

MINISTRY OF EDUCATION AND TRAINING
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**MANAGEMENT OF TRAINING VIETNAMESE LABORS TO WORK
ABROAD IN THE CONTEXT OF INTERNATIONAL INTEGRATION**

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LIST OF PUBLISHED PAPERS

1. Pham Tung Lam (2016), *Apply CIPO to manage training Vietnamese laborers before going abroad to work in the context of international integration*, Journal of Education management (Volume 8, number 8, August – 2016, p. 27 – 31), Hanoi.
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INTRODUCTION

1. Rationale

In the solutions to create stable jobs and higher income for Vietnamese workers, sending laborers to work abroad is an effective solution. In recent years, this operation has achieved significant success in terms of both quality and contribute to changing the lives of an increasing part of the population and bringing foreign currency to the country.

Labor export activities have been identified by the Party and State as an important foreign economic relations area. This policy was expressed in the report specifically on the orientation and tasks of social - economic development at the Tenth Party's Congress is: *"Continue to implement labor export program, increasing the rate of trained laborers, create strict management and protection for the legitimate rights of workers "*

In order to increase competitiveness to promote sustainable development the training of high-quality workers to send them to work abroad in the context of international integration, the need is to manage training operations basically, in a professional way, long-term strategic direction, follow the appropriate steps with reasonable solutions and synchronization. So the theme "**Management of training Vietnamese labors to work abroad in the context of international integration**" is a very practical sense.

2. Research aim

Research suggests management solutions of training Vietnamese labors to work abroad (export labors) on the basis of theoretical and practical authentication, to meet the supply requirements of well – trained human resources with high quality from Vietnam in the context of international integration.

3. Object and subject of research

3.1. Object of research

- Training human resource for labor export.

3.2. Subject of research

- Management solution for training export labor at the training base of the Vietnam enterprises with training and labor export function in the context of international integration.

4. Scientific hypothesis

- Management of training under Vietnam enterprises with training and labor export function currently exist certain shortcomings. If proposals and application training management solutions follow the approach of CIPO model will complete training management, meet the requirements of the high quality export labor to supply to the international labor market in the context of the current international integration.

5. Research activities

- Research on the theoretical basis of export labor training management at training bases of Vietnam enterprises having training and labor export function (hereinafter referred to as the enterprise), the experience of some succeeded labor export countries to summarize the lessons learned can apply for Vietnam.

- Survey, to assess the status of training and labor export traing management in some training establishments of Vietnamese enterprises in Hanoi.

- Propose solutions to improve the quality of personnel training for labor export in the context of international integration; assaying and testing solutions to affirm the priority need and feasibility of the proposed solutions.

6. Research scope

- Content: The thesis refers only to the activities of training and managing labor exports training of enterprises in Vietnam.

- Scope of the time and place of the survey: from 2010 to 2015 in 05 training bases of 05 Vietnamese enterprises in Hanoi.

7. Research approach and methodology

- To accomplish the goals of the research, the thesis used three approaches: Reach system, CIPO approach and market approach.

- The research methodology: Survey;; statistical; integrated analysis; theoretical studies; Experts and research; experiment

8. Basic arguments that need upholding

- In the context of international integration, in order to survive and sustainable development, foreign employers always make requests to get the labor supply of high quality, this has created competition drastically. Therefore, training and management of training labor for export must comply with market rules, the law of supply and demand of international labor markets.

- Management training with CIPO model approach (focused on managing inputs, training process, output, along with management and adjustments to adapt to the context factors) is the model to choose to be suitable for studying the subject.
- The solution has been proposed towards promoting the strengths and overcome the limitations of the status of input, process and output management to adjust to adapt to the context is the key solutions to make management of training labor for export in the current international integration.

9. The new contributions of the thesis

- Formalizing and concretizing the theoretical issues about training and training management of labor for export in the context of international integration following CIPO model.
- Analyzing and assessing the real situation and pointing out the cause, limitation on training management of export labor training bases in Vietnam.
- Proposing some solutions to manage training Vietnam's export labor in the context of international integration.

10. The organization of the thesis

- Introduction

- Content includes 3 chapters:

Chapter 1: Theoretical background on managing export labor training of enterprises in Vietnam in the context of international integration and international experience

Chapter 2: The actual situation of export labor training management in a number of enterprises in Vietnam

Chapter 3: Solutions to manage export labor training in Vietnam in the context of international integration

Chapter 1: THE THEORETICAL BACKGROUND ON MANAGING EXPORT LABOR TRAINING OF ENTERPRISES IN VIETNAM IN THE CONTEXT OF INTERNATIONAL INTEGRATION AND INTERNATIONAL EXPERIENCE

1.1. Literature review

1.1.1. The studies related to human resource development in the context of international integration

We know very well that if we want to innovate to develop in any field, the critical condition which does the prerequisite role is to change the thinking and perception, especially human resource development to meet requirements of industrialization and modernization of the country and international integration. Author Tran Quoc Toan wrote that "*the State plays a key role in combination with the market mechanism, the mechanism of autonomy of education and training institutions and the role of society, ensuring that education and training developed under the the direction of the state, having good effect and high quality to meet the needs of developing country in the new period.*" J.M. Dewan with the book "*Management of Manpower training and development*" gave readers a comprehensive understanding of the process of development of human resources, the specific function of education, total the roles and relationships in training management, so that managers need to have a strategy in human resources training and management, not to be passive in a world which keeps moving and changing.

