

## INTRODUCTION

### 1. Rationale

The views of staff, training and fostering of staff were mentioned by the classics of Marxism - Leninism over the last decades of the nineteenth century. Inheriting those views, President Ho Chi Minh and the Vietnamese Communist Party were particularly interested in the work of staff, including ethnic minority staff (EM). On 02 January 1983 the Party Central Committee's Secretariat issued Decision No. 15 / BBTTW on the Party work, stating the mission staff training for Nguyen Ai Quoc Party School I, II, III: "Training officials under the titles: secretary, deputy secretary, People's Committee Chairman, the Secretary of the Party Committee in districts and towns, party secretary of the state enterprises, hospitals and the equivalent, in addition to the presence of Nguyen Ai Quoc Party executive in charge. Establishing two special systems at two schools, Nguyen Ai Quoc I and Nguyen Ai Quoc III, in charge of training and fostering of the district leaders of ethnic minorities. Central Nationalities Committee helps schools fulfill this task "[12] has marked an important milestone in the work of staff and expressed the concern of the Party for the training and fostering of staff including ethnic minority staff.

To meet the increasing requirement of human resource serving for the development of economic, social, ethnic minority staff must have basic education, professional knowledge, and master of the theoretical knowledge and practical experience in leadership and management. This means that being equipped with political knowledge became one of the urgent needs of each ethnic minority cadres so that they can raise political awareness and overcoming mindsets experience, learn to inherit, selective and develop the scientific basis in practice, gradually putting the Party policy, state law into practice. In particular, in the current context of the intellectual economy and international integration, besides the opportunities, there poses risks and challenges which have a great influence on the development of the local mountainous ethnic minority, and significant impacts on knowledge, skills and qualities of minority staff in the process of leading, managing and therefore need to improve political knowledge to strengthen cadres from ethnic minority.

The Ho Chi Minh National Academy is the training center, training leaders, managers and the State Party and the political organizations - responsible for training and fostering for staff from ethnic minority on political

theories. Multiple generations of staff have been equipped systematic basic theory of Marxism-Leninism and Ho Chi Minh theories, the guidelines and policies of the Party and State's laws and apply flexibly and actively in the situations in reality. However, management training for staff on political minority is still inadequate in scope and quality of training: forecasting and staff training plans are not strategic; content heavy in terms of theoretical program, lack of practicality; duration, content knowledge is not really consistent with the object on ground level, cognitive, psychological factors, customs and practices; teaching staff (teachers) do not focus on content, teaching methods; facilities - technical are not comprehensive; some learners have not found the best learning methods for themselves. The shortcomings mentioned above are partly due to limited management training: management of training programs are not aimed at ethnic minority cadres; Training plans are passive, teaching methods not suitable for learners; teachers have highly qualified professional but limited pedagogical skills; learners' management is also overlooked. These are the causes affecting the quality of training of ethnic minority cadres to strengthen team work ability local mountainous ethnic minority areas.

Derived from urgent purposes, I chose to study the topic: **management and training of advanced political theories for officials from ethnic minorities at ho chi minh national academy of politics in current context**

## **2. Research purpose**

On the basis of theoretical studies, assess the situation and propose solutions to management on advanced political training for ethnic minority staff to enhance team work ability for this team at the Ho Chi Minh National Academy of Politics.

## **3. Research Mission**

- Overview of research on the issue of training and management of advanced political theories for ethnic minority staff.

- Systemization and construction of advanced theories of management for ethnic minority staff.

- Survey to assess the status of the management training for staff on political theories for EM staff at the Ho Chi Minh National Academy of Politics.

- Propose solutions for management of advanced political theories for ethnic minority staff at the Ho Chi Minh National Academy of Politics in the current context.

#### **4. Research population and objects**

- Research population: Senior political theories training activities for ethnic minority staff at the Ho Chi Minh National Academy of Politics.
- Research objects: Management training for staff on political theories for ethnic minority staff at the Ho Chi Minh National Academy of Politics.

#### **5. Hypothesis**

Ethnic minority officers have an important role in leadership activities, management of local ethnic and mountainous areas. They must be constantly trained, especially team work ability to fulfill their assigned tasks.

Advanced training on political significance is particularly important to strengthen team work ability for EM staff. In recent years, though the management on advanced political training for ethnic minority staff have gained many achievements, there are still many limitations and shortcomings, not really meet the requirements for capacity building for ethnic minority staff to help them fulfill political tasks assigned.

If the proposal is a system management solution on political training for cadres premium of EM to strengthen team work capacity follow uniform implementation process from developing training programs, work planning practitioners, developing team faculty as required standardized contingent, improving facilities and management coordination mechanism, and apply these solutions into practice will contribute to improving the effectiveness of training in order to increase team work capacity to strengthen minority cadres to meet the requirements of political tasks in the current context.

#### **6. Scope of Research**

- Content: Mostly limited to advanced political training for ethnic minority cadres in central region and highlands.
- Space: Study overview on political training for EM cadres domestically and internationally; research, assess, survey the training for staff on political executive at the Institute Political Zone 3, The Ho Chi Minh National Academy of Politics.
- Time: Look at the management training program for staff on advanced political theories for from 2007 to 2014. The directions and measures towards 2020.

#### **7. Research Methodology**

##### a. Theoretical research method

Using analytical methods and synthesis of materials and data, especially documents, guidelines and policies of the Party and the State; local and

international documentation and research projects with content related to thesis published or published in journals, books, conference proceedings, to determine the rationale for the research problem.

#### b. Practical research methods

The thesis employs synchronically professional and interdisciplinary scientific research methods, which focuses on the combination of methods:

- Review the practical method: Synthesis of data management of EM staff training through research process obtained from the records, reports, evaluate management training for ethnic minority cadres as the basis for the proposed training management solution for this object.

