



REPORT

THE CURRENT STATE OF VOCATIONAL TRAINING IN AGRICULTURE AND PROPOSING POLICY SOLUTIONS ON VOCATIONAL TRAINING FOR RURAL WORKERS DURING 2021-2030

Hanoi, 2021

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ABBREVIATIONS

AFF	Agriculture, Forestry and Fishing
DARD	Department of Agricultural and Rural Development
DOLISA	Department of Labour, Invalids and Social Affairs
GSO	General Statistic Office
MARD	Ministry of Agricultural and Rural Development
MOLISA	Ministry of Labour, Invalids and Social Affairs
OCOP	One Commune Once Product
PPC	Provincial People's Committee

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1 INTRODUCTION

1.1 Context

Agricultural production remains an important economic activity in Vietnam's socio-economic development. Agriculture is a source of livelihood and helps to stabilize the lives of most rural populations. It is the foundation for social-economic development and political stability, creating a premise for industrialization and modernization. Vietnam's agriculture after 35 years of reform (1986-2020) has achieved important results: average growth rate of nearly 3.7% annually, significant contribution to the country's Gross Domestic Product (GDP), ensuring food security, socio-economic stability, especially in the context of economic crises and epidemics. In 2019, the agricultural, forestry, and fishery sector (AFF) contributed 13.96% to the country's GDP. Calculations from the input-output (I/O) table also show that agriculture and agricultural processing industries have the highest spill-over effects and tend to increase overtimes (General Statistics Office, 2019). This means that agricultural growth in general highly correlates with overall economic growth due to the intensive use of labor and inputs from other industries. At the same time, agriculture generates revenue from foreign currency from exports. The total export value of AFF in 2019 is estimated at 41.3 billion US dollars (USD), the trade surplus of the sector is estimated at a record 9.9 billion USD.

Vietnam's agricultural economy is facing opportunities from extensive international economic integration, from the rapid development of science and technology as well as the high application of science and technology in agriculture. But it is also facing challenges from natural disasters, the unfavorable effects of climate change, epidemics, market risks, competition for resources, etc. To develop modern and sustainable agriculture, Vietnam needs to have breakthrough solutions to enhance competitiveness, to develop the agricultural sector towards the application of high technology, smart- and organic-oriented agriculture in addition to environmental protection and generating high added-value. This requires the agricultural sector to have well-trained human resources, good technical expertise, appropriate vocational skills, and meeting development requirements.

Vocational training for agricultural workers is an essential factor in the development of advanced, modern, and sustainable agriculture, contributing to poverty alleviation, raising incomes, and sustainable development of rural economies. Besides, the trend of agricultural production and quality control requires improving the qualifications of agricultural labor. Enterprises, cooperatives are increasingly demanded occupational skills, vocational certificates of agricultural producers.

The above achievements of the agriculture sector have a great contribution from the agricultural workforce¹. To develop the agricultural workforce over the years, the Party and the State have issued policies to support vocational training for rural agricultural workers such as Directive 19-CT/TW dated November 5, 2012, Resolution 26 on rural, farmers, and agriculture, etc.), of which, the focus is the vocational training program for rural workers to 2020², together with resolutions, decisions, and circulars guiding the implementation.

The process of implementing the above vocational training programs and policies has achieved remarkable results. Agricultural vocational training programs have achieved the objectives in terms of both quantity and quality, contributing to raising the proportion of rural workers having vocational training from 12% in 2008 to 34.14% in 2016 and 38.6% in 2018, raising the proportion of rural workers having jobs from 80% in 2015 to 92% in 2018³. Farmers are equipped with skills in economic integration, food safety, and hygiene standards; environmental protection (applying clean and safe production technology) and initially learned about start-ups. According to the Ministry of Agriculture and Rural Development (MARD), the agricultural vocational training program has contributed to the change in awareness of farmers from spontaneous, experienced-based agricultural production towards commodity trading, value-added, and sustainable development. Also, through the vocational training programs, there has been established a system of

¹ *Agricultural labors are labors working in agriculture , forestry and fisheries.*

² *According to the Prime Minister's Decision No. 1956/QĐ-TTg dated November 27, 2009.*

³ *Workshop on improving the quality and efficiency of vocational training for rural workers – Department of Economic Cooperation and Rural Development, Ministry of Agriculture and Rural Development, August 2019*

hundreds of agricultural vocational training institutions including institutes, schools (intermediate, college, and university), centers, agricultural extension stations, enterprises, cooperatives, and other private establishments.

However, the agricultural workforce remains generally low-skilled. Untrained agricultural workers still account for a large proportion. The force is facing a rapid aging trend. According to the General Statistics Office (GSO) by 2019, the proportion of workers aged 15 and over currently working in the agriculture sector having vocational training reached only 4.0%⁴, meanwhile, the workers under the age of 40 in 2016 decreased by nearly 5% compared to 2011. These limitations result in labor productivity in Viet Nam's agricultural sector lower than many countries in the region and lowest among Viet Nam's economic sectors⁵. It is necessary to conduct in-depth research on the current situation of agricultural labor, agricultural vocational training in recent years, and the assessment of new contexts that influence vocational training operations. Based on the research, it is possible to make policy recommendations to develop an agricultural workforce with good technical expertise, appropriate vocational skills, meeting development requirements, contributing to the development of modern agriculture, high added value, and sustainability.

Therefore, within the framework of the Unallocated Fund, under the Aus4Reform Program, the Institute of Policy and Strategy for Agriculture and Rural Development (IPSARD) researched agricultural vocational training and completed the report titled "Assessing the current situation of agricultural vocational training and proposing solutions and policies for agricultural vocational training for rural workers during 2021-2030 period". The results of the research provide scientific evidence and recommendations in the development of the project "Innovating and improving the quality of agricultural vocational training for rural workers in the period of 2021-2030". It

⁴ According to the General Statistics Office, labors/workers having vocational training means labors/workers have been granted vocational certificates from the vocational training level or higher.

⁵ At current prices, in 2019 agricultural labor productivity is 44.7 million VND / year. The productivity is only equivalent to 40.5% of the overall productivity of the whole economy (110.5 million VND / person / year). It is just equal to 35.4% of the labor productivity in the construction-manufacturing industries, and 27.8% in the service industries.

also provides recommendations for reviewing and adjusting policies related to agricultural vocational training in the future.

The research report consists of 6 chapters:

Chapter 1: Introducing context, objectives and methods, subjects, the scope of research. In this chapter, the survey area and the size of the survey sample as well as the scope of the research are mentioned specifically.

Chapter 2: This chapter focuses on reviewing the main contents of Viet Nam's major views, policies, and programs on vocational training for agricultural and rural workers in recent years.

Chapter 3: Experiences, programs, and policies related to agricultural vocational training of some countries in the region and the world especially experiences from Australia will be reviewed and synthesized. On that basis, the research team draws lessons for Vietnam, which is the basis for the proposals and recommendations in the following section.

Chapter 4: General assessment of the situation of agricultural labor, the results of agricultural vocational training for rural workers in the past 10 years.

Chapter 5: Based on the results of field surveys, agricultural vocational training in some provinces (survey areas) will be analyzed in detail, including achievements, existence, and limitations in agricultural vocational training.

Chapter 6: Conclusions and policy proposals and recommendations to improve the effectiveness of agricultural vocational training.

1.2 Objectives

1.2.1 General objectives

The research aims to assess the current situation of agricultural labor, agricultural vocational training in Vietnam in general and in some representative provinces in recent years, analyzing difficulties and limitations, especially from mechanisms and policies to make policy recommendations to improve the effectiveness of agricultural vocational training, meeting the development requirements of modern and sustainable agriculture in the future. The research provides information and evidence to support the development of

the Agricultural Vocational Training Project of the Ministry of Agriculture and Rural Development for the period 2021-2030.

1.2.2 Specific objectives

Reviewing and overview of viewpoints and policies on agricultural vocational training in recent years.

Synthesize documents on experiences of countries around the world in the construction and development of agricultural vocational training.

Assessing the situation of Vietnam agricultural labor and agricultural vocational training in the period of 2010-2020.

Survey of agricultural vocational training in selected provinces, analyzing the causes of success and limitations in agricultural vocational training.

Proposing policies and solutions to improve the efficiency of agricultural vocational training, meeting the development requirements in new circumstances.

1.3 Research methodology

1.3.1 In-desk study

Synthesize and analyze available documents and information such as:

- Documents and policies of the Party and State related to agricultural vocational training.

- Relevant reports and documents of some countries in the world on the development and implementation of vocational training policies and programs for agricultural workers.

- National statistical indicators related to the situation of agricultural labor: quantity, the proportion of the total workforce, rate of labor having training, labor productivity, age, gender ...

- Relevant survey and research results of GSO, Ministry of Labor, Invalids and Social Affairs (MOLISA), Ministry of Agriculture and Rural Development (MARD), and other units.

1.3.2 Field surveys and consultations

To assess the specific process of implementing agricultural vocational training programs and policies, difficulties in the implementation process, and the results of practical training, the research conducted field surveys in 03 provinces: Bac Kan, Nghe An, and Kien Giang (representing 3 regions of North, Central, and South). The subjects of surveys and consultations include:

- Consult with state officials and experts in the province on agricultural vocational training in localities: Department of Agriculture and Rural Development, Department of Labor, Invalids and Social Affairs, leaders of relevant districts and communes.

- Consult with units participating in agricultural vocational training: Vocational Secondary School, Center for Vocational Education and Training (GDNN) – Regular Education (GDTX), Farmers' Union, Women's Union (LHPN), cooperatives participated in the training, etc...

- Survey and evaluate agricultural cooperatives and agricultural services cooperative (these are employers of trained workers).

- Survey by questionnaire: households participating in agricultural vocational training

Table 1: Number and distribution of survey samples

	Kien Giang	Nghe An	Bac Kan
Department of Agriculture and Rural Development, Department of Labor, Invalids and Social Affairs, Women Unions, Farmers' Union	8	10	10
Vocational Secondary School / Center for Vocational Education and Training – Regular Education	5	2	2
Cooperatives	4	2	2
Households	34	31	33

Also, the research team organized consultation workshops to get comments from delegates representing the above groups of survey respondents in other regions of the country, including:

- Workshop in Lam Dong: consult for comments from delegates of the Central Highlands and Southeast.

- Workshop in Can Tho: consult for comments from delegates in the Mekong Delta provinces.

- The workshop is scheduled to be held in Hanoi to consult for comments from delegates in Hanoi and the Red River Delta provinces for research results and policy proposals.

The feedback of the workshops will help to consolidate the results collected through field surveys, particularly enhance our policy proposals in the final report.

1.4 Subjects, scope, and limitations of the research

1.4.1 Research subjects

The main subjects of research are agricultural labor and agricultural vocational training activities and agricultural vocational training institutions.

The subjects of the survey are experts in labor and vocational training in agriculture, provincial managers, and staff such as Departments of Agriculture and Rural Development, Department of Labor, Invalids and Social Affairs, etc., agricultural vocational training institutions, cooperatives, farms, and farmers.

1.4.2 Scope of research

Geographical scope: research is carried out across the country, in which surveys and practical research in 03 provinces represent some economic regions.

Time scope: research is conducted in 2020; in which information and data are collected in the last 10 years to assess the current situation of labor, agricultural vocational training in the country and the research areas; information and data directly surveyed in 03 provinces conducted in 2020.

1.4.3 Limitations of research

To assess the results and effectiveness of vocational training to make accurate and appropriate proposals for the next period, detailed information and data on vocational training results in the period of 2010-2020 are very important. The research team worked closely with the unit in charge of

evaluating the results of the 10 years implementation of the vocational training project for agricultural workers. However, due to the limitedness in the forms of reporting and monitoring statistics in this field, many figures cannot be separated in detail, especially data related to gender, content, and sub-sectors of training.

Many organizations and programs participate in agricultural vocational training for rural workers but do not have information and data to report. Therefore, the research team only focuses on evaluating the results of agricultural vocational training under the 1956 Project.

2 VIEWPOINTS AND POLICIES ON AGRICULTURAL VOCATIONAL TRAINING DURING THE RECENT PERIODS

2.1 Viewpoints

Agricultural vocational training remains a major policy in the development of Agriculture, Rural Areas, and Farmers of the Party, The National Assembly, and the Government. The 7th Plenum of the 10th Central Committee (Resolution No. 26-NQ/TW dated August 5th, 2008 of the 10th Central Committee on "agriculture, rural areas and farmers"), the Party stated that one of the important solutions and tasks of the Resolution is the implementation of vocational training and employment generation for rural workers. The 2020 objectives include agricultural workers accounting about 30% of the total social labor, over 50% of rural workers having training, the development of agriculture in parallel with the development of industry, services, and rural areas, employment generation, and raising the income of rural populations more than 2.5 times compared to present. The Resolution has directed "*Strengthening training and fostering scientific and technical knowledge of advanced and modern agricultural production for farmers; etc. Establishing a national target program on vocational training and human resource development, ensuring annual training of about 1 million rural workers. Implementing the socialization of vocational training*".

Directive No. 19-CT/TW dated November 5th, 2012 of the Central Committee on "*Strengthening the Party's leadership in vocational training for*

rural workers" also emphasized "Continuing to reform vocational training activities for rural workers ... training for farmers to practice advanced and modern agricultural production. Emphasize vocational training for poor households, near-poor households, people with disabilities, ethnic minorities, female workers, policy-supported subjects, and labor in urbanized areas. The content of vocational training is mainly practical teaching and is carried out at the production site. The training period must be suitable for the training profession, characteristics of the production process, the growth of plants and livestock in each region and each locality, and suitable to the conditions of the learners. Vocational training should not be organized without forecasting employers demand and income of the learners after training."

Resolution No. 29-NQ/TW 2013 of the 8th Plenum of the 11th Central Committee on fundamental and comprehensive reforms of education and training, the Party continues to emphasize *"Education and training remains the highest national priority. It represents the efforts of the Party, the State, and the entire nation. Investing in education is investing in development and is prioritized in socio-economic development programs and plans"*. For vocational education, focus on training human resources with knowledge, skills, and professional responsibilities. Establishing a vocational education system with multiple methods and levels of vocational skills training, towards application and practice, ensuring to meet the needs of technical human resources of the domestic and international labor markets. For regular education, ensuring opportunities for people, especially in rural areas and poor areas, policy-supported subjects, through vocational training, can improve their knowledge, qualifications, professional skills, and quality of life; create favorable conditions for laborers to change their occupations; ensure sustainable illiteracy eradication. Improve the network of regular education institutions and forms of learning with rich content, practical, emphasizing self-learning and distance learning.

Resolution No. 05-NQ/TW 2016 of the 4th Plenum of the 12th Central Committee on some major directions and policies to continue innovating the growth model, improve the quality of growth, labor productivity, the

competitiveness of the economy, set a target to 2020: *the proportion of workers with training certificates increases to about 25%; the proportion of agricultural labor falls to below 40%... The resolution focuses on developing Vietnam human resources to meet the requirements of development and international integration of the country: Fundamental and comprehensive renovation of education and training following the spirit of the Resolution of the 8th Plenum of the 11th Central Committee to improve the quality of human resources, meet the requirements of innovating of the growth model. It is necessary to strengthen implement mechanisms, policies, and laws on education and training, science, and technology, emphasizing university education and postgraduate education, college, and vocational training according to regional and international standards. Generating rapid changes in human resource development, especially high-quality human resources for industries and sectors having potentials and competitive advantages; improve the capacity and qualifications of state management and corporate governance. Promote socialization, autonomy to public universities, colleges, and vocational training; encourage enterprises to participate in vocational training.*

With the viewpoint of highlighting the role of vocational training for rural people in general, agricultural vocational training in particular, the Party and the Government have integrated vocational training into national programs, namely:

In the poverty reduction program, Resolution No. 80/NQ-CP in 2011 emphasized *"creating favorable conditions for the poor to access capital sources, in association with guiding doing business, agricultural extension, industrial promotion, and transferring techniques and technologies into production"* and *"implementing vocational training policies for rural workers, especially poor ones; prioritize resources for investment in establishments, classrooms, equipment, and training of vocational teachers; associated vocational training with employment creation for poor workers"*. The program to support rapid and sustainable poverty reduction for 61 poor districts under Resolution No. 30a/2008/NQ-CP dated December 27th, 2008 also focuses on strengthening vocational training associated with employment creation, on-site vocational training for rural workers in agricultural, forestry, fishery, and non-

farm occupations; concentration vocational training for rural workers to work at enterprises and for labor exports.

