DEVELOPING VOCATIONAL TRAINING MODELS FOR ETHNIC MINORITIES WOMEN IN THE SOUTHWESTERN VIETNAM

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Abstract

The role of women in agricultural production becomes more important in the process of economic transformation with the participation of female workers in the field of agricultural production. Female participation is increasing while male workers have decreased. Vocational training plays an important role in improving the quality of the labor force, with creating opportunities for women to find jobs with a stable income, contribute to poverty reduction and empowerment of women in family and society. Majority of women of ethnic minorities have/had little schooling opportunities, the resources to participate in learning is limited and there is little chance to participate in the programs of vocational training in rural areas. Moreover, the required set of skills to empower women through vocational trainings are inadequate, Mekong River Delta. Research based vocational training aimed at problem solving attitude is highly beneficial to these marginalized communities. Research and development model of vocational training for women of ethnic minorities have a positive effect to reduce the level of gender inequality. In education sector, the proportion of female apprentices has increased and the level and awareness of women in families has improved. It indicates that the quantity and quality of investment in education for their children will have a positive impact on the quality life of every family; as empowered women are the building blocks of a strong and stable family. However mother besides women also contribute to improve the quality of life in every family.

Keywords: Development; Model; Vocational Training Models; Ethnic Minorities Women; Special Difficulties Communes; Southwest

1. Introduction

Overview of Vocational Training Issues For Ethnic Minorities Women in Vietnam

In Vietnam, the rural ethnic minorities’ women are tremendous force and important for the process of industrialization of agriculture and rural areas. According to the data population census in 2009, 50.5% of the farmers in the agricultural sector were women (this rate was 60% in 1989). In the total female labor force, 68% among them work in agriculture; this rate for men was 58%. The role of women in agricultural production becomes more important in the process of economic transformation with the participation of female workers in the field of agricultural production is increasing while male workers rate has decreased.

Vocational training plays an important role in improving the quality of the female labor force, creating opportunities to find jobs with a stable income, contribute to poverty reduction and the empowerment of women in the family and socially. In 2010, the Prime Minister approved the project "Support for women's vocational training and employment, 2010-2015" (Project 295). Over the years, the implementation of Decision No.74/2008/QD-TTg dated 09/06/2008, a number of policies to support the settlement of residential land, productive land and jobs for poor ethnic minority lives in the diffi-
cult areas in the Mekong River Delta period 2008-2010, has contributed to improving the situation of the unemployed. This has been vividly demonstrated by the reports on results of implementation of Decision 74 as follows: "Policies had resolved of 72,742 beneficiary households targeted policies, of which 44,624 households in need award job creation; 37,427 workers with vocational training needs; 52,880 labor demand occupations conversion; 23,392 households wishing to purchase machinery support tools to change careers". Mekong River Delta remains concave areas of education, literacy levels of ethnic minorities is still low, especially educational level of ethnic minority women. Also due to the bad practices majority of women of ethnic minorities had little schooling, the time to participate in learning is short. And they have fewer opportunities to participate in the programs of vocational training in rural areas. The majority of labors had shortage life of employment, due to lack of skills or weak skills, therefore these are the basic causes that held back the economic development in the household. This is a major challenge for vocational training, seeking jobs for ethnic minorities, especially ethnic minority women's communes in special difficulties, namely Mekong River Delta.

Problem - solving research of vocational training for women has increasingly special and profound meaning. This research development model of vocational training for women of ethnic minorities in the Southwestern Vietnam brings a positive effect to contribute in the reduction rate of gender inequality in education when the proportion of females in vocational training are increased (Dollar & Getti, 1999). This also helps in enhancing the awareness of women in the family about the benefits of education. Besides, these mothers will have a positive impact on the quantity and quality of investment in education for their children, also contribute for improvement of quality of life in every family (King, Klasen, & Porter, 2007)

2. The Results of Real Status Analysis about the Vocational Training For Ethnic Minorities’ Women in The Southwestern Vietnam

Vocational training for ethnic minorities’ women in particular to areas where women act as the main labor will have a positive impact to the development of economic change area, narrowing the gap region, take advantage parks area. VI2.1-2013.18 Project selected topics 3 southwestern province of Tra Vinh, Kien Giang and An Giang to conduct the survey. Through the survey and analyze the results show that:

2.1 Awareness of Vocational Training Needs for Rural Minority Community Women with Special Difficulties in Mekong River Delta

Groups of rural ethnic minority women are expected to get vocational training, including ethnic minority women aged 20-24 and aged 40-44 groups who were accounted for the highest proportion, 20.6%, 18.4%, respectively. This is because that the aged 20-24 group of ethnic minority women have just joined the market labor, but with no technical expertise, desire to find a job apprenticeship with technical expertise. The group aged 40-44 need to have vocational training to switch jobs for many reasons, such as lack of agricultural land.