- Methods of investigation:

- + Survey the learners who are EM cadres having been learning advanced political program; leadership and management staff; teachers who directly and indirectly get involved in the management of advanced political training for ethnic minority staff; leaders, managers of the Organizing Committee of the provinces; leaders, managers at the agency directly elected school officials.

- + To build a system questionnaire content under study.

The aim of the method is to collect data to assess the status of the management training of current EM as the basis for proposed solutions appropriate for the training management for these objects at the Ho Chi Minh National Academy of Politics.

- Method expert interviews: Get opinions of experienced scientists, managers in management training and teaching ethnic minority staff.

- Testing methods and test the impact of practice: to analyze, evaluate and draw the necessary conclusions, confirming the scientific feature and feasibility of the solutions to manage the advanced political training for EM staff objectively.

- Methods of economic and social statistics: Use this method for the purpose of data processing, the survey results; analytical research problems; assess the reliability of the survey data.

### **8. Points to defend**

- EM staff is an important resource in leadership and management in the governmental agencies and organizations at all levels; are contributing forces to determine the economic development, social stability and national security of mountainous ethnic minority areas in the current context.

- Training in a systematic manner in order to enhance team work capacity for ethnic minority staff is the strategic political task of the Party and the State, including the role and responsibilities of the political system of the Academy.

- For ethnic minority staff to assume duties by the Party and State entrusted in the current period, what should be particularly focused on is the management on advanced political training to strengthen team work capacity.

- Manage the process of training for staff on political executive to raise group work capacity of ethnic minority must be thoroughly tight, synchronous from curriculum development, work planning of learners, teachers' team development to meet standardized team, improving facilities and construction management coordination mechanisms systematically.

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

- The thesis clarified the inner meaning of certain concepts: energy, team work capacity, ethnic minority cadres, and advanced political cadres.

- The thesis points out the objective requirements of the management innovation to enhance training of team work capacity for EM staff.

- Identify the management content of advanced political theories to enhance team work capacity for ethnic minority cadres.

- Through practical research methods, the thesis assesses the situation of the management of advanced political training for ethnic minority cadres, identified the weaknesses, limitations and causes of this work in the current context .

- Based on a theoretical and practical issues, and practical solution for the management on advanced political training to enhance team work capacity for ethnic minority officers.

### **10. The structure of the thesis**

In addition to the introduction, conclusion and recommendations, references and appendices, the dissertation structure includes 3 chapters.

*Chapter 1:* Rationale for the management of advanced political theory for ethnic minority staff at the Institutes for Politics and International experience.

*Chapter 2:* Current status of the management of the training of advanced political theories for ethnic minority staff at the Ho Chi Minh National Academy of Politics.

*Chapter 3:* Solutions to enhance the training management of advanced theories for ethnic minority staff at the Ho Chi Minh National Academy of Politics in the current context.

## **Chapter 1**

### **RATIONALE FOR THE TRAINING MANAGEMENT OF DVANCED POLITICAL THEORIES FOR ETHNIC MINORITIES CADRES AT INSTITUES OF POLITICS AND INTERNTIONAL EXPERIENCE**

#### **1.1. Overview of the research problem**

#### **1.2. The basic concepts of the topic**

##### ***1.2.1. Management***

##### ***1.2.2. Training***

##### ***1.2.3. Training Management***

##### ***1.2.4. Advanced political theories***

Is a training program with specific characteristics in the political system of the Communist Party of Vietnam, in which the basic system of Marxism-Leninism and Ho Chi Minh theories, the guidelines Party's policy of state law and the system of the basically theoretical science majors to help the leadership, management and organizational structure of the administration of the Party and the State in all fields of political life and society.

#### **1.3. Ethnic minority cadres and the requirement to improve the working performance in the current context**

##### ***1.3.1. Ethnic minority cadres***

###### **1.3.1.1. The concept of ethnic minority cadres**

Ethnic minority cadres are those from the minority, joining the work in an organization in the political system, with full capacity, competence and qualifications to meet the requirements of the political tasks.

###### **1.3.1.2. Positions and roles of ethnic minority cadres in the political life of the country**

- Cadres to build the organizational structure of the local government
- Contribute to deciding on the organization and successful implementation of the policies, the party policies, laws of the state in localities.
- Contribute to economic and social development, maintain political security and build solidarity of peoples.
- Capable of propaganda and mobilization, to persuade ethnic minorities to undertake the party guidelines, policies and laws of the State.

###### **1.3.1.3. Features of ethnic minority cadres**

- Excellent delegates who have influences on ethnic minorities.
- Great understanding of the area, customs, habits and culture of ethnic minorities.
- Affected by natural conditions, the economy and society for raising qualifications and working capabilities.

##### ***1.3.2. The importance of the training of political theories for ethnic minority staff in the present context***

The reality requires them to have theoretical thinking and the right understanding of the scientific viewpoint of Marxism - Leninism and Ho Chi Minh; guidelines and policies and laws of the Party and the State to implement dynamically and innovatively in specific circumstances and practices, always reinforcing confidence, improving personalities, the attitudes of the staff in the present context.

### ***1.3.3. Practice Capacity: the key to executive training programs of political theory for ethnic minority officers.***

#### **1.3.3.1. Common concept of capacity**

Capacity is the ability to successfully implement activities based on the mobilization of biological, psychological and social resources which exist in individuals; in other words the capacity is not the ability (Ability), not potential (Potential) but this is the one that truly exists in individuals. In summary, capacity is a combination of psychological attributes consistent with operational requirements to make such operations achieve results.

#### **1.3.3.2. Practice**

Practice is a consciously physical and purposeful activity of human beings, which impacts on nature and society in order to renovate the world, and alter them to serve the needs and interests of other humans.

#### **1.3.3.3. Practice Capacity**

Practice Capacity is the sum of all capacities of a managing subject which are formed in producing activities, political-social activities and scientific experiment of individuals. This capacity is shown in knowledge, deploying skills and implementation tasks by gathering masses to engage in activities in order to achieve economic- social development.

