

MINISTRY OF EDUCATION AND TRAINING  
THE VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES

NGUY N M LOAN

**MANAGING THE DEVELOPMENT OF LECTURER  
STAFF OF THE VOCATIONAL COLLEGES TO MEET  
THE DEMANDS OF TRAINING HUMAN RESOURCES  
OF MEKONG DELTA**

Specialization: **EDUCATION MANAGEMENT**  
**CODE : 62.14.01.14**

SUMMARY OF  
THE THESIS OF EDUCATION SCIENCE DOCTOR

**HÀ N I, 2014**

The work was completed in: THE VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES

*Scientific instructors:*

- 1. Dr. PHAN CHINH THUC**
- 2. Dr. TRAN VAN HUNG**

Reviewer 1: **A.Prof - Dr. TRAN KHANH DUC** - HANOI UNIVERSITY OF SCIENCE AND TECHNOLOGY

Reviewer 2: **A.Prof - Dr. BUI MINH HIEN** - HANOI PEDAGOGICAL UNIVERSITY

Reviewer 3: **A.Prof - Dr. NGUY N TI N HÙNG** - THE VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES

The thesis was presented to the thesis council meeting at The VIETNAM institute of Educational sciences, 101 Tran Hung Dao Street, Ha Noi.

*On* .....

Being able to search for the thesis at:

- The national library
- The library of the VietNam institute of educational sciences

## INTRODUCTION

### 1. Reasons for choosing the thesis

Resolution of National Congress of Vietnam Communist Party IX on orientations of the basic tasks of Education and Training states: “It’s important to standardize a lecturer staff and quality of education on political, moral qualities and qualifications career”.

Resolution of the Eleventh National Party has said: “It is necessary to innovate fundamental, comprehensive education Vietnam towards standardization, modernization, socialization and democratization of international integration, the lecturer staff development and education managers is a pivotal factor”. Strategy 2011-2020 socio-economic development determines “developing and improving the quality of human resources and especially high-quality human is a strategic breakthrough”.

After ten years of implementing the development strategy for period 2001-2010 education, training and vocational training in Vietnam have gained important achievements to contribute to the renewal of the country, but there have also been many weaknesses which do not meet the requirements of socio-economic development. Development Strategy 2011-2020 identified educational goal: “By 2020, our country's education is reforming towards comprehensive standardization, modernization, socialization, democratization and integration internationally”. Simultaneously 8 solutions of educational development should be carried out, including “development the teacher staff and education managers”, which is the key solution. Vocational development strategy for the period 2011-2020 proposed nine solutions, including: “Developing teacher, lecturer and vocational training managers” is the key solutions.

The formation and development of vocational colleges, especially in the Mekong Delta have recently gained some of the results to meet human resources who are well-skilled. Development of lecturer of the vocational colleges quantity happens, but quality is still limited, posing an objective requirement to meet the demand to contribute to the economic growth, to restructure the employment force towards the industrialization and modernization, in terms of international integration .

From the above reasons, the author chose the thesis: “*Managing the development of lecturer staff of the vocational colleges to meet the demands of training human resources of Mekong Delta*”.

### 2. Research objectives

To establishment the theory, assess situation and manage the development of the lecturer, which have raised a number of solutions to manage the development of the lecturer in vocational colleges to meet the needs of training for workforce in Mekong Delta for the upcoming period.

### 3. Objects of study and teachers of study

#### 3.1. *Objects of study*

To manage the development of lecturers in vocational colleges in Mekong Delta.

#### 3.2. *Teachers of study*

Lecturers in vocational colleges in Mekong Delta

### 4. Hypothesis of study

Before renewal requirements for education and vocational training, vocational lecturers of the vocational colleges in the Mekong Delta have not yet qualified, management of developing lecturers of the vocational colleges in Mekong Delta to meet the workforce training needs. If the proposed research raises the right solution for planning; innovation selection and use; training and retraining; partnerships with production facilities and business services; policies and test and evaluation, the management of developing lecturers in the vocational colleges will effectively meet the demand for trained manpower in Mekong Delta during the period of industrialization and modernization and international integration.

## **5. Contents and scope of research**

### ***5.1. Research Contents***

- Researching establishments of the theory about managing the development of lecturers in the vocational colleges.
- Assessing the management of the development of lecturer staff of the vocational colleges in Mekong Delta.
- Proposing solutions of developing lecturer staff of the vocational colleges to meet the workforce training needs in Mekong Delta during industrialization-modernization.

### ***5.2. Scope of the Study***

- Assessing the status of the lecturer and real management lecturer in some vocational colleges in Mekong Delta for period 2008-2011.
- Proposing solutions to manage the development of lecturer in some vocational colleges in Mekong Delta to 2015 and orientations to 2020.
- Carrying out testing some solutions.

## **6. Approach and methodology**

### ***6.1. Approach***

Including: systematic approach; Human development approach; Practical Approach; Standardized approach; supply and demand approach of labor market.

### ***6.2. Methods of theoretical studies***

- Analyzing and synthesizing material to make establishments of the theory for research.
- Applying general theory specifically on identifying solutions of lecturers of the vocational colleges for management development.

### ***6.3. Practical Research Methods***

- Method of questionnaire survey to assess the status of vocational education.
- Method of conversations, interviews, surveys, assessment.
- Reviewing documents and reports on education and vocational training.
- Professional method: Using through questionnaires, scientific workshops and conferences to review and confirm the correctness of the solution.
- Experience summation method: Conducting a situational analysis of vocational education in Mekong Delta; collated, compared to some parts of the country to summarize experiences and general observations drawn.
- Testing method: proving effective solution proposed.

***6.4. Statistical methods and data processing surveys, prospecting, setting diagrams, charts.***

## **7. The thesis includes**

**7.1.** The quality of human decides development of eco-socio growth; competitiveness of human resources depends on vocational skills level through the training process.

**7.2** Improving the quality of personnel training is the key step, breakthrough of vocational trainers is the key solution.

**7.3** To develop lecturer staff, development management lecturer staff is the deciding factor.

## **8. New contributions of the thesis**

**8.1.** Contributing to determine the theoretical basis and development management of the lecturer in vocational colleges can meet human needs.

**8.2.** Confirming the role of lecturers in vocational colleges in workforce training to meet the needs of socio-economic development in the region.

**8.3.** Analyzing and assessing the current situation and identifying new factors in the Delta in the proposed management solution of developing the lecturer in vocational colleges to meet the workforce training needs in the Mekong Delta.

## **CHATER 1**

### **THE ESTABLISHMENT OF THE THEORY ABOUT MANAGEMENT OF DEVELOPMENT OF LECTURERS IN VOCATIONAL COLLEGES TO MEET THE TRAINING REQUIREMENTS OF HUMAN RESOURCES**

#### **1.1 Overview of the research**

##### ***1.1.1 The researches in the nation***

The thesis on managing development vocational lecturer staff, especially colleges, the University contributes to the training of human resources which has been mentioned in a number of topics, articles, studies, dissertations. The thesis and research were mentioned in many different ways. The development of lecturer staff in each form and each different specific conditions . However, not many studies have not carried out in the Mekong Delta , not referring specifically to the management of the vocational in Mekong Delta. Therefore, the research on “*Managing the development of lecturer staff of the vocational colleges to meet the demands of training human resources of Mekong Delta*” is essential and specific to the practical requirements of socio-economic development and workforce development Mekong Delta in 2020.

##### ***1.1.2 Abroad research***

The researches for training human resources in science and technology in developed countries represent the views:

- + The quality of human resources is a decisive factor for economic growth.
- + Teacher is the deciding factor of human training and quality of each country.

Development policy of lecturer for effectiveness is experienced in developing countries (including Vietnam) in applying research and development.

#### **1.2 Concepts**

##### ***1.2.1 Lecturers in the vocational colleges***

###### ***1.2.1.1 Lecturers***

People who teach in universities or vocational colleges are called lectures. Lecturer staff of the vocational colleges is the one teaching in vocational colleges with the duties and rights set in the Law on Vocational Training (2006).

###### ***1.2.1.2 The lecturer staff of vocational colleges***

The lecturer staff is a collection of lecturers in charge of teaching and scientific research in colleges and universities, they come together to complete the task performed, according to the system, the goal of Education, and to teach and educate students to according to the principles of the binding nature of the administrative branch of government and education.

