The Current Situation and Future Development of Hospitality and Tourism Higher Education in Vietnam

Nguyen Thi My Hanh

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of

Master of Business Administration in Hospitality and Tourism Management

(International Program)

Prince of Songkla University

2008

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ชื่อวิทยานิพนธ์ สถานการณ์ปัจจุบันและการพัฒนาในอนาคตของการศึกษาสาขาวิชาการบริการและการท่องเที่ยวระดับอุดมศึกษาในเวียดนาม

ผู้เขียน นางสาวเหวียน ทิ หมี ไฮห์

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ปีการศึกษา 2551

บทคัดย่อ

เนื่องจากเวียดนามตั้งอยู่ในภูมิภาคที่การท่องเที่ยวมีความเติบโตเร็วที่สุดของโลก การท่องเที่ยวจึงมีการพัฒนาค่อนข้างรวดเร็วในช่วงหลายปีที่ผ่านมา ในขณะเดียวกันความต้องการของทรัพยากรบุคคล โดยเฉพาะบุคลากรที่มีความเหมาะสมและได้รับการฝึกอบรมมาดีจึงมีความจำเป็นอย่างเร่งด่วน

วัตถุประสงค์ของการศึกษาเรื่องนี้เพื่อวิเคราะห์สถานการณ์ปัจจุบันของการศึกษาสาขาวิชาการบริการและการท่องเที่ยวระดับอุดมศึกษาในเวียดนาม การพิจารณาถึงปัญหาและอุปสรรคในการผลิตบุคลากรในสาขาวิชาการบริการและการท่องเที่ยวในมหาวิทยาลัย/สถาบันในเวียดนาม การบ่งบอกถึงการพัฒนาในอนาคตของสาขาวิชาการบริการและการท่องเที่ยวระดับ
อุดมศึกษาในเวียดนาม และการเสนอแนะสำหรับการผลิตทรัพยากรบุคคลในสาขาวิชาการบริการและการท่องเที่ยวที่ตรงกับความต้องการใช้ทรัพยากรบุคคลของอุตสาหกรรมที่พอเพียงทั้งด้านปริมาณและด้านคุณภาพ

การศึกษาใช้ทั้งวิธีการศึกษาทั้งเชิงปริมาณและเชิงคุณภาพ แบบสอบถามใช้เป็นเครื่องมือในการเก็บข้อมูลจากประชากรสถาบันการศึกษาที่เปิดสอนหลักสูตรการบริการและการท่องเที่ยวจำนวน 101 สถาบัน ระหว่างช่วงเวลาเดือนธันวาคม 2550 ถึงเดือนมกราคม 2551 ได้รับแบบสอบถามคืนมาจำนวน 55 ฉบับ หรือร้อยละ 54.46 ของจำนวนแบบสอบถามที่ส่งไปทั้งหมด การวิเคราะห์ข้อมูลใช้โปรแกรม SPSS Version 15.0 รวมทั้งการใช้โปรแกรม Microsoft Excel เป็นเครื่องมือในการสร้างรูปแสดงและกราฟ แหล่งข้อมูลทุติยภูมินำมาใช้เพื่อการศึกษา
ความต้องการบุคลากรของอุตสาหกรรม นอกจากนี้การศึกษาถึงสถานการณ์ปัจจุบันและการพัฒนาในอนาคตของสาขาวิชาการบริการและการท่องเที่ยวระดับอุดมศึกษาใช้วิธีการศึกษาเชิงคุณภาพโดยการสัมภาษณ์ผู้อำนวยการฝ่ายพัฒนาทรัพยากรบุคคลของการท่องเที่ยวแห่งชาติเวียดนาม

ผลการศึกษา พบว่าสถาบันการศึกษาของรัฐจำนวนร้อยละ 74.1 เป็นผู้ให้การศึกษาสาขาวิชาการบริการและการท่องเที่ยวที่เหลือร้อยละ 25.9 ให้การบริการ โดยสถาบันการศึกษาเอกชน จำแนกตามระดับการศึกษาจำนวน 36 สถาบันหรือร้อยละ 65.5 เป็นระดับมหาวิทยาลัย และที่เหลือจำนวน 19 สถาบันเป็นระดับวิทยาลัย สถาบันการศึกษาส่วนมากมีการฝึกอบรมพัฒนาอาจารย์ผู้สอน การ

ประเมินผลการสอนโดยนักศึกษา ใช้วิธีการสอนแบบใหม่ ปรับปรุงและใช้เครื่องมือสมัยใหม่ในการเรียนการสอน

ผลการศึกษายังแสดงให้เห็นว่าสถาบันการศึกษาในเวียดนามมีปัญหาด้านขาดแคลนอาจารย์ผู้สอนที่มีคุณสมบัติตรงและมีประสบการณ์สอน หลักสูตรไม่มีความเหมาะสมได้รับการสนับสนุนทางการเงินจากรัฐบาลไม่เพียงพอและความขาดแคลนสิ่งอำนวยความสะดวกในการฝึกปฏิบัติ ในปี ค.ศ. 2010 จะมีสถาบันการศึกษาให้บริการสาขาวิชาการบริการและการท่องเที่ยวเพิ่มอีก 18 สถาบัน จำนวน 19 หลักสูตร ทั้งหมดเป็นหลักสูตรภาษาเวียดนาม และในจำนวนนั้นเป็นหลักสูตรบัณฑิตศึกษา 4 หลักสูตร

ข้อเสนอแนะจากการศึกษาประกอบด้วย การเพิ่มคุณภาพอาจารย์ผู้สอนในรูปคุณสมบัติตรงสาขาวิชา งานวิชาการ และวิธีการสอน หลักสูตรมีความจำเป็นต้องทำการประเมิน ปรับปรุงแก้ไขให้สอดคล้องกับความต้องการบุคลากรของอุตสาหกรรมที่เปลี่ยนแปลงไปโดย
เฉพาะหลักสูตรควรเป็นหลักสูตรนานาชาติ ใช้เทคโนโลยีสารสนเทศสมัยใหม่ และสถาบันการศึกษาควรเพิ่มการฝึกงานในอุตสาหกรรมในหลักสูตร และควรให้อุตสาหกรรมเข้ามามีส่วนในการจัดการศึกษา

คำสำคัญ การบริการและการท่องเที่ยว อุดมศึกษา เวียดนาม ความต้องการทรัพยากรบุคคล

Thesis Title	The Current Situation and Future Development of Hospitality and Tourism Higher Education in Vietnam
Author	Miss Nguyen Thi My Hanh
Major Program	Hospitality and Tourism Management (International Program)
Academic Year	2008

ABSTRACT

Located in the world's fastest growing tourism area, Asia Pacific, in terms of tourist arrivals, Vietnam tourism has relatively fast developed in recent years. In the meantime, the industry's human resources requirement, especially well-trained and qualified human resources becomes more urgent.

The objectives of the study are to analyze the current situation of hospitality and tourism higher education in Vietnam; to investigate the problems and obstacles in producing graduates in the hospitality and tourism field of study at universities/institutions in Vietnam; to identify the future development of hospitality and tourism higher education in Vietnam; and to propose recommendations for producing graduates in the hospitality and tourism field of study, that meet the industry's human resources requirement sufficiently in both quantity and quality.

Both qualitative and quantitative approaches were used for this study. The questionnaire survey was used to collect data from the population of 101 institutions those offered hospitality and tourism programs during the period of December 2007-January 2008. 55 questionnaires or 54.46 percent of the total questionnaires distributed were returned. The SPSS program version 15.0 was applied to analyze data collected from the institutions and the Microsoft Excel was also used to create charts and graphs. The study of the industry's human resources requirement was obtained from secondary data. In addition, the study of current situation and future development of hospitality and tourism higher education in Vietnam was also done by qualitative analysis of interviewing with the director of Vietnam human resources development in tourism project (Vietnam National Administration of Tourism).

From the findings, we found that public institutions accounted for 74.1 percent of the total number institutions offering the programs and private institutions shared at 25.9 percent. Classified by level, 36 institutions (or 65.5 percent) are at university level and the rest of 19 institutions at college level. Most of institutions have provided training for teaching staff; evaluated teaching performance by students; applied new techniques, renewed and used modern equipments serving for teaching and learning.

The findings also showed that the institutions in Vietnam are facing with the problems of shortage of qualified and experienced teaching staff, improper curriculum, insufficiency of financial support from the government and lack of practical material facilities. By 2010, there are 18 institutions that are going to

offer the programs. These institutions will offer 19 programs, all of them are Vietnamese programs, of which there are 4 postgraduate programs.

The recommendations from the study are: teaching staff needs to be improved in terms of qualifications, academic works, and teaching methods; the curriculum needs to be evaluated, revised, and adjusted to the changing needs of the industry for manpower, especially the curriculum should be internationalized, applied the advancements of information technology; and the institutions should add internship programs to the curriculum and let the industry get involved in the hospitality and tourism education.

Key words: Hospitality and Tourism, Higher Education, Vietnam, Human Resources Requirement

ACKNOWLEDGEMENTS

The thesis "The Current Situation and Future Development of Hospitality and Tourism Higher Education in Vietnam" could have been completed due to special kindness and contribution from Assoc. Prof. Manat Chaisawat, the advisor of this thesis. Taking this opportunity, I would like to express my sincerest appreciation for his time and helpful guidance during the entire period of the study.

I am sincerely grateful to generous assistance of Dr. Naree Weerakit - my co-advisor, Dr. Aree Tirasatayapitak, and Dr. Kullada Phetvaroon who gave me the academic knowledge and valuable experiences. Especially, I would like to express my special thanks to Dr. Ilian Assenov who gave me proper advices from topic selection, literature review, a suitable study design to analyze data. Also, I would like to thank Khun Watcharee Chamnina who always stands beside us and take care of us during the course in general and in the entire period of study in particular.

I would like to present my special thanks to all officers of the Ministry Education and Training, Vietnam National Administration of Tourism, whose ideas and documents were very useful for this research and all teachers/staff who spent their valuable time to fill the questionnaires.

Specific thanks are also owned to my beloved family for giving me valuable assistance, encouragement and very important morale support sufficiently contributing to the success of this study. As well, my colleagues and friends, who encouraged and helped me.

Finally, the Master's Degree study would have been impossible without financial support from the Government of Kingdom of Thailand, the Thai International Development Cooperation Agency (TICA) who kindly constituted to me this valuable opportunity to this professional study.

Nguyen Thi My Hanh

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LIST OF ABBREVIATIONS AND SYMBOLS

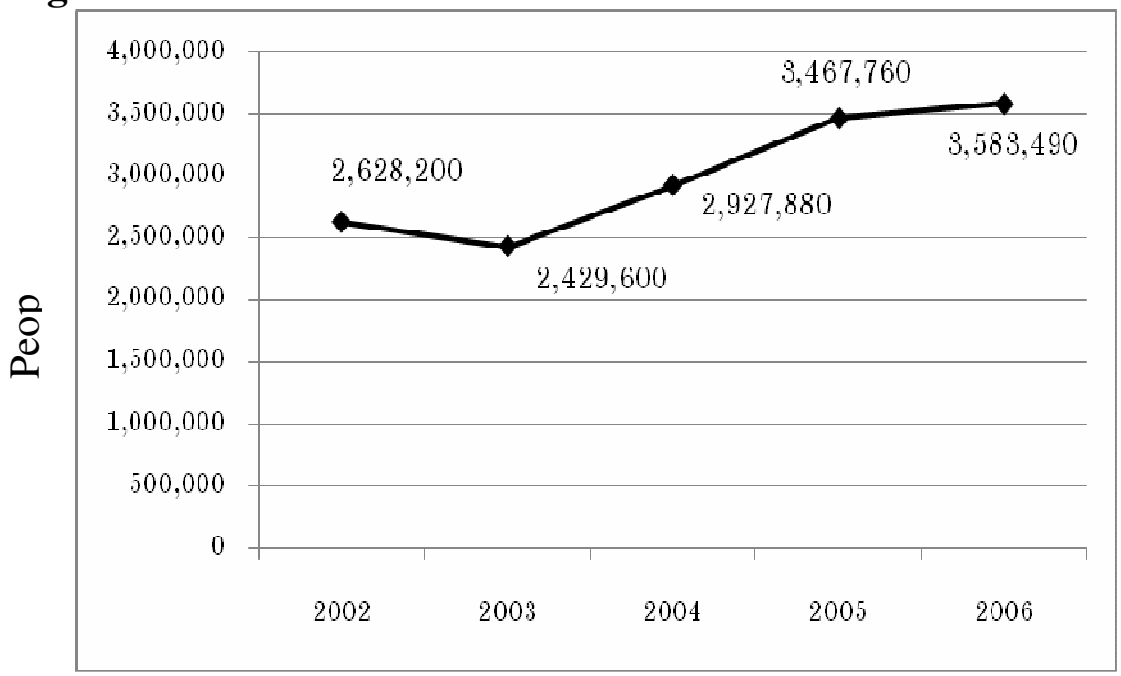
ASEAN:	Association of South East Asian Nations
B.A.:	Bachelor of Arts
B.B.A.:	Bachelor of Business Administration
Dip.:	Diploma
GDP:	Gross Domestic Product
HE:	Higher Education
ISO:	International Standard Organization
M.A.:	Master of Arts
M.B.A.:	Master of Business Administration
M.Sc.:	Master of Sciences
MILOSA:	Ministry of Labor, Invalids and Social Affair
MOET:	Ministry of Education and Training
MOF:	Ministry of Finance
Ph.D.:	Doctor of Philosophy
QAA:	Quality Assurance Agency
SD:	Standard Deviation
SPSS:	Statistical Package for Social Sciences
SWE:	Supervised Work Experience
TEDQUAL:	Tourism Education and Quality
TQM:	Total Quality Management
UEE:	University Entrance Examination
UK:	United Kingdom
US:	United States
VNAT:	Vietnam National Administration of Tourism
WTO:	World Tourism Organization
WTTC:	World Travel and Tourism Council

CHAPTER 1
INTRODUCTION

1.1 Statement of the Problem

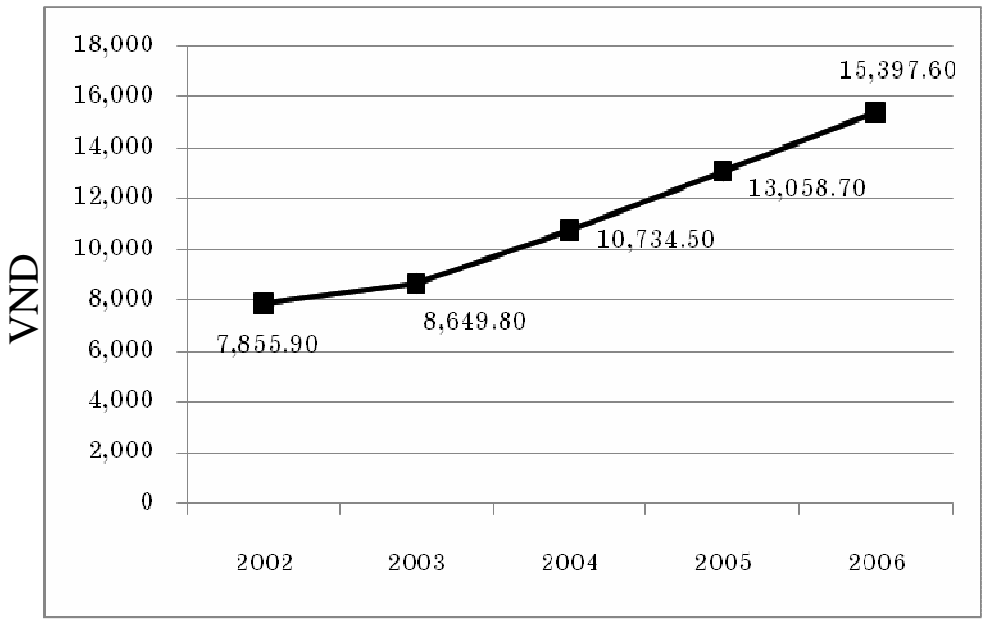
Tourism is now an economic pillar for a large number of developing economies and Vietnam is no exception. The country has certain advantages as an international tourism destination through its central geographical location in Southeast Asia and its catering to tourists all year around. The number of international tourist arrivals to Vietnam increased from 2,330,800 in 2001 to 2,628,200 in 2002 and up to 3,583,486 in 2006 (Figure 1.1). Revenue received from the industry in terms of VND (Vietnam Dong) estimated 5,689.4 billion; 7,855.9 billion; and 15,397.6 billion in the same period (Figure 1.2) (VNAT, 2006a).

Figure 1.1 International Tourist Arrivals to Vietnam 2002-2006



Source: VNAT, 2006a

Figure 1.2 Revenue Received from the Industry 2002-2006



Source: VNAT, 2006a

The approved National Tourism Action Plans (2006 - 2010) (VNAT, 2006b) under the Decision No. 121/2006/QD-TTg dated May 29, 2006 of the government of Vietnam were set to achieve:

1. In the period of 2006 - 2010: international tourists' growth rate increases 10-20 percent per year, that of domestic tourists increases 15-20 percent per year with the receipts from tourism industry will reach US dollar 4-5 billion by 2010
2. Improvement of service quality, diversification of tourism goods and services
3. To enhance Vietnam's position worldwide
4. Sustainable tourism development

To gain these ambitious targets, the success of any tourism development strategy will be determined to a large extent by human resources, especially well-educated ones to

meet the demand of the industry. Human resources play a critical role in both daily and long-term decision making (Woods, 1999). Moreover, this allows the industry to gain a competitive edge and added value, create jobs, and significantly contribute to socio-economic development.

In 2005, there were 234,096 labors directly working in Vietnam's tourism sector. The number is forecasted to reach 333,396 by 2010 and 503,202 by 2015 (VNAT, 2006a). However, according to Nguyen (2007a), in 2006, the number of students graduating from the universities, colleges and institutions only met half of the demand, not mentioning the training quality. In addition, the distribution of the workforce among regions and districts is inappropriate, many areas lack workforce while many others redundant. These have negatively affected the sustainable development of local tourism sectors as well as limited the exploitation of tourism potential regions such as: Northern mountainous region or the Mekong Delta region, etc. This is therefore a big task for Vietnam's education system to open more professional tourism human resource trainings, socialize tourism training, and widely promote activities of the industry as well as its demand so that local people are more aware of the issue. Meanwhile, to the knowledge of researcher, there is no official document on hospitality and tourism higher education (HE) in Vietnam.

1.2 Related Literature

1.2.1 Origins and Development of Tourism Curricula in HE

It is now more than 40 years since tourism first appeared as a distinct area of study. Arguably, its history goes back far longer than this in that the study of some of its component sectors, notably hotel operations and catering, or

component activities such as leisure and recreation can trace their origins to before World War II (Airey, 2005a).

Additionally, Butler (1999) and Morgan (2004) pointed out tourism education as a development of technical/vocational schools in Europe. These schools emphasized training in core competencies such as hospitality, hotel management and related business skills.

Earlier, geographers and economists paid attention to the role of tourism, such as regional studies or foreign trade studies. However, according to Airey (2005a) these earlier developments were relatively fragmented either by sector or by individual scholars. It really awaited the 1960s and a number of key changes in tourism in HE and in society more generally for tourism to emerge both as a clear area of study in its own right and as a subject for study up to diploma and degree level and for research.

Interest and demand from the public and private sectors impelled rapid growth of tourism studies and the development, and establishment of departments of travel and tourism at institutions of HE beside technical schools (Butler, 1999).

In the United States (US), Council on Hotel, Restaurant and Institutional Education (CHRIE) estimated that there were almost 170 hospitality granting baccalaureate degrees and more than 700 programs offering associate degrees, certificates or diplomas in 1999 (Riegel, 1999).

In the United Kingdom (UK), National Committee of Enquiry into HE (1997) referred to the number of students in HE doubling between 1977 and 1997, and for the participation rate for under-30s rising from 30 percent to more than 45 percent. Also, (Airay, 2005b) showed that there were two institutions offering undergraduate programs in 1972, 36 in 1993, and 55 in 2005. There were 12 undergraduate programs, 10 postgraduate programs in 1991; 97 and 48 in 1999 respectively.

In Australia, the study of King and Craig-Smith (2005) found that undergraduate tourism started in the early 1970s in Melbourne (Victoria) and near Brisbane (Queensland). However, the growth in the provision of programs was slow in the 1970s, doubling from only two to four by the end of that decade. The pace of expansion was still fairly modest during 1980s with the four programs on offer in 1980 expanding to five in 1985, six in 1987, and seven in 1988. It was the boost to international tourism generated by Australia Bicentenary Celebrations, which had the greatest impact. By 1989, 15 programs were offered across Australia and by 1990 this had increased to 19. From 1990, the number of programs escalated with 21 in 1993, 32 in 1995, 44 in 1997, and staggering 95 in 2004. Even this figure hides the true growth rate, since a number of the 95 programs include field of specialism, which are not readily classified as hospitality and tourism, but are of direct relevance. According to data from a national survey being undertaken at the time of writing, there are a total of 112 undergraduate programs offering if all options are taken into account.

In Canada, the seeds for formal tourism education were first sown in the late 1960s. Substantial growth in the number of tourism programs and the number of students enrolled continued throughout the 1970s. In the 1980s, tourism education in Canada successfully evolved through the pluralistic development model. By 2004, there were 71 college 2-year Hospitality and Tourism programs and 17 4-year Hospitality and Tourism Degree programs in 2004 (MacLaurin, 2005).

Above examples partly show that tourism education has come along way from its early beginnings in the 1960s. The provision of tourism education has extended all around the world and it has also been both deepened and strengthened. According to Riegel (1999), the future of hospitality and tourism education appears to hold bright promise for the discipline. Most programs experience good placement rates for graduates, and

more and more hospitality and tourism organizations are seeking candidates with degrees for management positions. The future seems to be one of increasing professionalizations for this field.

Beyond that, some of the early graduates are now among the leaders of tourism around the world both in the commercial and non-commercial sectors. Some Bodies such as: the Council on Hotel, Restaurant and Institutional Education (CHRIE); the ASEAN Tourism Training and Education Network (ATTEN), the Network of Asian-Pacific Education and Training Institutions in Tourism (APETIT), the Council for Australian University Tourism and Hospitality Education (CAUTHE), the Association for Tourism in Higher Education (ATHE) in the UK, as well as the Association for Tourism and Leisure Education with its international reach, have proved that to be very effective in representing the views of tourism education and providing opportunities for the development of a community of scholars.

However, along with this success, tourism as an area for study is still faced with uncertainties and challenges:

> "In many ways, the issue is that tourism education is victim of it own success. Its success in attracting students and scholars has created a thriving subject area that offers rich topics for research and study that can make a real difference to a major sector of human activity. Yet the very things that have made it successful, particularly its vocationalism and its multi-disciplinary are the very things that many stand in the way of its full development and recognition as a serious field of study. Vocationalism seems to have been good for attracting students but not for academic reputation and multi-disciplinary makes for stimulating programs but fragmented research"
>
> (Airay, in press: cited in Airay, D. & Tribe, J., 2005, p. 502)

Also, referring the challenges, Tribe found that:

> “The need to address the problem of the substantial group of lecturers who feel that they are falling behind in terms of scholarship... Indeed, the specific issue of scholarship appears to be part of a wider neglect of staff development in general, which the survey highlights as an area in need of improvement. Also perhaps related to these issues is the area of currency and innovation in the curriculum which many lecturers signal as a weakness. Interestingly, student scholarship is also seen as a particular problem. The oft-heard witticism that students no longer read for degrees is given specific which achieved low scores in the lecturer survey. These include career information and guidance; technical and administrative support; teaching accommodation; and quality enhancement”.
>
> (Tribe, 2003, p. 39)

Cooper, Shepherd, and Westlake (1996) figured out that hospitality and tourism education is facing problems due to:

- Tourism is often seen as simply contributing case study material to add interest to and enrich other disciplines such as economics, geography or any other field of study.

- Tourism education is multi-disciplinary in its approach and content and it possesses, therefore, elements which are attractive to other disciplines. Also it is affected to a large extent by the nature of the tourism industry that is diverse and fragmented, cutting across many sectors and impinging upon a wide range of operations. Definition is therefore difficult and the development of suitable and appropriate study at all levels to meet the needs of an indefinable industry, in turn, is a difficult task.

- As aforementioned, tourism is relatively young subject area that appeared over 40 years in academic world. It is therefore not well established as an area for serious academic

study due to lack of the history and evolution of some of the more mature fields of study which possess the theoretical underpinning still lacking in tourism. Hence, approach to tourism education, in turn, is fragmented that accentuates a lack of clear direction for sustained development. Furthermore, without the framework, tourism educators may see the subject in danger of disintegrating, with the different elements which currently make up the tourism curriculum reverting back to their parent disciplines.

- In addition, tourism education faces one other serious barrier to its development is that the industry is dominated by small business led by entrepreneurs and self-made men who possess non-formal training in tourism and who do not recognize the need of support tourism courses and to overall professionalism of the industry.

In spite of these challenges as well as problems, many of ingredients for the success of tourism education are already in place. According to Airey, and Tribe, (2005), success above all will now depend on a number of key factors. First among these will be quality and development of the academic staff both as researchers and as teachers. All subject areas depend upon the creation and refreshment of knowledge and its effective dissemination. It is these that make the topic of interest and relevance to students, to employers, and to the wider community. Tourism has certainly been effective in attracting some very talented scholars in recent years, the challenges now will be to retain them and ensure that they have opportunities for development.

1.2.2 The Concept of Hospitality and Tourism HE

Despite hospitality and tourism programs have been expanded rapidly, they are not uniformly among postsecondary educational institutions (Riegel, 1999). The programs differ widely and lack the standardization that characterizes many

traditional fields of study since colleges and universities often respond to demand for new programs by building onto existing program. Therefore, it is difficult to define hospitality and tourism programs.

Moreover, education and training in tourism are complicated by the fact that there are many dimensions to it (Susan and John, 2005), including:

- Different sectors, with their own needs, such as airlines, hotels, retail travel, visitor attractions, tour operators, and destination management;
- The needs of organizations in public, private, and voluntary sectors;
- The wide range of skills and knowledge required by operative staff and managers in different jobs.

However, an emerging view of hospitality and tourism education is that of a field of multi-disciplinary study that brings the perspectives of many disciplines, especially those found in the social sciences, to bear on particular areas of application and practice in the hospitality and tourism industry (Riegel, 1999). He also pointed out that while hospitality and tourism education may lack of some of the formalities of the traditional professions such as law or medicine, it nevertheless lends itself best to educational models followed by these professions. Professional education consists of three key elements: substantive knowledge, skills, and values. Substantive knowledge is the knowledge necessary for practice of the profession, it is the core area upon which instruction is based. The skills component consists of abilities necessary to apply professional knowledge to the field of work. The values component involves the fostering of key career values necessary for success in that field.