1.3.3.4. Improvement of Practice Capacity is an essential requirement in training of executive political theory for ethnic minority officers.

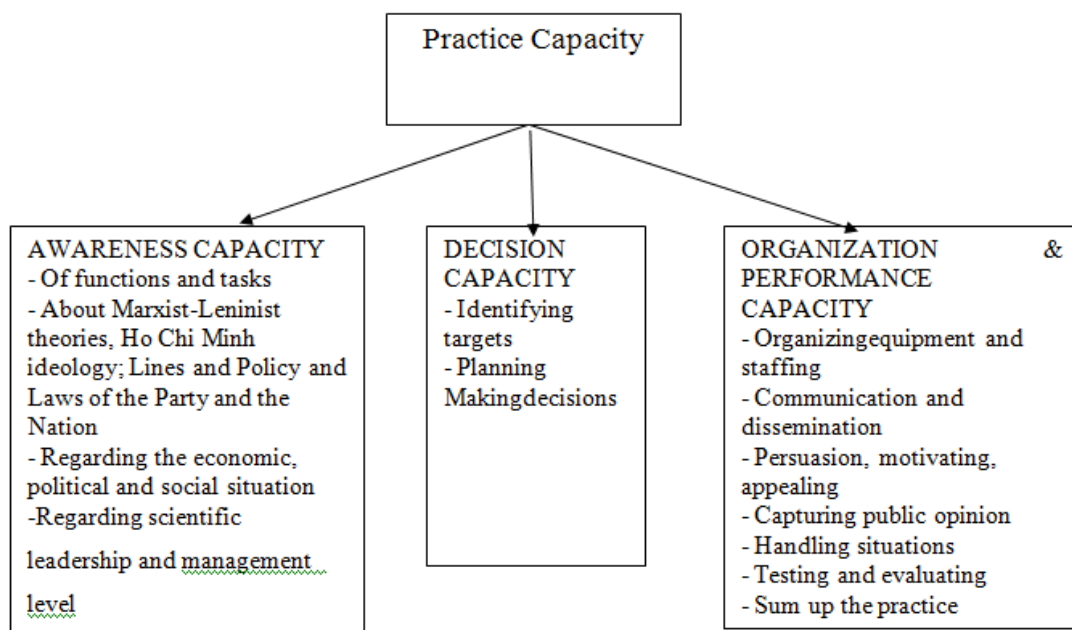
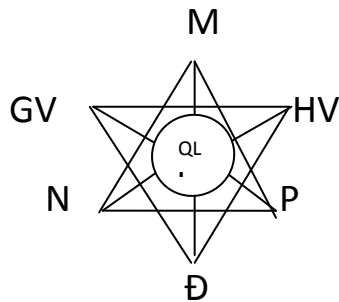


Figure 2.1: Structure of Practice Capacity of ethnic minority officers

## 1.4. The approach to training management and application of training management to training executive political theory for ethnic minority officers

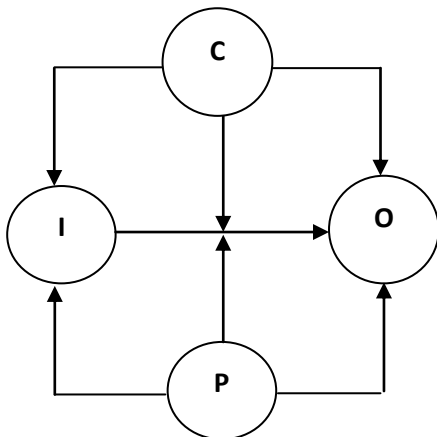
### 1.4.1. General approach on training and training management

In terms of contanation, training management is the process of teaching and learning organization, in which the scope, nature, structure and processes of this activity are tightly regulated by the objectives, content, methods, organizational methods, the infrastructural conditions and technical service for the training activity.



M: Training Objectives  
 GV: Training Forces  
 HV: Trainees  
 N: Training Content  
 P: Training Methods  
 D: Conditions of Training

### 1.4.2. The approach of CIPO



C: Context  
 I : Input  
 P: Process  
 O: Output

### 1.4.3. Functions of training management

1.4.3.1. Planning the implementation of training programs

1.4.3.2. Organizing the implementation of training programs

1.4.3.3. Directing and leading the implementation of training programs

1.4.3.4. Supervising, inspecting and evaluating the implementation of training programs

### 1.4.4. Applying the approach to the management of training executive political theory for ethnic minority officers

1.4.4.1. Developing training programs to enhance general capacity and practice capacity

a. Managing training goals

b. Managing training content

c. Managing teaching methods

1.4.4.2. Planning and managing students from entry until graduation

- Managing training plans and enrollment

- Managing the processes of learning and training of students

- Managing students after graduation



#### 1.4.4.3. Organizing lecturer development as a standardized requirement

- Scheming teachers
- Recruiting teacher forces
- Using and appointing teachers
- Training and retraining teachers
- Managing the performance of teaching
- Having a regime and policies to motivate teachers

#### 1.4.4.4. Completing facilities - Technology towards the trend of modernization

#### 1.4.4.5. Improving management mechanisms on compromised management spirits

### **1.5. International experience on the management of training of officials, officers and some experiences in Vietnam**

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

## **Chapter 2**

# **THE REALITY OF TRAINING MANAGEMENT OF ADVANCED POLITICAL THEORY (APT) FOR ETHNIC MINORITY OFFICERS (EMO) IN THE HO CHI MINH NATIONAL ACADEMY OF POLITICS**

### **2.1. Introduction of a survey to analyze the situation**

To assess the status of training in APT for EMO in recent years, we used a combination of methods to collect data such as questionnaires, dialogues, and expert interviews.

The collected data provided valuable documents for assessing the situation on training in APT for EMO, and at the same time, it can become the foundation to suggest management solutions for this work in the future.

### **2.2. Overview of the Ho Chi Minh National Academy of Politics**

#### ***2.2.1. History and development***

The Ho Chi Minh National Academy of Politics has been formed and developed over 65 years, undergoing several name changes and mergers in order to meet the training requirements for personnel to serve the revolutionary cause of the country.

