

INTRODUCTION

1. Reasons for the theme

Training on social needs is an essential requirement in accordance with the laws of the market economy and in accordance with the transition from centralized planned economy to a market economy oriented socialism in our country. It is the policy of the Party and State has been confirmed in the documents of the Party and State's policy to provide qualified human resources for the modernization, industrialization of the country. Thus, the transition from training based on the availability of school to the needs of society is one of the important changes, and basic necessity in education of universities in general and pedagogical universities in particularly.

To implement the Resolution of Central Communist Party 2 Course 8, The Conclusion of Central Communist Party 6 course 9 and the report of conclusion number 242-TB/TW dated April 15, 2009 of Political Bureau course 10 about continuing implementing the Resolution of Central Communist Party 2 Course 8, The Conclusion number 51-KL/TW dated October 29, 2012 of the Executive Committee of Central Party course 11 about *radical comprehensive innovations in education and training to meet the requirements of industrialization and modernization in terms of market economy oriented socialism and international integration*, The government has issued directive (Directive 02/CT-TTg dated January 22, 2013) allocating to the ministries, branches and localities to build the project, program, planning the network of schools, training units, planning human resource, building policies, ... in an urgent focus in 2013.

Teachers play an important role in the development of education, so educational development strategy 2011-2020 has identified the solution "*Developing teachers and educational managers* "is the main solution, which "*strengthening , improving the system of teacher training, innovating the contents and methods of training basically and comprehensively and retraining in order to form a team of teachers and educational managers having enough quality to renovate school educational programs after 2015* " which is an important content . The issue of innovation of models, programs, content, methods and forms of training and retraining in pedagogical schools in order to build a team of qualified teachers, especially pedagogical capacity is a new point in the solutions of developing education.

In general, innovating educational management is not only requirements but also educational goals of all countries in the world. In the current period in Vietnam, it is considered a *breakthrough solution* to implement education development strategy. One of the contents of this solution is "Focusing on

management of educational quality: standardizing the output and quality assurance conditions based on the application of new achievements in educational science, technology and management sciences, gradually applying standards of advanced countries; public educational quality, facilities, human resources and finance of the educational institutions; implementing social monitoring in educational quality and effectiveness of education, building the independent auditing system on educational quality, to implement the audit of educational quality in educational institutions at all levels, educational programs of vocational education, universities".

In fact, in the Southeast region many graduates cannot find jobs or have jobs but not in accordance with their majors (percentage of students who employed in low percentage); in some regions like Ho Chi Minh City lacks for teachers (academic year 2010-2011 hundreds of teacher shortage, in which more than 300 primary school teachers). This proves that the training of teacher education institutes does meet the needs of the society.

Many domestic and foreign writers have studied the theory and practice of management training, but there are no studies on *the management of teacher training in the needs of society*. So, with the desire to study fully training teachers in the institutions, pedagogical faculties to meet the needs of the economic regions in the South, firstly to be able to improve the management, improve the quality of training in Ba Ria – Vung Tau Teacher Training College, the writer has chosen "*The management of teacher training to meet the needs of secondary education in the Southeast*" for the doctoral theme to give the modest contribution to the renewal of higher education management.

2. Research objectives

On the basis of theoretical and practical research to propose the solutions of teacher training management in pedagogical schools, pedagogical faculties (in short pedagogical schools) to meet the needs of secondary education in the Southeast.

3. Object and subject of study

3.1. Object of study

Teacher training activities meets the needs of secondary education in the Southeast.

3.2. Subject of study

Management of teacher training meets the needs of secondary education in the Southeast.

4. Scientific supposition

- A framework of university level junior high school teacher training curriculum should be promulgated. In addition, distinctive policies for pedagogical branch and schools should be built up. These policies should occupy the *top position* in the *top national policy on education and training*.

To the Provincial People's Committee

All-rounded investment for local teacher training schools should be made, which means the *first-rate provincial policy* in land projects, infrastructure, facilities and the development of lecturers and management cadres should be applied.

To the Department of Education and Training

The building up of the plans of developing education and training, especially the teaching practice school system is necessary. In addition, there should be more independence in the operation of the cooperation between teacher training schools and general education schools, educational management bodies in order to participate in the training management meeting the needs of teaching staff in terms of quantity, quality and structure of subjects.

To teacher training institutions

Solutions to training management innovation and training quality improvement should be independently implemented. In addition, the initiative should also be held in their suggestions with the Ministry of Education and Training and in their counseling for the Provincial People's Committee and the Department of Education and Training to carry out the suggestions and recommendations mentioned above with a view to making the solutions feasible and effective.

Training teachers to meet current needs and implementing innovative educational program after 2015 has many difficulties and shortcomings, especially management training activities.

