

1. Need for study

Transition to market mechanism, the training education system has to meet the demand of technical labor customers about the qualities, quantities, structures and professional levels; so to surviving and developing, the vocational education training have to move from “supply” to “meet the demand”. In Ho Chi Minh City, vocational training has early access to market mechanism, however there are some limited as follows:

+ Professions training structure is not really appropriated with the labor market; lack of high qualify labor to support for the enterprises in key- economic sectors; new training programs are not added in time to meet the market demands.

+ Qualified training in vocational schools is very limited to the actual requirements of the enterprise; the content, curriculum training is not suitable with the recruitment needs.

+ Employees who got vocational training are limited in practical skills, abilities to adapt to the technology changing, integrated life skills in enterprise environment.

One of the main reasons for this situation is that the enterprises not really interested in vocational training. Relationship between VTI and enterprise is loosely, arbitrarily. There're no suitable models and solutions for organizing joint training, shortage of effective evaluation tools for joint training management between VTI and enterprises.

Because of these reasons, the authors choose the theme "**Joint training management between vocational training institutions (VTI) and enterprises in HCM city**" for this PhD thesis.

2. Research purpose

To propose solutions for joint training management between vocational training institutions and enterprises to attached training to use, improve quality and efficiency vocational training to meet demand of resources development in Ho Chi Minh City.

3. Research subjects

3.1. Study objects: Vocational training process and joint training activities between VTI and enterprise.

3.2. Study subjects: Joint training management, solutions for joint training management at vocational training institute in Ho Chi Minh city with multi-levels.

4. Scientific theory

If we built feasible practical applied models and joint training management solutions at multi-levels, the vocational training institutes will have more proactive measures to improve the training quality, meet the demand of resources quantity and quality for enterprises. Besides, the enterprises will voluntarily positive participate in vocational training process, government agencies will manage vocational training effectively. That is associated between employers and employees, meet demand of socio-economic development.

5. Research Mission

5.1 To present history research in general, the theoretical basic for joint training management between vocational training institutes and enterprises.

5.2 To assess the situation of joint training management between vocational training institutes and enterprises in Ho Chi Minh city

5.3 To propose, experimental organizing some management solutions for joint training management between vocational school and enterprises and propose the assessment tools for joint training management.

6. Area of research

- The research focus on intermediate level at VTI in Ho Chi Minh city
- The management subjects are limited at vocational institutions level and city level.

7. Research methodology

7.1 *Researching approach method: market approach method, system approach method and history approach method*

7.2. *Research methodology*

- Theoretical study methods:

+ The document overview, policy, the law that has been associated to joint and joint management in training.

+ Research to other documents that related.

- Practical research methods

+ Survey questionnaire method

+ Leader interview: Vocational institution managers, enterprise managers, managers in government agencies.

+ Experience summary from the units that organized joint vocational training with enterprise in Ho Chi Minh city.

+ Experimental method to demonstrate for true scientific theory and feasibility of proposed solutions.

- Supplemental methods

+ Specialist method; statistic method, SPSS software.

8. Point of views to protection

- Vocational education only developing base on the closely jointing between Vocational schools and enterprises.

- If there are suitable management methods, joint training activities will be successful and effective in the current market mechanisms.

- Build models and proposed management solutions to fit specific conditions each province, every organizations, so joint training activities will get high and sustainable effective

9. New contributions of dissertation

9.1. Systematizing the theoretical basis on joint training between vocational institutions and enterprise.

9.2. Evaluating the situation and point out the strengths and weakness of joint training management.

9.3. Proposing joint training models and management solutions at multi – level so to organize the joint training effectively.

9.4. Building standard jointed training management assessment systems between vocational institutions and enterprise.

Chapter 1

THEORETICAL BASIS OF JOINT TRAINING MANAGEMENT BETWEEN VOCATIONAL TRAINING INSTITUTIONS AND ENTERPRISES

1.1. The researching history overview

1.1.1. Foreign researches.

1.1.1.1. In the study "Vocational Education and Training Today: Challenges and Responses", George Psacharopoulos (world bank-Washington USA) [85, page 431-453], come up with solutions for vocational training development. The author have shown evidence of youth unemployment, the vocational institution scale is extended but factories still do not enough workers at work. Then, to determine the causes and solutions, attend particularly to the policy for vocational training associated with the demand of enterprises and society.

1.1.1.2. In topic "Vocational education and training for youth" of David Atchoarena [84, pages 1-3], the author described the difficult situation of youth in the labor market integration. So, young people need to be well-prepared before joining the labor market, such as career counseling and vocational training to meet the demands of enterprises.

1.1.1.3. The document " Training and Skills Development in the East Asian New Industrialised Countries: a comparison and lessons for developing countries " of Zafiriz Tzannatos & Geraint Johnes [89, pages 385-393] introduced to the organization and training management process and skill development at developed countries in East Asia, in that there is joint training between VTI and enterprise. From the lessons learned from these researches, study to apply in human resource training processes to respond social needs.

1.1.2. The foreign joint training and joint training management models.

1.1.2.1. In Europe

- "Dual training system " model in Germany – " Alternate jointed training system" model in France

- "Triangle joint training system model" in Switzerland

1.1.2.2. In East Asia

- "Vocational education in business" model in Japan

- "Vocational education system (2 +1)" in South Korea

1.1.2.3. In South-East Asian

- Cooperated training model in Thailand – joint training model in Malaysia

- Typical joint training model in Indonesia- Joint training in Singapore

⇒ **Experiences in organizing joint training management measures would be studied to apply in Vietnam.**

- The Government needs to issue regulations - specific constraints on the duties, obligations and interests in joint vocational training.

- The professional associations develop strong role as a leader for mobilizing employers, enterprises involve in all the stages of training process. Enterprise had a responsibility to contribute to vocational training Fund with appropriate rates and that is determined when make profiles to establish enterprise.

- Vocational training program is built more flexibly, theory programs can follow the MOET framework but enterprise is allowed to have a flexible higher rate (about 40 %), the practical programs can be organized suitably with the needs of enterprise and institutions by vocational schools and enterprises.

1.1.3. Domestic researches.

1.1.3.1. Topic: "Cooperating training at the school and enterprise to improve the quality of vocational training in Vietnam today", Tran Quoc Hoan Phd Thesis (2006). [37] The author fully described about joint training models in many countries. The authors focus on proposing specific management solutions to perform as setting up the Council of governing, school- industry Advisory Council and some principles to build solutions for combined vocational training method.

1.1.3.2. Topic: "Combined training between VTI and enterprise in the industry zone", Nguyen Van Anh PhD thesis(2009)[1] the topic proposed a number of solutions to enhance coordination between VTI and enterprise in the industry. These solutions only includes areas such as developing training programs to adapt the enterprise's needs, enhance vocational teaching ability, facility conditions to organize practice in industry zone.

1.1.3.3. Topic: "Building mechanisms, policies, joint model between the school and enterprise in vocational training for workers" Ministry of Labor, Invalids and Social Affairs.(2010). [15]This is typical research focus on the joint training model between vocational institutions and enterprises today. Topics addressed basic problems as: practical facilities to set up joint training model, evaluate and propose some joint training contents in some models, Propose principles and policies for models as VTI outside of enterprise, VTI in enterprise, enterprise in vocational school, and training center in industry zone.

1.1.4. Research overview comments

- Joint training has different joint models and management measures base on reality and conditions of each country also are different,

- Joint training is an important measure and most effective in resources training to meet the enterprise's developing; and set up sustainable brands and prestige for enterprise;

- If there is the satisfy policies for partners, joint training will be high effective.

- To get effective joint training, we need some basis conditions as:

+ There are legal regulations for joint training between vocational schools and enterprises, in which regulate specific responsibilities, obligations and rights of each partner;

+ Each partner ought to have strategic plan development. This is important and effective factor to joint training process.

