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**MOBILIZATION OF FINANCIAL RESOURCES
FOR PUBLIC VOCATIONAL EDUCATION
INSTITUTIONS IN VIETNAM**

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PREFACE

1. Necessary of theme

Improving the quality of human resources and concentrating on the development of high-quality personnel force are always required by each country and each economy. Vocational education is one of the methods to train human resources to meet the requirements of the economy in the context of international economic integration. The goal of vocational education is to make a clear change in the quality and effectiveness of vocational education to meet the needs of learners, the labor market and enterprises, especially some sectors that require technical and high technology for the Fourth Industrial Revolution.

Nowadays, Vietnamese public vocational education institutions are facing with many challenges. The state budget per student has dropped dramatically which creates the risk of reducing the quality of training and forces the public vocational education institutions to mobilize more external financial resources by other ways such as increasing tuition fees, establishing strong joint ventures, enhancing the direct or indirect support for learners, reducing the opportunities for young people to access many forms of vocational training then leading to the unfair in the field of education. In addition, in order to increase the sources of revenue, the vocational education institutions need to open more short-term and long-term training forms and etc, scientific research contracts to meet the learning requirements of the society.

In recent years, the government has paid much attention to the field of vocational education, especially the promulgation of many financial mechanisms to facilitate vocational education institutions to improve the quality of training and expand the training scale. The vocational education institutions have continuously renewed themselves, enhanced prestige and reputation, improved the curriculum to meet the learning

needs of the society and found opportunities to associate with domestic or foreign partners to improve the quality and supply of human resources for society. However, financial resources have not yet met the demands of the vocational education institutions and they need to improve the mechanism to mobilize financial resources, especially financial resources outside the state budget.

On the basis of inheriting research results of previously published works and theoretical and practical issues that have not been clarified on the mobilization of financial resources for vocational education institutions, to solve the remaining problems of previous studies, the PhD student selected the topic “*Mobilization of financial resources for public vocational education institutions in Vietnam*” to do a economic disertation.

2. Research purpose

General purpose

The thesis establishes a scientific and practical basis and propose solutions to mobilize financial resources for public vocational education institutions in Vietnam.

Research duties

- Systematizing and clarifying the theoretical issues on mobilizing financial resources for vocational education institutions.
- Analyzing and evaluating the practice of mobilizing financial resources for public vocational education institutions in Vietnam.
- Innovating solutions to mobilize financial resources for public vocational education institutions in Vietnam.

3. Object and scope of the research

Research object: The scientific and practical issues on the mobilization of financial resources for public vocational education institutions in Vietnam.

Scope of research

- Contents: To study the issue of mobilizing financial sources, including state budget sources and non-state budget sources in public vocational education institutions.

- Space: To be limited to public vocational education institutions and send 400 questionnaires to students enrolled in 10 vocational colleges and 5 vocational schools in the public vocational education system of Vietnam. The thesis selects vocational colleges and vocational schools.

- Time: Data collected from 2006 to 2017, the proposal solutions for the period from 2018 to 2022, the vision to 2030.

4. Research method

4.1. Approaching methodology

To achieve the purpose, scope and objective of the research, the PhD student used the methodology of dialectical materialism and historical materialism throughout the research process.

4.2. Research methodology

In the research process, the dissertation is based on the combination of qualitative and quantitative research on the mobilization of financial resources for educational institutions in general and for vocational education institutions in particular. This method is also used to analyze the impact of mechanisms of mobilization of financial resources to enhancing the financial management of vocational education institutions as well as subjective factors and objective factors which affect the mobilization of financial resources for vocational education institutions.

Quantitative methods are used to describe the specific results of mechanisms of mobilization of financial resources in public vocational education institutions, in each mobilization channel used through the results of sampling survey in several typical institutions.

5. The scientific and practical contribution of the thesis

- The dissertation clarifies the basic theoretical issues of mobilizing financial resources at public vocational education institutions, provides the views on mobilizing financial resources at public vocational education institutions, analyzes and identifies the factors influencing the mobilization of financial resources at public vocational education institutions. Moreover, the thesis mentions international experiences on mobilizing financial resources at public vocational education institutions and draws some lessons for Vietnam.