##### ***1.2.2 Development of lecturer staff***

Within the scope of the college, lecturer staff of the vocational colleges development is a human resources development in education and training to achieve the following objectives:

- Developing the vocational teachers with sufficient quantity, quality assurance, and the structure and implementation of plans for the training of the school.
- Creating the atmosphere of excitement, healthy exercise for every vocational teachers who contribute to the colleges in the best way.
- Having good policies for the vocational teachers physically and mentally for highly qualified, professional capacity well, creating conditions for a stable peace of mind for them to complete assigned tasks of the vocational colleges well.

##### ***1.2.3 Management and development management of lecturer staff***

###### ***1.2.3.1 Management***

As a way of organizing-controlling (how to impact) of the subject to the object management to manage the effective implementation of organizational goals that has been set

###### ***1.2.3.2 Development Management of lecturer staff of the vocational colleges***

As activities include: planning; Selecting and using; Training and retraining; Implementation of the policies; Partnerships with enterprises for services; Testing and evaluation in order to create the most favorable environment for growing lecturer staff of the vocational colleges with sufficient quantity, structure synchronization, ensuring quality, meeting the technical requirements for contributing socio-economic development locally, regionally.

#### **1.2.4 Human, Human Resources**

- Human: In the annual survey of Labour and Employment issued by the Ministry of Labor, Invalids and Social Affairs, the term "population in working age" is used instead of "human" by the level training, the concept is used most.

- Human resources:

In broad terms, "The human resources are the most valuable, having a decisive role, particularly for our country when financial resources and material resources are limited," that is, "the educated workers, well-skilled, good quality, the training and education promoted by an advanced educational system together with modern one".

In narrow terms, human resource is Labour source. In Vietnam, according to the General Statistics Office, "including human resources people 15 years of age or older who have jobs and those between the ages of Labour, but Labour is likely unemployed, attending school, doing housework family, there is no need to work, the people of the different situation, such as early retirement".

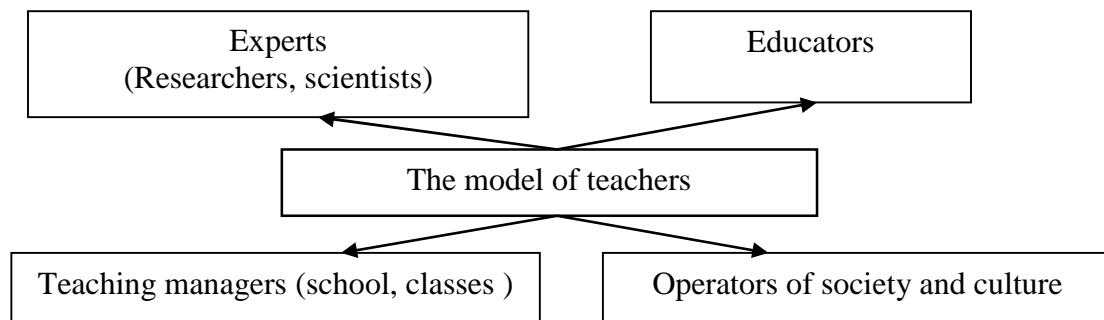
Experience from developing countries in the context of globalization and international integration shows that HRD issues has become really urgent needs most important to improve the competitiveness of economic background.

### **1.3. Development of the team of vocational teachers for standard**

#### **1.3.1. The position of vocational colleges in the national educational system**

#### **1.3.2. Competence of vocational teachers**

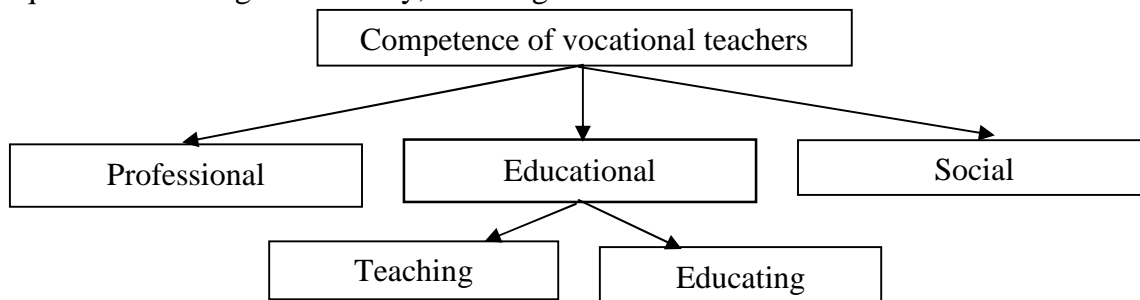
##### *1.3.2.1 The model of lecturers in modern educational systems*



*The general model of teachers*

##### *1.3.2.2 The competence of the vocational teachers*

The competence is an individually psychological characteristic to meet the demands of certain activities and the conditions for implementing activities that results in. In other words, the competence is the sum of the unique attributes of personality suited to the requirements of a given activity, ensuring the activities achieve results.



*Structure of vocational teachers' competence*

### ***1.3.3. Standardizing the vocational college lecturers***

- “Standardizing the vocational teachers” is a system of basic requirements for the quality of politics, ethics, lifestyle, professional competence that should be achieved to meet training goals.

- “Criteria” is a field of standards, including the requirements relating to the content of competences in those fields. Within each criteria, there are some standards.

- “Standards” are the specific requirements of the criteria. In each of the standard indicators.

Standard of the lecturer of the vocational colleges is defined with 4 criteria and 16 standards:

Criterion 1: Quality of politics, ethics, lifestyle, includes 3 standard.

Criterion 2: Qualifications, including 2 standard.

Criterion 3: Capacity vocational teaching, including 9 standards.

Criteria 4: professional capacity development, scientific research. includes 2 standard.

According to the researcher: Standardizing lecturer of the vocational colleges is required to be achieved in accordance with regulations. Standardizing lecturer of the vocational colleges is the basis for setting up the goals, training programs to improve the quality of vocational colleges teachers; helping vocational colleges teachers self-evaluate with political quality, ethical lifestyle, professional competence, thereby vocational colleges teachers will figure out learning plan to improve their moral qualities, qualifications and professionals.

### **1.4. The relationship between development of lecturer staff of the vocational colleges and needs of training human resources**

- Training is a collection including works to help learners the knowledge, skills, and attitude to their profession so that they can complete the assigned work.

- Social demand: is necessary for social existence and development. Social needs for training is the need to meet social development. The subject of social needs includes: State, human using units and learners.

- The relationship between training and the needs of society reflects in:

+ Training with needs of the State: training is to provide human to achieve the objectives of socio-economic development of the State; State manages and operates the activities in the socio-economic development including training in order to carry out the policy of modernization and economic restructuring.

+ Training with human using units: It is the ability to express in response to the training needs using human resources for improving high quality and effective training. So, we have to build close relationships between training and using.

+ Training with learners: It is necessary to build a system with many flexible training methods, which are varied, reasonable, and to create conditions for everyone, even those belonging to vulnerable groups.

\* One of the top tasks of education today is to meet the demand for quality human and high competitiveness in the context of globalization and international integration of our country today.

#### ***1.4.2 Human Resource Training in global economic conditions, globalization and international integration.***

In global economic conditions, people are really interested in a number of global economic rule including: supply-demand rules, competition rules, value rules.

- Supply and demand rules in global economic conditions needs to be accordance with labor market. State educational System must satisfy the interests of all concerned parties, and to ensure efficiency and social justice in education. The relationship between training and the use of human expresses in 5 levels: very low; low; Average; high and very high.

- The competition rules in the labor market show who have the most suitable ability to meet the requirements of Labor using people for more job opportunities. Foreign educational units must comply with the competition rules (fair) to survive and grow, through quality training and motivational development.

- The law of value in labor market required to obtain quality training and survival training is considered an increase in the value of human resources to gain advantage in labor market. Foreign Volume regular basis to adjust the contents of the program to ensure high flexibility and adaptability higher for laborers.

The supply-demand rules, competition rules and value rules in market economy require close relationship among Foreign educational units using labors under varied forms.

To be competitive and international in integration time, we have built a system of high-quality training human resources with good skills, technologies, regional standard researchers, international standards for key economic sectors. Vocational colleges system with lecturer staff is developed to meet the training needs of high quality in terms of globalization and international integration today.