+ Joint training have to give reality, specific economic benefit for VTI and enterprise; especially solve work suitably and high effectively for students after graduated.

1.2. Concepts

1.2.1. Management: *"activity of the manager (subject management) is oriented action, goal affects to people who to be managed (object management) to achieve the organization objectives.*

Management function: planning, organizing including two contents: the organizational structure and the organization of work, guiding and checking function.

Factors related to management: Human is object management mainly, so there are many factors related to management. Main effective as: political regime; socio-Environment, organization sciences; magisterial includes power and prestige; information and management model overview.

Level of management: Depending on the range that has different levels of management, there're two levels of management: macro and micro level. In state management be classified to three levels: Government management (macro), local management (middle), grassroot management (micro).

1.2.2. Joint – joint training – joint training management

1.2.2.1. Joint: "Jointing is coordinated, incorporated from many components to work base on the same plan to get same goal."

1.2.2.2. Joint training: "unity, cooperative in many levels or comprehensive between enterprise and vocational training institutions to improve the quality and effectiveness of vocational training, meet demand of resources for enterprise development, enhance enterprise competitive in production."

1.2.2.3. Joint training management: In this thesis, joint training management is limited at middle level in local government and micro level in joint training units.

1.2.3. Vocational training: "The process provides knowledge, skills and necessary attitudes for a specific job, integrated skill in enterprise environment to perform all tasks related to work assignment or self-creating jobs."

1.2.4. Vocational training institutions: In this thesis, vocational training institutions concept is limited: vocational schools, vocational colleges, colleges, universities that have vocational training at intermediate level.

1.2.5. Enterprise: In this thesis, enterprise concept is limited: industrial enterprise with small – medium size, enterprise of Government, private, joint-venture.

1.3. Joint training between vocational training institutions and enterprises

1.3.1. Joint training purpose : Mobilize resources for vocational training development – to adapt enterprise's human resources need

1.3.2. The principles of joint training between VTI and enterprise: - ensuring supply – demand rule, equality, benefit and voluntary in joint training - rules ensure the appropriate between vocational training and enterprise demand.

1.3.3. Content of joint training between vocational training institutions and enterprise

- Exchange information about the labor market, level, quantity, quality, knowledge standard, job skill standard, and other soft skills, etc.

- Joint to coordinated resources using, including: Practical teachers, facility infrastructures and equipment;

- Joint to organizing, managing training process, including organize training together, checking and assessment each skill in each field in training process, industrial style and recognize the final graduation;

- Joint to build objectives, program, training methods.

- Joint to make training policy, support tuition fees for vocational learner;

- Joint in career guidance, advisory, recruitment, work after graduated.

1.3.4. Benefit of joint training between vocational training institutions and enterprise

1.3.4.1. The benefit for vocational training institutions

- + VTI always ensure training programs have quality, improving and fitting with the needs of the labor market;
- + Planning strategic plan more effectively because of a lot of practical information, deeper understanding about professional needs in work;
- + Building good connections with enterprise, taking opportunities to receive enterprise's support about equipment and other resources for training;
- + Developing keep up with growth speed of enterprises and trades.

1.3.4.2. The benefit for enterprises

- + Enterprise is more active in the training, compensation, re-training available labor team with low-cost;
- + Enterprise have the opportunity to participate in the target training, develop training content, training curriculum and can recruited qualified technical labor for enterprise development.
- + The skillful workers who took part in advisor, teaching, assessment process have chance to develop ability in many fields.

1.3.4.3. The benefit for vocational learners.

- + To be trained in good teachers and equipment;
- + To be trained about practical manufacturing experience, labor discipline, industrial style, updated advanced technology knowledge in the world;
- + To be ready to adapt working immediately after graduation and has ability for lifelong learning.

1.3.4.4. The benefit for the state

- + Contributing to improve economic activities, increase economic competing by serving qualified resources;
- + Contributing to improve the living standards of people, improve the socio-economic conditions and reduce unemployment rate;
- + Contributing to reduce waste, improve efficiency investments for vocational training.

1.4. Joint management between vocational training institutions and enterprise

1.4.1. The purpose of joint training management

- 1.4.1.1. Human resource training to respond the socio-economic development objective.
- 1.4.1.2. Ensuring relevance supply - demand technical labor in market mechanism
- 1.4.1.3. Ensuring quality and effectiveness in human resource training
- 1.4.1.4. Socializing human resources training.

1.4.2. The model, type and level of joint training between vocational training institutions and enterprise

- a. Joint training model that to be classified base on ownership relations: VTI outside of enterprise, VTI inside enterprise, enterprise inside VTI:
- b. Classified according to joint training model between VTI and enterprise base on organize the training process: parallel training, alternate training, serial training.
- c. Classified according to joint training level:
Comprehensive joint level, limited joint level, detached joint level.

In this thesis, joint training management studied focus on VTI and enterprise that is two independent subjects; limited joint level, mainly focus on alternative model in joint training.

1.4.3. The content of joint training management

1.4.3.1. Joint training management at central level and local level

Content and organization form at province level /city level

- Building and issued regulations to specific Government policies, incentive regimes, to encourage joint training.

- Building joint training mechanism, make favorable conditions for VTI and enterprise do the joint training contract; for the career association positive leading, organizing and monitoring joint training;

- Organizing check, synthesize joint training activities every year to evaluation and to determine effective joint training model; also proposing additional, adjust policy more perfectly.

1.4.3.2. Joint training management at vocational school: included contents: planning; organizing; managing and checking the mobilization, using available resources in jointing to achieve training goals. In basic, both VTI and enterprise is management subjects, VTI is performance, enterprise orient goals and support training process actively

a) Joint training planning - joint training progress planing

b) Managing joint training process.

Management content includes activities and solutions in the joint training process, such as: information between enterprise and VTI; vocational recruit and making job; joint to building goals, vocational training content; coordinate to practical training, practice in enterprise; teacher support, improve level for enterprise's workers, scholarship support, equipment support for VTI.

c) Joint training steering

Planning, organizing steering, check out the joint training, set up joint solutions, make condition to joint well, achieve the goals, satisfying benefits for all partners and society.

d) Check out joint training

Checking activities and joint training solutions between enterprise and vocational school. It's necessary to have check all process: exchange information, recruitment, joint training progress and work after graduated.

1.4.4. Joint training management conditions

1.4.4.1. Demand of cooperation with enterprise for vocational joint training to meet the needs of social development and enterprises

1.4.4.2. Vocational joint training just get sustainable effect when government has supporting, unique in policies management and joint traing mechanism.

1.4.4.3. Joint training model must be set up under the government management with suitable solutions for each province, so joint training will achieve the goals and effective.

1.4.5. Joint training assessment

It's necessary to have assessment tools to assess goals, and ensure requirement. Joint training assessment tools need get basic criterias:

Standard 1: Plan and goals to joint training between enterprise and vocational school.

Standard 2: Organizing and steering

Standard 3:Checking up joint training.

Standard 4: Effectiveness of joint training for enterprise and vocational school.

Standard 5: Assessing sustainability.

1.5.Factors affecting to joint and joint training management between vocational institutions and enterprise

1.5.1. The factors impact to joint training.

1.5.1.1. Economy growth

1.5.1.2. Qualified training conditions: training contents – Teachers – vocational equipment, equipment practice.

1.5.1.3. Regime, policy for coordination between enterprise and vocational schools.

1.5.1.4. Government management for joint training.

1.5.2. The factors effect to joint training management.

1.5.2.1. Objective factors: Government willing, the development of scientific management, participation in favor of our society.

