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DANG XUAN CANH

MANAGING THE STUDENTS' LEARNING ACITIVITES AT ETHNIC PRE-UNIVERSITY SCHOOL TO MEET THE DEMAND OF TRAINING THE STAFF RESOURCES FOR THE MOUNTAINOUS AREAS

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Supervisor:

Associate professor Dr. TRAN KIEM
Dr. MAI CONG KHANH

Reviewer 1: **Professor Dr.** Nguyen Minh Đuong
The Vietnam Ínstitute of Educational Sciences

Reviewer 2: **Associate professor Dr.** Đang Thanh Hung
Hanoi Pedagogical University N°2

Reviewer 3: **Associate professor Dr.** Bui Minh Hien
Hanoi National University of Education

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THE LIST OF AUTHOR'S WORKS

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INTRODUCTION

1. Rationale

Entering the twenty-first century, the world has been influenced by the trend of "globalization", "knowledge economy" and shifted towards "information society", "learning society". Before this context, the "lifelong learning" in a "learning society" is considered the key for the development.

The quality of the education training depends on many factors, but primarily on the teacher's training activities and students' learning activities. Most schools have been taught how to learn, how to think to encourage self-learning, provided the basis for the self-updating and renewal of knowledge, skills and capacity development. Therefore, students have played more and more important role in learning activities and managing the learning activities. To improve the effectiveness of teaching and learning activities, managing well the students' learning activities is a particularly important stage, that determine the quality of human resource training and have the close relationship with other cases. However, on the fact that, in each school, the management problems in students' learning activities are still progressing slowly and are not properly concerned.

The demand of the development in the 21st century has given chances to schools to select many models to manage the training quality. In 2000, UNESCO launched CIPO model, reflected the views of teaching quality assessment through factors: Context; Input; Process; Output result. Taken as a whole, CIPO is a comprehensive model that allows to manage from the first to the last activity of the whole process accounting to the impact of environmental factors, external environment. Adapting the CIPO model in managing the students' learning activities not only helps managers control the whole process of training, but also contributes to improving the quality of managing the students' learning activities.

Staff training for mountainous areas is a strategic policy of the Party and State in the current period. Improving the quality of learning for ethnic students is the responsibility of the education sector in general and ethnic pre-university schools in particular . In the recent time, the schools have taken care of the work of teaching and learning management but the quality and the efficiency of education has not met the demands to create resources for the mountains. Therefore, researching the current problems and recommending the measures to improve the effectiveness of learning activities management at ethnic pre-university becomes a vital problem.

From the above reasons, we choose and study the topic: ***"Managing the students' learning activities at ethnic pre-university school to meet the demands of staff training resources for the mountainous areas".***

2. Study objectives

Studying systematically the theoretical and practical management of the students' learning activities at ethnic pre-university school; Proposing the measures of students' learning activities at ethnic pre-university school to meet the demands of training the staff resources for the mountainous and remote areas.

3. Object and subject study

3.1. The object study: the students' learning activities at ethnic pre-university school.

3.2. The subject study: Management contents of the students' learning activities at ethnic pre-university school to meet the demands of training the staff resources for the mountainous areas.

4. Hypothesis

Management of the students' learning activities at ethnic pre-university school is inadequate at present. If we apply the learning activity management under the CIPO approach, it will overcome the limitations and contribute to improving the quality of staff training to create sources for mountainous areas.

5. Study tasks

5.1. Researching the theoretical and practical basis of managing the students' learning activities at ethnic pre-university school to meet the demands of training the staff resources for the mountainous areas.

5.2. Researching the current status of the managing the students' learning activities at ethnic pre-university school and the causes of that situation.

5.3 Proposing the measures of managing the students' learning activities at ethnic pre-university school to meet the demands of training the staff resources for the mountainous areas.

5.4. Assaying and testing a number of measures within the scope of research to confirmed the feasibility of the proposed measures.

6. Scope of the study

6.1. Content:

Studying the contents and the measures of managing the students' learning activities at ethnic pre-university school.

6.2. Current situation:

Researching the situation of managing the students' learning activities at ethnic pre-university school details at 04 ethnic pre-university schools in Phu Tho, Thanh Hoa, Nha Trang and Ho Chi Minh city.

6.3. Research and experimental trials:

Carrying out at 04 ethnic pre-university schools and testing at Samson ethnic pre-university school in Thanh Hoa.

7. Approaching and researching method

7.1. Approaching method:

CIPO, approaching the viewpoint of classifying teaching.

7.2. Researching method

Theoretical research method; Practical researching method; Approaching method; Expert method; Method handling of information.

8. Arguments protection

Creating staff training resources for the mountainous areas is the strategic political task of the Party, State and education and training sector. Managing the students' learning activities at ethnic pre-university schools is a vital and necessary requirement in current period to contribute to raise the quality in training pre-university at ethnic pre-university schools, to meet the demand creating training staff for mountainous areas; Although managing the students' learning activities at ethnic pre-university schools there have been many positive changes but still exist a lot of shortcomings.

Advantages of CIPO's model is managing education quality through four factors: context, inputs, processes and outputs. CIPO applying model can overcome the difficulties and shortcomings in the management of learning activities of students at ethnic pre-university schools, contribute to improving learning outcomes, meeting the requirements creating staff training resource for the mountains.

Measures applied CIPO model in managing students' learning activities which is recommended is in line with the practices of ethnic pre-university schools. If

implemented synchronous measures can promote, it can create positive changes in the management of students' learning activities at ethnic pre-university schools.

9. The contribution of the thesis

9.1. About theory: Systematicalizing the theory basis about management of the students' learning activities at ethnic pre-university school under CIPO approach; clarifying the management under CIPO approach according to specific characteristics of the types of special schools.

9.2. On the practical: Pointing out the shortcomings in management of the students' learning activities at ethnic pre-university school. Building the measures of managing the students' learning activities at ethnic pre-university school to meet the demands of training the staff resources for the mountainous areas.

10. The structure of the thesis

Besides the introduction, conclusion, reference and appendices, the content of the thesis includes 3 chapters:

Chapter 1: Fundamental theory of managing students' learning activities at ethnic pre-university school to meet the demands of training the staff resources for the mountainous areas.

Chapter 2: Current situation of learning and managing the students' learning activities at ethnic pre-university schools.

Chapter 3: Measures to manage students' learning activities at ethnic pre-university school to meet the demands of training the staff resources for the mountainous areas.