1.1.2 Studies on the development of labor export

In Vietnam, since the labors and experts co-operation developed, there have been many studies on the development of labor export such as the study of the author Pham Kien Cuong - 1989 .

- From 1991 up to now, labor export management activities under the market mechanism to implement the principle: labor export to achieve a dual purpose, it is a source of foreign exchange earning for the country and improve the qualifications of employees - human resources will complement the labor market in Vietnam during the international economic integration such as studies of innovating State management on labor export, the policies to support labor on finance, retraining... of the authors like Cao Van Sam - 1994 or Tran Van Hang, 1996 or Pham Duc Chinh, 2011, with "*Improving policies to use human resources*

after finishing labor export program in Vietnam". A number of foreign studies on labor export such as statistical reports of the ILO in Geneva in 2010, "*Labour and social trends in ASEAN 2010*". The overall results on the study of foreign authors on the subject of labor export represent: Mounting the export labors with social organizations; systematic training to supply employees to work abroad organizingly and supporting them when returning native country...

1.1.3 The studies related to management training and management of human resources training for labor export

There are many research projects on the management of education and training according to different approaches from studies of academic nature, with high theoretical research to the researches on applicability, practice in many fields ... from the social sciences, economics, education, natural science ... in different training institutions, as diverse as "*Educational management*" of the author Bui Minh Hien and her co- authors showed a comprehensive overview of educational administration or Pham Quang Sang with the study on "*Policy of training manpower with university degrees in Vietnam*" and Nguyen Van Hung with "*The scientific basis and training management solution orienting quality assurance in pedagogical engineering university*". Some fields like professional education, vocational training is very much interested by foreign authors such as "*Vocational Education and training - key to the future,*" of the authors Mafred Tessaring, Jennifer Wannan or Z. G. Johnes Tzannatos introduce the process of training and developing professional skills in the developed countries of Eastern Asia to draw the lessons for developing countries to compare, consider and apply in the training of human resources to meet the requirements of industrialization, modernization and international integration.

1.2. International integration and labor export

1.2.1. The concept of international integration

International integration is understood as the process of different countries conducting activities to strengthen their engagement with each other based on shared interests, goals, values, resources, power and compliance with the general laws in the framework of the international institutions or organizations.

1.2.2. The impact of international integration on the economic - social and education

* *The positive impact:* Helps to effectively exploit the comparative advantages of the country, formation of regional economic structure and consistent world, creating favorable conditions for developing and strengthening trade relations, investment and expanding export markets.

* *The negative impact:* Creating an international competition as forming a single market, disrupt the economic ties have been formed in each of the economies of each country.

1.2.3. Labor export

Organizing to supply workers working abroad that viewed by The State as a sector of legitimate economic activity and allow economic organizations to implement, is labor export activities.

1.2.4. The issues need solving by the training and management of export labor training in the context of international integration

- *First*, require to improve the quality of comprehensive training to be suitable to recruitment demands from countries using foreign workers.

- *Second*, require to upgrade the capacity of management training of state management agencies and enterprises.

1.3. Training export labor in enterprises in Vietnam

1.3.1. Some related concepts

- Analyze some concepts of training, training for labor export

1.3.2. Meaning, the importance of export labor training in the context of international integration

- To ensure credibility, improve the status of Vietnam's labor in the international labor supply market and increase professionalism and minimize the risks arising for enterprises and workers themselves.

1.3.3. Characteristics of export labor training in enterprises

1.3.3.1. Enterprise with training and labor export function

- Clarify the features of functions and management organs of enterprise and labor export training bases' duties.

1.3.3.2. Features of training managers and teachers

- Training manager and teacher team includes: Managers; Full – time teachers; Part-time teachers; Guest lecturers.

1.3.3.3. Features of learners

- The prescribed elements such as: Age; social level; Educational level; Awareness, society knowledge; Health...

1.3.3.4. Objectives, curriculum content

* the objectives of training Vietnam laborers to work abroad is training and retraining of human resources with high quality, building prestige of Vietnamese workforce in the international labor market..

* Training content includes: Educating for orientation; vocational training; foreign language teaching.

1.3.3.5. Forms and methods of training

- There are many forms of employee training such as vocational training, basic training, training inside and outside the enterprise.

