

**MINISTRY OF EDUCATION AND TRAINING  
THE VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES**

**NGUYEN HONG TAY**

**MANAGEMENT OF VOCATIONAL COLLEGES  
DEVELOPMENT TO MEET HUMAN RESOURCES NEEDS  
OF THE CENTRAL VIETNAM MAJOR ECONOMIC AREA**

Specialization: Education Management.  
Code: 62.14.01.14

**DISSERTATION SUMMARY FOR  
DOCTORAL PHILOSOPHY PROGRAM IN EDUCATION**

**Hanoi – 2014**

This work was finished at  
**THE VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES**

Supervisors: **Assoc.Prof. Dr. Tran Khanh Duc**  
**Dr. Tran Van Hung**

Defender 1: Assoc.Prof. Dr. NGUYEN XUAN THUC

Pedagogical University Hanoi

Defender 2: Assoc.Prof. Dr. ĐANG BA LAM

Educational Science Institute Vietnam

Defender 3: Assoc.Prof. Dr. Do Minh Cuong

General Department of Vocational Training

Workplace: The dissertation will be defended at the Defense  
Committee held at The Vietnam Institute of Educational Sciences.

At ..... date.....

The dissertation can be found at:

- The Vietnam National Library
- Library of The Vietnam Institute of Educational Sciences

## LIST OF SCIENTIFIC WORKS

1. Nguyen Hong Tay (2013), "Solution to develop teachers and management staffs of vocational colleges in The Central Vietnam Major Economic Areas", *Education science journal*, (No98), Page 27-33.

2. Nguyen Hong Tay (2013), "Developping Management of high-quality vocational colleges according to approach of Malcolm Baldrige Award model", *Education science journal*, (N0 96), page 28-31.

3. Nguyen Hong Tay (2013), "Development management of vocational training with strengthening the link between vocational training institution and business, *Vietnam Education Magazine*, (No 79), page 26-29.

4. Nguyen Hong Tay (2013), "The relationship between vocational training institutions and businesses in training and solving jobs for workers", *Journal of Labour and Social Affairs – The ministry of Labour, Invalids and Social Affairs*, (N0 466), page 37-39.

5. Nguyen Hong Tay (2012) "Innovation of vocational training development management: should pay attention to ramification of students", *Journal of Labour and Social Affairs - The ministry of Labour, Invalids and Social Affairs*, (N0438), pge 15-17.

6. Nguyen Hong Tay (2011), "Links to human resources training to meet the need ensuring safety and fire fighting for national key project of oil and gas in Dung Quat economic zone", *Scientific Conference Proceedings "The training task of human resources of fire fighting and prevention & Rescue to serve the requirements of socio-economic development, The university of fire fighting and prevention*, page 45-49.

7. Nguyen Hong Tay (2010), "Measures to Exploit the Potentials and Advantages, and Remove Barriers to Development of the Central Vietnam Key Economic Zone", *Economic Development Review, University of Economics, Ho Chi Minh City - Ministry of Education & Training*, (Number 196), page 19-21.

8. Nguyen Hong Tay (2010), "Development solution to technical human resources for the Central Vietnam Key Economic Zone", *Journal of Labour and Social Affairs- The ministry of Labour, Invalids and Social Affairs*, (Number 388), page 18-20.

## INTRODUCTION

### 1. Rationale of the study

A developing economy needs the following factors: capital, technology, natural resources and human resources. The key factors for the rapid and sustainable growth are: applying new technology, developing modern infrastructure and enhancing human resources quality. The reality shows that the combination of macro management policy with human resources developing strategy has brought success in many countries. It is possible to announce that the whole secret of success of a nation, after all, are due to the strategy of training and developing human resources.

Our country modernization and industrialization is being conducted at present. The platform for national construction in the period of transition to socialism emphasized: “Development of Education and Training along with development of Science and Technology is the first national policy; Investment for education and training is a developing investment; Innovating fundamental and comprehensive education and training meets the demand of social development; Improving the quality basing on standardization, modernization, socialization and democratization and international integration serves effectively the career of national building and defense”.

The Central Vietnam Major Economic Area (CVNMEA) which is one of the four nationwide Major Economic Area (MEA), includes five administrative units: Thua Thien Hue, Da Nang, Quang Nam, Quang Ngai and Binh Dinh. This is the economic Region with a lot of potential and advantages and importance of defense security.

Vocational Colleges are vocational training units under the national education system, which was formed in 2007. The schools have implemented technical personnel training in production /service field with the three levels: college, secondary and primary. The Vocational Colleges in CVNMEA in recent years has contributed to labor supply but the rapid and sustainable development of CVNMEA still reveals many limitations and shortcomings.

From the above findings, the author has selected research problem ***“Management of Vocational Colleges development to meet human resources needs of The Central Vietnam Major Economic Area”*** for the doctoral thesis.

## **2. Objectives of the study**

To establish scientific background and suggest Solutions for management of vocational colleges development to meet the human resources needs of the CVNMEA in an approach of human resources supAppendixy and demand, Management By Objectives (MBO), School Based Management (SBM).

## **3. Objects and Subjects of the study**

Objects: Developing vocational colleges in the CVNMEA.

Subjects: Managing Vocational colleges development with a view to satisfying human resources demands of the CVNMEA.

