MINISTRY OF EDUCATION AND TRAINING

THE VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES

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DISTANCE EDUCATION MANAGEMENT IN REPONSE TO THE DEMAND

FOR HUMAN RESOURCES

IN THE MEKONG DELA

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INTRODUCTION

1. Rationale

Vietnam is on the way of industrialization, modernization and international intergration; all aspects of economy, society, politics, culture and education have raised urgent issues that need to be resolved, with more prominent ones being still in the field of education and training as well as human resources.

In response to the demand for quickly and effectively supplementing high-quality human resources to serve the country in the current stage, distance education will bring into play its roles and effects because this is a training type that has many advantages and is appropriate to the national condition, circumstances of the majority of the people, while being also appropriate to the guidelines and policies of the Communist Party and the government. The document of the 9th National Congress of the Communist Party clearly states, "Establishing arrangements for training human resources by means of combing full-time training, distance learning and computer-based learning." Decision 89/QĐ-TTg dated January 1st, 2013 of the Prime Minister on the approval of the project entitled Building a learning society in the period 2012-2020 emphasizes, "Speeding up distance education activities in education and training institutions, especially those at the tertiary level."

The Mekong Delta has much potential for development and is a focal economic zone of the whole nation, but in terms of intellectual standards of the people and the quality of human resources, it is "trough" compared to other regions in the country. The number of college and university students is 177.500, and that of students participating in distance education in the region is only 14.000.

Distance education in comparison to other training types in the Mekong delta is quite new, and despite involving many efforts and obtaining some achievements, it has still many limitations in the processes of organization and training. There is a need to seek for solutions and boost its development forms. One of the issues which is put forward is that in order for distance education to be developed and guaranteed its quality, the management of distance education must be attached much important and given a decisive position and role.

In the field of training highly qualified human resources in the Mekong delta, from the past to now, Can Tho university cannot help being mentioned as it has been a large, main and long-standing university of the region; alongside the types of full-time training, in-service training, Can Tho university is one of the three universities of the region soon examined and rolled out distance education for the whole region. In the processes of implementing, organizing and managing distance education, the university had numerous concerns about difficulties and entanglements in relation to the management of distance education. In the hope of contributing to solving the difficulties, enhancing the training quality and meeting the needs for human resources of the region, the researcher has chosen the topic ***"Distance education management in response to the demand for tertiary-level human resources in the Mekong Delta"***.

This is one of the urgent issues since it has important theoretical meaning and practical value, contributing to promoting and implementing the guidelines and policies of the Communist Party and the government well, together with impulse the development of distance education to meet the requirement of human resources.

2. Research aims

To clarify the theoretical background and to establish theoretical framework, and from the reality of distance education and the management of distance education, solutions to managing distance education with the aim of meeting the demand for tertiary-level human resources are proposed, serving the process of developing society and economy, upholding the industrialization, modernization, and globalization of the Mekong delta region.

3. Research object and subject

*3.1 Research object:*Distance education in response to the demand for tertiary-level human resources.

3.2 Research subject: Distance education management at universities in response to the demand for tertiary-level human resources.

4. Scientific Hypotheses: Although distance education management has attained some achievements, it has many limitations and shortcomings and has not developed its strengths yet to meet the requirement of tertiary-level human resources for the Mekong delta in the current context. If employing the approach based on the components of the distance education process, the approach of supply and demand and the approach of managerial functions to produce measures on establishing arrangements, managing the development of training curriculum and renovating the form of enrollment, establishing cooperative network to open learning resources, managing distance teaching and learning activities, examining, supervising and guaranteeing the quality and associating training institutions with organizations that use the human resources will meet the practical demand for tertiary-level human resources, serving the cause of industrialization, modernization, and globalization of the Mekong delta region.

5. Research activities

- Research the theoretical background on distance education management in response to the demand for tertiary-level human resources.

- Evaluate the actual situation of distance education and distance education management in response to the demand for tertiary-level human resources in the Mekong delta.

- Propose solutions to distance education management in response to the demand for tertiary-level human resources of the Mekong delta.

- Experiment on and test solutions to demonstrate the necessity and feasibility of proposed solutions.

6. Research scope

- *The scope of research content:* The study examines the management content of training institutions' principals in the Mekong delta in managing distance education with guidance on the tertiary level to meet the demand for tertiary-level human resources.

- *The scope of subjects surveyed:* Managerial staff, lecturers, students, cooperative training institutions, graduates, organizations that use human resources who participated in the process of training and recruiting distance education graduates in the Mekong delta

- *The scope of research area and experiment:* Universities and cooperative training institutions of distance education at the tertiary level of the Mekong delta.

7. Research Approach and methodology

7.1 Research Approach: Approaching based on the components of the distance education process; Approaching based on the demand of organizations in using the human resources (supply and demand); Approaching based on the management functions.

7.2 Research methodology: Theoretical research methodology, Practical research methodology, Mathematical and statistical methodology, Experiment methodology.

8. Basic arguments that need upholding

    - Distance education at the tertiary level plays an important role in meeting the diverse needs of learners, the community, organizations that use the human force; learners can study anytime and anywhere, with it being appropriate to geographical and socio-economic characteristics of localities and regions. Distance education in Vietnam has characteristics and advantages compared with full-time training system.

    - The approaches based on the components of the distance education process, the demand of organizations that use human resources (the supply and demand approach) and management functions will be the theoretical ones that are suitable and have an all-embracing characteristic in researching the distance education management in the current condition of the Mekong delta.

    - Distance education and distance education management in response to the needs for tertiary-level human resources in the Mekong delta has recently gained developmental steps, but looking at the relationship with the requirement of the society, meeting the demand for tertiary-level human resources in the Mekong delta still remains plenty of limitations and shortcomings that need to be solved.

    - To promote the quality and effectiveness of distance education to meet the needs for tertiary-level human resources, there is a requirement to have comprehensive remedies by first establishing arrangements based on social needs and actual capacities of training institutions, next managing the implementation of factors of training and examining processes, and supervising the quality of the training phases, which attracts the effective participation of cooperative institutions and organizations that use the tertiary-level human resources.

9. New contributions of the dissertation

    - Supplementing and developing the theoretical background of distance education and distance education management at the tertiary level in the way of approaching the factors of the training process, meeting the diverse needs for tertiary-level human resources of learners, the community and organizations that use human resources and contributing to building the system of open education and gradually establishing a learning society.

    - From the reality of distance education and distance education management, the study has identified new factors, strengths as well as limitations in distance education and distance education management, the causes of strengths and limitations that need to be overcome in meeting the demand for human resources.

    - Recommending seven solutions to the management of distance education based on the components of the training process, towards meeting the needs of learners, the community and organizations that use tertiary-level h uman resources, enhancing the potential effectiveness of stakeholders in the way that is appropriate to the practical condition of the Mekong delta.

 10. The organization of the dissertation

    - Introduction
    - Content: There are 3 chapters
    Chapter 1: Theoretical background on distance education management in response to the demand for tertiary-level human resources.

Chapter 2: The actual situation of distance education management in response to the demand for tertiary-level human resources.

Chapter 3: Solutions to distance education management in response to the demand for tertiary-level human resources.

CHAPTER 1
THEORETICAL BACKGROUND ON
DISTANCE EDUCATION MANAGEMENT IN RESPONSE TO
THE DEMAND FOR TERTIARY-LEVEL HUMAN RESOURCES

1.1 Literature review

1.1.1   Studies on distance education in response to the demand for tertiary-level human resources.

Distance education has attracted attention from and been researched by researchers in the country as well as in the world, with it being used in the reality of the education and training system; some studies of researchers, such as Nguyen Canh Toan, Ta The Truyen, Trieu Hai Hoang have generalized the role of distance education in training human resources, with the deployment of training being quite popular with the aim of meeting the training needs and training human resources at different levels.

1.1.2   Studies on distance education management in response to the demand for tertiary-level human resources

Some researchers and studies written on distance education management in response to tertiary-level human resources, such as Keegan, Taylor, Amena Begum and Pervin, Documents supporting distance education (Vietnam-Belgium project), Bui Thanh Giang, Trinh Thanh Ha, Dang Van Dan have generalized human resources, the needs for human resources, distance education, and distance education management with guidance to meet the demand for human resources. Organizing and managing distance education in order to meet the requirement of tertiary-level human resources is now a matter of concern.

In reality, there have not been any advanced projects and studies on distance education management with guidance in meeting the needs for tertiary-level human resources in general and characteristics of the Mekong delta in particular. The study on "*Distance education management in response to the demand for tertiary-level human resources in the Mekong delta*" is an imperative requirement and issue that need to be addressed in order to meet the objectives and guidelines on increasing the people's intellectual standards of the Communist Party and the Government.

1.2 Distance education in response to the demand for tertiary-level human resources

1.2.1   Some concepts

Tertiary-level distance education is the training at the tertiary level, in which the self-study role of learners is primary, together with the support and direct, face-to-face and indirect guidance of lectures as well as the support of open learning resource system, means of information technology and modern media of human resource trainingorganizations.

Human resources are the labor force and the total number of working people, unemployed people who have the demand for having jobs and are willing to take part in labor market, making contributions to the social-economic development of each region and the nation. In the scope of an organization, human resources are understood with the literal meaning as the workforce of the organization.