- The thesis analyzes and evaluates the situation of mobilizing financial resources at public vocational education institutions in Vietnam in terms of economic environment; the legal framework for mobilizing financial resources at public vocational education institutions; explains the limitations of mobilizing financial resources at public vocational education institutions in Vietnam in the past period in accordance with the contents given in Chapter 1. In addition to assessing the situation on a qualitative basis, PhD Student also uses quantitative methods to study the factors affecting the desires of learners participated in public vocational education institutions; as well as give some solutions on funding for public vocational education institutions in Vietnam in the near future.

- The thesis proposes two groups of measures to mobilize financial resources for public vocational education institutions in Vietnam in the coming time: (i) the group of solutions to reform state budget for vocational education to ensure the effective usage of financial sources from the state budget, focusing on the renovation of the mechanism of allocating and assigning state budget estimation to vocational education institutions in association with important sectors and fields of the nation (ii) the group of solutions to mobilize financial resources from non-state budget, mainly focusing on improving policies on tuition fees, service charges and

supporting students to access to credit, and it is necessary to review the reform of the financial management mechanism in the field of public vocational education; improving the mechanism of self-control and socialization development in the field of public vocational education in Vietnam in the future.

6. Content of the thesis

With the research purpose and scope as mentioned above, apart from the preface, conclusion, references, appendix, the thesis includes 3 chapters:

Chapter 1: Argument on mobilization of financial resources for public vocational education institutions

Chapter 2: Mobilization of financial resources for public vocational education institutions in vietnam

Chapter 3: Solution for mobilization of financial resources for public vocational education institutions in vietnam

CHAPTER 1

ARGUMENT ON MOBILIZATION OF FINANCIAL RESOURCES FOR PUBLIC VOCATIONAL EDUCATION INSTITUTIONS

1.1. Vocational education and vocational education system

1.1.1. The concept of vocational education

So far, the issue of vocational education has been paid attention by managers and scientists, and there are many different approaches.

According to the research, the thesis indicates that: Vocational education is a level of the national education system to provide vocational primary, secondary, college and other training to labor to meet the demand of human resources directly in production, business and services and it is conducted in two forms: formal training and regular training.

1.1.2. Characteristics of vocational education

- Vocational education is not purely public service;
- Vocational education is always linked to the requirements of the labor market and economic and social development strategies in each stage of development of the country;
- International economic integration is indispensable trend and there are requirements for vocational education;
- Vocational education refers to those who work directly in business organizations.

1.1.3. The role of vocational education in the economic and social development of a country

- Vocational education contributes to economic growth;
- Vocational education is the basement to improve the quality of human resources;
- Vocational education creates job opportunities, increases incomes, alleviates poverty and contributes to build an equal society among population classes.

1.1.4. Vocational education system

Vocational education system includes:

- Primary level;
- Secondary level;
- College level.

1.2. Mobilization of financial resources for public vocational education institutions

1.2.1. Financial resources and mobilization of financial resources

1.2.1.1. Financial resources

Financial resources are the amount of current capital in the form of currency and being converted to currency has been mobilized to serve the socio-economic development of a country. In a broad sense, financial

resources are the allocation of economic relations that arise from these sources of finance. In a narrow sense, referring to financial sources refers to sources of capital. These funds come from the state budget, private sectors, foreign investment, investment funds, trust funds and etc.

1.2.1.2. Mobilization of financial resources

Referring to mobilizing financial resources at public vocational education institutions, it includes the incentive for the value of the wealth of the state, domestic and foreign organizations, individuals and enterprises investing in public vocational education institutions and the aspect of exploiting existing wealth values of them.

1.2.2. The content of mobilization of financial resources for public vocational education institutions

With the financial resources from the state budget: For vocational education institutions, self-financing is the source of the owner's equity from the beginning of it or initial capital contribution. In the field of vocational education, self-financing comes from the state budget, formed from public investment, through public revenues (the Government's Budget).