Over the time of the development of tourism industry as well as that of tourism education, it is necessary to set up the new concept of modern tourism education (Chen, 2002). The concept is as follows:

First, set up the open education view. Tourism is an open industry, so the tourism education should be open education, too. The tourism colleges and universities must go out of the school gate with an open posture, strengthen communication and cooperation with the domestic and international tourism educational institutions and the tourism enterprises, share the resources, and promote the development of tourism education together.

Second, must set up the grand view of education. The tourism colleges and universities must strive for the support of educational administration management section and the tourism administration department, positively construct the multi-level crossing bridge of tourism HE, which would combine with the vocational education, the adult education and the continuing education, carry on the tourism education work diversely and multi-levelly.

Third, must set up the quality education view. The quality education is the original meaning and goal of education, viewing from the international traveling education development, the usability is also a prominent characteristic of education. This requests colleges and universities should not only nurture their students to gain the basic qualities of how to enter the society and adapt to it, but nurture the students to gain the professional quality to be engaged in the tourism occupations, especially the fostering of occupation consciousness and professional manners.

Fourth, must set up the innovative education view. Innovation is the driving force of the development of tourism colleges and universities. The tourism colleges and universities must propose new request for the personnel training according to the development of society and tourism industry, increasingly make innovates in aspects of education content, education way, education method, teaching organization and teaching management to impetus the comprehensive enhancement of education quality.

Although Chen's concept is based on the context of China, it is argued that it is of relevance and potentially applicable to similar courses irrespective of where they are delivered. This is to meet the challenges of talents competition at home and abroad and promote the sustainable development of tourism colleges and universities.

In general, tourism education is a relatively modern phenomenon reflecting the modern nature of the industry. Some areas of tourism, expecially hospitality do have a longer history of educational provision as aforementioned, however, academic studies in tourism are undoubtedly a relatively recent phenomenon.

1.2.3 Tourism Career and Employment

According to Ladkin (2005), as tourism is an important sector of the service economy and is a creator of jobs, there is a need to examine tourism education in relation to careers and employment. This is not due to the value of tourism as an area of academic study in its own right, due to the vocational element of tourism education necessitates that it is considered in the wider labor market context. The author emphasized that there is a need for studying careers and employment when mentioning tourism education:

> "It is not sufficient to examine tourism education without considering the progression of individuals that undertake tourism studies with a possible view to entering employment and developing their careers in the industry. Furthermore, given the amount of employment opportunities available in the various tourism sectors and the ability of tourism development to generate jobs, tourism education is often the starting point in the training and development of human capital to undertake these occupations"

(Ladkin, 2005, p. 439)

Therefore, the relationship between tourism education and employment and careers in the industry is close in both an individual perspective in terms of their personal career development and opportunities, and an organizational perspective in terms of the supply of labor available for the industry.

Also, the author indicated that there are three key areas necessary to discuss when studying careers and occupations in tourism: the characteristics of tourism labor markets, the nature of tourism employment, and the dimension of the tourism industry in employment terms.

Tourism Labor Markets

Labor markets, in general, comprise individuals in any given population who are considered to be of working age. However, it is difficult to define tourism labor market and seems to be described through it characteristics. Moreover, according to Riley (2002), tourism labor markets are dynamic, with many sectors being characterized by occupations, high levels of mobility and low specificity of skills.

Also, Andriotis and Vaughan (2004) reviewed a number of characteristics of the tourism workforce. These are seasonal, part-time, female, expatriate/migrant, pluriactivity, and existing in the informal economy. Many jobs in tourism are seasonal, with hotels and facilities either scaling down activities or closing after the main season. Part-time jobs and a high percentage of female workers are also widespread across the tourism industry, and often surplus jobs are filled by a migrant or expatriate workforce. These in turn can have a downward effect on pay. Tourism may also create multiple employments, whereby someone may have a main job in a different sector during the day, but then be employed part time in a tourism job

at night. Finally, the informal sector of tourism is characterized by such activities as beach vendors.

These characteristics may give a negative perception of employment in tourism, which affects the dimension and quality of tourism labor markets.

Tourism Employment

As mentioned above, tourism as a multi-disciplinary phenomenon and the tourism industry is dynamic and complex, defining tourism employment is thus fraught with difficulties. In addition, issues such as the overlap and strong linkages of sectors, the categorizing tourists, etc. hampering the definition of tourism as well as definition of tourism employment. However, one framework that offers a simplified view is to identify the different sectors of tourism, the different occupational levels and the different tourism jobs. Canadian Tourism Human Resource Council (CTHRC, 2007) identified the eight sectors of tourism as follows:

- Accommodation
- Adventure tourism and recreation
- Attractions
- Event and conferences
- Food and beverage
- Tourism Service
- Transportation
- Travel trade

In Vietnam, according to (VNAT, 2006a), sub-sectors in the tourism industry are composed of:

- Accommodation (5-star hotel, 4-star hotel, 3-star hotel, 1/2-star hotel, and others: guesthouses, motels, bungalows, villas, apartments for rent, campground, etc.)
- Food and beverage (restaurant, pub/bar, night club, caterer, and others)
- Transportation services (air, rail, road, and ship)

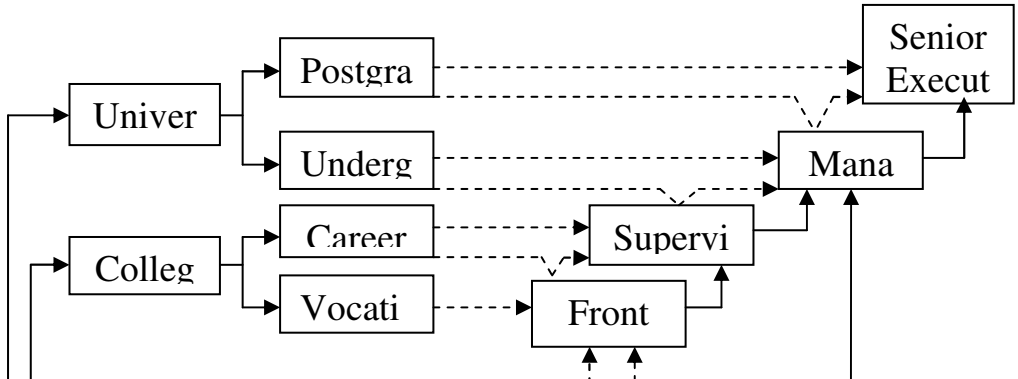
- Recreation/entertainment (park, museum, and others)
- Travel service (tour operator, travel agency, and leasing center).

There are many different classifications of sectors of tourism and the list of occupations seems not to end. All illustrate the scope and diversity at the supply level, and essentially defines the areas of tourism employers. In the context of tourism education, the relationship between jobs and education is central to the development of human resources.

Because tourism is so large and so diverse, it offers a broad range of challenging positions (Goeldner, Ritchie, and McIntosh, 2003). Although each of these positions offered its own unique opportunities and demands, people will find that the experience gained from working in a range of jobs in different subsectors of tourism can strengthen their understanding of the industry as a whole. Depending on one's career objectives, this broader understanding of tourism can be especially valuable when applying for certain types of positions. In order to offer employees opportunities for growth and development, educators and personnel managers have attempted to develop the concept of career paths in tourism as shown in figure 1.3.

The model demonstrates that people can pursue a variety of reasonably well-defined alternatives routes, first through the educational system and subsequently through the industry itself. Based on the training and experience gained, combined with high-quality performance, a person can pursue a career path starting at different levels, with the ultimate-goal of achieving the position of senior executive.

Figure 1.3 Career Paths within the Tourism Industry



Source: McIntonish, 1995, p. 63

On the other hand, according to Wall and Mathieson (2006), the diversity of tourist activity and employment, and the existence of several sub-sectors create difficulties for measuring tourism-specific employment as the boundaries between sectors are often emphasize. The inherent difficulties in defining the boundaries of tourism employment are manifested in the absence of official and reliable statistics, a tendency to focus on accommodation employment only, and the analysis of only those occupations directly involved in dealing with tourist.

The Scale of Tourism Employment

The study of World Travel and Tourism Council - WTTC (2004), reported that in 2004, the world travel and tourism industry generated 73,692,500 jobs and 3.8 percent of Gross Domestic Product (GDP). This is forecasted to increase in 2014 to 87,450,300 jobs or 2.9 percent of GDP. On a broader scale, world travel and tourism economy employment was 241,697,000 jobs, representing 8.1 percent of total world employment, or one in every 12.3 jobs. Estimates for 2014 are

that the total number of jobs will be 259,930,000 representing 8.6 percent of total world employment or one in every 11.6 jobs.

However, the industry is facing challenges in terms of developing careers and employment opportunities in tourism. Ladkin (2005) also figured out two following main challenges:

- The first is part of an ongoing debate about the relationship between tourism education and tourism employment. The fact that the number of tourism courses and the number of tourism graduates searching for jobs in the industry is dramatically increasing. These graduates will have to compete to each other.

- The second is the perception and attractiveness of jobs industry. As demonstrated above, tourism jobs' characteristics identified (seasonal, part-time, low pay, and so on) negatively affect attitudes and motivations for choosing a career in tourism.

1.2.4 Tourism and Educational Institutions

Tourism can function well so long as there is a harmonious relationship between several interacting institutions. The sustainability of tourism, therefore, depends largely upon effective institutional factors at the local and national levels (Inskeep, 1994). Among the various institutions involving in the tourism industry, universities and education centers play a vital role as they bear professional responsibility to train the human resources needed for the tourism sector. Thus, it is said that the role of educational institutions in tourism development is critical. The areas in which educational institutions can contribute are that: identifying the human resources needed for tourism development; developing appropriate curricula targeted at the industry's requirements; training the human resources needed for the tourism sector; planning and managing resources for sustainable tourism development by conducting and facilitating research, seminars, workshops, consulting, voluntary

services, and publications; raising public awareness as to the benefits of tourism, etc.

Similarly, according to Solnet, Robinson and Cooper (2007), tourism-related fields such as hospitality, leisure, sport, and event management deal with specific sectors of the tourism industry and, as such, can be thought of as applied subject areas. This is in contrast with generic business subjects such as accounting and marketing. Applied subject areas, by their very nature, demand that academics, students and curricula, develop and benefit from close links with industry. However, it has been suggested that tourism industry linkage strategies in many educational institutions are often haphazard and lack vision (Busby, 2005).

Higher education-industry links occur through supervised work experience (SWE) in both long and short placements; involvement with program validation (Morgan, 2004); and through guest speakers and via field trip (Busby, 2005). Among links, through SWE is the most experience. The term for the period of SWE vary from country to country: “sandwich placement” (in Britain), “internship” (in Thailand, Vietnam) or elsewhere, the terms “cooperative education”, “industrial experience”, “industrial placement” are used. This is considered a compulsory section where students are exposed to working life in an industry segment.

Actually, the concept of industry/education partnerships draws legitimacy and strength from two theoretical frameworks - stakeholder theory and relationship management.

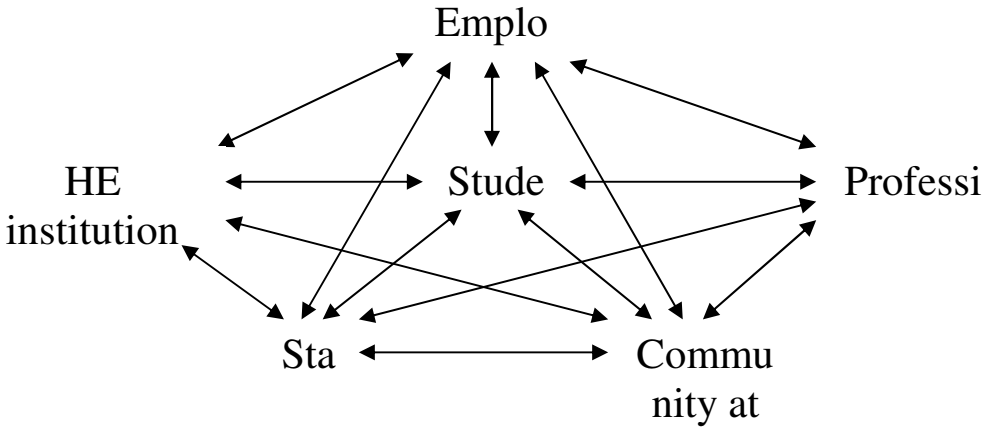
There are many different definitions and interpretations of stakeholder theory, however, they are all based on the fundamental principle of interest in an organization or undertaking. Stakeholders in tourism HE (Figure 1.4) mentioned in Bushy (2005) comprise: employer, HE institution, student, State, community, and profession.

In spite of the range of the relations among these stakeholders, it is apparent that good relations need to be

maintained between HE institutions and employers. On the other hand, this implies that a relationship management approach can be usefully applied to tourism education.

In short, the relationship between educational institutions and the industry must be managed, developed, and nurtured.

Figure 1.4 Tourism HE Stakeholders



1.2.5 Factors Hampering the Process of Bringing the Output of Tourism Education into line with Industry's Demand

Guaranteeing specific education and training for tourism will able to achieve customer satisfaction and improve the competitiveness of tourism business and regions. However, there are a number of factors which may hamper the process of bringing the output of tourism education into line with both present and future demand (World Tourism Organization - WTO, 1997). These factors are outlined below:

a. Tourism as a Multi-Disciplinary Phenomenon

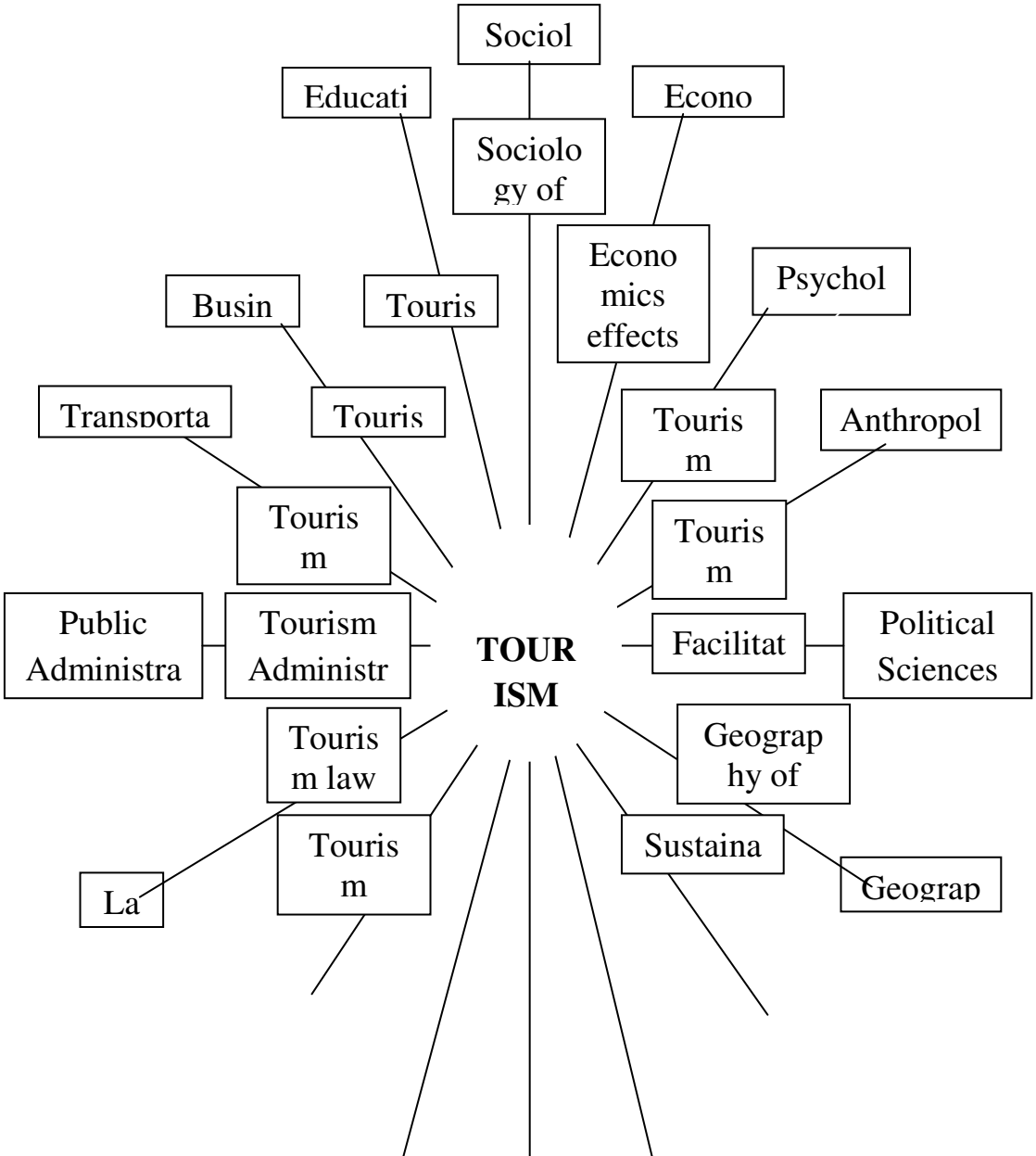
As tourism is a relatively young socio-economic activity which encompasses a large variety of economic sectors, players and academic disciplines, it is inherently difficult to

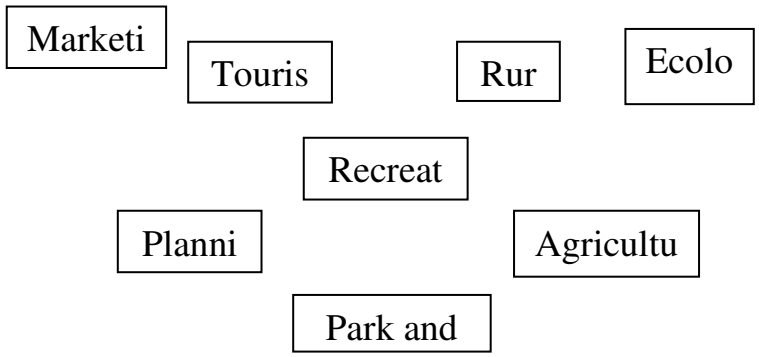
draw up universally acceptable definitions which help to describe the concept of tourism as well as supply and demand in tourism. These, in turn, lead to different interpretations of employment categories, divided up into tourism sub-sectors and professional levels.

Moreover, the lack of universal definition accepted by public authorities, tourism training institutes and the tourism sector itself does hamper both its overall methodological treatment, and the identification and solution for existing training problems.

From the Jafar Jafari curricular model (1981) (Figure 1.5), WTO attempted to systematize the subject areas which should be catered for any tourism education system (Table 1.1)

Figure 1.5 Areas of Knowledge in Tourism Education





Source: Jafar Jafari, 1981: cited in WTO, 1997, p. 17

Table 1.1 WTO Multi-Discipline Model of Subjects Related to the Study and Research of Tourism

1. Psychology: helps to again understanding of tourists' motivations, preferences and behavior, which must all be taken into consideration in the design of output, the creation of products, marketing, etc; in short, in the choice of appropriate strategies.
2. Anthropology: analyses the socio-economic and cultural conditions which determine the human need to travel, and the effects those conditions have on visitors' behavior, the host population and the resulting social interaction.
3. Sociology: tackles tourism as a social phenomenon in a continual state of growth, the emergence of mass tourism, the change in preferred destinations due to fashions in the sector, etc. It focuses on a number of variables, such as nationality, training, age, gender, etc., which are essential in the segmentation of tourism market.
4. Economics: since the economic impact of tourism on a destination is more than the mere number of inbound visitors and their effect on the national balance of payments. Economics is an essential discipline in the study of the industry.
5. Business management: the acquisitions of accounting, marketing, decision-making, sale skills, etc. are now crucial for competitiveness in the tourist industry.
6. Geography: offers analysis from a spatial perspective, by considering the regional, national or international distribution of tourism market, the location of tourist hubs, etc.
7. Law: the increasing globalization of the economy and greater complexity in relations require insight into the diverse legislation in effect in different countries, and demand that more protection be given to tourist consumers, etc.
8. Ecology: focuses on the capacity of regenerating resources, their exhaustion, potential use for tourism purposes, etc.
9. Statistics: constitute an instrument used to support studies and

Source: WTO, 1995: cited in WTO, 1997, p. 18

However, these showed that tourism does not yet constitute a methodically-ordered corpus of doctrine. The challenge for tourism education and training is therefore necessary to construct an educational system as a corpus of plural, interdisciplinary knowledge, combined to form a united perspective.

b. The Dynamics of Tourism

Derived from the major structural changes identified by previous studies (Poon, 1993 and Theobald, 1994) after more than four decades of rapid quantitative growth of the tourism industry such as: the supersegmentation of demand, market globalization, diagonal integration, the demand for greater flexibility, and the pre-requisites for environmental and socio-cultural sustainability and tourist ventures, WTO pointed out education systems need to resolve the controversy over the desirability of general and specialized education and training, since:

- On the one hand, increasing market segmentation requires more specialization by the professionals in the business.
- At the same time, the productivity flexibility demanded by the market requires broad-based curricula and continuing training for the professionals in the sector.
- Finally, diagonal integration and the search for system economies require professional bridges to be designed to enable crosswise mobility in the industry.

c. Lack of Recognition for Different International Qualifications and Standard Accreditation Processes

Due to the changes in the tourism market, the industry has demanded and required for professionals higher and

higher. Foundations, universities, associations, unions, businesses, international bodies, etc. worldwide, in turn, have been encouraged to create and provide courses for specialization in different areas of tourism at basic, intermediate, and advanced levels. Therefore, to this fragmentation of training output must be added the lack of mutual recognition of different qualifications and an absence of common standards in international accreditation procedures. Again, the employers have to attempt to ascertain skills acquired by those in training. This also represents an obstacle to the students' subsequent professional mobility.

d. Lack of Consolidated Working Conditions

The previous study, WTO (1995), was cited to describe a number of aspects related to tourism employment which have characterized working conditions in the sector for decades and which, to a certain extent, have contributed to the discrediting of tourism as a career, leading the students with the greatest potential to opt for specialties and fields of activities. These aspects include the following:

- A high proportion of part-time workers;
- A high proportion of temporary and casual workers;
- A high proportion of workers from other economic sectors with no specific training in tourism;
- The large numbers of woman working in the sector but small proportion of these in positions of responsibility;
- The large number of foreign workers on insecure contracts;
- The large number of young people with low levels of qualification;
- The large number of workers on the black market economy;
- The lower levels of pay than those for the other economic sectors;
- A longer working week; and

- The lower levels of trade-union memberships than in other sectors.

Although working conditions are different all over the world, jobs in tourism often border on the insecure and in some cases even breach legislation on working hours and so on. This leads to high levels of staff turnover, compounding the difficulties involved in detecting long-term training requirements.

e. Differing Expectations in the Demand for Tourism Education Systems

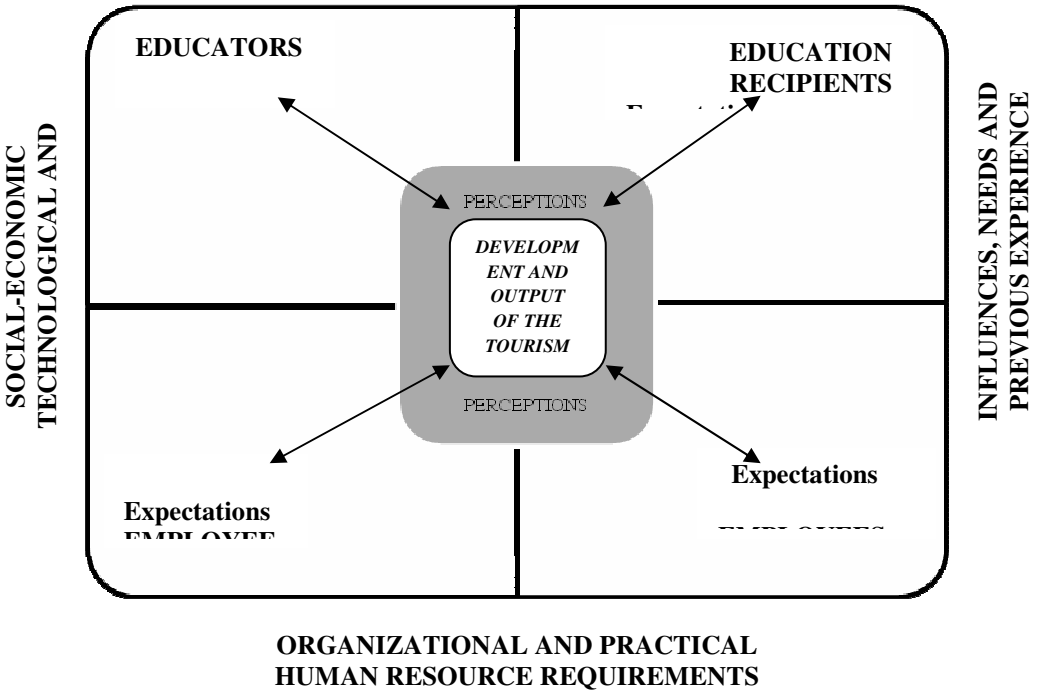
Tourism education systems, at once, serve for not only students but other players involved such as: educators, employers, employees. The design of curricular contents, hence, must match up to their different expectations in the demand for tourism education systems.

To identify those expectations, WTO drew from the work of Haywood and Maki (1992) (Figure 1.6). The expectations include the expectations of education recipients/future employees, the expectations of employers in the private and public tourism sector, and the expectations of education professionals.

Recognizing the expectations and real needs of all of those parties is very important to a system of tourism education. Otherwise, tourism education systems would run the risk of producing educational contents which are too narrow in scope, of little practical use, etc. This aims at promoting communication between those involved so that answers can be found for the complex needs of all of them that is not an easy task.