About the education level, there is 86.5% of rural ethnic minority women, who need have vocational training, had graduated from secondary school or above. They have enough requirements for enrollment at all levels of vocational elementary system, such as intermediate vocational and vocational colleges. However, there is 13.5% of rural minority women who graduated primary education or not yet completed primary education, this group is only eligible to participate in regular training courses for three months.

Awareness of rural ethnic minority women about vocational education system and vocational training policies: In the recent years, local authorities and the Women's Union Association have rendered many efforts in the propaganda for Vietnamese in general and for the rural and minority women in particular about the important role of vocational training and local economic development.
The progress in awareness of vocational training in rural ethnic minority women is slow. Although the local authorities have propagated the awareness and encouragement, they still lack trust that apprenticeship will help them have better life in future. Vocational training remains the last option for youth rural ethnic minority women who cannot pass their exam to enroll into colleges and universities.

2.2 Career orientation, vocational counseling for rural ethnic minority women with special difficulties residing in Mekong River Delta

Based on the data analysis, up to 59.7% of rural ethnic minority women in the survey had to be self-directed career for themselves, were divided into category of self-determination; and those who cannot afford self-determination, but could find support of external consultants (ethnic minority women in rural poverty, low educational level,...).

More than 44.2% of rural ethnic minority women in the sample were career oriented from local officials, especially from the Vietnam Women Union (VWU) staff, the Career Center - job training and continuing education centers, community learning centers.

2.3 Vocational Training Demand for Rural Ethnic Minority Women

Occupations - many rural ethnic minority women in the survey sample (49.5%) remained in the fields of agriculture, forestry and fisheries such as cultivation techniques, technical livestock, poultry, and aquaculture fisheries. Rural ethnic minority women want to stick to agricultural production, however they wish to change production techniques, such as applied science and technology to yield higher economic efficiency.

Occupations in the fields of "personal service, public" such as cooking, beauty care, family care with 15% of rural ethnic minority women in the sample. Reason for choosing this profession by rural ethnic minority women, is because of easy self-service and open business deck cook hired for agencies, organizations, schools, households, and open dining outlets; open every hairdresser or urban work as household as caregivers.

2.4 Vocational Training

Short apprenticeship for 3 months is the choice of many rural ethnic minority women in the survey (48.4% and 39.8% respectively). The reason they why choose short-term vocational training is that it not requires primary entrance qualification. According to the ethnic minority groups of rural women with low levels of education; short training time, consistent with the rural minority women having families, children can learn by doing, not away at school costs less, as many policies, programs/projects support vocational training free of charge; programs contain brief apprenticeship, practical, easy to apply and can be applied to work immediately.

There are various forms of training, however many rural ethnic minority women choose especially mentoring, job transfer and training, 48.5%, update knowledge and 34.9% skill. Rural ethnic minority women in middle age, rural ethnic minority women in low level, ethnic’s minority women in the traditional villages prefer different types of training because of matching capacity. There are 22.7% of rural ethnic minority women who have formal vocational training needs focus vocational training.

Rural ethnic minority women are married, over 35 groups are mostly eager to apprentice at the commune. In agricultural areas such as survey sites, 99.5% of rural ethnic minority women just want to be right in social apprenticeship.

Majority of rural ethnic minority women are eager to learn both theory and practice and to be master and have vocational career in future (88.9%). Also 11.1% of rural ethnic minority women just want to learn the practice, due to restrictions on academic qualifications (advanced age or low level education makes it difficult for them to acquire theoretical knowledge). Learning just as is the method of teaching, apprenticeship matching capacities and circumstances of the majority of rural minority women, with 69.2% of rural ethnic minority women in our sample methods of teaching and learning. Self-learning method guided suit those who have academic qualifications, achieve a certain level of
education, thus only 9.8% of rural ethnic minority women choose this method. Methodological focus often have good results, time is not prolonged course. Nearly 85% of rural ethnic minority women in our sample wish to be free apprenticeship.

There are difficulties and barriers for rural ethnic minority women when apprenticed are closely related to actual gender roles in the household. You do not want to go to school outside the home (34.2%), anxious housewife has responsibilities, with (31%) of child care (31%) and (32%) are worry about the child, support. Economically, without money it is too difficult to cover the cost of vocational training is a barrier to almost 35% of women. Advanced age (13.1%), low education (9.8%), limiting the capacity to absorb or hinder rural ethnic minority women apprentices.