If the basic theory and practice of training management is studied and systemized well will propose the process of secondary teacher training management, and propose training management solutions to meet the needs of secondary education in the Southeast.

5. The mission and scope of research

5.1. The mission

5.1.1. To research and systematize the basic theory about training secondary school teacher management in the pedagogical schools to meet needs of society.

5.1.2. To assess the status of training secondary school teacher management in the pedagogical schools to meet the needs in the Southeast.

5.1.3. To propose the process of teacher training management to meet the needs of secondary education in the Southeast.

5.1.4. To propose the solutions of teacher training management to meet the needs of secondary education in the Southeast.

6. Methodology and research methods

6.1. Methodology

+ System approach

In the systems approach, teacher training management meets the educational needs is studied in the relationship of the management of national education system with social – economics branches; management functions; training institutes; educational institutes. The training management solutions based on the impact of factors affecting the supply relationship - for education.

+ Historical approach – logic

Historical approach - logic studies the basic problems in history in terms of specific milestones, the weakness and causes, achievements, prospects and logic of the system development. By this way, teacher training management meets the needs of secondary education is considered by the time in the specific history; retaining traditional values, completing, innovating and proposing solutions to specific training management.

Process of teacher training management meets the needs of secondary education is system steps, and should be built logically. Logical approach shows the relationship and interplay of management solutions.

+ Market approach

Training the needs of the society is changed to fit the market economy and international integration. Therefore, the solutions have to be built according to

market approach and to comply with the market rules as the law of supply – demand, value law, competition rules and integration trends.

+ Capacity of training units approach

Pedagogical schools supply teacher for educational units. The capacity of pedagogical schools is the resources (staff, facilities, finance). It decides the enrollment, and the quality of training.

6.2. Research methods

+ Methods of theoretical studies: collect the scientific materials, magazines, books, websites, ... related to analyze, generalize theories, scientific view points to build the basic theory of teacher training management meets the needs of education.

+ Methods of survey and fieldwork: Using social research techniques such as interview questionnaires, direct interviews, seminars, field survey to gather information, assess the status of the management of training teacher in pedagogical schools and organizations and individuals involved in the region.

Survey of the thesis has been done on 336 secondary school teachers who are graduates in 10 years (from 2000 to 2010), and on hundreds of students via the internet.

+ Expert method: Refer to the advice of the experts working in training management, educational management, experts of labor market research to draw the experience of the teacher training.

Having referred to the planning project of development human resource period 2011 - 2020 in 6 provinces in the region to collect data, data of education and training of the regions; on that basis, in conjunction with the survey in schools to build forecasts for the training and training management.

Having organized scientific conferences "Testing and evaluation of student learning", "Innovation training management of credit system", "Education, pedagogy skill, life skill for students " to collect the opinions of scientists.

Having organized 3 conferences with Education, Home affairs Departments and Teacher training college to consult with managers on issues related.

+ The method of statistical analysis using SPSS software: Through the data collected through the survey, statistical treatment (mainly with SPSS 11.5 software) to ensure accuracy, reliability of the conclusions.

7. Protection arguments

+ Management of secondary school teacher training to address the teacher demand - supply relationship, the universalisation of secondary education perfectly, especially in the Southeast - regional economic development of the country.

relevant bodies and units. Reality shows that there has been certain improvement in the management of teacher training schools along with the process of university education management innovation in accordance with the educational needs and learners' needs. However, the training management mainly takes place at teacher training schools and the roles of other management subjects besides teacher training schools have not been attached due attention to. In addition, the teacher training schools themselves still have difficulties in the innovation of objectives, contents, training syllabus, and the selection of the method and training models for each branch of study and for each training type. Moreover, there has not seen tight cooperation among teacher training schools, educational establishments and other related units. Besides, there is a lack of a certain kind of mechanism to put into use the contents, the process of training management to meet the needs of quantity and quality, and the structure of junior high school teaching staff.

Based on the review of the literature, the reality and the inheritance of the studies by national and international researches and as well as the experience in training and teacher training management of some countries in the world and the examination of the education and training development schemes especially the one for junior high school education of provinces and cities in the Southeast during the period of 2011-2020, the thesis has put forward the *process* of training management meeting the needs of junior high school teachers in the Southeast in terms of quantity, quality and subject structure with 7 steps, from identifying the needs of teachers to evaluating the training quality. As for the carrying out of the training process, the thesis has offered six relevant management solutions in which 2 focused on *input management*, 3 on *process management* and the rest 1 on *output management*.

The thesis has also illustrated the results of one of the experimented solutions which bring about positive results.

2. Recommendations

In order for the solutions of the teacher training management meeting the social needs to be feasible and effective, the following suggestions and recommendations are made.