1.5.2.2. The subjective factors: The voluntary of enterprise, communications, capacity of managers and teachers.

Conclusion to Chapter 1

In chapter I, thesis mentioned the contents:

- General research about joint training management; concept systematize: management, joint training, joint training management, vocational training, vocational school, Enterprise;
- Refers to theoretical basis of joint training and joint training management between VTI and enterprise: goals, models, contents, forms, conditions and joint result assessment.
- Analyze factors affect to joint training management between VTI and enterprise .
Through the content mentioned in chapter 1, general assessment:
- Joint training between VTI and enterprise is important orientation for fundamental and comprehensive vocational training field to move from supply to demand to meet the needs of labor market and social needs;
- Joint training between VTI and Enterprise to perform motto enterprise associated with vocational school, theory with practical, training with workforce . Joint training will contribute to the rights of the subject involved activity vocational training as the Government, workers, employers, for enterprises and vocational school;
- Joint training between VTI and Enterprise have just got the results on the basis of the principles in the two sides with community responsibility and shared benefits;

Chapter 2

THE PRACTICAL BASIS OF JOINT TRAINING MANAGEMENT BETWEEN VOCATIONAL SCHOOLS AND ENTERPRISES IN HO CHI MINH CITY

2.1. Situation of the industry, human resources demands and vocational training reality in Ho Chi Minh City.

2.1.1. Industries & enterprises situation in Ho Chi Minh city.

2.1.1.1. Industries situation Ho Chi Minh City

a. Growth rate of industrializations

Four key industries (*mechanical precision, electronics - information technology, chemicals - plastic - rubber, food technology*) successful dramatically increase during 2000-2010, especially mechanical increased 17.9 percent, electronic - information technology increased 17,5 %, chemical-plastic - rubber increased 16,4 %, food technology increased 10 %.

b. Industry transition framework.

Framework transition is most powerful in chemical industries - plastic - rubber from 16,1% in 2000 increased to 21.1 % in 2010; mechanical industry from 13,8 % in 2000 to 18,4% 2010; the food industry processed decrease from 20,8% in 2000 to 16% in 2010.

c. Industrial labor,

Industrial labor increase averagely 6.2%/year, in recent years the labor in the electronics industry - IT is increase highly, services get high-rise; industrial sewing may have to be decreased.

Evaluation in general

+ *Evaluate science application Situation – technical in the industry, the level of technology and the technical equipment is applied.*

Enterprise technology innovation, especially the enterprises in Vietnam (including inside and outside the country) is still slower than required of industrialization and modernization.

With 04 key industries, chemical industry and electronic-IT have got good and advanced rates, higher than the other industry as mechanical precision and inspect food processed (in turn is 22 %; 21% compared with 10 %; 7 %).

+ *Evaluate distribution industry, the industry on Ho Chi Minh City.*

The distribution of the industry now has not been central, the size is relatively low and is still in the neighborhood so it affect to our environment and safety traffic.

.+ *Achievements*

Ho Chi Minh City has implemented industrial structure transition program well. In four important industries are largest rate in total value industry.

+ *Limitations*

The supported industries have not been developed; about 70% materials will be imported. Most of technology level in enterprise is average. Most of enterprise is average and small, specially manufacturing processes in the majority.

2.1.1.2. Situation of Enterprise activity in the city

According to statistics, early 2013:

Table 2.2: Number of enterprise base on labor size Source: Ho Chi Minh city statistics

	Total number	State enterprises	Non state enterprises	Foreign investment enterprises
Total number	104.665	Of Section 460	101.448	2.757
Under 5 labor	45.911	8	45.432	471
From 5 labor to 9 labor.	29.361	13	28.962	386
From 10 labor to 49 labor.	22.964	93	21.969	Six
From 50 labor to 199 labor	4.752	142	4.064	546
From 200 labor to 299 labor		55	425	124
From 300 labor to 499 labor.	458	56	286	
From 500 labor to still need a 999 labor.	370	50	196	124
From 1000 labor to 4999 labor.	225	40	106	79
Over 5000 Labor	20	3	8	9

Most of enterprises equipped modern equipments, fast access to high-tech production level, capture science the advancement, engineering and technology in the world sharply, so equipment for manufacturing will be always innovated, upgrade regularly. Situation of non – state enterprise and foreign investment enterprises get 99% of quality, 91,51% of the number of labor in which 93,75% is small enterprises that have under 50 labors, so enterprises haven't take care training, working teams building for themselves.

2.1.2. Human resource demand of the city in over five years.

2.1.2.1. Resources quality: The city workforce is growth rate averaged 3.5 % /year and gradually increased over the years. Workforce through vocational training is at rate 58%, in that specialty engineering higher education graduates: 9,35% ; colleges 1,67% ; intermediate 4,37% ; primary 42,6 % , have not received a professional engineering 42 % . Labor unemployment rate in the city is average at 5,10 % .

2.1.2.2. Human resource demands: According to the statistics, the labor structure work in manufacturing sector, build attract 1.8 million people are working, at rate 46,29% of total labor needs in the city.

2.1.3. Vocational training Situation in Ho Chi Minh City

2.1.3.1. The Situation of training networking in Ho Chi Minh City.

In 2012-2013 school year, there are 66 training facilities of Education and training and 440 vocational training facilities of Labour Invalids and Social Affairs. In the province , there are universities, colleges , VTI of ministries , central agencies management , including 40 universities , 28 colleges , vocational schools 8 . The VTI quick access to advances in science and technology in the world , modern machinery and equipment should always be sensitive to the fluctuations of the labor market.

2.1.3.2. The reality of occupation and the training level.

Occupations and education levels are varied and plentiful, many forms of training, training systems such as modular training, regular training, vocational elementary,

intermediate vocational and vocational colleges. The vocational training facilities has not been planned in accordance with the requirements of development, with the key job sector development priorities, but are not interested in organizing training adequate workforce.

2.1.3.3. The reality of the quality of training

The system of VTI has trained many skilled workers, additional human resources and technical quality; important contribution and efficiency of economic development - social , raise GDP growth rate every years. However, the vocational training facilities full terms of physical facilities, equipment, teachers only is singular in the vocational training system.

2.1.3.4. The limitations of the vocational training facilities system in Vietnam

Vocational training structure is irrational, the majority of vocational training facilities mostly just common ordinary occupations, whereas labor market careers in high demand but limited training as the engineering careers: welding technology, construction techniques; structure of training levels are not consistent with the human resource needs of each sector and local

- Have not planed vocational training facilities network. That develops in multidisciplinary way. Objectives, content, training programs have not been regularly updated, not tied to actual production , not to meet the demand for human resource for enterprises.
- The quality of the training did not meet the needs of the labor market in terms of both skills and soft skills (the industry style , teamwork , working safety ...) .
- The conditions for ensuring the quality of vocational training as teachers , management staff , facilities , machinery and equipment ...is still inadequated ;
- Transferring from vocational training facilities that is available capacity to training on the needs of society and the labor market is still slow.
- State administration of vocational training did not meet the development needs ; information statistical on vocational training is weak , unformed information systems and database national vocational training , no clue unified management , the overlap of the state management of vocational education leads to the resources are fragmented , wasteful use .
- Haven't built close relationships between enterprise and VTI; participation of enterprise in vocational training activities is passive and unsustainable.

2.1.4 Overall evaluation of career – employment in labor market in Ho Chi Minh city

* The positive side :

- City interested in building and developing human resources ; promote the advantages of education - training , science - technology, high-tech industries and modern services .
- The ever-evolving menu dynamic policies to attract highly qualified personnel .
- Vocational training system developed rapidly, the scale multidisciplinary ; personnel are trained to fit the required qualifications, professional quality according to international standards and the region.
- A change in perception and investment solutions enhance the quality of training was associated with the use of promoting economic restructuring to meet the requirements of industrialization and modernization

* The Limitations

- The labor market paradox exists , many people unemployed while many enterprises are needed but do not recruit suitable labor requirements and skill levels.
- The high unemployment rate (average over 5 %) . Causes of unemployment comes from economic growth problems, but the root cause is the issue of vocational training , demand forecasting , distribution and human resources policies to attract , employers also

imbalances and can not meet the actual requirements and economic situation of society is developing .