Figure 1.6 Haywood and Maki Model - Parties Involved in the Development and Output of Tourism Education

NEEDS AND PRACTICES OF EDUCATION INSTITUTIONS



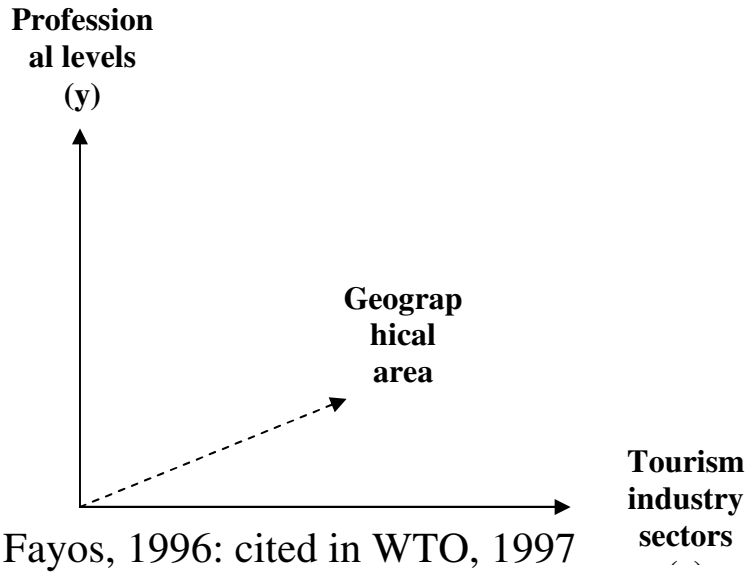
Source: Haywood and Maki (1992): cited in WTO, 1997, p. 23

1.2.6 Tourism Education and Quality

WTO (1997) introduced Tourism Education and Quality (TEDQUAL) methodology that aims at improving the training of tourism sector workers and professionals in destinations, countries, and regions throughout the world. Detecting the gaps which exist between the supply of and expected demand for tourism training will have a positive effect on the quality of training initiatives. This in turn will lead to an improvement in the skills of tourism workers and professionals and, ultimately, make tourism businesses and regions more competitive.

According to WTO's viewpoint, to obtain a really efficient match between education supply and demand, we need to be very specific about where these gaps are, overcoming the complexity inherent in the analysis of the tourism industry. Hence, the TEDQUAL methodology locates the quality gaps detected on a three-dimensional map as follows:

Figure 1.7 Three-Dimensional Map of Tourism Professions



Source: Fayos, 1996: cited in WTO, 1997

Three considered dimensions are: tourism industry sectors, professional levels, and geographical area.

The tests for the importance of 26 component items designed in the TEDQUAL skills model (see appendix A) are suitable for replication. However, the major weakness of the TEDQUAL model is limited testing that variables (skills items) have undergone (Mayaka and King, 2002).

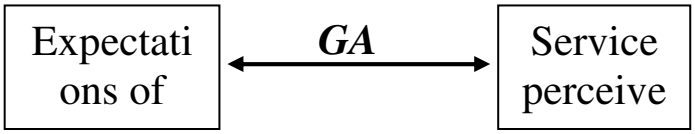
The first step in task of constructing a competitive tourism education system must therefore be the introduction of Total Quality Management (TQM), based on identifying the needs and expectations of those involved in the system - the employers, the educated, and the educators. The next must be to explore how training currently provided responds to these needs and expectations, to locate the quality shortfalls and to order these according to their importance and the cost-effectiveness of investing for their investment.

The TQM and training areas considered:

Using the ideas of service quality developed by Gronroos (1990), Jones and Lockwood (1989), and Hawood and Haki (1991) argues that quality exists when expectations match perceptions. In other words, there will be quality in training

system once the skills and knowledge of employees really meet the prior expectation of employees. Otherwise, there will be a training gap or shortcoming, the significance of which will be indicated by its size. Figure 1.8 indicated "gap" may exist between the expectations and perceptions of any participant group.

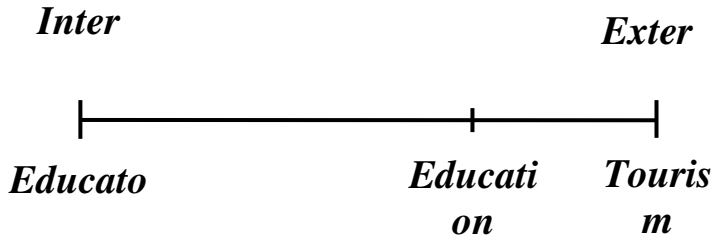
Figure 1.8 Definition of Quality



Source: WTO, 1997, p. 31

The total quality methodology is derived from this concept. The "total" word implies that the concept of quality is endowed with a global, unifying significance, which is even transmitted to the internal level of the organization or process concerned. According to this approach to the total quality, all parties are viewed as being consumers of tourism education and training: educators, students are consumers in their search for knowledge and skills acquired from employers (Figure 1.9). Figure 1.9 also indicates that employees (receivers of education) should be well-placed to comment on quality gaps in their capacity as end-users of the skills acquires at universities/colleges or on-the-job.

Figure 1.9 Continuum of Consumers in Tourism Training Using the Total Quality Approach



Source: WTO, 1997, p. 31

The three training areas or skill classification used in the TEDQUAL pilot study with the regard to which existing gaps must be detected are: basic training (knowing), technical training (knowing how to do something), and personal abilities (knowing how to be and behave). The TEDQUAL pilot study is based on the acknowledgement of four levels of skill classification and occupation: Front-line Personnel (FLP) - namely the employees in charge of other employees that interact with customers; Supervisors (SPV) - those employees in charge of other employees, but not responsible for whole department; Mid-level Management (MLM) - staff who head whole departments; and High-level Management (HLM) - staff with authority to make strategic decisions (see also appendix A).

In the UK, in addition to this WTO's quality standard (TEDQUAL), the Quality Assurance Agency (QAA) has dominated quality in tourism education. Tribe (2003) commented:

> "The QAA has certainly developed a particular language of quality. Through its systems, quality experts and professionals have come to prominence promoting a particular method and agenda of quality. Lines have been drawn between quality insiders and outsiders, and some aspects of quality have been privileged over others. Additionally, the Foucauldian eye-of-power can be discerned as having a particular relevance here. To survive, institutions and individuals have had to subscribe to a particular set of rules and formalities for quality. Through this, dissenting voices have been largely extinguished, not through any overt threat of punishment. Rather, institutions and academics have largely exercised self-discipline within a quality framework set by the QAA" (Tribe, 2003, p. 30).

In Vietnam, recognizing the importance of education quality, the General Department for Testing and Education Quality Accreditation was established in 2003 within the Ministry of Education and Training (MOET) in order to help the Minister to implement the state management in testing and education quality accreditation nationwide, public services in testing educational accreditation.

Quality accreditation standard is an effective tool to assess education quality. The MOET issued the regulation on quality accreditation at universities in 2006 and carried out accreditation at 20 universities and continued in 2007 (MOET, 2007).

There are some universities applying TQM system and granted International Standard Organization (ISO) 9000 certification such as: Maritime University granted ISO 9001-2000 certification on maritime education in 2005, Da Lat University granted ISO 9001-2000 on educational management and organization in October 2005, Ho Chi Minh City College of Economics granted ISO 9001-2000 on educational management and organization in 2005, and National Economics University granted ISO 9001-2000 on educational management and organization in 2005.

Recently, on January 5, 2008, the first national conference on HE quality was organized. At the conference, reasons leading to the education quality has not met the demand yet were identified (MOET, 2008) as follows:

- Overall, education quality has not been considered the highest target that is necessary to manage yet.

- Education branch has not created motivation for universities/colleges to attempt to improve education quality.

Therefore, improving education quality becomes urgent for universities and colleges in Vietnam in the next time.

1.2.7 Common ASEAN Tourism Curricula

Australian Government has developed Common ASEAN Tourism Curricula in ASEAN Australia Development Cooperation Program (AADCP) (Australian Government, 2007) and Vietnam is one of ten ASEAN countries participating in the program. The common standards in the program are considered framework to develop the curriculum that will be acknowledged in whole country as well as in ASEAN region in terms of knowledge, skills, and qualifications. This impulses the process of taking part in regional labor market aiming to labors who are trained in tourism in Vietnam can move easily to work for tourism-related enterprises in region and beyond that, they can work around the world. This curriculum framework was required to be structured across six labor divisions as follows: Food production, Food and Beverage service, Front office, Housekeeping, Tour operation, and Travel agencies as well as the guidance on selecting functional competencies for those divisions.

The curriculum also mentioned the importance of internships/Practical placement in the industry. Internships/Practical placement are/is considered a valuable component however it does not need to be made a compulsory component of all curriculum and qualifications framework.

In response to internationalization and integration, Vietnam attempts to achieve at least 50 percent of institutions whose curriculum, training quality and training results will be acknowledged by AEAN through degrees and certificates; 80 percent majors in tourism achieving standard curriculum.

1.2.8 Tourism Human Resources Development in Vietnam

Concerned by the Party and State, Vietnam's tourism industry has gained sufficient achievements contributing to the country's socio-economic development plan. Together with

these developments, tourism human resources have been encouraged to develop in both quantity and quality. The study of human resources in tourism (VNAT, 2006a) stated the current situation of tourism human resources in Vietnam which are outlined as follows:

a. The Statement of Employment

The recent tourism human resources in Vietnam consisted of 1,224,096 employees, of which, 234,096 employees or 19.13 percent have directly work in tourism industry and the rest are indirect employees. Tourism human resources have been still small, representing only 2.94 percent of the total labors of the whole country. Therefore, it can be said that although the industry has been concerned and defined to be the key industry in the future of Vietnam, the above scale of human resources can not meet the industry's demand.

Furthermore, Vietnam has implemented the conversation of economic structure oriented to decrease the value of agriculture sector, increase that of the industry sector and service sector, leading to the respective conversation of the labor proportion. Yet, the conversation is slow in whole economy in general and in tourism industry in particular.

Nevertheless, as shown in table 1.2, tourism human resources have recently increased in terms of quantity, the number of employees working in the industry in 2005 was 1.57 times higher than that in 2002.

Table 1.2 The Number of Employees Working in the Industry

Year / **Type of employee**	**1990**	**1995**	**2000**	**2002**	**2005**
Direct employees (people)	20,000	64,000	150,000	230,000	234,096
	-	-	33.33	29.49	19.13

Percent					
Indirect employees (people)	-	-	300,000	550,000	990,000
Percent	-		66.67	70.51	80.87
Total	**-**	**-**	**450,000**	**780,000**	**1,224,096**

Source: Adapted from VNAT, 2006a

Number of indirect employees has tended to increase, reflecting the socialization of tourism that the industry has tried to do in whole country.

b. Tourism Skill Requirements

The above section mentioned the scale of tourism human resources or in other word, the employees working in the industry in terms of quantity. The problem is whether this workforce can meet the industry's requirements in terms of quality or not. The tourism business is considered as an industry which the central points are customer serving and care. Working in the tourism sector, therefore, requires concentrating on the relationship between customers (tourists) and staff in order to satisfy tourists' desires in all aspects. Besides, having good personalities (for example: friendliness, good looking, etc.), flexible working time, language skills, organizational skills, etc. are necessary to be able to work in the industry.

- Tourism Human Resources' Qualifications

Training and improving tourism human resources have been concerned and boosted throughout the country, typically, the reception and implementation projects (VIE/002 project "Develop hospitality and tourism in Vietnam" sponsored by Luxembourg, and the non-refundable project "Vietnam Human resources development in tourism project" sponsored by EU).

However, VNAT goes on to say that labor proportion specializing in tourism was still low that represented only 42.5 percent of total labor force, the rest were transferred from other sectors (38.3 percent) and 19.2 percent were untrained employees. The reason is that on the one hand, the tourism industry has really been concerned by the State and considered as a key economic sector since Vietnam changed into market economy, the tourism industry was inherited infrastructures and institutions training hospitality and tourism were poor, backward, and not kept up with economic structure conversation process oriented to increase service sector's value. On the other hand, tourism is a multi-sector and highly socialized sector. Beside knowledge on tourism, the industry requires other knowledge and skills such as culture, language skills, economics, finance, and other skills. However, the proportion of 42.5 percent of trained employees within over last 10 years is worth encouraging and proves the great attempt of the industry and institutions.

Trained labor force, again, was classified as follows: Primary to college level represented 47.3 percent and represented 19.8 percent of the total labor force of the industry; university and above level represent 7.4 percent and accounted for 3.11 percent of the total employees; and the rest of 45.3 percent or 19.4 percent of total labor force with lower primary level (VNAT, 2006a).

19.8 percent of labors with primary to college level were low because these directly serve the customers and play the important role in directly supplying products to customers. It is therefore necessary for the industry to enhance training this labor force in the future.

Integrating into international economy requires Vietnam's tourism industry to have qualified human capital. 3.11 percent of the total labor force at university or above level was low in comparison with the actual development demand. This also impels the industry to boost training at university or

above level to produce employees with knowledge and skills at high level to be able to supervise departments, manage tourism related companies, and issue policies at higher level.

Similarly, out of labor force working directly in the industry, 53.59 percent lower primary level, followed by 0.21 percent higher university level, 12.75 percent university and college level, 15.36 percent middle level, and the rest of 18.0 percent primary level (VNAT, 2006a).

- Foreign Language Skills

Being a foreign economic relations industry, the requirement of foreign languages skills is necessary for employees working for the industry.

The study also stated that 45 percent of the total employees can use at least one foreign language. It is quite high, however, it is needed to increase due to the industry's characteristics. The proportion of some foreign languages was as follows: 40.87 percent of the number total employees can speak English (of which, 15 percent at university level), followed by 4.49 percent speaking Chinese, 4.09 percent speaking French, and 4.18 percent speaking other foreign languages.

The tourism industry has boosted the attraction of tourists from China, Japan, Korea, and Germany. Thus, widening training these languages in accordance with English is really necessary.

- Classification of Employees by Area

Tourism human resources were mostly distributed in two tourism centers (Northern tourism zone and Southern Central zone and Southern zone) where there have been many tourism resources exploited and used.

The research further stated that the employees in Southern accounted for 50 percent, followed by 40 percent in Northern, and the rest of 10 percent in the Central.

The Central with world heritages, long coast and beautiful beaches, and diversification of customs, cultures, etc. has attracted international tourist arrivals; however, a small number of employees of the total employees have worked in the industry in here. Thus, it can be said that the distribution of tourism human resources was inappropriate. Moreover, the distribution among provinces/cities was inappropriate as well. Ho Chi Minh City and Hanoi, cultural-economic-social centers, attracted 38.35 percent of the total tourism employees, the rest of 62 provinces shared 61.45 percent (VNAT, 2006a). This is difficult for the industry due to the imbalance of human resources within the industry. It is necessary to move the employees of Hanoi and Ho Chi Minh to other provinces with many tourism potentials such as: Hai Phong, Quang Ninh, Khanh Hoa, and the others.

- Classification of Employees by Type of Organization

VNAT also maintained that the number of employees working in the state management sector and administrative divisions (VNAT and its divisions, Departments of Tourism and/or Trade in whole country), accounted for 1.88 percent. Of which, 0.74 percent worked in the state management sector and 1.14 percent worked in the administrative divisions. The rest of tourism human resources accounted for 98.12 percent.

From the above results, it is inferred that the proportion of employees working in the state management sector (0.74 percent) was too low together with limited abilities leading to the industry's management is still ineffective. The number of employees working in the administrative divisions will challenge the industry due to these divisions gather well-trained employees and are responsible for training, researching, implementing tourism development projects, etc.

- Classification of Employees by Professional

The above section mentioned the number of employees working in the state management sector and its administrative divisions was too low in response to the industry scale. Conversely, the labor force at managerial level in tourism-related enterprises (consists of managers, heads of department, directors, chief, etc.) was too high. According to (VNAT, 2006a), management labor force represented 25 percent, consists of employees working in both the state management sector and its administration divisions, and the tourism enterprises at management level. This suggested that the labor force at management level in tourism-related enterprises represented 24.26 percent (=25 percent-0.74 percent), leading to imbalance in training structure as well as labor force in Vietnam, abundant of managers and supervisors, lack of direct employees.

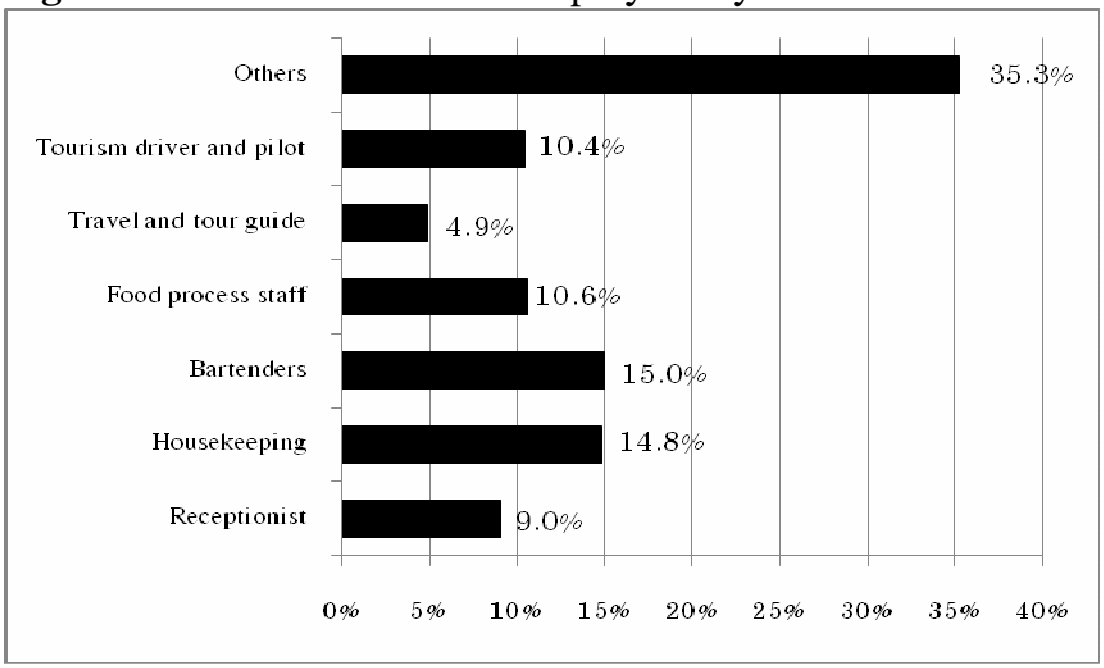
It is necessary to differentiate two kinds of management labors: management labor force working in the state sector (for example: the Ministries, VNAT and its divisions, etc.) and the other working in the enterprises. Basically, the latter is the driving force making the tourism activities become dynamic, effective. However, as mentioned above, this is abundant, the industry needs more employees serving directly for customers.

Additionally, in terms of professional knowledge, tourism employees can be classified as follows: Receptionist, Housekeeping, Bartenders, Food process staff, Travel and Tour guide, Taxi drivers and Air pilots, and others with their proportions as follows: 9 percent, 14.8 percent, 15 percent, 10.6 percent, 4.9 percent, and 35.3 percent, respectively. Bartenders accounted for 15 percent, followed by Housekeeping (14.8 percent) due to characteristic of hotel business. Others represented high proportion, at 35.3 percent, including: souvenir seller personnel, guard, technician, etc. (VNAT, 2006a).

Also, VNAT concluded that foreign language skills of tourism poor. English, the most familiar one, only reached 2.5

SD (Standard Deviation), under average level. Knowledge of management accounted for 3.5 SD (quite high), followed by Tourism development planning and Tourism statistic, 3.2 SD. This reflects that the quality of tourism human resource is limited, especially foreign language skills.

Figure 1.10 Classification of Employees by Professional



Source: Adapted from VNAT, 2006a

Another study of VNAT (VNAT, 2001), identified the following major issues with respect to tourism human resources development:

- Overall limited understanding of tourism within the framework of the emerging market-based economy of Vietnam.

- Still weak level of skills, especially in hotel, for example: cooking skills are good but beverage skills are limited; reception skills are not up to standard; overall language skills are rather than weak including of managers; knowledge of information technology of managerial staff is limited with computers, typically used only for word processing; tour guides have limited language capabilities; and local understanding of

the psychology of foreign tourists is limited because exposure of Vietnamese to foreign tourists is very recent.

- Some teaching staff members of schools and universities, including those in tourism management, have only theoretical knowledge and lack practical experience. Indications are that education in government tourism management functions is rather weak, particularly in the areas of analytical approaches to planning, marketing, measuring economic, environmental and socio-cultural impacts and maintaining sustainability of the tourism sector.

- The capacities of existing education and training institutions are not sufficient to meet projected needs for outputs of trained personnel.

- There is urgent need to enhance both the quality and quantity of education systems for tourism.

In short, the quality of tourism human resources is limited at all aspects, can not keep up with the dynamic growth of the industry. There is a lack of experts in tourism, the distribution by area is inappropriate. These impel the industry to settle in the future.

1.2.9 Hospitality and Tourism HE in Vietnam

1.2.9.1 HE in Vietnam

"Higher Education" concept is different from country to country:

In Australia, according to Department of Education, Employment, and Workplace - Australian Government (Australian Government, n.d), HE generally refers to education at degree level and above. In the Australian Qualifications Framework, HE courses are those leading to the award of associate degree, bachelor degree, graduate certificate, graduate diploma, master degree or doctoral degree. Besides, some courses leading to the award of a diploma or advanced diploma

may be accredited as HE. Almost all HE in Australia is offered by universities. A small but growing number of non-university providers and overseas institutions also offer accredited HE courses.

In the US, HE is also called post-secondary education. HE institutions are not divided into sectors (e.g. university or non-university sector as European countries), they belong to 7 categories: research universities, universities offering doctoral degrees, universities and colleges offering master degrees, colleges offering bachelor degrees, colleges offering associate degrees, professional schools or institutes, and post-secondary technical and vocational schools (Vietnamese Government, 2005). American HE institutions are accessible, diversified, and autonomic in both size and quality.

As regulated in the Law on Education (2005), HE in Vietnam covers undergraduate and post graduate studies (Figure 1.11). Undergraduate studies can lead to diploma or bachelor degrees while post graduate studies can lead to master degrees and doctorate degrees.

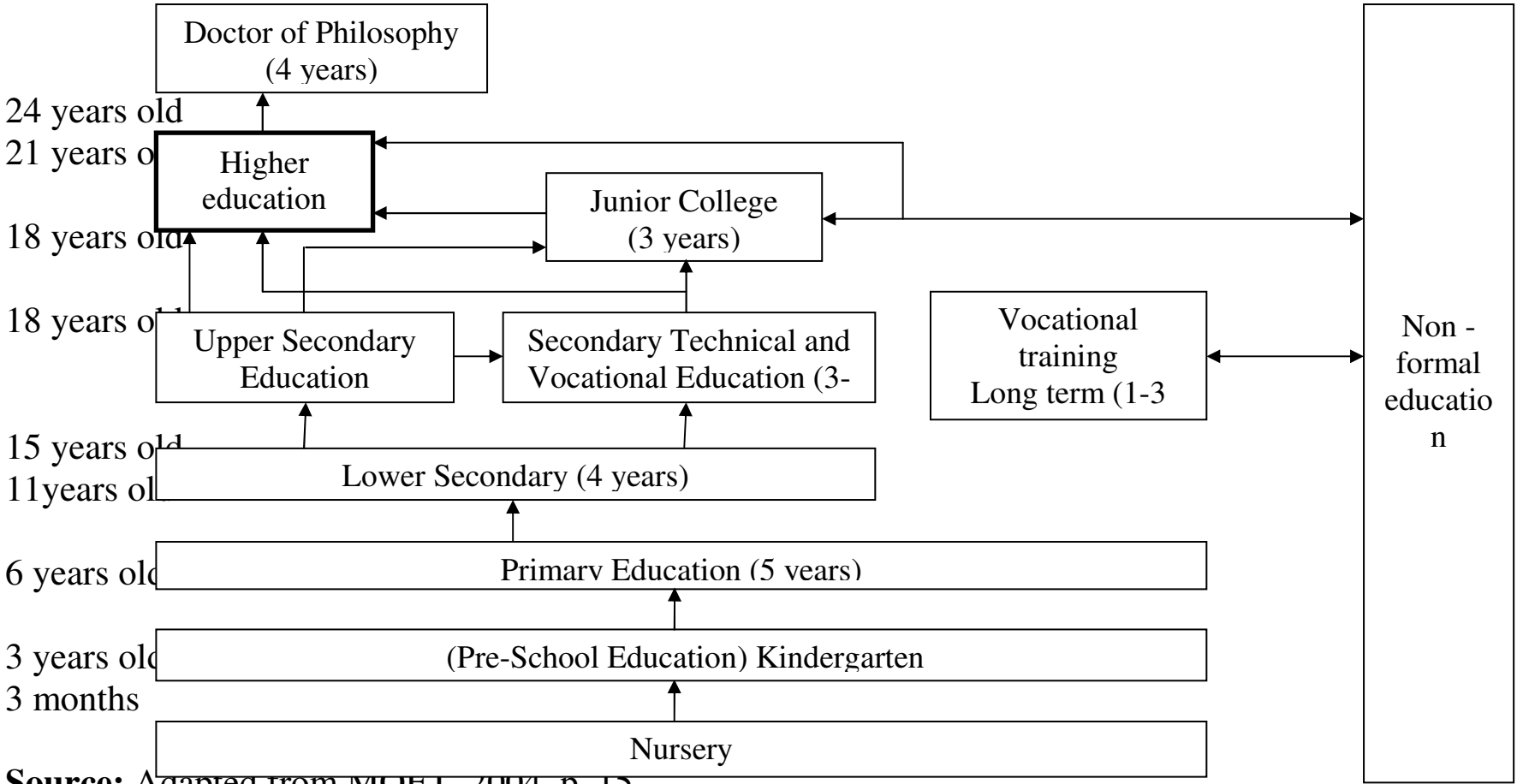
The MOET is the government agency implementing the function of nationwide state management of all levels, acting as the owner of the state capital in business within the legal management area of the Ministry. Figure 1.12 showed its organization structure. Of which, the HE department helps the Minister to implement state management of undergraduate and postgraduate education.

At provincial level, there are 64 Education and Training Departments responsible for provincial management of undergraduate and postgraduate education in 64 provinces in whole country.

In the academic year 2005 - 2006, there were 255 institutions at HE level (consisting of universities and colleges). Of which, 221 institutions were public, 5 semi-public, 22 people-found, and 7 private. The total number of students reached 1,387,107. The total number of lecturers were 48,579,

of which 6,073 lecturers holding Ph.D. degrees (12.5 percent); 15,670 holding master degrees (32.3 percent). Only 442 (0.91 percent) of these lecturers have been awarded with the title of professors and 2,114 associate professors (MOET, 2006).

