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VIETNAM INSTITUTE FOR EDUCATION SCIENCES**

HÀ ĐỨC ĐÀ

**DEVELOPMENT OF ETHNIC MINORITY
SECONDARY TEACHERS IN PROVINCES OF THE
NORTHWEST AREA OF VIET NAM**

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Instructors:

1. Prof. Dr. Nguyễn Minh Đường
2. AssociateProf. Dr. Phạm Minh Mục

Reviewer 1:
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Reviewer 2:
.....

Reviewer 3:
.....

The thesis will be defended by the Review Committee
of the Vietnam Institute for Education Sciences, No. 101
Trần Hưng Đạo, Hà Nội.

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INTRODUCTION

1. Rationale

Northwest region is a strategically important area in terms of economy and social development, defense and security of the country, plays a critical role in the biological environment of the whole North region in Viet Nam. General education development in the Northwest will make contribution in enhancing local human's intellectual as well as create on-site human resources especially highly-qualified ethnic minority human resources.

Secondary teachers are the main force which play decisive role in developing both quantity and quality of general education. However, there are a number shortcomings among secondary teachers in the Northwest region. The number of ethnic minority secondary teacher accounts for small proportion (25%), their professional and pedagogical qualification are limited. Secondary education teachers who are from low do not understand physical and spiritual characteristics of ethnic minority students, they lacked understanding of ethnic minority culture and traditions, they could not speak ethnic minority languages, and therefore they faced with challenges in teaching. Due to difficult living condition, they feel unstable to work in ethnic minority areas so they often request to be moved back to the lowland after several years.

Consequently, it is an urgent need to develop a system of ethnic minority teachers for secondary education which has enough number of teachers with professional standards to respond to requirement of comprehensive education reform in the Northwest area. Conclusion 26-KL/TW of the Polit Bureau of the Central Communist Party term XI specified: *“Focusing on developing and increasing quality of human resources for various areas, especially to give priority to develop local and ethnic minority human resources”*.

However, the development of secondary ethnic minority teacher sources with enough quantity and professional standard satisfaction requires proper scientific justification and effective solutions. With all these reasons, the author has selected the theme: *“Developing ethnic minority teachers for secondary education in Northern provinces of Viet Nam”* for his PhD thesis.

2. Purpose of study

Basic on theoretical and practical background of developing secondary ethnic minority teacher source in the Northwest under the approach of human resources development, the thesis proposes relevant and feasible solutions to develop secondary ethnic minority teachers in Northern West provinces that meet the requirements of sustainable secondary education development and education renovation in the Northwest provinces.

3. Subject and object of the study

3.1 Subject of the study

Development of ethnic minority secondary teachers in provinces of Northern West region of Viet Nam.

3.2 Object of the study

Solutions for developing ethnic minority secondary teachers in Northern West provinces using approach of human resources development.

4. Hypotheses

There are still a number of shortcomings in term of quantity, quality and structure of secondary ethnic minority teacher source in the Northwest areas so they have not met the requirements for sustainable development of secondary education in Northern West mountainous areas. In the current context, on-site development of secondary ethnic minority teacher source in the Northwest provinces is an essential needs.

If the proposals and implementation of management solution are practical and feasible under the approach of human resource development, secondary ethnic minority teacher source will develop to meet the needs for sustainable development of secondary education and education renovation in the Northwest provinces.

5. Scope of the study

The study was conducted survey in 14 secondary schools in Northern mountainous areas and other concerned subjects; pilot the solutions in Lao Cai Ethnic Minority Boarding School.

6. Tasks of the study

Theoretical study on the development of secondary ethnic minority teachers according to the human resources development; Assess the status of ethnic minority teachers of secondary education in Northern mountainous provinces; recommend the solutions to develop ethnic minority teachers of secondary education; conduct survey and pilot the solutions.

7. Approach and study methodologies

7.1. Approach

(i) **Human resources development approach:** teachers are main human resources of secondary schools. Developing secondary teachers is the human resources development for secondary education. Therefore, studying the development of ethnic minority secondary teachers for the Northern West region must apply the human resources development principles.

(ii) **Systematic approach:** Studying the development of ethnic minority secondary teachers has to study its relationship with other elements of the national education system.

(iii) **Historical approach:** In order to renovate the development of

secondary ethnic minority secondary teachers in the Northern West region requires to identify its current situation to promote its strength and overcome weaknesses.

7.2. Study methodologies

Survey and assessment: through questionnaires, indepth interviews to collect data as practical basis to recommend solutions.

Review the practical experiences: Review the annual reports, report on the implementation of 5 year plan of the Ministry of Education and Training; various reports of provincial Departments of Education and Training and secondary schools in the Northern West region as basis to review the development process of ethnic minority secondary teachers.

Assess and pilot the implementation of solutions: In order to prove the necessity and feasibility of recommended solutions as well as to prove the rightness of the proposed scientific assumptions.

Other methodologies: Using statistics to analyse collected information from survey and assessment; modelling; using IT techniques,...

8. Theoretical points

(1) Developing ethnic minority teachers of secondary education is ethnic minority human resources development for education sector. Therefore applying theories and principles of human resources development of modern management sciences into the development of ethnic minority teachers of secondary education is appropriate.

(2) In order to build a system of ethnic minority teachers of secondary education in Northern mountainous provinces with good quality according to teacher professional standards, with enough number of teachers and with appropriate structure for stable and sustainable secondary education in Northern mountainous areas, it is necessary to synthesize all solutions: Develop a plan and milestones to build the system of ethnic minority teachers of secondary education; Recruit and deploy ethnic minority teachers of secondary education; Train and retrain ethnic minority teachers on teaching professional standards; Develop a culturally diverse environment in secondary schools; Complete supportive policies for ethnic minority teachers of secondary education; and Develop new generations of ethnic minority teachers of secondary education.

(3) Based on characteristics of ethnic minority students, it is necessary to enhance vocational education and dispose ethnic minority students into pedagogic profession in order to ensure the input for training secondary ethnic minority teachers.