In order to improve the quality of vocational education, the institutions in the vocational education sector need to have financial resources from other sources such as: Financial resources from the non-state budget at public vocational education institutions are usually formed by the following sources:

- Tuition fee;
- Revenues from training services;
- Contribution of organizations, enterprises and individuals;
- Financial sources from credit institutions and individuals borrowing from banks, investment funds;
- Foreign capital.

1.2.3. The channels for mobilizing financial resources in public vocational education institutions

1.2.3.1. Mobilizing financial resources from state budget

The financial resources allocated by the government to vocational education are considered as a fund for the purchase of training products, research products, purchase of knowledge transfer and technology transfer services, or for the provision of training services.

1.2.3.2. Mobilizing financial resources from non-state budget

- Mobilizing financial resources from tuition fee: The vocational education fee provided by public vocational education institutions is subject to the following main factors: (i) expenses for formulation and provision of services; (ii) the level of financial accumulation needed; (iv) government regulation; (v) international integration;

- Mobilizing financial resources from associated training;

- Mobilizing financial resources from intermediary financial institutions;

- Mobilizing financial resources from other funds (contributed or supported by domestic or foreign organizations, enterprises and individuals).

1.3. Factors affecting the mobilization of financial resources in public vocational education institutions

1.3.1. The objective factors

- Trend in economic restructuring;

- The fluctuation in economic cycle;

- Integration, opening up the economy;

- The view of society and the State's policy on vocational education;

- Science and technology;

- Labor market

1.3.2. The subjective factors

Subjective factors are the internal factors of each vocational education institutions. These factors directly affect the activities of them, including:

- Human resources, quality and structure of human resources;
- The facilities and use of them in service of vocational education activities;
- Management of vocational education activities at vocational education institutions;
- The usage of financial resources at vocational education institutions.

1.4. Research model of factors affecting the desirability of trainees who participate in the vocational education institutions

Whether students and families want to take vocational courses or not is also the answer to questions regarding enrollment and mobilization of financial resources because tuition fee is still the most important source of funding with vocational education institutions. Therefore, the study of the factors affecting the desire to study in the vocational education institutions may give important suggestions on the following issues:

- Evaluating the quality of education;
- Determining the tuition fee;
- Developing credit products to support the apprenticeship process, thereby creating more funding for vocational education institutions.

Based on the above reason, PhD student conducted research on the factors affecting the trainee's desire to learn.

According to the results of previous studies, the thesis studied the factors influencing the mobilization of financial resources in public vocational education institutions by the trainees' apprenticeship with the following hypotheses:

- H1: The learner's educational level has the opposite effect on the learner's desire to take vocational course;
- H2: The benefits of vocational education have a positive impact on learners' appetite for learning;
- H3: Access to credit has a positive impact on the learner's desire to learn;
- H4: Supportive policies have a positive impact on learners' desire for apprenticeship.

The multiple regression equation for the proposed research model is as follows:

$$Y = \beta_0 + \beta_1 HV + \beta_2 LI + \beta_3 TD + \beta_4 HT$$

In which:

- Y: The feeling of desire to learn the job
- HV: Academic level
- LI: The benefit from vocational education training
- TD: Accessibility to credit
- T: Supporting student policy

1.5. Experience in mobilizing financial resources in vocational education institutions in some countries and lessons for Vietnam

The thesis has studied the experiences of some countries such as USA, Germany, Japan, Korea, Singapore and Malaysia.

- American experience: In America, the state budget for vocational education is focused, but they are continuously renewing the methods to invest in vocational education by state budget.

- German experience: In general, the development of education and training, including the vocational education in Germany, is guided by a cross-cutting view that "Only those who are educated and trained well will help Germany to take the lead in the global race as well as be the best part in that development."

- Japanese experience: The post-secondary system consists of universities, colleges, technical colleges as well as specialized training schools that directly train human resources for the country.