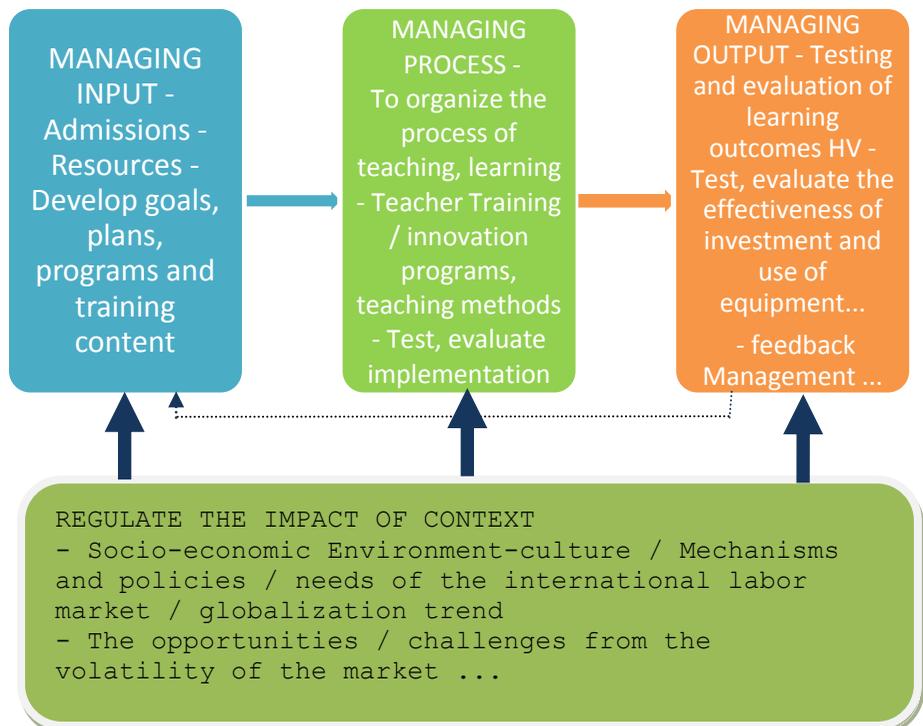
1.4. Manage export labor training in the context of international integration

1.4.1. Some related concepts

- Analyze some concepts of management, training management...

1.4.2. Some management training approach

Introduce some management training approach such as training management approach by objectives; training management approach training process; Training management approach by function; training management approach by CIPO and analyze the advantages and limitations of each approach.



- CIPO model, with output-oriented advantages - training to meet the actual needs of the labor market, the pattern matching of export labor training bases, is a prerequisite for managing training in enterprises to meet the requirements of the labor market

1.4.3. The content of management training labor export in enterprises in the context of international integration approach by CIPO model

1.4.3.1. Managing the impact of context factors (context management)

- Identify and capture opportunities in the country and the world.
- Identify the challenges to prepare solutions deal
- Regulate the impact of context on training management.

1.4.3.2 Managing input factors (input management)

- Survey and assess the needs of learners and the requirements of the employer
- Manage to build objectives, program content, forms and methods of training
- Manage to recruit learners and build training plan
- Manage to select and use teachers
- Manage to invest, ensure the facilities and equipment for training

1.4.3.3 Managing training process (process management)

- Manage the activities of students in and outside of class time
- Manage teaching activities of teachers
- Manage to training and retrain teachers
- Manage to implement objectives, curriculum content and training methods
- Manage to innovate curriculum content and training methods

1.4.3.4. Managing output factors (output / outcome management)

- Manage the outputs assessment of students to meet the requirements of the employer
- Manage to assess the effectiveness of the investment, use and maintenance of equipment, infrastructure, implementing rules and regulations of the training base.
- Manage effectively the feedback

1.5. Factors affecting on management of labor training in Vietnam in the context of international integration

1.5.1. Group of subjective factors

+ Competence of Management, Executive Management Training manager team / capacity of teachers / Conscious learning, training of practitioners / Mechanism of organization, management and remuneration of the training base / financial capacity each training / connectivity, social relations.

1.5.2. Group of objective factors

- Mechanism and policies of the Party and State for Labour export / Awareness of the employees at the local / Differences in education level, economic - social of training objects by region / The competition between domestic and labor export enterprises

1.6. Experience managing labor export training in several countries in the world and lessons for Vietnam

1.6.1. The experience of Korea

The first is the market development and transparency in the recruitment and training of workers, the second is vocational training institutions are of particular interest.

1.6.2. The experience of Thailand

Pay attention to vocational training in order to increase the proportion of workers and reduce the rate of unskilled workers. Labour before working abroad must undergo training, vocational education organized by the Department of Employment Services.

1.6.3. Experience of India

Focus on training and development policy key export sector, through a professional training system. Well – trained, abundant, using fluent English human resources is an advantage to make up the success of India's labor export industry.

1.6.4. The experience of Indonesia

Organizing training to upgrade skills of employees who are willing to work abroad (made available sources); focus on training skilled technical workers in the fields of agriculture, construction and service jobs.