In the national target program for developing new rural areas, Decision No. 1760/QD-TTG dated November 10th, 2017 on the adjustment the Decision No. 1600/QD-TTG dated August 16th, 2016 approving the National Target Program for developing new rural areas in the period of 2016-2020, it has set the task of "*Building effective vocational training models for rural workers in each sector and field to organize for scaling up*".

The agricultural restructuring program under Decision 899/QD-TTG in 2013 clearly states that it is necessary to promote vocational training activities for rural workers through the policy of "*investing in centrally and synchronizing facilities, vocational training equipment, training programs, training of teachers and vocational training managers ... for key occupations for vocational colleges and vocational secondary schools; expanding vocational training forms associated with the transfer of new technologies, transfer of new techniques and production processes to farmers; to replicate best practice models in vocational training for rural workers, vocational training for trade villages and specialized production areas, creating employment opportunities for rural workers*".

2.2 Laws related to vocational training

To specification the viewpoints of the Party, the National Assembly, and the Government have elaborated and presented to the National Assembly for the development of several relevant laws:

The National Assembly's Law No. 44/2009/QH12 promulgated on November 25, 2009, on "*Amendments to some provisions of the Law on Education No. 38/2005/QH11*" amended the education program must ensure modernity, stability, unity, practicality, reasonability, and inheritance between levels of education and training levels; to create conditions for the vocational guidance, interconnection and transformation between training levels, training fields and forms of education in the national education system; is the basis for

ensuring the quality of comprehensive education; meet international integration requirements.

Employment Law No. 38/2013/QH13 promulgate policies to support employment creation; labor market information; assessing and granting national vocational skills certificates; organization and operation of employment services; unemployment insurance and the state management of employment. For rural workers, when participating in occupational transformation, they are entitled to the following benefits: (1) Vocational training support; (2) Free consultation on policies and laws on labor, employment, and vocational training; (3) Free job introduction. Workers in rural areas who have received vocational training for less than 03 months of vocational training at vocational training establishments are supported with vocational training costs as prescribed.

The Law on Vocational Education No. 74/2014/QH13 promulgate policies for the vocational education system; organization and operation of vocational education institutions; rights and obligations of organizations and individuals participating in vocational education activities. Subjects to this law include vocational education centers, intermediate vocational schools, colleges; enterprises and agencies, organizations, and individuals related to vocational education activities in Vietnam. For rural workers, the State's policy on the development of vocational education stipulates: "Supporting subjects entitled to preferential treatment of people with merits to the revolution, demobilized service personnel, ethnic minorities, poor households, near-poor households, disabled people, orphans without refuge, offshore fishermen, rural workers who directly work in agricultural production households having their cultivated land revoked and other social policy-supported subjects to create opportunities for them to training for finding jobs, creating their jobs, establishing a business; implementation of gender equality in vocational education".

2.3 Policies on agricultural vocational training

Decision No. 1956/QD-TTg dated November 27th, 2009 of the Prime Minister approving the Vocational Training Project for Rural Workers to 2020 and Decision 971/QD-TTg dated July 1st, 2015, on the amendments to Decision

No. 1956/QD-TTg dated November 27th, 2009. The project sets an average annual target of vocational training for about 1 million rural workers, improving the quality and efficiency of vocational training, to create jobs and increase the income of rural workers: contributing to the restructuring of labor and economic structure, serving the industrialization and modernization of agriculture and rural areas. The project builds specific levels of support for different subjects who are students, teachers, lecturers, and vocational training institutions. After 5 years of implementation, Decision 971/QD-TTg in 2015 has amended to improve the efficiency of the project, training associated with job creation, improving the organization of training, enhancing practice, training according to market needs, integrating with social issues.

Decision No. 46/2015/QD-TTg dated September 28th, 2015 of the Prime Minister on policies to support the training of primary levels and training for less than 03 months. Accordingly, the levels of support for training costs; meal and travel costs, and implementation costs of policies are specified for each group of subjects, priority for disabled people and subjects who are entitled to preferential policies for people with merits to the revolution, ethnic minorities, poor households, near-poor households, households with agricultural land and/or business land revoked, female workers who have lost their jobs or fishermen.

- Besides, there are decisions, circulars, guiding documents of the Ministry of Labor, Invalids and Social Affairs, Ministry of Finance on how to organize and support vocational training for rural workers, including agricultural and non-agricultural workers.

Of policies on agricultural vocational training, the Ministry of Agriculture and Rural Development issued Directive 5719/CT-BNN-KTHT on improving the effectiveness of agricultural vocational training associated with restructuring the agricultural sector and developing new rural areas. Accordingly, it is necessary to select training occupations to meet the production requirements of farmers, promote production efficiency, focus on key industries that are the strengths associated with agricultural restructuring; associated vocational training with the planning of agricultural commodity production areas, models

of agricultural extension, projects on production development creating jobs for rural workers and building new rural areas. Vocational training institutions must meet the conditions of material facilities and experienced teachers. Local governments promote the propagating and dissemination of policies on the development of agricultural production and vocational training; effective vocational training models, best production practices, farmers who have succeeded after vocational training; at the same time, strengthen the inspection and supervision of agricultural vocational training. To implement the Prime Minister's Decision No. 971/QĐ-TTg, since 2016, the Ministry of Agriculture and Rural Development has issued several decisions approving the agricultural vocational training plan for rural workers annually and periodically.

In summary, the documents and resolutions of the Party clearly express the views of the Party and the Government of Vietnam in promoting and expanding vocational training for rural people in general and agricultural producers to improve production efficiency, sustainable economic development, and increase incomes for people. Many policies and documents have been issued to promptly direct and adjust vocational training in the new context. Policies focus on supporting agricultural vocational training through the following contents:

- Learner support policy: support for training costs, support for meals and travel costs; loans to create jobs on their own.

- Policies for lecturers and teachers: supporting subsidies, public-duty houses with some localities; pedagogical training and vocational skills training for lecturers and teachers. Vocational trainers outside vocational training establishments are paid for teaching wages. There are other policies to engage excellent, capable people in teaching.

- Policies for vocational training institutions: Some **GDNN** institutions (vocational training centers, vocational schools) are supported to invest in vocational training facilities and equipment. **GDNN** institutions eligible for vocational training for rural workers may participate in vocational training for rural workers with funding in approved programs and projects and are provided with programs, curriculum, materials, and retraining of vocational teachers.

3 POLICIES ON THE DEVELOPMENT OF CURRICULUM, LECTURES, AND DEVELOPMENT OF VOCATIONAL SKILLS STANDARDS. INTERNATIONAL EXPERIENCE IN AGRICULTURAL VOCATIONAL TRAINING AND LESSONS LEARNED FOR VIETNAM

3.1 China Experience

China is one of the world's largest agricultural producers. Over the years, China has continuously improved agricultural productivity, deeply reformed agricultural production methods in the direction of modernization, mechanization agriculture. In this country, there are more and more professional farmers who are well educated and have extensive knowledge of agricultural techniques and business management. To achieve this result, China has policies to improve the capacity of workers in the agricultural sector from general human resources to highly-level human resources through:

- Strengthening basic education for general human resources: expanding the scale of education and training of agricultural sectors in secondary schools and colleges; enhancing vocational education for general agricultural workers, diversifying training occupations for labor in the field of agricultural production.

- Prioritizing the development of high-quality talents at university levels and research institutes: China has implemented many priority policies for higher education and high-tech scientific research to train high-quality human resources in science and technology in agricultural production. Prioritize budget investment for key scientific disciplines, international research projects, and applied research with high economic efficiency. Research institutes and scientific centers having agricultural training are intricately connected and linked throughout the country, to fully exploit the synthetic power of human resource sources. Focus on building high-quality universities, high-quality classes to train high-quality talents to serve the increasingly demanding demand for high-quality human resources in agricultural production in the new era.

- Focusing on training science and technology talents and specialties through the key high school system: implementing policies to enhance human

resource training for the agricultural sector by allowing universities in China to source potential and passionate human resources in the field of agriculture from the system of key high schools. Therefore, building a key secondary school is a strategic policy to quickly develop talents and improve the quality of human resources for this field.

- Improving the quality of human resource training in rural, western regions and ethnic minority areas: The Chinese government has introduced a series of policies to divert to rural areas to improve the scientific and cultural quality of human resources derived from farmers such as: "Science and technology training program for rural youth"; "Plan for the implementation of actual talent works in districts, communes, and villages"; "Planning for training science and technology for farmers in the new form in the country from 2010 to 2020".

- In terms of training forms: education and training for farmers are promoted through television channels: The Chinese government considers television as a professional training channel on agricultural science and technology, on vocational transformation, and dissemination of knowledge about markets and policies to farmers. All content on rural areas and agriculture are broadcast on China Central Television and all contents of 4 specialized channels, are produced by the Central School of Agricultural Television – The Center for Training and Education of Science and Technology for Farmers under the Ministry of Agriculture of China. This broadcast and training system is extended from central to a local level. Central or local broadcasters are forced to dedicate their time to rural agriculture content for free. Farmers who participate in distance learning through these television channels are granted certificates of intermediate or colleges for agriculture when they apply and finish their test. The Chinese government's funding for this program is about 16 million Yuan (\$2.5 million) annually. Through television, the university has trained new science and technology for 560 thousand farmers, changed occupations for 970 thousand, and trained agricultural techniques for about 29 million people.

At the provincial and district levels, there are agricultural high schools and farmer training centers in the agricultural sector. At the commune level, there are radio stations, libraries on science and technology. Farmers who come to see and read or borrow do not have to pay. The entire local manpower of this system is about 100,000 people. Operating budgets are largely locally financed.

In some localities in case there is no time to go to the information center (under the Department of Agriculture), farmers can call directly to the hotline of the center, there will be experts to answer and advise by phone for farmers' concerns and questions.

3.2 Korean Experience

Korea is not only known as a success in economic development in general but is also a country with a miracle of rural development. In just 26 years Korea has succeeded in building new rural areas. The Government of Korea develops a strategy to develop agricultural and rural human resources to help farmers have a strong belief in themselves in the face of material and spiritual difficulties so that they become positive, dynamic, and creative for the development of agricultural and rural areas.

At the same time, the Government invests greatly and comprehensively in building vocational training institutions, improving professional skills and skills for employees. Enterprises and economic establishments are responsible for making demands and plans on employers and participating with the Government in various forms in implementing vocational training programs for employees that they are employing or will employ.

South Korea has implemented a credit policy to support the young agricultural workforce so that they can learn new occupations, especially new workers. This program is widely implemented in rural areas, is a bridge between experts and farmers with extensive experience in the field of agriculture, and then appoints these people to advisory and guardian positions for young workers who lack much experience in agricultural-related activities. The State of Korea pays the costs of consulting and training to those who carry out this activity. Korea has actively oriented high schools to immediately add to the curriculum some of the

occupations that the economy needs with the number of high school students participating to about 40-50% of the total number of students studying, thereby creating a young workforce with knowledge and skills to work at a minimum level in the emerging professions, meeting the needs of the economy and fully employing the number of high school students after graduation.

3.3 Netherlands Experience

The Netherlands has not much land, there are about 2 million hectares of agricultural land. On average, the cultivated land area is about 0.058 hectares per person - which is the lowest level in the world, but the Netherlands has highly competitive agriculture. The Netherlands not only has the excellent agricultural infrastructure, but the speed of scientific and technical development is at the top of the world. The Dutch strategy is to import primary products such as food grains, soybeans ... and export high-value products and processed products (from the production of vegetables, flowers, and livestock products). Therefore, in the Netherlands, in-depth knowledge and high technology are essential in all components and stages in the production chain. To implement this strategy, the Dutch Government has implemented policies to develop human resources for the agricultural sector.

In the Netherlands agricultural education, in general, is the subject of choice. High school students can choose from agricultural subjects, at the age of 15-18 the Netherlands has a system of agricultural practice schools, in addition to a system of agricultural teacher training schools and agricultural-oriented undergraduate schools.

Since 1901, all farmers have received free general school education. Child protection laws have banned the use of child labor. To disseminate technologies, localities regularly open training classes in the countryside. The goal of agricultural education is to improve the quality of farmers, helping them to grasp knowledge and technology.

Vocational education is developed. The young men of the countryside are required to take professional classes. Farm owners must have a certificate of professional training. Higher professional education has 5 schools, training for

farm owners, food factory directors for 4-5 years. Higher education has 12 agricultural universities.

According to Dutch policy agricultural education is managed by two ministries: Science - Culture - Education and the Ministry of Agriculture - Fisheries and Natural Management, to ensure the development of both education and agriculture.

Agricultural education in the Netherlands is divided into 4 levels:

a. "Agricultural Science Education" is trained at Wageningen University, with a 6 to a 7-year program.

b. "Senior education in agriculture" is trained in colleges, universities in agriculture and gardening, with a program of 3 to 4 years. The agricultural university level is built and financed by the Government.

c. "Intermediate education in agriculture" is trained in high schools in agriculture and gardening lasting from 1.5 to 3 years, depending on the characteristics of each school.

d. "Primary education on agriculture" is trained in high schools in agriculture and gardening. The program lasts 4 years and can be shortened depending on specific conditions.

Schools and programs are established by governments, private, or social organizations such as farmers' associations... Small agricultural schools are funded and managed by the Government, even private schools are still supported by the government up to 100%, to pay salaries, build schools and buy equipment. A small portion of the funding in private schools is from institutions affiliated with the school. Students in schools must pay a small tuition fee, depending on the level of the discipline.

Agricultural education in the Netherlands attaches great importance to practicality, improves practical capacity, independently handles situations that arise in practice. In 1997, the Dutch Government used 800 million Guilders to invest in agricultural education, of which 51% was for primary agricultural education, improving the quality of farmers.

3.4 German Experience

In the vocational training system in Germany, students are trained about 70% of their time in the working sites and the remaining 30% in vocational schools. Because students are trained in 2 places, this training system is called "dual" (both learning and doing). After graduating from secondary school, German students have three options: continuing their higher education, dual apprenticeships, and full-time apprenticeships at vocational schools. Currently, about 20% of businesses participate in dual training. On average, 95% of graduates have jobs, of which about 68% continue to be hired by the company to sign labor contracts. The average investment for a dual apprenticeship is 18,000 euros per year but about two-thirds of the total cost will be offset by the participation of the practitioner in the production and business process. There are dual forms of training including:

- Training at enterprises: Students who want to learn vocational training under the dual vocational training model often actively find information and submit applications with businesses. Enterprises after checking the actual records and capacity of the student, if they meet the requirements, the enterprise and the student will sign a training contract. The contract between the two parties is the legal basis for adjusting the contract implementation process of the enterprise. The contents of the contract are like the labor contract, specifically including the following contents: training period, start time, end of the training, holidays, training contents, training benefits for beneficiaries, and the liquidating of contracts. Enterprises are required to implement training in real working conditions (teachers are workers in enterprises, modern equipment ...), must pay training surcharges to students based on agreements between the two parties, and pay other expenses.

- Training at vocational schools in dual training follows a framework program that includes basic subjects for specialized study and specialized theoretical contents to support training in enterprises, other subjects such as soft skills, foreign languages, physical ...

The dual apprenticeship period is from 2 to 3.5 years depending on each industry and training level in the national qualifications framework. The

national qualifications framework of the Federal Republic of Germany (issued in 2013) provides for 8 levels, ensuring reference with 8 levels in the European qualification framework, of which the vocational training level consists of level 3, level 4, and 6.

Dual apprenticeship graduates are ranked 3rd or 4th depending on the registered training course (level 3 with a training period of 2 years, level 4 with a training period of 3-3.5 years). To graduate, students must pass the nationwide standardized testing.

The highly successful vocational training model in Germany is determined due to the following factors:

+ Close links between the Government and the industry/enterprises: the two sides invest in the dual vocational training system, coordinate with trade union organizations to develop training professions, develop training standards and organize the examination and evaluation of students. The government invests in inter-company training centers to supplement in-capacity enterprise content for training in enterprises. This both meets the human resources required by the labor market and reduces the investment budget for vocational training.

+ Workplace training: 70% of the training duration at the enterprise means that the person who learns to practice a lot in the actual working environment.

+ National training standards: In the dual training system, compliance with training standards ensures the quality of the degree despite training in different enterprises in different areas.

+ Qualifications and capacity of vocational teachers: Teachers at vocational schools or teachers at enterprises (full-time teaching) must meet remarkably high requirements for qualifications, professional skills, pedagogical skills, and practical experience in the workplace. And part-time teachers in the business do not have to meet the requirements for a degree but must be good at vocational skills.

