

Vocational training for Vietnamese rural workers – Case study of Nghe An Province

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Abstract

Vocational training for rural workers is an important task that contributes to improving labor quality, creating job opportunities, and increasing income. At the same time, it contributes to changing the position of rural workers in our country because rural workers are not highly appreciated for their socio-political status, because production is mainly based on outdated methods. Fragmented, they do not represent advanced production methods. During the vocational training process, workers are equipped with knowledge about production of professions, knowledge about science - technology, market, integration... These are important knowledge to help farmers. Gradually improve production methods in an advanced and modern direction; thereby changing its socio-political position.

Vocational training for rural workers in Nghe An province has achieved relatively comprehensive results in recent times. From the practical results of vocational training for rural workers in the province in recent times, it shows that vocational training for rural workers in Nghe An province still has many problems that need to be resolved and resolved. Therefore, the article aims to build a theoretical framework for vocational training for rural workers and recommend solutions for the Nghe An provincial government in vocational training for rural workers in the province during the period. next.

Keywords: labor; countryside; rural workers; Nghe An; Nghe An rural area.

1. Introduction

The role of rural labor is very important in Vietnam's economic development process. Especially in the current period when Vietnam is implementing industrialization and modernization, in which the industrialization and modernization of agriculture and rural areas is of special interest. Therefore, rural labor plays a very important role as rural areas currently account for about 70% of the population and more than 50% of the social labor force. However, rural workers with professional qualifications do not meet the requirements of promoting industrialization and modernization of agriculture and rural areas. Therefore, vocational training for rural workers is an important task. Vocational training for rural workers contributes to improving labor quality, creating job opportunities, and increasing income. At the same time, it contributes to changing the

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position of rural workers because rural workers are not highly appreciated for their socio-political status, because production is mainly based on outdated and fragmented methods. so they do not represent advanced production methods. During the vocational training process, workers are equipped with knowledge about production of professions, knowledge about science - technology, market, integration... These are important knowledge to help farmers. Gradually improve production methods in an advanced and modern direction; thereby changing its socio-political position.

Vocational training for rural workers in Nghe An province has recently received attention from the leadership, direction and timely implementation of party committees and authorities at all levels in the province; of vocational education institutions and businesses and has achieved relatively comprehensive results.

However, besides the achieved results, there are still some limitations and inadequacies such as the structure of vocational training levels is not reasonable, mainly primary level training and training of less than 3 months, accounting for 80.9%; Intermediate and college degrees, accounting for 19.1% of total training enrollment. The number of rural workers supported with vocational training according to policy Decision No. 1956/QĐ-TTg only reached nearly 67% of the plan. The team of vocational teachers has not been arranged in sufficient numbers according to the prescribed ratio; The quality of some teachers does not meet the requirements.

From the practical results of vocational training for rural workers in the province in recent times, it shows that vocational training for rural workers in Nghe An province still has many problems that need to be resolved and resolved.

2. Research process and methods

Step 1: Collect, analyze and synthesize relevant documents on the capacity of rural workers, vocational training, state management of vocational training for rural workers, write a research overview, Conclusions about research gaps.

Methods of collecting documents through textbooks, scientific journals, doctoral dissertations and scientific research works; Analysis, evaluation and synthesis methods are used in this step. At the same time, the author consulted with researchers and experts in the field of vocational training to update new documents and new approaches to vocational training for rural workers to overview and identify gaps. blank for the most scientific and reasonable research.

Step 2: Develop an analysis framework for vocational training for rural workers of the provincial government. Based on the research overview and research gaps, the author preliminarily identifies a research framework for state management of vocational training for rural workers. The research methods used in this step are systematic analysis, evaluation, comparison and synthesis, and consultation with experts to complete the research framework.

Step 3: Collect secondary data: secondary data from official reporting sources of the Department of Labor, War Invalids and Social Affairs of Nghe An province, Department of Agriculture and Rural Development of Nghe An province; Department of Finance of Nghe An province, reports of People's Committees of districts and cities under Nghe An province, vocational training establishments, job introduction centers, and labor export organizations; Collect documents from a number of other localities with rural labor characteristics similar to Nghe An province.

Step 4: Collect primary data through rural labor survey in Nghe An province; Investigate organizations using rural labor; organize vocational training for workers; Interview experts at the Department of Labor, Invalids and Social Affairs of Nghe An province, the Department of Agriculture and Rural Development of Nghe An province and the

Department of Labor, War Invalids and Social Affairs of districts in Nghe An province to provide additional information. for analysis.

Step 5: Process and Analyze Information: After collecting primary information, it is entered into Excel software to be used for statistical analysis of average, standard deviation, correlation analysis, regression analysis. regulation.

Statistical analysis methods of average, comparison, cross-assessment, time-series assessment, and situational analysis are used in analyzing data on the current status of vocational training for rural workers in Nghe An province. An and State management of vocational training for rural workers in Nghe An province.