1.6.5. The experience of the Philippines

The Government encourages the training activities of private companies, providing financial support for training employee before joining the international labor market, unlimit the special jobs or skilled worker .

1.6.6. The experience can be applied for Vietnam

The first is about the role and responsibilities of the management of organizations to support to build and renovate curriculum content, training methods and receive the feedback. *The second* is to attach importance to the comprehensive training workers before joining the international labor market.

Summary of Chapter 1

In Chapter 1, the author has made use of all policies and guidelines of the Party and the State, the regulation text, instructions from the ministries for labor export activities, the research achievements of the scientists, contemporary managers, ... define and clarify the related concepts, the basic theoretical argument of labor training management at the enterprise with training and labor export function with management content by access CIPO model - the central issue and is the core of the thesis.

At the same time, the author has systematized factors affecting training management, research the experience in training organizing of some countries that have organized labor export activities effectively to draw the practical lessons for Vietnam.

Thus, Chapter 1 establishes a theoretical basis for Vietnam 's labor training management to work abroad in the context of international integration. This is the orientation for examining the situation and propose solutions in training management at training bases of enterprise with training and labor export function in this thesis.

Chapter 2. THE ACTUAL SITUATION OF EXPORT LABOR TRAINING MANAGEMENT IN A NUMBER OF ENTERPRISES IN VIETNAM

2.1. General situation of the labor export in Vietnam

2.1.1. Legal basis Labor export has been concerned by the State and Party from the 1980s ... Implementing the policy of the Party, Vietnam Workers Act to work abroad under contracts Congress XI th session 10 through 29/11/2006.

2.1.2. Results for labor export activities of Vietnam (2010- 2014)

- The period of 2010 - 2014 is considered as not entirely favorable for field of sending Vietnamese workers to work abroad under contracts. However, the number of Vietnam's labors to work abroad in recent years has exceeded the plan (over 80,000 people / year).

2.2. Organizing the actual situation survey

2.2.1. Overview of the surveyed enterprises

- Introduce about five surveyed enterprises:

- (1). Coal export JSC- Vinacom (Coalimex)
- (2). Labor Cooperation and Trade JSC (Labco)
- (3). Commercial construction and Service International JSC (MILACO)
- (4). Hanoi training and Technological Development JSC (HTD)
- (5). International Development JSC (IDC).

2.2.2. Surveying purposes

Perform the survey to collect the necessary information from actual operations in the 5 training bases of enterprise with training and labor export function in Hanoi area.

Aggregate, analyze and assess the status of training and training management to propose appropriate necessary and feasible management measures in training management to improve the quality of human resources for labor export.

2.2.3. Respondents

1. Officers of Department of oversea labor management, Vietnam labor export Association: 09 people
 2. Directors / vice directors / training managers of the 5 training bases: 15 people
 3. Teachers of training bases: 167 persons
- A total of 191 people.

4. Students who have finished training courses, awaiting to departure of five training bases: 357 people

5. Foreign companies use Vietnamese employees abroad: 15 units.

2.2.4. Survey methodology

2.2.4.1. Survey tools

- To gather feedback on the status of training management enterprise with training and labor export function, the following forms have been designed and used:

1. Form 1: for managers and teachers of training bases

2. Form 2: for students who have graduated, awaiting for departure.

3. Form 3: Questionnaire to interview foreign employers.

2.2.4.2. Survey methodology

- Interview / giving forms and processing survey data

- Direct observation, study documents from surveyed units.

2.2.5. Survey content

- Survey, consulted on the needs of learners and evaluation of students who have completed courses of training about training operations and training management of 5 training bases

- Interviews, asking for opinion of the employers on the employee's ability to meet the requirements of the job in practice.

- Survey managers and teachers' perceptions of the role of training management, asking for their opinion of the status of implementation of training management in the training bases and comments on the factors affecting training management.

2.2.6. Handling the survey results

- Clean bills before entering data; analysis the data by using software SPSS16.0; Using statistical algorithms; calculate the percentage (%); scoring average (Xtb) for the survey criteria, compare and analyze the results.

2.3. Actual situation of training in manpower training base for labor export

2.3.1. Actual situation of managers, teachers and students

2.3.1.1. Actual situation of managers, teachers of training bases

- All of the managers of training bases have university degrees, and have good experiences in business and training management in the field of labor export for three years or more, the majority of teachers

have university degrees, some are high- level, technical workers who have experience of working in the profession for many years.

2.3.1.2. Actual situation of learners of training bases

- Students here are Vietnamese laborers registered to be trained for orders going to work under a fixed time contract at factories and construction sites abroad.
- Students' outputs are not equal, this shows the output quality is not satisfactory.

2.3.2. Actual situation of curriculum content

Contents and training curriculum at the training bases:

- Oriented Education / foreign language and vocational training: Training content is built partly on the framework program of the Ministry of Labour - Invalids and Social Affairs issued and partly built by the training bases to suit requirements of each subject, and specific requirements of each labor market.