Figure 1.11 Structure of the Education System in Vietnam



Source: Adapted from MOET, 2004, p. 15

Figure 1.12 MOET Organization Structure

MINISTER AND VICE-

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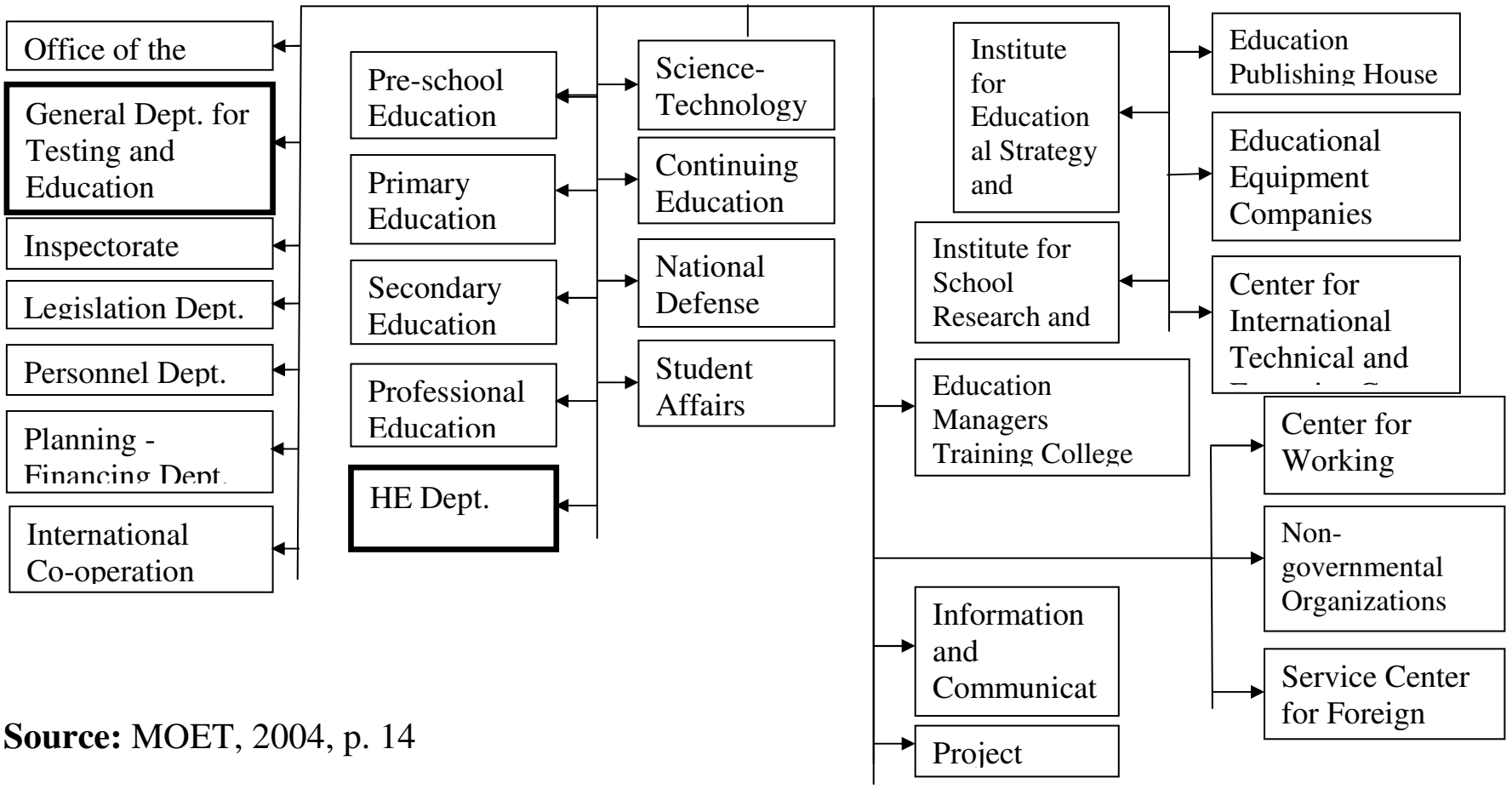


Source: MOET, 2004, p. 14

Figure 1.12 also shows that under the administration of the MOET, there is the National Institute for Educational Strategy and Curriculum development (NIESAC) that consults the MOET in the development of education strategy and curriculum for different levels including HE level, named Research Center for Vocational and HE strategy and curriculum.

In the Law on Education (2005), the structure, goals, institutions, education development policies of HE were regulated as follows:

a. HE Structure and Goals

• The goals of HE are set as follows: to train the human resources with political and moral qualifications ready to serve people; knowledge; with practical knowledge, good health, and abilities to contribute to the development and defense of the country.

• Duration and Objectives for Different Levels in HE:

- 3-year college programs are for those with upper secondary school certificates. College education can provide students with fundamental knowledge as well as practical and problem-solving skills for specific careers.

- Subject to area of studies, undergraduate programs take four to six years for those with senior secondary school or secondary vocational school certificates, and one to two years for those having completed college programs of the same area. Undergraduate studies provide the student with consolidated professional knowledge and practical skills for a specific career, and with skills necessary for identifying and solving problems arisen in the field of the studies.

- Postgraduate studies:

Postgraduate studies include program leading to master and doctorate degrees.

Master programs require two years to be completed for those with bachelor's degrees. Master programs can provide students with strong theoretical with skills necessary for identifying and solving problems arisen out of their areas of studies.

Doctorate degrees take four years for those with bachelor's degrees and from two to three years for those with master degrees. Doctorate research can provide doctorate candidates with high levels of theoretical and empirical studies with independent research or solving more sophisticated problems.

b. High Education Institutions

HE institutions are structured as follows:

Colleges can offer college programs and other lower level programs

Universities can offer college, undergraduate, master and doctorate programs as assigned by the Prime Minister.

Research institutes can offer doctorate programs and in cooperation with universities can offer master programs subject to permission from the Prime Minister.

HE institutions that are authorized to provide full-time regular programs can also offer part-time programs on the condition that the part-time programs are similar to the full-time ones. Part-time students can only be admitted to degree programs in the national education system and there are three modes: in-service training, distant learning, or instructed self-learning.

c. HE Degrees

Graduates from colleges are awarded with College diplomas

Graduates from undergraduate programs are awarded with Bachelor Degrees

Graduates from master programs are awarded with Master degrees such as Master of Arts (M.A.) and Master of Business Administration (M.B.A.).

Graduates from doctorate programs are awarded with Doctorate Degrees.

The MOET is responsible for awarding master, bachelor degrees, and college diplomas to the students.

The Government governs the Graduate degrees of some specialties.

d. Education Development Policies for Vietnamese HE

- Development Direction for Vietnamese HE

Vietnam's policies for the development of its HE in the period 2001-2010 are based on the following fundamental guidelines:

- The general directions and strategies for socio-economic development, education and technology, human resource development for the first decade of the 21 century as identified in official document Communist Party and the Government:

Instrument of the Communist Party of Vietnam at the 9th General conference (April, 2001), Law on Education passed by the 9th National Assembly at its 4th session (December, 1998),

The Planning of the Prime Minister in April 2001,

The Education Development Strategy for 2001-2010 approved by the Prime Minister in December 2001,

The Resolutions of the 9th Communist Party of Vietnam Congress at its 6th session about education and training, science and technology, and

Policies to encourage socialization activities in Education, Healthcare, Culture Affairs, and Sports approved by the Prime Minister in September 1999.

All these documents have some articles for education in general and HE in particular.

- Major trends and achievements and developments experiences in HE in the world at the end of the 20th in HE in the world at the end of the 20th century and the beginning of the 21th century represent the second grounds for Vietnam's education policies. It is always considered an important task and renew successful educational development policies in other countries so that they can be applied creatively to the concrete situations in Vietnam.

- HE Objectives and Policies

- HE objectives for the period 2001-2010

The objectives stated in the 2001-2010 education development strategy are as follows: "to provide high quality human resources in line with the socio-economic structure of the industrialization and modernization of the nation; enhance the competitiveness in fair co-operation for Vietnam in its international economic integration; to facilitate the expansion of post secondary education through diversification of educational programs on the basis of a path-way system that is suitable for the structure of development, careers and employment, local and regional human resource needs and the training capacities of education institutions; to increase the appropriated of the training to the employment needs of the society, the ability to create jobs for oneself and for others".

To realize such objectives, the HE policies must target the following new points:

- Training highly qualified competitive human resources responsive to the needs of the society and ability to create jobs for themselves;

- Opening up HE system to include post secondary education perception with diversification and standardization of levels, training curricula, flexible pathways among levels and

jobs market, and the strengthening of training capacities for HE institutions.

- Attention and priority should be given to some new directions in these objectives: “everyone is entitled to education and life-long learning, the whole country becomes a learning society”.

- Policies targeted at education development for 2001-2010

In accordance with the objectives, the policies for educational development can be grouped into four categories:

➢ *Structure policies* which serve as the focal point for other policies. The structural policies deal with educational levels, specialties, types of educational institutions in relation with social human resource structure in different localities. Further structural improvements are needed to establish a new network of HE institutions that consists of both public and non-public institutions with more diversity in objectives and modes of delivery, more pathways to make the system more flexible. This will not only help meet the demand for high level human resources but also provide the people with more educational opportunities and choices, making it easier for the re-structuring human resources and the re-structuring of the economy. This will also help with social, gender, ethnic equity and fairness. According to the 2001-2010 Education Development Strategy, the education level and quality will be based on international standards so that education can contribute to the industrialization and modernization of the country and the gradual realization of a knowledge based economy and a life-long learning society.

➢ *Quality policies:* form the foundation for all policies towards quality assurance. High quality in education is the key factor in ensuring better educational outcomes and the enhancement of competitiveness of the whole economy. Quality

policies are based on a new perception that quality must be relevant with the uniformity and diversification of training objectives. Quality assurance process must be carried out at three important points: the input (through selection of students on entrance examinations), training process and the output (at graduation).

Quality assurance must be standardized and modernized on all aspects ranging from curricula, faculties, facilities and investments from the Government and society. One new development in the quality policies is the master frame curriculum for all training programs.

These shall be guidelines for different educational institutions to develop detailed and specific curriculum and syllabuses for each institution. A system of quality assurance based on assessment criteria and quality accrediting process will also be introduced. This will be a combination of institution-administered assessments and external auditing and evaluation.

Quality policies also emphasize on the innovations of training methodologies so that students can develop their self-learning and independent research capacities, problem-solving skills; information technology skills, language skills, communication skills and they will be able to form their own business and create jobs for others.

To supplement these quality policies, there must be policies targeted at quality assurance, such as criteria for selection of inputs, social equity, training of teachers with standard quality, evaluation of the teaching staff, incentives for teachers and recruiting young and talented people to work in a HE system.

HE quality implies not only training quality but also research and application quality: “training must be linked with research, application, implementation, and technology transfer” and “partnership between training and research institutions and the business sector shall also be formed to solve problem arisen out of the labor market and technology market through training

contracts, joint research contracts, development of university enterprises, etc."

Policies that relate to the improvement of the efficiency and effectiveness of the HE system mainly focus on the appropriate utilization of graduates, the reduction of employment rate, further training in responses to human resource needs and the linkages between training and production and business.

- *Management policies* focus on the improvement of management efficiency with emphasis on the implementation of recent innovation measures such as the standardization and accreditation of HE institutions aiming at strengthening educational institution's autonomy. Other measures include the standardization of the management staff, the reforms of financial systems within the HE system to encourage efficient use of resources; the promotion of socialization of education with the development of non-public HE institutions, the incentives provided to economic and technological associations to invest in HE.

The strengthening of the state governance capacity for MOET covers threes major tasks: the development of strategy and plans for HE, the development of policies and governance of training content and quality, the evaluation and inspection. The management policies also pay attention to the collection and processing of educational information to improve governance efficiency. Innovations in the governance of education are considered the key issue which leads to many other solutions.

- *International co-operation policies:* In the world of globalization and economic integration, the Government supports the expansion of international relations to exchange views, ideas, experiences, advanced progress in researches, studies, technologies and to enhance mutual understanding

among people for peace, friendship, and co-operation. International co-operation provides opportunities to mobilize external resources for the development of HE. The Government also encourages foreign investment in the HE in the form of joint training and research programs, foreign owned universities, and overseas research fellowships. More importantly, the Government has reserved fund for the state budget to send Vietnamese students overseas to study and do researches in needed areas. Self-funding overseas studies are also encouraged.

The Government also implements policies for good use of foreign aids through bilateral and multi-lateral co-operation schemes with international donors, non-governmental organizations, and loans from foreign banking institutions. A large percentage of these aids and loans is targeted at the capacity building of HE institutions and contributes to the implementation of strategic objectives for human resource and technology development.

1.2.9.2 Hospitality and Tourism HE in Vietnam

Vietnam's tourism industry has really "taken off" since 1986 (when Vietnam carried out Innovation or "Doi moi" policy). This in turn fuelled a dramatic increase in the number and types of tourism/hospitality programs at HE level in Vietnam. However, many constraints have existed in the Vietnam's education and system training in general and in hospitality and tourism HE in particular. In detail:

a. Brief Overview (Background) of Hospitality and Tourism HE in Vietnam

Prior to 1990, there were only 3 universities offering the programs: the Public Food and Beverage faculty of Hanoi University of Commerce (established in 1977), the Tourism department of Price of goods faculty of Hanoi National Economics University (established in 1989), and the Tourism faculty of Ho Chi Minh City College of Economics (established in 1989) (VNAT, 2004). Since then, tourism field of study has established as a specialized field of tourism economics. Firstly, at university level, under the administration of the Ministry of Education and Training and other agencies in charge, tourism related disciplines have been established in various universities, e.g. National Economics Universities in Hanoi, Hanoi Open University, Hanoi National University, Hanoi Commercial University, Hanoi University of Culture, Da Nang University, Ho Chi Minh City College of Economics, and National University in Ho Chi Minh City to name only the more important ones and then, at college level. This is in order to educate graduates with high knowledge in business administration for leadership positions.

By 2004, there were 38 universities and colleges offering the programs (VANT, 2004).

Since 2003, institutions have offered master degree, however, the training scale is still limited. Until now, there is no institution offering doctoral degree with its training code. To date, tourism HE in Vietnam has developed 3 levels, namely, diploma program, undergraduate program, and postgraduate program (including master and doctorate programs).

b. The Curriculum, Textbook, and Majors

According to VNAT (2006a), the curriculum as well as textbooks for the hospitality and tourism field of study were developed from both domestic and international sources that are in progress of completion, have to be updated more both theory and practice. The uniform among levels and textbooks has been

problematically needed to be solved. The curriculum and textbooks at institutions were much diversified, not uniformed. However, state management agencies in both education and tourism have not constructed detail standard criteria of specialization for institutions leading to training content among institutions was not uniform and there was no minimum standard of tourism curricula for each level as well as each major. The update of knowledge and teaching method also mainly depended on each institution.

Main majors offered at institutions at university level were: Tour guide, Tourism management, Tourism business administration. Besides, there were some institutions offering programs majoring in tourism economics and tourism geography.

The other research findings from 250 tourism and hospitality establishments and representatives of tourism organization in whole country employing the graduates of the faculty, done by the Faculty of Tourism and Hospitality, National Economics University (2006) showed that:

Firstly, most surveyed tourism managers and alumni mentioned that the graduates have a relatively good general knowledge on economics and business administration. The average point is 3.76 on a 5-point scale with error of 0.59.

Secondly, the specific work skills of implementing the specific work at each unit of the company are very weak. The skills which are evaluated as bad are specific work processing in each unit, communication in foreign languages, human resource management marketing and sales, finance, accounting, and so on. Therefore, the newly graduated students can not immediately meet job requirements. Specially, over 80 percent of tourism business companies and domestic hotels, and over 90 percent of the international tourism companies, 4-5 star hotels, and resorts have faced these problems.

Thirdly, attitude to work is not so enthusiastic, and the awareness of the service labor is not so high. The comments

from the leaders of companies and organizations showed the psychology which has been dominated in the new graduates is that they wants to be a manager to command, but do not want to be “a solder”. This psychology has been influencing their processional skills and quality of service (especially in hospitality industry).

Basically, the existing curriculum of the training institutions at HE level based on the curriculum standard issued by the MOET for the Business Administration major or Vietnamese studies major (due to hospitality/tourism major has not had its own training code yet, the MOET grouped it with the fields of Business Administration or Vietnamese studies, etc. and it is considered a specialization in these fields of study). They only teach what they have, following the curriculum standard, but do not provide knowledge, skills, and attitude for the labors that the employers of tourism-related operators need. Moreover, because of a narrow specification in the fields of business administration or Vietnamese Studies, some subjects actually need not have studied in the tourism specification, but according to the promulgated curriculum, these subjects are forced to teach (for example, Econometrics, Advanced statistics, History of economic theory, and so on). While other subjects needed to study are truncated or not studied. On the one hand, the curriculum is constrained; on the other hand, the out of date training methods, more theory and less practice due to the lack of practical material facilities that have led to weak competences of the students.

Also, as students are not trained according to the narrow specialization of tourism and hospitality and lack of profession, each subject study little bit to know, but not fulfill a complete work, in other words, everything is known but cannot do anything. The educational objectives are not clear and specific, and do not have an orientation to the right address of employers such as travel agencies, tourist companies, resorts,

and entertainments. Each kind of companies needs specific competences, being relevant, but not a general curriculum.

Additionally, the selection of group of subjects for the enrolment input in many institutions is inappropriate. In Vietnam, to be admitted to universities, high school graduates have to attend and get high results in University Entrance Examination (UEE). The pressure on the candidates remains very high. In 2004, it is estimated that nearly 1 million Vietnamese students took the UEE (MOET, 2004), but on average only 1 out of 5 candidates succeeded. Normally, candidates take 3 examinations, each lasts 180 minutes for the fixed groups of subjects they choose such as:

Group A: Mathematics, Physics, Chemistry
Group B: Mathematics, Biology, Chemistry
Group C: Literature, History, Geography
Group D: Literature, Foreign language, Mathematics.

Besides, there are also other groups: H, M, N, R, T, and V.

Although this partly affects the student outputs' quality, the institutions select right group of subjects, this contributes to student outputs' quality improvement. Recently, Group D (comprising: Mathematics, Literature, and Foreign language) is considered suitable to this field due to most student inputs selecting this group have quite good foreign language skill that is one of the industry's requirements.

c. Teaching Staff

There is a difference between private and public institutions. Most of teaching staff working for private universities were employed from the industry, other universities or other organizations. These were not academically qualified or staff combines teaching with continuing to work in the industry. This helps them keep their teaching up to date and relevant to industry, but it can make them have insufficient time to devote to pedagogical matters. As tourism HE has newly developed in

Vietnam, when tourism programs were offered, teaching staff at most of institutions had been retrained, lack of qualified tourism educators at colleges and universities.

In the mean time, the young teaching staff had been basically trained, however, lack of teaching experience as well as practical experience. Therefore, this staff's teaching methods were theoretical, out of date.

d. Infrastructure and Equipments Serving for Teaching and Learning

The study (VNAT, 2006a) stated that, basically, material facilities and equipments serving for teaching and learning were poor, backward. There were only classrooms used for learning theory, shortage of practical facilities. Often institutions have to rent from outside or use enterprises' facilities in low season for several times. This is one of the limitations when attending the system of tourism institutions as well as in enhancing international co-operation capacity.

e. International Co-operation

In the world of globalization, institutions have boosted international cooperation activities: signing agreements with other countries, in which tourism human resource development is given priority; participating in international tourism organizations, regional tourism cooperation programs and projects, and so on. For example, there are 6 institutions at college and university levels attended the ATTEN (see appendix B), and 11 ones attended the APETIT (see Appendix C) (VNAT, 2004). Besides, the following institutions are attending "Institutional Strengthening for selected Vietnamese Universities in Profession and Application Oriented HE" - PROFED: Ho Chi Minh University of Agriculture and Forestry, Vinh University, National economics university, Thai Nguyen university of Agriculture and Forestry (The National Conference on Education on Society needs, 2007).

Many institutions have cooperated with foreign institutions offering tourism-related programs through different forms such as: educational cooperation, students and teaching staffs exchange, etc.

Recently, sending teaching staff to abroad where tourism education is developed such as Germany, Sweden, Luxembourg, Australia, Thailand, Singapore, etc. is becoming an increasingly popular pattern of training, one of the ways to improve tourism education quality.

1.2.10 Conclusion

As a result of the development and the increasing demand for qualified and well-trained workforce of tourism industry, hospitality and tourism HE has respectively rapid developed in Vietnam since Vietnam carried out the innovation(or "Doi moi") policy, in 1986. However, the institutions have faced with problems/constraints in running the programs and challenges from other countries and other levels of education system.

1.3 Objectives of the Study

1. To explore the current situation of hospitality and tourism HE in Vietnam

2. To investigate the problems and constraints in producing graduates in the hospitality and tourism field of study at universities/colleges in Vietnam

3. To identify the future development of hospitality and tourism HE in Vietnam

4. To propose recommendations for producing graduates in the hospitality and tourism field of study, that meet the industry's human resources requirement sufficiently in both quantity and quality

1.4 Significance of the Study

The findings from the study such as problems and obstacles in producing graduates in the hospitality and tourism field of study and proposed recommendations that suitable for producing qualified graduates for the tourism industry, can support the industry's human resources requirements sufficiently in both quantity and quality.

This will also be the source of data for Vietnam's tourism industry in planning and developing human resources, especially in the period of changing environment.

1.5 Scope of the Study

1.5.1 Scope of Area

For institutions, questionnaires were distributed to all institutions offering the hospitality and tourism programs all around Vietnam. The interview with government officer (the director of Vietnam human resources development in tourism project, VNAT) was done in Hanoi.

1.5.2 Scope of the Population

- All institutions (including universities and colleges) in Vietnam
- Relevant Government agencies

1.5.3 Scope of the Study Issue

The current situation and future development of hospitality and tourism HE in Vietnam.

1.5.4 Scope of Time

The study was conducted during the period of October 2007-June 2008 and the collection of primary data from institutions was undertaken during December 2007-January 2008.

1.6 Definition of Key Terms

Hospitality and Tourism Education is defined as a field of multidisciplinary study that brings the perspectives of many disciplines, especially those found in the social sciences, to bear on particular areas of application and practice in the Hospitality and Tourism industry. Riegel (1999) pointed to while hospitality and tourism education may lack of some of the formalities of the traditional professions such as law or medicine, it nevertheless lends itself best to educational models followed by these professions. Professional education consists of three key elements: substantive knowledge, skills, and values. Substantive knowledge is the knowledge necessary for practice of the profession, it is the core area upon which instruction is based. The skills component consists of abilities necessary to apply professional knowledge to the field of work. The values component involves the fostering of key career values necessary for success in that field.

Private Universities/Colleges: These are private institutions in the usual sense of the world, owned and managed by private individuals. Fully private institutions are not allowed in primary and secondary education, but only in pre-school, vocational/technical schools, and tertiary education.

Semi-public Universities/Colleges: The facility is owned by the state and managed by a public authority at the central, provincial, district, or commune level, but all operating costs are covered by student fees.

People-founded Universities/Colleges: People-founded institutions are owned and managed by non-government organizations or private associations such as trade

unions, cooperatives, youth organizations and women's associations. As with semi-public institutions, there is close to full cost recovery.

English Programs: Programs whose degree is granted by Vietnam, following the standard curriculum of the Ministry of Education and Training of Vietnam, there is either overseas teaching staff or not. Evidently, these programs are taught in English, this is the only difference from Vietnamese program.

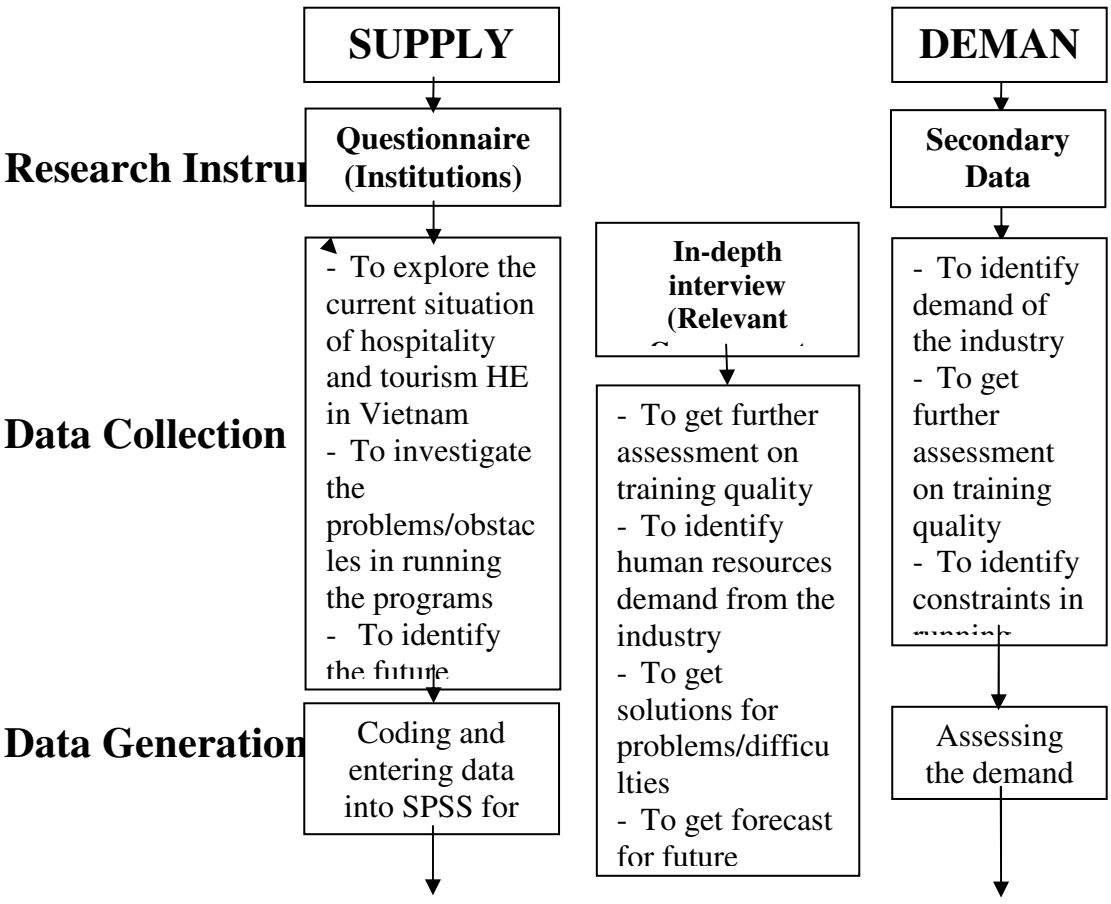
International Program: is a term used to refer to a range of things. It might describe the orientation of the program (for example, a program emphasizing international business) with a curriculum related to that. It might refer to the student body on the course, i.e. a program intended to be followed by a wide range of participants from different parts of the world. It might describe a program that runs (i.e. is available locally) in many parts of the world, using distance learning methods or local organizations supporting a validated/franchised program. Finally, the term is often used to describe a program which involves participants studying, undertaking projects or assignments, or being on placements in other parts of the world. For the latter such programs are often offered by two or more schools based in different countries working together to run a joint international program or providing for the exchange of students between their programs.