Step 6: General assessment of State management of vocational training for rural workers in Nghe An province for the period 2016-2020: assessment according to vocational training needs, according to management target standards; Assess the advantages and limitations of State management of vocational training for rural workers in Nghe An province; Analyze the causes of limitations in state management of vocational training for rural workers in Nghe An province.

Step 7: From the results of analysis and assessment, propose directions and solutions to improve state management of vocational training for rural workers in Nghe An province until 2025, orientation to 2030.

3. Research content

3.1. Theoretical basis for vocational training for rural workers

3.1.1. Profession

Profession is a very popular historical social phenomenon closely associated with the division of labor, scientific and technical progress, and human civilization. There are many definitions and concepts of profession. Talking about a profession is associated with the knowledge and skills of the profession. These knowledge and skills are not naturally acquired but are the result of professional training and accumulated experience (Ministry of Labor, Invalids and Social Affairs - European Union - ILO, 2011). The Great Vietnamese Dictionary defines: "A profession is a job specialized in following the social division of labor" (Nguyen Nhu Y, 1999). Do Minh Cuong and Mac Van Tien believe: "A profession is a set of labor determined by the social division of labor whose value can be exchanged. Profession is relative, it arises, develops or disappears due to the level of production and social needs" (Do Minh Cuong - Mac Van Tien, 2004). Vu Ngoc Hai believes: "Profession is a word with many meanings, however the most commonly used meaning is to refer to a certain group of labor operations that appear within the framework of the social division of labor" (Vu Ngoc Hai). Hai, 2003). Mai Quoc Chanh - Tran Xuan Cau define "A profession is a defined form of activity in the social division of labor system, the entire knowledge and skills that a worker needs to perform activities." certain society in a certain field of labor" (Mai Quoc Chanh, Tran Xuan Cau, 2003). Although the concept of profession is understood from many different angles, we can see certain characteristics as follows: Profession is a field of labor activities in which, thanks to training, people have the knowledge and skills to make certain types of material or spiritual products to meet the needs of society. A profession is often understood as a stable job, providing income to maintain and develop each person's life. A profession is not simply to make a living, but also a way to express and affirm one's own value.

3.1.2. Vocational training

In 1999, the Center for Organizational Science and Management Research defined: "Vocational training is activities aimed at providing the knowledge, skills and attitudes required for productive and effective performance within the scope of work. en an

occupation or group of occupations. It includes initial training, retraining, advanced training, updating and specialized job-related training” (Center for Research in Organizational Science and Management, 1999). According to the Law on Vocational Education 2014 No. 74/2014/QH13 passed by the National Assembly on November 27, 2014 at the 8th session of the 13th National Assembly: "Vocational training is a teaching and learning activity aimed at equipping knowledge, Necessary professional skills and attitudes for apprentices to be able to find a job or create their own job after completing the course.

From different perspectives, it can be understood: Vocational training is an educational and training process that takes place from the beginning to the end of the course, where the teacher imparts knowledge, practices skills and helps learners orient their attitudes and personality towards standards; This process takes place continuously, with changes to suit the learning object and the environment. Along with the activities of the teacher, learners participate in the learning process by reading, listening, observing, practicing, and practicing to accumulate knowledge, form skills and similar professional attitudes. meets the requirements of the job position in the field and profession being trained that exists in society. Vocational training emphasizes equipping professional skills rather than equipping academic knowledge.

3.1.3. Vocational training for rural workers

According to Ho Dinh Bao et al. (2016) "Farmers' income tends to decrease relative to the income of workers in other sectors, corresponding to the tendency of the productivity gap between regions to gradually increase". One of the solutions to overcome the above phenomenon is to equip rural workers with knowledge, skills, and professional attitudes consistent with the requirements of the labor market to help rural workers access jobs. new jobs with higher income or improved efficiency in the traditional production sector they have been and continue to participate in. From the perspective of state management, vocational training for rural workers is considered a measure to achieve specific goals in socio-economic development. According to the Prime Minister (2009): “Vocational training for rural workers is the cause of the Party, State, all levels, sectors and society to improve the quality of rural workers, meeting the requirements industrialization, modernization of agriculture and rural areas". According to Nguyen Van Dai (2012): "Vocational training for rural workers is a process combining vocational training and apprenticeship, which is the process of lecturers disseminating theoretical and practical knowledge to workers. Rural workers have a certain level of qualifications, skills, techniques, dexterity, and professional maturity to meet the requirements of rural socio-economic development. The above concepts clearly state how to operate and the products created from vocational training activities for rural workers in terms of technical aspects, but do not mention the products in terms of effectiveness. vocational training activities for rural workers. Therefore, the concept of vocational training for rural workers should be understood as follows: Vocational training for rural workers is a teaching and learning activity aimed at equipping necessary knowledge, skills and professional attitudes for workers. rural areas so that apprentices can practice their profession after graduating (find a job or create their own job) to help rural workers improve their income and improve their quality of life in accordance with development. of society. The concept of careers in agriculture is also very diverse and always changing; Vocational training for rural workers not only focuses on technology but also production chain management, safety standards, technology application, market knowledge, and modernization of cooperatives. According to the Prime Minister (2015): “Training for rural workers is diverse and specific, according to learners' needs and production practices; from training for a certain stage, a certain vocational skill, to full and comprehensive training for diplomas and certificates according to the provisions of the Law on Vocational Education". Vocational training for rural workers associated with job creation is the "key" to well implementing the National Target Program on sustainable poverty reduction and building new rural areas.