- South Korean experience: The Government considers human resource training as a priority in education to ensure that human resources meet the requirements of industrialization. Education is carried out in parallel with the industrialization process.

- Experience from Singapore: The government believes that success in the race for educational and religious development will create the success in the race for economic development. So, from the XXI century, the government has spent 3-5% of its GDP on education and training, and now accounts for about 10% of GDP.

- Malaysia's experience: Malaysia is one of the countries with the best economic development in Southeast Asia and they have such economic achievements because Malaysia is interested in investing in human resources.

From that, draw some lessons for Vietnam as follows:

- Firstly, the allocation of state budget according to results of activities for vocational education institutions;

- Secondly, socialization of financial resources for vocational education institutions by training at companies and enterprises.

- Thirdly, linking the mobilization and usage of financial resources with the planning of the system of vocational education.

CHAPTER 2

MOBILIZATION OF FINANCIAL RESOURCES FOR PUBLIC VOCATIONAL EDUCATION INSTITUTIONS IN VIETNAM

2.1. Overview of public vocational education in Vietnam

2.1.1. Achievement

The results of practical implementation of legal documents have made initial changes in the quality of vocational training, in particular:

- *Firstly*, the formation of a unified system of vocational education operating under the provisions of the Law on vocational education;
- *Secondly*, the enrollment in 2017 has made positive changes, reaching the target;
- *Thirdly*, more and more models of high quality training institutions appear;
- *Fourthly*, the awareness of the people and society on vocational education has made positive changes.

2.1.2. Drawbacks in vocational education

- The effectiveness of vocational education is limited;
- The quality of vocational education is not high;
- Socialization of vocational education is limited.

2.2. Real situation of mobilization of financial resources for public vocational education institutions

2.2.1. Mobilization of financial resources for public vocational education institutions

2.2.1.1. Expenditures for public vocational education from state budget

In the structure of expenditures for vocational education from the state budget, priority has been given to remote areas, disadvantaged areas, border areas, islands and ethnic minority areas, reflecting the distribution coefficient.

State budget expenditure for the vocational education system as compared to the total state budget expenditures

<i>Year</i>	<i>State budget expenditure for the vocational education (billion VND)</i>	<i>Compared with GDP (%)</i>	<i>Compared with total state budget (%)</i>	<i>Compared with total state budget for education and training (%)</i>
2006	3.673	0,38	1,24	6,7
2007	4.443	0,39	1,36	7,15
2008	5.585	0,41	1,47	7,35
2009	6.670	0,45	1,5	7,5
2010	8.811	0,46	1,45	8,53
2011	9.800	0,45	1,63	8,16
2012	10.746	0,47	1,55	8,08
2013	11.784	0,46	1,21	8,15
2014	14.308	0,53	1,42	8,2
2015	16.453	0,57	1,43	8,33
2016	15.884	0,54	1,25	8,12
2017	15.312	0,51	1,19	7,96

Sources: Ministry of Labor, Invalids and Social Affairs (2017)

2.2.1.2. Mobilizing financial resources from state budget for vocational education

In the period of 2006 - 2017, the state budget for public vocational education shall be mainly focused on beneficiaries of social welfare, investing in areas, regions which have not been capable of socialization of vocational education yet, investing in national key occupations and etc. At the same time, the mode of allocation of the state budget has also changed fundamentally from the allocation of input cost factors to the

mode of allocation associated with the mechanism of assignment from governmental management units.