#### ***2.2.2. Position, functions, duties and powers***

##### ***2.2.2.1. Position and functions***

The Ho Chi Minh National Academy of Politics is a unit of the Party Central Committee and the government with an international transaction name in English: Ho Chi Minh National Academy of Politics (abbreviated as HCMA), often under the leadership and direction of the Politburo and the Secretariat. It is the national center of training and retraining of leaders, middle managers, senior officials and political theory courses in political systems; the national center for scientific research on Marxism-Leninism and Ho Chi Minh, the Party's line and policies, the State law, political science, science leadership, and management. It carries the seal bearing the national emblem, and is ranked as a Level 1 Financial Unit.

##### ***2.2.2.2. Duties and powers***

- Training and retraining programs for staff on political senior leadership, management and planning in office; fostering new knowledge updates for staff hold leadership positions, management of agencies and organizations in the political system as assigned; training and retraining of teachers, researchers and other objects of political science, science leadership, management and some social sciences; training and specialized training for officers working in the press and media, propaganda, organization, inspection, public relations, office, and religious political systems.

- Scientific research in Marxism-Leninism and Ho Chi Minh; guidelines and policies of the Party; policies and laws of the State; political science, science leadership, management and some social sciences and related fields for the training and retraining of staff in areas such as construction, additional agenda, and organizing the design and revision of curricula, learning materials, international cooperation in the training and retraining of staff and in scientific research, team building, and so forth. In addition, the Academy carries out tasks and other services of the Politburo, the Secretariat and the Government. Party committee and director

2.2.3. Organizational Structureh

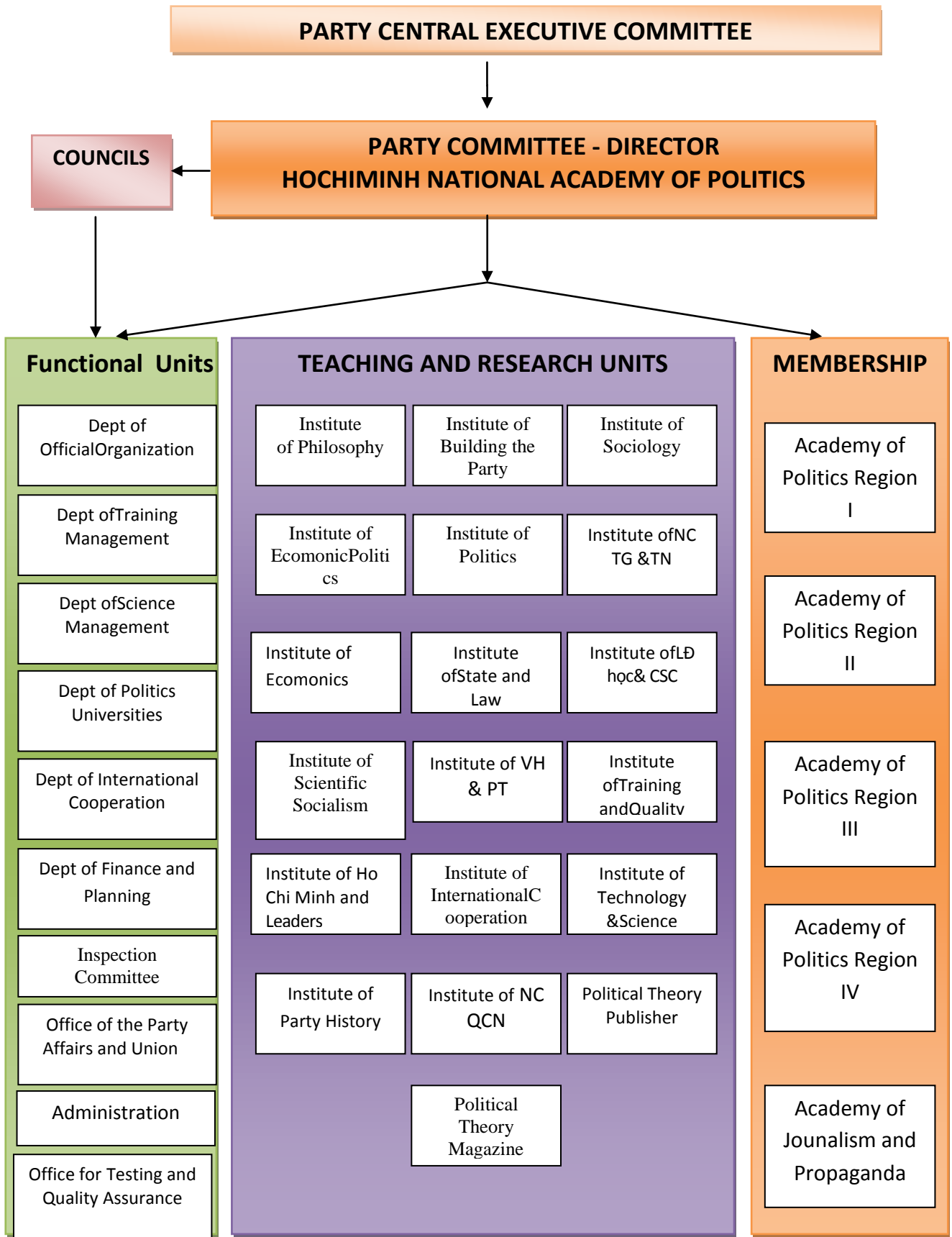


Figure 2.1: Organizational Structure of HCMA

### **2.3. The Institute of Politics Region III**

The Institute of Politics Region III was formerly the Party School Region V, and was founded in 1961. It is a center for training and retraining of key leaders of the Party, State and political organizations at the levels of districts, towns, cities, and departments at the provincial level in the central region and the Central Highlands. It carries out tasks for training EMOs, and between 1984 to 2014, the Academy III trained 1,782 learners who are EMOs in the Central - Highlands Province through a total of 29 courses. EMOs who took part in the course are now holding various key positions in the governments at all levels in the provinces of the Highlands (the central mountains area).