### ***1.4.3. The role of vocational colleges and team of vocational teachers in training human resources and socio-economic development of the region***

#### ***1.4.3.1 The role of vocational colleges and team of vocational teachers in training human resources and socio-economic development of the region***

With the aim of vocational training with college levels, vocational colleges play an important role contributing to the socio-economic development of locality, region and nation.

- The mission of vocational colleges: vocational colleges are to provide learners with the high vocational quality program together with economic, and technical services, and research and application deployment and advancement of science and technology, professional training and retraining professional skills for vocational teachers, contributing to the development of human resources to serve national industrialization and modernization in the context of global economic integration.

- Functions of vocational colleges: College training functions in training qualified professional-level colleges to provide manpower directly engaged in production, business, services... according to the needs of labor market.

- The responsibilities of vocational colleges: 15 responsibilities in the charter vocational colleges.

\* According to the study: higher education system, the University of disasters in our country classics (Academic), heavy on theory. A large market education colleges, the University will need to be training human resources of qualified science and technology, highly vocational skills, to meet the needs of large manufacturing plants, the foreign company, the unit of force is needed amount of young, healthy, educated professional, but yet fluently vocational skills to meet. Vocational college was built and developed, have and will contribute human training and high technical qualifications to meet the needs of socio-economic development of local, regional.

## **1.5 The content of managing development of vocational lecturer staff to meet human training needs**

### ***1.5.1 Management subject***

Management subject is the government, Ministry of Labor, War Invalids & Social Affairs, concerned parties, Central City and Cities People's Committee, Principal of Vocational colleges. For mmanagement level, Management subject has got mission, function, competence to determine during management processing.

Ministry of Labor War Invalids & Social Affairs, concerned parties: planning strategy and policy development of vocational teaching; promulgating law documents, rules of



training programs for each level; promulgating regulations, rules of programs, norm, system; The direction of planning development of vocational lecturer staff, promulgating vocational lecturer criteria, investing in technique -material facilities; inspecting and checking the performance of strategy, policy and promulgated rules.

The Provinces and Cities People's Committee, Central Cities: planning development of vocational teaching, building and developing material facilities projects, finance, vocational lecturer based on advisory by Department of Labor, War Invalids & Social Affairs; Approving of development of vocational college projects and planning development of vocational lecturer staff.

The Principal of vocational college: building development of vocational college to meet the needs of socio-economic development of local and annual schedules; Managing vocational college operation according to its regulations; Submitting development plans of vocational college to the government's approval, organizing management function of development of vocational lecturer staff.

### ***1.5.2 Management contents***

#### *1.5.2.1. Planning development of vocational lecturer staff*

Planning development of lecturer staff of the vocational colleges is a long-term plan to arrange lecturer staff of the vocational colleges within management. The planning processes create information and provide overview of present situation of lecturer staff of the vocational colleges. Managers who rely on that basic can follow, adjust and assess performed schedules.

Planning development of lecturer staff of the vocational colleges to meet the workforce training needs must start from prediction of the workforce training needs about quantity profession structure, quality of the workforce; assessing current status of vocational lecturer staff compared to the standard level and education demand, thence planning development of lecturer staff to meet the target of quantity, structure, and quality.

#### *1.5.2.2. Selection and use*

Selection is a process which uses many methods to choose a person who has enough standards. Selecting vocational lecturer has a target that uses the right person in the right ways, ensuring to exploit potential teachers, helping and improving together. Selection steps: preparing to organize selection; announcing selection; receiving document and considering; organizing selection; deciding the last selection.

Using vocational lecturer is an arrangement, promotion them into specific mision, specific title to prove max-ability lecturer to complete vocational education target. Using vocational lecturer attaches fostering for updating, supplying knowledge to enhance the professional skills.

#### *1.5.2.3 Training and Retraining*

- Education target and retraining vocational teachers are to standardize or raise standards (postgraduate).

- Retraining vocational teachers is to update knowledge, major skills, new methods, new vocational teaching experiences to raise proficiency and teaching expertise.

Training and retraining lecturer staff are to create knowledge system, teaching ability, major skills, major attitude acording to standard that is defined frequent mission of managers and vocational lecturer staff to meet human training needs in terms of international integration.

#### *1.5.2.4 Implementation of policies*

Implementation of policies creates the advantages of environment to maintain and develop lecturer staff: creating a legal lobby to lecturer staff; Building culture in vocational colleges; creating a good condition about material facilities; Using reasonable policies to raise the quality to lecturers' lives.

#### *1.5.2.5 Partnerships with the manufacturing units of business-services*

Partnerships with the manufacturing units of business-services is one of methods to contribute standards and raise vocational lecturer staff qualities.

Partnerships with the manufacturing units of business-services is an integral content of management of training and development of lecturer staff of the vocational colleges to meet the human training needs. The main fields include information exchange about education demand and the manufacturing units, which also needs training.

\* Today, to manage development of vocational lecturer staff to meet the human training needs, establishing the relationship between vocational colleges and the manufacturing units of business-services is necessary, contributing standardization of lecturer staff, raising vocational lecturer staff quality, raising quality and effect of vocational lecturer staff on the market structure. The relationship is concretized by a bond agreement between vocational colleges and the manufacturing units of business-services.

#### *1.5.2.6 Testing and evaluating*

Recurrent testing and evaluating vocational lecturer staff; Testing and evaluating the effect of selection, retraining vocational lecturer staff to contribute proving strengths, adjusting mistakes to be suitable for vocational lecturers and teaching managers.

Testing and evaluating must be objective, open, democratic, balance to make them effective.

### **1.6 The factors influence development management lecturer staff of the vocational colleges**

#### ***1.6.1 Objective factors***

##### *1.6.1.1 Mechanisms, management policies of the government*

To develop management in vocational lecturer staff to meet human training needs in terms of international integration, current policies have got much limit, not to attract the good person become a vocational teacher.

##### *1.6.1.2 The reality of development socio-economic and science-technology*

Development socio-economic in a change condition rapidly of science-technical, especially hi-tech appearance, new technology impact on the manufacturing services operations and defining adaptation training establishment, that means network of education must change to meet development requirement socio-economic and science-technology. Development management in vocational lecturer staff in general and development lecturer staff of the vocational colleges in particular are also influenced.

#### ***1.6.2 Subjective factors***

##### *1.6.2.1 Awareness level of managers and lecturer staff*

##### *1.6.2.2 Management organization and level of managers*

##### *1.6.2.3 Teaching environment, prestige, trade name of vocational college*

##### *1.6.2.4 Development management in lecturer staff policies*

### **1.7 The experiences of some countries about development management in lecturer staff**

- Development career technical education and progression of science-technical are associated suitable for development requirement socio-economic and education reform of each country.

- In many developed and developing countries, teacher standard is built and used within training teacher at first, regularly support and develop career for teachers.

Apraise teachers base on career standard which is done by themselves.

The experiences about development management in teaching staff in many countries such as he experiences about training teachers, found a fund to develop teachers, issue practise licence; teacher standard... need to study and apply in our country.

### **Temporary summary of Chapter 1**

The theoretical basis for management development of lecturer staff of the vocational colleges to meet human training needs is studied including important problems:

- Vocational college role during the human training needs and development region socio-economic
- Development of lecturer staff of the vocational colleges has a great significant to meet the human training needs, contributing development socio-economic in terms of modernization economic restructuring and international integration.
- Standardize of vocational lecturers.
- The human training in global economic conditions, globalize and international integration.
- Development of lecturer staff of the vocational colleges to meet the human training needs must ensure quantities, quality, synchronous structure and reach the standard.

Management development of lecturer staff of the vocational colleges to meet the human training needs is effect of objective subject to ensure lecturer staff reach the standard, meet requirement about quantity, quality and structure, effect of objective factors and subjective factors in global economic conditions, region and international integration.

Management development of lecturer staff of the vocational colleges to meet the human training needs content include: Planning; Selection and use; Training and fostering; Partnerships with the manufacturing units of business-services; Implementation policies; Testing and evaluation.

The author referred some countries experiences for development of lecturer staff to help finding the thesis solution.

## **CHAPTER 2**

### **THE STATUS OF LECTURER STAFF AND DEVELOPMENT MANAGEMENT OF THE LECTURER STAFF IN VOCATIONAL COLLEGES IN MEKONG DELTA**

#### **2.1. An overview of the socio-economic and education and training in Mekong Delta.**

##### *2.1.1 The socio-economic situation*

##### *2.1.2 An overview of vocational education and higher education in Mekong Delta*

##### *2.1.2.1 Status of the network of university, college, professional vocational school in Mekong Delta till 2010*

- Number of schools: 11 universities, one college branch, 27 colleges, and 35 vocational schools.