Chapter 1
LITERATURE REVIEW OF THE MANAGEMENT OF ETHNIC PRE-UNIVERSITY STUDENTS' LEARNING ACTIVITIES TO MEET REQUIREMENTS OF CREATING staff TRAINING RESOURCES FOR MOUNTAINS

1.1. OVERVIEW OF ISSUES

1.1.1. Studies of students' learning activities

Learning activities have long been mentioned through the educational ideologies of many prominent educators. Most of these ideas about education emphasize the importance of learning activities to the development of thinking as well as the lifelong habit of learning and researching for learners. Afterwards, learning activities continue to be addressed in the studies of modern education.

1.1.2. The studies of students' learning activity management

Although no researches have the specific discussions on the management of students' learning activities, there is a number of typical researches with both high theoreticality and practicality such as *"New ideas for effective school improvement"* by Ramsay W & Clark E.E ; *"School-based management and its linkages with school effectiveness"* by Wily H; *"Education planning and Management"* Handbook of UNESCO; *"The Principal's Companion: Strategies to Lead Schools for Student and Teacher Success*" by Pamela M. Robbins and Harvey B. Alvy; *"School Leadership in the 21st Century*" by Brent Davies and Linda Ellison …,etc. These researches play an importance role in suggesting the further study which should be carried out in this thesis.

1.1.2. Studies in Vietnam

1.1.2.1. The studies of learning activities and the management of learning

activities

Inheriting Ho Chi Minh Thought and on the theoretical base of Marxist-Leninism theory, Vietnamese educators in their studies have shown scientifically the teaching theory, the learning concepts as well as the management of learning activities at schools. In the theses of teaching management, the problem of managing students' learning activities are to some extent mentioned by the authors.

1.1.2.2. The studies of learning activities and management of ethnic pre-university students' learning activities

Although the Communist Party and the State of Vietnam have attached much importance to the education for mountainous people, and the pre-university schools have more than 30 years of educating ethnic minority students, up to now the researches on learning activities and management of students' learning activities are still very modest. Among the accessed resources, "Teaching management in ethnic pre-university schools: points of view and solutions" by Mai Cong Khanh is the work that has much discussion about learning activities and the management of ethnic students' learning activities in pre-university schools .

1.2. STAFF TRAINING RESOURCE REQUIREMENTS FOR MOUNTAINOUS AREAS

1.2.1. Overview of Economic - Social mountainous area

Party and State have always identified develop economy, culture and society for mountainous areas are national development strategies. Recent years, especially during the years of innovation, the implementation of policies of the Party and State, the mountains have made tremendous achievements in the fields of social life.

1.2.2. Requirement of creating resources for mountainous staff training

Staff training for the mountains is an important task of contributing to the stability and sustainable development of social security. Compared to request the revolutionary cause in the mountains, these achievements are still many weaknesses and shortcomings, have not met with the tasks set before. This fact requires the training of resource development for the mountains to meet the following requirements: sufficient quantity, to ensure consistent quality and be suitable for jobs at mountainous areas, ethnic minority areas.

1.2.3. The role of the ethnic pre-university schools in creating resources fo mountainous staff training

Implement strategic guidelines of the Party and State in the current period, fostering cultural activities for children of ethnic minorities is an important educational mission of the ethnic pre-university schools to meet the demand of creating resources for mountainous regions.

1.3. LEARNING ACTIVITIES OF ETHNIC PRE-UNIVERSITY STUDENTS

1.3.1. Learning activities

Learning activities, including the role of students' awareness, keep a decisive role in teaching results. Learning is a process of interaction between the individual and the environment, as a result there is a sustainable change in perception, attitude and behavior of that individual. Therefore, it can be understood that *learning is an activity in which the subject is the learner, knowledge and skills are its main objects. Learning activity is the knowledge acquisition, the positiveness and initiative of the subject, its main form is self-study.*

1.3.2. Features of ethnic pre-university students

Ethnic pre-university students have both general psychological traits of high school

students and specific psychological features of ethnic minority pupils, for example their manipulation of critical thinking, synthesis, comparison, generalization and abstraction are more limited than the Kinh. The students are used to acquiring knowledge empirically, the independent and critical thinking is limited. The acquired knowledge is usually associated with specific things and images in daily life. The students have high need of education and high sense of homeland and nations; eager to be confirmed as the future officers of the country; want to take part in social activities. However, the students are often self-deprecating, afraid to voice their opinion during learning, and have a habit of passivity .

1.3.3. Learning activities of ethnic pre-university students.

1.3.3.1. Learning goals

To reach the goal meeing the requirements creating resources for staff training for the mountains, learning activities at ethnic pre-university school firstly strengthen the system of basic knowledge of the program to the current High School; supplementing the missing knowledge to students are eligible to attend university and college; organizing for students to practice, applying learned knowledge to form skills. An important aim of the learning process at ethnic pre-univesity school is formed for students independent thinking skills, problem-solving skills in the practical problems in real life, to meet the requirements creating resources in staff training for the mountains.

1.3.3.2. Learning content

The learning content includes the basic knowledge of natural sciences, social sciences of 3-year high school which is built into a specific program, distributed into subjects .

1.3.3.3. Learning methods

The learning methods of ethnic pre-university students include listening, observation, conversation, practice, problem solving, group work..., etc. Normally, learning methods in the classroom according to schedule will be prescribed for each subject by the teacher. To self-study outside the classroom, students use suitable learning methods under the direction of teachers or the administration of the monitor as well as the staff of the students-affairs Office.

1.3.3.4. Forms of learning organization:

The forms of learning organization of ethnic pre-university students are taken place in the boarding space. The forms of learning are organized under two forms: inside the classroom and outside the classroom. In learning outside the classroom, self-study plays an important role in students' learning activities at ethnic pre-university schools.

1.3.3.5. Testing and evaluating students' learning activities

Content of testing and evaluating student's learning activities includes checking the implementation of learning time inside and outside the classroom, the learning content, and the learning results. The forms and methods of testing and evaluating students' learning activities follow the regulations of MOET on the assessment of students' learning outcomes.

1.4. MANAGEMENT OF ETHNIC PRE-UNIVERSITY STUDENTS' LEARNING ACTIVITIES TO APPROACH CIPO

1.4.1. Management of learning activities

Management of learning activities is a purposeful and planned impact of the managing subjects on the students' learning activities to perform learning goals effectively. Managing subjects of students' learning activities includes a lot of units according to the vertical relationship and horizontal relationship, they are board of

rectors, professional faculties, classroom teachers, class head teachers, student managers, Youth Union and class officers ...,etc. Each unit and member of management system take on different roles and positions. Management of students' learning activities must include the management of learning time and learning quality, learning attitudes and learning methods. Therefore, *learning activity management of students is the management with the aim at performing synchronization and integrity of factors: learning objectives, learning content, learning methods, learning organization forms, learning outcomes, and learning conditions*.