The needs for tertiary-level human resources is the demand for using the labor force who are trained at the tertiary level on the quantity, occupational structure and the training quality, which contributes to the social-economic development of each region and the nation

Distance education in response to the demand for tertiary-level human resources is the training at the tertiary level to meet the diverse learning needs of individuals and the community, aiming at sufficiently meeting the quantity, having the logic in the structure and guaranteeing the quality in meeting the social-economic development needs of each region and the nation; learners can study anywhere and anytime in the open education environment, in which the self-study role of learners is primary,together with the support and direct, face-to-face and indirect guidance of lectures as well as the support of open learning resource system, means of information technology and modern media of human resource trainingorganizations.

1.2.2 The roles and characteristics of distance education

The roles: Distance education in response to the social needs for education and training; Satisfying the long-life learning needs; Distance education contributes to creating conditions for individuals, especially aged people, people who are having jobs promote their learning and creativity capacities; Everyone can meet their preferences, learn to upgrade their levels, update their knowledge to improve the quality of lives.

The implementation of fairness in education: Distance education encourages the strong and rapid development on the quantity, the occupational training structure, and it is implemented anywhere and anytime with every learner to meet the learning demand, expectations as well as constructively support the training of human resources at the tertiary level, which contributes to meeting the long-life learning and practically establishing the learning society.

The economic characteristic and the efficacy: Although distance education, typically in relation to its economic characteristic and efficacy, often needs large investment of money, it makes use of the teaching staff, managerial staff, facilities, equipment, learning resources and full-time programs and takes advantage of unemployed capital sources from training instructions, the society and so on, making contributions to tackling economic issues for different sides.

Characteristics: In most cases, distance education management has the separation between lecturers and learners; distance (also called intermittent) between lectures and learners is the first characteristic to distinguish distance education. However, this characteristic does not only belong to distance education because in reality there are also some "distances" between lectures and students in other types of training.

The organization and support of training institutions help to maximally promote self-study efforts of learners. Although the self-study ability of students in distance education is dignified, the managerial role and support of training institutions are still decisive. There is support of technological means and learning resources.

The support of instructor staff is the specific characteristic of distance education in Vietnam; the meeting between lectures and students participating in distance learning has significance and a role, especially is effective in the current condition and context of our country because alongside the creation of conditions for students to directly exchange ideas, discussions, questions and difficulties in the self-study process, it also helps students to keep their learning motives and perfect behaviors.

1.2.2 The demand for training tertiary-level human resources through distance education

The demand for training tertiary-level human resources through distance education is associated with the learning society, life-long learning and regular education: distance education and distance training, especially at the tertiary level, help to meet the needs for tertiary-level human resources; they have been deployed abreast and have complemented each other. One thing that

needs to be done is to research, supplement regulations, support policies and develop the strengths of each side in order to foster distance education and distance training in training human resources and human resources at the tertiary level.

The socio-economic development, along with the transfer of economic structure and the demand for tertiary-level human resources through distance education: The satisfaction of tertiary-level through distance education needs to be examined based on the basics of the quantity, structure and quality of training:

In terms of the quantity of tertiary-level human resources through distance education, it is shown via enrollment targets, the training scale, the number of trained working people calculated based on the unit of ten thousand and the degree of compulsory education of this type in the national tertiary-level education system, the speed of increasing tertiary-level human resources through distance education, the structures of age and gender, the number of working people at the tertiary level through distance education and the rate of those who are trained and graduated.

With respect to the structure of tertiary-level human resources through distance education, it includes the level (learning levels, training levels with diplomas and no diplomas); learning majors (major groups, fields/majors, broad major and its branches); regions (urban areas, rural areas, deltas, mountainous areas and islands); gender (male and female); age (young and old)

As regards the quality, it is related to the specific characteristics of the states, physical strengths, mental strengths, styles, ways of life and conduct of the labor force. The quality is evaluated based on three aspects of health; educational level, technological level and the capacity of working people's conduct, or in order words, those are three factors: physical strength, metal strength and willpower.

The above targets will help build programs with suitable training content, balance between the training fields and majors and avoid the situation of both redundant and inadequate human resources at the tertiary level, especially those trained through distance education.

1.2.4 Distance education content in response to meeting the demand for tertiary-level human resources

The content of the distance education process is performed as follows:

Input factors: distance education program; Enrollment lecturer staff; Technological means, learning resources; Finance

Process factors: Teaching and guidance activities, learning and self-study activities of learners; testing and assessment of learning outcomes of students.

Outcome factors: Information on jobs for students after graduation; Information on the career development of students; Information on the satisfaction of organizations that use human resources and the community.

Context factors: Policies of distance education; the participation and support of organizations that use human resources; The participation and support of individuals and the community.

1.3   Distance education management in response to meeting the demand for tertiary-level human resources

1.3.1   Distance education management

"Distance education management in response to meeting the demand for tertiary-level human resources" is the managerial activity of training institutions which implement distance education towards the components of the distance education process at the tertiary level from the input, the teaching process and outcome results in order to meet the quality, the logic in the

structure and guaranteeing the quality according to the outcome standards and to meet the requirement of socio-economic development of organizations that employ human resources, localities, regions and the nation.

1.3.2 The approach to distance education management in response to meeting the demand for tertiary-level human resources

Approaching the components of the distance education process

- Managing the establishment, appraising and promulgating the arrangements for distance education of training institutions to meet the demand for tertiary-level human resources of individuals, the community and organizations that use human resources at present and in the future.

- Managing the implementation process of distance education arrangements, including managing the input, managing the teaching and learning process, managing the outcome, managing the effects and influences of the context.

- Managing the examination, supervision and evaluation of distance education: evaluating the phases, periods, contents and components that are deployed and implemented according to the plan, demand and reality, aiming at making justifications and next preparations.

In the process of distance education management in response to meeting the demand for tertiary-level human resources, the outcome management is very important to training institutions because it does not just assess the learning and graduation of learners, but an important thing is to continue manage and support students; the ability to meet the demand of organizations that use human resources and the labor market helps to evaluate the quality and efficacy of training, to timely adjust and supplement curriculum design and to organize the training that is suitable to the needs of learners, organizations that use human resources and the labor market.

Approaching the demand of organizations that use human resources (supply and demand)

Based on the law of supply and demand, if training institutions are not linked with the demand of organizations that use human resources and the labor market, the training does not satisfy the demand for the quantity, structure and quality, resulting in the production and businesses be not able to be developed. On the contrary, if training institutions go beyond the demand of organizations that use human resources, the labor market will be unbalanced, which leads to unemployment, affects the training institutions, organizations that use human resources and the society.

Approach in light of managerial functions

It is the process of distance education management based on functions: planning, organizing the implementation; directing and examining, evaluating the process. Deploying distance education management according to managerial functions requires subjects to manage by tools, means of management, which has effects on managerial subjects and managerial organizations with the aim of reaching the target of training human resources at the tertiary level effectively and qualitatively and meeting the demand of organizations that use human resources, individuals and the community.
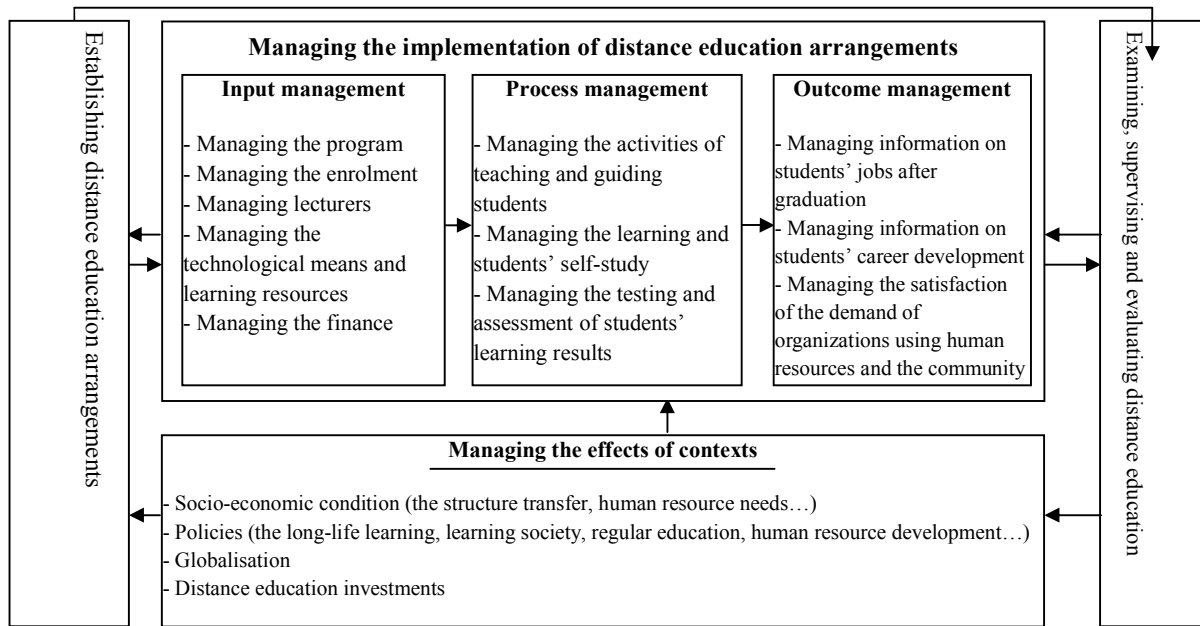
Figure 1.1. A diagram on distance education management in response to meeting tertiary-level human resources

1.3.3. The content of distance education management in response to meeting tertiary-level human resources

The subject role of distance education management today in training institutions that have the tertiary-level training is Principals; sometimes they are devolved for intermediary levels which are committed managerial divisions, with them being called centers. Distance education institutions sometimes are integrated with a managerial division with many training types that belong to unofficial training modes (in-service training, distance education…). This integration is aimed at guaranteeing the professionalism, gathering managerial divisions and enhancing the strengths.