### **2.4. Situation of Training Management senior Political Theory for ethnic minority officers at the Institute of Politics Region III**

#### ***2.4.1. Commenting on the training program of senior political theory***

##### **2.4.1.1. Training objectives of senior political theory**

To accomplish the task of training; EMO training objectives are built on the basis of objective requirements of a senior political program to meet the needs of local officials; to improve the content, teaching methods and assessment of learning outcomes consistent with the objectives of training will be applied; to enable learners to broaden and improve access and contact to allow them to put theory into practice, practical research work will be included; to strengthen the training capacity such as trainer development and investment to create the necessary conditions for the training program. However, the identification of targets, tests, and the assessment of the level of achievement of the objectives are still to be kept general, and will not reflect or determine the effectiveness of training.

##### **2.4.1.2. Regarding the content of senior political training programs**

Content of the program at the Academy will be guaranteed to impart the required knowledge to improve the capacity of staff in the district and ward, and in the provinces and cities directly under the central government.

Shortcomings of the program content are in both training and fostering participants. Skills in senior political program just stop at thinking abilities of learners in practical conditions and circumstances, rather than ensuring that learners develop skills according to their capability associated with specific functions and tasks.

##### **2.4.1.3. Teaching management methods**

Development of plans and organization of training for all teachers through innovative teaching methods aimed at promoting proactive learners using a learner-centered of teaching process; gradual diversification of teaching methods, reducing coursework, but increasing exchanges, discussions, and promotion of the advantages of using electronic lesson plans; gradual elimination of traditional teaching methods.

## **2.4.2. Assessing learners' performance**

*2.4.2.1. Enrollment:* Enrollment activities are undertaken closely and precisely; agreed by management agencies and units that having training needs but encountering many difficulties in management mechanisms, training targets unable to response local training needs.

*2.4.2.2. Managing learners' learning and training:* Seriously implement through the management form of learning activities in classroom and outdoor classroom management according to the rules and regulations stipulated, however the management measures are unable to promote learner initiative.

*2.4.2.3. Inspections and evaluations of learning outcomes:* There are still many shortcomings, measurement methods having not enhanced yet the initiative of learners and having not developed acquired knowledge to solve specific situations related to their political duties in different conditions and circumstances of economic, political, and social life.

*2.4.2.4. Output Quality Management:* the coordination in management and feedback exchange on participants after training has not been interested in. No accountability mechanisms bound between requirements on training products and output quality, between training units and users. Trained officers are still restrictions on their ability to apply theory in practice, especially capacities that are inclined to competence such as capacity for direction and organizing the implementation; planning capacity, decision-making capacity; problem solving skills; testing and evaluation capacity; capacity for practical reviews.

## **2.4.3. Assessing faculty work:**

*2.4.3.1. Faculty number and structure:* The Academy plans to give priority in developing teaching staff for teaching units based on its personnel structure corresponding to the scale development of training. However, faculty structure in each teaching unit is unbalanced, excess in this department but lack in other departments. Experienced teachers with long-term dedication are declining, while in some faculties, young teachers with limited teaching practice experiences are in majority.

*2.4.3.2. The quality of teaching staff:* With the need of staff development, the teaching staff standardized in accordance with the title and have been specialized, however most teachers receiving master's degrees or less have qualified capable of teaching, pedagogic methods as required but lack of experience, professional qualification, especially practical teaching experiences.

*2.4.3.3. Managing faculty teaching:* The Academy organizes well teaching activities of teachers from preparing lesson plans, from teaching to examining and evaluating student learning. Many teachers try to reach the audience, design lecture contents succinct and easy to understand, and choose appropriate teaching methods with students. However, some teachers still do not comply with the objective of renovating methodology, depending heavily on

electronics. They do not learn to know learners' qualifications and psychology before class meeting, primarily lecturing by presentation method, do not spending a lot of time for discussions that make learners passive in learning, easily bored with the lecture.

*2.4.3.4. Inspecting and evaluating faculty teaching:* These activities carried out regularly in different ways: Science Council of the Academy organized to observe faculty teaching at all departments; inspecting, evaluating teachers' implementation of rules, training regulations and faculty Regulation; assessing the quality of lectures. However, the overall assessment of these activities shows the inspecting and evaluating are not comprehensive, short of number of faculty members and having no form of specific measurers for result assessments, largely drawing experience and continuing to improve. For teachers, the collection of feedback from learners is an effective assessment, however, this method is difficult for implementing. There are many subjective opinions, but there are still opinions worrying about the efficiency and plans for dealing with obtained results. It will be positive if the results reflect the reality, if not, it would have negative effect on the credibility and the striving of teachers.

*2.4.3.5. Building regulations and policies for teachers:* Teachers are entitled to all rights related to the policies of the State, especially receiving fee assistance for training, fostering to improve their qualification. Beside the wages and allowances of teaching, teachers also receive additional support for studying, researching to improve their qualification and feel reassured in working.

#### ***2.4.4. Assessing facilities and technology***

With the point of view that facility and technology investment is a decisive criterion for the quality of training, Academy leaders plans to upgrade some works, information technology applications in storage and data mining believed to serve the main activities of training and fostering staff. However, facilities and technology serving teaching, learning and research activities are still lack of auditoriums, classrooms, dorms, offices, textbooks, references, documents for research subjects; curriculum providing, research materials for those priorities, especially ethnic minority cadres; low-quality audiovisual and internet systems.