1.4.2. Approaching and accessing CIPO management in learning activities

1.4.2.1. Some approaches in the management of learning activities

* *Access to quality control:* Quality control is the quality management process in order to detect and remove components or final products that cannot meet the qualification or redo if possible. In education and training, with the concepts product associated with the process of education and training, the quality control standpoint is difficult to match because the concept of "eliminating" do not use for educational products. At the same time, this approach leads to the wastage due to remove or redo the unsatisfactory product.

* *Access to quality assurance:* Different to quality control, the advantage of quality assurance is the process of quality management including prevention seriously before and during the process of creating the products. Its concern is to prevent the mistakes happened right from the first step. The quality of products is designed within the producing process from beginning to end stages according to strict standards, ensuring no mistakes in any stages yet.

* *Access to total quality management:* The core ideology of total quality management is focused on customers in teaching; promote the role of all members to participate in managing the quality of teaching; focus on continuous improvement to improve quality; culture towards quality.

1.4.2.2. Approaching to CIPO

With a view to the quality of training is a process, in 2000, UNESCO mentioned four component groups that create quality of a school (called CIPO), including: context, input, process and output.

The relationship between the four factor groups is reflected in the following models:

Figure 1.1: CIPO Model in learning Council management

1.4.3. The content management of ethnic pre-university students under approaching CIPO

1.4.3.1. Management model of ethnic pre-university students' learning activities under approaching CIPO

Figure 1.2: Model of management of Ethnic pre- University students' learning activities under the approaching CIPO

1.4.3.2. The content of management of Ethnic pre- University students' learning activities under the approaching CIPO

a) Input management

** Manage the input quality*

Input quality of students should meet the quality and capacity to adapt to learning activities at ethnic pre-university school. Earlier in the school year, the principals apply classifying teaching viewpoint, direct the organization of the survey results and input according to ability; registration division results aspirations of students in groups; based on the capacity of students and jobs, constructing the classroom following classifying teaching viewpoint to improve the quality of the input, to meet the requirements creating resources in staff training for the mountains.

** Manage the quality of teachers*

The quality of teachers impact directly to students' learning quality. Therefore, in the management, the school needs to built a team of teachers to meet the requirements for quality and competence.

** Manage facilities, learning equipment*

The facilities, learning equipment help teachers organize and implement teaching

activities, help students easily access and master knowledge. Unable to train people comprehensive development if lack of resources, facilities, learning equipment.

** Management of financial resources and policies for students' learning activities.*

Financial resources and policies are necessary conditions. It's important to ensure that the organization and implementation the learning council of students in a school. To control the finance and implementation of policies, the Head master guides units, professional teams to ensure the policy regime for students, create the best conditions for students in the learning process.

b) Manage the process

** Manage of learning objectives:*

- Defining and implementing learning objectives: The school has to clearly define goals and tasks for students learning and publicizing learning objectives through the implementation and dissemination to all teachers and students, in which pay attention to the learning target to meet the requirements creating resources in staff training for the mountains, help the students to have right target try to become a good cadre in the future.

- Make learning objectives: Teacher should concretize the learning objectives of each course, each lesson; ensure consistency between learning goals general council of the school, the goal of each semester, each lesson; guide and supervise students to identify their learning objectives, develop studying plans and implement plans to achieve learning objectives. Students need depth perception learning objectives, and specified subdivide each learning objectives to guide effective implementation. Managers should take measures to ensure and facilitate support to teachers and students achieve the objective, the task of learning.

- Monitor the implementation of learning objectives: The head master supervise, check regular or irregular the teachers in implementing the teaching goals; through the teachers to supervise and check regularly, continually implementing students' learning objectives.

- Improving and adjusting implementation learning goals: If you find learning objectives have not been teachers and students in the right direction has been identified, the school should have timely adjustment plans, to ensure that the learning objectives training is done effectively.

** Management of learning content:*

Develop learning content: Early year, The head master common to teachers the modify in the content of the program under the guidance of the Ministry of Education and Training.

- Make learning content: The head master directed to make suitable teaching schedule on the basis of academic contents; create condition for the physical falicities, equipment for learning to teachers and students to make learning content well. Teachers teaching the academic content for students in construction schedule; organizing academic council and guide students learning methods suitable for learning content.

- Supervise, inspect the implementation of learning content: Every month, the head Master organize, inspect the implementation of learning content.

- Innovate, adjust the learning content: The head master guides professional groups the meeting, comments, reviews the emerging issues in the implementation process of

learning content.

** Manage the use of learning methods:*

- Build plans to manage the learning methods: the head Master directs the teachers help the students appropriate learning method by subject and each form of learning.

- Implement the management plans to use the learning methods: Teachers help students find learning approach towards actively seek knowledge, improve self-education, forming the method in class, self-learning method, characterized learning method of each subject.

- Supervise, inspect the implementation of learning method: Teachers check, inspect the methods that the students have done. Teachers guide students self-check, evaluate the effectiveness of learning method that students have used.

- Improve and adjust the learning method: Teachers helps students know the analysis, find out the advantages and limitations of each method. Since, the students actively adjust, improve learning method appropriately and effectively.

** Managing organizational forms of learning activities:*

- Develop organizational forms of learning activities: The principal directs to build organizational plan to learning forms, assigns the teachers, organizes schedules, timetable learning, directs the teachers in researching content and methods so as to suit each form of learning and directs students to fully implement forms of learning.

- Implement organizational forms of learning activities: The principal directs to carry out the organizational forms of learning activities, including: classroom learning activity management; outside-class learning activity management.

- Supervise and inspect the implementation of organizational forms of learning activities: Regularly or irregularly, the principal tests and evaluates the implementation of learning organizational forms for students.

- Improve, adjust organizational forms of learning activities: Timely detect the disadvantages and limitations of the organizational forms of learning activities for students so as to adjust to suit the outlined learning objectives.

** Management of testing, evaluation of learning activities:*

- Schedule inspection and evaluation students' learning activities: based on testing and evaluating following developing ability, the headmaster directs to build testing and evaluation plan about learning activities, including testing, regular evaluation and testing, evaluation in according to Circular 25 of the Ministry of Education and Training.

- Organize the implementation of testing and assessment of students' learning activities: the principal directs departments, professional groups, teachers to implement the testing and evaluation according to the plan.

- Monitor the implementation of testing and evaluation of students' learning activities: Monitoring the progress of implementation; the quality of plan in implementing testing and evaluation of students' learning activities.