## **4. Scientific background**

Although the development of Vocational Colleges in the CVNMEA has achieved in the field of human resources training for socio - economic development, a lot of shortcomings has still been occurring due to lack of the effective and comprehensive management for pedagogic and socio - economic organizations.

If solutions for developing management in an approach of human resources supply and demand, management based Objectives, Schools based Management are proposed, they will promote the development of vocational colleges to meet human resources needs of the CVNMEA.

## **5. Tasks of the study**

- Research theoretical basic for management of Vocational Colleges development with a view to meet human resources needs of the CVNMEA.

- Survey and evaluate the reality for management of Vocational Colleges development with a view to meet human resources needs of the CVNMEA.

- Propose solutions for management of Vocational Colleges development with a view to meet human resources needs of the CVNMEA.

- Experiment and survey the necessity, feasibility and propose the management measures.

## **6. Research Methods**

### ***6.1. Accessing Methods***

The following accessing methods are used during the study: system accessing, complex accessing, market accessing for human resources supply and demand.

## **6.2. Research Methods**

The following research methods are used during the study: theory research, survey, reality evaluation, expert advice, experiment, mathematical statistics.

## **7. Scope of the study**

- *Scope of time:* The facts and figures are taken from the statistics of the year 2007 up to now; the proposed solutions for 2020.

- *Scope of space:* the research are carried out in twelve vocational colleges, twenty enterprises, five departments of labour – invalid and social affairs, five Management boards of economic Regions in the CVNMEA.

- *Scope of content:* The thesis is studied at the level of region and professionally in the field of vocational college management and development in order to survey the reality and propose the solutions for the level of vocational college.

- *Scope of experiment:* The thesis makes a choice of some methods in the system of proposed management solutions to test. For the most favourable research, the author has chosen Dung Quat Vocational College of Technique and Technology as an experiment place.

## **8. Theoretical Points**

Point 1: Vocational Colleges have a very important mission in training and supAppendixing human resources for the CVNMEA. To accomplish this mission, Vocational Colleges need to develop the three following contents: appropriate training scale, ensured vocational training quality and effective resource use.

Point 2: To carry out this task effectively, vocational colleges pay a comprehensive attention to managing solutions for the organization of pedagogical and socio - economic issues in order to improve the efficiency of resource use and the process of school activities, contributing to the sustainable development ability of the school.

Point 3: There should be synchronous coordination between the following entities: the Principals of Vocational Colleges, The People's Committees of provinces/cities in the region, the Coordinating Committee of the major economic region and the General Department of Vocational Training under the direction of the Government. The entities are responsible for establishing the mechanism of decentralized

administration and operation properly.

## **9. New Implications of the study**

*In Theory:* Through theoretical research on human resources, the approach of human resources supply and demand in school management and development such as: MBO, SBM, the thesis establishes theoretical framework for the vocational college development and management to meet human resources needs for the MEA (including 12 issues), to focus on the overall management of the factors that enhance efficient use of resources, to expand the vocational training scale at the same time of improving the vocational training quality in accordance with the human resources needs of the MEA.

*In practice:* The thesis includes an overview of the CVNMEA, the network of vocational colleges, the development of industry and service, the supply and demand of college qualified human resources in the CVNMEA. The author made a survey of twelve issues from the theoretical framework constructed in Chapter 1. From the results of data processing, the exchange and consultation with experts knowledgeable on issues of thesis, the comparison between theory and practice, the author found out the strengths, weaknesses, opportunities and challenges for the activities of vocational college development and management. Based on the socio-economic development orientation of the CVNMEA to 2020, the forecast demand of college qualified human resources and the development orientation of vocational colleges, on the basis of some principles, eight recommendations and suggestions for management are made in the thesis. The experiment confirms the necessity and feasibility of the proposed solutions.

## **10. Structure of thesis**

The thesis includes: introduction, three chapters, conclusions and recommendations.

Chapter 1. Theoretical base for the management of vocational colleges development to meet the human resources needs of MEA.

Chapter 2. Reality of the management of vocational colleges development to meet the human resources needs of CVNMEA.

Chapter 3. Solutions for the management of vocational colleges development to meet the human resources needs of the CVNMEA.

## Chapter 1

# THEORETICAL BASE FOR THE MANAGEMENT OF VOCATIONAL COLLEGES DEVELOPMENT TO MEET THE HUMAN RESOURCES NEEDS OF MAJOR ECONOMIC AREA

### 1.1. Overview of the Research

An overview of documents, national and global research works in view to the management of human resource development, including the management of vocational college development (MVCD) has been introduced in the thesis. Generally, the researchers have given a great deal of ideas on the theory and reality of the problem, clarified the important role of human resources development on ensuring social and economical development. Nevertheless, the MVCD for meeting the human resources requirement of MEA has not been entirely studied. Therefore, we inherit some previous achievements and analyse them more specifically in the research problem “*Some solutions for management of vocational colleges development to meet the human resources needs of the CVNMEA*”

### 1.2. Theoretical Background of Management and Management of School Development

#### 1.2.1. Management and Basic Functions of Management

*Management*: the process of planning, executing, leading and examining jobs assigned to members of an organization; the way of using human force to obtain the aims..