+ Focusing on research on vocational training and the labor market associated with vocational training: The data and information about the dual vocational training system and the labor market of Germany always ensure the system, details, and updates. This is the foundation for policymaking and having the right solutions in vocational training.

3.5 Australian Experience

Australia's agriculture is developing in the direction of an industry. With cultivated land accounting for only 1% of the total continental area, less rainfall, frequent drought, the official workforce in the agricultural sector is 400,000 people, accounting for 4% of the national workforce (about 10 million people) but Australia has the highest self-supply index in the world. From the beginning, the Government has focused on investing in the development of the agricultural sector so that it can provide enough agricultural products for the domestic market, improving the capacity of farmers. Australian agriculture is organized and managed in the form of farms, with about 130,000 farms on an area of 46 million hectares, an average of 354 hectares. Australian farmers are highly educated, with about 31 percent of them having a university or college degree.

In 1997, Australia implemented the "An Advanced Australian Agriculture" program and aimed to export with the following objectives:

- Increase farmer participation in learning activities to improve the profitability, sustainability, and competitiveness of their business.
- Changing farmers' perceptions of the benefits of inter-training and skills development in line with changing farm management needs.
- Enhancing the capacity of farmers to identify and access appropriate learning activities, and over time, affect the more flexible distribution of such activities.

The outstanding features of the program are:

- Financial support for farmers in education and training programs on natural resource management skills.

- Support farmers to change industries to suit changes in practice; Support farmers to improve their skills in financial management.

- Advising farmers on the financial situation at home and abroad.

- Provide financial support to farmers for expert consulting services, as well as organize training classes to improve skills development capacity.

- Providing information to help farmers master market fluctuations at home and abroad.

3.6 Lessons learned for Vocational Training in Vietnam

Thus, international experience on policies to develop agricultural vocational training is diverse, there are many lessons for Vietnam:

- Building a complete and complete agricultural vocational education system in terms of policies, school systems (facilities, teachers, programs, learning materials ...), recognition systems, output standards such as some developed countries in Germany, the Netherlands ...

- There are policies for rural areas and poor areas, and at the same time, there is a policy to encourage the development of new and professional peasants like Those of China.

- There is close cooperation between units, socialization of agricultural vocational training: creating a mechanism for state cohesion, training units, employers as the "dual training model" of Germany thereby enhancing theoretical training associated with practice at enterprises, on farms (French model).

- Flexible training methods, using information technology advances in training such as China's television training system.

- Changing the mindset of farmers in agricultural production along with the policy of attracting and bringing young agricultural engineers to the countryside as in Korea.

- Orientation of training and flow of high school students to learn agricultural vocational training.

- Develop a detailed and up-to-date system of data and information on vocational training systems and labor markets as a basis for policymaking and construction and organization of effective agricultural vocational training.

4 CURRENT SITUATION OF AGRICULTURAL LABOR AND OUTCOMES OF VOCATIONAL TRAINING FOR RURAL LABORERS IN THE AGRICULTURAL FIELD

4.1 Current situation of agricultural labor and outcomes of vocational training for laborers in the agricultural field

4.1.1 Quantity and structure of agricultural labor

Agricultural labor still accounted for a significant proportion in Vietnam's labor force (in 2019, the total number of agricultural workers was 18.83 million people, equivalent to 34.5% of the total social labors) and the quantity. Proportion of agricultural laborers tended to decrease over the past years (Figure 1):

- From 2011 to 2015: On average, the number of agricultural workers decreased by nearly 307 thousand people annually (from 24.4 million in 2011 to 23.1 million in 2015). Average rate of agricultural laborers per year fell by 1.2 percent (from 48.4% in 2011 to 43.6% in 2015).

- From 2016 to 2019: On average, each year the number of agricultural workers decreased by 1.1 million people (from 22.2 million in 2016 to 18.83 million in 2019), the proportion of agricultural workers reduced by nearly 2.4 percent (from 41.6% in 2016 to 34.5% in 2019).

The decreasing trend of agricultural workers in terms of quantity and proportion took place more rapidly in rural areas. To be more specific:

- 2011-2015: On average, the number of agricultural workers in rural areas dropped by 570 thousand people each year. Moreover, the proportion of agricultural laborers in rural areas decreased by nearly 1.5 percent each year.

- 2016-2019: On average, the number of agricultural workers in rural areas decreased by 1.2 million workers each year, the proportion of rural agricultural laborers each year fell by 3,7 percent. In 2019, there were 16.5

million agricultural workers in rural areas (accounting for 44.4% of the total number of workers in rural areas).

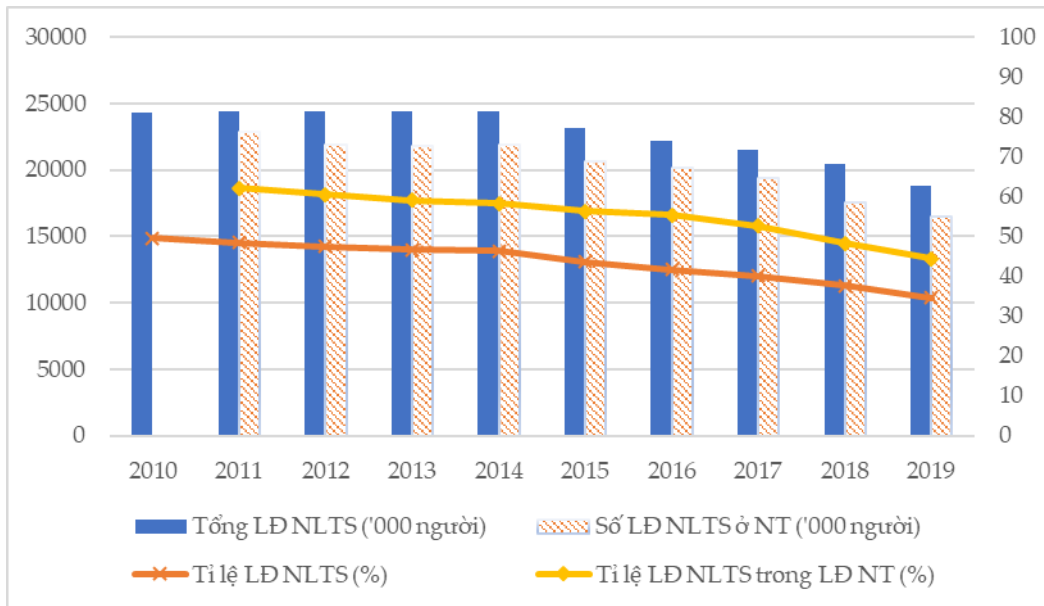


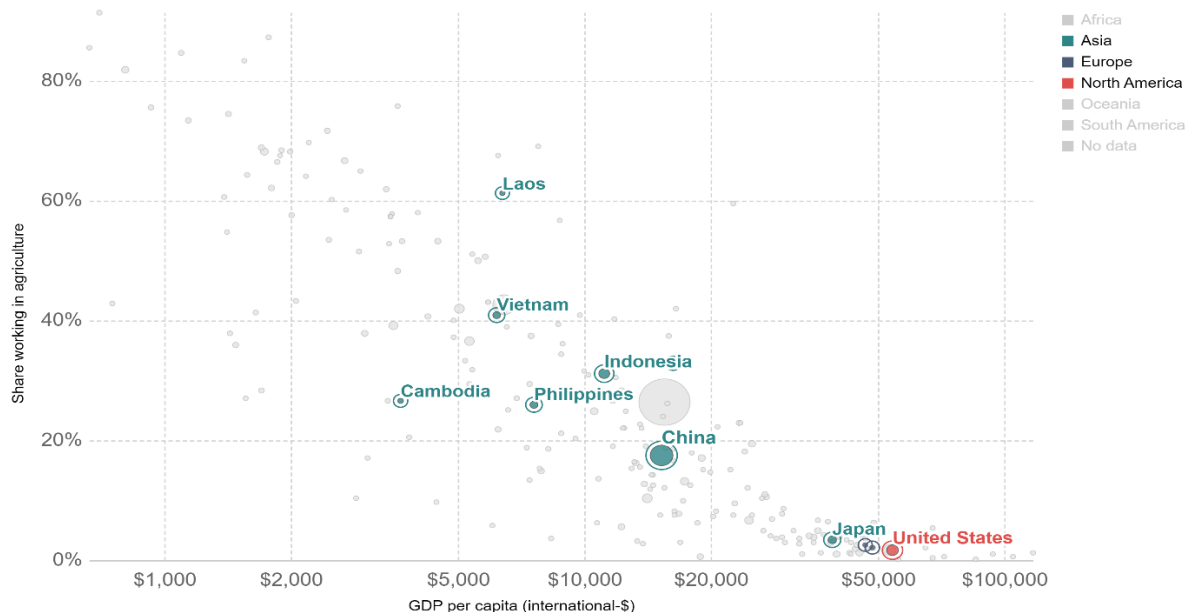
Figure 1: Quantity and proportion of agricultural workers between 2011 and 2019

Source: General Statistics Office and Report of the Labor Force Survey every year.

The above trend is a common trend of economic development: agricultural labor will gradually decrease and move to other industries, which is clearly shown in developed countries as shown in Figure 2.

Employment in agriculture vs GDP per capita, 2017

Share of persons of working age who were engaged in any activity to produce goods or provide services for pay or profit in the agriculture sector (agriculture, hunting, forestry and fishing).



Source: World Bank

OurWorldInData.org/employment-in-agriculture • CC BY

Figure 2: Relationship between the rate of agricultural labor and income per capita

Source: World Bank 2020

According to manufacturing industry: in the second quarter of 2020, the total number of agricultural workers was 17.04 million people, of which the agricultural sector accounts for the highest proportion (88.7%), followed by the fishery sector (7.9%), and the forestry sector (3.4%) (Table 2).

Table 2: Agricultural labor force mechanism in 3 major sectors in 2020

Sector	Number of workers (people)	Proportion (%)
01 – Agriculture	15,114,143	88.7%
02 – Forestry	581,520	3.4%
03 – Fisheries	1,348,786	7.9%
Total	17,044,450	100.0%

Source: Labor and employment report Quarter II-2020 - Ministry of Labor, War Invalids and Social Affairs

This structure tended to change in recent years (Table 3):

- The agricultural workers in AFF decreased in quantity (in Quarter II / 2020, it decreased by more than 3.8 million workers compared to 2011) and proportion of total AFF labor (decreased from 92.2% in 2011 to 88.7 % in 2020);

- Fishery workers decreased in quantity (in Quarter II / 2020, the number of fishery workers fell by 99 thousand people in comparison to 2011) but tended to increase the proportion (from 7.0% in 2011 to 7.9 % in 2020);

- Forestry workers increase in both quantity (in the second quarter of 2020, it witnessed an increase of 400 thousand workers compared to 2011) and proportion of the total AFF labor (from 0.7% in 2011 to 3.4% in 2020).

Table 3: Quantity and structure of agricultural labor in 3 main fields from 2006 to 2020

Sector	2006		2011		2020	
	<i>000' people</i>	%	<i>000' people</i>	%	<i>000' people</i>	%
01 – Agriculture	21,264	92.7	18,960	92.2	15,114	88.7
02 – Forestry	98	0.4	150	0.7	582	3.4
03 – Fisheries	1,567	6.8	1,448	7.0	1,349	7.9
Total	22,929	100.0	20,558	100.0	17,044	100.0

Source: Rural, Agricultural and Fishery Census

Agricultural labor in 13 sub-sectors in 2018⁶: 03 sub-sectors including planting annual trees, planting perennial trees and animal husbandry constituted a large proportion in the total number of agricultural workers (accounting for 86.3% and each sector 51.7%, 18.9% and 15.6% respectively), followed by workers in aquaculture (4.71%), fishing (3.34%), agricultural services (1.74%), planting and raising forests (1.47%), exploiting timber and other forest products (1.27%) and others. In the sub-sectors of the agricultural sector, there was also a shift of labor structure from labor growing annual crops, exploiting aquatic

⁶ According to the list of Vietnam's economic systems (Level 3) 13 sub-sectors in AFF include: (1) Growing annual crops; (ii) Growing perennial trees; (iii) Agricultural seedling multiplication and care; (iv) Breeding; (v) Mixed cultivation and animal husbandry; (vi) Agricultural services; (vii) Hunting, trapping and related services; (viii) Afforestation and forest care; (ix) Exploiting timber and other forest products; (x) Collecting products that are not timber or other forest products; (xi) Forestry services; (xii) Fishing; (xiii) Aquaculture.

products, and agricultural services to growing perennial crops (fruit trees, industrial trees), animal husbandry, aquaculture and forest care. Specifically:

Some sub-sectors tended to decrease in number and laborer's proportion such as:

(1) The annual crop industry: every year, it reduces 858 thousand employees, thus reducing the proportion of labor from 65.6% in 2011 to 51.7% in 2018.

(2) Fishery industry: annually reduced more than 20 thousand workers.

(3) Agricultural service industry: annually reduced about 6.3 thousand workers.

(4) Collecting products that are not timber forests or any other forest products from forest: about 5.4 thousand workers were reduced each year.

In contrast, labor in some sub-sectors tends to increase in quantity and proportion such as:

(1) Growing perennial tree industry (perennial fruit trees, perennial industrial trees): The number of employees rose from 3.13 million in 2011 to 3.9 million in 2018 (an increase of 135 thousand employees / year). Therefore, the proportion of laborers in this industry had grown from 12.8% in 2011 to 18.9% in 2018.

(2) Livestock industry: between 2011 and 2018, it witnessed an average annual increase of 140 thousand employees. However, since 2017 due to the pork price crisis and African cholera epidemic, the number of labor working in livestock industry had tended to fall.

(3) Aquaculture industry: laborers in this industry tended to increase steadily and stably in the period of 2011-2018, with an average increase of 71 thousand employees per year.

(4) The industry of planting and taking care of forests: On average, in the period 2011-2018, each year this industry employs 21,000 more workers.

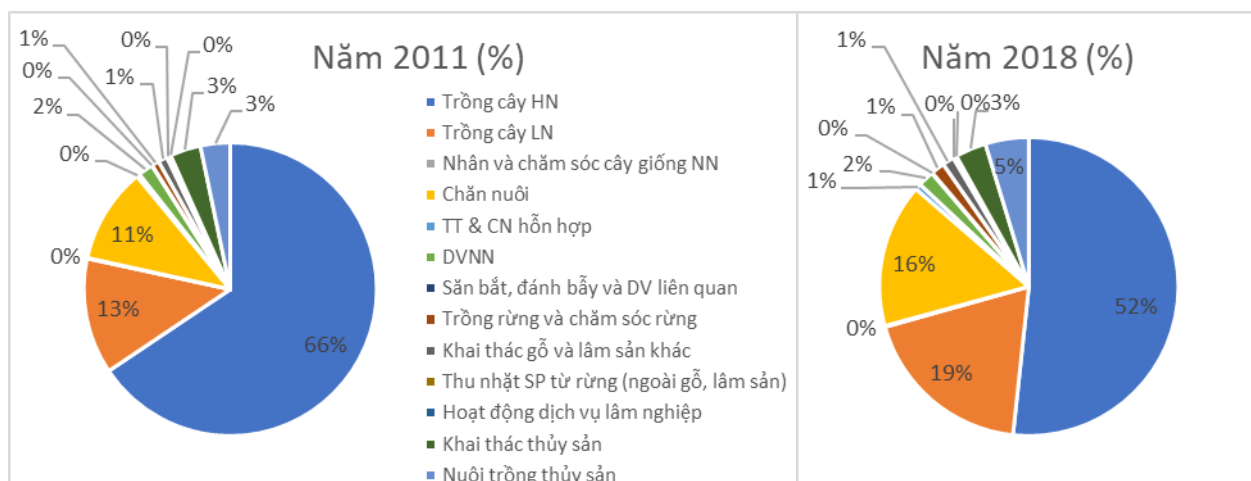


Figure 3: Agricultural labor force structure by tertiary sector, 2011-2018

Source: Ministry of Labor, Invalids and Social Affairs, 2020

Labor structure by unit of use: Laborers in agricultural enterprises and cooperatives only accounts for a small proportion; laborers in agricultural enterprises accounted for about 1.3%, equivalent to more than 258 thousand workers and laborers in agricultural cooperatives took up about 0.4% equivalent to 78,461 employees. Meanwhile, agricultural workers in households made up more than 98%, of which farm workers are estimated to be 129.3 thousand people (accounting for about 0.68%). Thus, agricultural labor was mainly used by households, small-scale productions or agricultural laborers were mainly small private-owners.