- Improve the testing and assessment of students' learning activities: Organizing to analyze the situation of teaching and students' learning outcomes, improving the form, content, methodology, evaluation process to suit for the level and the capacity of students.

c*) Output management*

** Manage the allocation students' results to universities, colleges, proffesional*

schools:

To have a basis for the management of distributed students' test results in universities, colleges, proffesional schools, first of all, schools need to manage students' learning results well, including Learning result paper; The results work out; Results classified conduct. Allocating the students to colleges, proffesional schools and is an important factor, it should be taken seriously, to ensure objectivity and in accordance with the allocation criteria of MOET allocation.

* *Manage the feedback of educational institutions on students' learning outcomes*

- Adaptation of the students when learning at colleges and professional schools: The students adapt to the new learning environment and learning activities, tend to thrive in learning and training, capable are required to meet staff training resource development for mountainous areas.

- Satisfaction of the educational institutions when receiving the students: The requirement about product quality and customer satisfaction are essential tasks to be set for ethnic pre-university schools in the current situation.

d) The effects of context

* *Ethnic educational development policy*: Ethnic educational development policy to mountainous region are orientations, enables the implementation of education at the ethnic pre-university.

* *Requirements for the quality of the output of the educational institutions:* educational institutions can receive or refuse to accept a student with no guarantee of quality. This has a direct impact on the management of learning activities of students; at the same time, create a competitive edge in terms of quality between ethnic pre-universities in allocating students.

* *The system for legal documents toward ethnic pre-universities*: The legal documents for systems of ethnic pre-universities are legal bases for these schools in organizing and implementing teaching activities as well as impacts on the management of learning activities of students.

* *The conditions of living, learning of students at ethnic pre-university schools*: The building a friendly educational environment, organizing living and ensuring the necessary conditions for them to eat, to be convenient in living, to study are the impact factors on the quality of the students' learning activities.

CONCLUSION FOR CHAPTER 1: The thesis has an overview of the history of studying the issue. Based on a theoretical basis for learning activities, learning activity management and characteristics of minority students , the thesis focuses on clarifying the contents management of students' learning activities according to CIPO approach.

Chapter 2
REALITY IN MANAGEMENT OF LEARNING ACTIVITY OF STUDENTS AT ETHNIC PRE-UNIVERSITY

2.1. OVERVIEW ABOUT SYSTEM OF ETHNIC PRE-UNIVERSITY

2.1.1. The process of building, developing the system of ethnic pre-university schools

Ethnic pre-universities have undergone 40 years of construction and development,

becoming a solid system with the training scale being more and more growing, initially created to meet the requirements for training staff resources in mountainous areas.

2.1.2. The organizational structure of ethnic pre-university and management staffs

Ethnic pre-universities belong to system of university, under the direct management of Ministry of Education and Training. The school management includes principal and vice-principals; the department, professional group. Organizations in schools include: Party Organizations, Trade Unions, Youth Organization and Socio-Political Organizations.

2.1.3. Management staffs, teachers at ethnic pre-university schools

2.1.3.1. Management staffs

In general, managers of ethnic pre-university have good moral qualities, exemplary, always strive for improvement, reflect the roles and responsibilities of school management. However, the managers are mostly young, newly graduated. Although they are enthusiasm in work and learn new things faster, they have less management experience.

2.1.3.2. Teachers

Teachers at ethnic pre-university schools ensure the quantity and quality, fully qualified to perform the teaching process according to the teaching objectives that have set before.

2.1.4. Recruiting and training scale

The recruiting scale of the schools depend on norms that Ministry of Education and Training giving annually.

2.2. REALITY IN LEARNING ACTIVITIES AND MANAGEMENT OF STUDENTS' LEARNING ACTIVITIES AT ETHNIC PRE-UNIVERSITY SCHOOL

2.2.1. Introducing about the situational survey process

2.2.1.1. The purpose of survey: learn, analyze and evaluate the status of learning activities and management of students, is practical basis to propose measures to manage the learning activities of students so as to meet the training human resource for the mountains area.

2.2.1.2. The content of survey: State of students' learning activities and management of learning activities at Ethnic Pre-university school.

2.2.1.3. The construction of the survey sample: The statistical forms, data reports at ethnic pre-university ; the referendum reports is to understand the status and students' learning activity and management of learning activities at ethnic pre-university.

2.2.1.4. Survey sampling: Sam Son ethnic pre-university school, Viet Tri central ethnic pre-university school, Nha Trang central ethnic pre-university school, Ho Chi Minh City pre-university school.

2.2.1.5. Survey methods: Using the method of investigation, observation and interview, direct exchange.

2.2.1.6. Survey data analysis: The number of managers and teachers of 4 schools participated in the survey: 256 people; The number students of 4 schools participated in the survey: 368 students.

2.2.2. Students' learning activities at Ethnic pre-university schools

2.2.2.1. The reality of the level of implementation of learning objectives

According to the managers and teachers, although the learning objectives are extremely important for the learning process, but it is not all students at ethnic pre-universities who are rightly aware of the level of implementation of learning objectives. On the other hand, obvious weaknesses of students at ethnic pre-universities are confusing. They do not know to build learning objectives into specific tasks to perform; less frequently or not self-aware test, and adjust their learning outcomes to learning goals.

2.2.2.2. Learning content and the level of implementation of learning content

Survey results showed that the shortcomings in the training program content of Ethnic pre-universities are that the content focuses on reviewing and consolidating the knowledge which students leart in their high school, there is no attention to forming skills, techniques for students but it does not help students self-learning method; Learning content is not updated with the current high school program. Students must learn a lot of knowledge which is more theoretical knowledge than practical skills. So, students are not stimulated the learning ability.

2.2.2.3. Using learning methods

Students at Ethnic pre-universities have not had proper learning methods. During the learning process, students are confused in the selection and use of appropriate learning methods, reading reference books and learning materials. Basically, students are used to copying all and remembering what teachers taught in class. Very few students know how to codify lessons scientifically to learn better.

2.2.2.4. The level of implementation of rganizational forms of learning activities

For learning activities in class, students at Ethnic pre-universities need perform rules in class well, acquire subjects fully and on time as planned in school and specific timetable. Extracurricular activities and creative experience attract students to take part in. For self-learning activities, students are mostly embarrassing, do not find out the methods of self-study; schools do not organize self-learning activities effectively.

2.2.2.5 The reality of inspecting and evaluating learning activities

The inspection and evaluation of students' learning activities at ethnic pre-universities are mostly testing and evaluating according to the regulation. The inspection, regular assessment, based on develop capacity has not been interested in sync; has not really revolutionized in the way of testing and form of testing. The biggest drawback in the inspection and evaluation of students' learning activities at ethnic pre-universities is not testing and evaluating by themselves.

2.2.3. The reality of management of students' learning activities at Ethnic pre-universities.

2.2.3.1. The reality of input management

a) The quality of management of students' input at Ethnic pre-universities.