- *Managing distance education arrangements*

- *Managing the implementation ofdistance education arrangements:* organizing the management of components of distance education based on the following factors: Input (Managing the program; Managing the enrolment; Managing lecturers; Managing the technological means and learning resources; Managing the finance); Process (Managing the activities of teaching and guiding students; Managing the learning and self-study of student; Managing the testing and assessment of students' learning results); Outcome (Managing information on students' jobs after graduation; Managing information on students' career development; Managing the satisfaction of the demand of organizations using human resources and the community).

- Examining, supervising and evaluating the distance education process: establishing distance education management; managing the implementation of distance education arrangements; examining, supervising and evaluating distance education. There is a need to have a specific plan, organize professionally and have many sides to participate in.

1.4 Factors affecting distance education management in response to tertiary-level human resources

1.4.1 Objective factors: Educational policies; the Socio-economic condition; the participation of the community in distance education; The awareness of the role and responsibility of organizations that use human resources; the globalisation and advancement of technological science.

1.4.2 Subjective factors: The managerial system of training institutions; managerial staff and lecturers'awareness and capacities; students'awareness and capacities

Summary of chapter 1

In chapter 1, the thesis use three approaches, namely the approach based on the components of the distance education process, the approach based on the demand of organizations in using the human resources (supply and demand), and the approach based on the management functions in order to set a theoretical framework on distance education management.

Distance education management in response to tertiary-level human resources is understood as the managerial activity of training institutions towards the components of the distance education process at the tertiary level from the input, the teaching process and the outcome result so as to train tertiary-level human resources in the way that meets the requirement of quantity, has the logic in the structure and guarantees the quality in meeting the social-economic development needs of each region and the nation

The content of managing distance education in response to the demand for tertiary-level human resources includes establishing distance education arrangements, managing the implementation of distance education arrangements and eexamining, supervising and evaluating distance education with specific contents. This is the theoretical background in order for the thesis to survey, accurately evaluate the actual situation of distance education and distance education management in meeting the needs for tertiary level human resources in the Mekong Delta.

CHAPTER 2
THE ACTUAL SITUATION OF DISTANCE EDUCATION MANAGEMENT
IN REPONSE TO THE DEMAND FOR TERTIARY - LEVEL HUMAN RESOURCES
IN THE MEKONG DELTA AND ITS EXPERIENCES IN SOME COUNTRIES

2.1 Research organization

This study based on retrospective studies, summarizing and surveying practical experience to find out the information about Distance Education System and Management in meeting tertiary-level human resource needs in Mekong Delta

2.2 An overview of economic and social development in Mekong Delta

2.2.1 Geographical situations

The Mekong Delta plays an important role in the socio-economic development, the country's international exchanges, particularly the potential advantages of agriculture, marine economy, and energy industry. However, low tertiary-level human resources that do not meet the requirements is one of causes that limits the quality of ones inn education and training.

2.2.2 The actual situation of human resources in Mekong Delta

The number of employees and the situations of unemployment, and underemployment in the Mekong Delta has accounted for a high percentage. In fact, The Mekong Delta considered as the largest granary with potential developments is the lowest proportion in tertiary-level workforce in Viet Nam (4.5%). According to the results, the workforce in the Mekong Delta is not high; it is necessary, therefore, to find out solutions for pursuing high qualified labourers with technical qualifications.

In the 2014 census, the rate of the population who have not graduated from high school in the Mekong Delta is 32.8% as the highest one in Vietnam. The rate of graduated high

schoolstudents as the lowest is only 10.7%. The number of primary vocational and high qualified labourers who have not trained is the highest in Viet Nam, accounting for 91.3%. Additionally, the human resources are lower not only in education but also technical qualifications. In 2014, low-qualified labourers working in the trained Mekong Delta's economy is the lowest in Vietnam. Therefore, human resources cannot meet fundamentally to assure the development for the present and the future.

In summary, the quality of human resources in Mekong Delta is very low compared to the other regions, particularly in tertiary-level ones. This is one of the obstacles that affects to the process of industrial and modernized development.

2.3 The actual situation of distance education system in meeting tertiary-level human resource needs in the Mekong Delta

2.3.2 Distance education networks in Mekong Delta

According to the decrees of the Ministry of Education and Training, Mekong Delta has 3 distance education training institutions including Tra Vinh University, Dong Thap University and Can Tho University with 82 cooperative training centers.

2.3.3 The scope of subjects

The number of new enrolled students in distance education in 2014-2015 reached 8,408, making up 16.87% of the total number of other training types, therefore, it is demonstrated that distance learning system is still in power, and plays crucial role in training personnel for the region.

2.3.4 Distance education organizations

2.3.4.1 Input factors

a. Distance education programs: Can Tho University offers 14 programs; Tra Vinh University offers 10 programs and Dong Thap University, 3 programs (more specific information please see in Appendix 2.6). It is believed that these programs are ensured because the training institutions has adjusted from full-time programs and applied these distance education ones into courses.

b. Admissions: because of distance education system, admissions only examine participants' records but not entrance exam organizations. Hence, the training institutions regularly conducts intake during the year to meet the learning needs and ensure the number of students.

c. Lecturers: With the advantage of the public training institutions, which has a number of schools set up very early, the teaching staffs are considered strong, relatively sufficient and guarantee to meet all the majors in distance education programs.

d. Technical facilities, learning materials: The arrangement, coordination and rational exploitation of infrastructure, technical facilities and learning materials will contribute to making the most of resources, ensuring teaching and learning activities and improving the quality of training.

e. Finance: these programs are classified in non-formal education, so all organization and training fees based primarily on income from students and socialization. The training institutions use revenues and their own funds to plan, balance income to ensure efficient operation, take into account reinvestment and depreciation of facilities training facilities.

2.3.4.2 Process factors

a. Teaching and guiding students: In teaching and guiding students to participate in distance education in the Mekong Delta, though there was a balance in conducted and finished time, meeting between teachers and students' time. However, in general, the training institutions have

similarities in planning, organizing teaching and learning, assessing results for each course, for each student that process approximately 15 weeks as the official regulations of the main semester.

b.   Active learning, self-studying: to achieve good results in learning and to be successful in learning, it requires learners at whichever level, condition and age must have a great effort. Students have to read and think critically about all aspects, and thus self-propose to solve the problems. Therefore, learners' self-study is still the main meanwhile the involvement of teachers' guidance (less time in meetings) is just supportive.

c.   Examining and evaluation: monitoring, checking the students' process on acquiring and accumulating knowledge of the subjects , thereby promptly motivate students as well as renew of contents, teaching and learning methods in order to improve the quality of training.

2.3.4.3   Outcome factors

a.   Information about students' employment after graduation: it is necessary to take feedback from students who have graduated from distance learning programs, through the organizations such as Alumni Association, Association of industries, workforce centers, and the mechanism to keep in touch between students and different educational institutions. In addition, it is also important to survey information about students' jobs and self-employment after graduation, time to find the right job placement. Besides, the students' ability to self-studying, self-research at a higher level in need, through the number of those who register in postgraduate programs will be helpful clearly for training institutions in adjustment programs, organizing appropriate training, and that is contributed to promote the images for training facilities.

b.   Information about students' career development: This information will be the basis of support for the training and the workforce centers to research and interconnect to meet tertiary-level human resources' needs.

c.   Information about satisfied workforce centers and communities' needs: the satisfaction of learners on provided programs, knowledge and training skills. The satisfaction of workforce centers about "products" - students who graduated from the distance learning programs including quantity, organizational structure and quality, time, and coordination among the parties.

2.3.4.4   Contextual factors

a.   Policies for distance education systems: In reality, if the policies of the authorities from the central to local levels, and the policies of the parties involved in education and training as training institutions, workforce centers are enacted reasonably, timely and flexibly implemented, they will bring positive impacts on supporting the development of distance learning.

b.   The workforce centers' involvement and support: it is significant in participating and supporting the relationships between training centers and workforce centers. Additionally, it is ensured that this will help the stakeholders to develop the strength and support each other. The workforce centers' participation is able to assure matching the demand - supply in training and using tertiary-level human resources. Moreover, it should be well-organized activities, besides approaching, and regularly receiving feedback from workforce centers.

c.   The individuals and communities' involvement and support: Learners look forward to learning to improve, update and enhance knowledge in learning society for lifelong, learning to improve their quality of life and learning to be able to find and make better jobs. With communities' involvement, they will encourage family, relatives and society to have right viewpoints, trust and positively attend distance learning programs.

