

# Promote Vocational Training Activities for Rural Workers in Viet Nam.

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## Abstract:

A study on vocational training policies for rural workers in Viet Nam proposes some important solutions. As well as combining TVET with employment opportunities and raising awareness among authorities and workers, the study also highlights the need to improve policy tools and increase investment in vocational training institutions. This includes improving facilities, teachers and curricula, as well as developing craft villages and traditional craft villages. It is hoped that these measures will create better conditions for the organization of vocational training for rural workers, and at the same time improve the effectiveness of this policy in Vietnam in the future.

**Keywords:** *vocational training, upskilling, rural labor, policy, efficiency*

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## **Introduction**

Vocational training for rural laborers is a major policy of the Party and the Government of Vietnam, contributing to the promotion of socio-economic development. This policy focuses on shifting the labor structure from agriculture to industry, modernizing, and improving the technical capacity and skills of workers. To implement this policy, the Party and the Government have researched and issued various policies to enhance the quality of rural labor. Resolution No. 26-NQ/TW of the Central Executive Committee of the Party identifies job creation as the top priority in socio-economic development and has developed a plan for vocational training and job creation for farmers. (Đảng Cộng sản Việt Nam, 2008)

According to the Ministry of Labor, Invalids, and Social Affairs, from 2009 to 2020, nearly 10 million rural laborers were trained in vocational skills, resulting in a vocational employment rate of 89.3%. This led to the creation of more than 1.2 million new jobs and helped over 134,845 people escape poverty. However, in the context of strong industrialization and digital transformation, vocational training for rural laborers faces many challenges. (Bộ Lao động, Thương binh và Xã hội, 2021)

Specifically, vocational training equipment is inadequate, and the shortage of vocational teachers affects the quality of training. The connection between vocational education institutions and businesses is also ineffective. Some businesses refuse to accept interns, and some rural workers are not interested in vocational training due to short training periods and insufficient effectiveness. Adjustments are needed to focus on vocational training in rural areas while improving training quality. In the future, focusing on vocational training for rural laborers is crucial for restructuring the economy. This includes developing new occupations that match labor market demands. However, to achieve this, aspects such as infrastructure, training quality, and communication efforts need to be considered. (Phạm Diệp Anh, 2022)

In summary, researching and implementing vocational training policies for rural laborers is essential, contributing to improving labor policies, enhancing living standards, and increasing the competitiveness of rural workers.

## **Research overview and theoretical basis**

### *Research overview*

The research by Đào Mộng Điệp (2021) on state management in vocational training for rural workers in Thừa Thiên Huế exhibits several outstanding strengths. First, the study is grounded on solid theoretical and practical foundations, utilizing a rich and updated source of data from legal documents, current policies, and practical information from the locality.

The author provides specific analyses of the current management situation, highlighting achievements and limitations in the implementation of vocational training while effectively linking theory with practice. The recommendations offered in the study are practical and highly valuable for policymakers, contributing to improving the effectiveness of vocational training for rural workers. However, the study also has certain limitations. Although it focuses on Thừa Thiên Huế province, the scope of the research may not fully reflect the broader context of other regions, thereby limiting the generalizability of some conclusions. The research methodology primarily relies on qualitative analysis, whereas incorporating quantitative methods could enhance the persuasiveness of the findings. Additionally, while the author emphasizes legal and managerial aspects, deeper evaluations of the actual impacts on workers and local communities are not sufficiently highlighted. These limitations open up opportunities for further studies to provide a more comprehensive picture of this issue.

The research by Nguyễn Thị Hồng Nhung (2018) on vocational training for rural workers as a solution to promote agricultural economy in An Giang province demonstrates several notable strengths. The study addresses a highly practical issue, especially given that An Giang is a province with a predominantly agricultural economy. The author provides a detailed analysis of the current state of vocational training, identifies challenges faced by rural workers, and proposes practical solutions to enhance the quality of vocational training, thereby fostering local economic development. The research methodology is rigorously applied, combining qualitative and quantitative analyses, offering a clear and comprehensive perspective on the issue. However, the study also has certain limitations. The analysis focuses heavily on the organizational and managerial aspects of vocational training, while the specific impacts of training programs on workers' livelihoods remain unclear. The scope of the research primarily revolves around An Giang province, which limits its applicability to other regions. Additionally, while the proposed solutions are feasible, they lack detailed implementation plans and specifics on the required resources. These limitations open opportunities for future studies to delve deeper, particularly into the long-term effectiveness of vocational training in transforming the labor structure and improving income levels for the population.