2.3.3. Actual situation of of training forms and methods

- + Apprenticeship-style training
- + Apprenticeship-style training - mentoring
- + Modular vocational training

2.3.4. Actual situation of training quality

2.3.4.1. Assessment of students who have completed courses on the status of the training quality of training base

- The students said: about the content, duration ... guaranteed under the provisions of the framework, the amount of time for practice, language is not enough. The training bases are paying attention to the content of orientation education, but life skills are not yet focused

2.3.4.2. Comments by the employer about the ability of workers when working abroad

- Apart from vocational skills which are evaluated as uneven, the ability to use foreign languages is limited; compliance with regulations of the company; attitude to work and implementing job requirements are assessed to be good.

2.4. Actual situation of training management at training bases of enterprises

2.4.1. Training managers and teachers' aware of the importance of training management components modeled CIPO

- The training managers and teachers have high agreement and think that the basic requirements of the training management of its training base currently and in a long term is essential

2.4.2. Actual situation of context factors management

- Inadequate, the training bases must have a research strategy, developed specific strategic and long term goals and not to be confused in handling the situation arises.

2.4.3. Actual situation of input factors management

2.4.3.1. Actual situation of student enrolment management

- Strictly comply with the general provisions of the state on enrollment, receive and consider students' Application forms as right process and follow the request for admission.

2.4.3.2. Surveying of training bases on the needs of leaners

- Understanding the feelings and legitimate aspirations of the employee and the real needs of the job they are needed for training bases. Mastering this information helps training bases to establish precise goals for the training process, the direction of change, adjust curriculum content and teaching methods to suit the object being trained.

2.4.3.3. Actual situation of management of building training goals

- Focus on building training objectives according to the policy and direction of the government, the ministries, not yet to built output standards capacity framework of students for different markets.

2.4.3.4. Actual situation of training plan management

- There are many efforts in analyzing the elements of context to develop a plan consistent with reality, the approval and issueing plan follow the right regulations. However, organizing to receives feedback still has shortcomings.

2.4.3.5. Actual situation of training curriculum management

By analyzing the real situation, we can see the training bases need to adjust on the objectives and content of training programs to match the recent reality of labor market today.

2.4.3.6. Actual situation of training forms & methodology management

- Form of modular vocational training certification is rather broad and effective, it is considered as priority and should promote. Not really "learner-centered" to promote creativity and initiative of the learners. The organizing to practice as fixed process to be done well.

2.4.3.7. Actual situation of selecting and using teachers management

- Never organizes regular consultation for getting opinion and remarking the real capacity of teachers; work assignment matching capabilities; ensure remuneration report prescribed by law ...

2.4.3.8. Actual situation of investment management, ensuring the conditions to serve the training activities

- Machinery, equipment for practice, practice is very old and asynchronous; failing to create a model of the real scale and modern production, to apply methods of training to keep up with the international level.

2.4.4. Actual situation of training process management

2.4.4.1. Actual situation of teachers' teaching activities management

- Managers closely monitor the implementation of teacher's lesson plans, help teacher to be proactive in choosing teaching methods; draw attention to direct teaching experience.

2.4.4.2. Actual situation of training teacher management

- Not regular planning, organizing and managing professional training and pedagogical skills for teachers.

2.4.4.3. Actual situation of managing students' activities in and outside class

- Focused on educational self-consciousness, sense of organization and discipline within and outside class hours; having good management of students' practice activities; giving students good conditions in doing their collective activities.

2.4.4.4. Actual situation of management of testing, evaluating the performance of training activities

- The performance of training objectives are rated at a high level, the inspecting and evaluating the implementation of the curriculum content is pretty good, management of assessing curriculum content and training methodology innovation is considered still unsatisfactory.

2.4.5. Actual situation of output management

2.4.5.1. Actual Situation of students' outputs assessment management

- There are no regulations on the organizing assessment, so how each training base under the guidance of each specific inspection, is not very

good coordination between the relevant departments to study the comprehensive evaluation on students.

2.4.5.2. Actual situation of management of assessing the effectiveness of the investment, use infrastructure and training facilities, implementing rules of training base

- The rules and regulations are enacted very full but the inspection of consciousness and responsibility to preserve are rated not frequent, serious, more formalistic.

2.4.5.3. Actual situation of feedback management

- The organizing to process information has not been really prompt and effective, causing delays and inaccuracies for the operator, although the managers interviewed really desire for resources multidimensional information to have better solutions for the administration and training management.

2.5. Actual situation of management of the factors affecting labor export training management

- Most teachers and managers agreed that factors such as the capacity of teachers and administrative ability of the executive leadership team, managers and competitive factors may affect the training.