Chart 2.2 gives an overview about the actual situations of distance education programs to meet the tertiary-level human resources' needs in Mekong Delta.
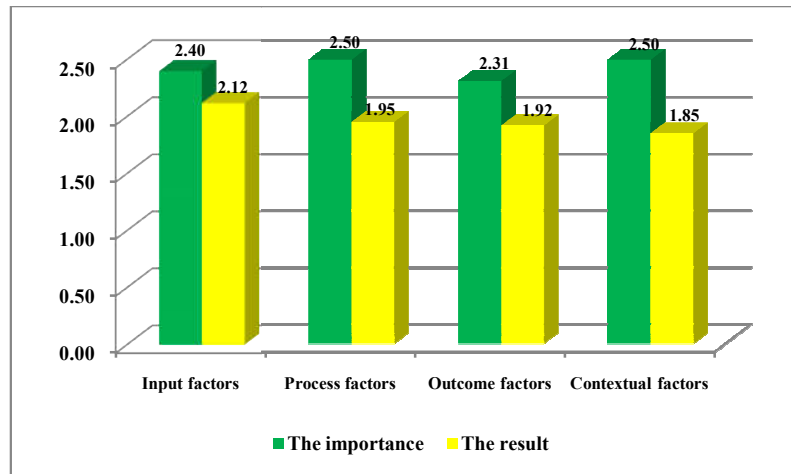

Chart 2.2 The actual situations of distance education programs
to meet the tertiary-level human resources' needs in Mekong Delta

(Source: Survey results)

In short, through analysis and synthesis, statistics results show that the distance education systems in the Mekong Delta do not only have achievements, but also show some limitations that need reasonable and positive solutions for development and response the tertiary-level human resources' needs forthcoming.

2.4 The actual situation of distance education management in meeting tertiary-level human resource needs in the Mekong Delta

2.4.1 Establishing plans for istance education

Distance education arrangements are an important task that can help managers and related parts grasp the actual situation of training, training needs in phases and the training institutions' ability to meet the learning needs. Through arrangements, training institutions have based on the science view to recommend the contents and require the state government and local manager in support of education and training. It is seen that, in survey results, 24 cooperative training institutions, 30 workforce centers and 03 training institutions are considered highly with average point at 2.53 and the performance results at 2.07 about the actual situation of establish distance education arrangement in Mekong Delta.

No.	Contents	Subjects	The importance	Performance results
1	Directing strategic development of distance education	Cooperative training institutions	2,71	2,00
		Workforce centers	2,57	1,60
		Training centers	2,67	2,23
2	Establishing plans for distance education	Cooperative training institutions	2,38	1,79
		Workforce centers	2,32	1,97
		Training centers	3,00	2,33
3	Issuingpolicies on distance learning	Cooperative training institutions	2,36	2,46
		Workforce centers	2,40	1,83
		Training institutions	2,33	2,45
Average Total			**2,53**	**2,07**

The most highlighted point is "establish the distance education arrangement" which is rated very important at 3.00 in the absolute level. Besides, "issue the distance learning arrangement" is evaluated well and accounted for 2.46. Conversely, despite the evaluation results are quite high from 2.57 to 2.71, "directing establish strategies of distance education for center development" is assessed at a low level when the majority of subjects judged at average level and some others rated at just 1.6. For long time, it is necessary to strengthen surveying, establishing the distance education arrangement which are as a basis, and oriented development for these programs.

2.4.2 The implementation of distance education management

2.4.2.1 Managing input factors

a.   Distance education management: The training institutions must ensure that these programs have implemented in accordance with formal training programs at university degree. These should be adjusted with the actual needs, local conditions, business requirements and the development of the society, economy and science and technology, but not exceeding the general rules of the Ministry of Education and Training. Thus, the objectives and orientations of the program have not met the majority of teachers, students and workforce centers' requirements yet.

b.   Admission management: according to enrolment regulations of the Ministry of Education and Training, any citizens who are desirable to study, especially the workers and the people from remote areas who graduated high school or equivalent, or graduated from vocational secondary schools, vocational colleges, universities, etc. can all register. Moreover, training institutions should consider the target groups to design the programs, arrange the time, and organize training appropriately.

c.   Lecturer management: teachers who direct implementation of training programs, impart knowledge, guidance, support and assess in students' self-study process, play an important role in training. It can be said that the success of the training process is greatly contributed by completed lecturers' roles.

However, it is difficult to ensure the scope of lecturers in the long term when training institutions want to increase both quantity and quality in a short time. Therefore, training institutions should build qualified teams who are passion and have effective methods for distance education programs for now and future.

d.   Technical facilities and learning materials management: taking advantage from the infrastructure of formal training for distance education is the managers' role and duties in the institutions. Distance education organizations have applied advanced techniques such as online training, e-learning which are supported from a team of managers and this creates technical means and learning materials will be increased both quantity and quality.

- Technical facilities: the regional training institutions have investedtechnical facilities serve distance education. Even though training institutionsare concerned about applying achievements of science and technology, especially investments in information technology and communications into distance education programs, but they are somehow limited and inadequate.

- Learning materials: textbooks and material play an important part as "lecturers" when the learners' opportunities to meet lecturers are limited. Learners' success, therefore, come from self-study and self- research in reference resources. From self-study materials, distance education learners can acquire from 60% until 70% knowledge of the courses. Can Tho University is a

pioneer in the investment for diverse and rich learning resources by the Learning Resource Center with about 41,000 electronic documents; free registration with 35 electronic databases with e-books and scientific journals; subscription rights to exploit 10 electronic databases and scientific journals of many prestigious publishers in the world.

e.   Financial management: distance education peculiarity is based solely on revenue social, so financial management is revenue management, mainly from fees and other charges like learners. Some other revenues are from the State supports and organizations, social and workforce centers through scholarships, technical means, materials, fostering technology, etc. but these are not large and rare.

2.4.2.2 Managing Process factors

a.   Management of teaching and guiding students: the scope of lectures has a very important role in the process of distance education programs. In detail, lecturers who have high qualifications, competence, experience and are trained regularly by skills such as applied teaching methods, and teaching facilities on teaching activities appropriately will promote a positive learners' self-study. However, teaching for distance education programs has still not been considered rightly, and without the proper investment.

b.   Management of learners' active learning, self-studying: one of managers' missions is to support well in self-learning process as well as to disseminate information for learners, such as learning plans, contents, duration of courses, learning materials and references, learning methods, testing and assessment the results, etc. It means that this information is the foundation for learners to plan the time, contents and learning methods. Furthermore, appropriate methods and instructions will help them promote actively accumulation of amount of greater knowledge with the limited time in class.

c.   The management of testing and evaluation: examining and evaluating the learners' outcomes after each course will help the training institutions have an overall picture of implementation programs, organizational methods, lecturers and learners' needs, assessment methods and the quality of programs. Even though training institutions make a lot of efforts for management of testing and evaluation, it still exists some certain restrictions. Hence, the managers defined it as an important task that should be researched, learned from the others, with it applying technical means into testing and evaluating.

2.4.2.3 Managing outcome factors

The managers of training institutions must regard organization and management as important works and regular.

a.   Management of information about learners' employment after graduation: by related channels, the employees who graduated from distance education programs, and organization the team to survey learners' information after graduation.

b.   Management of information about students' career development: have the positive and desirable with dedication in working position; response to job's requirements and income stability; have the opportunity to develop and be promoted their careers; have ability to adapt environmental changes as well as industrial, productive and social ones.

The learners' information on career development will be the basis for the training and workforce centers to research, adjust and develop the training programs, and connect among the parties more effectively to meet the tertiary-level human resources'needs.

c.   Management of information about satisfied workforce centers and communities' needs: Through feedbacks from workforce centers, training institutions are able to handle the exist problems and promote the advantages contributing tertiary-level human resources and improving educational levels for local especially rural and remote.