9. Added values of the thesis

9.1.Theoretical background: Develop a conceptual framework of developing ethnic minority secondary education teachers according to the human resources development framework.

9.2.Practical value: Review the current status of teachers and the

development of ethnic minority secondary teachers in the Northern West region; Propose solutions to develop ethnic minority secondary teachers in the Northern West region which are highly necessary and feasible.

Chapter 1

RATIONALE OF THE DEVELOPMENT OF ETHNIC MINORITY TEACHERS OF SECONDARY EDUCATION

1.1. Overview

1.1.1. Studies and research on human resources development

Studies on human resources and human resources development are science about human beings. Concepts about humans appeared early in both East and West especially since capitalism when Management Science step by step separated from Philosophy and became an independent science. By the end of XX century, concepts of human resources and human resources development were more completed: *Anthony Carnavale* with his concept about human resources development; *Benisson's* concept of "creating human resources"; *Richard Noonan's* model of human resources development with broader meaning; *Leonard Nadler's* model of human resources management. *Phạm Minh Hạc* viewpoint that human resources development is the sustainable development with people as centre, each human being is an independent individual who masters his/her working process; According to *Nguyễn Minh Đường*, human resources development is development of individual human being and development of human resources; *Nguyễn Lộc* considered human resources development consisting areas of training and development, vocational and organisational development,...

1.1.2. Studies on teachers' development

Teachers are critical forces to ensure quality, equity and effectiveness of education and at the same time to ensure the opportunity for life learning of everyone. According to *Bernd Meier*, each teacher must have individual leading capacity; *Thái Duy Tuyên* said that capacities and qualifications of teacher include ability to diagnose needs and expectations as well as abilities of each student; having deep knowledge of teacher profession. According to *Nguyễn Hữu Châu*, main abilities of teacher include Diagnosis, Responding, Assessment, Relationship Building,... *Đặng Bá Lãm* stated that teacher development is the increase in quantity and quality of teachers as well as the recruitment, deployment and professional development of teachers; According to *Lê Trung Chính*, teachers' development in fact is human resources development in education, an impact of human resources management on teachers,...

1.2. Basic concepts

1.2.1. Development and Human Resources Development

Development is the increase in quantity and types, adjustments of structure and quality improvement.

Human resources development is the increase in quantity and adjustments of structure and quality improvement of human resources to meet new requirements of the society. Main contents of human resources development include human resources planning, recruitment and deployment, assessment, training and retraining, and creating a favourable working environment that foster the development of human resources.

1.2.2. Ethnic minority

Ethnic minority (small ethnic groups) is a community with small population living in a country or in a region where there are other ethnic groups including the main group with biggest population.

1.2.3. Ethnic minority teachers and ethnic minority teachers of secondary education

Ethnic minority teachers are those teachers from various ethnic minority groups (their parents are ethnic minority), who assume the work of teaching and educating in schools or in other educational institutions. They have capacity to fulfill the assigned tasks as teachers.

Ethnic minority secondary teachers are part of secondary education teachers who come from various ethnic minority groups and assume the task of teaching and educating in secondary schools.

1.2.4. Development of ethnic minority secondary education teachers

Development of ethnic minority secondary teachers in ethnic minority areas is a State management process in order to develop the quantity, structure (ethnic minority groups and teaching subjects) to ensure quality, to create a favourable working environment that is appropriate to cultural characteristics of each specific ethnic minority group; to provide training and have specific policies to build a system of ethnic minority teachers who are able to master the teaching and education process to contribute to the sustainable development of secondary education in ethnic minority areas.

1.3. Characteristics and roles of ethnic minority teachers of secondary education

1.3.1. Characteristics of ethnic minority teachers of secondary education

- **Ethnicity characteristics:** Each ethnic minority teacher is a bilingual individual; culturally diverse individual; and at the same time their deep ethnic conscience (ethnicity) and national conscience.

Professional characteristics: Ethnic minority secondary teachers know Vietnamese and use Vietnamese in teaching; Ethnic minority secondary teachers are ethnic minority teachers teaching in a culturally diverse

environment; Teaching conditions and professional development are facing with many difficulties.

1.3.2. Roles of ethnic minority teachers of secondary education

They participate directly in delivering content and national education curriculum. They play a leading role in selecting and special education methodologies and in communication and social mobilization.

1.4. Development of ethnic minority teachers of secondary education according to the framework of human resources development

1.4.1. Human resources development framework

Richard Noonan's Human Resources Development Model: Richard Noonan introduces human resources development theory as physical, cognitive and will development without mentioning human resources development as training planning, use of human resources, vocational training and allocating secondary students to create favourable conditions for human resources development.

LeonardNadle's model of human resources management: According to this model,human resources management has three main tasks: human resources development, human resources use and human resources environment. This model considered human resources development as education and training. On the other hand, this model is only appropriate to human resources management of an organization (organizational development) but had not paid attention to training planning and use of human resources, vocational training and education structure, therefore it was not appropriate to human resources development of a nation, a region or a province.

Nguyễn Minh Đường's human resources development model: According to this model, human resources development has two components:

(1) Development of individual human being includes development of personality, development of body and physical capacity, at the same time to create favourable environment for the human being to develop.

(2) Human resources development mentions macro issues such as training planning an use of human resources, vocational training and arrangements of general education students.

This model combined these two models therefore the author has applied it to develop the conceptual framework of the thesis.

1.4.2. Theoretical background of the development of ethnic minority teachers of secondary education

The author has applied the above-mentioned models to develop a model of developing ethnic minority secondary teachers. The model has three main elements:

(1) *Development of ethnic minority secondary teachers;*

(2) *Building capacity for ethnic minority teachers in ethnic minority areas; and*

(3) *Development of training programme for ethnic minority secondary teachers.*

This model also mentions the mutual impact of external factors on its elements as described in the following chart (Chart 1).