To the Ministry of Education and Training

- The planning of a network of teacher training establishments should be made in the way that gives way to teacher education universities to train university lecturers with post-graduate levels and vocational school teachers with university levels or post-graduate levels and local teacher training schools to train general education teachers with university or college levels, and with only university levels in the near future.

equipment and apply information technology to their study and teaching practice.

The supplementary courses help to provide students with enough knowledge and skills to take full advantage of in their probationary trips.

CONCLUSION AND RECOMMENDATIONS

1. Conclusion

Training and training management meeting the needs of the society have become urgent because they meet the demands of the market economy and the tendency of the development of training establishments. The task also marks a turning point in university education innovation. It is; however, not simple to put that belief into practice. Education establishments find it difficult to “undergo a vigorous change” in accordance with the needs of the society due to the lack of of such factors as a system of *training criteria*, syllabus, textbook, and education forecast.

The thesis has studied and systematized a literature of junior high school teacher training management that meets the social needs. That is to say, it has pointed out that the *nature* of teacher training management in accordance with the needs of the society is making *supply* meet *demand* based on the influence of some factors on the subjects related to demand-supply system. The distinctive principles of teacher training management in accordance with the social needs is abiding the followings namely ① the law of supply and demand, ② the law of quantity and quality and ③ the principle of synchronous operation of education and training management subjects according to various decentralization levels. The main contents of management are ① managing the forming of training schemes and the forecasting of teachers in need; ② carrying out the training process which pays much attention to the innovation of the objectives, syllabus, training contents and practicum; ③ putting into practice the cooperation mechanism between teacher training schools and general education schools, education management establishments and other relevant bodies ④ evaluating the quality of student training thanks to their teaching at general education schools after graduation.

The thesis has investigated the reality of junior high school teacher training management in accordance with the needs of the Southeast by the use of questionnaires, exchanging information and researching the relevant data. Thanks to these, strengths and weaknesses in training management such as building up the output standard, organizing the training process, evaluating the training quality and the cooperation among teacher training schools and

+ Teacher training management meets the needs of secondary education need to have the connection between pedagogical institutes and secondary schools. The content of training programs has to meet the requirements of secondary education.

+ Pedagogical schools is "the student machine" of education department so it has to be invested and has the priorities and develop appropriate model. The specific nature of teacher training is to teach teachers how to teach, become educators so the training process has specific characteristics.

+ Teacher training management meets the needs of society is not only the task of the pedagogical schools but also the task of the others related. Therefore, the training management solutions need to be synchronous from input to output management.

8. New contributions of the thesis

+ Theory

Thesis systemize and clarify the important theoretical issues related to the training management of secondary teacher education following the view point "training to meet the needs of society" from the approach to the principles, the contents and methods of management to build the training management process.

+ Reality

- Thesis has assessed the current status of training, training management in pedagogical schools; the demand for quantity, quality and structure training majors as well as the coordination mechanism between the pedagogical and state agencies in education - training, education institutions, related policies in the South East to find out the problems and causes.

- The thesis has proposed training management solutions to meet the needs of society with the specific pedagogy.

Chapter 1. The basic theory of secondary school teacher training management meets the needs of the society

1.1. Overview of Research Issues

In the world, training meets the needs of the society has been done for a long time. This is a strong change as a reform in higher education. Training and training management for social needs are urgent, it is a landmark of innovation in higher education. Researching this issue requires to mention many aspects of training, training management, forecast and to identify the training needs of the quantity, quality and structures of the majors.

The domestic and foreign researchers have studied 2 teacher training models. They are parallel and serial training models, but no studies have

confirmed the superiority of a Vietnamese model specific pressure for all countries but that it depends on the conditions for the development of national education, however, there are no models having been considered the best for every country, but it is depends on the specific conditions of each country. In Vietnam, serial training model has been doing in some training institutes and has gotten some achievements, but it has not been widened and confirmed the effectiveness.

Training management has been researched and proposed towards decentralization, autonomy, self-responsibility, training management for the needs asserts the importance of forecasting and determines the needs of trained labor force. However, identifying needs and allocating of current training follows the usual way that is the schools base on the manpower needs to register with their own ministries or people committees of the provinces or cities. The Education and Training Ministry builds the criteria and the schools base on them to decide the number of enrollment. One of the conditions to decide the member of enrollment is rate of full time students per lecturers. In other words, training for current needs now only interests in the number but pays less attention to the quality and structure.

1.2. Terms

1.2.1. Training to meet the needs of society

Training is to make a person well-qualified with specific criteria; it is teaching and learning activities relating with moral education, personality to meet the manpower needs of society.