The organization of the survey at the beginning of school year to assess and classify the quality of input in order to apply forms of learning activities suitably remains inadequate.

b) Management of the quality of teachers

The principals of ethnic pre-universities have not improved teachers' awareness of cultivating their teaching skills regularly; There have been no appropriate reward to

encourage teachers to try to become good teachers; The organization of improving pedagogy skills, scientific research capacity of teachers in the schools has been uneven and ineffective.

c) Management of infrastructure and learning facilities

It can be said that infrastructure and learning facilities basically met the academic requirements for students who annually increase. However, the improvement of training teachers to use teaching and learning facilities is not widely appreciated and invested.

d) Management of financial resources and implementing policies for students' learning activities.

Ethnic pre-universities have managed financial resources and implementing policies for teachers and students suitably, ensured personal payments (salaries and allowances of teachers, scholarships), invested infrastructure and learning facilities

2.2.3.2 The reality of managing the process

a) Manage the implementation of learning objectives

* *Make a plan*: Normally, the plans of implementing learning objectives are integrated into the life of citizens plans which are hold at the first week of school year, the plans of forum between students and the Principal or the plans of learning rules and regulations at ethnic pre-universities.

* *Implementation*: The implementation of educational goals at schools is appreciated. However, the target to meet the requirements creating resources for mountainous staff training are fully and deeply aware by teachers and students. Still having teacher and student who do not put the learning goals into meeting the requirements creating resources for mountainous staff.

* *Inspection and Supervision*: In general, the schools have deployed learning objectives to teachers and students, but not tested the process and the result. Especially, testing and evaluating the implementation of learning objectives that compared to create resources for mountainous staff training have not been carried out synchronously.

* *Adjustment and improvements*: The adjustment of students' learning activities with the learning objective of schools is slow.

b) Management of the implementation of learning content

* *Make a plan*: Ethnic pre-universities have performed the management of making plans well.

* *Implementation*: Basically, the schools carry out the implementation of the learning content with circular regulation; the research, construction of learning content on demand to create resources for the training of the mountains that have not been paid attention.

* *Inspection and Supervision*: The inspection and supervision of the implementation of learning content occurs frequently, continuously. After each inspection, it is necessary to generalize, review, comment from experience.

* *Adjustment and improvements*: The management of implementing learning content in schools today only focuses on managing teachers' teaching and students' learning with the framework of the program at Ethnic pre-universities of the Training and Education Ministry. Therefore, the adjustment of learning content with students' ability is not really clear.

c) Management of using learning methods

* *Make a plan*: The plan is not clearly expressed. Usually, the plans of using students' learning methods are integrated into the plans of teaching.

* *Implementation:* Most of teachers are confused and have no way to help students find out suitable learning methods; in teaching; principals only concentrate on directing implementation of the plan but do not pay much attention to the implementation of the plan.

* *Inspection and Supervision*: In general, students' learning methods depend on the guide, management and supervision of teachers because schools have not really concerned about it yet.

* *Adjustment and improvements:* The adjustment and improvement of the management of students' learning method have had no clear expression.

d) Managing the organizational forms of studying activities

* *Making a plan*: Steps for planning the organizational forms of studying activities is taken seriously by schools. The headmaster directs to make professional plans and organize the forms of studying activities at the begining of the school year.

* *Implementation*: ethnic pre-university schools have heldthe organizational forms of studying activities well in class. Besides, managing the forms of studying activities in self-studying are limited due to the weak of self-learning capacity of ethnic pre-university students, teachers haven't trained self-study method for students. Moreover, managers have not found the control measures the effectiveness of self-studying.

* *Inspection and Supervision*: The inspection and supervision are directed seriously by the principal; organizing professional conference Periodically to assess the organization and the quality of the forms of studying activities.

* *Adjustment and improvement*: After inspecting and assessing the forms of studying activities, the principals of the schools have directed the professional groups, teachers have adjusted the studying activities to suit students' learning objectives.

e) Managing inspection and assessment of the studying activities

* *Making a plan*: The survey results show that the work to make plan for inspection and assessment of the studying activities of students is taken seriously by ethnic pre-university schools.

* *Implementation*: Implementing the assessment the studying activities of students in ethnic pre-university schools seriously, objectively in the general

* *Inspection and supervision*: Inspecting and supervising the implementation of the plan has always been noticed by the principals of ethnic pre-university schools. The school always establish inspection committee, responsible for monitoring the whole process of examination and evaluation the studying activities of students In every period of periodic inspections and exams.

* *Adjustment and improvement*: Depending on the real situation of the school, adjusting and improving the plans of the inspection and assessment the studying activities of students are also made flexibly.

2.2.3.3. The real situation of the output management

a) Manage the allocation of students' results in universities, colleges, professional schools

Based on the learning objectives, ethnic schools are managed strictly the study results according to competency assessment, training, behavior. Ethnic schools have

ensured the objectivity, fairness, quality assurance in students' admission into universities, colleges and professional schools. The flaws, shortcomings in managing the allocation work is rare.

b) Manage the feedback of educational institutions about the quality of students

- Adaptation of students when studying at higher education institutions: The adaptability of students in the educational institutions remains limited, especially accessing to specialized knowledge and learning methods at university level.

- Satisfaction of the educational institutions when receiving the students: The satisfaction of the educational institution when receiving ethnic pre-university students is not high. Some universities and academies are still reluctant to train these students. The main reason is ethnic pre-university schools still do not ensure the quality of student in the process of retraining.

2.2.3.4. Adaptable ability to the impact of context to operational management of students in Ethnic pre-university schools

According to empirical research, the ability to adapt to external influence is slow. The schools have only received the directives and policies and implementation, There has a little feedback or proactively propose solutions.

2.3. ASSESSING THE REAL SITUATION OF MANAGEMENT STUDYING ACTIVITIES OF ETHNIC PRE-UNIVERSITY STUDENTS

2.3.1. An overall assessment about the real situation of the learning activities of Ethnic pre- university students

***2.3.1.1. Strengths*:** The ethnic pre-university schools have given the learning objectives to students well. Students have fully received learning content according to the schedule. Students seriously involved forms of learning in the school's plan; Working actively with unions; passionate, interest in the creative experience. The inspection and evaluation the learning activities of students were taken seriously and objectively, to ensure in compliance with regulations.

***2.3.1.2. Weaknesses*:** Although students have identified the learning objectives they are not aware of the importance of learning objectives. Learning content is generally inappropriate that does not meet the academic requirements and abilities of students. The majority of ethnic pre-university students have no suitable learning methods. Forms of self - study do not promote the learning capacity of students. The organization of learning activities through self-study class for students in the schools are not really effective. The examination and evaluation learning activities of students at schools reaching at the examination and assessment according to the statutes, paying not much attention to inspection, assessment following the capacity development for students.