2.2.2. Mobilizing financial resources from non-state budget

2.2.2.1. Overview of mobilizing financial resources from non-state budget

Financial resources from non –state budget

Unity: Billion VND; %

Year	Non-state budget	Contributed by learners (tuition fee)		Revenues from services, business operation		Domestic investment and funding		Foreign investment and funding	
2006	789	387	49,0	73	9,25	75	9,51	254	32,19
2007	1.021	496	49,0	86	8,42	99	9,70	340	33,30
2008	1.067	593	56,0	95	8,90	119	11,15	260	24,37
2009	1.103	693	63,0	104	9,43	139	12,60	167	15,14
2010	1.789	1.242	69,0	114	6,37	155	8,66	278	15,54
2011	1.801	1.256	70,0	126	7,00	126	7,00	293	16,27
2012	1.726	1.293	75,0	139	8,05	129	7,47	165	9,56
2013	1.997	1.549	78,0	152	7,61	155	7,76	141	7,06
2014	2.339	1.678	72,0	168	7,18	168	7,18	325	13,89
2015	2.549	1.831	72,0	190	7,45	192	7,53	336	13,18
2016	2.823	1.989	70,0	225	7,97	228	8,08	381	13,50
2017	3.557	2.506	70,0	290	8,16	294	8,27	466	13,11
Total	22.561	15.513		1.762		1.879		3.406	

Sources: Ministry of Labor, Invalids and Social Affairs (2017)

2.2.2.2. Mobilization of financial resources from tuition fee

The annual tuition fee of public vocational education institutions depends on two factors: (i) policy on tuition fees by sector, region of the

government; (ii) implementation of enrollment criteria by sector and regions of them.

- Firstly, the quality of teachers and managers in public vocational education institutions;
- Secondly, the quality of training program is in accordance with the tuition fee;
- Thirdly, the facilities and teaching equipment.

2.2.2.3. Mobilization of financial resources from association and service provision

The revenue generated from business activities, associated training and service provision of public vocational education institutions in the past 12 years accounted for only 7.74% of total non-state revenues.

2.2.2.4. Mobilization of financial resources from investment, supporting of domestic and foreign organizations, individuals

In order to receive funding from investment, financial support from domestic and foreign organizations and individuals and enterprises, excluding to the measures to enhance prestige and trademark as mentioned above, propaganda measures , promoting the activities of vocational training and promoting association in training are important measures for the public institutions.

- Firstly, for measures to propagate and promote the activities of vocational education;
- Secondly, cooperation, funding between public vocational education institutions and organizations and individuals

2.2.3. The result of study research on factors that affect the desirability to take vocational education of students

2.2.3.1. Sampling and data collection

306 of valid samples are collected and computed using SPSS, version 22 software.

2.2.3.2. Analysis of data

The collected data were verified by the reliability test Cronbach alpha and EFA analysis. After that, multivariate regression analysis was used to test the hypothesis. The result of research on factors that affect the desirability to take vocational education of students is summarized as follow:

$$Y = 1.091 - 0.460 HV + 0.078 LI + 0.183 TD + 0.174 HT$$

In which:

- HV: Education level
- LI: The benefit of vocational education
- TD: Student loan accessibility
- HT: Student support policy

The regression equation shows that the coefficient β_1 is less than 0 (demonstrates the inverse relationship between the independent variable and the desired perceiving vocational education), other standardized β coefficients are greater than 0 (demonstrating the positive relationship between independent variables and the desired perceiving vocational education). So all hypotheses are backed by set of research data.

2.3. Evaluating the situation of mobilizing financial resources at public vocational education institutions in Vietnam

2.3.1. Archivement on mobilizing financial resources at public vocational education institutions in Vietnam

Firstly, based on legal documents implemented by the State, public vocational education institutions in Vietnam have mobilized a certain amount of financial resources for the development strategy of vocational education.

Secondly, the quality of training at public vocational education institutions in Vietnam was improved in order to have appropriate tuition fees.

Thirdly, Financial resources socialization proportion at public vocational education institutions in Vietnam was improved.

2.3.2. Limitations

- Public vocational education institutions in Vietnam is still mostly depend on State budget.

- Financial source from the service of Public vocational education institutions in Vietnam has been used at the best rate in non-state budget, however, The proportion is not match with the income of Vietnamese people.

- Public vocational education institutions in Vietnam have not had solution to extend the non-state budget financial source by training association activities.

- Proportion of Financial source from student loan and sponsored scholarship is still under target.

- Financial management for vocational education and financial mobilization does not meet requirement.