*Basic functions of management*: There are four basic functions of management, including Forecasting and Appendixanning; Controlling; Guiding and Leading; Examining and evaluating. [Duc Tran Khanh, 2010]. Diagram 1.4 shows the relation of those functions.

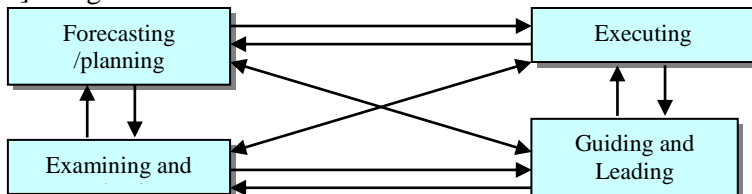


Diagram 1.1. The relation of basic functions of management

#### 1.2.2. Development and Development Management

*Development*: the process of finding something new and better in either quantity or quality or in both.



*Management of School Development:* the process of acting on components of college's system, including teaching and learning in order to expand the training scale, enhance the quality of vocational training and the effective use of human force.

### ***1.2.3. Management By Objectives***

MBO is the way of managing, each individual/department set one's aims to obtain. MBO helps to assign mission to school's members/departments suitably, which helps everyone to know their duties and to pursue the goal. Besides, MBO helps to examine and evaluate jobs effectively.

### ***1.2.4. School Based Management***

SBM is a model of educational decentralized administration. That means schools have their proper self-control responsibility; meanwhile, staff of teachers, pupils' parents, pupils and society in company with schools to carry out educational activities. This aims at enhancing the quality of education and carrying out social equality.

### ***1.2.5. Decentralized Administration and Management Levels of School Development***

Decentralized administration in management of school development is to allocate duties amongs management levels. This bases on ensuring the suitability between quality & quantity of duties and ability & realistic condition of each level so as to enhance the quality, the effect of management. Decentralized administration aims at producing creative, independence, self-control and responsibility; liberating schools from the policies of training, scientific researching, recruiting and using employees, producing income, paying, international cooperation exchanges.

## **1.3. Human resources, approach of human resources demand and supply**

### ***1.3.1. Human resources and training to meet human resources demand***

Human resources is labour forces of an organization, a local, a nation that are in the organic unity with social ability (health, mental power, behaviour) and social dynamic of people, a group of people, an organization, a local, a region, a nation.

### ***1.3.2. An Approach to Human resources Demand and Supply in Management of School Development***

Human resources demand is to need labour force for some certain jobs of labour markets in quantity, quality and structure. Human resources supply is to provide labour market and employers with labour

force that is wanted or needed in quantity, quality and structure.

In order to make a balance between demand and supply, all levels of government need to co-ordinate their efforts to investigate, evaluate reality, forecast and give some solutions to adjust suitable demand and supply, such as: human resources supply, human resources demand, human resources demand and supply connection, policies, etc.

#### **1.4. Major Economic Area, Vocational College and Mission to Supply Human resources for Major Economic Area**

##### ***1.4.1. Major Economic Area***

In Viet Nam, some provinces/cities have been chosen and invested to become well-developed MEA that brings some benefit, such as: impulsing the socio-economic development of the country speedily and sustainably, raising the living standards of the whole people and attaining the goal of a just society. At this moment, there are four MEAs in Viet Nam including Northern Vietnam MEA, Central Vietnam MEA, Southern Vietnam MEA, The MeKong Delta MEA.

##### ***1.4.2. Vocational College and mission to supply human resources for MEA***

The mission of vocational college is: To train and supply labour markets with hi-tech human resources who carry out the jobs of producing and servicing in factories, enterprises; To universalize vocation for people, to contribute to transferring labour structure, raising people's earnings, reducing poverty stably, ensuring social security; To train and supply human resources for labour markets flexibly.

#### **1.5. The content of management of vocational colleges development to meet the human resources needs of MEA**

##### ***1.5.1. Policy and mechanism of MVCD***

Nowadays, our government has made some preferential policies for vocational colleges such as stimulating teachers and learners, creating policies on attracting and using vocational diploma human resource effectively.

##### ***1.5.2. Vocational Colleges network Planning***

Planning vocational colleges network must be suitable with planning human resources development of that Area. This must meet the need of quantity, career structure, education level structure and quality of human resources.

### ***1.5.3. Information system of human resources requirement and labour market***

Information system of human resources requirement and labour market is the database of human resources demand and supply of each enterprise in each area. These information helps to forecast fairly exactly the number of human resources needed to be trained so that these human resources are suitably supplied for enterprises and labour markets.

### ***1.5.4. Colleges development strategy Planning and deploying***

All of the management activities of colleges should be introduced into their plan. In this plan, each stage, way of deploying the plan and ensuring every forces to attain the goal (from the stage of planning to the satge of finishing the plan). This is considered the process of determining the aims and objectives of the development; and of determining the best ways of attaining the goal.

### ***1.5.5. Labour market - Enterprises and Colleges connection***

In order to specify the vocational training demand in society, labour market - enterprises and colleges connection should be carried out, such as: enterprises contribute their ideas on structuring the curriculum framework, receiving trainee students, evaluating students' level of knowledge and vocational training skill, recruiting post-graduated students, etc.

