Overview of Models for Community Based Training and Enterprise Development in Rural Areas of Vietnam

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Abstract: This paper presents an overview of the Models for Community Based Training and Enterprise Development in rural areas of Vietnam. These models are primarily adapted from most models having commonly utilized in the developing countries particularly and in the world generally, and they have played one of the important roles to turn Vietnam economy into the export-oriented economy that based on the agricultural production during the past 30 years. This article also provides some conclusions and recommendations on how these models are briefly and how they have been contributing to the developments of rural area in Vietnam.

Keywords: Community-based training, rural areas, agricultural labors

1. Introduction

As a developing country, Vietnam population is on its changing process both in terms of quantity and quality. Up to 1st January 2016, Vietnam is expected to has 56.61 million people who are over 15 year olds, with 48.19 million defined as labor force, 70.3% of those are rural labors Moreover, over 84.6 percent of the 56.61 million have not undergone any vocational training course, and a great number of the labors are working in sectors without technical and professional requirements, such as: 20.4 million are unskilled workers (40.4%), 7.6 millions are mainly making their living in the fields of “private services, security or salesman” (15%), 7.1 millions are belonged to agricultural, forestry and fishing areas (14.1%) and 6.1 million are craftsman and other relevant jobs (12.1%). People working in the management sectors which require high professional and technical skills are only 2.7 millions of whose high professional qualifications (5.3%) and 1.8 millions of whose medium professional qualifications. With an exporting-oriented policy, agricultural-based economy, the current rural labor is becoming more important than ever in Vietnam, though since 2009, Vietnam has implemented A Project to conduct the Vocational training for rural laborers to the year 2020; accordingly, an average each year will provide vocational training for over 1 million rural workers.

Vocational training models for the agricultural sector and rural have been studied by various authors such as, Continuing Vocational Training in Germany: (Anja Kuckulenz, 2007), Technology and Vocational Education for Sustainable (Pavlova, 2010), technical and vocational education and training research (Felix Rauner, 2009), Rural Vocational Training (Lasso, 2001), (Tett, 2006), (Wheeler, 2001), (Beakley, 2003), (Co, 2000). Some of the theoretical perspectives of the above authors determined the content, structure of vocational training models based on the community to improve the lives of workers in rural areas, to be the foundation for the models of Community Based Training Job and Enterprise Development that have been conducted in Vietnam.

2. The model of Community Based Training Job and Enterprise Development

As can be seen from different models developed by some famous authors and organizations, such as (Development, 1989); (ILO, 1994); (Jamison, 1987); (Orazem, 1995); (World Bank, 2014); (Becker, 1968); (Areas, 2002); (Huy, 2002); (SIDA, 1993); (Wheeler, 2005); (Allahyari, 2009); (Pomeroy, 2001); (Beem, 2007); (ILO, 2011) and other studies. The methodology of CBTED is based on the discussion and agreement among implementers of such plan/field. Methodology is also based on the policy on representative authorization which provides guidelines on the specific tasks of each representative. More importantly, it must be a tool of quality control. The only positive point of such projects is the emphasis on a common objective – to find out strategies and methods to improve skills of poor laborers in the rural areas, to help them find...
a job by themselves and take part in the labor force having sustainable income in the society. The basic contents of CBTED approach is presented in the diagram below.

3. The models of Community Based Training and Enterprise Development in Vietnam

A wide range of vocational training models including formal training at training institutions, work-study training, online training, continuing vocational training, mobile vocational training have been conducted in Vietnam, with some typically aspects (Mac Van Tien, 2009) following:

3.1. Vocational training models for rural laborers;

3.1.1. For laborers in the specialized areas:

- **Model 1**: State agencies (General Department of Vocational Training (GDVT), Provincial department of labor, invalids and social affairs (DLIS), etc.) cooperate with companies owning specialized areas (such as tobacco, tea, rubber and coffee) to organize training courses for farmers in the specialized areas through technical centers of corporations.

- **Model 2**: State agencies (General Department of Vocational Training, provincial department of labor, invalids and social affairs, etc.) cooperate with specialized vocational training institutions (school/ vocational training centers, centers for continuing education) in the locality to organize training courses for specialized jobs. This model also draws the attention of specialized enterprises.

3.1.2. For agricultural laborers:

- **Model 1**: State agencies (provincial department of labor, invalids and social affairs, etc.) cooperate with vocational training institutions (school/ vocational training centers, centers for continuing education) in the locality to organize training courses for agricultural laborers. The local organizations are involved.

- **Model 2**: State agencies (provincial department of labor, invalids and social affairs, etc.) cooperate with local organizations, profession associations (Vietnam Association of Garden-Pond-Livestock, Farmers’ Union, Women’s Union, etc.) to organize vocational training courses for their members.

- **Model 3**: State agencies (General Department of Vocational Training, provincial department of labor, invalids and social affairs, etc.) cooperate with District People’s Committees to organize vocational training courses for farmers. In this model, District People’s Committee acts as a “contractor” to take responsible to the General Department of Vocational Training or Department of Labor, Invalids and Social affairs for the organization of vocational training courses. The local vocational training institutions, organizations, professional associations are involved.