3 The Causes of Restricted Vocational Training for Ethnic Minorities’ Women In The South-western Vietnam

3.1 Hurdles due to funding resources

When the vocational training institutions want to expand the scale or number of branches, industry structure, grade level of training or procurement of modern equipment for teaching, the most important thing is to get the funding guarantee for operation on regular basis. On the other hand, the mechanism/policies relating to investment must be consistent with the base, to create favorable conditions for the basis of maximum mobilization of resources for investment.

3.2 Reasons/Rationale for arranging trainings

Majority rural ethnic minority women have low level education. Furthermore, they lack information about careers, direction of social - economic development and job opportunities. Since, then, they are led to choose the type of vocational training class on their own. This is one of the reasons that after graduation they do not apply the learned knowledge and skills in their professional activities. It leads to the low level of vocational training efficiency. Rural ethnic minority women are mostly the main labor in the household; therefore it is difficult to halt work to attend a full training program.

3.3 Weaknesses of training institutes

The capacity of vocational training institutions’ facilities in these provinces and districts are quite weak. It reflected in the reality in the following samples. The conditions to ensure the quality in most of the establishments of vocational training institutions in these surveyed provinces are still inadequate to compare to the requirements of the extending scale, together enhancing the quality of vocational training for rural ethnic minority women.

3.4 Inefficient and Poor Policies of the State Government

State management of vocational training strategies in Vietnam are insufficient and lack stability, and not really tied to the reality of social - economic development. Management staff are insufficient in quantity and lack expertise (some managers are not experienced in the work of vocational training). Therefore, they are not able to complete the tasks well or advise about steering the administration, and make policies for vocational training development for rural ethnic minority women workers.

3.5 Lack of professional and skilled master trainers in Training institutes

The trend of globalization requires the enhancing quality of vocational training in Vietnamese provinces, but in reality, the quality of vocational training in Vietnam is still insufficient to meet the needs of employers. This leads to scarcity of skilled workers for companies, also render a number of local workers jobless, still has a high percentage.

Measure 1: Survey needs, planning training for ethnic minority women

To build models suitable to vocational training, entails the below mentioned activities:

- Firstly, the need to organize investigative activities, the survey needs to use human labor through vocational training in the economic sector, region and local economy.
- Second, simultaneously with the capture of information on demand for labor, is necessary to examine vocational training needs of the audience, meaning there should be group object to organize training courses for compliance box.
- Third, the target group of farmers be trained to use the modern agriculture, due to the characteristics of agriculture production, farmers working seasonally, training should be linked to the medium they are studying, and make the choice for leisure time of people to organize the course accordingly.
- Fourth, the objectives of vocational training for ethnic minority women countryside is to have a job of self-employed in agriculture (increasing productivity) or find employment in agriculture (rural or outside rural).
- Fourth, vocational training for ethnic minority women of countryside can be implemented in many different forms as taught at the vocational training establishments, vocational training under orders of business, technical training (at commune, villages); vocational training in enterprises and production and business establishments, services, job training associated with intensive farming areas, villages.

Measure 2: Innovative programs content and training methods

On the basis of the framework program by the Vietnam Ministry of Labor - Invalids and Social Affairs for each vocational training establishments particular training programs for each profession be organized. The modules included the curriculum of every profession needs to ensure practicality, ensuring the balance of the amount of time and practice to learn the theory of modular career there. Establishments of vocational training should be organized delegations of officials and teachers to survey the actual bodies and units of all economic sectors, thereby building training program in detail while taking into consideration weight of each module, each vocational training so that the subject is adjusted accordingly. After each course, the school should have a process to gather information from learners to assess the quality of training programs.

Measure 3: Socialization of vocational training, vocational training associated with employment, labor export

Social work training of vocational development, many businesses, individuals and organizations have established vocational training institutions. Completing the network of vocational training in the province, vocational training network in the province expanded the scale, also each establishment grow larger. The vocational training institutions and participating in vocational training has seriously implemented the provisions of the law on vocational training and actively associated vocational training with job placement, creation of new jobs, support for labor export and labor markets, contributing to the economic restructuring of the province.

Encourage and create favorable conditions for joint ventures and enterprises with 100% foreign capital investment in the field of vocational training, especially the process of technology transfer, improved elements legally Management, ... Also, enabling artisans and skilled craftsmen handing participate. Vocational training socialization encompasses measures linked operation between the user and labor training. That is the solution to create a market mechanism for the provision of manpower.