2.4.2.4 Contextual factors management

These factors surveyed by 24 cooperative training institutions, 30 workforce centers, 120 teachers, 24 training managers about the importance and results of the actual situations of the impact on context to distance education management on tertiary-level human resources in Mekong Delta.
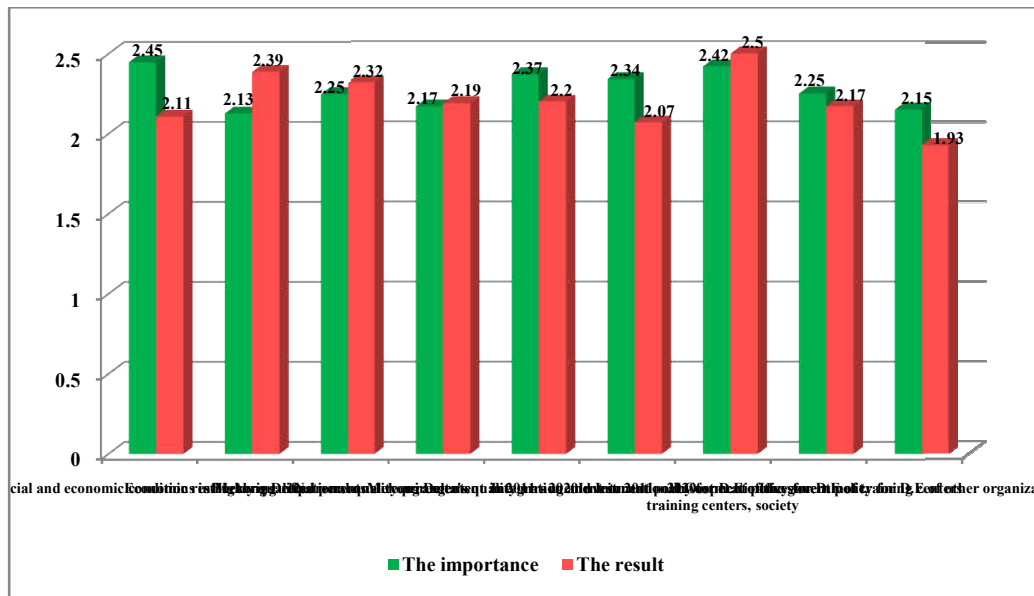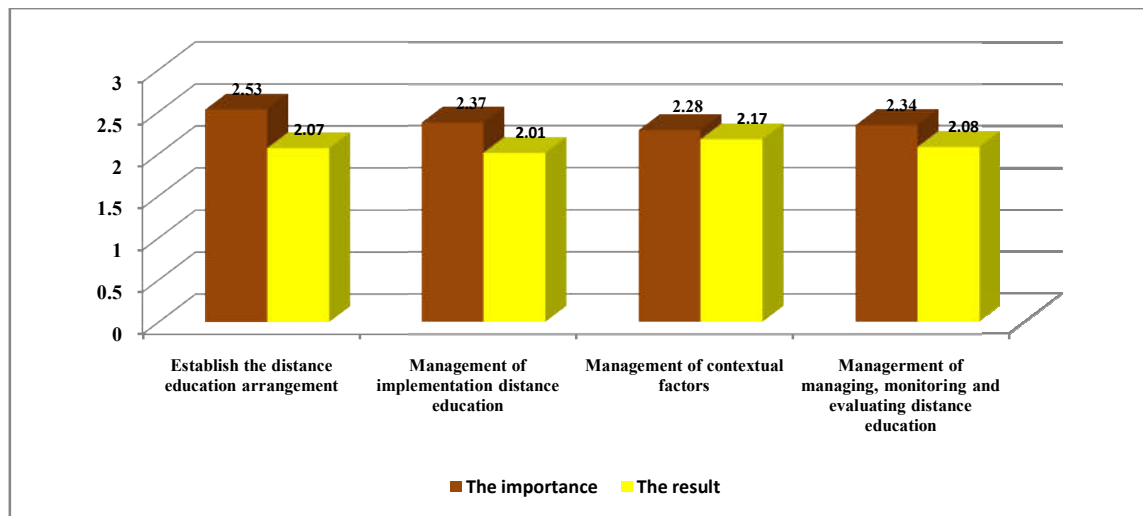

Chart 2.3 The actual situations of the impact on context to distance education management on tertiary-level human resources in the Mekong Delta

(Source: Survey Results)

As chart 2.3 above, it is seen that the content of the surveyed subjects were generally rated as relatively important at 2.28 and the results achieved 2.1 positively.

In particular, the criteria are rated as very important such as social-economic conditions in Mekong Delta at 2.45; Integration and international cooperation at 2.34; Investment policy for the D.E of government, training centers, and societies at 2.42. Additionally, results achieved highly appreciated, especially in economic restructuring requirements accounting for 2.38 as the highest one. The least important and the lowest result is investment policies for D.E of other organizations with a score assessed respectively at 2.15 for importance and 1.93 for performance result. Consequently, the contextual factors have a role and a major impact on the management and development of distance education, and thus the training centers should enlist and take these advantages.

2.4.3   Managing, monitoring and evaluating for distance education

**Chart 2.4 The actual situations of distance education system
in meeting tertiary-level human resources' needs in Mekong Delta**
(Source: Survey Results)

From the Chart below, it is showed that the importance and performance result in distance education management of training centers is pretty good, as indicated in the average overall is above 2.00. Another point is that the implementation results of management gets close to the importance of each content management. In detail, the highest result in the content management is the management of contextual factors, whose score was 2.17 for performance, and closely with 2.28 for importance. Hence, it proved that the training centers have exploited the contextual factors affecting management.

Next, "Management of planning, monitoring and evaluating distance education process" was judged at 2.17 for implementation results, which shows that training centers have guaranteed in testing, and assessment learning outcomes as well as the training processes are complied in accordance with the rules and regulations of Government and the authorities of education and training. Specifically, 2.17 is average point for performance result for the results on management of managing, monitoring and evaluating process, and this is really not as high as expected, while the importance of this content is rated at 2.34 points.

Although "Establishing the distance education arrangement" was ranked at third for the performance result, the importance was rated at 2.53 - the highest point in total contents. This is a new content in training management recently, and with the high evaluation for the importance it is demonstrated that local training centers and workforce centers are concerned about taking surveys, feedbacks, coordination, cooperation, mutual assistance between training and using human resources, between the current labors' needs and training. These are useful to make sure of the high quality response, structure and tertiary-level human resources in the Mekong Delta.

The lowest performance result is "Managing the implementation of distance education" which reached only 2.00. This means that distance education management system is inexperienced, and has not established as well as organized the input, process and outcome completely.

Lecturer management reached 2.06 for performance result. By the selection and invitation of lecturers, it also confirmed that they are enthusiastic, qualified and capable lectures who can teach and guide for distance education. Next, teaching activities management was reached 1.91. It convinces that lecturers as well as managers of training centers are equipped with professional

qualifications and appropriate teaching methods to match learners' learning needs. However, in the training lectures, capacity building in teaching methods and application of information technology has not done well yet. This causes teachers not to be able to maximize learners' critical thinking ability, creativity and self-study.

Finally, the learning management was only rated at 1.94. The management of students' learning and self-learning is limited, it may mean that the managers have not only evaluated enough the scope of subjects but also had suitable methods to encourage and motivate students' self-learning, self-studying in order to achieve good results in their studies and training.

In short, through analysis, synthesis and statistics results show that the distance education systems in Mekong Delta do not only have achievements, but also exit some certain inadequacies. Therefore, it is necessary to pick up positive and synchronized solutions to develop and respond the tertiary-level human resources' needs forthcoming.

2.5 General review

From rationale and analysis results, there are some advantages, disadvantages and their reasons in the actual situations of distance learning programs and its management in Mekong Delta will be presented as following.

2.5.1 Advantages

a. Some advantages

The training institutions initially is concerned in establishing plans for distance education based on coordination, supports, feedbacks and survey information from practical workforce centers' needs, with local training and using human resources needs.

- The conduct of surveys and the establishment of distance education initially help training institutionsbe able to plan and orient training and education about fields/ majors to fit the particularities and tertiary-level human resources' needs.

- Training institutions, workforce centers, and local organizations initially have coordination, connection between training and using human resources' needs.

- The lecturer management is indicated in the selection and invitation of lecturers who are passionate, qualified, capable of teaching and using appropriate methods. As a result, it meets basically students' learning needs and the training needs of the workforce centers.

- Training institutions have concerned and exploited well policies related to distance education programs as well as made good use of contextual factors affecting management as considered as opportunities.

- Management of planning, monitoring and evaluating for distance education was organized and implemented following the government and management agencies' rules and regulations by training institutions.

b. Some reasons

- Being concerned of training and education, particularly distance education, government and management agencies have issued more related guidelines and policies.

- Local government and regional workforce centers are all keen on developing the tertiary-level human resources in distance education systems.

- Enhancing people's knowledge and responding to local people's learning needs of are increasingly urgent requirements.

- Thanks to the fields/ majors of distance education programs, training institutions initially match the tertiary-level human resources' needs for socio- economic development of workforce institutions and local agencies.

- Lecturers and managers of training institutions and joint training have capable, professional qualifications, teaching methods, and enthusiastic in teaching and management.

- Training fees are suitable with people's income and conditions in the Mekong Delta.

- Distance education is a flexible training form and corresponds to social - economic conditions as well as difficult conditions in Mekong Delta.

2.5.2 Disadvantages
2.5.2.1 Some disadvantages

- The training institutions' directions and organizations are still weak, especially in organizing established networks, analysing data and even establishing the distance education arrangement to meet tertiary-level human resources' needs.

- The training institutions' managers of distance education programs who have not organized completely input, process, outcome, context and managing, monitoring and evaluating process management are considered inexperience.

- Fostering and establishing capacity, teaching methods, application of information technology to lecturers have not done well. It means that the teachers' abilities to apply information technologies and to innovate their teaching methods have been uneven and cannot maximize students' critical thinking, creativity and self-learning.

- Learning and self-studying management for students is limited, that cannot evaluate rightly participants who attended to distance education programs. Moreover, there are not appropriate methods to encourage and motivate students' self-learning in order to achieve good results in their training process.

- Admission work is not flexible and diverse; information technology and communication are not applied in enrolment.

- Despite of concerns about investments for facilities, technical facilities and learning materials has limited in training institutions. This does not ensures the rightly, enough and qualified services for the needs of teaching and learning, and affect negatively the quality of distance education.

2.5.2.2 Some reasons

- Policies, current regulations of government and local agencies are still very simple, and show many backwards. Adjusting, supplementing and completing policies from central to local in a near future is to motivate the distance education development.

- Government and workforce centers' policy support, encouragement and incentives for learning and employment for students who graduated from distance education programs are still inappropriate.