#### ***2.4.5. Assessing coordination mechanisms***

Academy III operates under the direction and administration of Ho Chi Minh National Academy of Politics, however it has relative independence of functions, tasks and organizational structures and localities in which the coordination of training cadres takes place. However, the coordination mechanism in management and training ethnic minority cadres of the Academy III and Organizing Committee of provinces and units in charged with managing staff is just taken place at the overall perspective and mostly focuses on enrollments not in the content associated with the target to equip learners with capacity to meet

the requirements of local practices. Academy III and localities still do not pay much care of exchanging of information on learners' manner, attitude and academic performance, especially assessing their capacity after training.

## **2.5. General Assessment**

### **2.5.1. Fundamental achievements**

The training of political theory for ethnic minority staff has been maintained, the quality of training and fostering is gradually focused on; training programs are improved to meet learners' capability, teaching methods are adapted to learners in their work positions, qualifications, their aged psychology. Graduates have been significantly upgraded the level of awareness of theoretical thinking, active in leadership roles, managements and know how to apply innovative knowledge acquired into practice.

### **2.5.2. Disadvantages**

The management training for ethnic minority cadres has not been high appreciated, lack of investment in management methods in order to clarify the relationship between training targets, curriculum content and teaching methods for this kind of learners leading to inadequacies in staff and learner managements required by training targets. There is still no synchronized cohesion in stages of management training of political theory for ethnic minority cadres aiming to form a training program of leading cadres, comprehensive management.

### **2.5.3. Advantages**

The Party and State have issued many instructions and resolutions of training to improve the staff's capacity and qualifications. Decision No. 15/BBTTW dated February 1, 1983 by the Secretariat of the Working Party stated clearly its mission to "Training and fostering ethnic minority leaders at district level" is still valuable and this is an important legal foundation to perform the tasks of training ethnic minority cadres in the current period.

### **2.5.4. Difficulties**

Viewpoints of direction and training cooperation between Ho Chi Minh National Academy of Politics and the Central Organizing Committee for ethnic minority cadres are inconsistent. Self-training factor or regulations specific to the training target for ethnic minority cadres to meet the needs of mountain regions is not paid much care, that affects plans for training in local institutions, as well as local demands in mountain areas.

Training target is to strengthen practical capacities for ethnic minority cadres but it has no investment from content to form, from mechanisms to policies and to the conditions necessary to cater to the training.

### **2.5.5. Cause analysis**

- It is still not extensive in the awareness of the importance of training political theory for ethnic minority cadres.

- It does not focus on the practical demand of political tasks for learners and the output efficiency of the program to strengthen the practical capacities for ethnic minority cadres.
- System of documents and regulations relating to the training and fostering staff has not been added timely considering innovation trends in current time.

### **Conclusion of Chapter 2**



## **Chapter 3**

### **MEASURES TO PROMOTE TRAINING MANAGEMENT OF ADVANCED POLITICAL THEORY FOR ETHNIC MINORITY STAFF AT HO CHI MINH NATIONAL ACADEMY OF POLITICS IN CURRENT CONTEXT**

#### **3.1. General orientation and principles of building solutions**

##### **3.1.1. General orientations**

- To innovate under the direction view of the Party that is to "build cadres and civil servants qualified in politics, ethics, qualifications, abilities, working skills"; building ethnic staff to become the "Vietnamese people with comprehensive growth, with the tendency of moving forward to the genuine, the good, and the beautiful, imbued with the national spirit, humanism, democracy and science".

- To innovate under Resolution 52, the Politburo guides "reorganizing program contents, objects and the decentralization of training and fostering; to redress the imbalance of training scope that is expanding and the practical ability is limited, to redress the imbalance between in-service training and full-time training; between academic knowledge learning and educating political thoughts, ethics, lifestyle and behaviors for learners ... "

##### **3.1.2. Principles of building solutions**

###### *3.1.2.1 Inheritance*

###### *3.1.2.2 Systematic and comprehensive manner*

###### *3.1.2.3. Practicality*

###### *3.1.2.4. Efficiency*

#### **3.2. Solutions for management training of advanced political theory for ethnic minority staff at Ho Chi Minh National Academy of Politics**

##### **3.2.1. Enhancing awareness to all forces about the importance of training senior political arguments for ethnic minority staff**

Grasp thoroughly the perception of the importance of training ethnic minority cadres that will motivate to promote strength, perspective innovation on training objects, training programs and training methods in accordance with integration trends, and as a basis for planning management training according to demands of enhancing capacity for ethnic minority staff.

##### **3.2.2. Program development by enhancing practical capacity**

Training program development of senior political arguments for ethnic minority staff by strengthening practical capacities is the process for the Academy to build, organize and evaluate the implementation of training programs, identify tasks, routes, appropriate steps for training ethnic minority cadres in the immediate and long term. This is an important basis for managers to change forms and action guidelines, targets will be concretized through each stage of the implementation process, backward factors will be replaced by management measurers more advanced and appropriate. These will help managers implement closely their duty, be active in the stages of implementation; monitor the progress during training; timely adjust and manage training plans consistent with the object and practical requirements in place.

### ***3.2.3. Planning training mission and training management in accordance with trends of human resource development of ethnic minority staff to meet local requirements***

Planning training mission means building learning management plan comprehensively such as input management, learning management and output management linked to learners, stages of this process will be specialized, under the direction and consistency of the management body. The Academy takes the initiative in enrollments with right procedure, right objects and meets training needs for local staff; manages learning process, helps learners become the subject of the training process with the support of teachers; supervises practical capacities of graduate students to assess the quality of education in a comprehensive way and repairs ongoing shortcomings. Planning training mission will create consensus among education authorities and agencies having training needs and realizes the significance of dispatching staff for training to determine the motive, the proper attitude of studying.

### ***3.2.4. Building faculty having capacity of training program implementation towards enhancing practical capacity for learners***

To implement effectively training programs, teaching staff have important positions, significant roles having direct impacts on learners. Therefore managers must perform their tasks such as teaching staff development, teachers' performance management; teaching inspection and supervision, of which teaching method innovation is an indispensable stage guaranteed to meet the requirements of strengthening practical capacities for ethnic minority cadres.