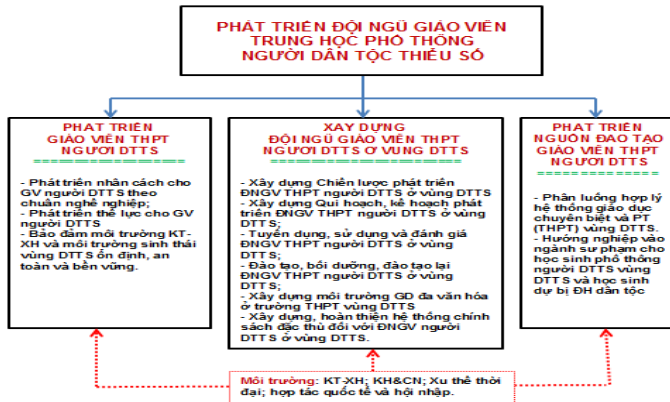


Chart 1. Model of developing ethnic minority secondary teachers

1.4.2.1. Developing ethnic minority secondary teachers

- Developing the personality of ethnic minority secondary teachers based on teacher professional standards; Developing physical capacity of ethnic minority secondary teachers; and create stable and safe socio-economic, biological environment.

1.4.2.2. Developing ethnic minority secondary teachers in ethnic minority areas

- Developing a strategy for the development of ethnic minority secondary teachers; Developing an action plan for the development of ethnic minority secondary teachers; Recruitment and use of ethnic minority teachers in ethnic minority areas; Assessing ethnic minority secondary teachers according to secondary teacher professional standards; Training and retraining of ethnic minority secondary teachers to meet secondary teacher professional standards; Creating a culturally diversified environment in secondary schools in ethnic minority areas; Making special policies for ethnic minority secondary teachers.

1.4.2.3. Developing training sources of ethnic minority secondary teachers

- Appropriate arrangements to develop source of teachers in specialised schools, secondary schools in ethnic minority areas and in transitional university programmes; Orientation on pedagogy profession to ethnic minority secondary students.

1.4.3. State management structure for the development of ethnic minority teachers of secondary education

- Secondary schools manage and use ethnic minority teachers in respecting State regulations; Departments of Education and Training manage the recruitment and deployment of ethnic minority secondary teachers per State regulations; and Ministry of Education and Training develops strategy and plans of developing human resources for education sector.

1.5. Influencing factors on the development of secondary ethnic minority teachers

1.5.1. Subjective factors

Ethnicity factor; awareness and capacity of ethnic minority teacher and awareness of managing subjects on role of ethnic minority teacher.

1.5.2. Objective factors

Strong development of science and technology; insufficient and unsynchronized legal and policies; and natural, economic and social conditions of ethnic minority areas

Conclusion of Chapter 1

The thesis has clarified the following main concepts of Management, Development, Human Resources Development, Ethnic Minority, Ethnic Minority Teachers, Ethnic minority secondary teachers, Development of Secondary Teachers and Development of Ethnic Minority Secondary Teachers.

The thesis suggests a conceptual framework for the development of ethnic minority secondary teachers according to the human resources development principles including three elements: Development of Ethnic Minority Secondary Teacher, Building Capacity of Ethnic Minority Secondary Teachers in Ethnic Minority Areas; and Development of a Training Programme for Ethnic Minority Secondary Teachers.

Chapter 2

SITUATION ANALYSIS OF ETHNIC MINORITY TEACHERS OF SECONDARY EDUCATION AND THEIR DEVELOPMENT IN THE NORTHERN WESTMOUNTAINOUS AREAS

2.1. Overview on natural, soci-economic and secondary education conditions in the Northwest provinces:

2.1.1. Overview on natural, economic and social conditions in the Northwest region

Northern Westmountainous areas locates in the Western region of North Viet Nam. Its natural area is 50,685 km², occupies 15.3% the country area with diverse geographical layers.

Northern Westmountainous areas are known as ethnic minority areas, in which Hoa Binh province has six ethnic minority groups, Son La 11 groups, Lai Chau 20 groups, Dien Bien 21 groups, Lao Cai 25 groups and Yen Bai 30 groups.

2.1.2. Overview of secondary education in Northern Westmountainous areas

There are 169 secondary schools, about 42.25% of high land and northern mountainous areas, about 7.02% of the whole country; During school year 2013-2014, there were 111,385 secondary students, among them 72,843 were ethnic minority students, about 65.39% of ethnic minority students and 24% secondary students of the whole country; Promotion rate of these ethnic minority secondary students was lower than national rate; completion and graduation rates were also lower than national rate.

2.2. Briefing on the survey

2.2.1. Purpose of the survey

Assessing objectively the status of secondary teachers and the management of the development of ethnic minority secondary teachers in provinces of Northern West region.

2.2.2. Principles of sample selection

The Middle School selected to survey and study of both the school district is poor, ordinary district especially difficult communes, regions and remote; district population ratio of ethnic minorities and some high schools boarding at 6 Northwestern provinces.

2.2.3. Survey content

Status of ethnic minority secondary teachers; status of the development of ethnic minority secondary teachers in Northern West region; assessment of achievements, limitations, advantages and disadvantages of the development of ethnic minority secondary teachers in Northern West region.

2.2.4. Target and tools of the survey

Ethnic minority teachers, school managers, Provincial Education Services..... Tools included questionnaires, information tables. Data about teachers and concerned subjects.

2.3. Status of ethnic minority secondary teachers in Northern West region

2.3.1. Quantity of secondary ethnic minority teachers in the Northwest region

Total number of secondary teachers in Viet Nam is 299,594, 5.67% of total number of teachers of all education levels. Of which Northern West 21.64%; Central Highlands 6.34%; South Western 2.95%; and Northern highlands and mountainous areas 27.05%.

Northwest region has 1,572 ethnic minority secondary teachers, accounting for 21.64% total number of secondary teachers with specific

percentage per each province: Hoà Bình 31,25%; Sơn La 24,71%; Lào Cai 19,06%; Yên Bái 17,53%; Điện Biên 14,92 % và Lai Châu 13,42%.