Training to meet the needs of society is training for the requirement of the labor market in terms of quantity, quality and major structures. The labor market is the government, enterprises, collective and individual employers.

1.2.2. Training management

Management training is manage the training process at the educational institutes it means to use the management functions to the impact on the components of the training process in order to achieve the objective, and gain the effective and quality training.

The training process is all activities from the input , the teaching process and output - training products.

1.2.3. Management of training to meet the needs of the society

Management of training to meet the needs of the society is the management of “supply” and “demand” the quantity and quality of manpower in the society and job structure.

3.7. An experiment of the solutions to the management and development of training curriculum

In addition to general suggestions, specific suggestions applied in the school year of 2010-2011 have made good contributions to adjusting the curriculum of some majors as follows:

- All majors must supplement the courses of Life skill Education, 3 credits in which one credit is for Life skills for secondary school students; another one is for Ways of learning at university (a separated part from General Pedagogy) and the rest one is for Using Power, materials in an economical way and using teaching equipment.

- Foreign language (English) must be incorporated in non-English major classes. The teaching curriculum must match with that of the national certificate examination training and the CEFR (Common European Framework Reference) to create favorable conditions for students to meet the output standard.

- Adjustments should be made to the course of *Basic Information Technology* in the way that provides students with the use of some softwares like PowerPoint, e-learning and other subject softwares.

- The course on *Practical Teaching Methodology* must be integrated into Technology and Equipment Education

- The major of English Language Education needs to adjust some courses in the way that suits the inter-college training and to be updated with the general education curriculum especially English for 3 graders and textbooks being used at general education schools. In addition, teaching practice should be done both in primary and secondary schools so that graduates can teach English both in general education schools and be in charge of some classes at primary schools..

- + *Evaluation of the efficiency in carrying out the supplementary or new curriculum*

Although the last two academic years have only given enough time to integrate into the school curriculum some innovations in some but not all majors, there has seen positive training results and good evaluation from the secondary schools where teaching practice is done.

As for foreign languages and information technology, students have opportunities to take both the main courses and the extra courses at the center of foreign languages and information technology. Thanks to this, the output standard in terms of foreign language and information technology is guaranteed. In addition, students are in a good position to use the teaching

3.5. The relationship between solutions

The solutions to the building up the secondary teaching staff programming, the development of the resources of pedagogical institutions, the improvement of educational forecast and the development of training curriculum; the bettering of school and quality management are the solutions of *training process management*. The solution to the cooperation of educational institutions and relevant bodies is the solution of *output management*.

These solutions have an interdependent relationship with each other. Putting the input under control is the condition to manage the process; output management reflects and facilitates the training management; the training management decides the quality and the ability to fulfill the needs in terms of quality, quantity and structure. As a result, solutions need to be taken seriously and pedagogical institutions as the subjects of the training management should be actively cooperate with other management subjects and relevant bodies in their management process.

3.6. A survey on the necessity and feasibility of solutions

Findings show that the suggested solutions are necessary and feasible (reaching level II and III)

No	Solutions		Necessity degree	Feasibility degree
1	Enhancing the ability of educational forecast	Average	2.08	1.81
		Level	II	II
	Building up secondary school teacher training scheme	Average	2.4	2.12
		Level	III	II
2	Developing the resources of teacher training institutions	Average	2.19	2.19
		Level	II	II
3	Innovating the model and process of organizing and training	Average	2.42	2.35
		Level	III	III
4	Managing and developing training curriculum	Average	1.96	1.94
		Level	II	II
5	Improving the management and training of pedagogical institutions	Average	2.08	2.29
		Level	II	II
6	Establishing and coordinating the cooperation between pedagogical institutions and related organizations	Average	2.46	2.21
		Level	III	II

1.3. Management of teacher training to meet the needs of the society

1.3.1. Approaches

- To decentralize educational management
- To manage quality of education
- To base of the supply – demand rule

1.3.2. Principles of management of teacher training to meet the needs of society

Beside the basic principles of management, management of teacher training to meet the needs of society has to follow the supply – demand rule, quality – quality rule and the control of the management masters basing on decentralization.

1.3.3. Contents of management of teacher training to meet the needs of society

Contents of management of teacher training to meet the needs of society focuses on the management of building plans, training plans, training process management; assesses the quality of training and implements cooperation with other units and organizations involved.

1.3.4. Methods of management of teacher training to meet the needs of society

Beside the traditional methods, training management for needs pays much attention to using management models, using IT application and software in all activities of management.

1.3.5. The factors affecting the training management to meet the needs of secondary education

- The factors that influence training for needs at the macro level, including: Market economy and integration, the development of society-economy, the policies of development of education, the principles of education and training criteria, recruitment and preferential policies.