The international programs mentioned in this study are offered by Vietnam and other countries working together to run a joint international program, the curriculum and degree granted by the foreign partner, Vietnamese teaching staff can support the program. Most of international programs are taught in English. Besides, it can be taught in French or any foreign language.

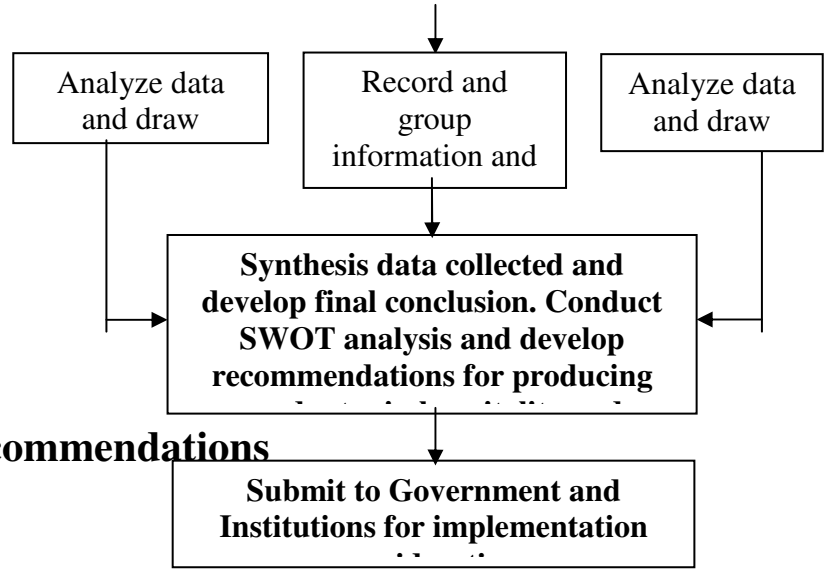
1.7 Conceptual Framework

The conceptual framework of the study is presented in the figure 1.13:

Figure 1.13 Conceptual Framework



Data Analysis



Conclusions/recommendations

CHAPTER 2

METHODOLOGY

A questionnaire survey was adopted to collect data to address the first three objectives of the study:

- To explore the current situation of hospitality and tourism HE in Vietnam.
- To investigate the problems and constraints in producing graduates in the hospitality and tourism field of study at universities/colleges in Vietnam.
- To identify the future development of hospitality and tourism HE in Vietnam.

Sources of name and address of universities/institutes were found from secondary data at the MOET and its website.

Additionally, interviewing relevant Government officers was conducted to get further assessments on the current situation, recommendations and forecasts for future development of hospitality and tourism HE in Vietnam.

Finally, secondary data was collected to identify the demand for tourism human resources, get further assessment on training quality, and identify constraints of the industry.

This research involved in studying the total number of universities/institutes in Vietnam offering or might offer the hospitality and/or tourism programs, relevant Government agencies, and the tourism industry.

The stages of this process are as follows:

1. Type of Research
2. Population, Sampling group, and Sample size
3. Research Instruments
4. Data Collection
5. Data Analysis-Statistics Used to Analyze the Data

2.1 Type of Research

This study is a descriptive research for the current situation of hospitality and tourism HE education in Vietnam such as the number of institutions offering tourism or tourism-related programs, types of programs, majors and degrees offered at institutions, and so on. It is also an explanatory research for tourism education issues. The study used both Qualitative and Quantitative methods.

2.2 Population, Sampling Group and Sample Size

2.2.1 Population

The population of this study covers the total of institutions (at HE level) in Vietnam and relevant Government agencies (national level).

2.2.2 Sampling Group and Sample Size

The above population is divided into 2 groups with sample size as follows:

Group 1: The institutions

The total of universities/institutes in Vietnam those offered or might offer hospitality and tourism programs in 2007 at 341 institutions (CENCUS survey)

Group 2: Relevant Government agencies

All officers who deal with resource base management involved in this study, include:

- The MOET officer (the director of HE department)
- The Ministry of Labor, Invalids and Social Affair (MOLISA) officer

- The VNAT officers (the director of Hotel department and the director of Travel department)

2.3 Research Instruments

Group 1: a structured questionnaire was adopted as an instrument for the study. Questionnaire was designed according to general information of each university/institution and deeply information about programs offering in hospitality and tourism (see Appendix D). It was divided into 2 sections as follows:

Section 1 includes general information of name and address of each university/institute, programs offered, the number of student inputs and outputs, and the number of teaching staff.

Section 2 includes the information on number of researches and projects completed, the problems/obstacles in running the hospitality and tourism programs and the future development of hospitality and tourism HE in Vietnam.

Group 2: In-depth interview was used to get more assessments, feelings, and ideas from the Government officers.

2.4 Data Collection

Both primary data and secondary data were used in this research.

2.4.1 Primary Data

Primary data was collected by surveying from all universities/colleges in Vietnam and interviewing relevant Government officers in the period of December 2007-January 2008.

- For the data from all universities/institutes, the researcher designed to use questionnaire survey.

Firstly, the researcher called all institutions at HE level in Vietnam to find out the number of institutions that offered or might offer the hospitality and/or tourism programs or related programs in 2007. For the institutions that might offer the programs, the researcher used telephone interview to collect data. Meanwhile, the institutions that already offered the programs were surveyed by mailing questionnaires. While waiting for replying questionnaires, the researcher traveled to Hanoi and Thai Nguyen to collect the data from the institutions located in these two provinces.

- For relevant Government officers, the researcher directly interviewed them (face to face interview).

The purpose of the research is to recommend for producing graduates in the hospitality and tourism field of study that meet the human resources requirement sufficiently in both quality and quantity.

2.4.2 Secondary Data

Data searched from documents, journals, and websites on hospitality and tourism education and Vietnam tourism planning and development, and

- VNAT
- MOET
- Vietnam Human Resources Development in Tourism Program by 2015 (VNAT, 2006a)
- The National Tourism Action Plans (2006 - 2010) (VNAT, 2006b)
- www.vietnamtourism.gov.vn
- www.vietnamtourism.com
- www.world-tourism.org
- Journal of Hospitality and Tourism Education
- Journal of Hospitality, Leisure, Sport and Tourism Education

- Hospitality Journal, Council on Hotel, Restaurant and Institutional Education

2.5 Data Analysis-Statistics Used to Analyze the Data

The researcher used the software packages SPSS (version 15.0) to analyze the results of the questionnaire survey after collecting the data as follows:

- Frequency

That measures the distribution of the data to describe Frequency Statistics to find out the number of institutions offering in hospitality and tourism, the number of programs, the number of activities provided by the institutions, etc.

- Joint Frequency Distribution (Cross Tabulation)

To find out the majors and programs offered by different types of universities/institutions or in different degrees.

- Manual Tabulation

To analyze the open-ended questions such as the question on the problems/constraints in running the programs or others comments.

Additionally, Microsoft Excel was used to create charts and graphs and SWOT analysis was used to assess the current situation of hospitality and tourism HE in Vietnam.

- Content analysis for interview results

The following table summarizes the methodology of the study:

Table 2.1 Summary of Research Methodology

	Group 1 **The Institution**	**Group 2** **Relevant Government officers**
Population	341 institutions	4 Government officers
Sample size	Total institutions in Vietnam at **341** institutions (CENCUS survey)	- The director of HE department (MOET) - The director of Labor and Job department (MOLISA) - The director of Travel department

		and the director of Hotel department (VNAT)
Research Instruments	Questionnaire	In-depth interview
Data Collection	- Use personally administered questionnaires *(the institutions in Thainguyen and Hanoi)* - Send by post to all the rest of institutions - Use telephone interview and email	Face-to-face interview

CHAPTER 3

RESULTS

This chapter focuses on the results obtained from the quantitative and qualitative survey.

The analysis of the quantitative data derived from questionnaires to analyze the current situation of hospitality and tourism HE, to investigate problems/constraints in running the programs, and to identify the future development of hospitality and tourism HE in Vietnam. Data was analyzed using mainly descriptive statistics shown in the form of Frequency and Cross Tabulation through the software packages SPSS version 15.0. Besides, the Microsoft Excel was also used to create charts and graphs.

The analysis of the qualitative data derived from face to face interview will be presented by grouped information and conclusion.

Therefore, the structure of this chapter consists of two sections:

Section 1: Questionnaire

Section 2: Interview Results

Section 1: Questionnaire

By 2007, there were 341 institutions at HE level (MOET, 2007), including universities and colleges, in Vietnam.

The researcher called all institutions and found that there were 114 institutions that offered or might offer hospitality and tourism program or related programs in 2007. Of which, 2 institutions offered the programs, however, no student applied and they continue to offer in the future, 11 other institutions are going to provide the programs by 2010. The researcher interviewed these 11 institutions through telephone to get information. 101 questionnaires were sent to the rest of 101 institutions that already offered the programs in Vietnam. The information of 101 institutions is briefly stated below.

General Information of 101 Institutions offering the Programs in Vietnam

There were 38 public junior colleges or 37.6 percent of the total of institutions in Vietnam in 2007, followed by 34 public universities or 33.7 percent. The rest includes 22 private universities or 21.8 percent, 3 private junior colleges, and 1 public educational institute. Other institutions consist of 2 people-founded universities and 1 semi-public junior college (they are neither public nor private institution), those are going to change into private institutions. The majority of institutions offering the programs is public institutions (73 public institutions including 34 public universities, 38 public junior colleges, and 1 public educational institute; presenting 72.3 percent) while 25 private institutions (including 22 private universities and 3 private junior colleges) accounted for 24.8 percent (Table 3.1).

Table 3.1 Types of Institutions in Whole Country

Types of Institutions	Number	Percent
Public university	34	33.7
Private university	22	21.8
Public junior college	38	37.6
Private junior college	3	3.0
Public educational institute	1	1.0
Others	3	3.0
Total	**101**	**100.0**

As can be seen in table 3.1, the results show that there were 59 institutions or 58.4 institutions at university level (consisting of 34 public universities, 22 private universities, 1 public educational institute, and 2 people-found universities), the rest of 42 institutions (comprise 38 public junior colleges, 3 private junior college, and 1 semi-public junior college) shared at 41.6 percent at college level.

Due to the characteristic of Vietnam's terrain, like S-letter, as well as that of tourism activities, the institutions were grouped into 3 zones: Northern tourism zone, Northern Central zone, and Southern Central and Southern Zone (VNAT, 2001) with the number of institutions of each zone presented in the following table:

Table 3.2 Distribution of Institutions by Tourism Zone

Tourism Zones	Number of Institutions
Northern Tourism Zone (Zone I)	45
Northern Central Zone (Zone II)	11
Southern Central and Southern Zone (Zone III)	45
Total	**101**

Note:

- Zone 1: This zone encompassed 29 provinces from Ha Giang bordering China in the North, to Ha Tinh in the South, and from highland Lai Chau in the West to the coastal tourism hub of Ha Long in the East.

- Zone 2: From Quang Binh in the North to Quang Ngai in the South, this comparatively narrow zone is comprised of six provinces, each stretching from mountain landscapes in the West to coastal seascapes to the East.

- Zone 3: comprises 26 provinces from Binh Dinh and Kon Tum in the North to Kien Giang and Ca Mau in the South of the country.

The total provinces was 61 (=29+6+26) due to this data was in 2004. In 2005, there were 3 provinces were restructured, each consists of two new provinces. As a result, there have been 64 cities and provinces in Vietnam since 2005. This does not affect the results of the present study.

Most of institutions are located in Northern tourism zone and Southern of the country and big cities of each zone: Ho Chi Minh City (Zone III) with 24 institutions; followed by Hanoi (Zone II) with 15 institutions (Table 3.3). Names of institutions classified by each zone were also listed in Appendix E. Meanwhile, other areas such as North West, North East, Mekong Delta, and Tay Nguyen, where tourism centers have been established, lack of training institutions.

Furthermore, Central (both Northern Central and Southern Central) where tourism has attracted both domestic and foreign investors lacks of institutions. To meet that tourism development demand, therefore, it is necessary to open more institutions offering the programs in these areas.

Table 3.3 Distribution of Institutions by Province/City

Province/City	Number of Institutions
Ho Chi Minh	24
Hanoi	15
Hue	5
Ha Tay	4
Da Nang	
Thai Nguyen	3
Hai Duong	
Hung Yen	
Hai Phong	
Khanh Hoa	
Lam Dong	
Others	1 or 2

In short, the distribution of institutions in Vietnam is inappropriate.

The above 101 institutions were surveyed as follows:

- 3 institutions in Thainguyen province and 15 institutions in Hanoi City were surveyed by interviewing questionnaires during waiting for replying from 81 below institutions.

- 81 questionnaires were mailed to 81 institutions left in whole country. To make sure, the researcher called them again to confirm whether they got the questionnaire or not, after sending the questionnaires 3 or 4 days. The questionnaires should be returned at the end of

December, 2007. However, there were only 21 questionnaires replied. The researcher, from 29th December 2007 to 4th January 2008, continued to use telephone interview and got 8 respondents.

From 14th to 18th January 2008, the researcher continued to email to all the rest of institutions and 6 questionnaires were returned by email.

Consequently, from the total of 101 institutions offering the programs, there were only 55 institutions or 54.5 percent replied. The below analysis is based on these 55 institutions.

3.1 The Current Situation of Hospitality and Tourism HE in Vietnam

3.1.1 Types of Institutions

The following table demonstrates types of institutions classified from 55 institutions surveyed.

Table 3.4 Types of Institutions

Types of Institutions	Number	Percent
Public university	21	38.2
Private university	13	23.6
Public junior college	17	30.9
Private junior college	1	1.8
Public educational institute	1	1.8
Others	2	3.6
Total	**55**	**100.0**

21 public universities or 38.2 percent offered the programs, followed by 17 public junior colleges accounted for 30.9 percent, 13 private universities or 23.6 percent. The rest are private junior college (1 institution or 1.8 percent), public educational institute (1 institution or 1.8 percent), and others consist of 1 people-found university and 1 semi-public junior college.

From table 3.4, the results show that there were 39 public institutions accounted for 71.0 percent of the total institutions offering the programs, private institutions represented 25.5 percent, and others including 1 people-found university and 1 Semi-public junior college, they are neither public nor private institution (Table 3.5). The number of public institutions is approximately three times the private ones. This reflects the current situation of education in Vietnam in general, there are a lot of public institutions. Vietnam has carried out 'privatization' institutions, at the same time, new private institutions are going to be opened. Thus, the number of private institutions will increase in the future. Names of each type of institutions and their degrees and majors offered can be also seen in Appendix E.

Table 3.5 Public/Private Institutions

Type of Institution	Number	Percent
Public institution	39	71.0
Private institution	14	25.5
Others	2	3.5
Total	**55**	**100.0**

The results also show that 36 institutions or 65.5 percent at university level while 19 institutions or 34.5 percent at college level (Table 3.6).

Table 3.6 Classification of Institutions by Level

Level	Number	Percent
University level	36	65.5
College level	19	34.5
Total	**55**	**100.0**

3.1.2 The Domination of Hospitality and Tourism Field of Study

21 institutions or 38.2 percent, tourism and/or hospitality faculty exists as an independent faculty. The rest of 34 institutions, tourism and hospitality field of study was dominated by disciplines such as Business Administration, Economics, Geography, Foreign languages, etc. (Table 3.7).

Table 3.7 The Domination of the Hospitality and Tourism Field of Study

	Number	**Percent**
Independent faculty	21	38.2
Dominated by other disciplines	34	61.8
Total	**55**	**100.0**

3.1.3 Types of Programs

From 55 institutions surveyed, the researcher found that the majority of them offered Vietnamese programs while 3 institutions (5.45 percent) offered English programs and 4 institutions (7.27 percent) offered international programs. These above 7 institutions offered 8 English/international programs (due to 1 institution offered 2 English programs at B.B.A. degree in different majors: 1 program in Hospitality management and 1 program in Travel management).

Table 3.8 gives types of programs offered at each type of institution:

Table 3.8 The Relationship between Types of Institutions and Types of Programs

Type of Programs / Types of Institutions	**Vietnamese Program**	**English Program**	**International Program**
Public university	18	1	2
Private university	12	2	1
Public junior college	16	0	1
Private junior college	1	0	0

Public educational institute	1	0	0
Others	2	0	0

- Vietnamese programs were offered by 18 public universities, 16 public junior colleges, 12 private universities, 1 private junior college, 1 public educational institute, 1 Semi-public junior college, and 1 people-found university.

- English programs were offered by 1 public university and 2 private universities.

- International programs were offered by 2 public universities, 1 private university, and 1 public junior college.

At university level, there were 32 institutions offering Vietnamese programs, 3 institutions offering English programs, and 3 institutions offering international programs. At college level, there were 18 institutions offering Vietnamese programs and 1 institution offering international program (Table 3.9).

Table 3.9 Classification of Programs by Level

Types of Programs / Levels	**Vietnamese Program**	**English Program**	**International Program**
University level	32	3	3
College level	18	0	1

These institutions offered various programs at different degrees as follows:

Table 3.10 The Relationship between Types of Programs and Degrees

Degree / Types of Programs	**Dip.**	**B.A.**	**B.B.A.**	**M.A.**	**M.Sc.**	**M.B.A.**	**Ph.D.**	**Total**
Vietnamese program	48	22	26	2	2	1	2	**103**
English program	0	0	4	0	0	0	0	**4**
International program	1	0	2	0	0	1	0	**4**

Total	**49**	**22**	**32**	**2**	**2**	**2**	**2**	**111**

Table 3.10 indicates that:

There were 111 Vietnamese programs, of which 49 programs at College diploma degree; 32 at B.B.A degree; 22 at B.A. degree; the same amount of 2 programs at M.A., M.Sc., and Ph.D., and M.B.A. degrees.

Followed by 4 English programs, all of them were at B.B.A. degree.

4 international programs, of which 1 program at College diploma degree, 2 at B.B.A degree, and 1 at M.B.A degree.

The majority of English/international programs was offered at B.B.A. degree (6/8 programs).

3.1.4Duration

Operating within national education system, duration of hospitality and tourism programs is regulated like any field of the study at HE level in Vietnam.

- College programs take 3 year.

- Undergraduate programs take four to six years. The hospitality and tourism field of study is grouped into the field of society sciences, and humanities. Therefore, it takes four years (or four years and half at few universities).

- Postgraduate studies include programs leading to master and doctorate degrees.

Master programs require two years to be completed for those with bachelor's degrees. HE institutions that are authorized to provide full-time regular programs (two years) can also offer part-time programs (three years).

Doctorate degrees take four years for those with bachelor degrees and from two to three years for those with master degrees.

3.1.5 Majors and Degrees offered at the Institutions

Firstly, the study presents the majors and the number of institutions offering each major (Table 3.11)

Table 3.11 The Relationship between Majors and the Number of Institutions offering the Majors

Majors	Number of Institutions
Tourism	2
Tourism management	14
Hospitality management	9
Travel management	4
Tourism and Hospitality management or vice versa	14
Tour guide	12
Cultural Tourism	9
Tourism geography	5
English in Tourism	7
Others	27
Total	**103**

Note: *There were 103 programs offered at 55 institutions due to one institution offered more than one major with different degrees.*

Other majors are:

Table 3.12 Other Majors offered at the Institutions

Majors	Number of Programs
Tourism Economics	4
Economics of Tourism and Service	1
Food processing management	1
Tourism study	2
Tourism and Service management	1

Tourism and Travel management	4
Economics, Commerce, and Technical management	1
Economics and Commerce management	1
F&B service management	1
Southeast Asian Tourism	1
Tourism and Travel service management	2
French in Tourism	2
Russian in Tourism	1
Tour guide and Travel management or vice versa	2
Chinese in Tourism	1
F&B serving management	1
Restaurant management	1
Total	**27**

The leading majors in terms of the number of at universities and colleges in Vietnam were Tourism management and Tourism and Hospitality management or Hospitality and Tourism management (the same amount of 14 programs), Tour guide (12 programs), Cultural tourism and Hospitality management (the same amount of 9 programs). The rest are English in tourism (7 programs), Tourism geography (5 institutions), Travel management (4 institutions), Tourism (2 institutions), and others as mentioned above. The reason for this is Vietnam tourism's current characteristics as well as future trend. Vietnam has much potential to develop cultural tourism, holiday tourism, leisure tourism, and so on.

Another reason is due to characteristic of each major. Tourism management and Tourism and Hospitality management or Hospitality and tourism management offered in 14 programs is about general knowledge of tourism. Tour guide (12 institutions) refers to how to guide tourists, any form of tourism and any motivation for tourism, tourists need to be guided.

However, other forms of tourism such as: ecotourism, sport tourism, sea travel, etc. have been developed in Vietnam, the majors relevant to these forms are not still offered.

Mostly, tourism-related majors belong to faculties such as Business administration faculty, Economics faculty, Geography faculty, and so on. In fact, it is not

uniformed in naming the aforementioned majors among institutions, the same major or the same content but different names such as: “Management” and “Administration”, “Tourism management” and “Tourism business administration”, “Hospitality” and “Hotel”, etc. In the researcher’s opinion, all majors offered by business administration faculty were grouped into management majors. Perhaps, this is due to characteristics of institutions or the competition in the tourism education market leading to different names for one major.

Majors given in table 3.11 and table 3.12 were offered at each type of institution as shown in table 3.13. It is more important to identify these majors were offered at each degree (Table 3.14).

Table 3.13 The Relationship between Majors and Types of Institutions

Majors	Types of Institutions						
	Public university	**Private university**	**Public junior college**	**Private junior college**	**Public educational institute**	**Others**	**Total**
Tourism	0	0	2	0	0	0	**2**
Tourism management	6	5	1	0	1	1	**14**
Hospitality management	1	3	5	0	0	0	**9**
Travel management	1	2	1	0	0	0	**4**
Tourism and Hospitality management or vice versa	4	6	2	0	1	1	**14**
Tour guide	1	2	8	1	0	0	**12**
Cultural tourism	4	2	3	0	0	0	**9**
Tourism geography	3	1	1	0	0	0	**5**
English in Tourism	1	3	3	0	0	0	**7**
Other majors	6	4	6	0	1	0	**17**
Total	**27**	**28**	**32**	**1**	**3**	**2**	**93**

Table 3.14 The Relationship between Majors and Degrees

Majors	Dip.	B.A.	B.B.A.	M.A.	M.Sc.	M.B.A.	Ph.D.	Total
Tourism	2	0	0	0	0	0	0	**2**
Tourism management	4	0	13	0	0	0	0	**17**
Hospitality management	6	0	3	0	0	0	0	**9**
Travel management	1	0	3	0	0	0	0	**4**
Tourism and Hospitality management or vice versa	6	0	9	0	0	2	0	**17**
Tour guide	9	3	0	0	0	0	0	**12**
Cultural tourism	4	6	0	0	0	0	0	**10**
Tourism geography	1	4	0	1	0	0	0	**6**
English in Tourism	4	3	0	0	0	0	0	**7**
Other majors	13	5	4	1	2	0	2	**27**
Total	**49**	**22**	**32**	**2**	**2**	**2**	**2**	**111**

Note: *There were 111 programs by degree, different from the number of programs by major due to one major was offered at more than one degree.*

By 2007, there were 111 hospitality and/or tourism programs at college diploma degree or above offered from 55 above institutions.

College diploma degree was offered at all majors except Tourism Geography, accounted for 49 programs or 44.1 percent of the total programs. Of which, 9 college diploma majoring in Tour Guide, 6 Tourism and Hospitality management or vice versa/Hospitality management, 4 Cultural tourism/Tourism management, 3 Tourism English, 2 Tourism, 1 Tourism Geography, and 13 in others majors.

Followed by B.B.A. degree, 32 programs, in Tourism management (13 programs), in Hospitality and Tourism or vice verse (9 programs), in Travel management (3 programs)/in Hospitality management (3 programs), and 4 others.

Next, 22 B.A. programs majoring in Culture tourism (6 programs), in Tourism geography (4 programs), in Tour guide (3 programs), in English tourism (3 programs), and others (5 programs).

The rest are 2 M.A. programs majoring in Tourism Geography and Tourism study; 2 M.Sc. (1 M.Sc. Tourism Economics and 1 M.Sc. Economics, Commerce, and Technical management), 2 M.B.A. degree programs in Hospitality and Tourism management, and 2 Ph.D. degree programs (1 Ph.D. Economics and Commerce management and 1 Ph.D. Tourism Economics).

27 other degrees include:

13 College diploma degrees:

1 Diploma Food processing management

1 Diploma Restaurant management

3 Diploma Tourism and Travel management

1 Diploma F&B service management

1 Diploma Tourism and Travel service management

2 Diploma French in Tourism

1 Diploma Russian in Tourism

1 Diploma Travel and Tour guide management

1 Diploma F&B serving management

1 Diploma Chinese in tourism

5 B.A. degrees:

1 B.A. Southeast Asian Tourism

1 B.A. Tourism study

1 B.A. Economics of Tourism and Service

2 B.A. Tourism Economics

4 B.B.A. degrees:

1 B.B.A. Tourism and Service management

1 B.B.A. Tourism and Travel management

1 B.B.A. Tour Guide and Travel management

1 B.B.A. Tourism and Travel service management

1 M.A. degrees:

1 M.A. Tourism study

2 M.Sc. degrees:

1 M.Sc. Tourism Economics

1 M.Sc. Economics, Commerce, and Technical management

2 Ph.D. degrees:

1 Ph.D. Economics and Commerce management

1 Ph.D. Tourism Economics

Hospitality and Tourism HE is quite new field in Vietnam. This is one of the reasons that there are only two Ph.D. programs in Tourism, one offered at National Economics University and the other in University of Commerce, both of them are located in Hanoi.

As above mentioned, junior colleges can offer college programs and other lower level programs, however, this study only mentions college diploma degree and above, not lower level degrees.

No institution surveyed offers 2-year certificate, 4-year certificate, advanced certificate, graduate certificate, Bachelor degree certificate, Master Degree Certificate, Doctoral Degree Certificate in Vietnam. They offer certificates in Tour guide, Receptionist, Accounting in hospitality, etc. with different durations: 1 months, 2 months, or 4 months, etc depending on the major as well as learners' demand. This study does not include these certificates.

3.1.6 The Students' Information or the output of Education and Training Process

Table 3.15 demonstrates that number of yearly entrants into the programs is 7,134. Due to characteristics of the industry, the proportion of male to female student was at .29/.71. The number of yearly graduates was 5,722 and the graduation percentage accounted for 80.2 percent.