2.6. General review

a. Advantages

- The training bases are now interested and supported by enterprises, teachers and staff team are very enthusiastic, energetic, disciplined. The routine is maintained stability, creating a relatively favorable environment for training.

b. Disadvantages

- There are many difficulties and challenges in the management training of labor export enterprises, coordination between departments is not yet tight and uniform; there is very strong competition between training bases in the same area.

C. The cause of the restriction

+ *Objective reason*: the volatility of the economic situation, as well as domestic politics of the countries in the region and around the world

+ *Subjective reasons*: training and management training are not synchronized, and conforms to the requirements of the employer and the changing international market.

Summary of Chapter 2

The analysis of the survey results the actual situation of training and training management is done through the study of the annual reports, archives and by the methods of investigation, interviews, observation. In particular, the author focuses on assessing the actual situation of human training management for labor export at training bases approach CIPO model, from which to draw some conclusions as follows:

The majority of managers, teachers, and employees are properly aware of the position and the important role of training and management training to improve the quality of human resources for labor export activities.

Much of the training management terms have been done at average levels, according to the guidance of the Ministry of Labour - Invalids and Social Affairs, no research, innovation, breakthrough strategically and create not enough peculiar strengths of the enterprise to attract students and increase the competition.

The leaders do not really pay attention to the environmental impact of the training, so no measures to regulate the impact of context on training. The inspection, evaluation, consultation of related subjects to timely guidance innovating curriculum content, teaching methods to suit the actual requirements have not been implemented uniformly. Especially not really interested in training to upgrade the capacity of officials and teachers to contribute to complete common tasks.

Preparing the conditions for training was not adequate and uniform, adequate attention has not been created significant obstacles for the organization, management and training.

The restrictions on stem from the following reasons:

Objective reasons: the international labor market is always fluctuating, while the system collects updated information is inefficiency, the competition among domestic enterprises and labor export countries is increasing day by day.

Subjective reasons: The training bases have not built the model of training management specifically and suitably as a basis for comprehensive management of training activities - determinants of quality manpower for labor export.

Thus, the actual situation of the training management of training establishments of enterprises with training and labor export function above has been fully reflected, as a basis for proposing practical solutions to improve efficiency of this work.

Chapter 3. SOLUTIONS TO MANAGE EXPORT LABOR TRAINING IN VIETNAM IN THE CONTEXT OF INTERNATIONAL INTEGRATION

3.1. The orientation of labor export development of Vietnam up to the year 2020

3.1.1. The trend of labor structural shift in international integration

3.1.1.1. In The World: The process of globalization forming blocks of economic cooperation, free trade, labor force is increasingly to be capable of moving more freely between countries.

3.1.1.2. In Vietnam: The number of personnel are recruited for training at all levels to increase. Our country's workforce must be trained to have the ability to work abroad; and has the capacity to engage with the international community to address the global issues and regions.

3.1.2. Orientation of the Party, the Government and the relevant ministries on training for labor export

- Implementation of state policy in the area of Vietnam workers to work abroad under the contract, the Ministry of Labour and Social affairs, always oriented to businesses in finding contracts for high technical workers, skilled workers; interest, pay attention to the training of highly qualified labor force to go and work abroad.

3.1.3. Enterprises' Orientation to develop training for labor export

- Maintain stability, develop markets and supply laborforce according to the traditional industries, search and expand into new markets, particularly the markets can take advantage of the availability of the industry with competitive advantage. To increase investment in infrastructure, improve the quality of teachers ..., in order to improve the quality of training for labor export.

3.2. The principles of proposing solutions

3.2.1. The principles of ensuring the purposeful characteristic

- Towards the common goal of developing human capacity and comprehensive for students, actively fostering quality of human resources, building the reputation of Vietnam workforce on the international and domestic labor market.

3.2.2. The principle of ensuring systematic characteristic

- Synchronously implementing proposed solutions will impact equally on the contents of the management process, to ensure proper

management functions to promote the overall strength of the system to implement management objectives.

3.2.3. The principle ensuring practical characteristic

- To build training management solution should be based on facts and in accordance with the existing conditions of the business such as practical conditions of the facilities, the curriculum content, staff team, teachers, and the request of the employers...

3.2.4. Principles of ensuring continuity and development

- When proposing solutions, having to consider, paying attention to legacy solutions which have been performed well and effectively before and remain valid and consistent with reality.

3.2.5. Principles of ensuring international integration

- The proposed solutions to meet the demand of the requirements of the global economy and international integration effectively.

3.3. Group of solutions to manage training Vietnam's labors to work abroad in the context of international integration

3.3.1. Group of solutions to manage regulating the impact of context

3.3.1.1. Solution 1: *To actively learn, understand and respond effectively and promptly to the influence of context on training management.*

- Identify and capture opportunities in domestic and foreign, and also identify the limitations, risks to prepare countermeasures.

- Promote research and forecasting the needs of the international market for human resources, rules and standards and criteria for accreditation, inspection and evaluation of the quality, ... and on that basis to make new policy timely and appropriate.