- At the micro level: capacity of schools and teacher demand in the provinces, cities and capacity of training institutes and ability to meet the teacher demand in the provinces, cities and regions in the country.

1.4. International Experience

To apply international experience in teacher training in Vietnam is to increase more time, knowledge and skill, especially, to spend more time on teaching practice at schools; verification, certification and issuance of license

on “the professional standards of teachers”; developing the model and programs of teacher training oriented standards and professional competence, making module of training program; focusing on training and increasing standards of teachers; following strictly the process of assessing, monitoring and reward; beside the main role of the government, another things have to be paid attention such as: the management of pedagogical schools, teacher training, programs management, content management, teacher remuneration policies, especially the autonomy of schools, monitoring, assessing, increasing the quality of education, promote the role the pedagogical schools.

Chapter 2 . The reality of the management of training secondary school teachers in the South Eastern Vietnam

2.1. An Overview of the Southeast

The Southeast region consists of Ho Chi Minh City and 5 provinces, that is, Ba Ria – Vung Tau, Dong Nai, Binh Duong, Binh Phuoc, Tay Ninh with a total area of 23,580 km² (accounting for 7.13 % of the country), the population is 14,067,361 (representing 16.34 % of the national population). The Southeast is a dynamic economic region with stable, high pace of economic growth, a leader in the industrialization, modernization and economic development of the country. Therefore, compared to other parts of the country, the southeastern provinces have more advantages in developing their education.

Along with the population growth, Southeast education thrives on school system, non-state schools, national standard schools. The percentages of students and of teachers are higher than the national average percentage.

The pedagogical institutions in the Southeast are Ba Ria – Vung Tau Teacher Training college, Dong Nai university, Tay Ninh Teacher Training College, Binh Phuoc Teacher Training College, the University of Saigon, Thu Dau Mot University. The pedagogical colleges have developed relatively fast in recent years, especially in terms of postgraduate staff team. Over the past 3 years, the percentage of postgraduate staff team has increased from 31.8 % to 56.2 %. Although it is higher than the national average percentage, the number of doctors is small and unbalanced.

2.2. The reality of the management of training secondary school teachers in the South East

2.2.1 . Training plan and demand forecast of secondary teachers

+ The provinces in the Southeast have made a plan of human resource development and educational development by 2020, including plans to improve and develop pedagogical institutions and annual forecasts of teacher demand.

quality management. Priority should be given to various kinds of softwares in training management.

- The three stages of assessing quality, ensuring quality and improving quality should be done at the same time.

3.4.6. Establishing and coordinating the cooperation between pedagogical institutions and related organizations

Support needs to be given to students in finding their jobs through the media and the connection between training establishments, employers and educational establishments. Institutions of education should inform students of the criteria of recruitment and the number of people in need, the address and the form of recruitment through meetings, notice boards, websites and at the same time inform the establishments and employers of the ability to meet the needs of teaching staff in terms of quantity, major structure, training quality and graduation time through the Graduation Ceremony and Work Fair.

Recruitment decentralization should be consistent among local areas and the recruitment should be granted to the very educational establishments in need. The recruitment scheme should be done through competitive examination to find out qualified teachers. Work assignment should be done following the hope of the teachers in the near future.

Institutions of education need to make a work survey and evaluate the quality of the graduates in a certain period of time. The survey can be conducted through questionnaires, telephones, personal emails or direct answers on the school websites. The time of work survey should last 2 years after the graduation day of the students. As for quality assessment, it should take place at least 5 years after the teaching probation of the student teachers.

Organizations and individuals especially general education schools can also take part in the training process. Such activities as training scheme building, entrance admission, regular practical teaching skills, teaching practice and quality evaluation need to have the involvement of different subjects.

The exchange of lectures and teachers between institutions should be step-by-step done. Priority should be given to the exchange between lecturers of institutions of education and teachers of the schools where trainee teachers do their teaching practice.

In order for all the things and solutions above to be well implemented, much needs to be done to establish and run the relationship between teacher training establishments, educational establishments and local educational authorities. In addition, a system of information should be set up among these establishments.

ensuring the quality of foreign language and information technology as stated in the aims of some currently carried out projects. Additionally, contents related to compulsory education innovation should be integrated into teacher training curriculum.

The building up up-to-date curriculum and approaching the advanced curriculum of some countries in the region and in the world through training cooperation, research result exchange and other academic activities has become so essential. Actions need to be taken to gradually perfect the 4-year university teacher training curriculum.

It is also vital to build up teacher training program in the forms of subject-based training and regular training as well as build up teacher training establishments where lecturers from colleges of education are the main force.