Table 3.15 Students' Information

Number of yearly entrants	7,134
Number of male students	1,331
Number of female students	3,258
Proportion of male to female student	.29/.71
The number of yearly graduation	5,722
Graduation percentage	80.2%
Total number graduation up to 2007	33,170

Note: *The number is based on 45 institutions because 10 institutions have been newly established and there was no graduate by 2007.*

3.1.7 Researches/Projects in Hospitality and Tourism Field of Study

Research plays a key role in institutions such as connecting theory and practice, planning and managing resources for sustainable tourism development, etc. Researchers who thoroughly know enterprises' demand for invention, their works also help institutions to adjust the curricula because they know what enterprises need. Acknowledgement of this, 100 percent of the total institutions encouraged their teaching staff to do research/project in hospitality and tourism field of study. However, the results showed that, there were 31 institutions or 59.6

percent out of the 52 institutions has financial support for researchers/projects, perhaps due to financial constraints as exhibited in table 3.16.

Table 3.16 Researches/Projects in Hospitality and Tourism Field of Study

Research activities	Number	Percent
Does the Faculty have policy to encourage teaching staff to do research/project in Hospitality and Tourism field?	55	100
Faculty/Department has financial support for researches/projects	31	59.6

Note: *59.6 percent of the total of 52 respondents because of 3 missing data*

3.1.8 Activities Provided by Institutions

Table 3.17 reveals that almost institutions have applied new technologies in teaching and learning (54 institutions or 98.2 percent); renewed and used modern equipments serving for teaching and learning, updated curriculum, and evaluated teaching performance by students (53 institutions or 96.4 percent).

Table 3.17 Activities Provided by Institutions

Activities	Number	Percent
Provide training for teaching staff	49	89.1
Conduct workshops with other universities/institutions	45	81.8
Organize mutual seminars between your university/institutions with other universities/institutions	23	41.8
Evaluating teaching performance by students	53	96.4
Update curriculum	53	96.4
Apply new technologies in teaching and learning	54	98.2
Renew and use modern equipments serving for teaching and learning	53	96.4

Others	28	50.1

49 institutions or 89.1 percent of the total institutions have provided training for teaching staff. Similar to any other field of study, providing training for teaching staff is necessary in order to improve knowledge, update information, exchange experience, etc. For tourism field of study, this activity is more necessary because tourism education has developed in Vietnam only over the last 10 years, young teaching staff is basically trained on tourism while former generation who was not, the training courses become more necessary for them.

Besides, the institutions have provided other activities such as organize competitions relevant to tourism, establish club, conduct meetings on tourism and picnic, and so on.

3.1.9 International Co-operation

There were 4 institutions, representing 7.3 percent of the total of 55 institutions, offered 4 international programs. Additionally, there were 3 institutions offering 4 English programs. These programs can attract overseas students in Vietnam as well as can enhance international operations. Besides, 1 institution has provided Certificate of Tourism Economics for Quang Tay University of Ethnic Minorities, China.

Totally, there were 8 English/international programs provided at 7 institutions. In other words, there were 7 institutions offering English/international programs, accounted for 12.7 percent of the total institutions - this is quite low. According to MOET (2008), graduates in Tourism or tourism-related majors must fluently use English in communication and working by 2015. Hence, on the one hand, it is necessary to enhance international co-operation through international cooperation programs. On the other hand, this contributes to English improvement as well as other foreign language skills improvement.

Conducting bilateral seminar with other overseas universities/institutions is also the way to learn each other as well as to enhance international co-operation. However, there were only 23 institutions (41.8 percent) organizing bilateral seminar with other overseas universities/institutions (Table 3.17)

3.2 The Problems and Constraints in Producing Graduates in the Hospitality and Tourism Field of Study at Universities/Institutions in Vietnam

Beside above achievements, the institutions are facing problems/constraints in running hospitality and tourism programs:

Table 3.18 Problems/Constraints in Running Hospitality and Tourism Programs

Problems/constraints	Number	Percent
Insufficiency of financial support from the Government	29	52.7
Limitation of existing management process	19	34.5
Shortage of qualified and experienced teaching staff	37	67.3
Poor material facilities	19	34.5
Lack of books and reference documents or out-of-date documents	15	27.3
Low quality of students	11	20.0
Improper curriculum	32	58.2
High investment for this program	12	21.8
Gap between training/education institute‘s training capacity and industry actual needs	16	29.1
Others	9	16.4

Main problems/constraints investigated in the table 3.16 are:

3.2.1 Shortage of Qualified and Experienced Teaching Staff

Teaching staff plays a very important role in determining the quality of student outputs. The table shows that, institutions were facing with the problem of shortage of qualified and experienced teaching staff (37 institutions or 67.3 percent). The reasons for this problem are

that hospitality and tourism field of study is a quite new field of study and teaching staff was poor paid in Vietnam. Therefore, teaching staff with high qualifications was really scarce in Vietnam and it is difficult to attract them to join tourism education field.

3.2.2 Improper Curriculum

The next problem faced at institutions in Vietnam is that improper curriculum, accounted for 32 institutions or 58.2 percent. Although 53 out of 55 institutions (representing 96.4 percent) have updated curriculum and 23 institutions have assistant to develop curriculum, the curriculum is improper.

3.2.3 Insufficiency of Financial Support from the Government

29 institutions or 52.9 percent are facing with insufficiency of financial support from the Government for researches/projects, investment in infrastructure and material facilities.

3.2.4 Poor Material Facilities

Although almost institutions have applied new technologies and modern equipments in teaching and learning, 19 institutions or 34.5 percent have had difficulty in material facilities. In comparison with other Asian countries, infrastructure, technologies, as well as equipments serving for teaching and learning are poorer.

3.2.5 Limitation of Existing Management Process

19 institutions or 34.5 percent out of the 55 institutions were facing with the problem of limitation of management process including plans, policies, and other management tools.

Besides, the institutions were facing with the problems such as: gap between training/education institutions' training capacity and industry actual needs, lack of books and

reference documents or out-of-date documents, high investment for this program, low quality of student inputs, and other problems (for example: difficult to organize hotel visits due to limited resources, female lecturers can't stand tours, therefore, they moved to other organizations, government seems to ignore 'private institutions', etc.).

3.3 The Future Development of Hospitality and Tourism HE in Vietnam

There are 11 institutions that are going to offer the programs; 2 institutions offered program, however, no student applied and they continue to offer the programs in the future; and 5 institutions already offered the programs and offer other degrees by 2010 in whole country (Table 3.19). Totally, there are 18 institutions those are going to offer the programs. These are located in Ho Chi Minh city (3 institutions), Hanoi (2 institutions), Thai Nguyen (2 institutions), Bac Ninh (1 institution), Hung Yen (1 institution), Hoa Binh (1 institution), Binh Duong (1 institution), Tien Giang (1 institution), and Vinh Long (1 institution).

Table 3.20 shows that there are 19 programs will be offered by 2010. All these programs are Vietnamese programs.

In terms of type of institution, there are 14 universities (consisting of 12 public universities and 2 private universities) and 4 public junior colleges.

In terms of major and degree (Table 3.20) that will be offered at institutions by 2010:

7 B.A. programs majoring in Tourism (4 programs), in Hospitality and tourism economics (1 program), in Tour guide (1 program), and in Sea-Transport tourism (1 program).

4 College diploma programs majoring in F&B processing technique (1 program), in Culture management (1 program), in English (in Tourism and Reception - 1 program), in Tourism and Hospitality management or vice versa (1 program).

4 B.B.A. programs majoring in Tourism management (1 program), in Tourism and Hospitality management or vice versa (2 programs), and one unknown program.

3 M.B.A. programs majoring in F&B processing technique (1 program), Tourism and Hospitality management or vice versa (1 program), in Hospitality management (1 program), and in Tourism management (1 program).

1 Doctoral program majoring in Tourism geography.

The total of master and doctoral programs is 4 programs, representing 21.1 percent of the programs offered by 2010. The majors are going to be offered do not much changed, mainly are Tourism, Tourism management, and Hospitality and tourism except Sea-transport tourism that firstly offered.

Table 3.19 General Information of Institutions Going to offer the Programs by 2010

No.	Types of Institutions	Types of Programs	Majors	Degrees	The Number of Student		The Number of Teaching Staff		Opening Year
					Inputs	Outputs	Vietnamese	Overseas	
Institutions are Going to offer the Programs									
1	Public university	Vietnamese program	Hospitality and Tourism management	B.B.A.	60		50		2008
2	Public university	Vietnamese program	Tourism	B.A.	70				2009
3	Public university	Vietnamese program	Hospitality and Tourism management	B.B.A.					2009
4	Public university	Vietnamese program	Tourism	B.A.					2009
5	Public junior college	Vietnamese program	Hospitality and Tourism management	Dip.	100-150		7-10		2008
6	Private university	Vietnamese program	Tourism management	B.B.A.	N/A				2008
7	Public university	Vietnamese program	Tourism	B.A.	70-100		7		2010
8	Public university	Vietnamese program	Sea-transport Tourism	B.A.	120		5		2010
9	Public university	Vietnamese program	N/A	B.B.A.	N/A				2009
10	Public university	Vietnamese program	Hospitality and	B.A.	50-100		20		2009

			Tourism Economics						
11	Public junior college	Vietnamese program	Tourism	B.A.	100		8-9		2008

Table 3.19 (Continued)

No.	Types of Institutions	Types of Programs	Majors	Degrees	The Number of Student		The Number of Teaching Staff		Opening Year
					Inputs	Outputs	Vietnamese	Overseas	
Institutions Continue to offer the Programs									
12	Private university	Vietnamese program	Tour guide	B.A.	Depending on demand				2009
13	Public junior college	Vietnamese program	Culture management	Dip.	N/A				2008
Institutions are Going to Provide other Majors and Degrees									
14	Public university	Vietnamese program	Tourism management	M.B.A.	N/A				2009
15	Public university	Vietnamese program	Tourism geography	Ph.D.	N/A				2009
16	Public university	Vietnamese program	Tourism and Hospitality management	M.B.A.	N/A				2008
17	Public junior college	Vietnamese program	- English (in Tourism	Dip.	N/A				2008

			and Reception) - F&B processing technique			
18	Public university	Vietnamese program	Hospitality management	M.B.A.	N/A	2008

Table 3.20 The Relationship between Majors and Degrees offered by 2010

Majors	Dip.	B.A.	B.B.A.	M.B.A.	Ph.D.	Total
Tourism	0	4	0	0	0	**4**
Tourism management	0	0	1	1	0	**2**
Hospitality and tourism economics	0	1	0	0	0	**1**
Hospitality management	0	0	0	1	0	**1**
Tourism and Hospitality management or vice versa	1	0	2	1	0	**4**
Tour guide	0	1	0	0	0	**1**
Culture management	1	0	0	0	0	**1**
Tourism geography	0	0	0	0	1	**1**
English (in Tourism and Reception)	1	0	0	0	0	**1**
F&B processing technique	1	0	0	0	0	**1**
Sea-Transport tourism	0	1	0	0	0	**1**
N/A	0	0	1	0	0	**1**
Total	**4**	**7**	**4**	**3**	**1**	**19**

Section 2: Interview Results

As mentioned in chapter 2, there were 4 Government officers interviewed in this study. However:

- The experts of HE department (MOET) let to know that hospitality and tourism HE has operated within HE system in general. Moreover, the demand for opening institutions due to VNAT plans and submits to the MOET. The MOET will consider and approve the plans.

- The officer of the MOLISA also stated that there is no information for the issues questioned.

- Both the director of Hotel department and director of Travel department, VNAT denied interviewing. The researcher was recommended to interview the director of Vietnam human resources development project (VNAT), conducted in December 2007. This is the only interview conducted in this study. The interviewee also used to be the lecturer of Faculty of Tourism and Hospitality, National Economics University. The interview results are as follows:

1. Quantity of Yearly Graduates from Universities and Colleges

The supply of human resources from universities, colleges, and institutes does not meet the industry's human resources requirements. However, according to the recent study, the total of trained employees in Tourism industry accounted for 15,000 employees that, the industry needs more 10,000 employees. Most of the above trained employees were retrained when joining the industry. There is a lack of qualified workforce, abundance of unqualified one.

2. Quality of Tourism Education and Training

The quality of employees working for the industry can not meet the requirements: 60-70 percent was retrained. The main reason is improper and unprofessional curriculum. Especially, when Vietnam is the early period of integration into World Trade Organization, the demand for qualified and well-trained manpower is increasing, of which, English should be improved. Newly graduated students have to learn the skills from scratch and are unproductive during their early stage of employment. In fact, there is redundant in management, the training is not from the industry's need, and the assessment of the need of the industry is general, not detail.

3. Distribution of Institutions

Institutions offering the hospitality and tourism program are mainly located in big cities such as: Hanoi, Ho Chi Minh City while in remote areas, the quality of human resources decreases and lack of well-trained human resources. This leads to many areas lack of well-trained employees, but many others redundant.

4. Difficulties of the Institutions

The first difficulty that institutions have is lack of modern equipments serving for teaching and learning, lack of laboratory facilities for students to practice. In addition, class size is over average level affecting students' knowledge ascertain.

Secondly, teaching staff does not have background of tourism and/or hospitality, is not professional, and lacks of experience. However, comparing with other sectors, especially in foreign companies, tourism educators are poorly paid in Vietnam, it is difficult to attract good quality educators to joint to the education field.

Thirdly, improper curriculum: mainly focus on operational concepts and knowledge without paying much attention to skill development. Practice is not sufficiently provided for students during their study. The curriculum generally places more emphasis on classroom instruction and de-emphasizes skill development. So far, the curriculum has to follow the standard curriculum of the MOET, thus it is rigid and not flexible. In addition, the curriculum

does not emphasize on internship. As a result, graduates are handicapped by a lack of technical skills and workplace experience when joining the industry.

Fourthly, institutions lack of books and documents. Most textbooks are simply translated from foreign texts without taking Vietnamese cultures, values and present into consideration (outdated). Thus, the knowledge gained by students may not be applicable to Vietnam's situation.

5. Solutions/Recommendations

In order to improve the quality of students in the hospitality and tourism field of study, there are something needed to be done below:

- For the Government: should support institutions in investing infrastructure, equipments serving for learning and teaching; increase salary for teaching staff; issues policies/plans to help teaching staff to attend education bids or projects, etc.

- For the institutions: Teaching staff needed to be standardized in terms of qualifications, teaching methods and they need to increase research activities. Moreover, teaching staff should involve in tourism business to get more experience. On the other hand, the curriculum, textbooks, and documents should be updated and investigated more. The curriculum should be originated from the industry's needs, increased internships and practice.

6. Future Development of the Hospitality and Tourism HE in Vietnam

In the future, the number of private institutions will increase due to general development trend, the change in education system's mechanism, as well as the result of integration into World Trade Organization. There is a need to have changes in education quality. English as well as other foreign language skills becomes more important.

CHAPTER 4

SUMMARY

In order to review the results of the study, firstly, this chapter will present summary of main findings derived from both questionnaire survey and interview. Based on these main findings, secondary data, as well as the researcher's assessments, a discussion will be done, following the objectives of the study.

Additionally, SWOT analysis will be done at the end of discussion to review strengths, weaknesses, opportunities, and threats of current situation of hospitality and tourism HE in Vietnam.

Finally, recommendations for producing graduates that meet the industry's manpower requirements will be proposed.

4.1 Conclusions

4.1.1 Types of Institutions

The findings showed that there were 21 public universities offering the programs, followed by 17 public junior colleges, 13 private universities. The rest are 1 private junior college, 1 public educational institute, and others consist of 1 People-found university and 1 semi-public junior college. Classified by level, there were 36 institutions at university level and 19 institutions at college level.

In terms of public or private institution, there were 39 public institutions offering the programs and 14 private institutions. The number of public institutions is approximately three times the private ones.

At 21 institutions, the hospitality and tourism field of study has existed as an independent faculty. At the rest of 34 institutions, hospitality and tourism disciplines were dominated by other disciplines such as Business Administration, Economics, Geography, Vietnamese studies, etc.

4.1.2 Majors and Degrees offered at the Institutions

There were totally 111 hospitality and/or tourism programs with College diploma degree or above.

College diploma degree was offered at all majors except Tourism geography, accounted for 49 programs. Of which, 9 college diploma majoring in Tour guide, 6 Tourism and hospitality management or vice versa, 6 Hospitality management, 4 Cultural tourism/Tourism management, 3 Tourism English, 2 Tourism, 1 Tourism Geography, and 13 in others majors.

Followed by B.B.A. degree, 32 programs, in Tourism management (13 programs), in Hospitality and tourism management or vice versa (9 programs), in Travel management (3 programs), in Hospitality management (3 programs), and 4 others.

Next, 22 B.A. programs majoring in Culture tourism (6 programs), in Tourism geography (4 programs), in Tour guide (3 programs), in English tourism (3 programs), and others (5 programs).

The rest are 2 M.A. programs (1 Tourism geography and 1 Tourism study); 2 M.Sc. (1 M.Sc. Tourism economics and 1 M.Sc. Economics, commerce, and technical management), 2 M.B.A. programs in Hospitality and tourism management, and 2 Ph.D. programs (1 Ph.D. Economics and Commerce management and 1 Ph.D. Tourism economics).

Besides, they offered certificates in Tour guide, Receptionist, Accounting in hospitality, etc. with different durations: 1 month, 2 months, or 4 months, etc., depending on the major as well as learners' demand. This study does not mention these certificates, mentioning the college diploma degree or above.

Only 8 out of 111 programs, representing 7.2 percent, are International/English programs. In the future, the institutions will offer more these programs and boost the cooperation with foreign institutions.

4.1.3 Students' Information

The number of yearly entrants into the programs is 7,134. Due to characteristics of the industry, the proportion of male to female student was at .29/.71. The number of yearly graduates was 5,722 and the graduation percentage accounted for 80.2 percent.

However, the interview results showed that the yearly graduates can not meet the industry's demand in both quantity and quality. This leads to difficulties in running tourism-related operators such as lack of skilled labors, high expenditure for retraining new graduates, and so on. Eventually, the tourists' desires have not been satisfied and the percentage of them return to Vietnam is low.

4.1.4 Activities Provided by the Institutions

Almost institutions have applied new technologies in teaching and learning (54 institutions); renewed and used modern equipments serving for teaching and learning, updated curriculum, and evaluated teaching performance by students (53 institutions).

49 institutions have provided training for teaching staff. Similar to any other field of study, providing training for teaching staff is necessary in order to improve knowledge, update information, exchange experience, etc. For tourism field of study, this activity is more necessary because tourism education has newly developed in Vietnam, young teaching staff is basically trained on tourism while former generation who was not, transferred from other programs, the training courses is necessary for them.

Besides, institutions have provided other activities such as: organize competitions relating to tourism, establish club, conduct meetings on tourism and picnic, and so on.

4.1.5 Problems/Constraints in Running the Programs

Main problems/constraints identified in running the programs were: shortage of qualified and experienced teaching staff (37 institutions), improper curricula (32 institutions), insufficiency of financial support from the government (29 institutions), poor material facilities (19 institutions), and limitation of existing mechanism (19 institutions).

Besides, the institutions were facing with other problems such as: gap between training/education institute's training capacity and industry actual needs, lack of books and reference documents or these were out-of-date, high investment for the programs, low quality of students, and other problems (for example: difficult to organize hotel visits due to limited resources; female lecturers can't stand tours, therefore, they moved to other organizations; the Government seems to ignore "private institutions", etc.).

4.1.6 The Future Development of Hospitality and Tourism HE in Vietnam

There are 11 institutions that are going to offer the programs; 2 institutions offered the programs, however, no student have applied and they continue to offer in the future; and 5 institutions that have already offered the programs will offer other degrees by 2010 in whole country. Totally, there are 18 institutions those are going to offer the programs by 2010. Of which, there are 14 universities (consisting of 12 public universities and 2 private universities) and 4 public junior colleges. These are located in Ho Chi Minh city (3 institutions), Hanoi (2 institutions), Thai Nguyen (2 institutions), Bac Ninh (1 institution), Hung Yen (1 institution), Hoa Binh (1 institution), Binh Duong (1 institution), Tien Giang (1 institution), and Vinh Long (1 institution).

18 above institutions will offer 19 programs by 2010, all these programs are Vietnamese programs. In detail:

7 B.A. programs majoring in Tourism (4 programs), in Hospitality and tourism economics (1 program), in Tour guide (1 program), and in Sea-Transport tourism (1 program).

4 College diploma programs majoring in F&B processing technique (1 program), in Culture management (1 program), in English (in Tourism and Reception - 1 program), in Tourism and Hospitality management or vice versa (1 program).

4 B.B.A. programs majoring in Tourism management (1 program), in Tourism and hospitality management or vice versa (2 programs), and one unknown program.

3 M.B.A. programs majoring in F&B processing technique (1 program), Tourism and hospitality management or vice versa (1 program), in Hospitality management (1 program), and in Tourism management (1 program).

1 Doctoral program majoring in Tourism geography.

The number of master and doctoral programs is 4 programs, representing 21.1 percent of the total programs offered by 2010. The majors that are going to be offered do not much changed, mainly are Tourism, Tourism management, and Hospitality and tourism except Sea-transport tourism that is first offered.

In addition, based on activities provided by institutions, it might be said that the quality of hospitality and tourism HE at institutions in Vietnam will be improved in the future in terms of teaching staff quality and student outputs quality.

On the other hand, the results from interview showed that in the future, the number of private institutions will increase and it is necessary to improve quality of hospitality and tourism education and training.

4.2 Discussions

4.2.1 Discussions by the Objectives of the Study

Objective 1: To Explore the Current Situation of Hospitality and Tourism HE in Vietnam

The number of institutions offering the programs dramatically grew for the last 3 years from 2004 to 2007. In 2004, there were 38 institutions offering the programs and the number reached 101 institutions in 2007, increasing (+63) institutions or (+165.8) percent. The number of entrant students and graduates, in turn, increased. Hospitality and tourism field of study is so far offered at faculties or branches under various faculties at universities or colleges. Most of them are offered at institutions specialized in economics or society and some at institutions specialized in technology. Thus, as planned, Tourism Management Institute will be

opened by 2015 in Da Nang province. Also, the number of institutions offering master and doctoral programs (8 programs) as well as international/English programs (8 programs) is limited.

According to VNAT (2006a), it is forecasted that the number of graduates with college diploma degree or above would be 30,326 in 2005; 46,784 in 2010; and 74,374 in 2015. The average growth rate is 8.5 percent per year from 2005 to 2010 (VNAT, 2006a). It is therefore estimated that the demand for this manpower in 2007 is 35,701. From the study, the number of student outputs was 33,170 (based on 45 institutions) and estimated to reach 62,654 from 85 institutions (assuming that there were around 16 institutions have newly offered the programs, there was no graduates by 2007). Therefore, it is can be said that in 2007, the institutions can produce graduates meeting the industry's human resources requirement in terms of quantity.

As mentioned earlier by Nguyen (2007), in 2006, the number of graduates from universities, colleges, and institutes only met half of the industry's human resources demand. However, this study found that in 2007, the institutions can meet the industry's demand in terms of quantity. This is due to the difference in calculating the number of graduates. The graduates in the previous study were only the ones who graduated hospitality/tourism majors, not mentioning the ones graduating other tourism-related majors such as Tourism geography, English in tourism, etc., those can definitely work for the industry while the graduates in the present study include all graduates in tourism-related programs.

The question is that whether the graduates' quality can meet the industry's demand or not. The problem is not generally that the volume of people is too small to fill tourism job, but to ensure that those people entering employment in the tourism industry are properly prepared through education and training so that the standards of quality and service in the industry do not suffer (Ray Pine, 2001).

The findings also showed that institutions have attempted to improve training quality through providing activities such as evaluate teaching staff performance by students, provide training for teaching staff, conduct workshops with other universities/institutions, apply new technologies and use modern equipments in teaching, update curriculum and other activities. However, the results from the interview showed that the quality of employees working for the industry does not meet the requirements, 60-70 percent were retrained. The main reason is improper and unprofessional curriculum. Especially, Vietnam is in the early period of integration

into World Trade Organization, the demand for qualified and well-trained manpower is increasing, of which, English is especially considered. Redundant in management, the training is not from the industry's need, and the assessment of the need of the industry is general, not detail.

Moreover, this is the demand for manpower in whole country. In fact, the distribution of institutions is inappropriate leading to many areas lack of workforce while others redundant.

On the other hand, the priorities on knowledge and skills for tourism education and training for the future as exhibited in table 4.1 (VNAT, 2006a) while the majority of majors offered at institutions as showed in table 3.11 were Tourism management, Tourism and Hospitality management, Tour guide, Cultural tourism, and Hospitality management. Similarly, the main majors are going to be offered by 2010 are Tourism, Hospitality and Tourism management, and Tourism management. This shows that why the supply can not meet the demand, due to the curriculum does not base on the industry's demand. Especially, the skills such as communication and negotiation skills, Policy planning, Tourism development planning, Market research and tourism promotion, Tourism product exploitation, Tourism environment protection and sustainable development management have been hardly offered at institutions.

Table 4.1 Priority Levels on Knowledge and Skills for Tourism Education and Training

Knowledge/Skills	Mean	Important level
Communication and negotiation skills	4.3	Very important
Management knowledge	4.6	Very important
English	4.2	Important
French	3.5	Important
Chinese	3.5	Important
Japanese	3.2	Neutral
Other foreign languages	2.6	Less important
Computer skills	3.8	Important
Policy planning	4.6	Very important
Tourism development planning	4.6	Very important
Tourism statistics	4.0	Important

Tourism information management	4.0	Important
Market research and tourism promotion	4.5	Very important
Tourism form development management	4.3	Very important
Human resources management	4.3	Very important
Management of tourism areas, tourism spots, and tourism centers	4.4	Very important
Tourism product exploitation	4.5	Very important
Tourism environment protection and sustainable development management	4.5	Very important
Tourism business management	4.3	Very important

Note: *Assessed levels are as follows: 5 = Very important, 4 = Important, 3 = Neutral, 2 = Less important, and 1 = Least important.*

Source: Adapted from VNAT, 2006a

Objective 2: To Investigate the Problems/Constraints in Producing Graduates in the Hospitality and Tourism Field of Study

- Shortage of Qualified and Experienced Teaching Staff

The findings showed that 37 institutions or 67.3 percent have had difficulty in shortage of qualified and experienced teaching staff. Also, according to Nguyen (2006), teaching staff has not been able to meet the renovation requirements in terms of quantity and qualifications, serious shortage of experts in the area of research and design of HE policies, small number of lecturers conducting researches. The reason leading to the above problem is that tourism education has newly developed in Vietnam. Moreover, educators in general and tourism educators in particular are poorly paid. Thus, it is difficult to attract good quality educators to join the education fields.