### ***1.5.6. Management of teaching and management staff Development***

With the aim at obtaining the goal of the development of colleges, they should build up workforces, manage and connect them so that their work ability is proved. Beside, the strategy of recruitment, providing further traing and development of teaching and management staff affects the complete of colleges's goal and mission.

### ***1.5.7. Management of equipments & material facilities Development***

Equipments & material facilities play an important role on vocational training quality. It is one of the determinants of the formation and development of trainees' vocational skill and high technique. Hence, in their plan, colleges should project generally the use and the development of equipments & material facilities so as to ensure that vocational training can meet the labour forces of labour market and enterprises.

### ***1.5.8. Management of Vocational Training Curriculum and Syllabus Development***

Colleges should structure curriculum of vocational training basing on: vocation analysis, workforces demand of labour market – enterprises,

determine standards in knowledge, skill, scope and structure, method and form of training; curriculum and syllabus of vocational training must be suitably inter-disciplinary. Moreover, colleges should also do some other things regularly, such as: acquiring enterprises', teachers/, managers' ideas on structuring the curriculum framework; adding, correcting and updating the contents that suit the new technology of production and services.

#### ***1.5.9. Management of learning and teaching activities***

Colleges should: set a suitable plan of enrolling learners; set up specifically short-term and long-term training plan for each module and subject for each vocation; organize teaching and learning according to the objectives, contents approved and check, evaluate annually the suitability level of the plan; appreciate studying results by appreciating studying process.

#### ***1.5.10. Management of students' welfare services Development***

Developing the activities of welfare services for students is a way of improving the ability of serving, bringing trainees better value and partners involved. This contributes to raising the ability of sustainable development of colleges.

#### ***1.5.11. Quality accreditation in vocational training***

Quality accreditation in vocational training is an activity to evaluate and improve vocational training quality. This is to improve training ability, meet the demand of trainees and enterprises with the aim at achieving great success and sustainable development of colleges.

#### ***1.5.12. Constructing "School Culture"***

Colleges should set up a system of standards for every members in colleges to follow and to strive; especially in social ethics and conscience that are often understood as "educating people" and "vocational training"; everyone feel highly enthusiastic, positive and comfortable in their works; they are willing to help each other and make their colleges to develop.

### **1.6. The impact of factors on the effectiveness of management of colleges development**

- Macroscopic factors (outer factors – indirect impact)
- Microcosmic factors (inner factor – direct impact)

### **1.7. International experiences on management of vocational training development to meet the requirements of labour forces for socio-economic development**

Our research has learned from experiences of China, Japan, South Korea, Singapore, Thailand on vocational training and has applied them in Vietnam. Nowadays in Vietnam, the pressure of vocational training development, in one hand, originates from labour and jobs; on the other hand, this originates from the requirements for industrialization, modernization and integration.

#### **Conclusion of Chapter 1**

Basing on studying national and global documents, the writer has generalized the history of the problem research. By researching the theory of labourforces, labourforces demand-supply in the management of college development, by approaching modern ways of management such as MBO, SBM, we has set up theoretical frame of MVCD to meet the labourforces requirements of MEA. Our research consists of 12 important problems of MVCD, concentrating on overall management of factors for *raising the effectiveness use of different forces, widening vocational training scale* in accordance with *raising vocational training quality* suitably and meet the labourforces requirements of MEA these days. This is the scientific basis of evaluating the real situation and suggesting some solutions.

## Chapter 2

### REALITY OF MANAGEMENT OF VOCATIONAL COLLEGES DEVELOPMENT TO MEET HUMAN RESOURCES NEEDS OF CENTRAL VIETNAM MAJOR ECONOMIC AREA

#### 2.1. Process description and survey methods

#### 2.2. Overview of CVNMEA and training network

##### 2.2.1. Introduction *The central key economic*

The CVNMEA was approved the master plan at Decision No 1085/QĐ-TTg dated 12/8/2008 by the Prime Minister. Accordingly, The CVNMEA has 05 administrative units including the provinces of Thua Thien Hue , Quang Nam , Quang Ngai , Binh Dinh and Da Nang, covering an area of 27.884 km<sup>2</sup>, accounting for 8.4% of the whole Vietnam area [55].

##### 2.2.2. *The network of vocational training and vocational colleges*

The CVNMEA currently has 87 vocational training institutions (accounting for 27,8% of the country) and 12 Vocational Colleges, . In 2011, the schools recruited 57.321 students including secondary: 44.496 students of intermediate level and 12.825 students of college level.