2.3.3. Explanation

2.3.3.1. Objective reasons

Firstly, awareness of position and role of vocational education in the socio-economic development process is still limited. The propaganda activities is not focused properly.

Secondly, the system of mechanisms and policies of the State for vocational education has been paid great attention by the State, however, it is not consistent with other policies.

Thirdly, the determination to promote and develop vocational education is not properly focused. Vocational education is not considered as a decisive factor in creating high quality human resources for economic growth.

2.3.3.2. *Subjective reasons*

- The implementation of financial autonomy and self-responsibility in some public vocational education institutions in Vietnam is not effective.

- Solutions for socialization of vocational education and socialization of financial investment to develop vocational education mainly focus on the developed area.

- Public vocational education institutions in Vietnam did not pay appropriate attention in the contents, measures and forms of propagation and dissemination of their business.

- There are not enough effective solutions in implementation of autonomy finance mechanism, especially the mobilization of non-state budget finance resource.

CHAPTER 3

SOLUTION FOR MOBILIZATION OF FINANCIAL RESOURCES FOR PUBLIC VOCATIONAL EDUCATION INSTITUTIONS IN VIETNAM

3.1. Development target on vocational education in Vietnam by 2025 and vision toward 2030

By the year of 2020, vocational education in Vietnam should be able to meet the demand of the labor market in terms of quantity, quality, occupational structure and the quality of training standard of some developed countries in the ASEAN region and the world

3.2. Perspective on mobilizing financial resources for public vocational education institutions in Vietnam

- *Firstly*, considering financial investment in vocational education is a kind of development investments.

- *Secondly*, considering the capital from the State budget as "beginning capital" to promote and support other non-state budget for vocational education.

- *Thirdly*, completing solution for mobilize financial sources by increasing the proportion of non-state budget sources for public vocational education institutions in Vietnam.

- *Fourthly*, putting together mobilization with the use and effective management of financial sources at public vocational education institutions in Vietnam.

- *Fifthly*, thoroughly resolving the principle of equality, and transparency in solution for mobilization of financial resources for public vocational education institutions in Vietnam

3.3. Solution for mobilization of financial resources for public vocational education institutions in vietnam

3.3.1. Renovating state budget expenditures for vocational education so as to ensure the efficient use of financial sources from the state budget

- *Firstly*, Renewing the mechanism of allocating and assigning state budget estimates to public vocational education institutions in association with important branches and domains of the economy. To restructure the system of public vocational education, to ensure the effectiveness of the management of vocational education activities in public institutions, to enhance the result of the socialization purpose in education, especially socializing the financial sources for investment in activities of enrolling and expanding the autonomy and self-responsibility in the activities of public vocational education institutions.

- *Secondly*, Completing and renewing the policy on scholarship and social policies. The reform of the financial allocation mechanism following the direction as : Institutionalization and publicization of the

reform of the process of financial allocation of investment for the field of vocational education. To complete the system of financial allocation norms for the appropriate field of vocational education and to increase the powers attached to the financial autonomy of budget spending units and public resources.

- Thirdly, The state budget for investment in vocational education development should be implemented under the program of vocational education development.

- Fourth, Examining, monitoring and improving the efficiency of state budget for vocational education.

3.3.2. Solutions for mobilization of non-state budget financial sources

- * Completing policies on service charges and fees.*

To revise, analyze and re-evaluate the current policy on service charges and fees in the field of vocational education applied for to public institutions, thus consider the positive aspects, shortcomings and drawbacks of service price policy. To take a survey and re-assess in details the expenditure on the average expenditure per student and calculate the tuition fee to cover the cost of vocational training for a pupil at each educational level.

- * Supporting students to access credit capital.*

Student credit is long-term credits, as students need credit during their studies and can not afford to pay in the short term. These credits can be paid only after the student has graduated and earned a living. The borrower's fair repayment is of great significance to the Student Credit Scheme, to ensure the re-creation of funds to maintain the operations of credit institutions. In countries where it is difficult to find jobs, especially for low-income jobs, it is difficult to deduct a portion of income to repay

credit institutions. In this context, the customer morality in repaying credit will greatly affect the credit relationship.