Looking more generally, vocational training for rural workers plays a very important role in the process of building new rural areas in each locality. Because without this program, the criteria of labor rate and income increase for rural people are very difficult to achieve. Vocational training for rural workers, so that people can develop their abilities, strengths, and abilities as well as exploit the available advantages of their families and localities to create jobs and increase income. , that is a way to put "fishing rods" into people's hands, or in other words, it is the key for people to escape poverty sustainably.

3.2 Subjects and forms of vocational training for rural workers

3.2.1 Subjects of vocational training for rural workers

Vocational training subjects are rural workers. This training object has the main characteristics of useful information for the provincial government in state management of vocational training:

- Number of rural workers, precarious employment status, high labor migration trend, low educational level, low starting point of professional qualifications. These are important points that need to be taken into account in local vocational training policies for this subject.
- Diverse vocational training subjects include workers from poor households, near-poor households, and households escaping poverty; labor whose land is recovered; labor with meritorious service to the revolution; ethnic minority workers; disabled workers; workers affected by natural disasters... In general, the diversity associated with the characteristics of rural areas are challenges for vocational training.
- Besides, associated with rural areas is the traditional agricultural industry, so vocational training for rural workers is training for workers starting from the agricultural industry (agricultural workers). The trend of rural urbanization leads to workers shifting to non-agricultural occupations. These characteristics of vocational training subjects lead to diversity in the occupations that need training. And without unified directional strategies in economic development and training policies associated with economic development needs, local vocational training will be ineffective.
- Vocational training for rural workers is mainly training for workers in the informal sector. According to ILO (2014), the informal sector has characteristics such as: workers in this sector have precarious and unstable jobs, do not have labor contracts or verbal agreements, low income, poor working hours. Long working hours, production and business establishments in this area are often very small or very small in scale, do not register their business, do not pay social insurance, health insurance, and do not pay fringe benefits. allowances and other social benefits for employees, etc. Because of these characteristics, the ability of rural workers to receive training from employers is very limited. The problem is a big challenge for local authorities.
- Internal resources for vocational training of rural workers are very limited, mainly the state budget, socialization sources are not much due to the lack of specific policies and strong incentives (Nguyen Van Dai, 2012).
- The adaptability of training facilities to training subjects needs to be high. The effective use of training results is low, so the attractiveness of vocational training is not high (Nguyen Van Dai, 2012).

3.2.2 Forms of vocational training for rural workers

Vocational training for rural workers can be conducted in different forms of training:

- According to training level (training level): primary vocational training, intermediate vocational training, vocational college. These forms vary in training time from vocational training of a few months to training of 2 to 3 years. These forms of training differ in the level of knowledge and vocational skills equipped to the trained person.

- In the form of vocational training and apprenticeship: Vocational training for rural workers can be in the form of formal training (full-time training courses provided by vocational education establishments and Higher education institutions and enterprises registered for vocational education activities provide training at primary vocational levels, vocational intermediate levels and vocational colleges) and forms of continuing training (on-the-job training). while studying, distance learning or guided self-study).
- By location: vocational training can be conducted on-site, in rural areas where workers live, are working, or looking for work; Training can be conducted in urban areas where there are training facilities with more complete facilities and equipment.
- According to the goal of vocational training: a vocational training model can pursue the goal of equipping rural workers with vocational skills; Other vocational training models combine the goals of training, employment and the value obtained from the output products of the training model associated with employment; Vocational training models can combine on-the-job training, or training to work right at businesses.
- According to financial sources: vocational training for rural workers can be provided free of charge to develop vocational skills for workers in deprived rural areas, with financial sources from the budget or organizations non-governmental; Vocational training is partly supported by the state and partly paid for by workers themselves.

4. Vocational training for Vietnamese rural workers – Case study Nghe An province in the period 2016-2020

4.1 Results of vocational training for rural workers

Scale and form of vocational training

In vocational training for the province's workers and rural workers in particular, vocational education institutions have been dynamic and flexible in recruiting students and organizing training in a variety of forms. Thanks to that, in recent years, although there have been many difficulties in enrollment, the results achieved have all met and exceeded the target.