Measure 4: Enhancing the inspection and supervision of the implementation process

Strengthening inspection and guide the implementation of the provisions of laws, regulations and policies and vocational training for rural workers is the solution very important guarantee for vocational training done properly targets and provisions set out, timely detection of errors, distortions to correct the negative phenomena in the work of vocational training for ethnic minority women in rural areas,
contributing to improving the quality of vocational training of human resources. The inspection of oversight is objective, effective, local governments at all levels must be listed on the index, publicizing the rules, regulations, programs, policies related.

Content inspection and control must go on to examine the content of training, training, training quality, input register, the duration of training, examination regulations, standards of diploma and certificate, the conditions of facilities, teaching equipment... for the infringement case must be handled strictly in order to maintain good order and discipline.

**Measure 5: Completing the Policy Mechanisms**

Building and perfecting financial policy framework is to enhance the mobilization and effective use of funds for the development of vocational training. Improved distribution mechanism enhances the effective use of the state budget for the development of vocational training. Create favorable conditions to encourage powerful mechanism to attract businesses to increase investment funds for the construction. Continue to improve institutional vocational training, especially financial mechanisms to ensure benefits for the vocational training, apprentices, workers trained (wages, honor etc...), policies for enterprises participating in vocational training should develop policies to support the province's own teachers, are sent for vocational training and retraining, especially high-level training (post - graduate). Policy implementation special deals to attract artisans and skilled workers, students, graduates with good participation in vocational training (proposed options: in addition to the regime to attract human being application of the current provincial, need extra support with 50% of the salary prescribed by the State).

**Measure 6: Designing models of vocational training for ethnic minority women living in special difficult communes in Southwest region**

To develop vocational training models suitable for ethnic minority women, in our view must implement the following activities:

- Firstly, the need to deploy investigative activities, the survey needs to use human labor through vocational training in the economic sector, region and local economy.
- Second, simultaneously holding of information on demand for labor, necessary to examine vocational training needs of the audience, meaning there should be grouped object to organize appropriate training courses.
- Third, to the target group – ethnic minorities female farmer training be able to use modern agriculture, due to characteristics of the agricultural production, ethnic minorities farmers to work seasonally, training should be linked to learning, work both for farmers, or to choose leisure time of ethnic minorities to organize courses accordingly.
- Fourth, the target job training for female workers ethnic minority farmers should be given job or be able to create jobs in agriculture (increasing productivity) or find employment in agriculture (in agriculture outside the village or rural).

Some models of short-term vocational training for ethnic minority women:

**Model 1**: District Vocational Center/District Continuing Education Center in collaboration with the Agricultural Extension Center/Extension locality organize teaching in general jobs (growing vegetables), traditional (delay coconut handicrafts, weaving crafts craft hyacinth ...)

**Model 2**: Center for Community Learning and rural communes, wards and coordinate with mass organizations, professional associations, local (Farmer Association, Women's Union ...) to organize vocational training for members

**Model 3**: Province Labor Departments in collaboration with the District Population Committees (DPC) organize vocational training courses for ethnic minorities’ female farmers.

Some models of long-term vocational training for ethnic minority women:

**Model 1**: Departments of Labor-Invalids and Social Affairs in collaboration with the provincial vocational schools, vocational colleges in the province suitable vocational training for the profession of registered enterprises demand.
Model 2: Departments of Labor-Invalids and Social Affairs to coordinate the province or order businesses (or business schools) for vocational training according to the needs of the business.

4. Conclusion

Research and development model of vocational training for women of ethnic minorities have a positive effect to reduce the level of gender inequality in education, the proportion of female apprentices has increased and the level and awareness of women in the family improved, meaning that the quantity and quality of investment in education for their children will have a positive impact through the teaching of the mother, besides women also contribute in improving the quality of life in every family.

Through the survey and analysis of results show that:

- Awareness of the vocational training needs rural minority women communes with special difficulties Mekong Delta
- Career orientation, vocational counseling for rural ethnic minority women in communes with special difficulties in Mekong River Delta
- Vocational training demand for rural ethnic minority women
- Vocational training
- The existence of a cause of action for vocational training for ethnic minority women in especially difficult communes Southwest region

Measures for vocational training model development of ethnic minority women at special difficulty communes in Southwest region as follows:

Measure 1: Survey needs, planning training ethnic minority women
Measure 2: Innovative programs content and training methods
Measure 3: Socialization of vocational training, vocational training associated with employment, labor export
Measure 4: Enhancing the inspection and supervision of the implementation process
Measure 5: Completing the policy mechanisms
Measure 6: Designing models of vocational training for ethnic minority women living in special difficult communes in Southwest region

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