- Scope of training: full-time (2009-2010).

\* University: The total size is 69 744 students.

\* College: Total size is: 48.992 students, average 1.815 students / college.

\* Vocational school: The total size is 14,362 students, average 410 students / 1 school.

- About lecturer staff: universities, colleges have 6618 full time teachers including 528 Ph.D, rate of nearly 8%, (the average for universities around 10-12%), while 298 teachers colleges with lower college level (4.5%). In particular, in 27 colleges, there are just 22 Ph.D (average 0.8 Ph.D / college).

Comment:

- Educational structure did not meet the training requirements of economic restructuring in the region.

- Distribution of network and the size of the training in colleges, University is not reasonable.

- The system of vocational schools is difficult to develop, graduates become difficult to find jobs.

- Requirement about the quantity and quality of teachers in universities and colleges is a big challenge to meet the training needs of the workforce.

- The existing vocational schools cannot meet the training needs of manpower, especially skilled human resources.

- Reality requires vocational school systems to develop human resources training (especially technical training together with labor quality) in Mekong Delta. Vocational college system development is to help overcome difficulties and challenges in training human resources in Mekong Delta.

#### *2.1.2.2 Status of vocational training in Mekong Delta*

a. The network of vocational training units: in 2010 there were 334 units (41% is private), including 10 vocational colleges; 30 vocational schools; 127 vocational training centers and 142 other vocational establishments.

b. About vocational enrollment: in 2010 enrollment of vocational training units in the region is 240,000 people (1.5 times compared to 2005). Size of vocational colleges is 20,881 students average 1,606/college; Size of 34 vocational schools is 26,556 students, 784 students/school. The size of 137 vocational training centers is 158 510 learners.

There is also the participation of vocational schools, businesses, other educational institutions with the size of about 81 490 students (mostly short-term training programmes, elementary occupations).

c. About the development of lecturer staff, teachers and manager staff in 2010

The entire area has 3,975 vocational teachers (2 times compared to 2005), of which 78% is full time teachers; 64% qualified teachers; 6% postgraduate level; 61% of teachers with university degree or college.

Through statistics, there are 985 full - time vocational teachers in vocational colleges including 116/985 (11.8%) post-graduate levels, there are 817/985 (82.9%) university degree or college degree.

#### *d. The process of formation and development of vocational colleges in Mekong Delta*

In early 2011, there were 13 vocational colleges with 20 881 students, 985 teachers. Through the survey, the researcher found that:

- The network of vocational training units gained development, vocational lecturer staff develops with quantity and quality; ratio of trainers in 2010 increased to 23.5% (the national average is 30%).

- The number of vocational training units fails to meet the vocational needs of local people.

- The lecturer staff has not met the requirements of quantity and quality. The scale of vocational training vocational college just reaches only 10.3% of vocational training (18% nationwide).

## **2.2. Current status of lecturer staff in vocational colleges in Mekong Delta**

### ***2.2.1 On quantity, structure, age, gender***

- Quality: in 3 years (2008-2011), the number of teachers in colleges increased by 31% (from 535 to 985 teachers). Freelance teachers are 22% compared to 29.5% of the full-time teachers.

- The structure of lecturers in the groups of jobs:

+ 19.1% of teachers teaching subjects of literature and general subjects.

+ In vocational teachers, there are 64.9% of the industrial engineering teaching group, 14.4% of traffic construction, 16.1% of technical services and 4.9% of the agricultural processing technology.

- Age, gender: Of the total number of teachers, there are teachers more than 45 years old (7.7%), 48.8% less than 30 years old. Number of female teachers accounted for 30.1% rate, ethnic minorities accounted for 1.9%.

### ***2.2.2 Teaching competence:***

10.8% of teachers are not qualified for teaching. Ability to exploit the multimedia

materials, lesson plans built electronic is still limited. The percentage of teachers with the ability to integrate teaching is not high.

### **2.2.3 Qualifications**

- Qualifications, training resources: There are 8.8% postgraduate qualifications, 75.1% achieved a university degree, and 5.8% college degree, and 10.3% other level (high level technical workers ). Only 24.3% of teachers graduating from technical university, over 66.6% of university graduates in other majors.

- Vocational skills: only 6/10 colleges survey to assess the skills of teachers. Survey of 225 vocational teachers rank workers according to the previous regulations, 40% had grade 3 level workers. Survey of 372 vocational teachers about the level of implementation of the skills required to achieve 100% real existing skills including 66.6% achieved proficiency.

- About scientific researches: There were only 5 out of 10 colleges in the survey organizing scientific research activities. There were only 111 vocational teachers out of 338 in 10 colleges who participated in scientific research (32.8%).

- Foreign language level, computer science, political theory

+ About foreign language and computer skills: Teacher's foreign language level is generally very weak, while 40.8% of teachers with computer studies level A compared to the standard level is a level B, only 20.6% of teachers have the ability to use language or study materials and 5.3% is capable of translation.

+ Computer skills: 58.0% of teachers level A of computer skills compared to the standard level is B. 44.7% teachers is capable of using Microsoft word, search for information, 43.5% have capacity to make lesson plans, 11.8% have the capacity to develop multimedia documents.

+ The level of political theory and public management: Only 14.6% managers get the more than level of vocational school, 19.3% participated in state management programs.

### **2.2.4 Qualities**

Teachers' moral qualities, passion for this job is a basic strength of lecturer staff in some vocational colleges in Mekong delta. However, in terms of international integration today, there is a number of vocational teachers who lack of interest in understanding the development of profession, science and technology related to occupations, integration, information about career education, and look forward to bringing thoughts, lack of creativity, teaching styles (quality of technical expertise) we should limit the impact of vocational training to the students.

### **2.2.5 General Comments**

- Strengths:

+ Along with the development of a network of vocational training units, the size and structure of vocational training, the lecturer staff of the vocational colleges in Mekong Delta has been focused on the development of the number, size and quality, which contributes to the training of the workforce.

+ Most of vocational teachers have been standardized for proficiency and teaching expertise.

+ Through the project has trained a number of vocational teachers, they know how to exploit the core material, apply information technology to design lesson plans, teaching electronics.

+ Structure of lecturer staff of vocational colleges meets the basic requirements of technical manpower training, restructuring contribute labor and local economy. Through practice combined with expert of technical staff at the manufacturing facility business-building services and implementing training programs, professional capacity of the faculty is raised; factors in the labor market have been confirmed through development and

implementation of training programs at vocational colleges.

- The weaknesses compared to the standard and training needs of the local workforce, areas:

+ The number of vocational teachers has increased rapidly in recent years, but compared to the rate for the pupil / student 20/1, the number of vocational teachers currently lacks.

+ Level skills of vocational teachers is limited in comparison with the standard and personnel training requirements. The percentage of teachers is not high. Number of vocational teachers approaching the area and internation is very limited.

- Causes:

+ Number of vocational teachers is trained from multiple sources, there is no training program the college level. Network of training and developing is also weak.

+ Training program, teacher developing training is currently not reasonable for vocational teachers to teach effectively.

+ No system of education policy to standardize the vocational teachers to motivate them training in career development.

+ Some vocational teachers do not self study to improve in raising the level of training to meet the manpower requirement, not active in planning learning and retraining.

To develop systems of Mekong Delta Vocational Colleges in 2020 to meet the requirements of socio-economic development of the region, there is a decisive factor in the development of lecturer staff of the vocational colleges to be standardized. This requires the Management level to grant the planning development training, implementing organization; vocational teachers themselves have to raise awareness, in education and training to improve qualifications and meet the requirements of human training in Mekong Delta.

### **2.3. The status of management developing lecturer staff of some vocational colleges in Mekong Delta**

#### ***2.3.1 Awareness of the importance of development management vocational lecturer staff to meet human needs:***

Management of developing vocational lecturer staff is concerned from the central administration, local schools. The formation of 13 vocational colleges in Mekong Delta management is associated with development vocational lecturer staff in 2006-2010.