3.4.5. Improving the management and training of pedagogical institutions

- With colleges that have a small scale of students and majors, decentralization should be made in the following order of priority: Teaching Group, Training department and Departments and the group leader plays the key role in this process. As for universities, “self-control” should be given to departments and these departments must identify the principles of training, from which activities to reach the goal and action plans are formed.

- Together with decentralization is decentralized power following the rank and importance of the former. Departments and teaching groups are given a high level of self-control in terms of academic matters such as bettering, developing and carrying out training curriculum. The group leader is the “leading bird” in academic activities, has more rights to decide academic problems and is given top opportunities to perform his or her rights and duties. The Training department is granted more rights to carry out their training and testing process and keep the training and academic activities of the teaching groups and departments under control.

- The culture of quality should be built up in the school. A change in thinking and awareness should go first and then comes the solidarity in the pedagogical staff and the competitiveness in working for the sake of quality.

- The system of criteria assessing the quality of teaching should be upgraded in the way that decreases qualitative assessment and improves quantitative assessment. Some criteria need supplementing so that they keep up to date with Tertiary Education Law and the trends of development of pedagogical majors.

- Progressive models of quality management should be taken full advantage of. There should be a combination of progressive and traditional

The pedagogical institutions have developed the plan of training, retraining and cultivating teachers on the basis of forecasts of education industry.

However, the pedagogical institutions are planning on developing into multidisciplinary colleges and universities, weakening the role and position of pedagogic sector. The planning has encountered difficulties due to inaccurate forecasts, demographic changes, unstable policies and lack of coordination between local authorities in the region; the forecasts of education industry are sometimes not consistent with the enrollment plans of pedagogical schools.

+ The schools have built graduation standards for most academic majors on the basis of training objectives of majors, including the amount of knowledge needed to back learning, research and employment like foreign languages, information technology. These graduation standards are publicized on the websites or in the student handbook.

However, the graduation standards are largely qualitative and general. Required graduation standards are not really in line with the target. Some majors and graduation standards have been adjusted in terms of knowledge, skills and attitude but their objectives have not been changed accordingly.

2.2.2. The management of training process

2.2.2.1. Implementing the models of training secondary school teachers

Like other parts of the country, in recent years the schools in the region have implemented 3 models of training secondary school teachers. However, the strengths and limitations of each model have not been identified.

2.2.2.2 . Managing enrollment

Most college and university admissions are based on the result of national university entrance exams organized by the Ministry of Education and Training. Tay Ninh pedagogical college administers its exam based on the exam papers of the Ministry of Education and Training. Saigon university and Thu Dau Mot University admit students nationwide. The university of Dong Nai and pedagogical colleges admit their local students. Universities organize exams to enroll students at university level but enroll students at college level by considering the grades they got from national university entrance exams. Most of them consider students’ expectation 2. Pedagogical colleges consider students’ expectation 1 and 2 but mainly the former.

After enrollment, students take courses as registered or take elective courses after finishing compulsory general education.

2.2.2.3 . Managing training activities

+ Training Programs

The present college-level pedagogical curriculum framework consists of 168-169 units at least (not including Physical Education and Military Education) called general education (used for a group of similar majors or for a single major), professional knowledge (used for a group of similar majors, for a single major), additional knowledge and practicum.

Based on the curriculum framework, the schools design their training programs in the way that develops additional knowledge and electives. However, training programs between schools differ significantly in most majors.

The survey on the appropriate level of training shows that according to alumni of pedagogical colleges, the training program is quite suitable in terms of theory, practice and practicum. Considering the specific majors, the survey reveals that no majors have *very suitable theory*, natural majors have *suitable theory* and social majors have *relatively suitable theory*. In addition, no majors have *very suitable practice*, 3 out of 23 majors (13%) have *unsuitable practice* and no majors have *very suitable practicum*.

+ Practicum

Because there are few junior high schools specially founded for practicum (only 3 schools in the regions, one of which belongs to its pedagogical institution), teaching practice mainly takes place in junior high schools for 6 to 9 weeks. The content and form of practicum is slow in innovation.

+ Testing and assessment

The regional schools have different rules about the weight of the components of assessment. In most schools, teachers administer mid-term tests while final tests are administered by the faculties or schools.

The survey on the exam format shows that 'open-ended' questions account for 51.36%, while 'closed-ended' questions account for only 2.97% and mixed questions 45.67%. In mixed questions, the weight of 'open-ended' questions account for less than 30%. This shows that the importance of 'open-ended' questions is not stressed because the answers of 'open-ended' questions are time-consuming and provoke arguments and because both teachers and students are used to testing what is taught directly by teachers.

➤ Assessment of training quality has been given importance. There have been some initial changes such as innovations in the content and form of testing and evaluation. However, student evaluation results depend basically on the subjectivity of teachers, so the results don't sometimes reflect the true quality of training.