2.3.2. Structure of secondary ethnic minority teachers in the Northwest region

In the Northwest region, secondary ethnic minority teacher account for 21.64%. The structure among ethnic groups is very different: Dien Bien has 20 ethnic groups in which 9 groups have secondary teachers and 11 groups do not have secondary teachers; Lao Cai province has 24 ethnic groups in which 16 groups have secondary teachers and 8 ethnic groups do not have secondary teacher.

2.3.3. Status of the development of ethnic minority secondary teachers in Northern West region.

- 97-100% ethnic minority secondary teachers in Northern West region met teaching professional standards; there is small proportion exceed standards namely Điện Biên 1.25% and Lào Cai 6.67%.

Political quality: 96.0% achieved 4 points; professional ethics: 100% to 4 points; dealing with students: 100% to 4 points; behavior with peers: 100% to 4 points; capacity building teaching plans: 13.3% achieved 4 points; knowledge capacity ensures subjects: 20% to 4 points; use of teaching methods: 15.3% achieved 4 points; constructive learning environment: 8% to 4 points; applying the principles, methods and forms of educational institutions: 72.7% scored 4, ...

2.4. Status of the development of ethnic minority secondary teachers in Northern West region under the approach of human resource development

2.4.1. Decentralization of management of the development of ethnic minority secondary teachers

Provincial People's Committee: Direct, guide the Department of Education and Training to implement the plan, recruit, use, assess, rotate, train and implement policies in favor of teachers.

Secondary school manage teachers and organize for them to participate in social activities

2.4.2. Action plan of building capacity for ethnic minority secondary teachers

So far (2015) 4 out of 6 provinces have plan for human resource develop in the period from 2011 to 2020. All six provinces have not have plan for developing secondary ethnic minority teacher yet.

2.4.3. Recruitment and use of ethnic minority secondary teachers

Recruitment of secondary teachers in all provinces in Northern West region was implemented in line with general regulations, there has not been any special policy for ethnic minority teachers; Management and use of ethnic minority secondary teachers has been implemented as provided in

general regulations, there is no difference for ethnic minority teachers. Management and assessment of secondary ethnic minority teachers are conducted according to general rules for secondary teachers.

2.4.4. Pre-service and in-service training of ethnic minority secondary teachers

Regular training as planned by provincial Departments of Education and Training has been implemented for all education managers and secondary teachers. Special training for ethnic minority teachers has not been implemented.

2.4.5. Priority policies and working environment for secondary ethnic minority teachers

- Policies to increase number of new ethnic minority secondary teachers: sending ethnic minority students to the ethnic minority transitional universities; special recruitment and acceptance students from very small ethnic minority groups to universities, colleges and specialised secondary schools.

- Policies for secondary teachers: Allowance of 35% in addition to salaries applied to all teachers teaching in secondary schools in mountainous areas; allowance of 70% in addition to salaries applied to all teachers working in ethnic minority boarding schools. There has not been special policies for the development of ethnic minority secondary teachers.

School environment does not exploit the particular features of ethnic minority therefore it has not been suitable to ethnic minority teachers and students.

2.5. Situation analysis of the development of ethnic minority secondary teachers in Northern West region.

2.5.1. Strengths

Công tác quản lý phát triển đội ngũ giáo viên trung học phổ thông người dân tộc thiểu số ở vùng Tây Bắc bước đầu đã hướng tới việc phát triển nguồn nhân lực tại chỗ, người dân tộc thiểu số; việc xây dựng môi trường giáo dục phù hợp với đặc thù vùng dân tộc thiểu số được nhiều trường tổ chức thực hiện; các địa phương thực hiện công tác tạo nguồn nhân lực su phạm người dân tộc thiểu số.

2.5.2. Weaknesses

Business development manager teachers High School ethnic minorities in the Northwest initially aims to develop human resources in place, the ethnic minorities; building educational environment suitable for particular minority vungdan many schools organize; the local implementation of human resource development pedagogical ethnic minorities; ramification work, vocational high school in the Northwest School follow the general

rules for ordinary secondary schools, secondary schools not implementing ramification and vocational pedagogy for pupils from ethnic minorities.

2.6. International experiences in teachers development

Author has listed experiences of a number of countries including China, Malaysia, Australia and documented valuable lessons learn for Việt Nam such as: all States have priority policies for the development of ethnic minority human resources; It is necessary to cooperate the Government support with the good will and determination of ethnic minority groups; Together with the development of ethnic minority education, there must be a strategy for the development of ethnic minority teachers.

Conclusion of Chapter 2

Chapter 2 has identified general characteristics of economic and social development of the Northern West region; Analyses and assesses issues related to the actual development of ethnic minority secondary teachers in the Northern West region.

Situation analysis revealed:

-Ethnic minority secondary teachers have good personality and responsibility in assuming their assigned tasks; their professional capacity has met teaching requirements. However, number of ethnic minority secondary teachers remained small and instable with imbalance of ethnic minority groups.

- Development of ethnic minority secondary teachers: despite the increase in quantity of ethnic minority secondary teachers, improved quality, planning, recruitment, use, training and retraining, creating appropriate working environment for ethnic minority teachers and students as well as availability of special policies have not met the requirements of developing ethnic minority secondary teachers according to human resources development principles.

- Creating of source to train new ethnic minority secondary teachers: although the system of secondary schools is developed with enough conditions for students of ethnic minority groups in both better off and difficult areas, orientation on pedagogy profession remains limited, resulting into the lack of quality secondary teachers, especially ethnic minority secondary teachers.

Chapter 3

SOLUTIONS FOR THE DEVELOPMENT OF ETHNIC MINORITY TEACHERS OF SECONDARY EDUCATION IN NORTHERN WESTMOUTAINOUS AREAS

3.1. Development direction of the Northern West region

3.1.1. Direction for economic and social development

Improving quality, effectiveness and sustainability of regional economy to contribute to stabilize macro economy and social welfare; aiming at GDP per capita of USD2,000 by end of 2020.

3.1.2. Direction for developing secondary education

By the end of 2020, 80% adolescents and young people of the age group will complete secondary education or equivalent.