However, awareness of the importance of the management to develop vocational teacher vocational lecturer staff to meet human needs is still limited as follows:

- The content of dissemination, information and education to raise awareness in schools, social communities, especially lecturer staff of the vocational colleges has not been well - mentioned, not to create agreement among the community, especially in the management level staff and lecturer staff of the vocational colleges.

- Propaganda ability, canvass of manners and vocational teacher are limit.

#### ***2.3.2 Development plan for vocational teaching staff***

It is associated with development in the field of vocational teaching staff together with economic development of the local society, particularly associated with the upgrade project, established vocational colleges, in which building up vocational teaching staff is a decisive factor for approved scheme.

The target of the work of planning development vocational teaching staff are recruiting for period 2006-2011 new teachers, training full-time teachers to meet the requirements of increasing training scale; nuclear vocational teacher.

Strengths of planning:

- The college has actively promoted the collective strength in planning development of vocational lecturer staff, funding vocational teaching staff to participate in vocational training and profession.

- The colleges focus on the content of technical training, teaching methods, training programs, building up the level of vocational teaching staff is significantly improved. The colleges which are involved in the project have built a number of "nuclear teachers".

Weak points of planning:

- The colleges were passive in planning training courses of vocational teachers from central projects and had difficulties in arranging teachers to foster and train.
- The quality of some training courses are not satisfactory as expected.
- Some colleges have not developed internal resources in scientific research and self-research.

### ***2.3.3 Selection and Use***

In 3 years, 10 vocational colleges have recruited 217 teachers to develop the training scale. The selection and use of vocational teachers in vocational colleges have the following strengths:

- The colleges have been concerned about selection and use of vocational teacher training qualification, professional, vocational training. Some colleges have construction and implementation on selection and the use of teachers, vocational teachers are assigned as core instruction for tutoring new teachers.

Teachers employed mostly are young through the training and expertise match the selected location.

The weaknesses:

- The colleges are passive in vocational teacher recruitment, payroll without reserved plans.
- Newly recruited teachers have limited skills, new entrants have not reached the number.
- The colleges are in trouble, difficulty in recruiting good people doing vocational teaching.

### ***2.3.4 Training and retraining***

In 3 years, the college has organized 54 political studies, 9 scientific research methods for staff, teachers, outgoing professional training theory teacher for 82 turns, carefully skills training for 274 teachers respectively, vocational training for 138 teachers respectively, informatics training for 31 teachers respectively, foreign language training for 27 teachers and 40 teachers for retraining with the internal other matters.

The colleges in Mekong Delta are interested in teaching mission, retraining vocational teachers. However, the managing teaching, retraining have the following limited:

- Fund for training and retraining of vocational teachers is restricted, the number of vocational teacher training and retraining in 3 years is too small compared to the total vocational teachers of vocational colleges.
- Not interested in investing in thematic content to raise awareness about the importance of vocational training in the context of the market of economy and international integration, the importance of the development of the teaching staff.
- Number of qualified teachers have to self-study to meet the standards, the colleges only facilitate on time, no policy supports from the college budget.
- The number of vocational teachers approaches the region knowledge and the world very little.
- Contents of retraining classes are not really as satisfactory as you expect.
- Number of qualified management staff accounts for a very low rate.

### ***2.3.5 Partnerships with the manufacturing units of business-services***

- The relationship between vocational colleges and the manufacturing units of business-services has been formed, the colleges took the initiative in relations with enterprises to

develop lecturer staff and improve the quality and effectiveness of training associated with human needs.

- Training factor associated with labor market is confirmed by the technical experts at the manufacturing units of business-services to participate and build the evaluation of vocational training programs in colleges, teaching and assessing learning outcomes, skills training of students.

However, the relationship between the professional colleges and the manufacturing units of business-services not actually mounted on the basis of cause-effect relationships, no consistent policy development relationship attaches to the human needs of the labor market in an efficient manner.

### ***2.3.6 Implementation of policies***

The college has fully addressed the regime, support costs, facilitate on-time, take advantage of the funds to participate in vocational teacher training and standardize training and training needs of human resources.

However, the implementation of policies also has got the following limitations:

+ The cost to support teacher training and retraining is out-of-date compared to the current price.

+ Teachers have difficulties to self-encourage investment and funding for scientific research.

+ No benefits policies to encourage vocational teachers to improve academic standards.

### ***2.3.7 Testing and evaluating:***

General opinions of 47 managers in 10 vocational colleges show that assessment has brought practical results, contributing to the implementation of the management plan and development lecturer staff of the vocational colleges. However, the work of testing and evaluating has the following limited cases:

Some colleges are not planning periodically, specifically, not building regulations of evaluation for training and management development lecturer staff of the vocational colleges.

### ***2.3.8 General Comments***

- Strengths

+ The local areas are interested in planning and developing vocational lecturer staff associated with planning the development of vocational training units including vocational colleges.

+ Management staff of vocational colleges are responsible for raising awareness in the construction and implementation of developing vocational lecturer staff. Some vocational colleges were interested in training nuclear vocational teachers approaching the area.

+ The relationship between vocational colleges and manufacturing units of service - business has been formed. Training factors are usually associated with training.

- Limitations:

+ Some colleges are not actively planning checks, periodic assessment of the management vocational lecturer staff, not to promote all of the internal forces.

+ The colleges have not recruited good people to be vocational teachers.

+ Management of training and retraining vocational lecturer staff does not really aim to raise standards and improve accessibility, integration and regions.

- Causes:

+ Some managers in the field have not paid adequate attention to planning training development vocational lecturer staff. Development work is not really associated with the financial resources and material resources of the college.

+ The education, information and advocacy to raise awareness of the role and responsibilities of vocational lecturer staff, the importance of development vocational



lecturer staff to meet the training needs has not been well-concerned by human resource managers.

+ Managers' competence has got some limitations, not normalized. Network of training facilities, training managers and vocational lecturer staff did not meet the required faculty development training.

+ Program of training vocational teachers in technical university does not meet the technical requirements of vocational training for vocational college degree. Training programs and vocational training need reasonable adjustments for time and content.

+ The cooperative relationship between vocational colleges and the manufacturing units of business-services has not actually mounted on the basis of cause-effect relationships. The system of vocational colleges is only partially able to meet the manpower needs for the labor market (the average level of response). Some managers and vocational teachers do not have proper awareness and proactive in building relationships with the manufacturing units of business-services in order to improve the quality of education and development vocational lecturer staff.

+ Mekong Delta in general and vocational colleges in particular has got no policy to attract people with good technical expertise, skills, experiences and actual production become vocational teachers in vocational colleges in Mekong Delta area.

+ Policies and investment resources for the planning, construction and development of vocational teaching staff were not concerned by managers of vocational colleges.

### **Temporary summary of Chapter 2**

The researcher has used different methods, particularly survey methodology, surveys, interviews and retrospective material to collect data on the status of vocational lecturer staff and management development of lecturer staff of the vocational colleges in Mekong Delta.

Applying the theoretical basis for the analysis and assessment of the status of vocational lecturer staff, identifies strengths, and limitations compared to standard and to the development of basic content: Number and structure; Teaching ability; Professional capacity; Political quality, ethics.

The researcher also applied a theoretical basis for the analysis, assessed the real status of development vocational lecturer staff and identified strengths, limitations: Awareness of the importance of the management faculty of development vocational lecturer staff; The planning; Selection and use; Training and retraining; Implement policies; Partnerships with manufacturing units of services - business; Testing and evaluation

From the results of analysis and evaluation of the current vocational teachers and realities of development vocational lecturer staff in Mekong Delta, for comparison with required development vocational lecturer staff to 2015, plans to 2020 under the direction of qualified and trained standards to meet human needs, will act as a basis for the author to build and manage solutions developing vocational lecturer staff at vocational colleges in Mekong Delta, to meet requirements of personnel training, contributing to social and economic development in Mekong Delta in 2020 for being suitable, feasible and effective.

## **CHAPTER 3**

### **DEVELOPMENT SOLUTIONS OF LECTURER STAFF OF THE VOCATIONAL COLLEGES TO MEET HUMAN RESOURCES' TRAINING IN MEKONG DELTA**

#### **3.1 Development plans for socio-eco and human development in Mekong Delta till 2020**

##### ***3.1.1 Development plans for socio-eco till 2020***

##### ***3.1.2 Human development in Mekong Delta till 2020***

#### **3.2 The development of vocational training, development of vocational colleges and lecturer staff of the vocational colleges in Mekong Delta in 2015, driven by 2020**

##### ***3.2.1 The vocational development in Mekong Delta in 2011-2015, driven by 2020***

##### ***3.2.1.1 Forecast development of a network of vocational training units***

By 2015 there will be 21 vocational colleges, 49 vocational schools and 175 vocational training centers. By 2020, every district, town will have a training center; or 2 vocational colleges with high quality (Cantho and Kiengiang vocational colleges).

