

**STATUS OF TRAINING PROGRAM MANAGEMENT OF PART-TIME COURSES  
OF TUAf: BASIS FOR MANAGEMENT REGULATION POLICIES**

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**APPROVAL SHEET**

In partial fulfillment of the requirements for the degree Doctor of Philosophy in Educational Management, this research study entitled “**Status of Training Program Management of Part-Time Courses of TUAf: Basis for Management Regulation Policies**” has been prepared and submitted by **Ha Van Chien (Schumacher)** and is hereby recommended for oral examination.

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## Chapter 1

### INTRODUCTION

For generations, Vietnam has been recognized as a country with thousands of years of culture and of the people who have a traditional fondness of learning. Those who are knowledgeable and capable have always been praised and extolled through folk songs and allegories, from generation to generation to remind the future generations. Those who achieved high grades were named in the rolls of honor in the Temple of Literature in Hanoi or the temples and communal houses in their motherlands to be worshiped and remembered for ever.

Therefore, much importance has always been invested in education, by the leaders of Vietnam. The 11<sup>th</sup> National Congress of Vietnamese Communist Party affirmed: "The development of education and training together with the development of science and technology is a top national policy." According to the Department of Planning and Finance, the Ministry of Education and Training: "in the last 12 years (1998 - 2010), the investment in education and training increased from over 13% to 20% of the total national budget. At the current rate of expenditure on education and training, Vietnam is a country with one of the highest rates of investment. Like all other education systems in the world, after a certain time, the Vietnamese education system needs changes and development to meet the needs of socio-economic development of the country. The 11<sup>th</sup> National Congress of the Vietnamese Communist Party emphasized: "comprehensively innovate the basic education of Vietnam in the direction of standardization, modernization, socialization, democratization and international integration."

However, education and training in Vietnam today retains a large gap between training and application, between supply and demand for human resources, or in other words, effectiveness of training is low. This "disease" has been mentioned for tens of years, since the Government began referring to the policy of social education, but so far it has not been overcome, if not



tending to worsen under the pressure of international integration. The said "disease" is a dual result of an education system which not only is heavy on vainglory, formal examination competition and degree preference, as in feudal times but also reflects the retreat of education, separating education from community needs and practical business like a model practiced by the former Autonomous Soviet Socialist Republic. Moreover, this "disease" has caused a serious imbalance in the structure of educated human resources which has long been known as the state of "teacher redundancies and worker shortage". This refers to a circumstance where many university graduates cannot get jobs while business sectors severely lack workers trained in accordance with their needs, especially in the rural areas, mountainous areas, islands, and difficult areas, where most of the graduates do not want to work.

Along with the development of the market economy and international integration, Vietnam's formal accession to the World Trade Organization (WTO) with commitments to open the higher education market have put direct pressure to force us to change our thinking on education and training. One of the obvious forms of evidence is that we need to understand the concept of the education market in its full meaning. It can be seen that in order to implement our WTO commitments, if we do not urgently and radically change our thinking on education and training and put education in the center of development and integration, the educational crisis of backwardness and human resource shortages is going to continue. Therefore, Vietnam has defined the education innovation policy as a fundamental and comprehensive improvement.

First of all, we need to identify training objectives, changing from "offer training on whatever we have" to "offer training on what society needs" to meet the demands of society, specifically, we should pay attention to the demands for development of high quality human resources for the rural, mountainous, island and disadvantaged areas. Part-time education is considered to be the most effective, influential and feasible because this form of training will

enable the local staff to take classes while working at the same time to improve their qualifications.

Particularly, since 2010, the Government of Viet Nam has promoted the new rural development program, in which the training of qualified human resources is considered the most important. Hence, the focus and investment is on the part-time/in-service model, particularly in the fields that relate to agriculture, forestry and fisheries because more than 70% of the population are living and working in those fields.

### **Background of the study**

Along with the development of Vietnam, the education system has several achievements. However, there still exist some weaknesses and inadequacies. The quality of education has not met the demands of society or encouraged self-study, creativeness and activeness of learners. The current training programs do not meet the socio-economic development demands in the whole country.

The Secretary General of Vietnam, Mr. Nguyen Phu Trong said at the 6<sup>th</sup> meeting of the 11<sup>th</sup> National Congress of Vietnamese Communist Party, “So far, the education and training of Vietnam has not been prioritized. There even exist lots of inadequacies and weaknesses, especially in educational quality, management activities, mechanism of creating human resources and development motivations. Some of the weaknesses and inadequacies mentioned in the 9<sup>th</sup> and 10<sup>th</sup> National Congresses of Vietnamese Communist Party include: the focus is on quantity rather than the quality of learners; that the curricula are inappropriate and methodologies are outdated and not practical; that quality assurance is ignored, especially the attitude, ethics and lifestyle of the learners; that the national education system is not synchronous and equal; that the education management at state level is still weak and the educational management mechanism is slowly innovated; that the educational managing staff and teachers have low ethics and capacity; that the role of educational socialization and