- Shortcomings in the organization joint training management between the enterprise and VTI, especially there is no organized system of forecasting human resource needs , labor market information , trading services labor market really effective .

2.2 The reality of joint training management between enterprise and vocational institutions in Ho Chi Minh now.

2.2.1 . Joint training situation surveys

2.2.1.1. Survey purpose : Identify the exact situation of joint training ; quality training for skilled workers than welcome and social needs. Since then proposed model and measure organizational activities affiliate managers improve the quality and effectiveness of training

2.2.1.2. Contents of the survey : The survey joint to provide information ; vocational institutions enrollment and employment ; setting objectives , content , training programs ; coordinate training practice, practice, practice at enterprise, assessment skills of students ; teacher support , workers wage increase for workers ; provide scholarships , support equipment for VTI ...

2.2.1.3. Survey Methods : Questionnaires and direct interview.

2.2.1.4. Respondents

- The State managers . (34 people)
- The managers of enterprises (125 people/ 67 enterprise)
- Teacher at VTI. (141 people/ 20 enterprise)

2.2.2 . Results of joint training survey

2.2.2.1. The forms of joint training

2.2.2.2. The joint training contents

+ Comment on providing information between enterprise and VTI

The majority of the current enterprises do not pay much attention to providing the needs of human resources for vocational training facilities to sourcing employees suit the needs.

+ Idea about joint training vocational enrollment and employment ;

Enterprise less interested in providing information about the demand for human resources recruitment for vocational training facilities , have not many enterprise actively with vocational training facilities to train , but enterprises still received direct labor after graduated from vocational training facilities when they need.

+ Idea of making objectives, contents , training programs ;

Up to 67.39 % of enterprises don't pay attention to making objectives, content, training programs of vocational training to adapt the needs of the organization.

+ Idea of practical , apprenticeship joint training in the enterprises;

Practical joint training is not much. These joint are only based on personal relations between the leaders of both parties , the students allowed to practice in stages less access to modern machinery but the materials are expensive.

+ Idea of teacher support , upgrade skill level for workers;

Up to 66.30 % of enterprise haven't have cooperated with the VTI for training and retraining of workers to upgrade skill level for workers.

+ Idea of provide scholarships for students , support equipment for VTI.

There are less enterprises support facilities and equipment for the VTI. The enterprise also provides scholarships for vocational students in a short time, small quantity and with condition that student have to working for enterprise after graduated.

In summary, the implementation of joint training between VTI and enterprise is spontaneous, unregulated legal constraints, not to be managed, inspected, monitored closely by government. Therefore, the effectiveness of the activities joint training is not high, unsustainable and has not been adopted widely.

2.3. The reality of joint training management between vocational institutions and enterprises

2.3.1. The reality of joint training management survey

2.3.1.1. Survey purpose: Determining the reality of joint training management exactly, so it could give solutions, support checking tools, effective evaluation.

2.3.1.2. Survey content

a. Joint training management at city level: Surveying the legal city documents to specific policies to create conditions for development of joint training; develop joint mechanisms, create favorable conditions for the organization and management of joint training activities; inspection, review and evaluate the performance of joint training.

b. Joint training management at vocational institutions level: Survey of planning, organizing, directing and checking out joint training activities of the VTI.

c. Survey methods: Survey test and interview

2.3.2. The situation joint training management between vocational institutions and enterprises

2.3.2.1. Joint training management situation at city level

a. The specific regulations and policy for joint training joint training between VTI and enterprises. In these regulations, plans and programs of action of the City about human resources training in 2015, joint training activities only mentioned towards athletes participating agencies contribute to improving the quality of training [79, page 7]. Regimes and policies of joint training is based on the view of the voluntary movement of enterprise mostly. Because there is no legal binding, lack of regulations on the rights and responsibilities for enterprise so joint quality is not adopt requirements and unstable.

b. The city has not built a mechanism to create conditions promoting joint training, no clue to guide, to collect information from the VTI and enterprises to coordinate, mobilize, organize and promote improve the efficiency of the joint. One of the manifestations of the very few weak joints training management businesses provide information about the needs of their employers for the authorities.

c. Organizational issues test, review and evaluate the performance of annual joint training of state management agencies have not been implemented.

The main cause of these problems in the management at city level is :

- The regulation about responsibilities, obligations, regulations, policies, benefits, procedures done joint training between VTI - businesses have not been issued a complete and synchronized.

- Mode of information reported to the responsible authorities have not been taken seriously, complete, accurate and timely. The professional association has not been promoted to the advocacy role of active members, the voluntary implementation of joint training.

- The reason is the management authorities have not regularly perform periodic inspections, review and evaluate the effectiveness of joint training between VTI – enterprises.

Results of joint training management at city level reflected the real situation to meet the needs of industry structure and the level of training of the VTI for the enterprises

+ On occupation structure

Currently, due to the network of VTI are not specifically planned, so the VTI focused on opening vocational classes that have equipment or with low investment. Thus, the supply - demand in the labor market are major imbalances .

+ On training level

Because of lack of information to meet strict technical human resource demand level is also very limited. There are positions just based on module training or elementary vocational training but are trained in intermediate or colleges ; such as industrial sewing , electronics assembly ...

2.3.2.2. The situation of joint training management at vocational institution level

The majority of VTI has opened many classes training intermediate vocational degree or higher, actively seeking enterprises in accordance with the profession are trained to associate . This activity also exist many shortcomings and unsustainably. The problems and shortcomings are:

a) Develop a joint plan : The lack of specific joint training plan of VTI, lack of coordination and consistency between the related parties during the training process, from identifying targets, training program content and models of joint training practice guidelines in Enterprise , jobs after training ...

b) Organizing and directing the process of joint training , the VTI have a key role in the organization, management and enterprise with role goal orientation, supporting the necessary conditions. The survey showed that the process of organizing joint training is not close, lack of detailed discussion mostly in stage of joint training practice at Enterprise . Due to the pressure of business plan, leaders of enterprises are less interested in the skills needed to teach the students in the training program, no staff assigned practice guidelines appropriate and limited to students access to modern machinery and equipment as required by the program . Only 10.87 % managers of enterprises said that joint training practice at enterprises are truly effective .

c) Check the implementation of joint training

During the process of joint training at enterprises, VTI often actively check the progress and quality of training . However, this check is only the check of diligence, the skills should be trained at enterprises depends entirely on the production and the actual conditions of the Enterprise at the time of students to practice . The annual conference held by two sides to review, evaluate and make comments to improve measures has not been taken seriously

Results of joint training management at VTI level is the real status of needs about quality workers for enterprise.

In the last time, management of joint training between VTI and enterprise in VTI level have not been paid adequate attention, so graduated students from VTI only have skills meet quality requirements of the enterprise in average.

In summary, the management of joint training between the VTI and enterprises in recent years have not been implementing a regulated manner , basically , due to lack of personnel capable of appropriate professional management, lack of organization and management measures, lack of legislation on liability, obligations and rights of the parties involved. Therefore, the effectiveness of management of joint training at municipal and VTI in Vietnam today is not high and unclear

2.4 . Overall Assessment

2.4.1 . Achievements

- Nowadays, many VTIs positively seek enterprises appropriate joint training . Thus the objectives, content and curriculum of the vocational training institutions have regularly updated , adjusted more closely with the actual requirements of the enterprise .
 - Trends in the socialization of vocational training is high, including foreign investment ; scale of vocational training is expanded .
 - The bodies of state management of vocational interest and define the extent of measures important joint training between VTI and enterprises in vocational training . Since then , the State has issued a number of regulations and decisions to encourage and create favorable conditions for enterprise to participate in the vocational training .
- 2.4.2 . The limitation and the problems need to be solve
- Have not mobilize more enterprise engaged in the process of vocational training .
 - Communication and coordination among the VTI with enterprises has no effective .
 - Joint training between VTI and enterprises has many shortcomings in training and using , shown in 3 field: quantity , quality, and industry structure .
 - The organization and the mechanisms of management of joint training are incompatible with the characteristics of vocational training and the requirements, tasks in the new situation .