Regarding the age of agricultural workers: the number of laborers aged 40 and over accounted for a significant proportion (48.8% of the total number of agricultural workers) and tended to increase recently: the proportion of annual agricultural workers 2016 under 20 years old, from 20 to 30 years old, from 30 to 40 years old, decreased 1.89%, 2.73%, 0.27% respectively compared to 2011. In contrast, the proportion of workers 40 to 50 years old and 50 years old and over, respectively increased 0.99% and 3.9% compared to 2011. These changes showed the aging situation of agricultural workers due to the general aging of the Vietnamese population as well as young workers working in industrial zones and big cities instead of staying in rural areas to do agriculture.

Table 4: Agricultural labor force structure by age groups

	Amount of people (1000 people)		Structure (%)		Increase/decrease (%)
	2011	2016	2011	2016	
Country	20,558	17,120	100.00	100.00	
Under 20 years old	1,302	760	6.33	4.44	-1.90
From 20 to under 30 years old	4,922	3,631	23.94	21.21	-2.73
From 30 to under 40 years old	5,303	4,369	25.79	25.52	-0.27
From 40 to under 50 years old	5,578	4,816	27.13	28.13	1.00
From 50 years old and above	3,453	3,544	16.80	20.70	3.90

Source: Rural, Agricultural and Fishery Census

The percentage of female employees working in AFF sector was higher than that of other economic industries. While industries related to industry and construction had a very low percentage of female employees, the AFF sector had a relatively high proportion of female workers, accounting for about 48.2% of the total number of workers in this industry. This rate tended to decrease over the past years, from over 50% in 2012 to only 48.2% today.

4.1.2 The professional and technical qualifications of the agricultural laborers

The number of agricultural workers that have not received any training and do not have professional diplomas / certificates still accounts for a large proportion (95.65% in 2016).

In comparison to other industries, the rate of trained workers and workers with degrees and certificates in the agricultural sector was much lower (in 2019, the overall rate of the country in 2019 was 22.6%, but workers in the AFF field only accounts for 4.0%). In addition, the percentage of trained workers in the AFF field increased very slowly, only 0.16 percent/year on average (from 2.7% in 2011 to 4.0% in 2019).

Causes of low and slow growth of trained agricultural workers:

+ Firstly, the agricultural sector did pay attention to educating and training AFF workers, but a large number of AFF workers only received short-

term training (less than 3 months), so they were not classified as trained workers according to the General Statistics Office.

+ Secondly, the rate of trained workers at intermediate schools, colleges and universities (even though they were trained in agricultural professions) working in agriculture, forestry and fisheries after graduation was still low.

+ Thirdly, a part of agricultural labor in rural areas had not properly identified the requirements to improve capacity, qualifications and skills when participating in production.

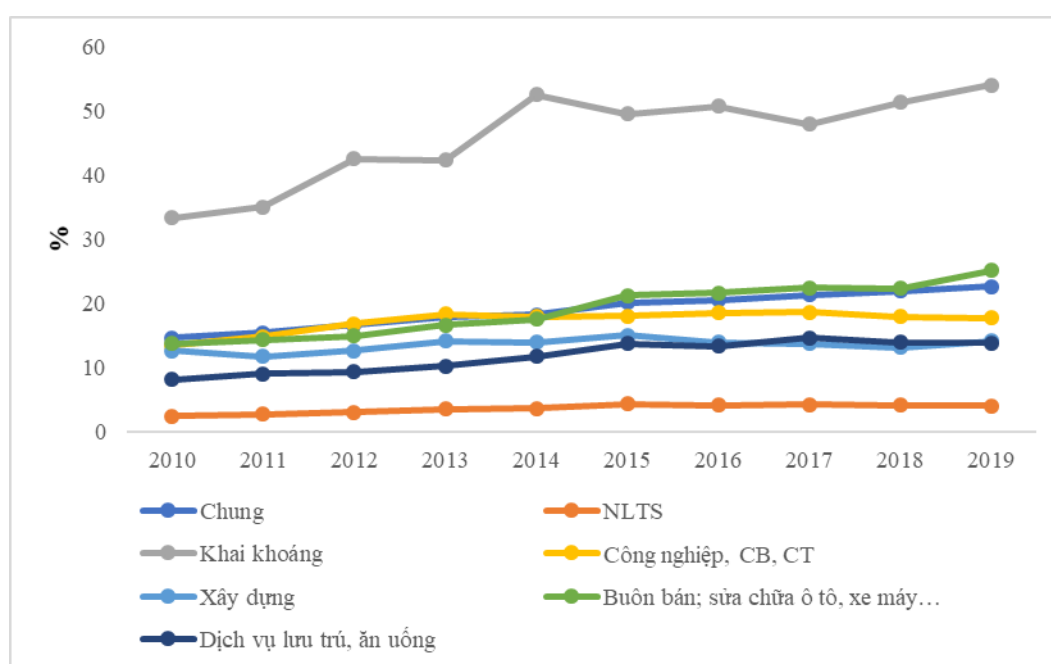


Figure 4: Proportion of trained workers in different economic industries

Source: General Statistics Office 2020

Regarding the professional qualifications of trained workers (Table 5): the number of workers with primary, college and university qualifications had increased by nearly 30%, 150%, more than 86% respectively compared to 2011, which was quite rapid. Meanwhile, the number of workers with intermediate qualifications decreased significantly (fell by 16.1% compared to 2011).

Table 5: Technical and professional qualifications of agricultural workers

Targets	Amount of people (1000 people)		Structure (%)		Increase/decrease (%)
	2011	2016	2011	2016	
- Untrained and v \grave{a} without qualification/professional certificate	19,952	16,375	97.05	95.65	-17.93
+ <i>In which: Trained without certificates of professional and technical training</i>	264	613	1.28	3.58	132.11
- Primary level and certificates of professional and technical training	253	321	1.23	1.87	26.96
- Vocational intermediate school, secondary schooling professionally	253	212	1.23	1.24	-16.14
- College (including vocational college)	58	118	0.28	0.69	101.98
+ <i>In which: Vocational college</i>	25	34	0.12	0.20	38.54
- University or higher	42	79	0.21	0.46	86.68
-Other	-	15		0.09	

Source: Rural, Agriculture and Fishery Census 2011, 2016

4.1.3 Agricultural laborers' productivity

Agricultural laborers' productivity has been significantly improved over the past few years, from 22.3 million in 2011 to 44.7 million in 2019, which was the highest average increase. This rate reached 6.0% / year in the 2011-2019 period, higher than the average growth rate of industry and construction (2.0% / year) and service sector (3.4% / year).

However, in terms of absolute value, agricultural workers' productivity is much lower than other industries'. Specifically, agricultural labor productivity only constituted 40.5% of the whole society's labor productivity, equal to 35.4% of workers' productivity in industry construction, and the productivity rate of 27.8% of the employment in the service industry.

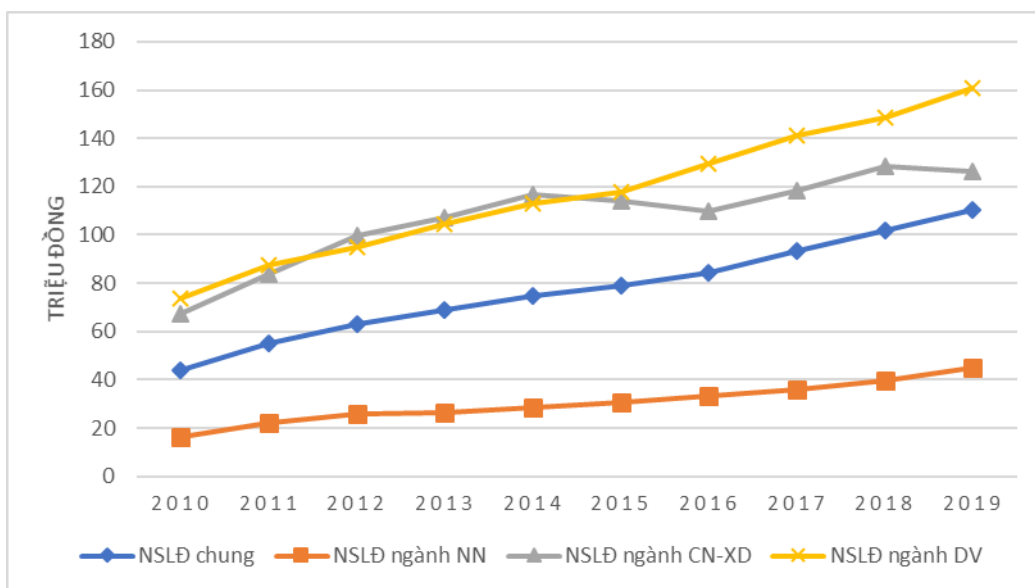


Figure 5: Labor productivity by economic sectors

Source: General Statistics Office, 2020

In comparison to other countries in the region, the agricultural labor productivity of Vietnam is also much lower: 11.9 times less than that of Malaysia, 2.4 times less than that of Indonesia, 2.1 times lower than that of Thailand, and 1.8 times less than that of Philippine.

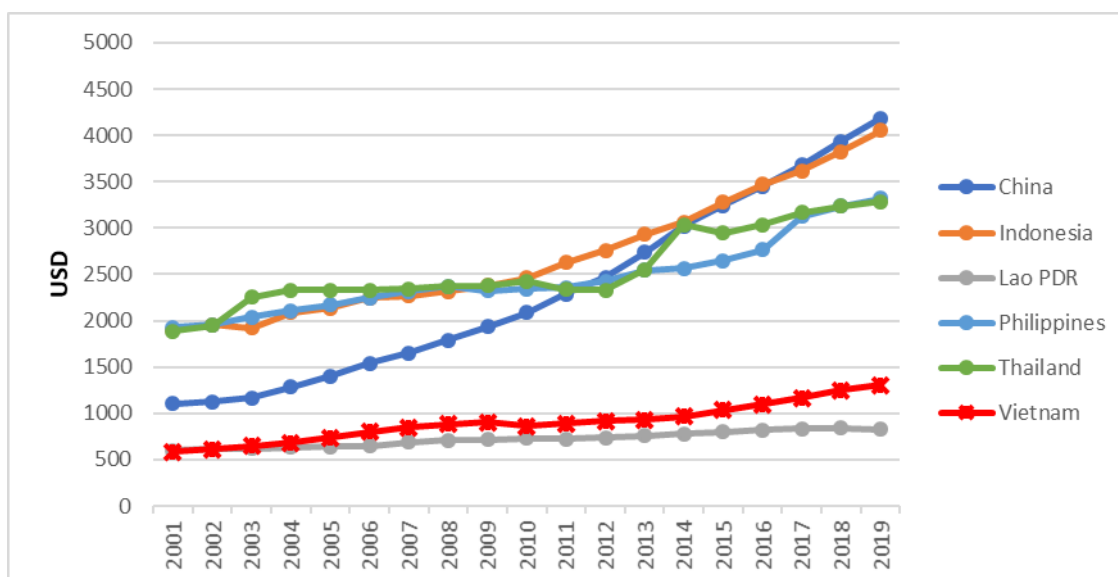


Figure 6: Added value / agricultural labor of some countries

Source: World Bank, 2020

Thus, agricultural labor tends to decrease in both quantity and proportion. The rate of agricultural workers being trained and granted diplomas certificates

did increase in recent years, but the growth rate was very slow; therefore, the rate of agricultural workers with diplomas and certificates was still low. Agricultural labor tended to age when young workers tended to seek jobs in the non-agricultural sector. As a result, productivity of agriculture labour is the lowest among that of other occupations.

4.1.4 The outcome of agricultural vocational training for rural workers between 2010 and 2020

4.1.4.1 Agricultural vocational training's programs and methods

Agricultural workers received vocational training through vocational education programs from primary, intermediate, college, and other vocational training programs in two forms: formal education and continuing education.

According to the results of implementing the Project 1956, by 2020, the Ministry of Agriculture and Rural Development had issued about 140 programs and textbooks on primary-level agricultural vocational training as teaching materials.

Based on the production demand of farmers including concentrating on key industries that associate with the restructuring of the agricultural industry, associating vocational training with planning of commodity production regions, agricultural extension models, production development projects to create jobs for rural workers and build a new countryside which localities will choose suitable vocational occupations.

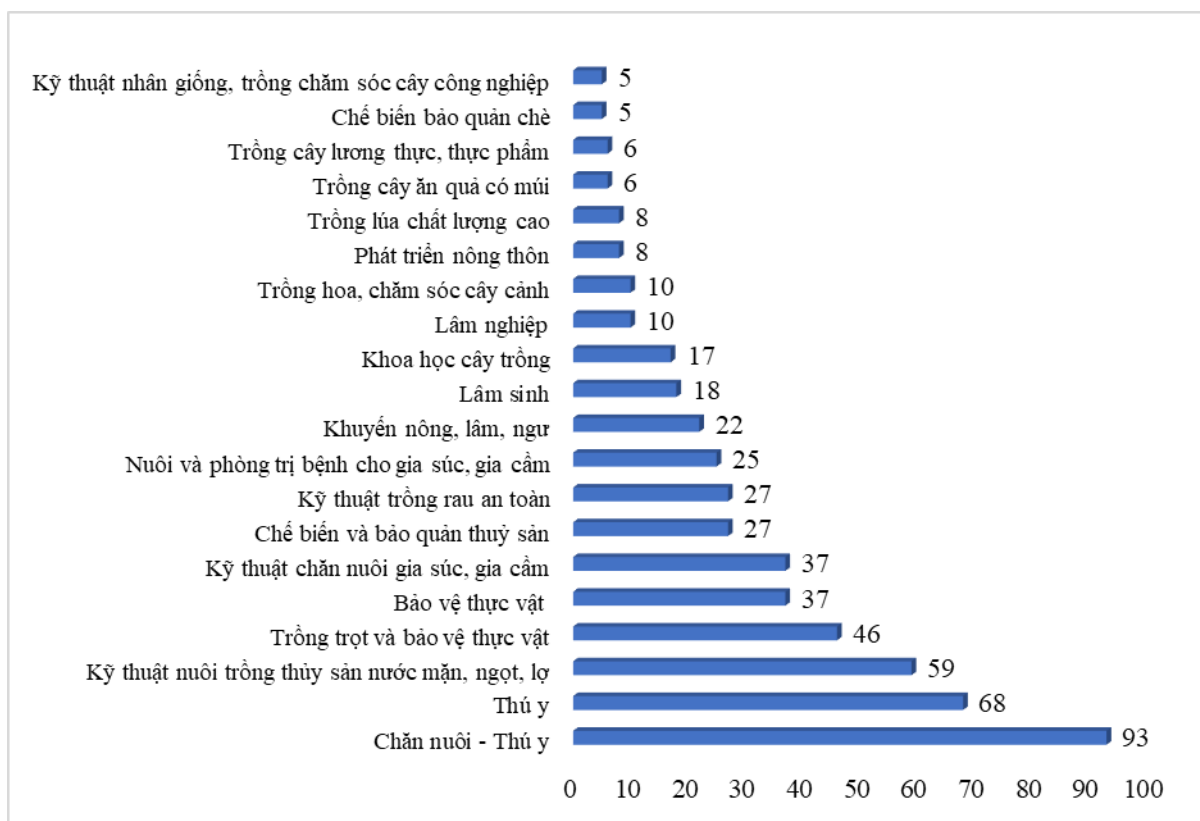


Figure 7: Twenty occupations that have the most vocational training institutions

Source: General Department of Vocational Education, 2019.

However, according to localities' assessments, agricultural vocational training courses that are aiming to implement the goals of agricultural start-up, set up farms, agricultural enterprises, develop One commune one product Program (OCOP), apply high technology in agricultural production, organic agriculture, value chain management or analysis accounting, agricultural cooperative management is still very limited. Many regions and localities have determined key occupations, trees and animals in the process of agricultural restructuring, but lack of training programs and materials.

With the approved list of training occupations, many vocational training institutions have developed training textbooks and documents to develop vocational training for employees. However, the overall assessment of the training curriculum and materials is not really good, many TVET institutions have not compiled their own documents and according to regulations to receive support from the state, the institutions have to use the materials. , the curriculum

has been compiled. These training materials only have basic knowledge content, many content is outdated compared to practice (redundant), lack of new knowledge, heavy in theory, lack of models, images and video illustration.