- Regularly updated and disseminated to officials, teachers, employees of changes in policies and policies of the Party and State for labor export activities.

- Managers need to know to promote the positive role of the legal factors, policies and limit all misleading use laws and policies on management activities in reality.

3.3.1.2. Solution 2: *To raise awareness and understanding for managers and teachers about the importance and requirements to strengthen the competitiveness of the training base in the context of international integration.*

- + Identify and specify for managers and trainers in the entire training base the importance and the urgent requirement of enhancing the competitiveness of their units in both domestic and foreign.
- + **For managers:** Understanding the role and responsibilities in raising awareness for teachers, employees of the need for and content to strengthen competitiveness in quality to meet the requirements of the international labor market .
- + **For teachers:** Understanding the role and its responsibilities in the perception and attitude to enhance the competitiveness of the training institutions.
- + Management board should have highly agreement in directing measures to raise awareness and understanding of the Manager and teachers on the matter.

3.3.2. Group of solutions to manage input factors

3.3.2.1. Solution 3: *Manage to build training programs to meet the requirements of the labor markets abroad*

- Develop training programs to keep up with the international standard and meet the requirements of employers in each different country, develop specific training programs which integrate the general and specific objectives, while must conform to the requirements of the employer, and to adapt to international standards
- To be able to perform well this solution, businesses must clearly identify the contents and conditions to implement solutions.

3.3.2.2. Solution 4: *Investing and upgrading infrastructure, equipment for training*

- Standardized training facilities to meet the increasing demand and the diversity of the society and the international labor market for quality of products.
- Board of directors of training base closely guidance the building, improving the system of curriculum, materials, ... and standardized for *infrastructure*, raising awareness for the employees and improve usability of *infrastructure* and existing equipment.
- Regularly inspect and evaluate the state of the facilities, the existing equipment of each department to plan to upgrade in time, in line with the urgent needs of each department, avoid from spreading investment and waste.

3.3.3. Group of solutions to manage training process

3.3.3.1. Solution 5: *Manage innovation of training methods*

- Improving the quality of comprehensive training in line with the needs of employers' recruitment from developing countries. Training methods need fundamental changes in the nature and diversity in teaching theory and practice, combining existing infrastructure conditions with different training methods. Teachers need good psychological preparation for students to acquire the best new knowledge and and innovative technologies. Managers need to examine and evaluate regularly for drawing experience to perfect new methods

3.3.3.2. Solution 6: *Organizing to foster ability of teachers*

- Upgrading pedagogical capacity, class - organizing ability, applying the new technology in teaching, know scientific research methods. Director board of training base need to classify according to the contents as: pedagogical, foreign languages for marketing staff, professional staff, teachers of vocational training; IT applications; soft skills for teachers. Based on the above contents, Directos of training institutions should: identify needs; planning; deploy and facilitate implementation.

3.3.4. Group of output management solutions

3.3.4.2. Solution 7: *Managing to evaluate the graduation results of the leaners according to the standard of graduation output*

- Managing to evaluate the graduation results of the leaners according to the standard of graduation output is a way to quantify the quality of training products to ensure the requirements of each market; the commitment to students, families and society. Therefore, managers need to define outcomes standards

- Establishing testing Council, to evaluate the results of graduation, building processes, assessing content according to the specified criteria. Leaders of training institutions to directly participate in the direction and supervision.

3.3.4.2. Solution 8: *Managing effectively the feedback*

- Obtain feedback on the appropriateness of the training content to supplement or change to suit the trainees at a time.

- Regularly assessing inside organs, internal consultation; assessment of the employer for the training base of the workers' capacity to meet the

job requirements and their recommendations on the content and quality of training.

- Directors of training institutions should: Develop and issue the criteria and standards for testing and assessing the content, check periodically scheduled, unscheduled inspection; Synthetic forms of examination and assessment, with results based on the information collected; organizing to compare with objectives and criteria have been developed in advance; conduct reviews, draw lessons in order to discover the advantages, limitations, these things do, what not to do; determine the cause and offer optimal solutions for subsequent courses.

3.3.5. The relationship among the solutions

The training management solution has always proposed a dialectical relationship, linked together in a logical manner, with the impact of support and interdependence during training.

3.4. Investigation of necessity and feasibility of the solutions

- The author has conducted trials to verify the feasibility and necessity of the proposed solutions. Although there are still different opinions about the necessity and feasibility of the solutions but assay results showed that the majority of the reviews agreed with the solutions proposed in the subject. This demonstrates that the proposed solutions are consistent with the requirements of upgrading the management of training for labor export in the training base.