Conclusion to Chapter 2

Chapter 2 introduced the status and human resource needs of the enterprise industry, the status of vocational training systems and the ability to meet the human resource needs of the VTI in HCM city . Thesis conducted a analysis survey and assessment of associated and joint training management of 20 VTI and 67 enterprises in HCM City . Through the assessment of the reality, thesis detected the strengths , weaknesses and determine the cause of limitations leads to joint training management ineffective .

Overall, although the VTI have contributed significantly to the supply of labor for the enterprises of the city , but the quality of training did not meet the needs in the work place. Many enterprises after recruit have held training classes for adapting and retraining, additional training for graduates from VTI .

There are many reasons for this situation but the main reason is the joint training activities at the grassroots level was spontaneous , not in discipline . For local management model, the leaders have not indentified the appropriate joint training models and the system is no mechanism , policy provisions on joint training in terms of social responsibility of the enterprise fundamentally based into voluntary . So bonding activity depends mainly the relationship between VTI and enterprises .

From reality shows that if wanting to survive and develop, VTIs need to actively seek solutions to convert gradually from the loose affiliate manager to the key management function. It is demanding and urgent objective .

To manage joint training is feasible, should start identifying models of association and choose some suitable solutions primarily to the practice of VTI and enterprises in HCM city .

Chapter 3

SOLUTIONS MANAGEMENT JOINT TRAINING BETWEEN VOCATIONAL TRAINING INSTITUTIONS AND ENTERPRISES IN HO CHI MINH CITY

3.1. Oriented joint training management between vocational training institutions and enterprise now

3.1.1 . Orientation association between training and using

Developing vocational career and social responsibility ; is an important part of the strategy , planning and development of national human resources ; required the participation of the Government , ministries , branches and localities , the VTI, the employers and the employee to perform job training to the needs of the labor market. Moving from supply to demand of labor market needs, from student recruitment , program development , training mode under the Order of Business

3.1.2 . Orientation to improve the quality and efficiency of vocational training

3.1.3 . Orientation to socialization - Mobilizing businesses involved training

3.2 . The principle of the proposed solutions to improve the effectiveness of management joint training between vocational training institutions and enterprises

3.2.1 . Principles of equality and ensure benefits

3.2.2 . Principles of supply - demand

3.2.3 . Principles to ensure the feasibility

3.2.4 . Principle of self-awareness in the legal framework

3.3 . Proposed some solutions to manage joint training between vocational training institutions and enterprises

3.3.1. Set up management model joint training between VTI and enterprises in HCM City

3.3.1.1 . Purpose of solution : Determine the relationship between the authorities involved in organizing joint training management , clearly defined functions and responsibilities of the department concerned in the management of joint training . Promoting and facilitating role for professional associations , to mobilize the active members , voluntarily participated in joint training

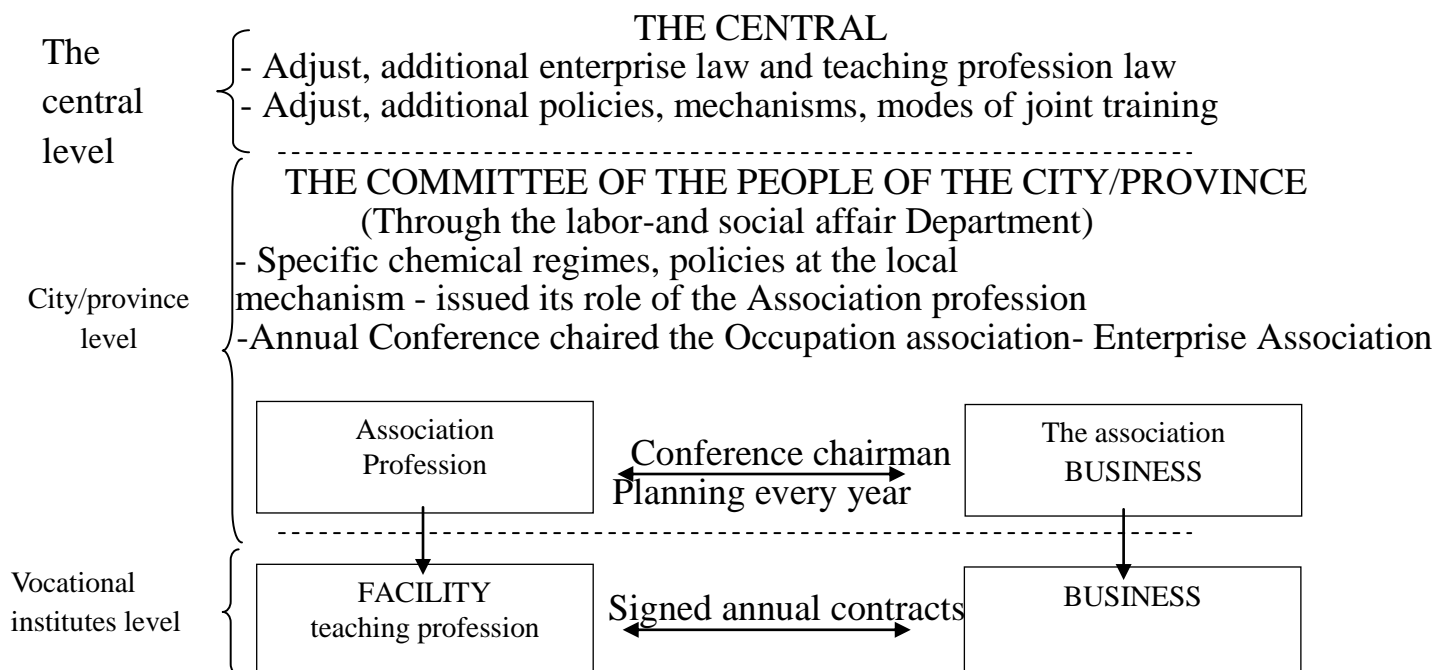
3.3.1.2 . Contents of solution

- Develop policies to encourage relationships to strengthen the joint between training and use of human resources ; issued preferential policies for enterprises to participate in training human resources . At the same time, having bound policy responsibilities between the parties to the training and use ; specifies the obligations of the enterprise in the training of human resources for society ;

- Issue mechanisms and policies to support the professional association for qualified and ability to mobilize members to actively participate in joint training in the province .

3.3.1.3 . The way in implementing solutions

a) Set up management models jointing training and defining roles and relationships between the agencies participating in the process of organizing joint training management. **Build** model management joint training and determine the role of the relationship between agencies involved in the process function management organization joint training.



3.1 Map: map relationship of joints training management organization between enterprise and vocational training institutions

b) Issuing regulations on the management mechanism

City People's Committee to promulgate regulations specifying policies , regimes and mechanisms for managing joint training activities between VTI and enterprises . The rules need towards facilitating professional associations afford and attract resources , to promote and encourage the active members , the voluntary implementation of joint training .

3.3.1.4. Conditions for the implementation of measures

- State issued documents systems specified in policy regimes and management mechanisms that joint education between VTI and enterprises .
- There are mechanisms to promote the role of the focal professional associations , business associations .
- Authorities should plan training orientation in the supply of human resources ; chaired the conference organized jointly by industry trade associations and business associations to review the activities associated with the annual training mediating role clues and provide development oriented information on the labor market the locality .