In the period 2016-2020, the whole province has enrolled 360,217 people in training, including: College 24,882 people, Intermediate level 47,798 people, Primary and training less than 3 months 291,537 people (of which: 35,827 rural workers receive vocational training support according to Decision 1956/QĐ-TTg). Compared to the period 2011-2015, enrollment decreased by nearly 12.6% but college level increased by 15%, intermediate level increased by 4.1% and elementary level, training less than 03 months decreased by 16.3%. , shows the growing trend of shifting demand for vocational skills training at college and intermediate levels.

Table 1. Vocational training results in Nghe An province

	Qualification/ Training field	Unit	Period 2016 - 2020						Compared to the period 2011-2015 (%)
			Year 2016	Year 2017	Year 2018	Year 2019	Year 2020	Total	
I	Enrollment training	People	76 128	74 292	72 046	70 069	67 682	360 217	87,42

	Divided by level								
1	College	People	5 016	4 896	4 772	5 070	5 128	24 882	115,00
2	Intermediate level	"	8 164	8 795	8 796	9 028	9 015	43 798	104,13
3	Elementary and training less than 03 months	"	62 948	60 601	58 478	55 971	53 539	291 537	83,69
II	Graduate	People	68 618	68 883	68 248	62 957	62 763	331 469	93,53
	Divided by level								
1	College	People	4 104	4 265	4 323	4 355	4 602	21 649	162,19
2	Intermediate level	"	6 602	7 044	8 055	8 140	8 220	38 061	110,36
3	Elementary and training less than 03 months	"	57 912	57 574	55 870	50 462	49 941	271 759	88,65
	Ratio	%	85	86	87	87	88	87	106,10
1	College	"	83,0	84,0	84,5	84,8	85,0	84,0	105,00
2	Intermediate level	"	81,0	83,0	84,0	84,3	84,8	83,0	105,06
3	Elementary and training less than 03 months	"	81	80,1	91,6	90,2	91,2	87	105,98
	Pretty good ratio								
	College; intermediate level	%	25,0	27,5	29,0	32,0	35,0	35	155,56

Source: Department of Labor, War Invalids and Social Affairs of Nghe An province

Quality of vocational training

Regarding graduation rate and classification of graduates:

The quality of vocational training in Nghe An province in general has changed, creating a clear change. The rate of college and high school students graduating is nearly 95%, and the rate of good students is 35%. The rate of students and graduates having jobs and stable income after graduation is over 85%, of which: college and intermediate degrees reach over 90%; Primary level and training less than 03 months reached 79%. When participating in national and ASEAN regional skills competitions, pupils and students of Nghe An Province actively participated and won high prizes; In particular, there was a student who won a silver medal in the ASEAN Regional Skills Competition and participated in the International Competition, achieving the World Vocational Skills Certificate.

Regarding compatibility with the labor market:

A number of occupations have initially met the socio-economic development of the province and the needs of the domestic and foreign labor market such as: mechanical engineering, automotive technology, hotel management, restaurant management, refrigeration and air conditioning engineering, industrial electricity, food processing engineering, etc.

The above results have contributed to increasing the rate of trained workers in the Province by the end of 2020 to 65% (of which, 61% through vocational training), contributing to improving provincial competitiveness; promote labor restructuring, economic restructuring, increase labor productivity, raise income, ensure social security and socio-economic development of Nghe An Province.

Employment and income results after vocational training

After graduating, 78.6% of students have jobs and stable income (over 93% of college and intermediate students), mainly working in industrial parks and industrial clusters. industrial, economic zones; domestic and foreign businesses with an average starting salary of 5.5 - 6 million VND/month. In some fields and occupations, after graduation, 100% of workers have high-income jobs, from 12-15 million VND/month such as: welding, mechanics, electricity, electronics, hotel management, automobile technology, food processing techniques, restaurant management.

Labor training ranking index according to PCI

Assessing the quality of general labor training in Nghe An province through PCI (provincial competitiveness index). The labor training index is a synthetic number to evaluate the quality of labor training, including 11 criteria calculated and ranked to compare with other provinces, in which a number of important components reflect the quality of labor training. Clearly reflecting the quality of vocational training is: The ratio of labor training costs to the total business costs of the enterprise; Vocational education in the province is of good quality; Percentage of employees at the enterprise who have graduated from vocational education institutions; Proportion of trained workers aged 15 and over working locally; Local labor fully/mostly meets the business's needs.

The ranking results on labor training show that Nghe An has had quite impressive improvements in this field from 2017 to 2020, with relatively high rankings compared to some provinces in the Central region, north. However, in 2021, the province's labor training ranking decreased significantly compared to provinces such as Lang Son, Nam Dinh, Ha Tinh, and Ninh Binh - provinces where Nghe An was previously superior in labor training. dynamic.