- Even though the tools of information technology and communications in the region have been developed, there have not yet completed due to high costs, poor operations causing somewhat difficulties for distance education development in meeting tertiary-level human resources' needs

- The investment in technical facilities and learning materials for teaching and learning needs, application of information technology and communications is limited and it, of course, leads to some restrictions such as few online programs, majors and training courses.

- There is no connection of learning resources in distance education between outside and in the region, as well as no taking advantage of international relationships and cooperation.

- Testing, evaluating and managing students' learning outcomes show many restrictions. Besides, there is no modern method and technology to evaluate students' learning outcomes actively and effectively and properly assess the actual of students' learning outcomes.

- Organizing employment support, receiving and processing feedbacks from graduated students and workforce centers on quantity, structure and quality to control and adjust is inexperienced, inflexible, and unserious.

- Social, community and workforce centers have not been aware of the distance education's role and flexibility in training tertiary-level human resources.

2.6 The experience of some countries on the distance education management in meeting the tertiary-level human resources' needs

2.6.1 Distance education management in some countries

Japan has incentives to encourage distance education development to supply "access to education" for those who do not have enough conditions in the traditional models. Additionally, some universities in Japan also organize some graduated programs with a large number of courses for students in the form of distance learning system in quite different areas, in order to take advance the teams of scientists' qualifications, knowledge being as science teachers.

Thailand considers distance education as an open opportunity entrance for all people, especially those are in rural areas, desirable but not enough conditions for entering colleges or universities in big cities. Besides, it also responds to prepare qualified human resources increasingly. Furthermore, it is necessary to concern in service training management for the masses, and those in disadvantaged regions so that make fairness in education, with strongly applying IT and lowering fees.

The United States has researched and deployed the application of scientific and technological achievements for distance education system. It should be prioritized promoting the role of science and technology into distance education process and management to maximize the advantages, and motivate learners as much as possible. Nowadays, the virtual classroom has employed personal devices such as laptops, smart phones, etc. to coordinate, exchange, discuss and assess learning outcomes in learning process.

Australia gives us some valuable lessons about the organization and management of distance education system in order to overcome the limitations of other training forms, bring education and implement equitable access to education and training for everyone, especially the disadvantaged groups in society such as ethnic minority groups, women, soldiers in the locality of the deep-lying, border and island areas.

Korea has truly made a revolution in distance education organization and management with multiple levels and different types to cope with the learning needs of all people.

2.6.2 Some experience for applying distance education in meeting the tertiary-level human resources' needs in Vietnam: to promote building a learning society for lifelong; to promote building the distance learning networks; to diversify new majors and innovate the organization of distance education management.

Summary of chapter 2

The researcher of this dissertationused many different methods in order to collect data, from which conducted analysis on:

(i) An overview of economic and social development in Mekong Delta: Geographical situations and economic - social development in Mekong Delta, the actual situations of human resources and its demands in Mekong Delta

(ii) The actual situation of distance education in meeting tertiary-level human resources' needs in Mekong Delta

(iii) The actual situation of distance education management in meeting tertiary-level human resources' needs in Mekong Delta: It initially performed quite well in establishing plan and assessment like establishing the distance education arrangement, input, process, and managing, monitoring and evaluating for distance education system. On the contract, it was not a good performance in managing the outcome and contextual factors such as building organizational capacity for lecturers; lecturers' managing and counselling, students' learning and self-studying; unsuitable technical facilities and learning materials management. Moreover, organizational gathering feedbacks from learners and workforce centers should be considered and invested as more as possible.

(iv) The result analysis and evaluation of practical research provides a basis for the researcher to propose a number of solutions distance education management to meet the tertiary-level human resources' needs in Mekong Delta. Furthermore, the thesis also examines the experience of training and managing of some countries in distance education system in the world, and thus to be drawn out the valuable lessons from these experience for distance learning management to respond tertiary-level human resources' needs in Vietnam, especially Mekong Delta. Those are to promote building a learning society for lifelong; building the distance education networks as well as diversify new majors and innovate the organization of distance education management.

CHAPTER 3
SOLUTIONS TO DISTANCE EDUCATION MANAGEMENT IN RESPONSE TO TERTIARY-LEVEL HUMAN RESOURCES

3.1 Principles of proposing solutions: The systematic characteristic; The necessity; The feasibility; The purposeful characteristic; The practicality

3.2 Managerial subjects implementing solutions: managerial subjects implement solutions, such as the Government, the Education and Training ministry; the people's committee of provinces, cities in the Mekong delta; training institutions, organizations that use human resources and cooperative training institutions.

3.3 Solutions to distance education management in response to the demand for tertiary-level human resources.

3.3.1 Solution 1: Establishing distance education arrangements in response to the demand for tertiary-level human resources

Aims: Managing distance education arrangement is the first and important step in the distance education process. Distance education arrangements are built in the way that is appropriate to socio-economic strategies, arrangement for human resource development of each locality and region.

The context and implementation:

Identifying the demand, principals and human resources in establishing distance education arrangements in response to tertiary-level human resources of the Mekong delta.

The process of establishing distance education arrangements are implemented as follows:

Step 1 – Surveying the needs from all sides involved: Founding an evaluation group and carrying out a survey on the actual situation of human resource needs in relation to fields and majors that meet the development needs of the society and economy of localities and the Mekong delta to the year 2020.

Step 2: Processing the information: Analyzing, synthetizing and predicting the quantity, structure and quality of tertiary-level human resources in organizations that use human resources and the labor market according to each year and the demand to the year 2020.

Step 3: Inviting experts: Establishing of the route for the overall distance education arrangements to meet the demand for tertiary-level human resources by means of inviting experts to participate in assessing the training needs, which attach special importance to suitable fields and majors and meet the strengths of organizations that use human resources of each locality in the Mekong delta.

Step 4: Organizing the appraisal: Organizing the appraisal of the overall arrangement plan and guarantee conditions, assigning duties according to each specific period, ensuring the feasibility for the overall distance education arrangement plan in meeting the demand for tertiary-level human resources of the region.

Step 5: Comparing and contrasting: Conducting the comparison and contrast between the whole the arrangement plan and the assessment of training needs and contrasting with the information on distance education in the past, aiming at identifying the accuracy, scientific characteristic, feasibility of the overall distance education arrangement plan in the next periods.

Step 6: Organizing seminars: Organizing seminars to collect ideas of all sides involved to improve the arrangement plan and make it appropriate to the demand for tertiary-level human resources of all sides. Time, the content of seminars, participants and the design of survey forms must be well-prepared.

Step 7: Promulgating: After being supplemented and adjusted for its improvement, distance education arrangements in response to the demand for tertiary-level human resources of the Mekong delta in the period to 2020 will be promulgated. That arrangements are promulgated will be the foundation for the managerial staff to organize, implement, supervise and evaluate based on managerial functions, supplements and suitable adjustments in order to reach the targets and meet the needs for tertiary-level human resources.

Implementation conditions

Informing and propagandizing with the aim of heightening public awareness of the guidelines, policies of the Communist Party and the Government from the Central to the localities as well as training institutions of distance education, distance education management; the establishment of distance education arrangements must be appropriate to social-economic development strategies, human resource development arrangements, education and training arrangements of each locality and region.

Accurately evaluating the current situations of distance education and distance education management, accurately forecasting the needs for tertiary-level distance education regarding the quantity, fields and majors that meet the human resource needs of the locality and region to lay the foundation for making the long-term plan and the plan for each academic year in a proper way; Establishing distance education arrangements in response to the requirement of tertiary-level human resources of the Mekong delta to the year 2020 suitably and feasibly.

3.2.2 Solution 2: Managing the development of distance education curriculum according the outcome standard in response to the demand for tertiary-level human resources.

Aims: Developing curriculum and materials for distance education in order to ensure the supply and demand rule in training and using human resources with the participation of lecturers in training institutions and experts in organizations that use human resources in the process of establishing and organizing the training, evaluating, offering ideas to supplement and adjust the curriculum and materials to satisfy the needs for socio-economic development and the ongoing development of technological science in the today world.

3.2.3 Solution 3: Renovating the distance education enrollment to meet the diverse needs for using tertiary-level human resources.

*Aims:*Renovating the distance education enrollment to ensure that the enrollment satisfies the requirements of quantity, occupational structure and quality to meet the diverse needs for using tertiary-level human resources of localities and the region.

Delivering leaflets and popularizing on means of massive media, joining the fairs of enrollment and job; Making websites to initiatively spread enrollment announcements through the internet and the media system.

3.3.4 Solution 4: Creating an open cooperative network of learning resources among training institutions in and out of the region.

Aims: Meeting the needs for distance learning and teaching to be provided with diverse and abundant learning resources in terms of genres and forms; meeting for demand for self-study and self-research of learners; creating beneficial conditions for the teaching of lecturers, which contributes to enhance the effectiveness and guarantee the distance education quality of training institutions.

3.3.5 Solution 5: Renovating the management of distance learning and teaching activities base of the foundation of applying information technology and media.

Aims: This solution aims at enhancing the quality of distance learning and teaching; promoting the management of distance learning and teaching activities base of the foundation of applying information technology and media. The application of information technology and media in learning and teaching has practical significance and special effects on distance education in the context of globalization these days.