2.2.2.4 . Training results

As part of the motives of teachers is salary, subsidies and reward scheme, these should be paid great attention to. The position of teachers as "the best solution to attract and keep an enough number of people with good personalities in the teaching career" needs to be improved.

The policy of full or partial remission of school fee does not mean a lot in contemporary days but it even degrades the image of pedagogical college students. What is important to attract good college students-to-be is the output policy such as jobs and careers and income. There should be great consistency in pedagogical majors and especially pedagogical schools.

3.4.3. Innovating the model and process of organizing and training

Local colleges of education focus on parallel training. Such majors as Information technology, Foreign languages and Aptitude (Musical Education, Fine Arts, and Physical Education) can make training a continuum to timely meet the needs of teachers in charge. In addition, standardized training and regular fostering of professional competence should be organized for these teachers. Universities which train secondary school teachers can have continuous training in some majors. However, it is necessary to reconstruct the training curriculum especially the teaching methodology of various subjects and specialized knowledge. Inter-college training should be used with great care and attention. In case there is no need to standardize the teaching staff, this kind of inter-college training should only be used to improve the standard of teachers.

The training and organization process is to "force" students to self-study, lecturers to do scientific research and enterprises to participate. Pedagogically practicing schools should be built in teacher training establishments. There should be a good relationship between teacher training establishments and local secondary schools and also a good cooperation between pedagogical colleges, local authorities and secondary schools to encourage the schools and teachers in the local area to take part in teacher training (guiding students to practice and to go on probationary trips). Moreover, the role of the schools where student teachers do their teaching practice to better their teaching skills should be reinforced and improved.

3.4.4. Managing and developing training curriculum

The output standard should be step-by-step improved in accordance with the school, national, regional and global standard.

The designing of the teacher training curriculum in an open way should be made, which means the content and structure of the curriculum will lay a great emphasis on developing teachers' professional competence and importance should be attached to training pedagogical skills for teachers,

Provinces with universities will step by step train university level. *The period of 2016 and 2020 will pave the way to training university level.*

Together with new training is standardized training and raising standardized level in accordance with the requirements of the provincially and nationally-standardized schools and the Strategies of educational development as well as upgrading teachers' professional knowledge and competence. This has a key role to play in ensuring the qualified teaching staff.

The solutions to the matter of building up the teaching staff programming with a great focus on programming the network of teacher training institutions and encouraging the cooperation of these institutions with educational governing bodies and secondary schools in the regular training for teachers to meet the increasing needs of career development in the local area. In addition, a network of educational establishments fostering and developing secondary teachers' competence should be set up nation-wide and local-wide.

3.4.2. Developing the resources of teacher training institutions

The mobilization of resources requires the cooperation of enterprises and employers but the government plays the most important role in this process.

The implementation of the doctorate program for lecturers at institutions and pedagogical departments needs accelerating. In addition, the application of information technology in teaching and learning needs to be enhanced. Moreover, innovation in teaching methodology in the way that facilitates learners' awareness and innovation in testing and assessment in teacher training that aims to improve teachers' competence should be made. The results of teachers' teaching from the viewpoint of the students should be used efficiently.

The training of lecturers and their competence in foreign language, information technology, testing and assessment and designing syllabus should be built up. Lecturers should make innovations in their teaching method, which helps the students with not only "how to learn" but also "how to teach". Therefore, the lecturers should usually pay visits to educational establishments and pioneer in the educational innovation that integrates the methodology in educational establishments. Lecturers must also be good teachers at schools of other levels and educational establishments.

During the 2011-2015 period, infrastructure above the national standard level in terms of land area, construction floor area, classrooms, laboratories should be invested. And during the period from 2016 to 2020, investment in developing the schools that nearly meet the local and world standard should be made.

On average, each year, the pedagogical colleges in the South East train a total of 1,500 to 2,000 secondary school teachers, basically meeting the needs of teachers in terms of quantity and required level. However there has been imbalance in academic disciplines and thus the need of the local education has not been met.

2.2.3. The collaboration between the pedagogical colleges and other authorities involved

The pedagogical schools actively work with the Department of Education, the Office of Education in terms of enrollment, formal training and teaching practice. However, this collaboration is reluctant and people involved have no liability.

The pedagogical colleges, secondary schools and education authorities have not cooperated with each other on regulating and developing training programs. Most changes have been made by the pedagogical colleges.

There is no or little collaboration between the pedagogical colleges and employment agencies due to decentralization and no coordination mechanism.

2.2.4 . Assessing the quality of graduates

The pedagogical colleges in general, the Southeastern pedagogical colleges in particular have implemented accreditation required by the Ministry of Education and Training through self-assessment. The self-assessment which is new to schools is done by school councils based on certain criteria.