Table 2. Ranking index of labor training according to PCI (provincial competitiveness index)

	2017	2018	2019	2020	2021
Lai Chau	6,54	6,37	6,50	5,80	4,21
Son La	7,27	6,98	7,30	7,12	4,46
Ha Giang	6,63	6,56	6,90	6,79	4,52
Thanh Hoa	6,51	6,88	6,71	6,41	5,01
Lao Cai	6,06	6,30	6,20	6,38	5,19
Hoa Binh	7,16	6,57	6,80	6,51	5,37
Yen Bai	6,22	6,60	6,65	6,81	5,64
Quang Binh	6,52	6,59	6,67	6,55	5,78

Ha Nam	8,09	7,80	7,91	7,85	5,79
Tuyen Quang	6,72	6,34	6,83	6,98	5,80
Nghe An	7,38	7,91	7,29	7,37	5,82
Lang Son	6,56	6,39	7,28	6,89	5,83
Nam Dinh	6,94	6,44	6,86	6,25	5,94
Ha Tinh	6,91	6,34	7,21	7,46	6,00
Hai Duong	8,17	7,81	8,24	8,11	6,64
Ninh Binh	6,19	5,69	6,23	6,06	6,93
Hai Phong	5,17	5,63	5,82	5,78	7,17
Quang Ninh	6,23	6,27	7,17	6,99	7,27
Ha Noi	7,04	6,98	7,08	7,46	7,64

Source: Vietnam Chamber of Commerce and Industry (VCCI)

However, some issues regarding the quality of vocational training in Nghe An province still do not have sustainable solutions: The enrollment and training structure is still inadequate, mainly training at primary and secondary levels. training less than 3 months (accounting for 87%); College and intermediate level (accounting for 19.1%). Structure of graduates in the period 2016-2020: 82% are elementary and less than 3 months; 11.5% are intermediate and 6.5% are college. The quality of post-trained labor in some occupations is still low, lacking in practicality, lack of direction, prediction, and does not meet the needs of the labor market. For many workers, when accepted to work, businesses must organize retraining to meet position and employment requirements; Businesses are really afraid of recruiting rural workers who lack vocational skills.

4.2 Vocational education facilities for rural workers

Data on vocational education institutions are statistics compiled by the Department of Labor, War Invalids and Social Affairs (DOLISA) after reviewing the training capacity and operational efficiency of vocational education institutions. vocational education) to serve as a basis for planning vocational education institutions, granting operation registration, and mergers of vocational education institutions.

As of December 2020, in Nghe An province, there are 65 vocational education establishments, including: 9 colleges, 13 intermediate schools, 22 vocational education centers, vocational education centers - continuing education, 18 other establishments participating in vocational training. In which: Ministries and central branches manage 6 establishments, including: 3 colleges, 1 intermediate school and 2 establishments participating in vocational training. Nghe An province manages 40 establishments, including: 4 colleges, 8 intermediate schools, 22 centers, 6 other establishments participating in vocational training; Private vocational education establishments include 16 establishments, including: 2 colleges, 4 intermediate schools, 10 other establishments participating in vocational training. Including 03 high-quality schools, 16 key vocational schools, with 13 occupations at international level, 9 occupations at Asean regional level, 36 occupations at national level. (People's Committee of Nghe An province, 2021, Technical training project).

	Non-public Vocational Education and Continuing Education Center	"	-5		-3		-2		-5
	Center for Vocational Education and Continuing Education at district level	"	0						0
3,4	Other establishments participating in vocational education activities	Basis	-3	0	-2	-1	0	0	-3

Source: People's Committee of Nghe An province, 2021

Of the 65 vocational education establishments operating in the province, there are 10 non-public establishments, accounting for about 15% of vocational education establishments (2 non-public colleges, 4 non-public intermediate schools, 4 vocational education centers, Continuing education (non-public continuing education).

The number of vocational education institutions has been relatively stable in recent times and there have been many non-public vocational education institutions participating in vocational training for rural workers, however the training capacity of some vocational education institutions is still limited. mechanism. Specifically, the facilities, equipment, and tools for teaching and learning are outdated, there is little ability to organize classes close to the living areas of rural workers, and there are limited funds to Hire vocational teachers willing to participate in training in remote areas with difficulty traveling.

4.3 Lecturers and management staff

Lecturers

As of December 31, 2020, there were a total of 2,719 teachers teaching in vocational education establishments in the province (an increase of 266 people compared to the period 2011-2015), of which: 1,378 people on payroll, accounting for 50,000 people. 68% of total teachers; Contracted 1,341 people, accounting for 49.32% (220 people teaching culture, accounting for 8.1% of the total number of teachers). Besides, to meet learners' needs and training requirements; Vocational education establishments in the province have signed contracts. in the form of guest lectures with more than 8,000 people.

Currently, at vocational education establishments, there are 2,719 teachers meeting professional qualifications (100% of the total number of teachers), 1,375 teachers meeting vocational skills standards (50.57%), 2,680 teachers meeting pedagogical professional standards (98.56%), 1,947 teachers have foreign language qualifications at levels 1, 2 and 3 or higher (reaching 71.6%), 2,575 teachers have basic and advanced qualifications in information technology. study (94.7%). Basically, the quality of teachers has been improved, gradually overcoming the unreasonable situation of the teaching staff at some vocational education establishments.