Training methods have gradually shifted towards increasing practice, training at the manufacturing sites, production areas of enterprises. However, according to the learners' assessment, it is still necessary to reduce the amount of time being used theoretical knowledge and add more practice to the curriculum..

4.1.4.2 Vocational training institutions

By 2020, the number of agricultural vocational training institutions for rural workers in Vietnam had reached 2,510. Specifically:

- There were 171 Colleges (6.81%);
- There were 234 Intermediate Schools (9.32%)
- There were 1,184 vocational training centers, continuing education centres (47.17%)
- There were 415 enterprises (16.53%)
- There were 506 other training institutions (20.17%)

The number of institutions participating in agricultural vocational training was huge. However, the number of institutions with well-equipped facilities, qualified teachers, and textbooks such as colleges and intermediate schools, were low (accounting for 16.13%). Most of them are vocational and continuing education centers (accounting for 47.17%); therefore, the quality of trained agricultural workers was still not high.

4.1.4.3 Vocational teachers

Between 2011 and 2015, nearly 1,500 teachers and vocational trainers were fostered in pedagogical skills, agricultural knowledge and teaching skills for rural labor (the number of agricultural extension workers at all levels that had improved their professional skills were 4,900 people). Continuing education centers and vocational training centers in localities had been invested in infrastructure and equipment.

However, in vocational training institutions, the shortage of faculty members (available), especially in some professions with a large number of students, is still quite common due to the requirement to reduce the size of the workforce and to modify some professions which still have not applied the appropriate method in training or recruiting teachers. What is more, managers and vocational teachers of some vocational training institutions, especially at the small district and mass organizations participating in vocational training, still have limited capacity and professional qualifications. Equipment and machinery for vocational training institutions are still in shortage or outdated, failing to keep up with the changes and diversity of technology being applied by enterprises. As a result, "academic teaching", "academic exercise" are still quite popular.

4.1.4.4 The results of agricultural vocational training in 2010-2020 according to the Scheme 1956⁷

The number of rural workers trained in agriculture: in 2010-2020: reached 2.84 million, specifically: in 2010-2015: 1.61 million turns of labor, in 2016-2020: 1.23 million turns of labor.

The number of trained agricultural workers in different industries: 38.4% in cultivation, 32.9% in livestock, 14.8% in forestry, 13.8% in fisheries (Figure 8).

⁷ The project on Vocational training for rural workers up to 2020 approved by the Prime Minister according to Decision No. 1956 / QD-TTg dated November 27, 2009

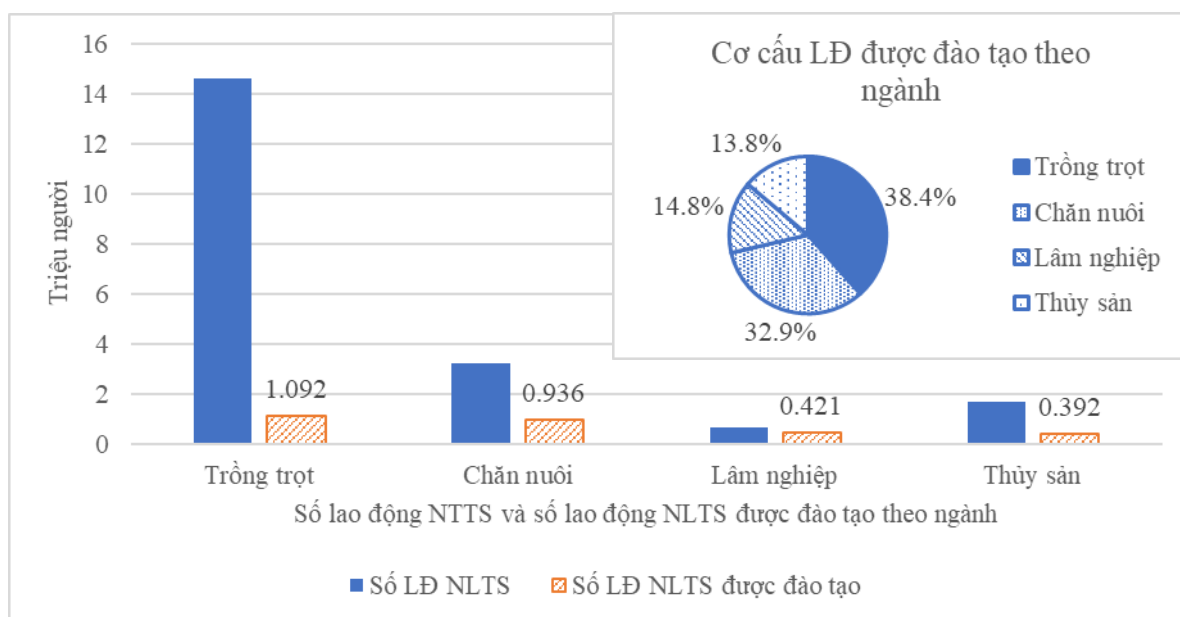


Figure 8: Quantity and structure of trained employees in different industries

Source: Ministry of Agriculture and Rural Development, 2020

However, the remaining number of agricultural laborers was very large: there were 2.84 million turns of rural laborers learning agriculture, accounting for about 30% of the total 9.2 million laborers with vocational training. Meanwhile, the number of AFF workers that constituted 44,4% of the rural workforce in 2019 was more than 7.3 million people.

Quantity of trained agricultural workers in different regions (Figure 9): The majority of agricultural laborers were trained in the Mekong River Delta (MRD) and Northern Midlands and Mountains (NMM), whose proportions were respectively 36.0% and 26.2%, of the total number of agricultural vocationally trained workers. Meanwhile, only 4.1% of the total number of trained workers in agriculture lived in the Central Highlands, 4.8% in the North Central Coast (NCC), and 6,4% in the Southeast (NE). Moreover, the rate of agricultural labor in 2018 of each region were: 21.2% in Mekong Delta; 23.2% in Northern Midland and Mountainous area; 12.7% in the Red River Delta (RRD); 24.8% in Central Vietnam; 12.5% in Central Highlands; 5.6% in Southeast.

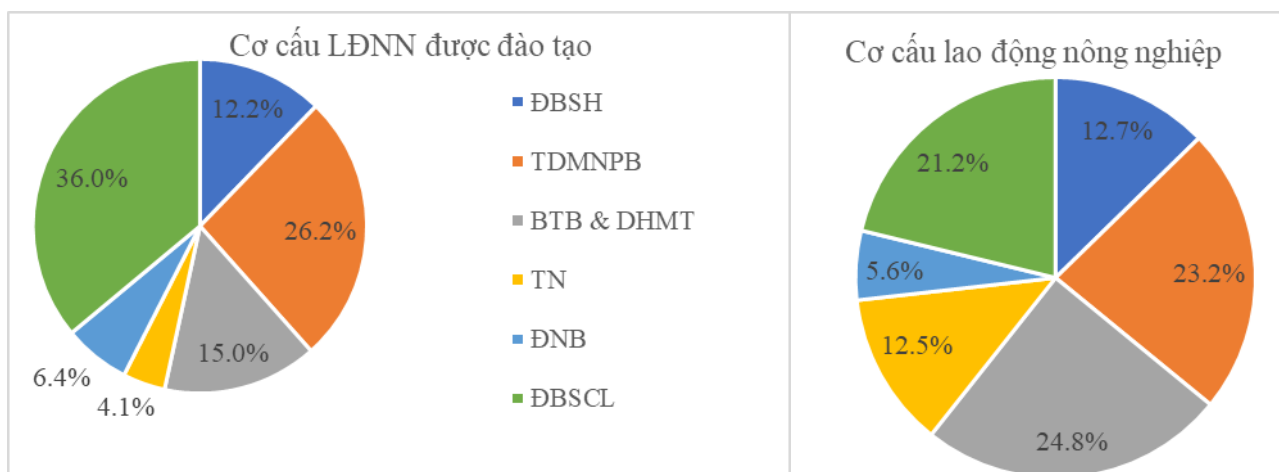


Figure 9: Structure of trained agricultural labor in different regions

Source: Department of Economic Cooperation and Rural Development, 2020.

The rate of trained workers with primary or higher qualifications was still low, leading to a very low percentage of trained agricultural workers in the national statistics indicator⁸. The total number of trained rural workers in agriculture was 2.84 million, including:

- 24,701 learners in college level (accounting for only 0.87%).
- 59,133 learners in intermediate level (accounting for 2.08%).
- 867,303 vocational learners in primary level (accounting for 30.50%).
- 1,892,861 people having been trained in under 03 months (accounting for 66.55%).

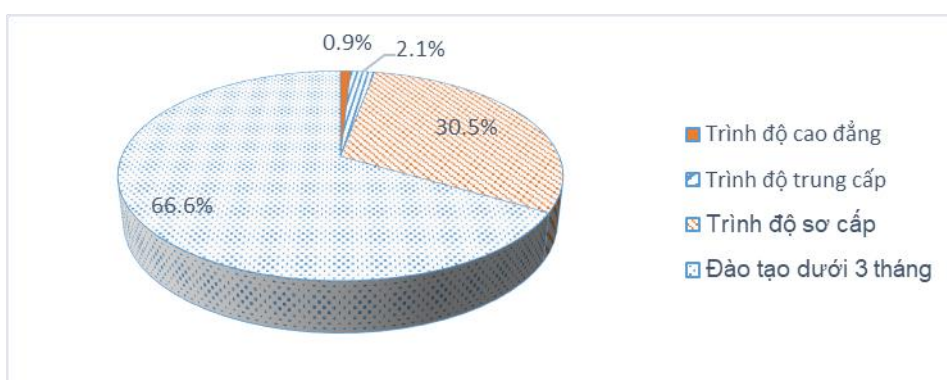


Figure 10: Structure of trained labor by education level

Source: Department of Economic Cooperation and Rural Development, 2020.

⁸ The national statistical indicator for the calculation of trained workers who have been trained for more than 3 months and own training certifications (from primary level and above).

About the purposes of training workers: In the structure of labor trained in agricultural occupation, 26% of employees (equivalent to more than 730 thousand employees) are trained to participate in concentrated goods production areas, raw material areas, associated production with enterprises; key production areas of the region, safe production along with the implementation of agricultural restructuring and new rural construction (while the target is 50%); 24% of trained workers (equivalent to more than 680 thousand workers) are members of cooperatives, farms, and labor associated with cooperatives to consume products and nearly 50% of labor (corresponding to 1.42 workers) that belong to social security and rural workers laboring in agriculture in localities policy (while the target is 30%).

In particular, certified training tended to be more focused on training workers who are eligible for social security. While the vocationally trained workforce with certificates working in raw material production areas of enterprises accounted for only 2.1%. This number for members of cooperatives and farms was only 5.9% with up to 42.5% of the employees under the policy aimed at rural areas social security. The remaining 49.5% of the total number of workers had been trained in certified professions by farmers and other subjects.

Female agricultural workers received less training than male workers, especially in terms of certified training. Out of a total of nearly 1.89 million rural workers receiving support in agricultural vocational training with certificates in the period 2010-2020, only 30.8% were female workers (while the proportion of female workers accounted for over 48%). Especially in the Mekong Delta and South Central regions this ratio is only 16.1% and 18.9%.

Table 6: Proportion of the number of female workers receiving support in agricultural vocational training with certificates in the total rural labor force

Regions	Proportion of female workers(%)
<i>Contry</i>	30,8
Red River Delta	50,3
Northern Midland and Mountainous area	39,9

North Central	56,4
South Central Coast	18,9
Highlands	41,5
South East	37,0
Mekong Delta	16,1

Source: Department of Economic Cooperation and Rural Development, 2020

4.1.4.5 Some indicators of the training results

The total number of trained workers being employed was 2.79/2.84 people (accounting for 98.24% of the total number of trained workers), of which: 46,544 people were recruited by enterprises (accounting for 1, 67% of the total number of trained workers); 1,437,242 people had jobs in agricultural sector (accounting for 51.44% of the total number of trained workers); 63,051 people were self-employed workers and participating in cooperatives, cooperative groups and production groups (accounting for 2.26% of the total number of trained workers); 1,246,567 people continued to work in the old job but had higher productivity and income (accounting for 44.63% of the total number of trained workers). The number of people being employed after vocational training in agriculture accounted for a high proportion. However, the proportion of workers being recruited by enterprises or creating new jobs in accordance with the vocational training was very low (accounting for 3.93%), which showed that the trained job was not suitable for the requirements of businesses, cooperatives, farms and learners.

The number of households whose members participated in vocational training to escape from poverty was 65,515. Meanwhile, the number of households whose members had decent income after vocational training was 134,016.

Agricultural vocational training contributes to increasing the average labor productivity of agricultural workers in each country. In Vietnam, in 2015, the labor productivity of agricultural workers reached 31 million VND/person/year (1.9 times higher than that in 2010). In 2020, it reached 44,5 million VND/person/year (1.44 times higher than that in 2015).

Vocational training in agriculture also helped improve the average income of workers in the AFF sector. Average income of agricultural workers in 2020 reached approximately 44.5 million, 2.73 times higher than that in 2010 (16,3 million). Many households had escaped from poverty or had decent income after vocational training which included about 199,531 households.

4.2 Results of agricultural vocational training in Bac Kan, Nghe An, and Kien Giang

4.2.1 Bac Kan province

4.2.1.1 Current situation of agricultural production in Bac Kan

Bac Kan province is a mountainous province in the Northeast, which has 08 administrative units, including a city and 7 districts, with a natural land area of 485,996 hectares, of which 459,390 hectares is agricultural and forestry land. Forestry has been identified as one of the key industries in the local socio-economic development master plan. In recent years, forest protection and development in Bac Kan have achieved positive results as the area of forested forest land was 371,949.9 ha, the highest forest coverage rate of the province in the country. 72.9% (in 2019). From 2016 to 2020, the province has harvested a total volume of timber of all kinds estimated at 724,204 m³, helping to increase the income of forest growers. In addition, the NTFP processing activities are also a strength of the province's economic development ⁹.

In addition to the development of the forestry sector, Bac Kan has also built a number of concentrated agricultural production and processing zones such as specialized vegetable growing areas; the province's strong specialty crops such as oranges, tangerines, tea, seedless persimmons ... Some products have affirmed their brands in domestic and international markets.

The province's livestock industry develops in the direction of concentrated breeding, far from the residence according to the scale of farms, cooperatives, and livestock enterprises, ensuring biosafety. By June 2020, Bac Kan has 9 farms, 30 cooperative groups, 5 cooperatives for raising cattle and poultry.

Regarding fishery production, Bac Kan has only one hatchery; the remains are purchased from Cu Van Hatchery (Thai Nguyen). In recent years, on account of increasing fish-farming demand, many private models of fish breeding have occurred. Bac Kan is a mountainous province with a small surface area of water, primarily raising aquatic products in Cho Moi, Bach Thong, Ba Be...

According to agricultural restructuring project in the way that increase added value and develop sustainably in the period 2020-2025 with the view of 2035, Bac Kan province aims to put more focus on forestry, wood and medicine production in order to develop agriculture economics ¹⁰.

⁹ "Bac Kan develops agriculture and forestry to meet market demand" Updated February 2021 at <https://dangcongsan.vn/xay-dung-dang/bac-kan-phat-trien-nong-lam-nghiep-dap-ung-nhu-cau-thi-truong-566496.html>

¹⁰ According to Decision No. 2732 / QĐ-UBND of People's Committee of Bac Kan province in 2019

4.2.1.2 The goal of province's agricultural vocational training in 2010-2020

- In 2010: provided primary and continuing vocational training for 1500 workers, of which 1250 people were agricultural apprentices

- 2011-2015: provided vocational training for 15,000 rural workers, of which 10,000 were agricultural apprentices

- 2016-2020: provided vocational training for 20,000 rural workers, of which 13,000 people were agricultural apprentices

4.2.1.3 Current situation of agricultural vocational training for rural workers

In 2019, the population of Bac Kan was 313905 people; the number of people in working-age (from 15 years old and older), accounting for about 80% of total population in the province. The rate of trained workers in the province continuously has increased in recent years (reaching 18.9% by 2010, 32.5% by 2015, 40% by 2018 and estimated to be 45% by the end of 2020)¹¹.