3.3.6 Solution 6: Reinforcing the structures of examining and supervising distance education in response to the demand for tertiary-level human resources

Aims: Reinforcing the structures of examining and supervising distance education in response to the demand for tertiary-level human resources helps managerial staff build the structure of adjustment based on the orientation of reaching the proposed targets in each phase of distance education arrangements in response to the demand for tertiary-level human resources to the year 2020.

The content and implementation

- Managerial staff of training institutions base on distance education arrangements in response to the demand for tertiary-level human resources of the Mekong delta to the year 2020 in order to organizing the plans of examining, supervising institutions and individuals' participation in distance education in either a periodic or unscheduled way.

- Establishing the regulations of examining and supervising the evaluation of distance education quality according to specified scales to quantifying the contents of examining, supervising and identifying the methods of examination and supervision in the way that fits each condition of training institutions and each component of the distance education process.

- Having specific regulations on the policies of examination and supervision to mobilize talented people, human resources and material resources in examination and supervision. Creating a

consensus among combined training institutions and cooperative training institutions in examination and supervision.

- Periodically examining and evaluating the actual situation of lectures' use of their professional knowledge. Collecting information by different means and doing statistics based on forms to evaluate objectively.

- Examining and supervising the learning and self-study of learners according to the training plan of training institutions. Promoting the self-management and self-study of learners with the guidance of lecturers.

- Based on the results of examination, supervision and evaluation, managerial staff timely supply concrete guidance in adjusting managerial activities and distance education in order to reach the proposed targets.

Implementation conditions

- The examination and supervision aiming at ensuring the quality of distance education in response to the demand for tertiary-level human resources must be conducted in an objective, public and fair way so as to guarantee an increase in awareness and responsibility of the community and individuals and develop the enthusiasm and self-awareness of each member.

- The examination and supervision must be carried out towards rewards for receiving good evaluation to encourage or self-criticism if having mistakes with the aim of enhancing development activities in the way that is positive, decent and disciplinary.

3.3.7 Solution 7: Managing the cooperation of distance education between training institutions and organizations that use human resources in response to the demand for tertiary-level human resources.

Aims: Building a close relationship between training institutions and organizations that use human resources through training, creating conditions for lecturer staff to access the reality, exchange technological specialized knowledge and scientific research, creating conditions for technological experts in organizations that employ human resources and laborers to take part in establish and develop the curriculum and materials for distance education, which is appropriate to the practical needs for production, participate in teaching and evaluating learning results of distance education learners.

3.4 The relationship among solutions

The relationship among solutions is presented in the following diagram:
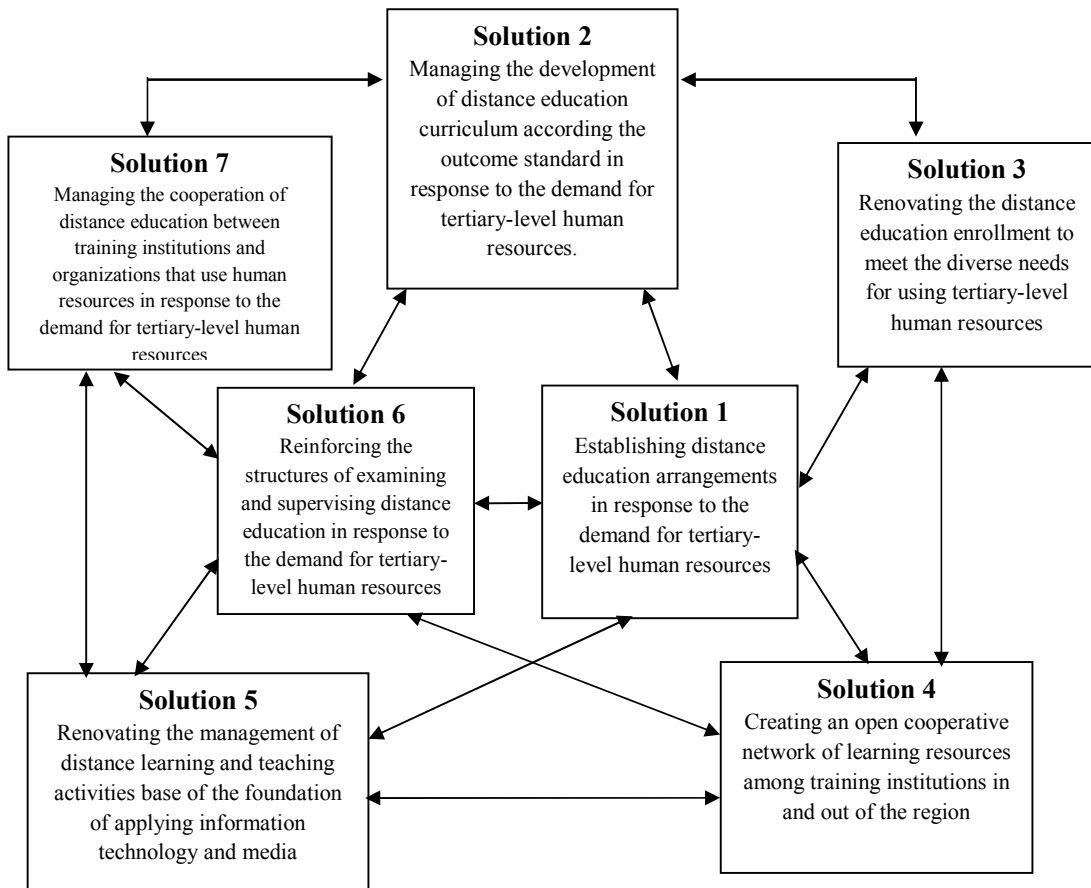
Figure 3.2 The relationship among solutions

3.5Experiment on and test proposed solutions

A table on the experiment on the feasibility and the feasibility of solutions

No.	Experimented Solutions	Mean	
		The necessity	The feasibility
1	Solution 1: Establishing distance education arrangements in response to the demand for tertiary-level human resources	2,8	2,6
2	Solution 2: Managing the development of distance education curriculum according the outcome standard in response to the demand for tertiary-level human resources.	2,7	2,9
3	Solution 3: Renovating the distance education enrollment to meet the diverse needs for using tertiary-level human resources	2,8	2,9
4	Solution 4: Creating an open cooperative network of learning resources among training institutions in and out of the region	3,0	3,0
5	Solution 5: Renovating the management of distance learning and teaching activities base of the foundation of applying information technology and media	3,0	3,0
6	Solution 6: Reinforcing the structures of examining and supervising	3,0	3,0

No.	Experimented Solutions	Mean	
		The necessity	The feasibility
	distance education in response to the demand for tertiary-level human resources		
7	Solution 7: Managing the cooperation of distance education between training institutions and organizations that use human resources in response to the demand for tertiary-level human resources	2,6	2,8

Source: Survey results

3.4.2 Analyzing and evaluating experimental results

Results indicate that these solutions show a high consensus of experts; they show high results in the necessity and feasibility, whereas some other solutions have supporting characteristics for decisive ones.

3.4.3 Experimenting proposed solutions

Conducting the experiment on solution 3: Renovating the distance education enrollment to meet the diverse needs for using tertiary-level human resources, aiming at examining the suitability and feasibility of solutions and diversifying the forms and methods of enrollment, making distance education assessable to learners, the community, organizations that use human resources and meeting the diverse needs for learning; ensuring that enrollment is conducted with right subjects, adequate quantity and occupational structure. The specific process is as follows:

Step 1: Making a plan for the needs assessment, process, time, consultancy information and consultancy channels: Establishing a specific plan for assessing the learning needs at the tertiary level under the form of distance education of the people, the community and organizations that use human resources in the localities.

Identifying the process necessary to conducting the enrollement, specifying the length of the training, organizing the enrollement, identifying the consultative information necessary to subjects who are interested in distance educatio, identifying tools, means and channels of consultancy that are necessary to the enrollment. The needs assessment and the making of plan were done by the researcher from January to February, 2015.

Step 2: Selecting organizations that use human resources and cooperative training institutions: Selecting and making a list of organizations that use human resources at the tertiary level and suitable cooperative training institutions to combine with the enrollment for distance education, while the researcher also came to work, exchanged and offered consultancy to the localities and cooperative training institutions under the form of distance education. The research completed this step in March, 2015.

Step 3: Establishing the enrollment board: This step is done by first selecting, identifying the participants of the enrollment board and passing the list of participants in the enrollment board. The researcher carried out this step from April to May, 2015.

Step 4: Guiding, supervising the enrollment process: Promulgating policies to ensure the effectiveness of the enrollment: mobilizing human resources from the departments involved, using material facilities, technological means and finance to serve the enrolment work. Closely guiding and supervising the whole process of enrollment. Guiding and examining the subparts of the enrollment board to work with their right responsibility, informing the types of distance education

enrollment in detail to all the subjects, the people of the localities, especially of the remote areas. This step was conducted by the researcher from June to August, 2015.

Step 5: Examining, adjusting and informing enrollment results: Examining, supervising and timely tackling difficulties and entanglements regarding the enrollment to create the most favorable conditions for the enrollment; Making a decree on enrollment results; Through the information technology system, announcing enrollment results. This step was done by the researcher from June to October, 2015.

Step 6: Collecting feedback to put it down to experience for the next enrollment: Collecting feedback, Processing feedback; Making a report and reviewing the work to organize the next enrollment tasks. The research did and finished this step in November, 2015.