Credit scheme for students to use the resources of the State to provide preferential credit for students in difficult circumstances to get loans for study, to help the student not to drop out of school due to their inability to pay tuition and cover their minimum living needs. At the same time, to create opportunities for disadvantaged students to continue their study path, contributing to the training of human resources with high qualifications for the country. Especially students who are studying at public vocational education institutions in Vietnam.

** Increasing income from business and service activities in public vocational education institutions in Vietnam*

The current status of facilities in public vocational education institutions in Vietnam is needed to be reviewed and evaluated for establishing policies and supporting investments in the school system in order to improve the quality of education services, products which has high quality and can be commercialized. In addition, To review land policies, tax policies, preferential credit policies... is needed to be reviewed and revised in order to encourage investment and development of public vocational education institutions in Vietnam.

Develop the policy to make use of the existing facilities to create the necessary products which can be socialized to increase the school income. Obviously, in order to be able to make use of the material facilities and equipment of the school to make products which can be socialized, vocational education institutions in Vietnam have to study consumer demand, product marketing, on the other hand, they need to review the capacity of human resources, equipment, the production process to create products for the market.

** Attracting of investment, donations from organizations and individuals for vocational education.*

- Attracting investment, sponsorship of local organizations and individuals.

- Expanding investment attraction, funding of foreign organizations and individuals.

- Developing mechanisms to attract revenue from enterprises and users of vocational education.

Private sector participation need to be considered in vocational education, such as: public-private dialogue, their contributions to training program and financial contributions. The role of professional associations and enterprises in management of vocational education must be strengthen to take advantages of their experience of the region and the context of Vietnamese market to formulate vocational training programs in line with the contents of international economic standard.

- Increasing revenues from associated training services

- Encourage individuals and organizations to donate charity for the development of vocational education.

3.4. Conditions for solutions

3.4.1. Reviewing the reform of the financial management mechanism in the field of vocational education

Financial regulations on vocational education in the most relevant legal documents such as the Law on Vocational education, the Law on the State Budget... need to be revised and amended. The Law on vocational education should have specific regulations on investment in vocational education development in line with the nature and characteristics of vocational education. The law on the State Budget should have specific regulations on the roles and responsibilities of central and local state management agencies in the process of

formulation, consolidation and allocation of state budget for vocational education.

3.4.2. Completing the mechanism of autonomy, development of socialization in the field of vocational education

- Arranging the state budget and mobilizing non-State budget resources to promote the socialization of public services in the field of vocational education.

- Promoting international cooperation to increase financial resources for vocational education.

- Developing the market of public services in the field of vocational education.

- Strengthening the supervision, inspection and handling of violations in the socialization of public services in the field of vocational education.

CONCLUSION

The contents and results of the thesis have focused on the following issues:

- Analysing of scientific arguments shows the need to deploy and increase the mobilization of financial resources, especially non-state budget for public vocational education institutions in Vietnam.

- In the context of international economic integration, public vocational education institutions in Vietnam play a key role, contributing to the provision of highly qualified workers.

- Analyzing and approving on the concept, content and method of mobilizing financial sources, especially non-state budget for public vocational education institutions in Vietnam.

- Analyzing the situation of mobilizing financial resources for public vocational education institutions in Vietnam to clarify the achievement,

the limitations and causes of the inability to attract socialization resources. This is one of the reasons affecting the quality of training and scientific research of public vocational education institutions in Vietnam.

- On the basis of the State orientation on renovation of public vocational education system in Vietnam by 2020, the thesis proposes a number of solutions to mobilize financial sources for public vocational education institutions in Vietnam.

- In order to implement the mentioned solutions, the thesis proposed the conditions for implementation of solutions to renovate the mechanism of mobilizing financial resources at public vocational education institutions in Vietnam, creating the best conditions for the mechanics. The state budget mobilizes and efficiently utilizes the financial resources.

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