Table 2.3: **The scale of vocational college program in 05 provinces**

*Unit: peoAppendix*

Province/ city	Number of schools	Number of Teachers	Number of Teachers of VocationalCollege	Number of Students	Number of Students graduated in 2011
TThien Hue	2	167	105	3.182	750
Đa Nang	4	305	189	4.235	1.065
Quang Nam	2	172	41	1.250	294
Quang Ngai	2	240	112	3.520	1.054
Binh Đinh	2	212	120	3.427	952
<b>Total</b>	<b>12</b>	<b>1.096</b>	<b>567</b>	<b>15.614</b>	<b>4.115</b>

*(Source: Compiled data from the Bureau of Statistics)*

#### 2.3. Current status of labor and human resources supply - demand of CVNMEA

##### 2.3.1. *Characteristics of the labor situation of CVNMEA*

In 2009, the total population of CVNMEA was 6,5 million people accounting for 7,1 % of the national population, population distribution

is still greater in rural areas , accounting for 66,87 % . The labor force in 2009 was 3.430.146 people, accounting for 56,15 % of the population, (backward labor structure, the high proportion of labor in agricultural sectors) in which workers in the agriculture, forestry and fisheries are 2.143.845 people (62,5 %), in industry and building field, 583.125 people, accounting for 17 % and service 686.050, accounting for 20.5%. The proportion of trained workers accounted for 21.3%. More and more people at the age of working migrate to the provinces /cities to learn and work every year, an estimation of 310.000 to 320.000 people.

### ***2.3.2. Development of industry, services and human resources supply and demand***

#### *2.3.2.1.The development of industry, services and human resources needs*

Labor demand by sector of the labor market in CVNMEA in 2012 has been compiled from 05 provinces /cities as Table 2.4.

#### *2.3.2.2.The ability to meet the human resources needs of vocational college level*

- Ability to meet the human resources needs in quantity: A total of 15.614 vocational college students, about 4.100 to 4.300 students graduates every year.(see Table 2.6 ).Vocational colleges can meet only 61% to 63% of the manpower requirement.

- Ability to meet the human resources needs in structure of training sectors: The structure of training sectors and the number of vocational college students expected to graduate in 2012 were synthesized from 12 vocational colleges in CVNMEA as Table 2.5 and evaluated not to meet requirements.

Ability to meet the human resources needs in training quality: To evaluate the human resources quality of vocational college level, in addition to methods of data analysis, the authors made a questionnaire survey of 221 experts. Evaluation results are shown in Figure 2.3 and APPENDIX2.01.

#### *2.3.2.3. Commenting on the interrelation of human resources supply - demand at vocational college level*

According to survey results, the writer realized the imbalance of manpower supply and demand with vocational college level, especially the shortage of highly skilled labor and the excess of untrained labor,

even the excess of college and university graduates in some sectors, the lack of industrial style, disciplinary awareness, teamwork skills

## **2.4. Reality of management of vocational colleges development**

### ***2.4.1. Policies and mechanisms for management of vocational colleges development***

The survey results showed that experts has evaluated at 2.27 points/5 points. Through intensive interviews, the writer found the following problems which need to be solved soon: streaming policy, career orientation of lower and upper secondary school graduates; adjusting policy of local state agencies for regional human resources supply – demand; incentive policy for enterprises to participate in vocational training curriculum with the role of final employer; salary policy for workforce of vocational college .

### ***2.4.2. Development of vocational colleges network***

The development of vocational colleges in the region are being performed in each province’s plan but not in the region’s long term common plan. Most of colleges are located in large urban areas very far from the economic zone/industrial park. The Colleges have focused in training popular sectors. The provinces have not mentioned to the regional link to exploit mutually strengths and potential with the purpose of developing human resources in a balanced way in the region.

### ***2.4.3. Information systems of manpower requirements and labor market***

The results synthesized in Table 2.6 and Figure 2.6 show the surveyed objects underestimated information systems of manpower requirements and labor market. 80% - 87,5% of respondents said that they were not satisfied (level 1 and level 2). The average point of remarks is 2.1 points/5 points – Unsatisfactory

### ***2.4.4. Establishment and implement vocational college development strategy***

The chart in Figure 2.7 which shows all criteria of school development are underevaluated with the propotion of 59,5% to 69.7% and accepted with the rate of 30,3% to 40,5%. The average point of criteria is from 2.2 points to 2.4 points. The average point is 2.3 points/5 points - Unsatisfactory. (APPENDIX 2.02).

### ***2.4.5. Linkage between businesses and schools with labor market***

The results show that the remarks for criteria of linkage between



businesses and schools with labor market is relatively good. The average point is 3.05 points/5 points. - Satisfactory. (APPENDIX 2.03)

#### **2.4.6. Development of teaching and management staff**

##### *2.4.6.1. With regard to the teaching staff of vocational college program*

Table 2.7: **Structure of teachers divided by the level of training**

*Unit: peoAppendixe*

Teachers of vocational College Program	2007		2008		2009		2010		2011	
	No	%	No	%	No	%	No	%	No	%
College	32	14,7	38	11,8	46	9,8	41	7,8	46	8,1
University	133	61,3	202	62,9	298	63,4	336	64	337	59,4
Master	38	17,5	57	17,8	96	20,4	112	21,3	145	25,6
Doctor	2	0,9	3	0,9	3	0,6	5	1,0	6	1,1
Other	12	5,5	21	6,5	27	5,7	31	5,9	33	5,8
<b>Total</b>	<b>217</b>	<b>100</b>	<b>321</b>	<b>100</b>	<b>470</b>	<b>100</b>	<b>525</b>	<b>100</b>	<b>567</b>	<b>100</b>

*(Source: Compiled from the personnel department of Vocational Colleges)*

##### *2.4.6.2. With regard to the management staff of Vocational Colleges*

The management staff are primarily transferred from training institutions and arranged suitably by function, organizational structure. Therefore, they have certain experience in vocational training management. Most management staff have attended vocational training management course. Few ones have attended regular vocational training management course.