3.1.3. Direction for developing ethnic minority secondary teachers

By end of 2020 number of secondary teachers in Northern mountainous areas will be about 17,000 with ratio of student:ethnic minority teacher in each province correspondent to ratio of ethnic minority:general population.

3.2. Principles applied to propose solutions for the development of ethnic minority secondary teachers in Northern West region.

3.2.1. Objective principle

All proposed solutions once implemented would not only achieve specific objectives but also achieve general objectives and targets of the education sector, sectoral, regional and national targets.

3.2.2. Systematic principle

Proposed solutions for developing ethnic minority secondary teachers must always be placed in the development of secondary education in ethnic minority areas of the Northern West region

3.2.3. Practical principle

Each proposed solution for development ethnic minority secondary teachers in provinces of Northern West region once implemented must help change the current situation positively.

3.2.4. Feasible principles

All proposed solutions for developing ethnic minority secondary teachers in Northern West region must have enough enabling conditions for implementation.

3.3. Proposed solutions for development ethnic minority secondary teachers in Northern West region

3.3.1. Solution 1: Develop an action plan for developing ethnic minority secondary teachers in Northern West region.

3.3.1.1. *Purpose:* To have an Action Plan to develop ethnic minority secondary teachers of the province.

3.3.1.2. *Content:* Implement steps to develop action plan of developing ethnic minority secondary teachers of the province.

3.3.1.3. *Implementation*

a) Identify conditions for the development of the action plan for

developing ethnic minority secondary teachers, for example, political, legal and practical conditions.

b) Development process of the action plan for developing ethnic minority secondary teachers includes Preparation, Analysis of potentials and situation analysis; Visioning; Setting provincial, district and secondary school strategy for developing ethnic minority secondary teachers; Setting objectives and targets for each content; Develop action plan and implementation plan; Suggest implementation options of the action plan; Consulting broadly and complete the action plan; Submit the plan to the provincial Party, People's Council and People's Committee for their assignment to different sectors and branches to implement the plan; Organise monitoring, supervision, management, evaluation of the implementation process; Review, evaluate, adjust and complement the action plan and the implementation plan.

3.3.1.4. Conditions for the implementation of the proposed solutions:

Ensure enough resources for the implementation of the Action Plan.

3.3.2. Solution 2: Recruitment and use of ethnic minority secondary teachers in the Northern West region.

3.3.2.1. Purpose:

To have quality ethnic minority secondary teachers with professional standards, enough quantity and balanced in ethnic minority groups to meet new requirements; secondary schools to have mechanism of using appropriately and effectively ethnic minority secondary teachers.

3.3.2.2. Content:

Develop a recruitment plan of ethnic minority secondary teachers according to the new mechanism; Organise the implementation plan of recruiting ethnic minority secondary teachers (Departments of Education and Training); Develop a plan to use ethnic minority secondary teachers and implement the action plan (secondary schools).

3.3.2.3. Implementation

a) Recruitment of secondary ethnic minority teachers:

- Develop a new mechanism to recruit ethnic minority secondary teachers; Develop a plan to recruit ethnic minority secondary teachers; and organise the recruitment of ethnic minority secondary teachers including the following steps: Prepare for the recruitment; Announce the recruitment and receive application; Organise the recruitment; Announce recruitment results and issue the recruitment decision.

b) Use of secondary ethnic minority teachers:

- Use of ethnic minority secondary teachers including: Collect personal information; Assign tasks to ethnic minority teachers; Supervise, monitor and support teachers to fulfill their assigned tasks.

3.3.2.4. Conditions to implement the solution:

There must be a special mechanism appropriate to local Government policies.

Party, School Management Board, Trade Union, Youth Union and other organisations in the secondary school must agree on the action plan and implementation plan for developing ethnic minority secondary teachers.

Concerned parties must mobilise resources to support the implementation of activities in the action plan for developing ethnic minority secondary teachers.

3.3.3.Solution 3: Training and retraining of ethnic minority secondary teachers in Northern West region.

3.3.3.1. Purpose:

To have enough ethnic minority secondary teachers with professional standards in provinces of Northern West region.

3.3.3.2.Content:

To renovate training content and methodologies of ethnic minority secondary teachers in training institutions of secondary teachers.

3.3.3.3. Implementation

Renovate training content:content of training of university transitional programme; Content and curriculum of secondary teacher training; Content of specialized education training.

Renovate training methodologies: Increase years of training from one to two years for ethnic minority students within the mechanism of sending or direct recruitment; Implement one to two years of transitional programme of training ethnic minority secondary teachers for these ethnic minority students.

Renovate pre-service and in-service training and retraining: full time training at provincial level (Department of Education and Training); at school (secondary schools). Retraining is organized at provincial level with trainers from Pedagogic Universities or sending students to those universities and Pedagogic Faculties of various universities. Develop additional training content in addition to annual training as regulated by the Ministry of Education and Training.

3.3.3.4. Conditions for implementation

Complete the system of legal documents and regulations on training of ethnic minority secondary teachers in pedagogic universities and faculties; cooperate with Departments of Education and Training during training process in order to exchange information on demand and supply.

Secondary schools have to implement seriously the assessment of situation and capacity of ethnic minority teachers, identify their knowledge and skills gaps to develop the capacity building plan including training and retraining that is appropriate to the available resources. Department of Education and Training will organise, supervise, instruct and evaluate training and retraining activities and mobilise resources for implementation.

Education managers must have solutions to ensure resources in place to implement training and retraining plan.

3.3.4.Solution 4: Creating a multicultural learning environment in secondary schools in Northern West region.

3.3.4.1. Purpose: To create a multicultural learning environment in secondary schools in Northern West region.

3.3.4.2. Content:

To identify main content of the culturally diverse learning environment in secondary schools; Implementation plan of creating the culturally diverse learning environment in secondary schools.