### 3.2.1.2 Training plans for number of vocational teachers with different levels

Training levels	In 2011		Prediction for 2015	
	Teachers	Learners	Teachers	Learners
Vocational college	985	20.881	2.359	44.576
Vocational school	1.124	26.656	2.310	53.455
Vocational center	1.159	110.873	2.568	220.830
<b>Total</b>	<b>3.268</b>	<b>158.410</b>	<b>7.237</b>	<b>318.861</b>

In the period 2011-2020, there will be a focus on training high quality manpower for sectors: agriculture, forestry processing industry, seafood exports; processed fruits and vegetables, meat, agricultural products; engineering for agriculture and industry, mechanical repair, electrical, electronics, information technology, chemicals, pharmaceuticals, textile technology, shoes leather...

### 3.2.2 Some predictions of development of vocational colleges and lecturer staff of the vocational colleges in Mekong Delta by 2015 and orientations towards 2020

#### 3.2.2.1 The number of vocational colleges

Predictions for 2015, there will be 21 vocational colleges. By 2020, there will be two vocational colleges with high quality, 4 vocational colleges are key investment approach and 8 vocational colleges will be highly-invested according to the ASEAN level.

#### 3.2.2.2 Scale of training and vocational teacher staff in vocational colleges

2011		Prediction for 2015	
Learners	Teachers	Learners	Teachers
20.881	985	44.576	2.359

Till 2020, the number of vocational teachers in vocational colleges will be about 4.000 – 4500 teachers

#### 3.2.2.3 Structure of vocational training in vocational colleges in Mekong Delta

- In the period 2011 - 2015, the vocational training colleges are:

+ Vocational colleges: 26 jobs (18 construction industry engineering + 3 agricultural engineering + 2 processing technology).

+ Vocational School: 35 jobs (XD-25 construction industry engineering + 5 agricultural engineering + 1 processing technology).

+ Primary vocational school: 46 jobs (35 construction industry engineering + 7 agricultural engineering + 4 services).

- In the period 2016-2020, the vocational colleges continue to develop vocational training with the strength is the construction industry engineering, services, processing technology. Training the college level is essential, especially for schools approved.

- 9 vocational colleges in Mekong Delta are invested for 9 international levels (industrial engineering), 9 regional levels (7 industrial engineering, 01 professional and 01 processing technology and 1 service) and 12 national levels (9 construction industry engineering and 03 processing technology).

The colleges were selected for key investment, which have focused occupationally (including facilities, equipment, programs, curriculum, funding activities, lecturer staff and managers) through construction projects including planning development vocational lecturer staff till 2015 and orientations to 2020.

### 3.3. Principles for proposing solutions of development management lecturer staff of the vocational colleges in Mekong Delta

The solutions must ensure the following principles: Necessity, feasibility, appropriateness, effectiveness, uniformity and continuity.

### **3.4. Proposed some solutions management development lecturer staff of the vocational colleges in the Mekong Delta**

#### ***3.4.1 Strengthen education, information dissemination to raise awareness of the role and responsibilities of lecturer staff of the vocational colleges.***

##### *3.4.1.1 Objectives:*

To thoroughly understand and raise awareness in leadership, management, teachers and the community about the role and responsibilities of lecturer staff of the vocational colleges for vocational tasks to meet workforce training needs in the context of international integration.

##### *3.4.1.2 Content:*

- To enhance the educational content, information dissemination transforming vocational teachers aware of the role, responsibilities, requirements, comprehensive improvement.

- The management departments determine the development lecturer staff, which is an important task of political leadership in the resolution and management, phased plan, school year.

- To promote the general power of the political system, the units of the school for education, information dissemination, the thorough development vocational lecturer staff.

##### *3.4.1.3 Implementation Conditions*

- Must be good at effectively planning, organizing and coordinating.
- Creating an atmosphere of democracy, openness, responsibility, courage willpower, determination and self-discipline in the vocational lecturer staff.

- Invest in teaching facilities, technical equipment and information.

#### ***3.4.2 Planning development lecturer staff of vocational colleges and the leading lecturer staff of the vocational colleges***

##### *3.4.2.1 Objectives:*

In order to develop vocational lecturer staff with the standard, quality assurance, sufficiency in quantity and synchrony in structure to meet demand of training of human resources in Mekong Delta until 2020. Being interested in training teachers forces on the standards participates in training, refresher vocational teachers.

##### *3.4.2.2 Content:*

###### a. For colleges:

- Building a development plan of vocational lecturer staff until 2015, orientation to 2020 to meet the demand of socio-economic development, demand of training human resources of the regions.

- Drafting the general plan, setting up the goals, formation programs, proposing the prior programs and designing the programs, attention training the key teachers.

- Setting up the recruitment plan, training plan, plan of fostering and development the leading team of teachers of the school; estimated cost and wait to be improved from cities People's Committees. Then carry out details of the plan.

- Implementing the plan; inspection, adjustment and treat in time.

###### b. For City People's Committee, General Department of Vocational Training, Ministry of Labour-Invalids and Social Affairs

- Guiding the vocational colleges about the general plan of development and approval in order to develop the lecturer staff to meet the demand of socio-economic development of the locals, of the regions until 2020, orientation to 2015.

- Identifying resources for the investment of the vocational colleges. Testing, evaluation and adjustment to ensure the effective implementation of the targets about development of vocational lecturer staff to meet the demand of training human resources of the regions.

General Department of Vocational Training and Ministry of Labour-Invalids and Social Affairs organize the training contents, fostering and development of vocational lecturer staff of vocation colleges gaining levels that are suitable with region standards and international standards.

#### *3.4.2.3. Implementation conditions*

- It is obligated to assess the true situation of vocational lecturer staff, development prediction about the teaching staff and the leading team of teachers to meet demand of human resources of the regions to make the basis for long-term plans.

- It is obligated to bring into the democratic and sense of responsibility in development plan.

### **3.4.3 Renewal of recruitment and reasonable using of lecturer staff**

#### *3.4.3.1 Objectives*

In order to supply and use force vocational teacher getting the standards, in sufficient quantity, structure synchronization, quality assurance and bring new power into the vocational lecturer staff to meet the targets and training plan of the vocational colleges until 2015, orientation to 2020. This work is mainly performing at the college level.

#### *3.4.3.2 Content*

- To carry out development of vocational lecturer staff until 2015 and orientation to 2020 in the number to ensure the scale training, career structure to meet demand of human resources.

- To set up the teaching programs for teachers every year in order to supply, adjust recruitment plan timely; Developing the standard; Opening the standard, making condition of the recruitment, combining branch to take the information widely.

- To prior recruit graduated students with good rate and excellent rate from Education University of technology, to be interested in recruiting the teachers, technicians staff who had good degree and experiences.

- To develop the recruitment process for vocational teachers to ensure publicity, objectivity, fairness and efficiency

#### *3.4.3.3 Implementation conditions*

- It is obligated to check the lecturer staff well and develop the lecturer staff exactly.

- It is obligated to recruit the right vocational teacher with the standard, suitable skills, position of the recruitment. Opening, democracy and accountability should be in recruitment and training the new teacher.

- Developing favour policy to get good teachers for colleges.

### **3.4.4 Training and retraining the lecturers**

#### *3.4.4.1 Objectives*

- + Training to standardize vocational teachers and improving the teacher standardized (postgraduate training)

- + Retraining for updating and supplying knowledge, professional skills, new teaching methods, advanced experience in vocational training to enhance the professional qualifications and vocational teachers.

- + Making sure the criteria of vocational teachers and vocational teacher criteria of teaching careers in investment levels, regional and national prescribed by the Ministry of Labor War Invalids & Social Affairs.

#### *3.4.4.2 Content*

a. About education:

- Creating conditions for teachers who are not qualified with university level training.

- Developing a plan to train teachers to master's degrees in 2015, driven in 2020, creating the conditions for well-qualified teachers to train masters.

