges in Taiwan were mandated to undergo the Joint College Entrance Examination (JCEE). However, a pivotal shift occurred in 1994 with the advent of the General Scholastic Ability Test (GSAT) instituted by the College Entrance Examination Center (CEEC) of Taiwan, heralding a paradigmatic shift in university admission pathways. Subsequent minor revisions, initiated since 1998, have facilitated the gradual stabilization of Taiwan's university admission processes, responsive to feedback from stakeholders including high school students, parents, educators, and tertiary institutions.

This scholarly investigation endeavors to scrutinize the university admission modalities prevalent in both Vietnam and Taiwan through a rigorous analysis of pertinent documentation. Specifically, it aims to (1) elucidate the intricacies of Taiwan's university admission procedures; (2) delineate the evolutionary trajectory of Vietnam's university admission processes in recent years; and (3) conduct a differentiating analysis to proffer recommendations for enhancing the admission protocols in Vietnam. Grounded in the

ethos of revitalizing the national educational framework, this scholarly discourse advances a proposition advocating for the formulation of standardized admission criteria, harmonized with the educational developmental aspirations of each tertiary institution.

Keywords: University Admission, Higher Education, Admission Reform, Vietnam–Taiwan, Admission Policy