As of June 2020, the whole province has 19 vocational training institutions, including 01 College (public), 12 vocational education centers (07 district public centers), 03 enterprises participating in vocational education activities, and 03 vocational training institutions (Provincial Agricultural Extension Center under the Department of Agriculture and Rural Development, Center for Farmers Support and Vocational Education under Provincial Farmers Union and Union Cooperative). In which, there are 8 vocational training centers and 3 institutions operating in vocational education participating in agricultural vocational training.

a. Regarding the direction and execution

In the period 2010 - 2017, the Department of Labor, Invalids and Social Affairs shall acted as a standing agency assisting the Provincial People's Committee (PC) to manage vocational training for rural workers in the whole province. From 2018 up to now, the Provincial People's Committee has assigned the Department of Labor, War Invalids and Social Affairs to be the general state management agency on vocational training for rural workers in the whole province and has been responsible for advising vocational training in the non-agricultural sector. The Department of Agriculture and Rural Development manages and is responsible for advising vocational training in the agricultural sector.

Every year, based on local needs, the Department of Labor, War Invalids and Social Affairs shall coordinate with relevant agencies and vocational training institutions to review the needs of the list of occupations / occupations

¹¹ According to the Summary Report of 10 years of implementation of the Project "Vocational training for rural workers

and the spending norms for each profession / profession, total submit to the Provincial People's Committee for issuance of a decision to approve the list of training occupations, set training costs. In the period 2010 - 2015, 88 occupations, job groups, list of training occupations and training cost norms approved by the Provincial People's Committee (of which 37 are agricultural occupations, 51 non-agricultural occupations). In the 2016 - 2020 period, 87 occupations, job groups, list of training occupations and training cost norms approved by the Provincial People's Committee (of which 32 are agricultural occupations, 50 non-agricultural occupations).

Investigations and surveys are done regularly in localities; there is assignment and coordination between the Division of Agriculture and Rural Development and the People's Committees of communes, wards and townships in the implementation process in order to forecast and synthesize vocational training needs of rural workers; the formulation and approval of the list of training occupations, the norm of vocational training costs of the province based on the proposals of localities and vocational training institutions. In addition, vocational training programs and textbooks for rural workers are updated and adjusted annually by provincial vocational training units to suit the training content and teaching time as in actual requirements.

b. Results of vocational training activities in Bac Kan province

The number of agricultural vocational training programs and materials that we're revised or renewed in the 2010-2015 period is 4, which increased to 12 between 2016 and 2019.

The number of rural workers trained in the 2010-2015 period was 40,384 people, of which 25,038 were female workers (accounting for 62%), 26,249 people had been trained in agriculture (accounting for 65%). In the 2016-2019 period, the project implementation period was shorter, so the number of trained workers in agriculture was 26,249 people (accounting for 65%). In the 2016-2019 period, the project implementation period was shorter, so the number of trained agricultural workers decreased to 15,531 people (accounting for 62% of the total trained rural labor force).

The total amount of post-training labor in the countryside after the period of 2010-2015 is 29.076, with agricultural labor particularly held a number of 26.249 workers (90,2%). This shows that 100% of agricultural labor found their jobs after their training period. Similarly, during 2016-2019, the percentages of agricultural labor employed also reached 100%, which equals 15.531 workers. The statistics of the province did not clearly demonstrate whether the workers had their jobs before or after their training as well as who were the employers that employed post-training labor. However, according to the 10 years following the project "Countryside labor training until 2004" report of the Women Union of Bac Kan province, every agricultural labor trained by this organization (1532

workers) had their jobs after training under the form of “self-created employment”, none of the them could find a new job in the HTX or any enterprise. The interview with the managers and the people who participated in the training also showed that most of the workers who went under agricultural training and employed had had their jobs before joining the training program.

Table 7: Results of vocational training for rural workers in Bac Kan province, 2010 - 2020

Periods	New recruiting and new training			Compared to customers	Rate of trained labor
	College	Secondary school	Primary level and training under 3 months		
2010	0	32	7.656	-	19,5%
2015	0	365	6.455	100%	30%
2020 (estimated)	90	715	5.195	100%	45%

Source: Rural Development Department of Bac Kan province, 2020

Regarding training occupations: according to the Decision on list of occupations and norms of training support of Bac Kan Provincial People's Committee in 2017 ¹², for elementary level there were 5 agricultural occupations and 20 non-agricultural occupations, for with regular training level (less than 3 months), there were 27 agricultural occupations and 29 non-agricultural occupations. Most of the agricultural occupation list is related to husbandry and growing vegetables and fruit trees. There was no forestry-related training occupation in the primary training occupation group and there was only one forestry-related “planting and harvesting” occupation code in the continuing vocational training category. Decisions to supplement the list of occupations in the following years ¹³ also did not mention occupations related to forestry production.

¹² Decision No. 172 / QD-UBND of the People's Committee of Bac Kan province dated February 21, 2017 about issue the list of occupations, norms of support for elementary training and training under 3 months in the Bac Kan province.

¹³ Decision 339 / QD-UBND dated March 6, 2018, 767 / QD-UBND dated May 16, 2019, Decision 596 / QD-UBND dated April 7, 2020

Regarding the contingent of vocational teachers: the province has shown interest and created good conditions in transferring teachers and cadres to train and fostering professional skills, vocational pedagogy and vocational training skills. As a result, the number of trained and retrained teachers in vocational training in the 2010-2015 period was 429 people, and in the 2016-2020 period was 250 people.

Generally, in the period 2010-2020 (including the estimates for 2020), in terms of the number of training, Bac Kan province has achieved the target with the rate of 45%. Vocational trained workers have jobs and also maintained at a very high level (100% for agriculture). However, the comparison between the province's goals, strengths with the results of the implementation shows that there are still shortcomings in the training program. Bac Kan is a province that has strengths and priorities in the development of forestry and non-timber forest products, but the list of occupations and the study content implemented in practice did not mention much about forestry and forest products.

c. Employees' assessment about the training classes

Most interviewers in Bac Kan expressed satisfaction with the local agricultural vocational training programs:

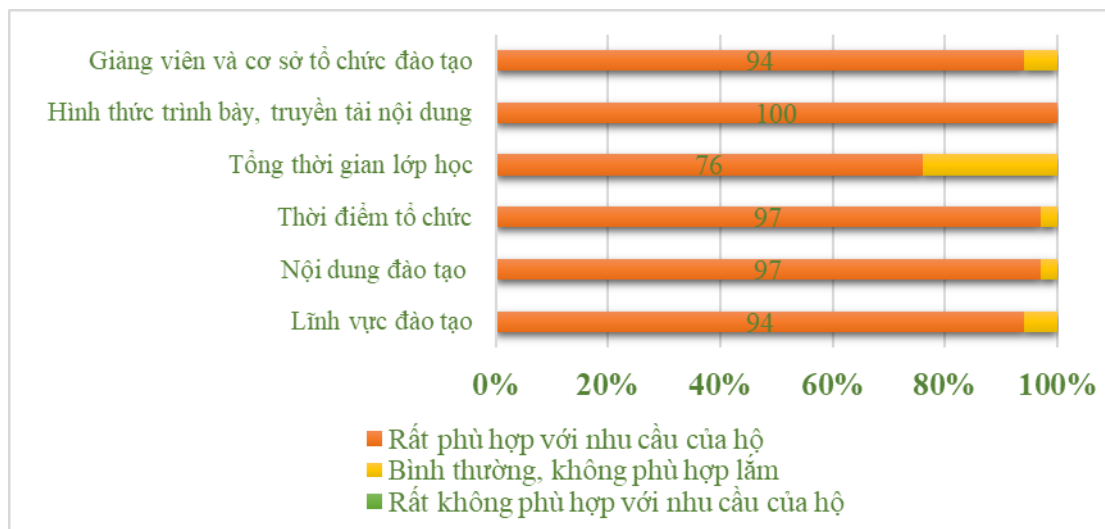


Figure 11: Employee assessment of agricultural vocational training in Bac Kan province

Source: Survey results, IPSARD, 2020

All of the interviewers assessed that the teaching method and content transmission were suitable for the demands and needs of the households. In recent years, Bac Kan province in particular and the vocational training program under Project 1956 in general have been adjusted towards increasing practice time for trainees. However, according to the management staff and the cooperative (the employer) in the province, many trained workers are still unable to apply the training knowledge in practice, and skills are still limited. This requires vocational training programs to be further improved in the coming time, improving the efficiency of the application of training knowledge.

In addition, 97% of the surveyed households satisfied with the training content, 94% of the households found that the field of training is suitable for their needs. However, detailed survey results also show that up to 30% of households participating in training courses not serving agro-forestry production activities contributed the most or the second most to the household's income in the past 5 years as well as expected in the next 3 years. Some households were even trained in sectors that are not in the group of agricultural, forestry, and fishery production activities that bring income to the household in the last 5 years and are expected for the next 3 years¹⁴.

Approximately 24% of participants in the training courses surveyed said that the total training time did not match the content and time of the learners. According to these households, class time is often lengthened, wasting time and making it difficult for households to arrange their schedules to participate fully. The period when most of the households proposed for cultivation techniques, husbandry is about 10-15 days, which should be divided into smaller periods according to the seasons.

Gender issues in agricultural vocational training for rural workers

In Bac Kan province, most of the trainees in the agricultural vocational training courses are women (accounting for 97% of the survey sample). Survey results also show that women are the main labor in agricultural production (growing mushrooms, growing fruit trees ...). Women are considered to have better grasp of the season, moreover, working in agriculture suitable to their health, so for agricultural training courses, trainees are mostly women. In addition, more women participate in classes due to the high proportion of women in the province (representing the North) being household heads. Usually, the head of the household will be the person participating in the training and imparting it to the remaining members.

¹⁴ Nhóm nghiên cứu đưa ra liệt kê các hoạt động sản xuất nông lâm thủy sản và yêu cầu hộ xếp thứ tự 3 hoạt động đóng góp nhiều nhất cho thu nhập của hộ trong 5 năm vừa qua và dự kiến trong 3 năm tới. Kết quả này được so sánh với nội dung của các lớp đào tạo nghề mà hộ tham gia nhằm một phần đánh giá tính phù hợp trong thiết kế chương trình đào tạo.

The role of women in vocational training (from program management, training establishment to participation in training classes) in Bac Kan province is clearly shown. The Provincial Women's Union, with the operation of the Center for Supporting Women for Development, has actively participated in vocational training, contributing to the overall results of vocational training of the province. However, with the viewpoint of "women learn and do the light jobs" in agricultural occupations, the recent training center mainly focuses on raising chickens, growing vegetables and growing mushrooms. These occupations are all very suitable for women in the province, but the lack of diversity in training occupations may prevent women from improving their skills to enter higher value forest product processing occupations, resulting in a higher level of income.

4.2.1.4 Shortcomings and limitations in vocational training and the reasons

a. Shortcomings and limitations

The coordination between vocational training and enterprises is limited, because vocational training activities couldnot be socialized, on the other hand, couldnot be created after vocational training.

The time from surveying and making a list to register for school till organizing classes is still long, causing frustration for labours, so some students who are not patient enough to wait and find other jobs, causing difficulties in opening classes, must re-enroll students.

Determining the demand of agricultural vocational training in some localities is not close to the practical demand.

According to the regulations, each rural labour is supported with one job training according to the policy. Therefore, many labour who want to participate in apprenticeship to change careers face many difficulties. The current regulations on the age of participation in apprenticeship are not suitable with the current practical conditions in rural areas. The labour is underage and outside the working age, thus affecting enrollment work.

b. Reasons

There are no export processing zones and industrial zones in the province that have a large labor recruitment demand, so a number of trained workers have not had the opportunity to find new jobs.

There has been no active direction in surveying vocational training needs to develop plans as well as organize the implementation, leading to the fact that the formulation of training plans has not been close to reality. Vocational training plans in some communes have not clearly linked with the production development planning in the new rural commune planning scheme.

Annual funding for vocational training is still slow (usually in the middle of the year), leading to the training time not according to plan, some occupations cannot be implemented due to insufficient processes, improper seasons.

4.2.2 Nghe An province

4.2.2.1 Current status of agricultural production in the locality

The area of Nghe An province in 2019 is 1,648,141.2 ha. Great potential for land, mainly basalt red soil, large forest land area; many national parks and nature reserves, high biodiversity, rich forestry and medicinal herbs ... are suitable for the development of large-scale agriculture. Besides, Nghe An owns the advantage of location, very close to major seaports, convenient transportation, domestic and international connections, favorable for the development of agricultural exports. The strong change in the agricultural sector (cultivation and husbandry) has brought the average growth rate of agricultural, forestry and fishery production value in 5 years (2015 – 2019) to 4.73%. Many concentrated commodity production regions have been formed and developed, creating a volume of goods as raw materials for the processing and export industries. The proportion of cultivation in pure agriculture in 2019 will reach 48.09%, it is expected that by the end of 2020, it will reach about 47.95%, reaching the industry development plan.

The growth rate of production value of the livestock industry is expected to reach 4.16%/year for the whole period 2015 – 2020, reaching the industry development plan target; Dairy farming continues to develop rapidly, notably two major projects on high-tech dairy farming, linking production along the product value chain such as TH Milk Food Joint Stock Company and Vietnam Dairy Cow One Member Limited Liability Company (Vinamilk).

In addition to cultivation and husbandry, the forestry sector also contributes to the growth of the AFF sector with the production value growth rate of 3.34%. Up to now, the whole province has 965,056.87 ha of forested land, of which the area with natural forest is 784,339.69 ha, the area with planted forest is 180,717.18 ha, forest coverage reaches 58.5%. The growth rate of production value of the fishery sector is expected to reach 9.5-10%/year in the 2015 – 2020 period.

4.2.2.2 Current status of vocational training in agricultural for rural labour

The population in 2019 of Nghe An is 3,337,207 people. The province's workforce of the labour force at aged of 15 and over in 2019 is 1,926,086 people. In 2019, the labour force at aged of 15 and over in rural areas is 1,690,317 people. The workforce at aged of 15 and over working in economic sectors in 2019 is 1,904,400 people, of which 914,000 are working in AFF

sector, accounting for 47.99% of the total number of labourers of the whole province.

The rate of trained labour in 2010 reached 33% (in which the rate of trained labour is 30%), by 2015 was 55% (of which the rate of trained labour is 48%), in 2019 was 63% (of which the rate of trained labour is 58.1%) and is estimated to reach 65% by 2020 (of which the rate of labour workers is 61%).

The whole province currently has 22 vocational training institutions, vocational training establishments, including 04 intermediate schools (3 public secondary schools), 12 vocational education centers (12 district public centers), 02 enterprises participating vocational education activities and 4 vocational training establishments (Provincial Agricultural Extension Center under the Department of Agriculture and Rural Development, the Center for Farmers Support and Vocational Education under the Provincial Farmers Association, Institute of Science and Technology declared fisheries waterfall under Nha Trang University, Cooperative Union).

Table 8. Statistical data on agricultural vocational training for rural labour in Nghe An province in the period 2010 – 2020

No.	Content	Unit	Period of 2010 – 2015	Period of 2016 – 2019	2020 est.
I	Steering activities				
1	Number of agricultural occupations in the list of vocational training for rural labour approved by the PPC	Job	18	18	18
2	Number of agricultural occupations for trained rural labour has set up the technical and economic norms approved by the PPC	Job	22	24	-
3	Number of agricultural occupations trained for rural labour for which training cost norms have been developed, unit prices for orders approved by the PPC	Job	22	24	-
4	Number of inspection and supervision teams at all levels	Group	125	96	22
II	Training activities				
1	Propaganda, vocational training consultancy				
	Number of news, propaganda articles	News	250	148	20
	Number of people to be propagated and advised	Person	625.000	350.000	120.000
2	Number of agricultural programs	Program	28	84	20

No.	Content	Unit	Period of 2010 – 2015	Period of 2016 – 2019	2020 est.
	and textbooks updated, revised or newly built				
3	Number of establishments participating in agricultural vocational training for rural labour				
	College	Organization	-	-	-
	Vocational school	Organization	5	4	3
	Center for Vocational Education – General Education	Organization	10	12	12
	Enterprise	Organization	4	2	1
	Other training institutions	Organization	2	4	3
4	Number of trained rural labour at all levels				
	College degree	Person	-	-	-
	Intermediate level	Person	-	-	-
	Primary level and under 3-month training	Person	22.728	13.030	4.400
5	Funding for implementation				
5.1	By source				
	Central budget	Mil. VND	-	18.600	7.600
	Local budget	Mil. VND	-	5.000	2.500
	Others	Mil. VND	-	-	-
5.2	By content				
	Propaganda, vocational training consultancy	Mil. VND	-	30	-
	Investigate, survey, review, update, and identify vocational training needs	Mil. VND	-	50	-
	Develop programs and textbooks	Mil. VND	-	-	-
	Support vocational training for agricultural labour in rural areas	Mil. VND	-	18.200	9.700
	Other activities	Mil. VND	-	320	400

Source: Nghe An Rural Development Department, 2020

a. Steering the agricultural vocational training

Period 2010 – 2015: DOLISA was a standing agency implementing agricultural vocational training program for rural labour; in charge of both agricultural and non-agricultural vocational training; the DOLISA (district level) to State management on vocational training (both agricultural and non-agricultural) for rural labour in the area; Assigning Culture – Society civil

servants (civil servants in charge of LISA) to propagate and forecast the job demand in the commune.