**b. Regarding training:** Professional major training; Professional knowledge and skills; Foreign Languages; computer studies;

Scientific research competence and self-learning, self-training; The general knowledge of the political, social, legal, educational management.

#### *3.4.4.3 Implementation conditions*

+ It is obligated to work effectively and plan training and retraining of vocational lecturer staff.

+ It is obligated to construct and organize a core lecturer staff of industry-leading instructors in faculties and departments.

+ Ensuring infrastructure conditions in retraining.

+ There are plans to mobilize resources for training vocational teacher.

### **3.4.5 Partnerships with the manufacturing facility business-services**

#### *3.4.5.1 Objectives:*

To create a binding relationship between training, employment training, to facilitate training approach with practical production, to improve their skills, expertise exchange technical and scientific research; economic experts, skilled workers to participate in building and developing training programs in accordance with practical production requirements, teaching and assessment of students' learning outcomes

#### *3.4.5.2 Content*

- Organize technical seminars and professional training of teachers between schools and vocational teachers, good worker occupations in the manufacturing facility business-services; customer conference.

- Signing of a cooperation agreement between the school and the production facilities and service business with the following contents: Cooperation in vocational training for students, construction trades training programs, professional exchanges technical, manufacturing labor force participation to enhance skills for lecturer staff and cooperation of scientific and technical research, training cooperation by address, vocational training in enterprises.

#### *3.4.5.3 Implementation Conditions*

+ The management departments have to build cooperative mechanisms to enhance the role and responsibilities of the "3 departments": State-college-units of services-business between training and effective human use.

+ Construction and development of training services center and manpower supply to regional linkages between vocational training centers and units of business services.

### **3.4.6 Regulations and policies to create incentives for lecturers**

#### *3.4.6.1 Objectives:*

To motivate teachers, voluntarily join together to advance the quality of lecturer staff to meet the workforce training needs of region.

#### *3.4.6.2 Content:*

- The management department implements policies to development lecturer staff.

- For colleges:

Ensure better benefits for vocational teachers to participate in training and retraining.

+ Make non-business fund for training and retraining of teachers.

+ Create an atmosphere of unity, helping each other cordially in the lecturer staff.

+ Implement policies to reduce the standard time for vocational teachers for scientific research and self-training teachers.

#### *3.4.6.3 Implementation Conditions:*

+ The management departments have to develop actively the plan to mobilize financial resources, material resources from central, local, and school on a regular basis.

+ Investing in infrastructure, technical facilities in service learning and self-training.

### **3.4.7 Strengthening testing, evaluating, organizing development management of lecturer staff in vocational colleges**

#### **3.4.7.1 Objectives:**

To help managers form adjustment towards achieving the set objectives of the development plan for lecturer staff in vocational colleges by 2020 to meet the workforce training needs Mekong Delta. To assessment of each stage, confirm the soundness of the plans and promptly adjusted plans if there are errors.

#### **3.4.7.2 Content**

- Principal: implementing the test plan for each faculty, Department and teachers regularly or irregularly; Building regulations, according to teacher evaluation scale; Periodic inspecting and evaluating professional performance, participating in training courses, teacher training; Based on assessment results, adjusting operating principals manage lecturer staff development to achieve its objectives.

- People's Committees of provinces and cities: base on development of lecturer staff to 2020 that approved the assessment, adjustment implementation in schools.

- General Department of Vocational Training Ministry of Labour, Invalids and Social Affairs: base on planning development the lecturer staff in Mekong Delta, in the case of projects approved key to organizing training and retraining with the national vocational level, regional and international. Combined with the provincial, city assessment and effective redress, adjusted to achieve the target.

#### **3.4.7.3 Implementation Conditions**

- Assessment tests to ensure objectivity, openness, democracy, justice.

- Activity of testing and evaluating must be directed to the reward, motivate or control for the purpose of disposal activities promote positive development.

### **3.4.8 The relationship between the solutions**

Each proposed solutions has got importance and impact of the management development lecturer staff in vocational colleges in Mekong Delta and they agreed together in a system, interaction together, create incentives to promote the implementation process and improve the efficiency of the management development lecturer staff.

### **3.5 Testing of the necessity and feasibility of the proposed solutions**

Subjects for ideas include: management training staff at the Department of Labour, Invalids and Social Affairs, the managers and teachers 10 vocational colleges in Mekong Delta. The number of posts is 413 votes, 408 votes received on.

- Results requiring the proposed solutions are outlined in the following table:

NO	Content	Level of necessity		
		Very necessary	Necessary	Unnecessary
1	Strengthening education, information dissemination to raise awareness of the role and responsibilities of teaching staff	221 (54,2%)	174 (42,6%)	13 (3,2%)
2	Development plans for the top teaching staff	251 (61,5%)	152 (37,3%)	5 (1,2%)
3	Reasonable Renewal and recruitment for teaching staff	217 (53,2%)	173 (42,4%)	18(4,4%)
4	Training and retaining for teaching staff	277 (67,9%)	128 (31,4%)	3 (0,7%)
5	Partnerships with the manufacturing units of business services	236 (57,8%)	166 (40,7%)	6 (1,5%)
6	Making good institutions and policies to create incentives for vocational teachers to work	306 (75,0%)	101(24,8%)	1 (0,2%)
7	Strengthening inspection and assessment of management development of teaching staff	213 (52,2%)	179 (43,9%)	16(3,9%)

## - The results

NO	Content	Feasibility		
		Very feasible	Feasible	Not feasible
1	Strengthening education, information dissemination to raise awareness of the role and responsibilities of teaching staff	209 (51,2%)	189 (46,3%)	10 (2,5%)
2	Development plans for the top teaching staff	222 (54,4%)	181 (44,4%)	5 (1,2%)
3	Reasonable Renewal and recruitment for teaching staff	201 (49,3%)	193 (47,3%)	14 (3,4%)
4	Training and retaining for teaching staff	255 (62,5%)	150 (36,8%)	3 (0,7%)
5	Partnerships with the manufacturing units of business services	192 (47,1%)	211 (51,7%)	5 (1,2%)
6	Making good institutions and policies to create incentives for vocational teachers to work	217 (53,2%)	189 (46,3%)	2 (0,5%)
7	Strengthening inspection and assessment of management development of teaching staff	200 (49,0%)	191 (46,8%)	16 (3,9%)

### 3.6 Solution Experiment

The researcher selected two test solutions at three vocational colleges: Kien Giang, Soc Trang, Can Tho.

#### 3.6.1 Experiment solutions "positive training and policy of vocational colleges"

Test Content: Training teachers to standardize and improve vocational teacher preparation (postgraduate training); Fostering pedagogical training and scientific research ability; Fostering professional skills; Fostering foreign language and informatics.

Experiment method:

- The researcher and the leader of the colleges hold experiments together. Holding the meeting is for testing, evaluating and adjusting requirements if necessary.
- The researcher has relations of exchange, an update of information from teachers, the faculties, students and some concerned enterprises.

##### 3.6.1.1 Content 1: Training to standardize teachers and improving vocational teachers

- The planning school teacher training college degrees in 2015 to test, promote and create conditions for teacher training.
- The colleges plan to train the teachers for master's degrees in 2015 with a vision to 2020; base on the criteria for key vocational teachers, the actual situation of lecturer staff, it is to facilitate participation schemes of master degree, Ph.D. abroad.

Through Department of Internal Affairs together with city People's Committee's approval, the city approved training plans for teachers to inspect, supervise and support training fees

##### \* Experiment Results

The experiment has brought good results, some teachers go to college and university, which 3 colleges asked for. With the achieved results, the college leaders, the researcher evaluated the experiment together for effective solutions. The colleges have established a list of planned training of doctoral and master's degrees in 2020, confirmed to achieve standardization of the teachers and improving standards of the teachers in 2015, driven in 2020 according to the plans.

##### 3.6.1.2 Content 2: Fostering teaching and Scientific Research competence

- Organizing classes of vocational training for vocational teachers.
- Fostering integrated teaching methods for vocational teachers.
- Organizing training courses on scientific research methods for science officers and vocational teachers.
- Organizing scientific research movement, funding allocation, acceptance testing topics.

- Contacting Department of Science and Technology to register the subjects of science and technology for the vocational colleges.

\* Experiment results:

In 3 vocational colleges, 100% teachers got qualified with vocational teaching, the teacher ratio teaching integrated is over 60%. Scientific research brings better efficiency, improving the quality of education and college reputation.