3.1.3. For laborers in trade villages:

- **Model 1**: State agencies (General Department of Vocational Training, provincial department of labor, invalids and social affairs, etc.) cooperate with specialized vocational training institutions (of Vietnam Cooperative Association) to directly organize training courses for laborers in trade villages. The local craftsmen in trade villages conducted the courses.

- **Model 2**: State agencies (General Department of Vocational Training, department of labor, invalid and social affairs of province, districts, etc.) cooperate with each trade village to organize vocational training courses. Trainers are skillful craftsmen. The trainers of specialized vocational training institutions directly monitored.

- **Model 3**: State agencies (General Department of Vocational Training, provincial department of labor, invalids and social affairs, etc.) cooperate with vocational training institutions (school/ vocational training centers, centers for continuing education) in the locality to organize training courses in trade villages. The craftsmen of villages instructed the courses.

3.1.4. For career changing laborers:

- **Short-term vocational training**: State agencies (General Department of Vocational Training, provincial department of labor, invalids and social affairs, etc.) cooperate with vocational training institutions in the locality to teach jobs suitable to laborers’ needs. The District PC, vocational centers are involved.

3.1.5. For long-term vocational training:
- **Model 1:** State agencies (General Department of Vocational Training, provincial department of labor, invalid and social affairs, etc.) cooperate with proper vocational training schools and colleges in the locality (or surrounding areas) to organize vocational training courses with jobs registered by enterprises. The enterprises and local authority monitored.

- **Model 2:** State agencies (General Department of Vocational Training, provincial department of labor, invalid and social affairs, etc.) cooperate or order enterprises (or schools in enterprises) to organize training courses in accordance with enterprises’ requirements.

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<th>Table 1: The models of community-based vocational training and business development in Vietnam</th>
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4. Some conclusions and recommendations

4.1. Conclusions

With regard to theory, these models have made contributions to supplementing knowledge to related sciences used for the study such as economics, education, sociology and educational psychology; to clarifying theoretical points related to the model, implementation procedure and approaches to apply community based vocational training in rural areas in the context of labor and economic structure transformation; to strengthen and develop theoretical points about the role of community and households in the vocational training in rural areas in the context of labor and economic structure transformation as well as in the development of policies on education – training and socio – economics.

In terms of practice, these models have promoted the vocational training for rural laborers, bringing industry to rural areas; job creation and quick transition of rural labor structure, one of the contents of the national target program on new rural development period 2010-2020. This is considered as a quick method of poverty reduction and sustainable development that should be synchronously implemented from the Central to local level with relevant ministries and sectors.

They also help increase the performance for jobs brought to households and rural laborers after the vocational training. After the vocational training, the cost and benefits will bring breakthroughs in the economic development in the locality and each household. Enhance the connection and cooperation among specialized areas to ensure the sustainable development of vocational training in rural areas.

Additionally, community based vocational training will meet requirements of economic structure transition in the agriculture and rural areas and make significant transition in rural laborers from transition in skills, occupation to living location in the directions: Skill transition: from farmers of traditional production to those of modern production; Occupation transition: from agricultural labor to non-agricultural labor in rural areas; Occupation and workplace transition: from agricultural or non-agricultural laborers in rural areas to industrial laborers in industrial parks and production- trading and service enterprises in rural areas; Occupation and living location transition: from agricultural laborers to industrial – service laborers in urban areas (old and new) to create a new international immigration through labor export or abroad settlement with relatives.

4.2. Recommendations

Community-based vocational training models in general and the CBTJED in particular are represented by various forms such as mobile vocational training, vocational training and job creation for the rural people and included the disable in Vietnam, which have made huge contributions to enhance the suitability of vocational training to the labor market; to make it easier for farmers and people living in the rural areas to get more knowledgeable that they can make self-employments, to start up their own businesses based on the local potentials, and they can create more jobs for other people living nearby. These models, however, have just only exploited some aspects of vocational training for the agriculture and rural areas including: the development of short-term vocational training program for the agriculture and rural area; the organization of mobile vocational training for disadvantaged groups; combination of vocational training and job creation among the State, community and enterprise; vocational training for farmers whose land has been withdrawn; rural vocational training models associated with the actual needs of enterprises in vocational training centers, etc.; however, there has been no comprehensive and general study on the decisive role of the community and households in vocational training for farmers in the context of labor and economic structure transformation in agriculture and rural areas.

Also, these studies only focus on three clear orientations: approaches of training and enhancing the human resources to serve for the rural labor structure transformation; factors affecting the labor structure on in rural areas of Vietnam; studies on vocational training for rural laborers. The problems related to the macro policies regarding the training of human resources for the agriculture and rural areas that have been solved by these approaches; however, they have not dealt with the relationships among the state, community and households in terms of rural vocational training to ensure the production and trading development in the process of labor and economic structure transformation.

To ensure the efficiency and sustainability of vocational training in rural areas, the model of CBTJED should be put into the context of labor and economic structure transformation. This is an important point that the model should be clarified, illustrated and reached, and any solutions to the rural vocational training and rural labor should be required by the combination of scientific knowledge of a wide range of disciplines including economics, education and sociology. Particularly, strategy of investing into training is not only a social need but also a form of investing into the
future to bring benefits to both communities and households in the rural areas. There remain many shortcomings in the ability to approach the education and training and in benefits of education to the production and trading development of community and each household in the rural areas that need the cooperation of many scientific disciplines.

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References