Managers

The total number of managers in vocational education establishments is 571 people (of which: 130 people are administrators, board of directors; 231 heads and deputy heads of departments; 172 heads and deputy heads of departments; 38 team leaders). Divided by professional level: number of managers with university degrees is 373 people (accounting for 65.3% of the total number of managers); University level is 188 people (accounting for 33%); College level is 10 people (accounting for 1.7%). Of these, there are 444

managers and teachers, accounting for 77.7%; The remainder are managers who have undergone training in facility management.

4.4 Evaluation of vocational training for rural workers in Nghe An province

Nghe An province currently evaluates the effectiveness of vocational training according to the Ministry of Labor, War Invalids and Social Affairs's Ministry of Labor, War Invalids and Social Affairs's Ministry of Labor, War Invalids and Social Affairs' implementation of the Vocational Training Project for Rural Workers to 2020. Main objectives are the total number of rural workers with jobs after vocational training divided by occupation and by field of work; new jobs, self-employment; Continue doing the same job but with higher productivity and income. The index set includes a number of basic indicators on the impact of vocational training. However, some indicators such as "number of households with vocational training participants escaping poverty"; "The number of households with people participating in vocational training who become households with a good income" in this set of indicators does not have data to evaluate.

Vocational training evaluation in terms of results and impact has not received much attention, lacking a results framework and impact assessment method, lacking guidance from the Ministry of Labor, War Invalids and Social Affairs and guidance from the Department of Labor - Invalids and Social. The limited evaluation data as mentioned above is mainly data taken from surveys after completing vocational classes. Currently, there is not much independent evaluation data and long-term impact assessment of vocational training. . Nghe An has not yet built a complete database on vocational training management to serve assessment, and has not been able to evaluate the effectiveness, efficiency, fairness, and sustainability of the impact of vocational training for agricultural workers. village. Except for an assessment by Oxfam (2017) on "improving the effectiveness of vocational training for rural workers towards sustainable poverty reduction in ethnic minority areas" with an analysis of equity, effectiveness and impact. Dynamic (effectiveness according to Report), effective (effectiveness according to Report) with data of implementation of Project 1956 in Lao Cai, Hoa Binh, Nghe An, Quang Tri, Dak Nong, Ninh Thuan, Tra Vinh, however

Evaluation data is only up to the end of 2015. Oxfam's report (2017) pointed out (1) equity: more women have access to vocational training than men, but some occupations are still considered only for men but not women; Vulnerable people are taught in classes with a smaller number of students to ensure access to vocational training; However, the poor and ethnic minorities still do not participate in vocational training much due to on-site job opportunities, because they cannot go to school due to family characteristics, because vocational training is too far away, due to lack of material conditions, and lack of information. believe, due to lack of determination... (2) efficiency: merging vocational training centers, distance education centers, and general vocational technical centers to reduce costs; Save vocational training costs by organizing mobile vocational classes; Combine vocational training with production models to save model building costs and vocational training costs; However, the effectiveness is not high and the truth is that it is too wasteful when some vocational education establishments are built but there are no learners, the vocational training time is not appropriate, and many drop out; (3) effectiveness and sustainability: some non-agricultural occupations are assessed to have low vocational training effectiveness because after completing training but there are no jobs, the reason is not suitable for the labor market; Job creation and income increase after vocational training is limited; Employment is not sustainable after vocational training.

4.5 Evaluation of state management of vocational training for rural workers Nghe An provincial government for the period 2016-2020

4.5.1 Results of the survey on vocational training for rural workers by Nghe An provincial government

Results of the employee survey

Ensuring rural workers have access to necessary vocational training services with reasonable form, cost, time and quality of vocational training is one of the goals of the Nghe An Provincial Government, thereby helping to improve the quality of labor and contribute to reducing poverty and improving the socio-economic life of workers. The employee survey partly reflects the results of vocational training.

The results of the survey of workers show that in general, workers do not highly appreciate "Ensuring rural workers' access to necessary vocational training services in form, cost, time and Reasonable quality of vocational training". Most scores revolve around average scores. Some criteria levels are underestimated such as "You feel that after training, you have good ability to adapt to the changes of the employer"; "You will receive a full and reasonable orientation before vocational training"