### ***3.2.5. Modernizing facilities - technologies for training targets***

We cannot move toward a comprehensive target if we build and perform tasks in unfavorable conditions and circumstances, so modernizing facilities and technology will support and create minimum conditions or better to organize training programs, contribute to improve the capacity to apply it in practice, and have positive impact on teachers' performance and learning effectiveness.

### ***3.2.6. Strengthening to innovate organizational methods, coordination in training management for ethnic minority staff in and outside the Academy***

Improving coordination mechanisms in management and training ethnic minority staff in and outside the Academy in order to motivate support of organizations and individuals and promote them to implement their tasks consistently. Managers in all levels will see responsibility of individuals and organizations to develop proper assessment for workers, effective training and timely plan adjustment and better management measures.

## **3.3. Relationship among solutions**

Solutions have a close relationship, creating constraints between management and implementation in training ethnic minority staff.

*Premise - Foundation - Decision - Promotion - Condition - Support*

## **3.4. Verifying the urgency and feasibility of solutions and experimenting the practical impact of solutions**

***3.4.1. Verifying: + The first round of polls:*** Survey the urgency and feasibility of training management solutions for ethnic minority staff through the survey of 110 administrative

staff, teachers and 146 learners, compared to the individual assessment and its rating; collect comments; calculate assessment ratios.

**\* Urgency**

Unit: %

Opinion Solutions	Very urgent		Urgent		Less urgent	
	Admin Staff, Teachers	Learners	Admin Staff, Teachers	Learners	Admin Staff, Teachers	Learners
Solution 1	31,8	68,5	58,2	28,8	10,0	2,7
Solution 2	67,3	41,1	25,4	58,9	7,3	0,0
Solution 3	69,1	60,3	30,9	39,7	0,0	0,0
Solution 4	34,5	37,7	50,9	54,8	14,5	7,5
Solution 5	23,6	29,5	62,7	60,3	13,6	10,2
Solution 6	18,2	24,7	70,0	69,9	11,8	5,4

*Table 3.1: Survey the urgency of solutions*

**\* Feasibility**

Unit: %

Opinion Solutions	Very feasible		Feasible		Less feasible	
	Admin Staff, Teachers	Learners	Admin Staff, Teachers	Learners	Admin Staff, Teachers	Learners
Solution 1	25,5	43,8	61,8	56,2	12,7	5,5
Solution 2	33,6	23,3	61,8	76,7	10,9	6,8
Solution 3	27,3	24,7	59,1	75,3	13,6	0,0
Solution 4	16,4	30,8	69,1	57,5	14,5	11,6
Solution 5	16,4	17,1	69,1	79,5	14,5	8,9
Solution 6	16,4	18,5	78,2	76,7	16,4	4,8

*Table 3.2: Collecting comments on the feasibility of solutions*

+ *The second round of polls:* Survey the priority of management innovating solutions in training advanced political theory for ethnic minority staff at the Academy of Politics

+ Surveying 256 votes of administrative staff, teachers and learners to assess the priority implementation of solutions by calculating the average score and rank.

$$\text{Average points of components (solutions)} = \frac{A + B + C + D + E + G}{N}$$

A, B, C, D, E, G alternately are assessed as 1,2,3,4,5,6 in order; N is the total number of respondents

1,2,3,4,5,6 engage with the evaluation from low to high levels.

Through analyzing and synthesizing data on the survey, results are as follows:

Solutions	Priority of solutions						Average	Order
	1	2	3	4	5	6		
Solution 1	5	8	12	40	81	110	5,00	3
Solution 2		4	15	20	95	122	5,23	2
Solution 3			4	11	105	136	5,45	1
Solution 4	12	7	65	41	62	69	4,33	5
Solution 5	16	22	60	55	59	44	3,98	6
Solution 6	9	22	38	69	33	85	4,36	4

*Table 3.3: The priority of implemented solutions*

### **3.4.2. Experiments**

*a. Experimental Content:* Focusing on the empirical content "Instructing to strengthen positive teaching method application in training advanced political theory for ethnic minority staff"

#### *b. Purposes of experiments*

Verify the need and effect of methodological innovation for ethnic minority staff; draw experiences from improving program contents associated with teaching method innovation suitable for training objects.

#### *c. Experimental objects and scope*

- *Objects:* Ethnic minority staff studying advanced political theory

- *Scope:* Contents aiming to enhance training using positive teaching methods for academic subjects such as Political Science and International Relations in class K18 on advanced political theory (special), including 43 learners, 10-month training course in the school year 2013-2014.

#### *d. Experimental steps*

- Disseminate the policy and implementation of active teaching methods for two departments including Politics and International Relations.

- Discuss solutions to apply active teaching methods for two subjects: Political Science and International Relations.

- Select qualified, professional and experienced teachers as required to apply active teaching methods.

- Discuss with teachers about teaching methods during the application of active teaching methods in accordance with subject and learner demands.

- Scientific and Training Council organizes teaching observation for teachers assigned to implement active teaching methods, then evaluates and learns by experience.

- Organizing final examination and evaluation of learning outcomes.

#### *e. Experimental Methods*

- Instruct teachers assigned to teach Political Science and International Relations to conduct a pilot of active teaching method in class K18 on advanced political theory (special).

- Collect teachers' assessment about the active teaching method in class assigned to apply.

- Collect learners' opinions about positive teaching methods that teachers at the two departments apply.

- Compare and evaluate studying results of the two subjects: Politics and International Relations in class K18 on advanced political theory (special) which was piloted with two modules: dialectical materialism and historical materialism, Philosophy.

*g. Experimental results*

*\* Teacher assessment on positive teaching methods*

Active teaching methods help learners promote extremely their initiative in learning. Learners get the interference of knowledge and practical experience from exchange and discussion as well as collecting information, ideas and practical experiences

*\* Feedback from 43 learners of class K18 on senior political arguments (special)*

Most were pleased with innovative methods of teaching applied by two departments. The sense of reluctance in talking about subjects that learners have not mastered or have not studied has improved significantly, the whole class become more active and interested in learning and research.