2.3.2. An overall assessment of the status management of learning activities of Ethnic pre-university students

2.3.2.1. Strengths

a) The management of input: The schools was interested in managing the input factors, such as teaching staff is developing in quantity and quality, the percentage of qualified teachers and high standard teachers are quite high; Even though facilities and teaching equipments are not enough they have met basic requirements of students' learning; Good management of financial resources and the implementation of policies

for students' learning activities.

b) The management process: Ethnic pre- university schools have managed seriously the plan to deploy elements of learning activities process. During the implementation process, always ensure the direction, inspection, monitoring and adjust the shortcomings and limitations in time.

c) The output management: Managing learning outcomes following the teaching target was widely appreciated; Admissing students to universities, colleges, professional secondaries and managing the results of student admission to universities, colleges, professional secondaries is done properly, ensure the objectivity.

2.3.2.2. Weakness

a) The input management: teaching equipment is not enough and out of dated, does not meet the scale of development students and require to improve the quality of learning activities. Management of students' input has not paid attention to classify on the basis of learners' capacity and meet the demand of jobs that should create local sources of training ethnic minority and mountainous areas.

b) The process management: Organizing and directing the implementation plan of learning activity process are not been done comprehensively, leading to the inadequacy, limitation. Adjusting and improving the plan of learning activity process was not only slow but also unclear.

c) The output management: The output quality of students is still lower than that is required; Students are not adaptable to learn specialized knowledge in the universities and colleges; Meeting the requirements for training staff for mountainous areas is limited.

2.3.3. The reasons of the status management the learning activities of Ethnic pre-university students

2.3.3.1. Reasons for success

- *Subjective reasons:* Management staff and the teachers at the Ethnic pre-university schools both have good moral, confidence in the leadership of the Party and the State and were trained basically, attach to the school and educational careers.

- *Objective reasons:* There are many advantages in the renovation period basic and comprehensive education and training.

2.3.3.2. Reasons for limitations

- *Subjective reasons:* Some teachers staff are not aware of the importance of the management of learning activities to train the staff resources for mountainous areas. The role of the Managing Board and the Bureaus, professional groups in managing learning activities of students is not clear.

- *Objective reasons:* Ethnic pre-university schools have not rights to self control about enrollment plan; the finance depends on state's finance according to the yearly plan. Quality of education and training of Ethnic students is generally lower than the average level, students are not active in learning, and based much on priority policy of the Party and State.

SUMMARY OF CHAPTER 2

The dissertation has examined the actual situation of studying activities and managing of these activities of students in Sam Son ethnic pre-university. From the

results, the management of students' studying activities in Sam Son ethnic pre-university is not of innovation. Judging as CIPO approach, there live a lot of disadvantages in managing student's studying activities in Ethnic pre-university; especially in the processing stage. Therefore, the quality of the management of student's studying activities in Ethnic pre-university system is not high.

Chapter 3:
MEASURES OF MANAGING STUDENTS'STUDYING ACTIVITIES IN ETHNIC PRE-UNIVERSITY MEETING THE NEEDS OF STAFF RESOURCES FOR MOUNTAINOUS REGION

3.1. ORIENTATIONS AND PRINCIPLES FOR BUILDING UP MEASURES

3.1.1. Oriented building measures

The recommendation for measures of managing students' studying activities has to be taken according to the orientation of improving the studying quality as well as connecting education to reality, cultural characteristics of each ethnic groups and each region. Consequently, it helps improve the quality of staff resources for mountainous region.

3.1.2. Principles for building up measures:

These measures have to be satisfied following principles: theoretical, systemic, continual, practical, feasible.

3.2. MEASURES OF MANAGING STUDENTS' STUDYING ACTIVITIES IN ETHNIC PRE-UNIVERSITY

3.2.1. Measure 1: Organize educational activities to raise awareness of students of ethnic minorities on the implementation of learning objectives

3.2.1.1. The purpose of the measure

Raising students' awareness on the implementation of learning objectives through educational activities will help students motivated, positive toward learning. The students know how to form the timetable, study plan, with stable orderly learning, to achieve high results in the learning process.

3.2.1.2. Content of measures

Diversifying the forms of learning activities outside class; Strengthening organize union activities; Accelerating the movement of learning in all students; Motor retraining, learning the right attitude for students; Strengthening the orderly management of student learning.

3.2.1.3. The implementation of measure

The headmaster of specialized departments informs to every teacher and managing staff about the content and principles for assessing the studying activities obtaining, the students' studying attitude educating; The teachers have to have knowledge of students' age; understand and meet their needs (about what they need, what they have learnt) in order to educate them to have better awareness of studying.

3.2.1.4. Conditions for implementing measures

For Schools: Giving conditions on physical facilities, financial resources, to ensure the organization of educational activities to raise students' awareness on the implementation of learning objectives; Building dedicated, qualified and professional

teachers to the school and educational careers. For teachers: responsible, careful and helpful to students; constantly learning and improving qualifications and professional competence. For students: Join fully in educational activities organized by the school; Constantly developing the personal capabilities in cultural activities, arts, physical education and sports; Actively build solidarity friends, create a friendly learning environment and healthy.

3.2.2. Measure 2: Quality control input of students at pre-university schools in view of the classifying teaching

3.2.2.1. The purpose of measure

The purpose of testing and managing input quality according to categorized teaching approach is to optimize the growth of each student and help them to succeed through studying process, then create the best studying results.

3.2.2.2. The content of measure

Raising the awareness of all forces education in schools about teaching differential perspective; organizing divising the input quality of students (according to academic qualifications, professional orientation). Classifying inputs according to academic qualifications; Classifying input-oriented profession; Organizing learning activities for students in view of classifying teaching; Strengthening the role of autonomy and self-responsibility of professional organizations and teachers in classifying teaching; Foster and improve teaching capacity according to classifying teaching viewpoint for teachers.

3.2.2.3. The implementation of measure

The headmaster directs teachers to study the content, design lesson plans and studying activities which are appropriate for every student; To test and evaluate students' improvement through teaching process, create various opportunities for students to express themselves and help them to be more confident and motivated.

3.2.2.4. The condition of implementing the measure

For the school: priority for fund and time, giving good facilitates in order to help teachers in processing students' studying activities according to categorized teaching approach. For teachers: Be well-prepared for knowledge, methods; Be responsible and enthusiastic for teaching according to categorized perspective; Raise students' awareness of studying according to categorized teaching approach. For students: Have a basic understanding about classifying teaching viewpoint; Actively participate in learning activities in view of the classifying teaching organized by the school; Have the right attitude in learning.