Managing the quality of colleges is currently just in the form of self-assessment and is at the stage of quality checks. The implementation of next stages like quality assurance and quality improvement is problematic and its results are not clear.

A survey shows that graduates put their knowledge and skills in practice relatively well at the rate of 57.61 %. Thus alumni suppose that training helps them work better. If the program is improved more, it will surely help graduates to work more effectively.

➤ Some schools have evaluated the quality of graduates by means of their teaching at secondary schools, which is an important guide for pedagogical institutions to adjust their goals, academic programs and other management and training activities to meet the need to improve the quality of teachers. However, this activity is mainly based on students' feedback through a employment survey based on different criteria according to the requirements of each school. There is no evaluation from educational institutions and education authorities to ensure objectivity.

Chapter 3: Solutions to the training of teachers meeting the educational needs of secondary schools in the Southeast

3.1. Orientation to education development in Southeast

3.1.1. Orientation to socio-economic development

In July 2012, the government approved the “Socio-economic General Planning in Southeast Vietnam towards the year of 2020” with a view to developing Southeast Vietnam into a proactive region, which lays the foundation for the better socio-economic development in comparison with the national average GDP. In addition, the planning also aims to transfer the area to a center of economy, finance and commerce of the whole country and the region as well as a pioneer in the process of industrialization and modernization of the nation. Accordingly, the economic growth is of about 9.5-10% per year in the years from 2011 to 2020. And by the end of the year 2020, GDP per capita is to reach 6,400 USD at least and the area’s contribution to the national budget during the stage will be approximately between 50% and 55%.

Based on the approved regional socio-economic planning, the southeast provinces and cities have had their own schedules for the socio-economic development in the years from 2011 to 2015 and towards the year 2020 as well.

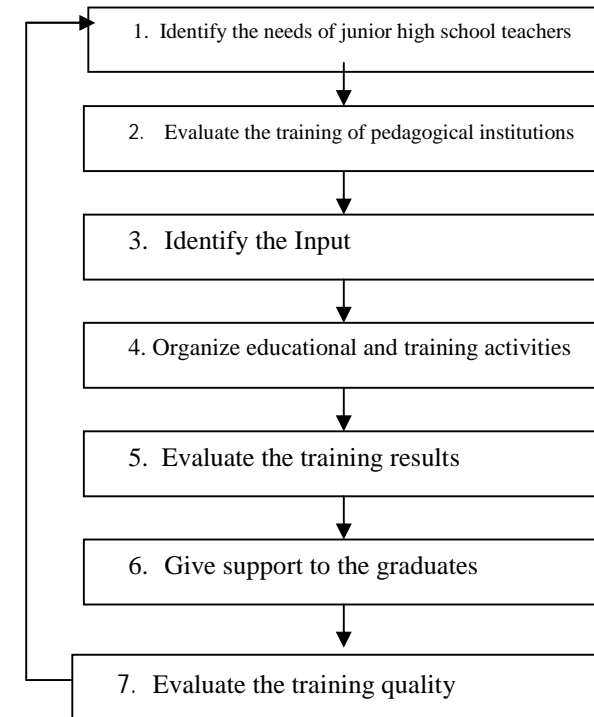
3.1.2. Orientation to secondary school education development

The orientation to secondary school education development of provinces and cities in the Southeast is maintaining and improving the quality of compulsory education and the quality of education at various levels, standardizing the teaching staff, increasing the number of teachers above the standardized level, which all make good contributions to bringing about basic changes in educational quality, efficiency and scale and fulfilling the mission of compulsory secondary education.

3.2. Principles in offering solutions

Solutions to the renovation of secondary school teacher management and training should be offered with great reference to not only the general management principles and the principles of supply and demand, quantity and quality, decentralized management but also the principles of *meeting the needs of the regional socio-economic development and the education and training development as well as the principles of reality, feasibility and the principles that meet the current regulations of the Ministry of Education and Training.*

3.3. The process of managing and training teachers meeting the needs of secondary school education



3.4. Solutions to the management and training of teachers meeting the needs of secondary school education in the Southeast

3.4.1. Enhancing the ability of foreseeing and building up secondary school teacher training scheme

In order to make good predictions about education, centers researching teachers and developing macroscopic forecast research serving the forming of teacher policy and strategies in improving pedagogical systems should be established. This will bring about an increase in the quality and efficiency of training.

During the years of 2011 and 2015, much importance should be attached to the standardization of college levels to meet the needs of secondary school teachers in terms of quantity and subject structure. In addition, the quality of graduate training should be focused on, guaranteed and gradually enhanced.