Table 4. Results of the employee survey

Order	Content of the survey	Strongly Disagree	Disagree	Neutral	Agree Strongly	Agree	medium score
1	You received adequate and reasonable orientation before vocational training	5,1%	32,2%	38,9%	22,3%	1,6%	2,83
2	Vocational training content is suitable to your vocational needs	4,5%	20,4%	35,8%	38,3%	1,0%	3,11
3	Vocational training content is suitable to the needs of employing organizations	3,4%	19,8%	38,5%	34,0%	4,3%	3,16
4	The form of vocational training is suitable to your job characteristics and personal life	2,0%	22,7%	36,0%	33,0%	6,3%	3,19
5	Vocational training duration is appropriate to your job characteristics and personal life	3,0%	27,7%	24,1%	28,3%	16,8%	3,28
6	Equipment, documents, and vocational training facilities meet vocational training and apprenticeship requirements	2,4%	23,9%	35,0%	33,8%	4,9%	3,15
7	The State supports reasonable vocational training costs	1,8%	25,3%	28,3%	28,3%	16,2%	3,32
8	You must pay reasonable costs for vocational	1,6%	22,1%	33,4%	32,4%	10,5%	3,28

	training yourself						
9	You realize that after being trained, you have good ability to find a suitable job with reasonable salary.	2,0%	24,1%	30,0%	28,9%	15,0%	3,31
10	You realize that after training, you have good ability to adapt to the changes of the employer	9,1%	32,8%	32,4%	22,5%	3,2%	2,78
11	Access to vocational training support is equitable for all workers	3,2%	23,3%	28,9%	36,0%	8,5%	3,23

Source: Results of a survey of workers who have received vocational training in Nghe An province

Results of the survey of vocational training organizations

The results of the survey on vocational training organizations in Nghe An province show that organizations are quite interested in vocational training for rural workers in Nghe An province with an average score of 3.46/5 points; Workers who have received vocational training at their organizations have had suitable jobs with good salaries, with an average score of 3.56/5 points. However, vocational training organizations have not positively evaluated criteria such as: "Policy regulations to support and attract organizations to participate in vocational training for rural workers in Nghe An province over time." is reasonable" or "regulating policies to support and attract organizations to participate in vocational training for rural workers in Nghe An province in recent times has been better than other provinces; and "The procedures to participate in vocational training for rural workers in Nghe An province are simple and fast".

Table 5. Results of survey on vocational training organizations

Order	Content of the survey	Strongly Disagree	Disagree	Neutral	Agree Strongly	Agree	medium score
1	You are interested in vocational training for rural workers in Nghe An province	0,0%	2,0%	3,0%	5,7%	0,8%	3,46
2	You and I find participating in vocational training for rural workers in Nghe An province quite attractive	0,4%	2,4%	5,1%	3,2%	0,4%	3,07
3	You see that participating in vocational training for workers in Nghe An province is necessary for your organization and society.	0,0%	2,6%	3,6%	4,5%	0,8%	3,30
4	Policy regulations to support and attract organizations to participate in vocational training for rural workers in Nghe An province have been better than other provinces in recent times.	1,0%	4,0%	3,0%	3,0%	0,4%	2,81

5	Policy regulations to support and attract organizations to participate in vocational training for rural workers in Nghe An province in recent times have been reasonable.	1,0%	4,3%	3,2%	2,8%	0,2%	2,74
6	Vocational training organizations enjoy incentives and support for vocational training of rural workers in Nghe An province	0,2%	3,6%	3,8%	2,4%	1,4%	3,11
7	Vocational training organizations enjoy incentives and support for vocational training of rural workers in Nghe An province in a fair and transparent manner.	0,0%	3,6%	3,8%	2,2%	1,8%	3,19
8	The procedures to participate in vocational training for rural workers in Nghe An province are simple and quick	0,6%	2,8%	5,7%	2,2%	0,2%	2,88
9	Workers who have received vocational training at their organizations have suitable jobs with good salaries	0,0%	2,0%	4,0%	2,4%	3,0%	3,56
10	The organization continues to participate in vocational training for rural workers in Nghe An province	0,0%	2,4%	4,9%	3,0%	1,2%	3,26

Source: Author's investigation results

The third goal of the Nghe An provincial government is to link vocational training for rural workers with the labor needs of employing organizations and with the development of local priority economic sectors. thereby helping to improve the quality of labor and contribute to reducing poverty and improving the socio-economic life of workers. Surveys of vocational training organizations and employer organizations partly reflect this result.

The results of a survey of 108 organizations employing rural labor in Nghe An province show that employers' assessments are not very positive regarding "vocational training for rural workers with the needs of employment". labor of labor-employing organizations. The criterion "Rural labor capacity of Nghe An province meets the requirements of labor-employing organizations" scored below average 2.5/5 points; "Grandparent organizations can easily recruit rural workers to meet job needs" scored 2.71 / 5 points. Or the criterion "Rural workers recruited to the organization in the past can work immediately without spending too much time and training costs" scored 2.58/5 points. The criterion "When it is necessary to train more capacity for current workers in the organization, the trained workers absorb it very quickly" achieved the lowest score of 2.33 points/5 points.