*\* Compare study results:* Learners get good and excellent marks of two subjects: Political Science and International Relations with high ratios, especially that of International Relations courses accounted for 58.13%.

Subjects	Study results (%)							
	Excellent		Very Good		Good		Average good	
	K17	K18	K17	K18	K17	K18	K17	K18
Political Science	0	0	11 (23,4%)	14 (32,6%)	29 (61,7%)	26 (60,5%)	7 (14,9%)	3 (7,0%)
International Relations	0	1 (2,3%)	13 (27,6%)	24 (55,8%)	30 (63,8%)	12 (27,9%)	4 (8,5%)	6 (13,9%)

*Table 3.4: Experimental results in innovative methods of teaching*

*g. Conclusion:* From the empirical method of "instructing to strengthen the application of positive teaching methods in teaching senior political arguments for ethnic minority staff, can we confirm as follows:

- Innovative methods of teaching towards enhancing the application of positive teaching methods promote the initiative, creativeness and inspire excitement for learners in the learning process.

- Learners' ability of theoretical thinking will be enhanced through their understanding, recognizing, and grasping thoroughly views, guidelines and policies of the Party and the State and they can solve practical problems causing from work.

- The quality of training ethnic minority staff will be improved compared to given requirements.

## **Conclusion of Chapter 2**

## CONCLUSIONS AND RECOMMENDATIONS

### 1. Conclusions

1.1. The study has shed light on some of the concepts related to research issues such as management, training, training management, advanced political theory, ethnic minority cadres, capacities, practical capacities and determinate contents of training management of advanced political theory in order to strengthen practical capacities for ethnic minority cadres. This is the theoretical basis for surveying and investigating the management of training advanced political theory for ethnic minority staff.

1.2. By the practical research methods, the study outlined the reality of current training management of advanced political theory for ethnic minority cadres through the impact of managements: management of training programs implicated deeply in target management, contents and methods; faculty management; learner management; facilities-technology management and coordination mechanisms in training management. Analysis showed that the training management of advanced political theory for ethnic minority cadres is not highly effective yet, curriculum content, teaching methods are not really consistent with objects of training, teaching force have still limited in practical capacities, communication skills, the support conditions and management mechanisms are not synchronized and not interested in supervising and managing results after training. Results of evaluating the training management of advanced political theory stated above are the basis for suggesting important solutions to enhance practical capacities for ethnic minority staff.

1.3. From the theoretical and practical basis, the study proposes 6 solutions for training management of advanced political theory for ethnic minority staff as follows:

- Enhancing awareness to all forces about the importance of training senior political arguments for ethnic minority staff
- Program development by enhancing practical capacity
- Planning training mission and training management in accordance with trends of human resource development of ethnic minority staff to meet local requirements
- Building faculty having capacity of training program implementation towards enhancing practical capacity for learners
- Modernizing facilities - technologies for training targets
- Strengthening to innovate organizational methods, coordination in training management for ethnic minority staff in and outside the Academy

These solutions above have the dialectical relationship to form a complete system affecting the training management of ethnic minority cadres. Each solution manifests its full meaning, content, and its way to implement and has

the essential conditions to ensure that each of them is feasible when applied to current practical training.

By assay and experiment methods, the study have demonstrated the urgency and feasibility of the solutions, and the results obtained through pedagogical experiment show that suggested solutions must be reliable and scientific and can bring back the efficiency in training. The research results will contribute to solve some practical and theoretical problems significant for training advanced political theory for ethnic minority staff in the current context.

## **2. Recommendations**

### *2.1. For the Party, State and Government*

- Continue to instruct HCM National Academy of Politics in implementation of Decision No. 15 / BBTTW on the work of the Party institute, which defined the tasks of affiliated Institutes attached to the training of ethnic minority cadres as classified in each area. The state agencies give supplementary regulations, policies for ethnic minority staff studying at the Academy of Politics.

- Invest and upgrade facilities and technologies for Ho Chi Minh National Academy of Politics proportional with its position, functions and tasks as a center for training and fostering leaders, administrators for the Party, State and political and social organizations in the whole country.

### *2.2. For the Central Organizing Committee*

- To survey, evaluate qualifications and needs in training advanced political theory for ethnic minority staff in mountainous provinces.

- Allocate numbers of ethnic minority staff trained for Ho Chi Minh National Academy of Politics, gradually move toward to design plans for political institutes to train independently, basing on local needs under the inspection, supervision of the competent authorities.

### *2.3. For Ho Chi Minh National Academy of Politics*

- Checking up instruction documents of the Party and State in training ethnic minority cadres to develop training plans, ensure consistency throughout the system; directing the deployment on curriculum framework of advanced political theory to promote the positive initiate and the responsibility of the affiliated Institutes in training ethnic minority cadres.

- Early issue the Regulations on training advanced political theory, and build criteria on quality and training evaluation. This is a legal basis, a measure to assess and enhance the quality of staff training in the Institutes.

- Develop plans to summarize, assess and take experiences from the training of advanced political theory for ethnic minority staff to timely adjust the method of implementation.

- Invest funds for training activities, scientific researches, practical research of teachers and learners to support the training of ethnic minority cadres.

#### *2.4. For provinces, cities*

- Provide Ho Chi Minh National Academy of Politics and affiliated Institutes information on training needs for ethnic minority staff. Select staff to study in accordance with the regulations prescribed by the Central Organization Committee. Collaborate with affiliated Institutes to manage learners during and after training through monitoring and evaluating learning attitudes and the training effectiveness of graduates, this is a important basis for assessing, allocating and using staff.

- Proposing to Hochiminh National Academy of Politics solutions of managing and training ethnic minority staff such as training targets, curriculum contents and teaching methods to enhance learners 'practical capacities to meet requirement of leadership and management of staff in ethnic minorities and mountainous areas.