With the results obtained together with the three leaders, the researcher evaluated the second content effectively. The colleges summarized the scientific research level in 2013 to speed up the implementation and ensure good results.

#### *3.6.1.3 Content 3: Fostering professional skills and majors*

- Core teachers who guide new teachers vocational skills will get 30% of basic salary.
- Planning the seminars, considering actual surveys.
- Enlisting the resources for the teachers to foster them skills and new technology.
- Making a list of the teachers participating in the key vocational training approved.
- Preparing for planning management officers at all levels for colleges to plan for fostering management skills.

\* Experiment results:

After the experiment of solutions, the vocational level of lecturer staff has increased, leading teachers have contributed newly recruited teachers, teaching managers rate reached with increasing standards. With the results obtained together with the three leaders, the researcher evaluated the third content effectively. The school has set up training lists according to the job training and makes a list of key management personnel who have not got through professional training and fostering in 2013

#### *3.6.1.4 Content 4: Fostering foreign language and computer studies*

- Combined with regular training Center, Center for Foreign Languages-Information Technology to facilitate vocational teachers to take classes in foreign languages, computer studies in the evenings. Combined with General Department of Vocational Training and IIG organization for the teachers get key vocational qualification examination and language learning according to learning requirements. Organizing training courses is to build electronic lesson plans, application of information technology in teaching.

\* Experiment results:

After the experiment of solutions, the results of foreign languages and computer studies have been raised, especially the teachers have the ability to use language reference materials and they have the ability to design teaching materials on the computer. With the results obtained, along with college leaders, the researcher evaluated the fourth content effectively. The college has fostered planning to ensure the end of 2013, 100% qualified teachers in the foreign language and computer studies.

#### **3.6.2 Trial Solutions' partnerships with manufacturing units of services – business**

The colleges actively have relations with manufacturing units of services - business with the contents:

Cooperation in vocational training for students; Cooperation in the construction, addition, adjusting vocational training program; Cooperation and exchange of technical expertise, contracting manufacturing units to enhance skills for teaching staff; Cooperation scientific and technical research; Cooperation training at the address, according to the contract. Vocational training in enterprises.

\* Experiment Results

There are 57 enterprises signing cooperation agreements in vocational training with KienGiang vocational college, corresponding with 45 enterprises with SocTrang vocational college and 76 enterprises with CanTho vocational college. Compared with prior testing solutions organization, the college has achieved good results in improving the quality and



effectiveness of training, raising the level of skills , competence for scientific research, building development programs and curricula for lecturer staff. Through the content of experiment results “partnerships with manufacturing units of services – business”, along with 3 college leaders, With the results obtained, along with college leaders, the researcher evaluated the experiment effectively.

Data results after testing “partnerships with manufacturing units of services-business” in 3 vocational colleges shown in the following table:

Content	Kien giang vocational college		Sóc Tr ng vocational college		C n Th vocational college	
	2011	2012	2011	2012	2011	2012
Number of enterprises signed cooperation agreements with the college		57		45		76
Number of students participated in experiment	475	525	400	460	690	539
Number of teachers go to businesses to exchange professional and career	18	27	25	35	34	40
Number of technical experts in the enterprises to build vocational training programs	30		25		36	
Number of technical experts in the enterprises participated in vocational training program testing	44		13		20	
Number of textbooks are joined by experts	50		56		85	
Rate of graduates	258/399 (64,7%)	297/409 (72,6%)	469/522 (89,8%)	369/405 (91,1%)	608/623 (97,6%)	450/479 (94%)
Rate of graduates who got jobs	85%	87%	88%	90%	83%	85%
Number of teachers using teaching aids which were made by themselves	19	26	5	25	5	20
The enterprises’s ideas on teaching programs for labour market	92%		90%		90%	

### Temporary summary of Chapter 3

On the basis of the development of education and vocational training, human resource development and socio-economic development in Mekong Delta for 2011-2020, based on the decision of the pond Invalids & Social approval browse occupations and the key focus on high quality investment to Mekong Delta in 2020 and based on survey practices, consulting experts, managers and vocational teachers in Mekong Delta, the researcher proposes 7 solutions of development management of lecturer staff in vocational colleges to meet workforce training needs in Mekong Delta in 2020.

The proposed solution impacts and manages all phases of the management process from planning stage; organizing and directing the recruitment and use; training and retraining; partnerships; implementation of policies; assessment to develop the lecturer staff in vocational colleges standards, in sufficient quantity, and uniform in structure to ensure quality training to meet the manpower needs in Mekong Delta in 2020.

The researcher did ask experts, managers, vocational trainers in the training room of management, vocational colleges in Mekong Delta. The results confirm that the proposed solution brings the necessity and feasibility.

Test results confirmed that two solutions proposed by the researcher bring better efficiency in management development of lecturer staff in vocational colleges to meet workforce training needs in Mekong Delta.

## CONCLUSIONS AND RECOMMENDS

### 1. CONCLUSIONS

Through the research "Development Management of lecturer staff in vocational colleges to meet the workforce training needs in Mekong Delta", the researcher has figured out some conclusions:

The vocational college has an important role to human needs, contributing to local socio-economic development. Developing lecturer staff in vocational colleges is an event of great significance to meet human training needs.

Management and development of lecturer staff in vocational colleges to meet human training needs is an impact of management to ensure vocational teaching staff to meet the standard and requirement about quantity, quality, structure, concurrently accepting the impact of objective and subjective factor in condition integrate into region and international. Management and development of lecturer staff in vocational colleges include: planning, recruiting and using; training and retraining; cooperation with relationship with the manufacturing units of business-services; performing testing and evaluation policy.

Through the realities of survey, lecturer staff in vocational colleges in Mekong Delta is developed quickly, contributing to training region human resources. In addition, comparison with the standard and human needs to 2020, lecturer staff in vocational colleges quantity is not enough, limited vocational skill professional, qualified for vocational training, research ability, foreign language and IT level have to solve. Many locals and vocational colleges in Mekong Delta are interested in granting the planning development vocational teaching staff attach to the planning development vocational training units, including vocational colleges. However, comparison with human training requirement, management and development of lecturer staff in vocational colleges in Mekong Delta are still limit.

Base on education, training and vocational training development directional, human resources development directional and socio-economic development directional in Mekong Delta for period 2011- 2020, base on planning network vocational colleges with high quality have invested in Mekong Delta and base on the reality of survey, the researcher put forward 07 solutions to management and development of the lecturer staff in vocational colleges have a high standard and meeting human training needs in Mekong Delta up to 2015 and orientations to 2020.

Solutions are proposed to impact on management subject and processing management stages from planing; organizing, recruiting and using; training and retraining; cooperation with relationship with the manufacturing units of business-services; performing testing and evaluation policy to development of lecturer staff in vocational colleges have a high standard, enough quantity, synchronous structure and ensure quantity to meet human training needs in Mekong Delta up to 2020.

Managers, teachers, business, experts, scientists' opinions given in the survey result show that proposed solutions are necessary and possible.

Test results assert that proposed solutions produce the desired effect of management and development of vocational teaching staff to meet human training needs in Mekong Delta

## **2- RECOMMENDS**

From the research on the theme result, the researcher put forward 01 recommendation to the government, 10 recommendations to Ministry of Labor War Invalids & Social Welfare and Vocational general directorate, 03 recommendations to provinces and cities people's committee in Mekong Delta and 03 recommendations to vocational colleges about Mekong Delta investment policy; several level of government policies and solutions to develop qualified vocational teaching staff, to meet the region human needs up to 2020. The researcher also put forward 02 recommendations to lecturer staff in vocational colleges about raising responsibility awareness, build planning learning and retraining, statute self-test and assess personal and collective; raising self-taught and self-retrain quality of each vocational teacher with spirit to prove inner force and affirm that each vocational teacher has to self-taught all their lives.

**LIST OF SCIENTIFIC WORKS PUBLISHED**

1. **Nguy n M Loan** (1/2013), *The status of teaching staff in vocational colleges in Mekong Delta, scientific magazine, No. 88*
2. **Nguy n M Loan** (3/2013), *The status of managing the development of lecturer staff of the vocational colleges in Mekong Delta, scientific magazine, No. 90*
3. **Nguy n M Loan** (7/2013), *The solutions of managing the development of lecturer staff of the vocational colleges in Mekong Delta to 2015, scientific magazine, No. 94*