According to data compiled from the remarks in the APPENDIX 2.04 The average point is 2.46 points/5 points, unaccepted, especially the matter of human construction and linkage to explore the whole potential to achieve strategic plan on the management of teachers and management staff development.

#### **2.4.7. Management of facilities and training equipment development**

The results show that the remarks are relatively good for most criteria of management of facilities and training equipment development, expressed at a total of level 3, level 4 and level 5, accounting for a percentage from 77,0% to 84,4%. Thus, This result is due to investment capital of projects and of annual target programs along with capital investment of locals

#### ***2.4.8. Management of vocational syllabus and curriculum development***

The vocational colleges have not carried out taking the experts' opinion for vocational training curriculum. The sciences and technology achievements, global and regional vocational training standards have not added and updated in vocational training curriculum. The charts in Figure 2.14 charts and data in APPENDIX 2.06 show the average point of 2.46 points/5 points, Unsatisfactory.

#### ***2.4.9. Management of teaching and learning activities***

Teaching and learning activities of the Vocational Colleges have been implemented on The regulation No 14/2007 of the Ministry of Labor, War Invalids and Social Affairs on testing and acknowledging graduation in regular vocational training system. According to the data in APPENDIX 2.07, the criteria gain 3,0 points/5 points, Satisfactory.

#### ***2.4.10. Management of students' welfare services development***

The survey results are shown in APPENDIX 2.08. The average point of criteria is 2.98 points/5 points. Satisfactory.

#### ***2.4.11. Accreditation of vocational training quality***

The survey results are summarized in APPENDIX 2.11 and Figure 2.15. The average point of criteria is 2,4 points/5 points - Unsatisfactory. (APPENDIX 2.09)

#### ***2.4.12. Building up school culture***

In fact, for 12 vocational colleges in the region, the issue of establishing school culture still very new, contains certain drawbacks due to the inadequate working environment, which leads to the short-sighted concepts. The schools have not had exact concepts on competition and cooperation and lacked professional activities. The culture is still affected by the remnants of subsidized economy, so it is difficult to develop.

### **2.5. General assessment of reality**

#### ***2.5.1. Strengths***

- Under the special attention and effective leadership of The Government, the leaders of provinces/cities and the management boards of economic zones/industrial zones in the CVNMEA.

- The sufficiency of vocational curriculum of all sectors

- The relatively good investment of facilities, equipment, practice from large investment capital by the State.

- The formation of vocational colleges network associated with businesses, the high rate of graduates with jobs.

#### **2.5.2. Weaknesses**

- The lack of incentive policies to develop Vocational College
- The shortcoming of State's adjustment for human resources supply - demand

- The lack of synchronism in developing vocational Colleges.
- The limitation of labor market information system
- The weakness in building up strategic plan.
- The lack and weakness of Teachers and management staff, the risk of skilled and experienced human resources insufficiency
- The entrepreneurs' satisfaction for vocational curriculum and syllabus.
- The non-synchronous implement and low efficiency of quality accreditation in vocational training.
- The freshness of school culture

#### **2.5.3. Opportunities**

- Policies to attract investors with clearance and outstanding preference.
- The interest of The Party, the local and State Government for education in general and vocational training in particular
- The vocational Training under global scale renovation
- The people in Central provinces with quite high education level, intelligence and quick knowledge acquisition
- Being the 150th member of the WTO, an opportunity to expand vocational training association and cooperation

#### **2.5.4. Challenges, risks**

- Performing heavy mission with the limitation of competence and condition.
- Enhancing rapidly the quality and effectiveness of vocational training to meet the human resources needs of the labor market.
- Managing the colleges in market mechanisms considered a challenge

- The risk of "brain drain" when the good teachers have moved to offices with better working condition,

### **Conclusion of Chapter 2**

In chapter 2, the author has outlined the formation and development of The CVNMEA and the network of vocational colleges, considered the college level laborforce needs and the vocational colleges' ability to meet laborforce in The CVNMEA. The author has carried out investigating, surveying, collecting data on 12 key issues of management of vocational colleges development which was built in the theoretical framework in Chapter 1. According to the result of data processing, the experts's advices and the comparison between theory and practice, the author has drawn the strengths, weaknesses, opportunities, challenges and risks for the management of current Vocational Colleges development. Although many Vocational Colleges have made great efforts, but the assessment results of reality show that there have been *many inadequacies due to management's weakness that need to be paid attention.*

### Chapter 3

## **SOLUTIONS TO THE MANAGEMENT OF VOCATIONAL COLLEGES DEVELOPMENT TO MEET HUMAN RESOURCES NEEDS IN THE CENTRAL VIETNAM MAJOR ECONOMIC AREA**

### **3.1. Orientation and Principles to Construct Solutions**

*3.1.1. Socio-Economic Development Orientation of The CVNMEA by the Year 2020.*

*3.1.2. Prediction about the Vocational Diploma Human Resources Need of Labour Market*

*3.1.3. Development Orientation of Vocational Colleges*

*3.1.4. Principles to Suggest Solutions*

### **3.2. Solutions to the Management of Vocational Colleges Development**

*3.3.1. Finalizing Policies and Mechanisms of Vocational Colleges Development*

Finalizing policies and mechanisms aims at facilitating the the development of vocational colleges, motivating teachers and learners, creating suitable mechanisms of using vocational diploma human resources. These important issues are able to promote the training efficiency and the vocational colleges development to meet the the requirements of labour market development in the CVNMEA.