3.3.2 . *Evaluated the performance of joint training between vocational training institutions and enterprises*

3.3.2.1. Purpose of Solution: Ensure joint training activities between VTI and enterprise comply orientation plan, as prescribed, to achieve the goal of technical human resource supply for the needs of the market with quality quality and high efficiency, low cost .

3.3.2.2. Contents of Solution

- Mode of communication , reporting between VTI, enterprises with state management agencies , professional associations always been smooth . The state agency periodically check the actual joint training activities between VTI and enterprises at the grassroots level;
- Periodically summarize implementing joint training activities .

3.3.2.3. Conditions for the implementation of measures

- There is text mode specified periodic reports , extraordinarily from the VTI and enterprises to the state management agencies and professional associations on joint training activities .
- State Agency for Management of annual training conference hosted jointly by the VTI, professional associations and enterprises , business associations to review the joint training activities and enabling the parties to promote collaborative supply human resource needs for social and economic development at the local and regional .

3.3.3 . *Coordination between vocational training institutions to select and organize joint training model now*

The VTI actively discussing with enterprises to choose the model and associated training plans to suit each job and the specific operating conditions of enterprises and VTI. In particular, the model of rotational joint training in a variety of flexible plans with each job is associated efficient models appropriate to the operating conditions of enterprises and VTI

3.3.3.1. Purpose of solution

- Increase the amount of time students are practicing at the factory of the enterprise . The key skill in every tutorial modules are fully trained to practice in a production environment contribute to improving the quality of training meet enterprise requirements
- Implement processes associated with the training objectives of each phase coincides with production plans of enterprises in order to increase economic efficiency for enterprise participating in joint training process. Increase facilities, equipment and teachers guide the technical staff in the process of teaching and practicing in the enterprise

3.3.3.2. Contents of Solution

VTI and enterprise agree contents, form of joint training , training target for each modules, the conditions assurance for quality . VTI proactively plan , schedule and coordinate training and enterprise selection optimal plan implementation joint vocational training in business practices . Planning and training schedule can be adjusted flexibly to match production plans of enterprises . Organizing vocational training in business practices following the " *rotation training* " can be done with three plans depending on particular sectors .

3.3.3.3. Conditions for the implementation of measures

- The benefits to business are obvious ; the benefits that come from the regime 's policy of state and even during joint training to practice their profession in the Enterprise .
- Production Planning of Enterprise relatively coincide with the skills needed to teach primarily practice in the training schedule . The VTI can be flexible part training plan to suit business and production plans of enterprises .
- Business operations are stable and tend to thrive in the future .

3.3.4 . Development of standard management assessment tools - Breakthrough Solution for joint training management

3.3.4.1. Purpose of solution

- The state agency for vocational training has a evaluation tool of management joint training in the VTI;
- The VTI have a standard evaluation tool for self- testing and evaluating comprehensive , accurate process of organizing joint training management to take measures to organize joint training activities more effectively.

3.3.4.2. Contents of solution: The standards have standards, criteria and indicators follows:

Standard 1: Develop plans , joint training objectives between vocational training institutions and enterprises .

Criterion 1.1 : Implementation plan joint training are clearly defined , concrete annually.

- a) Official documents identify specific targets for annual joint training activities with enterprises .
- b) The plan clearly indicates the objectives , tasks , methods , routes , means of implementation and are publicly available .
- c) Annually review and evaluate how effective implementation of joint training plan

Criterion 1.2 : The main objective is to improve the joint quality training and supply of skilled human resource requirements consistent use of enterprise and meet the needs of socio-economic development of local .

- a) Joint training objective consistent with quality requirements of skilled workforce for Business
- b) Joint training objective consistent with the human resource needs of the labor market , the business needs , the needs of people and society .
- c) Joint training objective mounting economic development strategies of local social

Standard 2 : Organize and direct the implementation of joint training activities between vocational training institutions and enterprises

Criterion 2.1 : Organization of conferences and seminars on joint training mission between VTI and enterprises periodically.

- a) Customer conference , seminar on labor demand and supply capacity through workforce training at VTI.
- b) There are contractual joint training in specific areas between VTI and enterprise customers after the conference , symposium .
- c) The contract clearly associated with coordination mechanisms , resource mobilization by both parties to the implementation process of training .

Criterion 2.2 : Implement joint training contracts in various forms .

- a) The parties associated have a detailed plan to implement the associated contract has been signed.

- b) The joint training contracts are implemented in many fields through specific forms and have assigned specific responsibilities for each party .
- c) The implementation of the contract are implemented by the resources of both parties to a way commensurate with the task .

Criterion 2.3 : Periodically have done preliminary review and evaluate joint training activities .

- a) The parties to periodically organized preliminary review and evaluate the implementation of the joint, experiences and plans to adjust the joint in the future .
- b) Advise the State management agencies to hold a joint conference to review associated activities in the province and plans for joint training activities in the future .
- c) The performance joint training after each preliminary and final can be enhanced through training and provision of human resources for society and enterprises more effective.

Criterion 2.4 : The joint training measures are feasible and consistent

- a) VTI and enterprises are departments in charge of implementing affiliate , division of rational , clear responsibilities of each party.
- b) The department in charge mechanism works closely coordinated , unified , plans , processes , performance measures joint training feasible , appropriate , without hindrance during the joint training.
- c) Measures to organize joint training be reviewed , adjusted and supplemented annually for increasing efficiency in the joint training .

Standard 3 : Check the joint training activities between vocational training institutions and enterprises .

Criterion 3.1 : The specialized section with inspection regulations and periodic reports on joint training activities for leaders of the two parties by regulations.

- a) Division has specialized inspection regulations and report on joint training for true leadership periodic prescribed
- b) The synthesis report is accurate and timely handling of unexpected circumstances arise .
- c) The reports are stored and used in the review, reviewers evaluated periodically .

Criterion 3.2 : Division responsible planning and organizing regular inspection of the joint training between VTI and enterprises

- a) The specialized department plans to inspect the joint training between VTI and enterprises with tools specified and specific test procedures .
- b) The department in charge of implementing the test joint training between VTI and enterprises in accordance with the assignment and schedules .
- c) The responsible part has a specific statement after the inspection .

Criterion 3.3 : The test results are used to adjust and supplement the measures to organize joint training to achieve better efficiency .

- a) The test results are used to adjust measures to organize joint training
- b) The joint training measures are adjusted , added bringing better efficiency
- c) Efficiency better joint training is also expressed through periodic scheduled inspections and unscheduled inspection .

Criterion 3.4 : The joint training is in order and discipline , VTI and enterprise are self - discipline, have responsibility and equality of rights .

- a) joint training activities follow a consistent process and stability .
- b) The parties to voluntarily implement accountability obligations during training .
- c) The parties equal responsibility , benefits expressed through joint training contract .

Standard 4 : The effect of joint training activities

Criterion 4.1 : Supply correct , sufficient quantity and quality for the human resource needs of the enterprise and the economy

- a) Providing timely demand sufficient quantity of human resource training level Enterprise
- b) Quality workmanship students after graduation to ensure meet enterprise requirements .
- c) Over 80 % of students have a job right after graduation careers .

Criterion 4.2: Purpose , objectives , curriculum content , learning outcomes are added , updated in conjunction with the Enterprise .

- a) The objectives of the training , the content of vocational training programs are adjusted timely updates to the development of science and technology , outcomes fit enterprise requirements
- b) Students are trained in the style industry real environment .
- c) joint training program is recognized by the State ; certificates , diplomas and valuable across the country .