Period 2016 – 2020: DOLIA is the standing agency in charge of non-agricultural vocational training; DARD is in charge of agricultural vocational training (Sub-Department of Rural Development); the DARD (district level) to state management on agricultural vocational training for rural labour in the area; Assigning Culture – Social civil servants (civil servants in charge of LISA) coordinate with agricultural civil servants to propagate and forecast the job demand in the commune.

b. The results of agricultural vocational training in Nghe An province

In the past 10 years, trained agricultural labour in Nghe An province was 38,443 turns of people, mainly in the livestock sector (accounting for about 54%), followed by the cultivation sector (accounting for nearly 37%). This training rate is in line with the province's potentials, advantages and agricultural development goals. However, according to a report by the DARD of Nghe An, the source of labour in the fields of AFF in rural areas has not yet met the requirements of industrialization and modernization in agriculture and rural areas, the sense of applying science and technology and thinking of the market economy is still limited.

Table 9. Results on agricultural vocational training for rural labour in Nghe An province in the period 2010 – 2020

Items		2010 – 2015		2016 – 2020	
		Labour force	Trained labour	Labour force	Trained labour
Labour force in AFF sector (person)		1.073.000	25.413	914.000	13.030
Labour structure by main sectors (%)	Cultivation		38,16		35,55
	Livestock		54,16		54,05
	Forestry		2,38		-
	Fishery		5,30		10,4
Labour structure by sub-sectors (person)	Annual plant		7.285		2.458
	Parenial plant		909		1.892
	Seedlings		34		-
	Livestock		13.763		7.043

Items	2010 – 2015		2016 – 2020	
	Labour force	Trained labour	Labour force	Trained labour
Agricultural services		1.469		240
Afforestation		607		-
Fisheries		570		1.355
Aquaculture		776		-

Source: Nghe An Rural Development Department, 2020

c. Assessment of the agricultural training courses for rural labour

Similar to Bac Kan province, the most inappropriate participants in vocational training courses were was the total duration of the class. Classes lasting up to 3 months are not suitable for technology and also make it difficult for households to participate.

Unlike Bac Kan province, the proportion of workers participating in agricultural vocational training courses who are dissatisfied with some of the criteria in classes is higher than in Nghe An province. Up to 10% of households find that the timing of the classes is not suitable for the season of production and about 10% of the participating households think that the content of the training is not suitable for the curriculum (theory often makes it difficult to understand for the household, the household feels that they do not need to understand the theory too well, especially in classes instructing livestock techniques). However, as assessed above on the field of training compared to the priority and advantages of agricultural development of the province, Nghe An does quite well in demand reviewing before opening training courses, making up 100% of participants in the survey sample that the field of training is very suitable for the needs of the household.

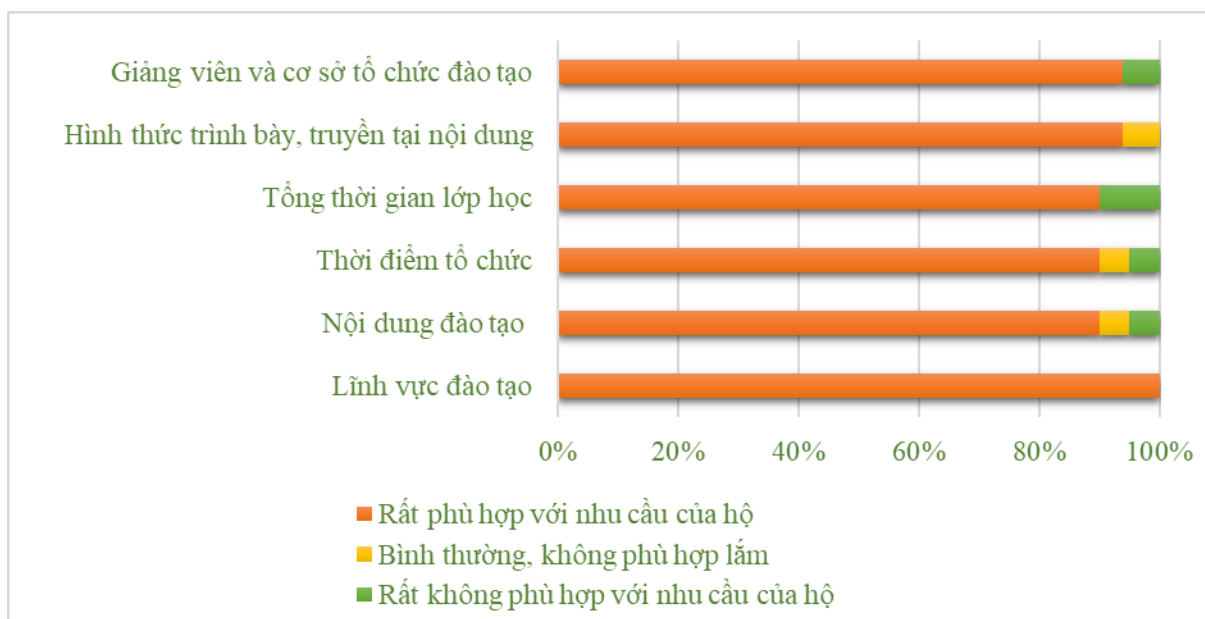


Figure 12. Assessment of the agricultural vocational training in Nghe An province

Source: Survey results, IPSARD, 2020

Regarding the models of the agricultural occupation group, after completing their studies, the labourers apply themselves in production, with the support of the local authorities, associations and unions such as: introduction of loans, consulting on calculation methods to bring high economic efficiency to households.

Gender issues in agricultural vocational training for rural labour

Survey samples in Nghe An province show that women are the main agricultural labour in each household, directly participating in and directing the family's agricultural production activities. Men often work in secondary jobs or work away from home for higher income and health requirements. Women are often given higher priority to participate in vocational training courses than men (with 78.5% of the interviewed households saying that they would send women to vocational training courses if they were invited).

4.2.2.3 Shortcomings, reasons and proposals

a. Shortcomings

There is no link between enterprises and training institutions yet. 70% of training in Nghe An is still social security. Therefore, the trainees after vocational training mainly create jobs by themselves, so the effectiveness of employment after training for some occupations is not high. There is still a situation that some rural labour after vocational training couldnot create jobs or jobs are not very sustainable, their incomes are not stable.

Demand for vocational training in remote and ethnic minority areas is relatively large, but every year only 3 – 4 training courses per district are arranged, which could not meet the practical needs of labour.

Difficult to enroll for vocational training courses in commodity agriculture-oriented regions with high-tech development potential.

Lack of training teachers.

b. Reasons for shortcomings, limitations

Enterprises are few, small, mainly small and medium scale, so the attraction of post-training labour is not much, the demand for labour is small, and there is no recruitment of primary labourers. The techniques have been directly trained by enterprises. Every year, the DARD, the training units send official correspondence with enterprises to train, but no business is interested. The main reason is that the technical skills and skills of the trained labour are not suitable for the business and the enterprises do not want to pay a higher salary due to the regulations on paying the initial basic salary for trained labour.

According to the current regulations, the budget for organizing upland classes is 85 million/30 people/2 months (including the support costs for students, which has been subsidized higher than the regular class is only 60 million VND/30 people/2 months), teacher spending 200 thousand VND/day (8 periods) including travel and accommodation expenses. This is very difficult for teachers and class organizers. Ethnic people going to school are the priority subjects, but educational institutions do not regularly open classes in ethnic minority areas (remote, complicated terrain, limited funding). In addition, the awareness of the people is limited, many classes are ineffective, the financial and economic conditions for career development after school are also very difficult, leading to inadequate participation of the trainees.

The prescribed time of 2 – 3 months for agriculture is a bit long, suitable only about 1.5 months/class. There are a number of occupations that take only a few days for trainees to master all the techniques for production. According to the current regulations of the General Department of Vocational Education, there are many inappropriate modules, only study and practice, no field visits (which is very important in agriculture). Besides, there is no supporting policy (resources, capital...) after vocational training are also issues that prevent people from participating in agricultural vocational training courses. In addition, the output issue is also very important, the agricultural products produced do not have a stable consumption market, the people do not want to learn jobs for production.

The current vocational education centers have a limited number of teachers. Due to the staffing regulations, each center has only a few faculty teachers, the rest is visiting lecturers. However, with the limited cost, hiring

suitable qualified teachers, with production experience to teach is also a challenge for vocational education centers.

4.2.3 Kien Giang province

4.2.3.1 *Current status of agricultural production in the locality*

Kien Giang belongs to the Mekong River Delta, the East borders on An Giang, Can Tho and Hau Giang provinces; the South borders Ca Mau and Bac Lieu provinces; the southwest borders on the Gulf of Thailand; the North borders Cambodia with a border of 56.8 km, with more than 200 km of coastline and 143 large and small islands. The total natural land area of Kien Giang is 629,905 ha, of which 411,974 ha accounts for 65.72% of natural land, only 317,019 ha of rice land accounts for 76.95% of agricultural land, an average household is more than 1 ha. paddy land. Forest land is 120,027 ha, accounting for 19.15% of the natural land area. The whole province has 3 rivers flowing through: Cai Lon River (60 km), Cai Be River (70 km) and Giang Thanh River (27.5 km) and a system of canals mainly for drainage in the flood season and traffic. travel, at the same time having the effect of watering in the dry season. In general, the land in Kien Giang is suitable for the development of AFF sectors.

Besides, Kien Giang has 200 km of coastline with a fishing area of 63,000 square kilometers. The reserve of fish and fish here is about 464,660 tons, in which the coastal area with a depth of 20-50 m has reserves of 56% and the volume of fish and shrimp in the supernatant accounts for 51.5%, and the allowed exploitation capacity is 44%. reserves, that is, annually it is possible to exploit over 200,000 tons. In addition, the province has been implementing a project of offshore fishing in the South East Sea with reserves of over 611,000 tons with production allowed for exploitation of 243,660 tons, accounting for 40% of the reserve.

Cultivation and fisheries are the two strengths of Kien Giang agriculture: large-scale commodity production areas such as high-quality rice areas, high-intensive pineapple cultivation areas, rice-fish areas have been established, sugar cane area; the total output of exploiting and aquaculture in the province in 2019 reached 845,430 tons, reaching 101.3% of the plan, up 3.67% compared to 2018, of which farmed shrimp is 82,726 tons. The province deployed the project "Sustainable development of marine farming in Kien Giang province until 2030", calling for the participation of enterprises to invest in shrimp farming with high technology application. Enterprises and farmers switch from traditional industrial shrimp farming to 2-stage industrial shrimp farming, accounting for about 70 – 80% of the industrial shrimp farming area, yielding 10 – 15 tons/ha.

4.2.3.2 Current status of agricultural vocational training for rural labour

Kien Giang is a province with an abundant labour force, with more than 1.2 million people of working age. The total number of rural labour of the whole province as of 2019 is about 1,280,236 people. The rate of trained labour reached 64% by 2019 and 67% by 2020; is forecasted to reach 75% by 2025.

There are 28 establishments participating in vocational education activities in the area, of which:

- Colleges: 03 (Public school: 03)
- Intermediate schools: 06 (Public school: 05)
- Vocational education centers: 12 (Public school: 09)
- Enterprises participating in vocational education activities: 03
- University registered to operate college level vocational education: 01
- Other training facilities: 03

a. Steering the agricultural vocational training

The steering, management and administration apparatus has been established and consolidated from the provincial to district and communal levels. The system of documents guiding, directing and administering the vocational training implementation, the process of organizing vocational training classes for rural labour is thoroughly grasped and guided to the grassroots for implementation. In addition, the DARD issued documents directing the enrollment organization, orientation of training occupations, training locations under the direction of the MARD and the PPC.

In the process of agricultural vocational training for rural labour, the leadership and guidance of the MARD, relevant ministries and central branches, Provincial Party Committee, People's Council People, the Provincial People's Committee have directed all levels to actively implement vocational training for rural workers, thereby achieving many results, contributing to promoting socio-economic development of the province in general, agricultural development, business in particular and job creation, income improvement, poverty reduction for the people.

The agricultural vocational training for rural labour has been decentralized directly to districts and cities, creating conditions for localities to choose training professions, proactively promoting career development in accordance with the socio-economic development of each region, meeting the demand for human resources for production, business and services, contributing to economic growth and sustainable poverty reduction.

b. Results of agricultural vocational training in Kien Giang province

Period 2010 – 2015: The total number of rural labour registered to participate in agricultural vocational training was 41,936 persons. Total number of labour who have completed school was 41,707 persons, reaching 125.1% of the target. The number of labour with jobs after vocational training was 32,754 persons, accounting for 78.53% of the total number of people who have completed their studies; in which: labour recruited by enterprises: 1,284 persons; labour sold by the enterprise and recruited: 153 persons; rural labour who set up cooperatives and cooperative groups: 281 persons; self-employed labour: 31,036 person; labour to get out of poverty: 639 persons; labour with good income: 1,167 persons.

Period 2016 – 2019: The total number of rural labour registered to participate in agricultural vocational training was 15,268 persons. Total number of labour who have completed school was 14,518 persons, reaching 72.71% of the target. The number of labour with jobs after vocational training was 13,021 persons, accounting for 89.69% of the total number of people who have completed their studies; in which: labour recruited by enterprises: 56 persons; labour sold by the enterprise and recruited: 97 persons; rural labour who set up cooperatives, cooperative groups: 25 persons; self-employed labour: 12,811 persons; labour to get out of poverty: 694 persons; labour with good income: 913 persons. It is estimated that by the end of 2020, the training result will be about 4,000 persons, the entire period from 2016 to 2020 is expected, the result of agricultural vocational training for rural labour will be 18,618 persons, reaching 72.71% of the plan.

In the period 2010 – 2015, the majority of labour are trained in the field of cultivation and fisheries (which are the two agricultural strengths of the province). However, in recent times, livestock has emerged as a potential industry, creating a higher demand for vocational training classes in the livestock sector.

Table 10. Results on agricultural vocational training for rural labour in Kien Giang province in the period 2010 – 2020

Items		2010 – 2015		2016 – 2020	
		Labour force	Trained labour	Labour force	Trained labour
Labour force in AFF sector (person)			41.936		15.268
Labour structure by main sectors (%)	Cultivation		16.099		6.098
	Livestock		10.532		5.252
	Forestry		-		-
	Fishery		15.305		3.918
Labour structure by sub-sectors (person)	Annual plant		12.624		4.934
	Parenial plant		1.740		1.021
	Seedlings		-		-
	Livestock		10.532		5.252
	Mixed cultivation and livestock		1.608		143
	Agricultural services		-		-
	Hunting, trapping and related service		-		-
	Afforestation		-		-
	Wood gathering		-		-
	Exploiting and collecting other forest products (except wood)		-		-
	Forestry servies		-		-
	Fisheries		-		221
	Aquaculture		15.305		3.697

Source: Kien Giang Rural Development Department, 2020

c. Assessment of the agricultural training courses for rural labour

Similar to the two above provinces, the satisfaction level of households participating in agricultural vocational training courses in Kien Giang province is very high, only a few households thought that the current form of content transmission was not appropriate, quite heavy in theory and confusing or difficult for the participating households.