Table 6. Results of the survey on employing organizations

Order	Content of the survey	Strongly Disagree	Disagree	Neutral	Agree Strongly	Agree	medium score
1	Nghe An province's rural labor capacity meets the requirements of labor-employing organizations	3,6%	6,5%	9,3%	2,0%	0,4%	2,50
2	Grandparent organizations can easily recruit rural workers to meet job needs	4,0%	5,7%	6,5%	3,6%	2,0%	2,72
3	The organization often coordinates with rural vocational training organizations in Nghe An province to recruit workers	2,2%	5,1%	9,1%	3,4%	2,0%	2,91
4	Organizations can easily arrange recruited rural workers into suitable job positions	4,0%	5,1%	5,7%	5,3%	1,8%	2,81
5	Rural workers recruited into the organization in the past can work immediately without spending too much time and training costs.	5,7%	5,5%	5,9%	2,0%	2,8%	2,58
6	Rural workers recruited into organizations in recent times can learn and update new skills needed for work.	5,1%	5,3%	6,1%	3,4%	2,0%	2,64
7	Rural workers recruited into grandparents' organizations in recent times can adapt quickly to job changes	4,5%	6,5%	7,7%	2,0%	1,2%	2,50
8	When it is necessary to train more capacity for current workers in the organization, the trained workers absorb it very quickly	3,6%	8,7%	8,1%	1,4%	0,0%	2,33
9	The replacement of rural workers at grandparents' organizations in recent times due to weak capacity is insignificant	3,4%	3,4%	9,9%	3,0%	2,0%	2,85
10	In the coming time, your organization is ready to recruit rural workers	2,0%	6,5%	9,3%	2,2%	1,8%	2,79

Source: Author's investigation results

Overall summary of the survey results shows that the issue of vocational training for rural workers is still an unresolved problem in Nghe An province through

state management solutions on vocational training. The next section will summarize the advantages and limitations of state management of vocational training for rural workers by the Nghe An provincial government from the in-depth analysis performed above.

5. Recommendations to relevant parties in vocational training for rural workers Nghe An province

Vocational training for rural workers of Nghe An provincial government aims to achieve the goals of vocational training for rural workers. The viewpoint that needs to be emphasized is to promote socialization in vocational training for rural workers; It is necessary to consider vocational training for rural workers in the overall national human resource development strategy; innovate rural workers who receive vocational training support; towards a green training perspective.

Some main solutions that need attention: Overall coordination in state management of vocational training for rural workers by Nghe An provincial government; It is necessary to promulgate a vocational training policy for rural workers, clarifying the policy components and the impact of the Provincial government on vocational training for rural workers, especially the policy analysis. labor market, policies on training occupations; There needs to be a general 5-year master plan on vocational training and vocational training for rural workers to achieve consistency, avoid waste, have the right target audience and priorities; Focus on vocational training consulting for rural workers, limit mass media; Developing a linkage model in vocational training specific to Nghe An province, including the participation of vocational training institutions, employers, professional organizations, and management agencies on vocational training of the Province; Investing in key facilities on the basis of reviewing the utilization capacity of vocational training establishments that have been supported to invest in new construction, repair, and equipment procurement in recent times; Agree that vocational training for rural workers will be supported by all programs and projects that are and will continue to be implemented in the province. Finally, it is necessary to build a monitoring and evaluation framework for vocational training according to logical thinking, and develop a results-oriented monitoring and evaluation process according to this thinking. At the same time, apply them to monitor and evaluate vocational training for rural workers both at the provincial and district levels of Nghe An province.

District authorities in Nghe An province need to have a vocational training plan for rural workers linked to the local socio-economic development plan and rural development; Encourage the development of vocational training models linked to employment; Focus on creating and developing output markets for local agricultural and non-agricultural products, helping to sustainably develop new production and business models, creating jobs for rural workers.

Vocational training establishments proactively engage with employers to develop on-site vocational training models and develop skills for staff and teachers of training establishments.

Rural workers proactively research information about the labor market; Search and research suitable job opportunities in the Province and neighboring localities; Approach job introduction centers for information and advice.

6. Conclusion

Vocational training for rural workers has received attention in state management of local authorities in recent times. However, although there have been many practical solutions in many localities, including Nghe An province, vocational training for rural workers still reveals quite common and persistent problems, with no effective solutions. signs to solve

such as training not linked to jobs and labor market needs; After vocational training, workers cannot find suitable jobs; low proportion of skilled labor; Some occupations cannot find suitable workers, while workers after training are still unemployed; Vocational training establishments are not interested in vocational training; Enterprises have not participated in vocational training...

Research on vocational training for rural workers in Nghe An province by applying the above theoretical framework and exploiting secondary data systems, combined with analysis of interview and survey data, the article has achieved Some research results to explain vocational training issues for rural workers in Nghe An province in the period 2015-2020.

From the theoretical framework and practical analysis, the article proposes main perspectives and solutions on state management of vocational training for rural workers of Nghe An province government to achieve training goals. create jobs for rural workers.

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