Criterion 4.3 : Evaluation of the learning process

- a) Have the appropriate system recorded the progress of learners. The assessment of learners taking into consideration learner's progress during the learning process in VTI and in enterprises , including the assessment of test output.
- b) The assessment of learners have used many different methods for each level of skill formation and based on clear criteria specific requirement reflects outcomes : from basic skills to carefully maturation capacity in VTI and in enterprises .
- c) The organization of the learning assessment process coordinated closely the implementation of VTI and enterprises

Criterion 4.4: Coordinate use of facilities ; equipment for vocational training is enhanced

- a) The training device primarily at a level similar technological level of production , existing services and equipment for strengthen vocational training , vocational students have access to modern equipment , the new technologies .
- b) The number of devices that meet the scale of training , ensuring the rate prescribed in the school / administrative real device .
- c)The equipment is mainly used for training is used by both the VTI and enterprises to offer

Criterion 4.5: Coordinate use of human resources ; teachers are raising the qualifications, knowledge , practical experience and enhanced .

- a) Teachers of vocational training institutions are raising the qualifications, knowledge , experience and equipment when approaching the equivalent level of modern production technologies , access to the actual production environment .
- b) Teachers are enhanced by the technical staff of the enterprises engaged in teaching practice in enterprises .
- c) The technical staff of the enterprise is to raise the level of practice guidelines , scientific research capabilities and participate in developing training programs .

Criterion 4.6: Advice and support for learners are motivated from affiliated parties during the learning process

- a) The learned professional advice from the outset and during the course of learning .
- b) Students who receive the scholarship , creating a favorable environment for job skills training
- c) Students who complete response , time on learning activities , proficiency of their skills from affiliated parties during the training process .

Standard 5 : *Assessing the sustainability of jointed activities between vocational training institutions and enterprises .*

Criterion 5.1 : The operation of the associated parties synchronous measures to implement joint training to achieve high performance at low cost .

- a) The content and performance measures joint synchronization .
- b) Achieve the target joint training with high quality training .
- c) Savings , lower training costs , higher efficiency of investment .

Criterion 5.2 : Efficiency for Enterprises

- a) Businesses can recruit enough right amount of technical workers as needed .
- b) The quality of students after graduated in the work place as required .
- c) Labor productivity and economic efficiency giving enterprise after training process are specific and clear .

Criterion 5.3 : Efficiency for vocational training institutions

- a) The quality of training after the training suit the requirements of business and social needs .
- b) Cost savings investment practice training equipment
- c) The prestige of vocational training institutions in society is enhanced .

Criterion 5.4 : The sustainability of activities joint training

- a) The enterprise has developed long-term strategies , including strategies for human resource development .
- b) VTI have long-term development strategy , which defines the organization of vocational training appropriate development strategy of enterprises and the development of society .
- c) State regulations and policy synchronization and strong enough to encourage positive business and voluntarily participated in the training of human resources for society .

In total there are 5 standards with 20 criteria and 60 indicators. Standard score for each indicator from a low of 1 to a high score is 5. The maximum rating of the criteria is 300 points. Effective management of joint training micro level is assessed at the following levels :fail, pass and good.

3.3.4.3 . The way in implementing solutions

Step 1 : Prepare the data collection and demonstration

Step 2 : Collect data and demonstrate

Step 3 : Conduct graded on a scale

Step 4 : Handling the results according to regulations.

3.3.4.4 . The conditions of implement the solution

The standards assessment tools of joint training management at vocational training institute level is issued ; inspectors are trained; vocational training institutions and enterprises recordkeeping fully documented ; assessment results with use value .

3.4. Survey, experiment and test

3.4.1. Survey

3.4.1.1. Survey of urgency and feasibility of implementing management solutions joint training between the micro level of VTI and enterprises. Results :

- Measure 1 (Set up management models joint training): needed 76 % ; feasibility 68 %
- Measure 2 (Check joint training performance assessment) needed 84 % ; 86 % viable .
- Measure 3 (Coordinate select model joint training) needed 82 % ; feasibility 74 %

3.4.1.2. Testing of the relevance of the assessment criteria of joint training management between enterprise -level and VTI

Standard 1 (Develop plans , objectives joint) : consistent 76 %

Standard 2 (Organize and direct the joint training) : consistent 78 %

Standard 3 (Check the joint training activities) : consistent 76 %

Standard 4 (Effect of joint training activities) : consistent 90 %

Standard 5 (rating the sustainability of joint training activities) : consistent 78 %

There is 71.93 % suggested that the standard set can evaluate the effectiveness of management training association between VTI and enterprises comprehensively , 9.94 % suggested that there better able to assess accurately and efficiently manage training association .

Testing results show that the standard set can evaluate effective management joint training is suitable micro level and DOLISA City may adopt and apply in practice to examine and assess the status of management joint of the current joint training at the VTI .

3.4.2. Experimental solutions " Coordination between vocational training institutions select and organize joint training model "

3.4.2.1. Experimental purposes: The purpose is to verify experimentally the feasibility and effectiveness of management measures joint training between VTI and enterprises have proposed , defined objective, scientific measures .

3.4.2.2. Experimental limits: Measure to the experimental " Coordination between VTI and enterprises choose and organize joint training model " .

3.4.2.3. Experimental subjects: 2nd year student of the Faculties: Mechanical Refrigeration, Electronics , Information Technology and Nhan Dao vocational school and Faculty of Mechatronics at Hung Vuong vocational school. These students are held to practice their profession in Mechanical - Refrigeration at Dong Sapa Company, Tan Bach Khoa Company, Mechanical - Refrigeration Technology, Sao Kim Electronics Company. Hoang Khang Information technology Company. Dan Tien manufacturing engineering company, . VIMA mechanical Company in Duc Hoa - Long An province.

3.4.2.4. Empirical content

Step 1 : Agree objectives, content , model , method , plan joint and sign the official contract

Step 2 : Implement the joints . Perform 2 times , each time has two phases:

- Phase 1 : Teach the knowledge and basic skills in school workshops .
- Phase 2 : Practice the skills primarily in the company partners

Step 3 : Check the assessment of student skills

Step 4 : Supply of human resource for companies

3.4.2.5. Experimental time

+ Phase 1 : From 05/2013 to 06/2013 + Phase 2 : From 11/2013 to 12/2013

3.4.2.6. Experimental methods were identified through the organizational development activities jointed vocational training practices between Nhan Dao vocational school, Hung Vuong vocational school with partner companies .

3.4.2.7. Assessment methods and process experimental results

+ Method of assessment

After each round of practice for the major skills , organizational assessment at the company 's premises , clearly define on 4 the level: Perfect; pretty; acceptable and non achieve.

+ Handling of experimental results :

- Quantitative assessment using SPSS software
Data processing using SPSS software to have the results : the average score , average score test inputs and outputs of two experimental groups of students - the controls.
- Qualitative Assessment

Through the exchange, direct interviews of students in the experimental and control groups in terms of implementation skills, level of skill formation, problem solving, analytical ability and reasoning, which evaluated the academic and practice skills of students .

3.4.2.8. Experimental Procedure

Step 1 : Prepare the experimental

- a) Select the companies involved and the experimental
- b) Select the object and the control experiment

Experimental subjects : second-year student studying the third and the fourth semester, the semester has arranged time to practice skills consistent with the production company.

- c) Input survey

Content input tests are tests of skill were mainly theory and basic practice in school (skills will be enhanced teaching practices at the company). Comments , input test results the key skill of two experimental and control groups before the experiment is moderate and similar

Step 2 : Conduct activities associated experimental training model identified .

- a) Process of implementation

➤ To Nhan Dao vocational school and Hung Vuong vocational school - Pursuant to the program , develop a plan and the plan is expected to joint training practice , consulting with companies about the content of the main skills should be practiced , time and amount of time time . Sign a formal contract with the company .