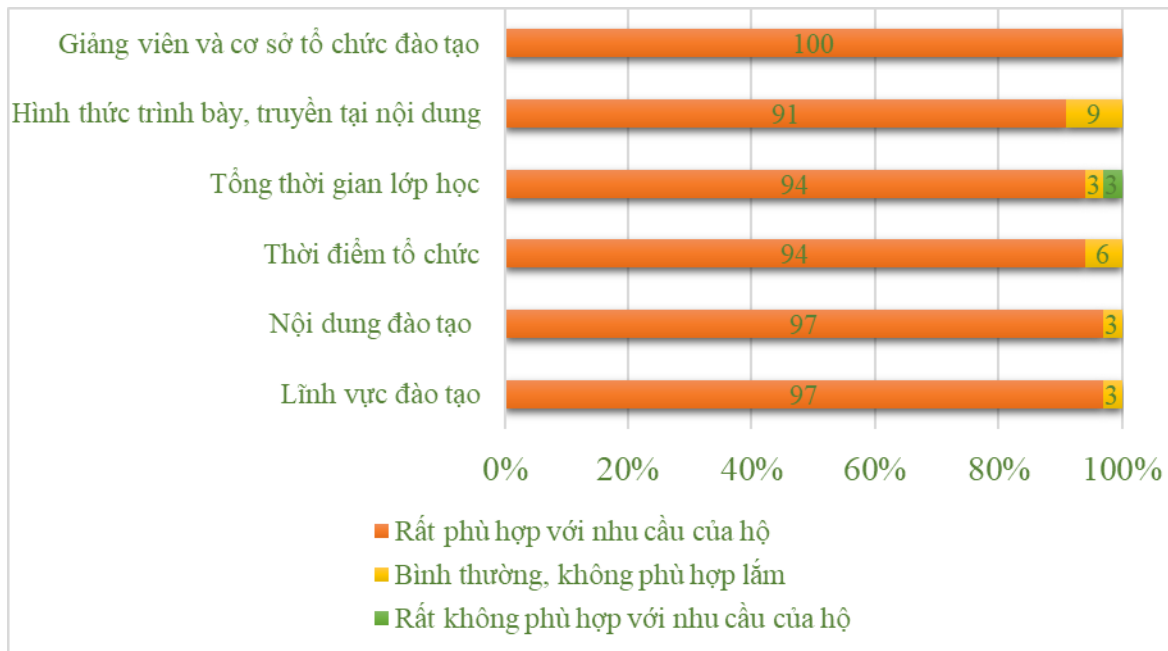


Figure 13. Assessment of the agricultural vocational training in Kien Giang province

Source: Survey results, IPSARD, 2020

In addition, the household interview results also showed that all of the households in the survey sample had attended at least one training course on rice cultivation. This is in line with the province's priority and advantages for rice development. However, these training courses mainly focus on communication techniques, “1 must 5 reduction” techniques, but not high technology, large-scale production of high quality rice (eg. use of aircraft to spray plant protection products, produce organic rice, and withstand climate change). Many households have a large area of fruit trees and these orchards provide a significant source of income contribution for households but they have not yet received training in fruit tree cultivation.

Due to the relatively high proportion of people participating in the survey sample of the province who are illiterate, despite choosing the opinion that "appropriate presentation form, content of communication", many households recommend the method of Vocational training in the coming time should be simpler and closer to farmers, in the direction of practicing and focusing more on practice so that people can absorb better.

Gender issues in agricultural vocational training for rural labour

In the surveyed area, a large proportion of women are illiterate, so most of them do not participate in agricultural vocational training programs for rural labour. Women also mainly do housework at home. In Kien Giang province, the survey showed that the head of household (male) will be the one participating in training classes every time training programs are held. Only 19% of people surveyed are women participating in training classes, mainly focusing on young people, officials or participating in village associations.

4.2.3.3 Shortcomings, limitations

Like the above provinces, the goal of linking training with businesses is very difficult. Training for cooperatives is also difficult to coordinate because households are scattered and integrated into local training programs. MARD-oriented training (50% training for labour in agricultural raw material production areas of enterprises, 20% training for members of cooperatives, 30% training for labour under social security policies) are facing difficulties and cannot ensure training in accordance with the direction of the MARD.

Those who actually participate in production do not study, those who do not work or have land, go to school to receive benefits.

People who are directly involved in agricultural production but are not old enough to participate in vocational training.

Difficulties in recruiting skilled craftsmen who teach jobs and teach in class.

4.2.3.4 Reasons for shortcomings, limitations

The cost of transferring the craft is too low and requires many cumbersome procedures, limiting the participation of skilled artisans and craftsmen.

Young people have migrated to cities to find jobs, Kien Giang rural areas are mostly elderly in agricultural production, but they are too old to participate in training courses according to the Scheme.

5 ASSESSMENT OF AGRICULTURAL VOCATIONAL TRAINING FOR RURAL LABOUR IN THE LAST STAGE

5.1 Achievements

In the past period, a complete agricultural vocational training program has been developed and implemented (organizational structure, network of training institutions, facilities, curriculum system...), nationwide and supported in agricultural vocational training for 2.84 million workers in the period 2010 – 2020, thereby contributing to increase the average labor productivity of the agricultural sector from 3.5%/year, increase the proportion of trained agricultural labour from 2010 to 10% (2.4/24 million labourers) to about 24% by 2020 (4.31/17.8 million labourers), the average income of labour in AFF sector in 2010 was 16.3 million VND/person/year, increasing to 31 million VND/person/year in 2015 and by 2020 to 44.5 million VND/person/year (2.73 times higher than in 2010).

There has been a positive change in awareness of all levels, sectors, socio-political organizations, training institutions and rural labour about the important role of agricultural apprenticeship for developing rural human resources, contributing to hunger eradication, poverty reduction, improving living standards, socio-economic development and building a new-style rural areas.

After being trained in agriculture, a part of labour have found new jobs from enterprises, cooperatives, farms or self-created jobs. The income of rural labour after apprenticeship is higher than before joining apprenticeship and has more stable jobs, contributing to stabilizing life and ensuring rural security.

5.2 Shortcomings, limitations and reasons

5.2.1 Shortcomings and limitations

The rate of trained agricultural labourers is still low compared to the agricultural labor force and the development needs of the sector.

The structure of training occupations has not kept up with actual requirements, has not yet linked with the process of restructuring agricultural and building new-style rural areas as well as local development orientations. The agricultural vocational training courses for implementing agricultural start-up goals, setting up farms, agricultural enterprises, developing OCOP programs or applying high technology in agricultural production are very limited. Many regions and localities have identified key occupations, trees and animals in the structural process in the agricultural sector, but lack of training programs and textbooks. There is a high demand for vocational training for a number of new occupations but the training capacity has not yet met such as: High-tech agricultural cultivation, organic agriculture, value chain management profession or analytical accounting, managing agricultural cooperatives.

The number of labor training for cooperatives, enterprises, training for labourers in commodity production, high-tech production, labourers as cooperative members, farms is still low. Although it has set a training target according to the structure of 50% is the labourers working in the enterprise or the raw material areas of the enterprises; 20% of the labourers are in agricultural cooperatives and 30% are training on welfare for policy beneficiaries, disadvantaged areas, borders, and islands, but in reality this proportion is 26% - 24% - 50%, respectively.

The linkage between labour training institutions and employers with joint training remains weak. Some enterprises and employers do not want to recruit trained labourers because they do not meet the requirements of enterprises while they have to pay higher wages.¹⁵

There is a shortage of faculty lecturers or a limited number of lecturers in terms of competencies, qualifications and skills (especially at the district level). In addition, for vocational training institutions, equipment and machinery for practice are lacking or outdated. Therefore, many trained labourers still need to be retrained in enterprises or difficult to apply in practice.

¹⁵ According to Decree No. 49/2013/ND/CP regulating the lowest wage level of title requiring labourers to have to be received vocational training must be at least 7% higher than the region-based minimum wage levels.

The curriculum, training materials are not good, training methods are not suitable. Vocational teaching and training in many places is still formal, especially there is a situation of chasing after quantity, not paying attention to the training quality and demand of enterprises, cooperatives and labourers' needs. Many local vocational training institutions still focus on training according to old thinking, not boldly training new occupations under the guidelines and direction of the MARD.

In terms of training level, in the past period, agricultural vocational training mainly focused on non-certified training but did not focus on training at primary vocational qualifications or higher with certificates. This leads to trained labourers not skilled enough to apply in practical production and making it difficult for them engaging the workforce for enterprises, cooperatives and high value chains (requires an apprenticeship certificate).

The selection of students has not really met the demand. Labour itself has not identified the right apprenticeship purpose in order to improve their qualifications to develop production for themselves and their families, and still learn according to the movement.

The process of mobilizing contributions from the whole society, especially businesses, is still limited.

5.2.2 Reasons for shortcomings and limitations

In the process of implementing vocational training, the direction of all levels, authorities and training institutions in many places have not paid due attention, vocational training quality and labourers' demand have not been yet put on priority. The formal implementation and targets running still exist. In some localities, in order to meet the training quota and easy to disburse, vocational training institutions often choose the type of regular training, not certification, short training time, easy enrollment to open classes.

The coordination between departments and branches is not tight. Some localities, the DOLISA and the DARD have not coordinated well in developing training plans, making the implementation passive, not highly effective.

Lack of a database system and regularly updated statistics on vocational training and agricultural labor make it difficult to track and supervise vocational training activities and make it difficult to give timely and effective directions for agricultural vocational training.

Along with the rapid development of science and technology, increasing market requirements, international commitments and the impact of climate change, the agricultural sector is constantly changing rapidly and with high demand in terms of technology applied in production and processing, and there have been significant changes in the industry system, making the system of agricultural occupations more diversified and complex. This makes it difficult to prepare curriculum, lesson plans, career planning and teacher training. The fact requires the definition of training occupations, training facilities, teachers and textbooks need to be constantly updated according to the new requirements.

The mechanism and policies to support vocational training are still limited to beneficiaries (age to participate in vocational training, number of times of vocational training, migrant labourers from other localities, and policies for the poor and other rural labourers participating in the training ...) that obstructs the target audience. The limitation of the age of training while the agricultural labor tends to age more and more (with the increasing proportion of over-aged people engaged in agricultural production) or the regulation on the number of training sessions in the context of diversify agricultural production, continuously changing production industries which also cause difficulties for rural labourers.

Policy system is not synchronized. The accompanying support policies such as lending credit capital, land, creating conditions for students to apply training knowledge, expanding production are still limited, and implementation is still difficult.

The mechanism of allocation, management and use of funds for the implementation of rural vocational training programs in general and agricultural vocational training in particular has many limitations. In fact, funding to support vocational training for agricultural labourers in many localities is often approved slowly (until May only), so most of the provinces are not proactive in

implementing training activities. During the year in the locality, in many cases it is impossible to follow the production cycle and season so that students can practice. In addition, the level of support for opening training classes is much lower than the actual cost¹⁶.

The requirement for certificates to participate in vocational training has limited the development and transmission of the craft of traditional artisans and skilled labourers.

Policies and mechanisms have not created favorable conditions for enterprises to participate in the process of training employees. Failure to mobilize the participation of enterprises with modern infrastructure and equipment in the training process to overcome the limitations of professional training institutions on machinery and equipment, tools for school.

The capacity of many establishments participating in agricultural vocational training has not yet met the requirements, not enough equipment for production practice, especially new technologies and high technologies.

The number of agricultural enterprises is small, the link between enterprises and cooperatives, farmer households in production and consumption of products is still low. The capacity and activities of agricultural cooperatives are still weak, using little labor force. The above factors make the demand for trained agricultural laborers of enterprises and cooperatives to remain low.

5.2.3 Lessons learned

For some localities, in order to have good agricultural vocational training results, there is a training orientation associated with the local socio-economic development strategy, especially in association with the strategy of restructuring agricultural, building new-style rural areas and sustainable poverty reduction. Closely link businesses that employ employees with vocational training.

Content, training subjects should be determined based on specific assessment of post-training job positions; training according to the needs of

¹⁶ The cost of food support for poor students participating in the course is 30,000 VND/person, for teachers' remuneration is 25,000 VND/hour, which do not guarantee students and teachers to study and teach because students have to take time off from work to go to school while worrying about family expenses ...

businesses and cooperatives, according to the needs of the labor market and the fluctuations of the agricultural market.

The learning time and training duration should be flexible, adjusted to suit with reality so that all labourers can participate. To encourage the expansion of forms of joint training in enterprises, training at cooperatives and farms so that labourers can practice and find jobs after training easily.

Investing in facilities and funding resources should be in balance with actual needs, avoid wasting housing facilities, classrooms but lack of equipment for practical training.

6 PROPOSAL, RECOMMENDATION

From the above facts, on the plus side, on the existence side above, we give a number of proposals on innovating and improving the quality of agricultural vocational training to meet the requirements of developing large scale agricultural commodity production for implementing the process of agricultural restructuring and new rural construction, specifically:

6.1 Agricultural apprentices support

In order to perfect and renew policies to support rural laborers in agricultural vocational training in the 2021-2025 period: increasing funding for training support to serve vocational training in the new period; increasing study programs for apprentices in the whole period; expanding the age of support because the current support policy for apprentices is still limit, limits the number of vocational training, and the low support level¹⁷, these are very difficult for migrant labourers to come from other localities to access the policy

Priority is given to support for agricultural vocational training for apprentices in areas with extreme difficulties, communes with extreme difficulties, poor and near poor households, policy households, disabled people, and people whose agricultural land is recovered; occupations serving the production of national key agricultural products, key agricultural products at the provincial level and products under the OCOP program; labourers for value chain linkages; managers of agricultural cooperatives; Trained labourers are associated with the participation of enterprises.

It is necessary to pay more attention to gender issues in agricultural vocational training when many women participating in the agricultural labor force but a small proportion of women participating in training courses.

¹⁷ The cost of food support for poor students participating in the course is 30,000 VND/person, for teachers' remuneration is 25,000 VND/hour, which do not guarantee students and teachers to study and teach because students have to take time off from work to go to school while worrying about family expenses ...

Prioritizing other policies to support apprentices after participating in vocational training such as: credit, land, expanding production and business, joining chain links ...

6.2 Contingent of trainers support and development

Developing policies to support professional fostering and pedagogical skills for teachers (staff of vocational training institutions, officials of the provincial agricultural extension center, artisans...), building mechanisms for annual vocational training with time to practice in enterprises, cooperatives with new technologies and machines to perfect teaching and practice skills.

Perfecting mechanisms and policies for enterprises participating in agricultural vocational training, on the basis of rights, responsibilities and interests; regulations on standards and remuneration policies for skilled labourers, technicians, engineers in enterprises and artisans in craft villages ... (collectively referred to as vocational trainers) participating in vocational training in enterprises, production and business establishments.

6.3 Vocational training institutions support (including vocational schools under the MARD)

Formulating and perfecting policies to support agricultural vocational training institutions: Provide and support the development of lectures and training curricula; Funding support for agricultural vocational training through training quotas; Funding support for equipment procurement, construction of infrastructure for agricultural vocational training and building of testing centers, granting national certificates of vocational skills for agricultural occupations.

6.4 Syllabus, vocational skill standards building and development

Completing and supplementing policies and regulations on quality assurance conditions, developing standards of agricultural occupational skills, and strengthening and encouraging standardization of agricultural labourers according to the national vocational skill qualification framework in order to increase the access domestic and international markets ability of trained labourers.

The MARD ought to develop orientations for agricultural career groups to meet the requirements of advanced agricultural production, high-tech application, meeting standards and regulations productions for export according to the project restructuring the agricultural sector in the period 2021 – 2015. Coordinating and supporting ministries, sectors, vocational schools and other units in developing programs, textbooks, practice videos to meet vocational skill standards for occupations with output standards and content of training programs not only focusing on the formation of attitudes and professional skills but also aim to forming adaptive skills for labourers to the changes of science, technology, market, climate change and epidemics.

Reforming training methods towards modernization, strongly apply information technology, digital technology in training, associate theory with practice in enterprises, cooperatives and farms.

6.5 Vocational training linkage strengthening

Developing mechanisms and policies to closely link vocational education with businesses and the labor market, on the basis of social responsibility and interests between stakeholders such as: enterprises provide information on the needs of the quantity, qualifications and skills of the employees for the training institution to meet the demand. At the same time, enterprises also share information about plans, strategies for technology innovation, human resource development strategies in each period for vocational training institutions to refer to in order to have plans and strategies for training create appropriate.

Completing policies to encourage employers (enterprises, cooperatives, farms...) to participate in their labor training such as: enterprises and cooperatives choose suitable vocational training institutions at their request; to participate in the quality assessment of trained labour; to participate in some training and practice content and get financial support for that training. The assessment of the training quality of the employers by the employers is the basis for the financial settlement of the State.

Developing mechanisms and policies to encourage the implementation of public-private partnerships in agricultural vocational training, and form business training institutions.

Promoting cooperation and linkage with domestic and foreign organizations on agricultural vocational training; developing plans and programs to train agricultural labour to participate in international labour markets, towards the export of agricultural labour to countries: Japan, Korea, Taiwan (China) ...

Taking advantage of the support of international organizations in terms of both financial and human resources and experience to consolidate and develop teaching materials, and the agricultural vocational training system.

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