3.3.4.3. Implementation

Develop guidelines and instructions for all secondary schools in the province to create multicultural learning environment; evaluate and monitor the implementation

3.3.4.4. Conditions for implementation

Department of Education and Training issue guidelines and instructions, guiding, supervising, assessing, reviewing the implementation of activities; Secondary schools implement the plan must have the agreement and support of education managers, teachers, staff, students and community people. Develop guidelines on creating a culturally diverse learning environment must be available; Resources for implementation the plan must be secured.

3.3.5. Solution 5: Complete policies for ethnic minority secondary teachers

3.3.5.1. Purpose: To have a number of suitable policies and regulations to develop ethnic minority secondary teachers of the provinces in Northern West region.

3.3.5.2. Content:

To develop particular policies and regulations for developing ethnic minority secondary teachers.

- Special policies and policy makers:

Local policies: Policies on recruitment and deployment of ethnic minority secondary teachers; Policies on training and retraining of ethnic minority secondary teachers; Policy on creating multicultural learning environment in secondary schools; Policies to develop human resource of secondary ethnic minority teachers; and priority policies for secondary ethnic minority teachers.

Central policies: Policies for ethnic minority teachers, policies for ethnic minority students.

3.3.5.3. Implementation

Department of Education and Training to lead, cooperate with other sectors and branches of the province. The Department of Education and Training must have staff who understand policies and know how to develop draft policy documents.

Policy development process include steps Preparations; Developing draft policy document; Consulting with relevant and concerned parties; Complete policy document; Approval and Implementation.

3.3.5.4. Conditions for implementation

Party and Government in ethnic minority areas must agree on the direction of developing secondary ethnic minority teachers and direct the Department of Education and Training and concerned departments to

organise the implementation, ensure available resources for the implementation of the policy.

Department of Education and Training: Cooperate with various departments and branches to develop the policy and regulations of developing secondary ethnic minority teachers of the province; organise the implementation as soon as the policy is approved by the provincial People's Committee.

Secondary school: Organise the implementation of the regulations according to the functions and responsibility of the school, promoting the leading role and responsibility of the Principal in using and managing the training of ethnic minority secondary teachers.

3.3.6. Solution 6: Training of new ethnic minority secondary teachers in provinces of Northern West region.

3.3.6.1. Purpose:

To have source of recruiting ethnic minority secondary teachers in provinces of Northern West region to meet demand and requirements of developing secondary education in the region.

3.3.6.2. Content:

To develop and issue regulations on capacity building of new ethnic minority secondary teachers; Organize the implementation of the regulations in secondary schools in the recruitment and sending ethnic minority students to study in Ethnic Minority Preparatory University.

3.3.6.3. Implementation

Secondary schools are responsible for developing and implementing the plan for pedagogical vocation for ethnic minority students, ensuring teacher vocation to be included in vocational education plan and school educational plan.

Viet Tri Ethnic Minority Transitional University, who is responsible to train selected ethnic minority trainees to implement regulations of provinces on developing new ethnic minority secondary teachers.

Department of Education and Training in Northwest regions select competent students with pedagogical gift from ethnic minority groups which need to develop teacher source to send to preparatory tertiary education; cooperate with Viet Tri University to decide quota for teacher training compared with total quota in ethnic minority preparatory tertiary education.

3.3.6.4. Conditions for implementation

Ministry of Education and Training to adjust, complement regulations and guidelines on the recruitment to universities and colleges, ethnic minority transitional university and direct recruitment, decentralise ownership to provinces to propose number of students to be recruited (ethnic minority transitional university and direct recruitment)

Committee for Ethnic Minorities and Ministry of Internal Affairs to issue guidelines to provinces on the implementation of recruitment and deployment of ethnic minority employees and cadres according to the regulations. - Department of Education and Training to issue guidelines on

implementation, supervision and assessment as well as review at the end of each school year.

Educators managers to plan and ensure available resources to implement vocational orientation to build capacity of new ethnic minority secondary teachers.

3.3.7. Relationship of solutions

Proposed solutions for the development of ethnic minority secondary teachers in provinces of Northern West region are interlinked. They relate to one another and support each other in aiming at achieving the common goal of developing ethnic minority secondary teachers in terms of quantity, structure and quality. However, with its position and role, each solution has its own independence to ensure the implementation in reality.

The relationship of solutions is at the same time rather independent – interlinked and open – interactive with external economic and social environment as well as to achieve its own objective e.g. developing new ethnic minority secondary teachers and achieve targets of general economic and social development.

The relationship among internal and external solutions reflect their positions, roles and effects toward the development of secondary ethnic minority teacher in Northwest areas and socio-economic development.

3.4. Feasibility survey to identify the necessity, feasibility of solutions and pilot the solutions.

3.4.1. Survey necessity and feasibility of solutions

3.4.1.1. Purpose:

To collect information on the necessity and feasibility of those solutions, based on the findings to adjust, complement and complete the solutions and confirm their reliability.

3.4.1.2. Content and methodologies:

- For the necessity to collect the feedback at three levels: Very necessary, Necessary, Not necessary.

Survey questionnaire to collect feedback on the necessity and feasibility of the solutions; generate and analyse survey findings as basis for primary assessment of the appropriateness of those proposed solutions.

3.4.1.3. Target groups

- Total number: 150 persons in which 130 are secondary ethnic minority teacher in the North West region; 14 are school managers (secondary schools and secondary boarding ethnic minority schools); 6 education managers of Department of Education and Training.