Perform teaching theory and teaching practice basic skills needed before practice and regularly check progress internship at the company .

- To the companies and organizations experimental

Join comment and agreed with the school curriculum , schedule, mainly skills and practice plans at the company , guiding students about the rules . Organize and manage student practices at the company , including the following works:

- * Arranging equipment and machinery in accordance with the principal skills needed to practice
- * Technical Staff guidelines consistent with practice modules .
- * Regular exchange to teachers , assess the results of student interns .

- b) Measures implemented

- Companies and Schools established specialized department to conduct joint training missions ; regular exchange, discuss and reach agreement on the program , progress , mainly in vocational skills , the quality assurance conditions consistent with actual production conditions of the company , satisfactory training objectives

- Signing a specific contract details . Department in charge of the coordination test, monitor and resolve incidents in the training session to practice their profession in enterprise , evaluation of student learning , focusing on main vocational skills in each training phase .

3.4.2.9. Experimental results

3.9: the average score the input and the output of the two groups of students by evidence experiment

	Group class	The number of	average score	Standard deviation
Input	Evidence Experiment	83	6,01	0,890
		93	5,99	0,801
Outcome	Evidence Experiment	83	8,04	0,772
		93	6,97	0,800

3.4.2.10. Evaluate the test results

3.11. The synthetic distribution as a result of the group experience groups and evident groups

Time check	Group	Rate %			
		Weak-less	The average	Pretty good -	Excellent
Before experimental	Experiment	-	73,50	26,50	-
	Evidence	01,08	70,96	27,96	-
After empirical	Experiment	-	-	73,50	26,50
	Evidence	-	22,58	75,27	02,15

➤ Quantitative assessment

Point average output of larger experimental group had a statistically significant compared to the average score of the control group output .

➤ Qualitative Assessment

- Practicing a lot in real working environment, the experimental group students achieve skills faster , solve case studies , more reasonable , industrial style , industrial hygiene and safety conscious better than the control group .

- Over the course of experiments , found that the experimental group students interested and actively learning , confidence in the future profession and observance of labor discipline better than the control group .

Comments - Review after experiment

Experimental results have demonstrated , management of VTI and enterprises in the implementation process training practicing in enterprise plays a very important role , directly affects the quality and efficiency training . If the stakeholders to enhance the role management , model selection training consistent with priority real- time increase in business practice , to fully implement the management functionality including unified method; joint training plan; joint training progress plan ; implementing training modules been important ; tight steering , timely and regular assessment , the quality and effectiveness of training will be improved markedly .

3.4.3. The trial used evaluation criteria jointing training management

3.4.3.1. Testing purposes: verify the feasibility , efficiency , objectivity , science , the relevance of the assessment criteria at vocational institution level

3.4.3.2. Test subject: Nhan Dao vocational school, vocational training facility typical in HCMC

3.4.3.3. Test content : The evaluation criteria effectively manage are proposed .

3.4.2.4. Time trials : Timing evaluation is from 2009 to 2013 .

3.4.3.5. Test Method : The study records, fieldwork , interviews with responsible personnel to demonstrate and graded according to the specified index .

3.4.3.6. Assessment Method : The relevance of the criteria are evaluated through experimental results compared to the status of joint vocational training management and the opinions of experts who have related responsibilities .

3.4.3.7. The process of testing

Step 1 : Prepare the experimental

Choose Nhan Dao vocational school, selection and arrangement of indicators related to the three subjects participating in trials : state managers of vocational training , managers VTI and managers of enterprises often associated with this school. Contact to register and send questions and indicators related work within the trial participants directly before the interview and review of the literature .

Step 2: Carry out testing activities - proof gathering

3.4.3.8. Test Results

Standard 1 (Develop plans , objectives joint training) achieved 17/30 points

Standard 2 (Organize and direct the joint training) : achieve 30/60 points

Standard 3 (Check the joint traing activities) : achieve 34/60 points

Standard 4 (Effect of joint training activities) achieved 59/90 points

Standard 5 (rating the sustainability of the joint training) : achieve 38/60 points

3.4.3.9. Assessment test results

Total points of the criteria are tested : 178/300 reached 59.33 % , compared with the provisions of the standard , the result is satisfactory . This result coincides with the judgment of the experts and the enterprise managers about the level of management effect of joint training at Nhan Dao vocational school.

Chapter 3 conclusion

On the basis of theoretical research and assess the situation of joint training management between VTI and enterprises , the thesis was to study and propose some solutions primarily to the principles proposed solution is determined designated as : equality and ensure benefits ; supply - demand , viable and self-discipline within the framework of law. The proposed solution in two levels: the local level and the level of VTI. Solution for joint training management between enterprise and local level (Department of Labour) include : - Modeling training management between VTI and enterprises in HCM City - Review assessment performed associates - Develop and promulgate regulations on standards evaluate the implementation training management between VTI and enterprises

In solution , " Develop and issued regulations on the set of evaluation criteria joint training management between VTI and enterprise " is defined as a breakthrough solution , because this is the basis for test and evaluation of each joint training . Evaluation results will be a quality control standard for VTI and for training programs .

Solution joint training management between enterprise, at the VTI level, are: Coordination between VTI and enterprises select and organize joint training model . Researcher tested empirical and experimental solutions , had the results :

- Survey of necessity and feasibility of the 4 solutions . Results have received the consent of the subjects participated in the survey;
- Experimental solutions " Coordination between VTI and enterprises select and organize joint training model " . Through experiments show that if the VTI select appropriate models, joint training activities will be successfully with high efficiency (most select rotating model);
- Analyze the joints level of performance through the set of evaluation Standards at Nhan Dao vocational school in HCMCity . Through trial found The proposed standards can fairly accurately assess the level of alignment and can be studied widely applied in the VTI system in HCMC.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusion

1.1. Joint training between the VTI and enterprises is one of the important measures to contribute to improving the quality and effectiveness of training of human resources to meet real needs .

1.2. Topical contribute to clarify some basic concepts related to research issues such as : management , joints , joint training , joint training management , the factors affecting the joint training.

1.3. Specially, the topics have in-depth analysis of the content of management training grade: municipal level and VTI level. The analysis is the basis for conducting the content of survey and survey situation.

1.4. After investigation, the subject raised the real situation of joint training management at municipal level and VTI level in HCM City and their results.

1.5. The thesis proposed four core solutions for organizing management joint training, have a direct impact on the quality , efficiency and sustainability of joint training activities, that is :

- Modeling training management between VTI and enterprises in HCM City .
- Periodically check and evaluate the joint training activities between VTI and enterprises .
- Coordination between VTI with enterprise select and implement training models .
- Develop the evaluation criteria for joint training management at vocational institution level

1.6. Results obtained from experiments confirmed the validity of scientific theories mentioned , confirmed the feasibility , proposed solutions are scientific and effective.

2. Recommendation

2.1. To the vocational training institutions and enterprises

- The VTI need to regularly communicate with enterprise systems to plan implementation joint training in detail, specifically during training, especially selected model and associated schemes practical guidance on appropriate business ...
- The VTI and enterprises need flexibility in planning and production training, priority created favorable conditions for the production and bring real benefits to Enterprise when jointing

2.2. To Ho Chi Minh City

- Continue to implement measures to experimental joint training management, particularly research and development necessary measures to build models joint training management, mechanisms to promote the role of the focal professional associations.
- Perform periodic monitoring and evaluate joint training activities. Department of Labour should develop and promulgate standards system to accurately assess joint training management in locality.

2.3. To the Central and Ministries/branches

- State and ministries should regulate the joint training obligations, as an activity required to participate in the process training through various forms.
- The Ministry of Labor, Invalids and Social Affairs should regularly examine and evaluate organizational operations of joint training management to take measures to improve the quality , efficiency of joint training all over the country.