3.2.3. Measure 3: Strengthening the students' self-study management

3.2.3.1. The purpose of measure

Managing student's self-study will help students to foster learning methods and skills of applying knowledge and to train their creative ability; to be able to organize activities independently for occupying knowledge, skills, techniques; therefore, adapt the studying in university well.

3.2.3.2. The content of measure

Self-study management through develop self-learning content; Strengthening the activities of environmental groups to create learning skills training self-teaching; Fostering self-learning method for students; Strengthen the orderly management of students' learning in the self-study period; Strengthening management self-study

activities of the forces education in schools.

3.2.3.3. The implementation of measure

Directing specialized departments to build up self-study contents; Other units in the school cooperatively observe, examine students' attitude in self-study hours; Build up principles for evaluating students' studying activities in self-study hours; Hold periodic conferences to evaluate and review of organizing and managing self-study activities, then timely modify the shortcomings.

3.2.3.4. The condition of implementing the measure

For school: Giving good physical and mental conditions for teachers; Timely praise and award students with good awareness in self-study activities. For teachers: Improve self-capacity, actively innovate teaching methods according to fostering students' self-study abilities. For students: Raising awareness orderly implementation of learning; active cooperation with teachers and friends in the self-study period; active in groupworks and actively assess the individual capacity in study.

3.2.4. Measure 4: Testing and evaluating ethnic students' studying activities according to ability-improving approach

3.2.4.1. The purpose of measure

Testing and evaluating students' result according to ability-improving approach is to help teachers to objectively evaluate students' studying activities; From that to adjust the organization of schools learning activities suitable with orient the evaluation of students' ability; consistent with the organization of learning activities in view of classifying teaching, stimulating learning process, promote any potential learning capacity of students.

3.2.4.2. The content of measure

Testing and evaluating students' ability through the studying process; Design tests according to ability-improving approach; Combine different testing and evaluating forms; Synchronically innovate testing and evaluating steps.

Strengthening testing and assessing the students' capacity in teaching; Constructing the test according to ability-improving approach; Combining multiple test forms, different assessment; Improved synchronization of testing and evaluation.

3.2.4.3. The implementation of measure

Testing and evaluating students' studying activities according to ability-improving approach has to be carried out from the beginning of school year. The headmaster thoroughly grasps, raises awareness and responsibility of managing staffs and teachers about testing and evaluating perspectives; The headmaster has to closely manage the testing and evaluating organization according to ability-improvement approach in order to ensure the fairness and objectivity in the process of implementation.

3.2.4.4. The condition of implementing the measure

For school: Invest appropriate financial resources to carry out the testing and evaluating students' studying. Focusing on training managers and teachers in testing and evaluating under the new method. Perform reward and strict discipline in testing and evaluating. For teachers: Raising awareness about the assessment methods of learning activities of students oriented capacity development. Instruct students to self-appreciation and appreciation for the other. For students: Positive learning and moral training; participating in the examination, evaluating seriously following the

regulations; self-evaluating capacity after the test results.

3.2.5. Measure 5: Strengthening investment facilities for the learning process of ethnic pre-university students in the radical innovation, comprehensive education and training

3.2.5.1. The purpose of measure

Investment infrastructure, morden equipment is an important condition to help support teachers teaching methods innovation, access to modern teaching trends; help students consolidate their knowledge correctly, science, enhance absorptive capacity, promote the awareness, stimulate interest in learning,so that it can shorten the time to study and digest knowledge systematically.

3.2.5.2. The content of measure

Investment in construction of physical facilities, teaching equipment in importan thing to the learning activities of students. To increase investment in morden teaching equipment in service the learning activities of students.

3.2.5.3. The implementation of measure

Steering parts inventory conducted teaching equipment to the school have to fix in time,the proposal for liquidation of damaged equipment, inability to use. Construction plans for equipping the facilities, teaching equipment. Strengthen management, inspection and supervision in use of facilities and equipment. Professional training and maintenance using morden equipment for teacher.

3.2.5.4. The condition of implementing the measure

For school: Cut down the spending, enlist the support of the education and training and local agencies to invest financial resourses procurenment of equipment, construction of facilities. For teachers: Conscious preservation and eficient use of facilities, teaching equipment; regular self-taught, self- training to enhance their professional equipment uses modern teaching. For students: Having awareness to protect infrastructure, teaching facilities in schools; Raising high sense of responsibility in using facilities, teaching equipment.

3.2.6. Measure 6: Managing the output of ethnic students' learning result to create resources to meet the requirements for mountainous staff training

3.2.6.1. The purpose of the measure

Good management outputs will contribute ensuring quality learning activities, creating fair objectivity in asessing student learning capacity, at the same time, supplied to educational institutions qualify human resources with the requirements of staff training to create sources for the mountainous areas.

3.2.6.2. The content of measure

Managing the allocation students' results as required to create resources for the mountainous staff training; Strengthening exchange with educational institutions in managing students' learning result; Strengthening exchange with local in managing students' learning result.

3.2.6.3. The implementation of measure

The headmaster directs issued a number of documents in order to ensure a legal basic for the additional output; directing the construction of the system of regulation, together form the service of collaboration with the education institutions in the management of information on outputs of students; directing the inspection , monitoring the entire process of implementing distributed at student; Organization of a review report, drawn the limitations, weaknesses, find the adjustment plan to prepare for the

next school year.

3.2.6.4. The condition of implementing the measure

Fors school: Having good exchange with educational institutions in the process of dividing students to universities, colleges and professional schools; Relating to the Ministry of Education and Training of the decision in dividing students to universities, colleges and professional schools in time. For teachers: managing the students' learning result seriously, to ensure objectivity and fairness. For students: Do not stop learning and practicing to have good academic results; Accepting the decision of the process of dividing students to universities, colleges and professional schools strictly.

3.3. The relationship of managing measures the learning activities at ethnic pre-university school

Each measuses is significant and appropriate for each mision management. At once, among the measures agreed with relationships, interacting with each other and form a unified whole to promote development together. Implementation of this measure will be the basic of conditions and measures to implement the other. For this reason, management learning activities can not be performed each individual measures which should be implemented consistently in order to promote their aggregate effect.

3.4. Experiment of necessity and feasibility of measures

3.4.1. Testimonials about the necessity of measures

Results referendum showed the necessary for measure to be appreciated

3.4.2. Testimonials about the feasibility of measures

Results referendum showed the feasible for measure to be appreciated

3.4.3. Evaluate the correlation between the necessity and feasibility of measures

The survey of 156 people at four ethnic pre-university schools shows the necessity and feasibility that are correlated and coherent. That means the measures has both necessary and feasible.