3.4.1.4. Time frame: 2015

3.4.1.5. Survey findings:

Results of the **necessity** of the proposed solutions are summarised in the following chart:

3 mức độ: Very necessary; Necessary; Not necessary
Solution 1, Solution 2, Solution 3, Solution 4, Solution 5, Solution 6

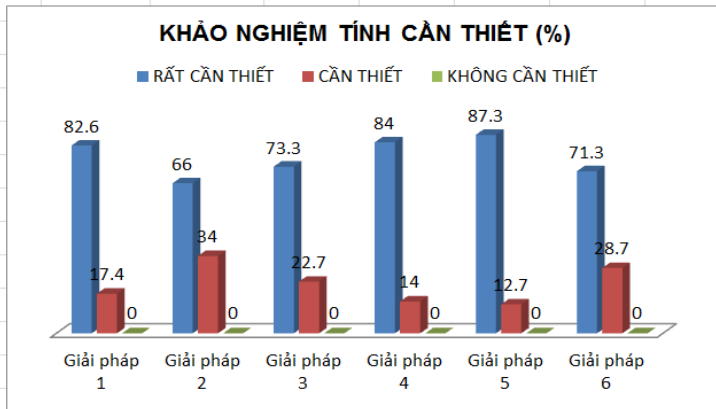


Chart 2. Survey on the necessity of the proposed solutions

Survey findings on the **feasibility** of the solutions are summarised in the following chart:

3 level: Very feasible, Feasible, Not feasible

Solution 1, Solution 2, Solution 3, Solution 4, Solution 5, Solution 6

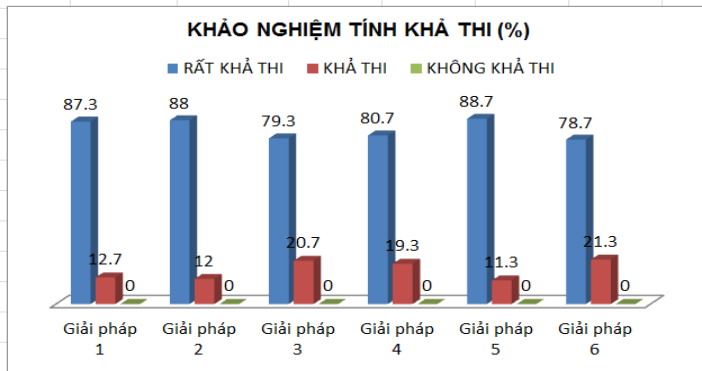


Chart 5. Survey on the feasibility of proposed solutions

3.4.1.6. Analysis of survey findings:

- Necessity: 100% respondents agreed with that the solutions are *Very necessary* and *Necessary*.

- Feasibility: 100% respondents agreed that the solutions are *Very feasible* and *Feasible*.

3.4.1.7. Correlation ratio between necessity and feasibility:

Suppose two variables: x - the necessity, y - the feasibility and the n samples, determine the correlation coefficient R_p . Theoretically can use this formula to determine the correlation coefficient R_p . Thesis using Excel software to perform, the results determine the linear correlation coefficient between the necessity (x) and feasibility (y) of the solution as follows:

Solution	R	Evaluation the relation between necessity and feasibility
Solution 1	0,83	High and reliable correlation
Solution 2	0,80	High and reliable correlation
Solution 3	0,80	High and reliable correlation
Solution 4	0,51	Satisfactory correlation
Solution 5	0,63	Good correlation
Solution 6	0,88	High and reliable correlation

3.4.2. Pilot implementation of solutions

3.4.2.1. Purpose:

Assess the feasibility, appropriateness and effectiveness of the implementation of Solution 6 in secondary schools in Northern West region to prove scientific arguments of the thesis.

Process data and analyze pilot result to justify the feasibility, relevancy and effectiveness of Solution 6. Then supplement, revise and finalize the content, approach of solution 6 and other solutions

3.4.2.2. Content:

Pilot implementing solution 6: Build capacity of ethnic minority secondary teachers.

Supervise, monitor and assess the results, impact on ethnic minority secondary students.

3.4.2.2. Reasons for piloting solution 6:

Developing ethnic minority secondary teachers in Northern West region according to the human resources development model would be difficult. Therefore, developing new ethnic minority secondary teachers can be missed for the Northern West region.

3.4.2.4. Target group, time and location:

Ethnic minority secondary students. 171 students of grade 12 of school year 2014-2015 in Lao Cai Ethnic Minority Boarding School, among them 169 are ethnic minority (98.8%), two Kinh (1.2%).

Time of implementation: from September 2014 to March 2015

Location: Lao Cai secondary boarding ethnic minority school

3.4.2.5. Methodologies and pilot process:

- Methodologies: Use survey questionnaires to assess knowledge of grade 12 students on their profession expectations and wishes at the beginning of school year. Assess knowledge and vocational expectations before these students register to universities and colleges; compare findings from the assessment at the beginning of the school year; assess the results and effectiveness of the solution.

Pilot implementation includes two steps:

Step 1: Agree on the implementation plan.

Step 2: Implementation with three stages Before, During and After.

3.4.2.6. Results of pilot implementation

Pilot implementation was conducted with 171 grade 12 students during school year 2014-2015 of Lào Cai Ethnic Minority Boarding School. These students participated in the final secondary education exam in 2015 and register to colleges and universities for the school year 2015-2016. Pilot implementation results are summarised in the following table:

No	University/College	Number of students selecting their profession		Students recruited in universities and colleges	Note
		Before pilot implementation	After pilot implementation		
1	Lào Cai Teacher Training College	21	25	23	
2	Pedagogic Universities Ha Noi, Thai Nguyen	2	8	5	
3	Ha Noi University Law	13	12	6	
4	Industry University	13	12	11	
5	Ha Noi University of Internal Affairs	24	24	21	
6	Ha Noi Architecture University	7	7	2	
7	Traditional Medical University	5	5	3	
8	Agriculture University	10	8	8	
9	Forestry University	4	4	2	
10	Ha Noi Police University	7	5	4	
11	University of Social Sciences and Humanity	15	15	13	
12	Trade Union University	11	11	8	
13	Mining and Geology University	12	10	8	
14	Security Academy	6	6	4	
15	Hai Phong Medical and Pharmaceutic University	4	4	3	
16	Ha Noi University of Civil Engineering	4	4	2	
17	Trade University	3	3	1	
18	University of Water Resources	5	5	3	
19	National Administration Academy	5	3	1	
Total		171	171	128	

3.4.2.7. Analysis and evaluation of pilot implementation results

- Baseline survey before pilot implementation:

Profession that students mostly selected: University of Internal Affairs 24 students (14.04%); Lào Cai Teacher Training College 21 students (12.28%); University of Social Sciences and Humanity 15 students (8.77%); Hà Nội Law University and University of Industry 13 students (7.60%); University of Mining and Geology 12 students (7.02%); Trade Union University 11 students (6.43%); Agriculture University 10 students (5.84%),... and University of Education Studies at least 2 students registered (1.16%).