*Contents of implementing the solution:*

- *Policies for vocational colleges*
- *Policies for teachers; Policies for learners*
- *Policies for vocational diploma human resources*

#### **3.2.2. Planning of Vocational Colleges Network Development**

This solution is recommended to orient vocational training activities to become suitable with the strategies of socio-economic development of the Area, the investment ability and forces mobilization ability of the society; to meet the Area's human resources need in terms of quantity, quality and vocation-training level structure; to transferring labour structure associating industry-service in order to raise people's earnings, to reduce poverty stably and to ensuring social security for the Area's people.

*Contents of implementing the solution:*

- *Identifying the aims and objectives of the planning*

- *Implementing the planning on the issues as follows: the distribution of vocational colleges; curriculum and syllabus of vocational training; material facilities and equipments; the suggestion of some key solutions.*

### **3.2.3. Developing the Information System of Human Resources Need**

Basing this system, the data of human resources supply – demand of labour market can be provided to the Area's Provincial Governments so that they can distribute labours to their provinces suitably. The information in this system is also useful to policy makers and government agencies to plan appropriate policies of the vocational training development.

*Contents of implementing the solution:*

- *Establishing Information Prediction of Labour Market Center in each area.*

- *Investing in infrastructure of information system of labour market.*

- *Building the information provision network.*

- *Training staffs to use the information system of labour market.*

- *Forming information analysis network of labour market.*

### **3.2.4. Building and deploying the strategy of schools development**

The strategy of schools development is built to determine the school's orientation, objectives, plan and key solutions to obtain the goal basing on using available potential reasonably and creating potential for the future. This is the most important foundation to Institution's Committee, Board of Leaders to make policies; it is also a greatly significant activity to vocational training to meet the human resources need of the CVNMEA.

*Contents of implementing the solution:*

- *Declaring the mission of schools.*

- *Set strategic view and key value system of schools.*

- *Determining strategic issues and objectives of schools.*

- *Determining strategic solutions.*

### **3.2.5. Developing Teaching and Management Staffs**

With the hope to form professional teaching and management staffs, this solution aims to ensure the adequate numbers of teaching staff and management staff; to help teaching staff to widen their knowledge, to

improve their teaching skill and vocational training skill; and to help management staff to improve their ability for managing and operating.

*Contents of implementing the solution:*

- *Analysing jobs, building job descriptions.*
- *Planning the project of teaching and management staff development.*
- *Recruiting personnel; Assigning job; Evaluating work effectiveness*
- *Training, cultivating and developing teaching and management staff.*

### **3.2.6. Developing Vocational Curriculum and Syllabus Orientating Labour Market**

This is one way of showing schools' training objectives obviously. Vocational curriculum and syllabus determine standards in knowledge, skills, scope and structure, method and form of training, methods of assessment for each module, subject and vocation. Vocational curriculum and syllabus are built to meet the human forces of enterprises and labour market.

*Contents of implementing the solution:*

- *Vocational curriculum and syllabus are built basing on vocation analysis, that enterprises contribute their ideas to the contents. Vocational curriculum and syllabus are designed in opened and active orientation. The objectives of each vocational curriculum are clearly defined. Each one determines standards in knowledge, skills, scope and structure, method and form of training, methods of assessment for each module, subject and vocation. They are annually evaluated on the basis of the opinions of experts, teachers, managers, learners, enterprises,...After at least five years, all vocational curriculum are checked, adjusted and completed.*

- *The vocational syllabus that are in use should be compiled and revised so that they fit the vocational curriculum.*

### **3.2.7. Strengthening Self-Accreditation of Vocational Training Quality**

Self-accreditation of vocational training quality is the execution of the objectives, vocational curriculum and vocational training activities of schools. Based on the evaluation standards and criteria in the accreditation of vocational training quality, self-accreditation helps schools to evaluate themselves and to perfect their conditions for the teaching and learning to meet human resources need of labour market. The results of self-accreditation is also necessary for schools' leaders to make suitable policies on schools developments.

*Contents of implementing the solution:*

- *Self-accreditation planning.*
- *Implementing self-accreditation effectively.*
- *Making the report on self-accreditation.*
- *Basing on self-accreditation results, perfecting necessary conditions.*

### **3.2.8. Building Schools Culture**

This aims at creating comfortable atmosphere in psychology in schools; encouraging each individual to make his/her efforts in work; making learners and enterprises to believe in schools.