Hierarchical coefficient between the necessity and feasibility:

No	Solutions	<i>Level of necessity (X)</i>		<i>Level of feasibility (Y)</i>	
		X average	Level x	Y average	Level y
1	Solution 1	2,82	2	2,75	2
2	Solution 2	2,40	8	2,37	7
3	Solution 3	2,93	1	2,85	1
4	Solution 4	2,69	4	2,40	6
5	Solution 5	2,58	5	2,49	4
6	Solution 6	2,74	3	2,63	3
7	Solution 7	2,54	6	2,44	5
8	Solution 8	2,43	7	2,34	8

Applying the Spearman formula for calculating the correlation between the necessity and feasibility of the proposed solutions, we have $r = 0.952$.

Comment: The coefficient shows that this correlation is very close (r is close to 1). The solutions, if those can be applied in the practice of training management at the training base for the export of labor will be feasible.

3.5. Experimenting proposed solution

With its intended purpose, the authors have empirical measures: "*To foster the ability of teachers*" to demonstrate proposed scientific theories. The result after completing the test of solution shows the organizing of training courses to foster the ability of teachers in the training bases with different subjects is very necessary, very practical significance in improve the quality of training of base and very appropriate and feasible with the training base for labor export training.

Attainment of teachers before and after participating in training:

Content of training	Attainment of teachers (%) – (Quantity = 70)								
	Time	Level 1		Level 2		Level 3		Level 4	
		Qtt	%	Qtt	%	Qtt	%	Qtt	%
1). Training content according to student's outcomes standard for each international market	Before	18	25,7	40	57,1	07	10	05	7,2
	After	59	84,2	08	11,4	03	4,4	00	0,0
2). Pedagogic skill	Before	32	45,6	20	28,4	16	22,8	02	2,8
	After	47	67,1	23	32,9	00	0,0	00	0,0
3). Professional ability	Before	56	80,0	09	12,8	05	7,2	00	0,0
	After	64	91,4	06	8,6	00	0,0	00	0,0
4). Scientific study ability	Before	23	32,9	20	28,4	22	31,5	05	7,2
	After	48	68,6	14	20,0	08	11,4	00	0,0

Comparing the two assessments before and after testing solution "Organizing training courses to foster the ability for teachers", it is very clear that the majority of training content to upgrade the capacity for teachers are effective, and teachers have positive changes.

Summary of chapter 3

On the basis of theoretical studies of training management with CIPO model approach, while surveying the current situation in five training bases of enterprises with training and labor export function in conjunction with the development orientation of the enterprise in the context of international integration. The thesis has built four groups of solution with eight specific measures to manage training Vietnam's labor to work in factories, construction sites abroad, in order to overcome the limitations and shortcomings in training activities that all training bases now have same obstacles and improve the quality of training Vietnam's labors before going to work abroad, while creating conditions for raising the prestige and competitiveness of enterprises in the international labor market.

All four groups of solutions have been carried out on the test are confirmed the necessity and feasibility, solution test results also confirmed the priority measures proposed by the thesis bring efficiency to management training operations at the training bases of enterprises with training and labor export function and can apply to the management and direction of practical implementation.

However, with the characteristics of the internal resources of the various units, domestic and foreign alike incomplete so the director of training base need to be flexible in the management process, applying the right solution with the conditions and the actual situation of the enterprise, to promote synergy in order to create optimal efficiency of the process of Vietnam's labor training for export to meet international integration requirements.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

1.1. Theoretical aspects

- The thesis has built a system of concepts of training management tools, labor export, the context of international integration and its impact; apply CIPO model of UNESCO in train Vietnam 's employees to work abroad in the enterprise training and labor export function.
- Besides the analysis of the factors affecting the training and training management of Vietnam's employees to work abroad in the context of international integration, studies, comparative experiences in managing

training labor export of some countries and also play important role in assessing the situation and find out useful lessons for the proposed essential solutions.

1.2. Practical aspects

- Through research, surveys, analysis of the current status of training and management training in labor training base for export: having tried to improve the quality of training. However, there are still many shortcomings in the implementation process and the limitations and shortcomings in the management training needs to focus on.

1.3. On solutions

- The proposed solutions have been investigated and tested alternatives gave positive evaluations about the necessity and feasibility. The success also depends very much on the will, talent and art of organizing and managing of leaders of enterprises' training bases.

2. Recommendation

2.1. For state management agencies

- There should be training programs and organize regular advanced training for officers, in charge of training teachers of the enterprise's training base.

- Develop standards criteria set for physical facilities, manpower structure ... to assess the training capacity of the enterprises.

2.2. For the training base of the enterprise

- Strengthening active role in training management; Must have investment strategies, upgrade infrastructure towards modernization; Innovating initiative curriculum Content, training methods, especially the collaboration with employers in evaluating the learning results of student; regularly inspecting and assessing the quality and apply the appropriate solutions to get the best results.

2.3. For teachers

- For proper awareness of the importance of the solution; learning initiative, fostering their professional knowledge to meet changing requirements of the international labor market.

2.4. For students

- Students must participate fully in collective activities; must be clearly aware that the nature of participation in labor export program is voluntary, for themselves, for their families and they must have good attitude in learning and their lives.