Reasons students did not selected education studies profession: high criteria to enter the Pedagogic Universities; I want but cannot become teacher; parents don't agree; Very few friends want to study pedagogy; Can't find a job after graduation; other opinions.

- Survey after pilot implementation: There was changes compared to baseline survey. A number of students decided to change their mind. Number of students registered to teacher training universities and colleges increased. Before the pilot implementation of solution only 23 students (13.45%) and after the solution, 33 students registered (19.19%). However, most of students selected Lào Cai Teacher Training College and only 8 students selected University of Education Studies (4.67%).

Through the pilot implementation of the solution 6, it revealed that in order to develop secondary teachers, especially building capacity of ethnic minority secondary teachers, it is necessary to focus on two aspects: (i) Strengthen and renovate communication activities on laws and legal documents in the schools especially those policies related to ethnic minority issues to increase knowledge and understanding of ethnic minority students and they will become communicators to their families and communities; (ii) During teaching and learning activities, it is necessary to identify those ethnic minority students who have pedagogic abilities in order to support and encourage them to enter into education studies profession.

Conclusion of Chapter 3

Based on directions of economic and social development and principles, the thesis has proposed six main solutions to develop ethnic minority secondary teachers for provinces of Northern West region.

The author conducted consultations on six solutions and pilot the implementation of solution 6, with findings as follows:

All six solutions have been highly evaluated on the necessity, feasibility and appropriateness to provinces in Northern West region. These solutions for developing ethnic minority secondary teachers in particular and ethnic minority education managers and teachers in general.

Findings from the pilot implementation of solution 6 confirmed the necessity and appropriateness of the solutions for the Northern West region. Pilot implementation of solution 6 also contributed to increase knowledge and changed behaviour of ethnic minority students on Party direction and Government policies on rights and obligations of ethnic minority students in learning and in developing their ethnic minority and native land. This intervention also helped them become more confident and active in selection and decision of their profession in the future.

CONCLUSION AND RECOMMENDATIONS

1. Conclusion

The thesis clarified the following main concepts of Management, Development, Human Resources Development, Ethnic Minority, Ethnic Minority Teachers, Ethnic minority secondary teachers, Development of Secondary Teachers and Development of Ethnic Minority Secondary Teachers. The thesis also developed a conceptual framework for developing ethnic minority secondary teachers according to human resources development principles and teacher professional standards including 3 components: Developing of ethnic minority secondary teachers; Developing of ethnic minority secondary teachers in ethnic minority areas; and Creating source of building capacity of ethnic minority secondary teachers.

The thesis generated characteristics of socio-economic development of the Northern West region; Assessed the status of ethnic minority secondary teachers in terms of quantity, structure and quality; issues of the development of ethnic minority secondary teachers and source of building capacity of these teachers; identified strengths to be promoted and weaknesses to be addressed, especially Planning, Recruitment, Training and Retraining, Creating appropriate working environment, Developing special policies and Creating source of building capacity of ethnic minority secondary teachers in Northern West region according to the proposed conceptual framework.

The thesis proposed six solutions for developing ethnic minority secondary teachers in Northern West region according to human resources developing principles including Developing an action plan for the development of ethnic minority secondary teachers; Recruiting and using ethnic minority secondary teachers; Training and retraining of ethnic minority secondary teachers; Creating a culturally diverse environment in secondary schools; Completing a system of supportive policies for ethnic minority secondary teachers and Creating source of building capacity of ethnic minority secondary teachers. All the solutions are interlinked and supporting one other as a whole. Therefore while implementing those solutions, it is recommended not to ignore or lessen any solution among those.

Findings from consultations of six solutions and pilot implementation of solution 6 are practical lesson learned and proved scientific arguments and conclusions of the thesis.

2. Recommendations

(1) For the Steering Committee for the Northwest region:

According to Conclusion No. 26-KL/TW of XI Political Ministry: "Focus on developing and enhancing quality human resources for localities, especially give priority to create on-site officials, ethnic minority official,

and political officials at grassroot leve”. The Steering Committee for the Northwest region is recommended to pilot implement the result of the research “Development of secondary ethnic minority teacher”, review and replicate the results to other provinces in the Northwest regions.

(2) For the policy and decision makers:

Direct, guide provinces in Northern West region and other provinces in ethnic minority areas to develop their action plans on developing ethnic minority secondary teachers according to the arguments and solutions of presented development of ethnic minority secondary teachers.

Line ministries and branches cooperate to review and amend policies on ethnic minorities and other relevant social policies on the development of ethnic minority secondary teachers.

(3) For the teacher training institutions:

Renovate training methodologies for ethnic minority teachers especially those who were selected and directly recruited.

Cooperate with provinces in ethnic minority areas in developing an action plan and deciding training options for ethnic minority teachers; support provinces in training and retraining of ethnic minority secondary teachers.

(4) For institutions using ethnic minority secondary teachers:

Departments of Education and Training to cooperate with various sectors and branches to advise provincial People’s Committee on the action plan of the development of ethnic minority secondary teachers.

Cooperate with secondary teacher training institutions and special schools at central level to train and retrain new ethnic minority secondary teachers.

Secondary schools in Northern West region to develop action plan for developing secondary teachers according to the model of developing ethnic minority secondary teachers.

(5) For ethnic minority teachers:

To practice Continuously self learning, self training to improve their capacity and professional skills; teacher’s motive to ensure their capacity to fulfill their tasks to students and contribute to the cause of developing secondary education in ethnic minority areas.

(6) For educational science:

To study and development special Competencies of general education teachers who are ethnic minority teachers (primary, lower secondary and secondary education), use it as background for managing, training and developing secondary ethnic minority teachers.

**STUDIES AND RESEARCH PUBLISHED BY
THE SAME AUTHOR**

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