Results after the test are summarized for after-action review

Doing the work of examination and survey on the demand for tertiary-level distance education in the localities, majors in distance education and the quantity well. Compared to 2014, 2015 achieved good results in the enrollment in terms of the following aspects:

The number of cooperative institutions of distance education in the localities increased from 6 institutions in 2014 to 10 institutions in 2015. They are new cooperative training institutions in some localities, which have not the form of distance education.

The major structure of distance education developed more diversely: from 3 majors in 2014 to 6 majors in 2015.
The number of students enrolled under experiment rose from 337 students in 2014 to 896 in 2015.

Distance education enrollment forecast in 2016: the number of cooperative training institutions in the localities will go up by 4; The number of training majors will increase by 2; The number of students enrolled will be 1.200

With the obtained results, along with the managerial staff in training institutions, cooperative training institutions, leaders at all levels in the localities and organizations that use human resources. The thesis evaluates the experiment of the content effectively.

The summary of chapter 3

From the theoretical and practical backgrounds of distance education in response to the demand for tertiary-level human resources of the Mekong delta; Basing on the arrangements for socio-economic development of the Mekong delta to 2020, the needs for transferring the labor structure of fields and majors in the Mekong delta in the period 2015-2020, the demand for tertiary-level human resources in the period 2015-2020, the ability to satisfy the training at the tertiary level through distance education; the researcher have suggested seven solutions to distance education management in response to the demand for tertiary-level human resources of the Mekong delta. Each solution proposed has a certain role, significance and effects on distance education management in response to the demand for tertiary-level human resources of the Mekong delta and all the solutions are united in one system, have an interaction relationship with each other, create motives to foster the implementation process and effectively enhance distance education management in response to the demand for tertiary-level human resources of the Mekong delta.

On experimenting the necessity and feasibility of the suggested solutions, results show that these solutions are highly agreed by experts that they have high characteristics of necessity and feasibility. Experiment results that have reflected on the proposed solutions are accurate and suitable to distance education management in response to the demand for tertiary-level human

resources of the Mekong delta, orientations for expanding distance education accessible to the community to serve educational and social activities and the life-long learning of the people.

Testing the solution *"Renovating the distance education enrollment to meet the diverse needs for using tertiary-level human resources"*. Test results confirm that the proposed solutions have brought positive effects in distance education management in response to the demand for tertiary-level human resources of the Mekong delta.

CONCLUSION AND RECOMMENDATIONS

1. CONCLUSION

1. The thesis use three approaches, namely the approach based on the components of the distance education process, the approach of supply and demand and the approach of managerial functions to establish the theoretical framework on distance education management in response to the demand for tertiary-level human resources of the Mekong delta.

Distance education management in response to the demand for tertiary-level human resources is the managerial activity of training institutions towards the components of the distance education process at the tertiary level from the input, the teaching process and outcome results in order to meet the quality, the logic in the structure and guaranteeing the quality according to the outcome standards and to meet the requirement of socio-economic development of organizations that employ human resources, localities, regions and the nation.

2. The content of managing distance education in response to the demand for tertiary-level human resources includes establishing distance education arrangements, Managing the implementation of distance education arrangements and Managing the examination, supervision and evaluation of distance education with specific contents

3. Using and combing many different methods to collect information and data for evaluating the actual situation of distance education in response to the demand for tertiary-level human resources and the actual situation of distance education management in response to the demand for tertiary-level human resources. The survey results of the actual situation management of distance education in response to the demand for tertiary-level human resources show that distance education management is initially implemented quite well in planning and evaluating distance education arrangements, managing outcome factors and the distance education process and managing, supervising and evaluating distance education. However, the management of outcome and context factors is not implemented well, such as fostering lecturers' professional ability, lecturers' teaching management and guidance and students' learning and self-study; managing tools and learning resources for distance education, collecting feedback from learners and organizations that use human resources to serve the development of distance education.

4. From the theoretical and practical backgrounds of distance education in response to the demand for tertiary-level human resources of the Mekong delta; Basing on the arrangements for socio-economic development of the Mekong delta to 2020, the needs for transferring the labor structure of fields and majors in the Mekong delta in the period 2015-2020, the demand for tertiary-level human resources in the period 2015-2020, the ability to satisfy the training at the tertiary level through distance education; the researcher have suggested seven solutions to distance education management in response to the demand for tertiary-level human resources of the Mekong delta, including:

Solution 1: Establishing distance education arrangements in response to the demand for tertiary-level human resources

Solution 2: Managing the development of distance education curriculum according the outcome standard in response to the demand for tertiary-level human resources.

Solution 3: Renovating the distance education enrollment to meet the diverse needs for using tertiary-level human resources

Solution 4: Creating an open cooperative network of learning resources among training institutions in and out of the region

Solution 5: Renovating the management of distance learning and teaching activities base of the foundation of applying information technology and media

Solution 6: Reinforcing the structures of examining and supervising distance education in response to the demand for tertiary-level human resources

Solution 7: Managing the cooperation of distance education between training institutions and organizations that use human resources in response to the demand for tertiary-level human resources

5. Experiment results on the necessity and feasibility of the suggested solutions show that the proposed solutions are proper and feasible.

Test results of *"Renovating the distance education enrollment to meet the diverse needs for using tertiary-level human resources"* confirm that the proposed solutions have brought positive effects in distance education management in response to the demand for tertiary-level human resources of the Mekong delta.

2. RECOMMENDATIONS

2.1 For the government

- Having investment policies which are appropriate, effective and positive to develop the economy and society of provinces and cities in the Mekong delta, especially the policy on education and training for the Mekong delta as a "trough" of education and training.

- Caring more the policy of life-long learning and building a learning society and distance education for the time head.

2.2 For the ministry of education and training

- Contribute ideas to the government on the policyof distance education development in response to the demand for tertiary-level human resources to the year 2020 and orientations to the year 2030 in the context of industrialization, modernization, globalization and international integration.

- Conduct surveys on the prediction and assessment of the demand for tertiary-level human resources, from which there are training policies, with them being used properly.

- Establish and implement the enrollment policy, promote the fairness and recantation based on the evolution of capacity, and not discriminate among training types.

- Have investment policies which are appropriate to distance education activities in response to the demand for tertiary-level human resources in the current context.

- Strengthen the cooperation with training institutions in and out of the country in order to exchange the curriculum, methods and experience, which contributes to enhance the training quality.

2.3 For the people's committees of provinces and cities in the Mekong delta

- Have policies on heightening the support in terms of material facilities, technological means and local grants for distance education based on the investigating, surveying and identifying the demand for tertiary-level human resources in response to the requirement of socio-economic development of the localities and the region.

- Create conditions for combing training institutions to organizations that use human resources to promote the quality and effectiveness of distance education and make contributions to enhancing the quality of human resources for the localities and the Mekong delta.

2.4 For the institutions of distance education

- Reinforce the propaganda and inform of the effectiveness and benefits of distance education in response to the demand for tertiary-level human resources, which contributes to positively implement the guidelines and policies of the Communist Party and the government on the life-long learning, the learning society development and distance education development.

- Ensure the training quality, make use of the resources of material facilities, training staff, comply with the law of supply and demand, and build the curricula for distance education to meet the needs for human resources and the needs for regular learning of everyone.

- Strengthen the combination and cooperation among organizations that employ human resources in understanding the demand and the training in response to the needs in an effective and good way.

- Carry out the combination between training with the human resource use by inviting organizations that use human resources to participate in establishing the curriculum, teaching and evaluating training results, receiving feedback from organizations that use human resources to adjust and build the curriculum properly.

2.5 For organizations that use human resources

- Make use of the flexible and economic characteristics of distance education, enroll and upgrade the levels of human resources of organizations.

- Order the training needs for the quantity, structure, quality from training institutions, while combing with training institutions of distance education to establish the curriculum, send experts to teach and evaluate the learning and training results.

- Cooperate and combine with training institutions to support and promote strengths of each other in training, researching and developing technology. Combine with training institutions to receive support on dealing with scientific problems arising from the reality of production and labor.

- Enroll and use human resources based on the capacity, conduct and practical skills of laborers and not discriminate among training types.

2.6 For cooperative training institutions

- Investigate and survey to grasp the training needs of learners, organizations that use human resources and the community in the localities and cooperate with training institutions to enroll and train learners.

- Actively participate and cooperate with each other in enrolling, supporting material facilities and teaching tools, manage learners in training institutions well and contribute to guaranteeing the training quality.

- Combine with training institutions of distance education to collect feedback, have renovations and adjustments to promote the quality and effectiveness of distance education.

LIST OF THE PUBLISHED PAPERS

1. Pham Phuong Tam (2014), "Distance Education meeting the needs of human resource development of the Mekong Delta",*Educational Science Journal,* (Special Edition), Ha Noi.

2. Pham Phuong Tam (2015), "Rationale of distance education management meeting the needs of undergraduate human resource",*Educational Science Journal,* (122), Ha Noi.

3. Pham Phuong Tam (2015), "Enhancing the quality of distance education meeting the needs of learning society and life-long education", *Educational Journal,* (Special Education), Ha Noi.

4. Pham Phuong Tam (2015), "Roles of non-full-time training to high level human resource development in the Mekong Delta", *Educational Journal,* (Special Education), Ha Noi.