- Improper Curriculum

From the findings, 32 institutions representing 58.2 percent had problem of improper curriculum. Training programs are rigid, inflexible, mainly theoretical and without practice. The structure of training areas and disciplines have been monotonous with insufficient

emphasis on scientific and humanity knowledge with heavy volume of knowledge and lacking focus on learning methods, skills, and attitudes. Training process has been close, rigid, inflexible, and lacking articulation (without making full of an open, modular and multi-staged model).

So far, the major of tourism and hospitality management have not had its own specific training code, while it has been trained and accepted by society for the last years in Vietnam. This training major is attached with the business administration field, Vietnamese studies field, etc. and considered as a specialization of these fields. Because of a narrow specialization of these fields, some subjects actually need not have studied in the tourism specialization, but according to the promulgated curriculum these subjects are forced to follow, for example: Econometrics, Advanced statistics, History of economic theory, and so on. While other subjects needed to study are truncated or not studied. On the one hand, the curriculum is constrained. On the other hand, the out of date training methods, more theory and less practice due to the lack of practical material facilities leading to weak competences of the students. Moreover, because most degree programs of tourism education are dominated by above non-tourismrelated disciplines such as geography, business administration, social sciences, foreign languages and other humanities disciplines, it may indicate that the scope of tourism education programs is limited and that they can not meet the sophisticated and specific requirements of the industry. This is due to tourism is a quite new field of study, therefore, institutions normally start to open this field of study from a branch and develop an independent faculty later. Another reason is that tourism and hospitality programs to be treated as insignificant components or in other word, they have not been acknowledged as important field of study at institutions in Vietnam.

Many universities and colleges offering hospitality and tourism programs have the enrolment inputs of group A (group of subjects including Mathematics, Physics, and Chemistry) causing students being forced to study this major which they do not like and their starting point of foreign language proficiency is low. Through a survey of the reasons to study the tourism and hospitality of National Economics University, around 40% of students said that they did not have other choices or were forced by the situation.

- Insufficiency of Financial Support from the Government

According to Vu (2006), the total budget of education and training represented high percentage of GDP - 8.3 percent in 2005 (see Appendix F1), estimated by the MOET. The expenditure was even higher than that of developed countries such as: America, France, Japan, Korea, and OECD (see Appendix F2). In fact, the results from this study indicated that 29 institutions or 52.9 percent faced with insufficiency of financial support from the Government.

- Poor Material Facilities

From secondary data, the material facilities at institutions offering the programs were outdated and not synchronous among institutions. Most of institutions had only classrooms for learning theory, lack of facilities for practice. Also, it is observed during interviewing with institutions that, at many institutions whose average class size is 60, below the standard. This affects students' quality in obtaining knowledge in class, especially in practicing process.

- Limitation of Existing Management Process

Limitation of existing mechanism mentioned in this study includes plans, policies, management, and so on. As mentioned above, 19 institutions or 34.5 percent out of the 55 institutions faced with the problem of limitation of existing management. Although the Government has published policies on education, it is necessary to issue policies and mechanism to encourage teaching staff to successfully bid and involve in projects on training and research to improve qualifications and increase income. Increasing tuition fee and diversifying earning sources increase income for teaching staff.

Most of above institutions are under the administration of the MOET. Besides, some of them are administrated by other agencies such as: the Ministry of Trade, General office (VNAT), and different industries and localities (the People's committee of Quang Ninh province, that of Ho Chi Minh City, etc.). The difference among these agencies and their relative effects on institutions result in given difficulties in transition among levels, admission of degrees and certificates as well as acknowledgement of education quality among fields of study at institutions offering tourism-related programs.

Objective 3: To Identify the Future Development of Hospitality and Tourism HE in Vietnam

The requirements for developing tourism education institution system till 2015 stated in Vietnam Human resources development in tourism project (VNAT, 2006a) are as follows:

- Establish Tourism Management Institute. However, at the moment, the findings showed that no specific plan for this.

- Open more institutions in remote areas or tourism potential areas such as: Lao Cai, Thai Nguyen, Nghe An, Da Nang, Nha Trang, Binh Thuan, Da Lat, Can Tho, and Kien Giang. However, the findings showed that institutions that are going to offer the programs are increasing in big cities (3 in Ho Chi Minh city, 2 in Ha Noi) and other provinces (Bac Ninh, Hung Yen, etc.), not following the tourism development direction.

- Offer more master and doctorate programs. There are only 4 master and doctorate programs will be offered by 2010.

- Increase the number of private institutions: The findings showed that there are only 2 private universities will be offered by 2010.

The above results reflect the development of institutions is spontaneous, ad hoc or unplanned. This is due to different reasons. First, tourism education and training management system: there are various agencies responsible for tourism education and training. However, State management in tourism human resources is not strong enough at both national and provincial levels. Secondly, there is no specific orientation for tourism human resources education and training and the development of institutions is unplanned and out of control. Thirdly, there is a lack of specific guideline documents of state management agencies on tourism human resources education and training, especially policies on socializing tourism human resources education and training.

As presented earlier, public institutions present high percentage in Vietnam (73.6 percent). Vietnam has carried out “privatization” institutions, at the same time, new private institutions are going to be opened. Moreover, after Vietnam joined World Trade Organization and actively implemented commitments on General Agreement on Trade in Service (GATS) in

education field, the number of private institutions will increase in the future. Vietnam's HE will dramatically change orienting to open most of the fields of natural science and technology, enterprise research and management, economics, accounting, language, and international law. Principally, GATS does not interfere in public education. Vietnam's HE therefore will strongly change in private area with the establishment of many international educational institutions or internationally cooperated ones.

Similarly, under the decision No.5/2005/NQ-CP of the government of Vietnam, the goal was set to achieve 40 percent of the total students graduating from private institutions in whole country by 2010 (Pham, 2007). This also means that changing private university from negligible position into new position, strong and steady, in Vietnam's education system.

According to Vietnamese experts as well as requirements from the industry, basically, the number of institutions will slightly increase and the change will happen in education quality, mainly in private institutions.

For future development of hospitality and tourism programs in Asia in general, K. Chon commented:

> "Hospitality and tourism education has developed in three different stages. Beginning with European programs emphasizing the practical training and apprenticeship, through U.S programs focusing on the management science of the hospitality and tourism industry to the Asian emphasis on innovation and service quality. Asia will emerge as a global centre for excellence in hospitality and tourism in the future. The growth and success of Asian-based multinational corporations in hospitality businesses are mainly due to the innovation strategies, modern technology and most importantly, the strong hospitality culture and human resources which are unique to the region. This "Asian wave" will continue to influence and shape the future of the hospitality and tourism industry in the future".
>
> (K. Chon, 2005: cited in Ada Lo, 2006, p. 157)

Vietnam's tourism industry has rapidly developed and played an important role in the economic, socio and cultural life in Vietnam. At the same time, the reform of HE has been

carried out at institutions and the findings from this study showed that the institutions provided activities such as: 54 institutions or 98.2 percent applied new technologies in teaching and learning; 53 institutions or 96.4 percent renewed and used modern equipments serving for teaching and learning, updated curriculum, and evaluated teaching performance by students; 49 institutions or 89.1 percent provided training for teaching staff, etc. These show a promising future for hospitality and tourism HE in Vietnam. However, Vietnamese tourism education is facing with challenges such as the development of tourism HE in Asian countries or the expansion of tourism education at vocational level, professional training level. Hence, it is necessary to improve education quality to enhance competitiveness.

4.2.2 SWOT Analysis

Before proposing recommendations, SWOT analysis was done to review strengths, weaknesses, opportunities, and threats for current situation of hospitality and tourism HE in Vietnam based on both primary data and secondary data (Table 4.2).

- **Strengths**

1. Vietnamese students' attitude toward study is positive.

   The findings showed that most of institutions have applied new technology (54 institutions or 98.2 percent), renewed and used modern equipments serving for teaching and learning, evaluated teaching performance by students, updated curriculum (53 institutions or 96.4 percent), and provided training for teaching staff (49 institutions or 89.1 percent).

Table 4.2 SWOT Analysis of Current Situation of Hospitality and Tourism HE in Vietnam

Strengths	Weaknesses
1. Vietnamese students' attitude towards study is positive 2. Most of institutions have applied new techniques, renewed and used modern	1. Shortage of qualified and experienced teaching staff 2. Improper curriculum 3. Outdated teaching method

equipments serving for teaching and learning; evaluated teaching performance by students, updated curriculum, and provided training courses for teaching staff 3. International cooperation has been paid attention	4. Research activities have not been paid attention 5. Limited resources which are mainly dependent on the small state budget and modest revenue from tuition fees 6. Poor material facilities 7. Structure of degree system is not clear, transparent, and integrated. 8. The system and institution structure have shown much inappropriateness (distribution) 9. Lack of long-term plans (infrastructure construction)
Opportunities	**Threats**
1. High growth rate of Vietnam's tourism industry development 2. Hospitality and tourism HE has developed in the world in general and in Asia in particular 3. Globalization of education 4. Government's especial priority on education in terms of policies and plans 5. The income per capital increases.	1. Competitors: (Asian countries: Thailand, China, Malaysia, Hong Kong, etc.) whose tourism education has developed 2. Poor career image of tourism 3. Weak link between employers and educational institutes. 4. Insufficiency of financial support from the Government. 5. Limitation of existing management

2. International cooperation has been paid attention

As mentioned above, there have been 11 institutions attending APETTIT, 6 institutions attending ATTEN. Some institutions have cooperated with foreign institutions in various types of education and training, or invited foreign teaching staff to teach at universities/colleges in Vietnam. Besides, sending teaching staff to abroad to study becomes popular. Projects on HE reform and development in general have been implemented. Moreover, the findings also showed that institutions have conducted seminars with foreign institutions. However, this

activity is needed to be boosted more, especially when Vietnam integrated into World Trade Organization and globalization of education has happened all around the world.

- **Weaknesses**

1. Shortage of qualified and experienced teaching staff

   The findings showed that 37 institutions or 67.3 percent have had difficulty in shortage of qualified and experienced teaching staff. Also, according to Nguyen (2006), teaching staff has not been able to meet the renovation requirements in terms of quantity and qualifications, serious shortage of experts in the area of research and design of HE policies, small number of lecturers conducting scientific researches.

2. Improper curriculum

   From the findings, 32 institutions representing 58.2 percent have had problem of improper curriculum. Similarly, secondary data showed that the programs are rigid, inflexible, mainly focus on theory without making light of practice. The major of tourism and hospitality management does not have its own specific training code, it is attached with the business administration, Vietnamese studies, etc. and is considered as a specialization in these fields. Many universities and colleges offering hospitality and tourism programs have the enrolment inputs of group A (group of subjects including Mathematics, Physics, and Chemistry) causing students being forced to study this major which they do not like and their starting point of foreign language proficiency is low.

3. Teaching method: out of date, theoretic, poor lectures.

   Poor training quality, limited efficiency, too theoretically focused study without closely combining with practice and unpleasant situation in which the trained human resources are weak in terms of capacity and moral qualities and even are not equal in approaching opportunities.

3. From secondary data, research activities in HE institutions have been paid inadequate attention. There are weak links between teaching and research in service of social life and also the absence of hierarchy among HE institutions with respect to functions and responsibilities. Institutions' autonomous rights still have been constrained without high social responsibilities.

4. The result from interviewing with the director of Vietnam human resources in tourism project showed that one of the problems that institutions have had and need to be solved is poor material facilities.
5. From the secondary data, limited resources which are mainly dependent on the small state budget and modest revenue from tuition fees (due to bad habits deeply rooted in the subsidizing period, inappropriate mobilization mechanism of the participation of non-public components, small resources for research and research implementation, lack of suitable mechanism and policies, and lack of initiative among tertiary institutions in utilizing resources in the society, etc.).
6. Structure of degree system is not clear, transparent, and integrated.

   Despite the same curricula, they are named differently among institutions. The Law of Education regulated this, however, it is not clear and general: "Graduates from master programs are awarded with Master degrees such as M.A. or M.B.A.". For example, students graduating hospitality and tourism management that belongs to Business administration major were granted B.A. degree, not B.B.A. degree. Also, some institutions granted M.Sc. degree while others granted M.A. degree for the same major. This leads to various classification of degrees and confused the researcher when analyzing data.
7. The system and institution structure have shown much inappropriateness.

   The network of universities and research institutes has been isolated, subsequently reduced the efficiency of the investment and the quality of training and research.
8. Investment efficiency has been diminished because there have not been clear and long-term plans to develop the system of universities and colleges as well as suitable allocation of this system in Vietnam. The temporary infrastructure proved the absence of long term plan of developing tertiary education.

- **Opportunities**

1. High growth rate of Vietnam's tourism industry development.

   Located in the world's fastest growing tourism area, Asia Pacific, in terms of tourist arrivals, Vietnam tourism has relatively rapid developed in recent years. The number of international

tourist arrivals to Vietnam increased from 2,330,800 in 2001 to 2,628,200 in 2002 and up to 3,583,486 in 2006. Revenue received from the industry in terms of VND estimated 5,689.4 billion; 7,855.9 billion; and 15.397,6 billion in the same period (VNAT, 2006a).

2. Hospitality and tourism HE has developed in the world.

   The over 40 year history of hospitality and tourism HE has experienced success and failures. These are precious lessons for Vietnam's hospitality and tourism HE.

3. Globalization of education

   The education renovation is taking place on a worldwide scale. The closed schools are changing to become open and to dialogue with society and be closely linked with science-technology research and application. Teachers, instead of transferring knowledge, are moving to providing learners with systematic methodologies of absorbing information and analytical thinking. Investment in education is considered as an investment for development rather than for social welfare as before. In the world of globalization of education, UNESCO pointed out:

   > "Developing and developed countries nations alike have recognized the role and position of education and the necessity of educational renovations to respond more dynamically, effectively and directly to the requirements of the country's development. Globally HE has undergone rapid development with manifest trends: popularization, marketization, diversification, and internationalization" (UNESCO, 2003).

4. Strong governmental support/attention/concern/priority:

   The Socio-economic development strategy for period of 2001-2010 introduced in the Communist Party's IX Congress (in April, 2001) sets the overall goals as "to bring the country out of the underdeveloped state, to noticeably improve people's material, cultural and spiritual life, and to lay the foundation so that Vietnam will become an industrial country in the direction of modernization...". "Industrialization is linked with modernization from the beginning and during all development stages ...; gradually develop the country's knowledge economy" (*The Vietnamese Communist Party, 2001).*

   The Communist Party and State consider education and training and science-technology as the national priority policy:

a. Education and training development is regarded as the foundation and momentum for the cause of industrialization and modernization, and the condition to bring human resources into play;

b. It is essential to create fundamental and comprehensive changes in education and training;

c. Area of education and training is one of the three key ones which require breakthroughs to make the forward movement of the socio-economic situation, and to bring about dramatical shift in human resource development. It has close linkage with two other areas; firstly, mechanism-policy reforms in order to thoroughly liberate production forces and to expand foreign and domestic markets; the lastly, administrative reform to build up a strong and transparent state apparatus. (The Vietnamese Communist Party, 2001).

To shortcut and advance to front for the country to move from underdeveloped to developed status, education and science-technology should have more decisive role. Education should make one step in advance to improve mass knowledge, to train manpower and to nurture the talents in order to carry out successfully the socio-economic strategic goals.

5. The income per capital has increased.

Located in the world's fastest growing economic area, Vietnam economy has increasing grown. The income per capita was from US dollar 423 in 2001 to US dollar 723 in 2007, increasing 70.7 percent (Nguyen, 2007b) and forecasted to reach US dollar 960 by 2008. Vietnam has ranked in the list of countries having high growth rate of economic. Economic structure has converted into market economy, infrastructure has been invested to develop. This, on the one hand, leads to the demand for tourism of Vietnamese increase and on the other hand, allows Vietnamese to be able to study.

- **Threats**

1. Tourism education in other countries, especially in Asian countries such as: Thailand, China, Malaysia, etc. has developed and attracted Vietnamese students to study there. Additionally, the competition from foreign universities in the domestic market is blooming as a result of the

increasingly free global trade in services, including educational services as well as the rapid advancement of information and communication technologies.

2. Poor career image of tourism

"Pots and pan" and "last resort" are some of the expressions used to describe the image of the tourism industry. The society unfortunately sees the industry as making its employees subservient.

3. Insufficiency of financial support from the Government

The findings showed that 29 institutions or 52.9 percent have problem of insufficiency of financial support from the Government.

4. Weak link between employers and educational institutes. The level of management practice, specific work manipulation at tourism and hotel companies of the lecturers is still low:

> "HE in Vietnam is similar to that of the former Soviet Union with a multiplicity of small mono-disciplinary institutions with limited linkage between teaching and research. The present structures and procedures have been inherited from the era of central planning when HE was segmented by economic sectors with many specialized institutions, each with little autonomy of its own, reporting to a particular line ministry"
>
> (Kelly, 2000, p. 1)

5. Limitation of existing management

Macro management of HE has been heavily subsidized, bureaucratic, and controlled. The existing mechanisms and policies have not created: firstly, the autonomy and social accountability of HE institutions in respect of personnel, income and expenditure calculation of income and expenditure; secondly, the essential competitiveness to develop HE in the socialist-oriented market economy. The management activities in HE institutions have not been renewed and primarily dependent on experience and routines of the command economy.

4.3 Recommendations

(*Objective 4: To Propose Recommendations for Producing Graduates in the Field of Hospitality and Tourism, that meet the Industry's Human Resources Requirement Sufficiently in both Quantity and Quality)*

The following recommendations are in order to mainly solve the problems/constraints in running the programs mentioned above, as represented in table 4.3 below:

Table 4.3 Summary of Recommendations

Issues	Proposed Solutions	Responsibilities
1. Improve Teaching Staff	- Offer more postgraduate programs - Pay more attention to research activities - Set up and implement projects/programs on tourism educator quality improvement - Financial support for institutions to conduct training courses/seminars - Standardize the teaching staff in terms of qualifications, academic works, and teaching methods	- Institutions - Institutions - MOET - MOPI, MOET, MOF, and other agencies - MOET and institutions
2. Develop the Curriculum	- Separate the curriculum from other fields of study and review, evaluate, and develop the new curriculum for tourism field. The new curriculum based on standards in "Common ASEAN Tourism curriculum" - Add more foreign language course, especially communication skill courses with various foreign languages beside	- MOET Instituti

	English - Add more internships - Apply the advancements of information technology - Internationalize the curriculum - "Greening" the curriculum	
3. Boosting the Relationship between the Institutions and the Industry	- The communication between the industry and the institutions should be done regularly. - The industry should provide necessary information on job requirements and counsels the institutions to develop the curriculum.	Tourism-related operators and institutions

Table 4.3 (Continued)

Issues	Proposed Solutions	Responsibilities
4. Adjustment of Tourism Education and Training System	- Apply "Career Paths within the Tourism Industry" (MacIntosh, 1995) - Adjust structure of degree system - Improve UEE	MOET and Institutions
5. Pay More Attention to Urgent Investment	- Invest in both soft- and hardware investment	MOET
6. Promote Career Orientation	- Enhance cooperation with the upper secondary schools	Institutions
7. Formulate HE Development Policies	- Ensure their autonomy and social accountability in training, scientific research, production, business and services, personal organization, finance, and mobilization of investment resources - Assure the role of the State in its management as well as whole society	Government agencies

8. Enhance International Cooperation	- Internationalize the curriculum - Organize international conferences and seminars - Participate in international cooperation activities	Institutions

4.3.1 Improve Teaching Staff Quality

This is especially important due to teaching staff quality directly affects student output quality.

As aforementioned, sending teaching staff to abroad to study becomes popular, this is one of the ways to improve educator quality in Vietnam. However, this way cost much money, it can be implemented by searching opportunities to get scholarship programs. It is therefore suggested that the institutions should offer more postgraduate programs and give priority and encourage teaching staff to study postgraduate programs to improve knowledge and teaching method.

Paying more attention to research activities in order to consolidate, improve knowledge and increase income for teaching staff. The research activities are connected to the settlement of problems in service of social-economic development and market, contributing to increased competitiveness of the country's economy. Research topics, therefore, must originate from socio-economic development requirement. In addition, the State should put investment into the establishment of strong research units within universities, temporarily for leading universities. Encouragement should be made to establish and to invest with the view to developing research units, scientific and technological enterprises, and technology promotion centers within HE institutions.

Setting up and implementing projects/programs on tourism educator quality improvement to update knowledge, improve both professionals and foreign skills. Especially, it is recommended to focus on improvement of professional and pedagogical skills of lecturing staff, and strategic vision, creativity and professionalism of HE leaders and managers.

Government agencies should financially support for institutions to conduct training courses or seminars to sustain teaching and learning quality and positioning the image of hospitality and tourism industry. Teaching staff needs to be increased compensation in both salary and projects/researches.

Importantly, it is necessary to renovate quota-based recruitment mechanisms in the direction of linking with the training quality assurance conditions, the requirements in using human resources, people's learning needs.

In addition, Government agencies should collaborate with institutions to develop standards and standardize teaching staff in terms of qualifications, academic works, and teaching methods.

4.3.2 Develop the Curriculum

Firstly, the MOET should separate the curriculum of hospitality and tourism field of study from other fields of studies (such as: business administration, Vietnamese studies, and so on) and develop the new curriculum for this field of study.

The curriculum will be based on common standards in "Common ASEAN tourism curriculum" (Australian Government, 2007) combined with Vietnam's standards. Those common standards are considered as the framework to develop the curriculum that will be acknowledged in the whole country as well as in ASEAN region in terms of knowledge and skills and qualifications. This impulses the process of taking part in regional labor market aiming to employees who are trained in tourism in Vietnam can move easily to work for tourism-related enterprises in region and beyond that, they can work around the world.

The curriculum has to reflect the needs of the industry. Due to the characteristics of the industry, institutions should add more foreign language courses, especially communicate skill courses. Beside English, as Vietnam's tourism has attracted tourists from China, Japan, Korea, and Germany. Thus, widening training these languages together with English is really necessary. Paralleling with selection of group of subjects for student enrolments, institutions also can require foreign language proficiency certificates such as Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), etc. or conduct

foreign language test for those have not got required scores and organize foreign language courses during the main course if they fail that test.

Applying the advancement of information technology in teaching and learning, on the one hand, is in order to improve computer skills for both teaching and students and assist students in understanding the applications of the Internet in the tourism industry. On the other hand, this assists institutions to open distance education courses, a quite effective form nowadays as noted by Kanuka (2001) that:

> "Universities developing distance MBA programs recognize that this is a measure of a university's future success in how well it meets the needs of a growing adult learning population in partnering with organizations that seek to recruit and retain human capital and create leadership competency as a strategic capability anywhere it is needed".
>
> (Kanuka, 2001: cited in MacLaurin, 2006, p. 23)

Using images in tourism education should be considered as well.

The institutions should add more internship programs or practical placements to the curriculum. 60-70 percent newly graduate students need to be retrained when working for the industry partly due to lack of practice (Interview results, 2007). This is considered as a compulsory section where students are exposed to working life in an industry segment.

Internationalization the curriculum should be in consideration, firstly, international co-operation with ASEAN countries through the above common ASEAN tourism curriculum. Tourism-related programs have been involved in foreign influences from their early beginning, especially in the globalization of markets. International education helps students to develop of interpersonal skills that are important when dealing with international workforce and consumers. It becomes more important when international tourists visiting Vietnam have recently increased. The number of international tourist arrivals to Vietnam increased from 2,330,800 in 2001 to 2,628,200 in 2002 and up to 3,583,486 in 2006 (VNAT, 2006a). By having an understanding of ethnic and cultural differences and respective mentalities, students can better understand and serve the needs of international travelers.

Oxford Brookers University - OBU (2002) published guidance for adding international dimensions to curricula as follows:

- Referring to international research
- Applying theory in an international context
- Using international material in case studies and other assignments
- Using small group discussions of international aspects
- Requiring the demonstration of international knowledge in assessments
- Encouraging foreign language study
- Promoting cultural sensitivity and diversity
- Recruiting international students and drawing on their experience in class
- International exchange
- Study abroad
- Offering international internships

To improve tourism teaching staff quality and management team in both state sector and enterprise sector, the institutions should increase master and doctoral programs. The content of these courses should focus on leadership skills, presentation skills, finance and human resource management skills, problem solving skills, and so on.

In the next time, due to development requirements, sector structure will change leading to the appearance of new jobs such as: entertainment, sport, conference, event serving and management; tourism marketing; camp attendants and management; tourism area management; tour guide with various foreign languages (for example: Spanish, Japanese, Korean, etc.). Thus, the subjects relating to these jobs should be added to the curriculum.

Based on the priority on skills/knowledge from the industry as demonstrated in table 4.1, curriculum designers should concern these.

Besides, “greening” (integration of environment topic into hospitality and tourism HE) or sustainable tourism development issue should be considered in designing the tourism/hospitality curriculum.

Finally, Jayawardena (2001) pointed out that in creating hospitality management educational programs in developing countries, it is important to learn from the experiences of the

developed countries, benchmark and maintain high academic standards. All program structures, contexts and contents, teaching equipment and facilities, educators' background, textbooks and student learning assessment have been defined for the design of curricula. Importantly, the curriculum must be updated periodically in order to meet the changing demand of the industry.

4.3.3 There is a Need for Boosting the Relationship between the Industry and the Institutions

Through this relationship, the problems and constraints of each side will be stated and solved. Amoah and Baum (1997) gave an example that the problems of graduate recruitment and retention can be tackled through the partnership between industry and education as follows: in order to increase the rate of graduate recruitment and retention, a two-pronged attack could be mounted. Both educators and employers of hospitality managers should be involved. Educators' responsibility lies, first, in effective student recruitment, and, second, in inculcating students with the motivation to contribute to an improvement in industry working conditions. Building bridges between industry and education is also done by integrating work experience with the academic component of education.

Moreover, through this relationship, the industry will provide necessary information on job requirements and counsels the educational institutions to develop the subject contents to both ensure both knowledge and formulate skills and attitude relevant with the requirements of job description, specialization, and work evaluation standards at the companies. Therefore, the graduates in hospitality and tourism can be employed and meet the industry's requirements.

On the other hand, having good relationship with the industry, the institutions can easily organize visits to help students to understand the industry's environment. Also, the institutions can invite leaders to talk and share their experience with the students.

Importantly, it is recommended that successful tourism entrepreneurs and tourism employees be used as role models in order to make young people gravitate towards a career in tourism, contributing to career image of tourism improvement.