3.5. TESTING THE MEASURES STRENGTHENING MANAGEMENT ETHNIC STUDENTS' LEARNING ACTIVITIES BASED ON IMPROVING SELF-STUDY

3.5.1. Test purpose

To assess the extent and effectiveness of managing students' learning activities on the basis of promoting self-learning capabilities, confirming higher academic results when applying the proposed measures.

3.5.2. Content Test

Self-study management through constructing the self-learning content (Designing and using self-study guide of Physics, History); Strengthening management of students' learning activities in groups, to create an environment for study skills training; Fostering self-learning methods for students; Strengthening management through self-learning activities involving education forces in schools.

3.5.3. Scope, object, time trial

- Scope: Samson ethnic pre-university school
- The test object: Students at Samson ethnic pre-university school
- Time trial:

Round 1: Conducted in the second semester of the academic year 2014-2015 for some students blocks A;

Round 2: Conducted in the second semester of the academic year 2015-2016 for some students blocks A;

3.5.4. Hypothesis testing

If applying measures to enhance the management of students' learning activities on the basis of promoting self-learning capabilities, it will improve the quality of students' learning activities at ethnic pre-university schools.

3.5.5. Develop methods and evaluation criteria:

Evaluation of qualitative and quantitative assessment.

3.5.6. Organizing experiments

3.5.6.1. Experiment round 1 (School year 2014-2015)

a. Training for teachers and students experimental group: Guiding teachers (Physics; History) and students how to use the self-study aids; constructing self-learning content, designing learning documents inside and outside the classroom; forming groups and task learning activities of study groups. Steering instructors study methods for students. Talking to the managing board of the strengthening participation in the management of self-learning activities forces in the field of education, including subject teachers, homeroom teacher, student managers...

b. Test preparation materials: The self-study content and guided self-study questionnaire tested by the Physics and History subjects compiled.

c. Select prototype: Using experimental samples at Sam Son ethnic pre-university school, taking the students' results of the first semester test scores as a basis to select testing group and addressing group that consists of students with similar academic results.

d. Test Results Round 1

Chart 3.1: Frequency curve cumulative convergence backward after round 1

We can see the convergence curve backward of the group is on the right of the addressing's convergence backward. This proves that the quality of the testing group is higher than the addressing group.

e. Analyzing test results Round 1: shows the result of the testing group is higher than the addressing group.

3.5.6.2. Experiment round 2: (School year 2015-2016)

In preparation for the second round of experiments we have conducted training activities for teachers and students as round 1; Preparation testing materials have been revised after testing round 1. Testing round 2 conducted at Sam Son ethnic pre-university schools in the academic year 2015-2016. The selection of testing and addressing subjects were based scores on the first semester:

a. Test Results Round 2

Chart 3.2: Frequency curve cumulative convergence backward after round 2

The graph shows the convergence curve of the testing group is on the right of the addressing's convergence backward. This shows the quality of the testing group is higher than the addressing group.

b. Analyzing test results Round 2: test results of the testing group was higher than the addressing group actually.

The testing measures to strengthen the management of students' learning activities on the basis of promoting self-learning capacity have drawn positive conclusions: The results showed the organization self-learning activities through constructing learning content (design and using self-study guide Physics; History), combining with enhancing the group's learning activities and managing the self-study activities of force education in schools will help students improve their ability to learn; To manage learning activities quality, required teachers to strengthen the organization of learning activities for students in the spirit of promoting self-learning capability.

CONCLUSION CHAPTER 3

The thesis proposed 6 management solutions for learning activities of ethnic pre-university students so as to train the staff resource for the mountainous areas; carrying out to measure 6 solutions that was proposed through the referendum of Management staff and teachers; testing solution "Strengthening the management of students' learning activities based on promoting self-learning capability".

CONCLUSIONS AND RECOMMENDS

1. CONCLUTIONS

Effective management of students' learning activities impacts directly on the quality of training ethnic pre-university schools. However, in our country, this problem is considered little both on the theoretical and practical. Theoretical research of this topic only shows that it can overcome the limitations and shortcomings in the management of students' learning activities at ethnic pre-university schools based on applying CIPO model. On the theoretical basis of learning activity management, the peculiarities of the students' learning activities at ethnic pre-university schools and CIPO model, the thesis

proposes and establishes CIPO model in managing students' learning activities at ethnic pre-university schools to meet requirements for creating staff training resources for the mountainsous areas with components: managing inputs; managing process factors; managing output; the impact of the context to the management of students' learning activities. This model will contribute positively to the theoretical knowledge in innovating the management of students' learning activities at ethnic pre-university schools.

Survey results show that although the management of students' learning activities at ethnic pre-university schools has had positively changes but has remained the inadequate. The input management, process management, output management, regulatory impact of context to manage learning activity basically has not had obvious changes, has not been implemented in synchronize. Innovating management of students' learning activities to meet the demand of creating staff training resources for the mountains is objective. Analyzing the results in accordance with CIPO has confirmed access to practical necessity and appropriateness of applying the model proposed CIPO.

Core ideology, throughout the thesis is the view of management of students' learning activities in the process, enhances the effectiveness of PDCA spirit during management, focuses on the quality outputs. Six measures applied CIPO model in managing students' learning activities are consistent with the practice of ethnic pre-university schools. If it has been carried out synchronously, it can promote and create positively changes in the management of students' learning activities.

2. RECOMMENDS

2.1. For the Government: There is a strategic plan for training the staff who are ethnic people, to meet the requirements of human resources for the mountainous areas in the reformative era of the country. Raising the level of support for boarders under Joint Circular No. 109/2009 of Ministry of education and training on May 29th, 2009 from 80% of the minimum wage to 100%.

2.2. For the Ministry of Education and Training: Advising the government and the ministries, departments and agencies to consider timely the policies for students, managers and teachers in ethnic pre-university schools and pre-university faculties. Creating conditions on facilities and equipment to serve learning for ethnic pre-university schools in the teaching process according to improve learning capability for students. Directing the higher education establishments in the country to adopt ethnic pre-university students to study in universities and colleges according to the needs of training the local officials for mountainous areas.

2.3. For local: the People's Committees of provinces should have priority policies in the recruitment and use of students who have graduated come back home to work. Having supportive policies to help students both physical and mental while studying in ethnic pre-university schools, especially students who have no economical condition so that they feel secure in the learning process.

2.4. For the ethnic pre-university schools: Coordinating between the schools to organize the scientific workshops to exchange, research the management measures of learning activities that the author has mentioned. Creating conditions for teachers to attend the advanced training courses.