*Contents of implementing the solution:*

- *Giving out standards and making all schools' members to have the habit of following those standards.*
- *Building the overall process, not giving out a specific criterion.*

### **3.3. The Relations among Solutions**

#### **3.4. Exploring and Experimenting**

##### **3.4.1. Exploring the Necessity and Feasibility of the Solutions**

With 226 answer sheets collected, the results are shown in Appendix 3.01, Appendix 3.02 and Table 3.2

**Table 3.1: Exploration results of the necessity and feasibility of solutions**

<b>Order</b>	<b>Experimenting content</b>	<b>Necessity</b>	<b>feasibility</b>
1	Solution 1: Finalizing policies and mechanisms of vocational colleges development	4,6	4,2
2	Solution 2: Planning of vocational colleges network development	4,7	4,2
3	Solution 3: Developing the information system of human resources need	4,5	4,0
4	Solution 4: Building and deploying the strategy of schools development	4,5	4,1
5	Solution 5: Developing teaching and management staffs	4,5	4,3
6	Solution 6: Developing vocational curriculum and syllabus orientating labour market	4,3	4,0
7	Solution 7: Strengthening self-accreditation of vocational training quality	4,4	3,9
8	Solution 8: Building the schools culture	4,3	3,7

The results of average score of the solutions on Table 3.1 shows that allows necessity and feasibility of all solutions.



### ***3.5.2. Testing the Impact of Proposed Solutions***

First, using the ways of implimenting the 5<sup>th</sup> solutions to impact the management of teaching staff development. The impact is done based on the cultivation of teaching and management staffs, the improvement of practising teaching skill and teaching skill.

Second, reseaching the results by evaluating students' studying results before and after the impact.

The result show that 185/195 (94,8 %) students get jobs after graduating (The record of labour market). This confirms that the teachers who are trained their teaching skill in the countries with developped vocational training can teach students to practise more effectively in both knowledge and vocational skill.

### **Conclusion of Chapter 3**

In Chapter 3, four principles are chosen during suggesting the solutions They are the principles of ensuring the purpose, the practicality, the feasibility and the efficiency. Basing on these principles, the management of vocational colleges development is required to raise training scale suitably, to ensure vocational training quality and to make the use of schools' forces to be more effective to meet the human resources need of labour market in quantity, quality, structure of vocation and training level. Basing on the results of reality survey, the orientation and plan of socio-economic development and human resources need of the CVNMEA, the author suggests eight management solutions. They have a close relationship impacting on supporting , organically closing together to form a system of solutions on the management of vocational colleges development to meet the human resources need of the CVNMEA. The results of experimentation confirms the necessity and feasibility of the proposed solutions. The results of "Developing teachers and management staff" test confirms the feasibility of the proposed solutions.

## CONSLUSIONS AND SUGGESTIONS

### CONCLUSIONS

1. On the overall study and basing the previous studies, the thesis analyzes some more views on the management of vocational training schools and vocational colleges development. Some concepts have been added or deeply analysed. The thesis has generalised the mission of vocational colleges in meeting human resources need for socio-economic development of the MEA. Through the study of the theory of human resources, the approach of human resources demand – supply and modern ways of managing as MBO, SBM associated with self-control and self-responsibility, the thesis has built theoretical framework of the management of vocational colleges development to meet human resources need of the MEA. This includes twelve issues focusing on the factors that aim to enhance the efficiency of using human resources, to expand vocational training scale, to improve the vocational training quality to meet the human resources need of the MEA at this time. This is also the scientific basis for assessing the real situation and proposing suitable solutions.

2. The author has collected data on twelve key issues of the management of vocational colleges development to meet human resources need of the MEA built in the theoretical framework in Chapter 1. Evaluation content is explicitly presented with the systems of specific tables and reliable figures. They contains special, sceintific and reliable numbers. Besides, the qualitative method and quantitative one are used to make the results to become more exact in real situations. Basing on the results of numbers as well as some experts' opinions and the contrast between theory and reality, the thesis confirms that although lots of efforts on the management of training activities in vocational colleges in the CVNMEA have been made, there are still a lot of shortcomings, among that management is the weakest step needed to be specially paid much attention to.

3. Basing on strategy of the fast development of the CVNMEA that is comprehensible and sustainable to the year 2020, basing on the theory of the research issues and reality of the management of vocational colleges development to meet human resources need of the

CVNMEA, a system of eight management solutions is built. Depending on the real conditions, each solution has different prior position; in the management process, these solutions can be suitably used and arranged to provide the highest efficiency. Due to the limitation of time and the scope of the study, the level of necessity and feasibility of these eight solutions has been tested by getting opinions of experts and selecting some specific methods in the 5<sup>th</sup> solution number to prove the correctness of the proposed solutions.

The rapid development of the CVNMEA, along with the asynchronous development of vocational colleges shows that vocational training and human resources supply in vocational colleges have a lot of limitations; Therefore, this becomes an important and imperative issue. The thesis built a theoretical framework, assessed the reality and proposed some solutions to the management of vocational colleges development to meet human resources need of the CVNMEA. If the application of the eight proposed solutions is synchronous, flexible and suitable to the strategy development of the Region, this will create motivation for vocational colleges in the Region to conduct their mission well, towards the development of the CVNMEA after 2020 to be a dynamic economic zone that promotes the Central economic development to correspond to the two Regions of the country, the South and the North of Vietnam.

### **SUGGESTIONS**

In order to apply the solutions on the management of vocational colleges development to meet human resources need of the CVNMEA, some recommendations are suggested as follows:

1. To the Government, Ministries, National Agencies.
2. To the People's Committees of provinces/cities and the Management Boards of economic zone, industrial zone.
3. To vocational colleges.
4. To enterprises that use human resources after vocational training.