Hence, the communication between the industry and the institutions should be done regularly.

4.3.4 Adjustment of the Tourism Education and Training System

In order to meet the dynamic requirements as well as to fulfill the shortage of skilled manpower at all qualification levels, all education and training institutions in tourism in Vietnam have to provide educational services through a flexible system of training and schooling as given in figure 1.3. However, in order to be compatible to the structure of education system in Vietnam, Grade 9 instead of Grade 11. Such education and training system should adapt to the career paths within the tourism industry. Along with adjustment of the tourism education and training, structure of degree system should be adjusted to be clearer, more transparent and integrated.

Additionally, institutions should improve UEE in the direction of application of modern educational measurement technology, design multi-subject end-of-upper secondary examination which can provide scientific, accurate and transparent results so that upper secondary schools can make use of those results to recognize students who are qualified to graduate, and universities can select the best candidates.

4.3.5 Promote Career Orientation

Institutions should cooperate with the upper secondary schools to promote the career orientation on hospitality and tourism for high schools pupils - the input of the educational institutions. Besides, at college and undergraduate programs, the institutions should conduct orientation programs for the first-year or second-year students in selecting the major.

4.3.6 Pay More Attention to Urgent Investment

Government agencies should pay more attention to urgent investment in facilities and in both soft- and hardware infrastructure of education at university level in order to raise enrolment and to improve the quality of graduates.

4.3.7 Formulate Policies on HE Development

It is necessary to formulate policies on HE development ensuring their autonomy and social accountability in training, scientific research, production, business and services, personal organization, finance, and mobilization of investment resources. Besides, assuring the role of the State in its management as well as whole society in its monitoring and evaluation to activities at HE establishments should be considerable.

4.3.8 Enhance International Cooperation

Through international cooperation activity, resources of knowledge, experience, experts, and teaching will be improved. This is prerequisite for tourism human resources development.

Internationalization the curriculum as aforementioned, that includes cooperating training, exchange teaching staff and students, and so on need to be enhanced to solve difficulties in tourism human resources development and boost international integration process. This is considered as a strong, fast, and effective way in improvement of both teaching staff quality and student output quality by proving more chance for both teaching staff and students to meet and exchange advanced experience and improve their professional.

In parallel with internationalizing the curriculum, organizing international conferences and seminars, participating in international cooperation activities with the UN, regional and international organizations of which Vietnam is member are also becoming popular.

Based on the above spirit, according to MOET (2004), international co-operation should be focused on and directed to:

- Encouraging and increasing efficiency and effectiveness of cooperation with neighboring and ASEAN countries

- Continuing the good cooperation relationships with Northeast Asian countries such as China, Japan, and South Korea for development of education, science, and technology

- For East and West East Asian countries: continuing to strengthen existing links while finding further ways of cooperation that suit conditions of partners

- Further developing bilateral cooperation links with Asia-Pacific Rim, especially with Australia and New Zealand to attract investment for 100 percent foreign-owned campuses in Vietnam while expanding joint courses programs

- Maintaining and developing traditional cooperation links with Russian Federation, other Commonwealth of Independent States (CIS) countries, and European countries; utilizing effectively scholarships provided by those countries

- Strengthening cooperation links with European Union (EU) countries so as to best use sources of scholarships granted by those countries to send students for education in cutting edge disciplines in UK, France, Germany, the Netherlands, Belgium, Sweden, and Italy

- Encouraging universities and research institutes to expand their bilateral links with foreign counterparts; easing formalities and procedures for setting up foreign campuses in Vietnam with special attention paid to attract establishment of centers of excellence in science, technology in Vietnam

- Further strengthening links with North America to learn experience and knowledge in tertiary education; mobilizing funding for bilateral projects between Vietnam institutions and US and Canadian partners as well as other sources of scholarships to train students in high-tech disciplines; speeding up the implementation of the activities of Vietnam Education Foundation; attention also should be paid to cooperation with other Latin American countries

- Developing cooperation programs with African countries, especially French-speaking countries. More efforts are needed to continue sending Vietnamese consultants to work in Middle East and African countries

- Further exchanging information and organizing international conferences and seminars so as to attract to more support for education from key international organizations

4.4 Limitations and Suggestions for Further Study

4.4.1 Limitations

Time Limitation

The study covers the whole population of 341 universities/institutions in Vietnam. Therefore, to distribute questionnaires to respective population within one month is not enough, the researcher used different techniques (such as: telephone interview, email, etc.) to stimulate the respondents to fill the questionnaires.

Information Limitation

As above mentioned, no previous study has been done on hospitality and tourism HE in Vietnam. Therefore, the researcher lacks of secondary data to study. Moreover, it is difficult to make appointment with government officers to get more assessments and information for the study.

4.4.2 Suggestions for Further Study

1. Due to the overwhelming demand by the expanding industry, at least every year one survey on the demand of the industry needed to be done the Ministry of Culture, Information and Tourism.
2. It is more interesting if further study conducts a comparison between Vietnam and another country in Asia region.
3. The further research should study more on the quality of graduates and qualifications or requirements from the industry. This study forms the basis for wider analysis of the industry's needs in terms of tourism education. Further research need to be conducted into the extent to which tourism employers require specialist tourism skills and in what areas.
4. An empirical study is needed to be conducted on the sufficiency of Government budget for education and the actual required education budget.

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APPENDIX A

TRAINING AREAS

Training Areas		FLP	SPV	MLM	HLM
BASIC TRAINING					
1	Communication skills				
2	Business knowledge				
3	Marketing				
4	Administrative procedures				
5	Legal knowledge				
6	Marketing forecasting				
7	Knowledge of the tourism industry and its trends				
8	Strategic planning				
9	Communication and promoting				
TECHNICAL TRAINING					
10	Computing				
11	Languages				
PERSONNEL SKILLS					
12	Work in the multi-cultural environment				
13	Motivation and initiative				
14	Supervision				
15	Training other employees				
16	Team work				
17	Company loyalty				
18	Courteous, friendly behavior				
19	Ability to solve problem				
20	Deal effective with people				
21	Personal ethics				

22	Efficient use of time				
23	Ability to work in systematic way				
24	Flexibility				
25	Decision-making capacity				
26	Aggregate mean by occupation level				

Source: WTO, 1997, p.61

APPENDIX B

LIST OF INSTITUTIONS ATTENDING ATTEN

(The ASEAN Tourism Training and Education Network)

1. Hanoi College of Tourism
2. National Economics University
3. Hanoi University of Culture
4. University of Commerce
5. College of Social Sciences and Humanities
6. Hanoi Open University

Source: VNAT, 2004

APPENDIX C

LIST OF INSTITUTIONS ATTENDING APETIT

(The Network of Asian-Pacific Education and Training Institutions in Tourism)

1. Hanoi College of Tourism
2. Hanoi University of Culture
3. Van Lang University
4. Ho Chi Minh City University of Economics
5. Da Lat University
6. Phuong Dong University
7. College of Social Sciences and Humanities
8. Lac Hong University
9. Ho Chi Minh City College of Culture
10. Hai Duong Hotel and Tourism Technical College
11. Nghe An College of Culture and Arts

Note: *In fact, there have been 19 Vietnam's institutions attending this network. This list was shortened, that consists of institutions offering tourism-related programs.*

Source: VNAT, 2004

No.: .....

APPENDIX D

QUESTIONNAIRE

The Current Situation and Future Development of Hospitality and Tourism Higher Education in Vietnam

I am Nguyen Thi My Hanh, lecturer of Thainguyen University of Economics and Business Administration. Now, I am studying MBA in Hospitality and Tourism Management (International Program), Prince of Songkla University, Phuket Campus, Thailand. For my MBA thesis, I am researching "***The Current Situation and Future Development of Hospitality and Tourism Higher Education in Vietnam".*** The data collected for this survey will be used for academic purpose only, persevered, and will be useful for improving the quality of hospitality and tourism higher education in Vietnam. Therefore, I would like to get the help as well as the earliest answer from your organization.

Thank you in advance for your participation!

Ms. Nguyen Thi My Hanh

1. General Information

Name of University/Institute: .....

Type of Institute:

☐ Public University ☐ Private University

☐ Public College ☐ Private College

☐ Public Educational Institute ☐ Others *(Please specify)*.....

Faculty/Department Information

Name:.....

Opening year: .....

2. What type of program does the Faculty/Department provide?

☐ Vietnamese Program ☐ International Program

☐ Others *(please specify)*: .....

3. Degree/Certificate offered or Planed to offer

Name	Major of Studies/Degree/Certificate	Duration	Opening Year
Degree			
Diploma	1. ..... 2. ..... 3.	....	....
Bachelor of Art (BA)	1. ..... 2. ..... 3.	....	....
Bachelor of Business Administration (BBA)	1. ..... 2. ..... 3.	....	....
Master of Arts (MA)	1. ..... 2. ..... 3.	....	....
Master of Business Administration (MBA)	1. ..... 2. ..... 3.	....	....
Doctoral Degree	1. ..... 2. ..... 3.	....	....

Others *(please specify)*: 1. ..... 2. ..... 3.	1. ..... 2. ..... 3.	....	....
Certificate			
2- year Certificate	1. ..... 2. ..... 3.	....	....
4-year Certificate	1. ..... 2. ..... 3.	....	....
Advanced Certificate	1. ..... 2. ..... 3.	....	....
Graduate Certificate	1. ..... 2. ..... 3.	....	....
Bachelor Degree Certificate	1. ..... 2. ..... 3.	....	....
Master Degree Certificate	1. ..... 2. ..... 3.	....	....
Doctoral Degree Certificate	1. ..... 2. ..... 3.	....	....
Others *(please specify)*: 1.	1. ..... 2.	....	....

2. ..... 3.	3.	.....	.....

4. Number of Students

4.1 Number of yearly entrants

4.2 Proportion of male to female students: Male: .....% Female: .....%

4.3 Number of overseas students: .....

4.4 Number of yearly graduation: .....

4.5 Number of graduation up to 2007: .....

5. Number of Teaching Staff

5.1 Number of teaching staff: Male: ..... Female: .....

5.2 Number of overseas teaching staff: .....

5.3 Number of teaching staff with Hospitality/Tourism qualification:

Male: ..... Female: .....

5.4 Academic Rank

☐ Lecturer Male: ..... Female: .....

☐ Assistant Professor Male: ..... Female: .....

☐ Associate Professor Male: ..... Female: .....

☐ Professor Male: ..... Female: .....

☐ Others *(Please specify)*…… Male: .....

Female: .....

5.5 Degree Achievement

☐ Under Bachelor Degree Male: ..... Female: .....

☐ Bachelor Degree Male: ..... Female: .....

☐ Master Degree Male: ..... Female: .....

☐ Doctoral Degree Male: ..... Female: .....

5.6 Salary (average) ...../ month

Maximum: ..... /month Minimum: ...../month

6. Does your Faculty/Department have assistant to develop curriculum program?

☐ Yes ☐ No

7. Is there any contract between your Faculty/Department and the related Industry?

☐ Yes ☐ No

8. The plan for future development

Academic Year	The number of student		The number of teaching staff	
	Input	Output	Total	Overseas
2007-2008				
2008-2009				
2009-2010				
2010-2011				
2011-2012				

9. Does your Faculty/Department have a policy to encourage teaching staff to do a research in hospitality and tourism field?

☐ Yes ☐ No

10. Does your Faculty/Department have financial support for research projects?

☐ Yes ☐ No

11. Does your Faculty/Department have any plan to employ more teaching staff?

☐ Yes ☐ No

(If Yes is an answer, please continue to the question 12)

12. The number of teaching staff with qualifications

☐ Under Bachelor Degree Total: .....

☐ Bachelor Degree Total: .....

☐ Master Degree Total: .....

☐ Doctoral Degree Total: .....

☐ Others *(Please specify):* ..... Total: .....

13. Does the Faculty/Department provide the following activities?

☐ Provide training for teaching staff

☐ Conduct workshops with other universities/institutes

☐ Organize bilateral seminars between your university/institute with other universities/institutes

☐ Evaluating teaching performance by students

☐ Update curricula

☐ Apply new technologies in teaching and learning

☐ Renew and use modern equipments serving for teaching and learning

☐ Others *(please specify)*:

.....

.....

.....

14. Problems and constraints in running Hospitality/Tourism program and suggestions

☐ Insufficiency of financial support from the Government

☐ Limitation of existing mechanism

☐ Shortage of qualified and experienced teaching staff

☐ Poor material facilities

☐ Lack of books and reference documents or out-of-date documents

☐ Low quality of student inputs

☐ Improper curricula

☐ High investment for this program

☐ Gap between training/education institute‘s training capacity and industry actual needs

☐ Others *(please specify)*:

.....

.....

.....

.....

15. Other comments

.....

.....

.....

.....

APPENDIX E: LIST OF INSTITUTIONS OFFERING THE HOSPITALITY AND TOURISM PROGRAMS IN VIETNAM IN 2007

APPENDIX E1: LIST OF INSTITUTIONS OFFERING THE PROGRAMS BY TOURISM ZONE

No.	Name of Institutions	Type of Institution
	Northern	
Ha Giang Province		
1	Ha Giang Teacher Training College	Public Junior College
Thai Nguyen Province		
2	Thai Nguyen University of Agriculture and Forestry	Public University
3	College of Commerce and Tourism	Public Junior College
4	Viet Bac College of Culture and Arts	Public Junior College
Phu Tho Province		
5	Hung Vuong University	Public University
Vinh Phuc Province		
6	Vinh Phuc Teacher Training College	Public Junior College
Hanoi City		
7	University of Commerce	Public University
8	Hanoi Open University	Public Education Institute
9	National Economics University	Public University
10	College of Social Sciences and Humanities	Public University
11	Dong Do University	Private University
12	Phuong Dong University	Private University
13	Hanoi University of Business and Technology	Private University
14	Hanoi University of Culture	Public University
15	University of Transport and Communications	Public University
16	College of Natural Sciences	Public University

17	Economics School - Vietnam National University, Hanoi	Public University

APPENDIX E1 (CONTINUED)

No.	Name of Institutions	Type of Institution
18	International School - Vietnam National University, Hanoi	Public University
19	Hanoi University	Public University
20	Thang Long University	Private University
21	Hanoi College of Tourism	Public Junior College
22	Central Teacher Training College	Public Junior College
23	Hanoi Teacher Training College	Public Junior College
24	Hanoi College of Arts	Public Junior College
Ha Tay Province		
25	Ha Tay College of Technical Economics and Trade	Public Junior College
26	Thanh Do College	Private Junior College
27	Viet - Hungary College of Industries	Public Junior College
28	Ha Tay Community College	Public Junior College
Bac Ninh Province		
29	Bac Ninh Teacher Training College	Public Junior College
Hai Duong Province		
30	Hai Duong Hotel and Tourism Technical College	Public Junior College
31	Sao Do Industrial College	Public Junior College
32	Hai Duong Teacher Training College	Public Junior College
Hung Yen Province		
33	College of Finance and Business Administration	Semi-Public Junior College
34	Hung Yen College of Technology	Private Junior College
Hai Phong City		
35	Hai Phong University	Public University

36	Hai Phong Private University	Private University
37	Hai Phong Community College	Public Junior College

APPENDIX E1 (CONTINUED)

No.	Name of Institutions	Type of Institution
Hoa Binh Province		
38	Hoa Binh Teacher Training College	Public Junior College
Thai Binh Province		
39	Thai Binh College of Culture and Arts	Public Junior College
Nam Dinh Province		
40	Luong The Vinh University	Private University
Ninh Binh Province		
41	Ninh Binh Teacher Training College	Public Junior College
Quang Ninh Province		
42	Quang Ninh College of Culture, Arts and Tourism	Public Junior College
Thanh Hoa Province		
43	Hong Duc Unviersity	Private University
44	Thanh Hoa College of Culture and Arts	Public Junior College
Nghe An Province		
45	Vinh University	Public University
46	Nghe An College of Culture and Arts	Public Junior College
Northern Central		
Quang Binh Province		
47	Quang Binh University	Public University
Quang Tri Province		
48	Quang Tri Teacher Training College	Public Junior College
Hue City		

49	Hue College of Sciences	Public University
50	Hue College of Economics	Public University
51	Phu Xuan University	Private University
52	Hue University of Foreign Languages	Public University

APPENDIX E1 (CONTINUED)

No.	Name of Institutions	Type of Institution
Da Nang City		
53	Thua Thien Hue Teacher Training College	Public Junior College
54	Da Nang College of Economics and Business Administration	Public University
55	Da Nang College of Education	Public University
56	Duy Tan University	Private University
57	Duc Tri College	Private Junior College
Southern Central and Southern		
Binh Dinh Province		
58	Quang Trung University	People-founded University
Dak Lak Province		
59	Dak Lak College of Culture and Arts	Public Junior College
Khanh Hoa Province		
60	Nha Trang University	Public University
61	Nha Trang College of Culture, Arts and Tourism	Public Junior College
62	Nha Trang Teacher Training College	Public Junior College
Lam Dong Province		
63	Da Lat University	Public University
64	Yersin University	Private University
65	Da Lat Teacher Training College	Public Junior College
Phan Thiet Province		

66	Binh Thuan Teacher Training College	Public Junior College
Dong Nai Province		
67	Lac Hong University	Private University
68	Dong Nai college of Engineering and Technology	Private Junior College
Ho Chi Minh City		
69	Ton Duc Thang University	Private University

APPENDIX E1 (CONTINUED)

No.	Name of Institutions	Type of Institution
70	Ho Chi Minh City University of Industry	Public University
71	Ho Chi Minh City College of Culture	Public University
72	Ho Chi Minh City University of Economics	Public University
73	Ho Chi Minh City College of Marketing	Private University
74	Hoa Sen University	Private University
75	Van Hien University	Private University
76	Ho Chi Minh City University of Foreign Languages and Information Technology	Private University
77	Ho Chi Minh City Open University	Public University
78	Hung Vuong Private University	Private University
79	Ho Chi Minh City College of Social Sciences and Humanities	Public University
80	Ho Chi Minh City University of Agriculture and Forestry	Public University
81	Hong Bang University	Private University
82	Van Lang University	Private University
83	Ho Chi Minh City University of Pedagogy	Public University
84	Sai Gon University	Public University
85	Ho Chi Minh City College of Culture and Arts	Public Junior College
86	College of Foreign Economic Relations	Public Junior College
87	Ho Chi Minh City College of Food Industry	Public Junior College

88	Ho Chi Minh City College of Engineering and Technology	Public Junior College
89	Ho Chi Minh City College of Economics	Public Junior College
90	Nguyen Tat Thanh College	Private Junior College
91	Sai Gon College of Culture, Arts, and Tourism	Public Junior College
92	Sai Gon College of Technical Economics	Public Junior College
93	HCM City Economics and Technology College	Private Junior College
94	Bach Viet College	Public Junior College

APPENDIX E1 (CONTINUED)

No.	**Name of Institutions**	**Type of Institution**
An Giang Province		
95	Dong Thap Unversity of Education	Public University
96	An Giang University	Public University
Ben Tre Province		
97	Ben Tre Teacher Training College	Public Junior College
Vinh Long Province		
98	Mekong University	Private University
Can Tho City		
99	Can Tho University	Public University
100	Tay Do University	Private University
Tra Vinh Province		
101	Tra Vinh University	Public University

APPENDIX E2

LIST OF PUBLIC UNIVERSITIES OFFERING THE PROGRAMS

No.	Institutions	Degrees	Majors
1	Thai Nguyen University of Agriculture and Forestry	B.B.A.	Tourism management
2	University of Commerce	B.B.A.	Hospitality and Tourism management
		M.B.A.	Tourism and Commerce management
		Ph.D.	Tourism and Commerce management
3	National Economics University	B.B.A.	Tourism management
		M.Sc.	Tourism Economics
		Ph.D.	Tourism Economics
4	College of Social Sciences and Humanities	B.A.	Tourism Study
		M.A.	
5	Hanoi University of Culture	B.A.	Tour Guide
6	College of Natural Sciences	B.A.	Tourism Geography
		M.A.	
7	International School - Vietnam National University, Hanoi	B.B.A.	Hospitality and Tourism management
8	Hanoi University	B.B.A.	Tourism Management
9	Hai Phong University	B.A.	Cultural Tourism
10	Quang Binh University	B.A.	English in Tourism
		Dip.	Cultural Tourism
11	Hue College of Economics	B.B.A.	Tourism management
12	Da Nang College of Economics and Business Administration	B.A.	Economics of Tourism and Service

		B.B.A.	Tourism management
13	Da Nang College of Education	B.A.	Tourism Geography
14	Nha Trang University	B.B.A.	Tourism Management

APPENDIX E2 (CONTINUED)

No.	Institutions	Degrees	Majors
15	Ho Chi Minh City University of Industry	B.B.A.	Tourism management
		Dip.	Tourism management
16	Ho Chi Minh City College of Culture	B.A.	Cultural Tourism
		Dip.	
17	Ho Chi Minh City University of Economics	B.B.A.	Tourism management
		Dip.	
18	Sai Gon University	B.A.	Tourism Economics
		B.B.A.	Travel management Hospitality management
19	Ho Chi Minh City University of Pedagogy	Dip.	Tour Guide
20	An Giang University	B.A.	Cultural Tourism
21	Can Tho University	B.B.A.	Tourism and Service management

APPENDIX E3

LIST OF PRIVATE UNIVERSITIES OFFERING THE PROGRAMS

No.	Institutions	Degree	Major
1	Dong Do University	B.B.A.	Tourism Management Cultural Tourism
		B.A.	Cultural Tourism
2	Phuong Dong University	B.B.A.	Tourism management
		Dip.	Tourism management
3	Phu Xuan University	B.A.	Cultural Tourism
			Tourism geography
4	Duy Tan University	B.A.	Tourism economics English in Tourism
		B.B.A.	Hospitality and Tourism Management
		Dip.	Hospitality
5	Ho Chi Minh City College of Marketing	BBA	Tourism and Travel management
		Dip.	
6	Hoa Sen University	B.B.A.	Tourism and Hospitality Management
		Dip.	Tourism and Hospitality Management
7	Van Hien University	B.B.A.	Hospitality and Tourism management
		B.B.A.	Tourism and Travel service management
		B.A.	Tour guide
8	Ho Chi Minh City University of Foreign		
		B.B.A.	Hospitality and Tourism

	Languages and Information Technology		management
		B.A.	English in Tourism
9	Ho Chi Minh City University of Technology	B.B.A.	Tourism and Hospitality Management
10	Hung Vuong Private University	B.A.	Tour guide
		B.B.A.	Tourism management

APPENDIX E3 (CONTINUED)

No.	Institutions	Degree	Major
11	Van Lang University	B.B.A.	Hospitality Management Travel Management Hospitality and Tourism management Travel management
		M.B.A.	Hospitality and Tourism Management
12	Mekong University	B.B.A.	Tourism Management
13	Ho Chi Minh City Open University	B.A.	Southeast Asia Tourism English in Tourism
		B.B.A.	Tourism management
		Dip.	Tourism management

APPENDIX E4

LIST OF PRIVATE UNIVERSITIES OFFERING THE PROGRAMS

No.	Institutions	Major
1	Thai Nguyen College of Commerce and Tourism	Tourism Tourism management
2	Viet Bac College of Culture and Arts	Tour guide
3	Hanoi College of Tourism	Management Restaurant Management Food processing management Tourist guide Hospitality management
4	Hanoi Teacher Training College	Cultural Tourism
5	Hanoi College of Culture and Arts	Cultural Tourism
6	Ha Tay College of Technical Economics and Trade	Hospitality and Tourism Management
7	Hai Duong Hotel and Tourism Technical College	F&B service management Hospitality management Tour guide
8	Sao Do Industrial College	Food and Beverage service management Hospitality Management Tour guide English in Tourism Chinese in Tourism
9	Thai Binh College of Culture and Arts	Cultural Tourism

10	Quang Ninh College of Culture, Arts and Tourism	Travel management Tourist Guide H&T management Food process management Culture management
11	Thanh Hoa College of Culture and Arts	Tour guide

APPENDIX E4 (CONTINUED)

No.	Institutions	Major
12	Nghe An College of Culture and Arts	Cultural Tourism
13	Nha Trang College of Culture, Arts and Tourism	Tour guide English in Tourism French in Tourism Russian in Tourism Tourism and Hospitality management Travel and Tour guide management
14	Nha Trang Teacher Training College	Tourism Geography English in Tourism French in Tourism
15	College of Foreign Economic Relations	Hospitality management
16	Ho Chi Minh City College of Food Industry	Tour guide
17	Bach Viet College	Hospitality management Tourism and Travel management

Note: *In Vietnam's education system, colleges can offer college diploma degree and lower degree. This study only mentions the diploma degree and above. Therefore, all above institutions' degrees are diplomas.*

APPENDIX E5

LIST OF OTHER TYPES OF INSTUTIONS OFFERING THE PROGRAMS

No.	Institutions	Type of institution	Degree	Major
1	Hung Yen College of Technology	Private Junior College	Dip.	Tour guide
2	Hanoi Open University	Public Educational Institute	B.B.A.	Tourism management Hospitality and Tourism management Tour guide and Travel management
3	College of Finance and Business Administration	Semi-Public Junior College	Dip.	Hospitality and Tourism management
4	Quang Trung University	People-founded university	B.B.A.	Tourism management

APPENDIX F

BUDGET OF EDUCATION AND TRAINING

Appendix F1 Budget of Education and Training in the Period of 2000-2005

	2000	**2001**	**2002**	**2003**	**2004**	**2005**
The total budget of education and training (VND billion)	23,219	25,882	34,088	37,552	54,223	68,968
The total expenditure/GDP (%)	5.3	5.4	6,4	6.1	7.6	8.3
The total budget of education and training /GDP (%)	3.2	3.2	3,8	3.7	4.6	5.0

Appendix F2 The Comparison of the Budget of Education and Training between Vietnam and Some Countries

	Vietnam	**America**	**France**	**Japan**	**Korea**	**OCDE**
The total budget of education and training /GDP (%)	8.3	7.2	6.1	4.7	7.1	6.1
- From state budget	5	5,3	5.7	3.5	4.2	4.9
- From people's contribution and other sources	3,3	1,9	0.4	1.2	2.9	1.2

Source: Both Appendix F1 and F2: Adapted from: *http://www.vnn.vn/giaoduc/2006/02/540758/*

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List of Publication and Proceeding

Hanh, Nguyen Thi My and Manat Chaisawat (2008). *The Current Situation and Future Development of Hospitality and Tourism Higher Education in Vietnam.* The Seventh Asia-Pacific Forum for Graduate Students' Research in Tourism, June 3-4, 2008, Sha Alam, Malaysia.