The study by Nguyễn Việt Anh and Mai Thanh Vân (2022) on the implementation of vocational training under Project 1956 for rural workers in Quảng Bình province has several commendable strengths. The research provides a comprehensive overview of the implementation of Project 1956 in Quảng Bình, based on a thorough analysis of practical data and evaluations of key aspects such as infrastructure, teacher quality, training program content, and its impact on workers. The authors highlight notable successes, such as increased employment opportunities for rural workers and the support provided by

local policies during the implementation process. The findings not only have high practical value for Quảng Bình but also offer lessons for other localities in implementing vocational training policies. However, the study also reveals some limitations. The analysis primarily focuses on describing the current situation without delving deeply into the root causes of the challenges in implementation, such as policy inconsistencies or specific barriers faced by workers. The scope of the research is confined to Quảng Bình province, which limits the generalizability of its conclusions to regions with different socio-economic conditions. Furthermore, while the recommendations are practical, they lack detailed implementation strategies, particularly regarding improving the sustainability of vocational training programs. These shortcomings suggest directions for future studies to refine solutions and enhance the effectiveness of Project 1956 on a broader scale.

### *Theoretical basis*

Vocational training for rural workers is one of the key solutions to improving human resource quality, enhancing income and living standards for people in these areas, and contributing to sustainable socio-economic development. According to the research by Trần Văn Hòe, Nguyễn Ánh Tuyết, and Phùng Mai Lan (2021), forecasting local job opportunities for rural workers based on industries and employment positions plays a crucial role in designing effective training strategies. The study findings indicate that vocational training needs to align with local economic sectors, focusing on industries with development potential in rural areas, such as high-tech agriculture, tourism services, and handicraft production.

Furthermore, factors influencing the quality of vocational training are highlighted by Nguyễn Văn Lượng and Nguyễn Văn Song (2021), including supportive policies, infrastructure, the quality of teaching staff, and collaboration among stakeholders. Based on both theoretical and practical grounds, the authors propose that vocational training should emphasize curriculum innovation, the application of practical teaching methods, and the development of soft skills for learners. Notably, establishing connections between training institutions and local businesses is essential to enhance training effectiveness, ensuring that trainees can apply their knowledge to real-world work settings

### **Research methodology**

This study combines a variety of research methods to establish a solid foundation for proposing and implementing vocational training policies for rural laborers in Vietnam. Data collection methods are diversified, based on a range of available sources, including documents, resolutions, official materials from ministries, departments, and government

agencies, as well as information from surveys, statistics, and studies conducted by local authorities.

Practical research focuses on analyzing documents, resolutions, and relevant materials to better understand the real situation and create a solid basis for implementing vocational training programs for rural laborers at vocational education and continuing education institutions.

Furthermore, statistical methods are applied to compile and analyze data, from which judgments and conclusions based on specific statistical data are made. This helps provide a comprehensive and scientific view of the current situation and the potential of the vocational training program for rural laborers.

## Results

### *The role of vocational training for rural laborers in Vietnam*

The Party and the State of Vietnam have emphasized the importance of agriculture and rural areas, particularly the significance of farmers. Resolution No. 26-NQ/TW, dated August 5, 2008, from the 7th Central Committee Conference, emphasized the goal of “Improving the vocational skills of rural laborers, ensuring they possess skill levels equivalent to advanced countries in the region, with a focus on professional training to become residents of new rural areas, helping to solve employment issues, and transferring part of the agricultural labor force to industry and services, thereby improving the living standards of rural people”. (Đảng Cộng sản Việt Nam, 2008)

Vocational training for rural laborers plays a positive role in stabilizing the socio-economic situation at the grassroots level, contributing to poverty reduction, ensuring social welfare, and reducing the wealth gap between rural and urban areas. It also helps improve the material and spiritual lives of communities. Furthermore, vocational training contributes to maintaining political stability, reducing social issues, alleviating the pressure on job creation in large urban areas, and promoting the development of urban-oriented agriculture in rural areas. (Lê Phương Hòa, 2021)

Decision No. 1956/QĐ-TTg, dated November 27, 2009, by the Prime Minister, approving the project “Vocational Training for Rural Laborers until 2020,” defines vocational training as the responsibility of the Party and the State across all fields and professions in society. The aim is to improve the skills of rural laborers to meet the requirements of agricultural and rural production. The State prioritizes investments to ensure equal opportunities for vocational training for all rural laborers, encouraging and motivating society to participate in training rural laborers. (Chính phủ, 2009)

Currently, vocational training for rural laborers in Vietnam has seen active participation from the entire political system as well as various organizations and businesses. Clear plans, policies, and roadmaps for implementation have been established. Vocational training activities involve the cooperation of career centers, vocational training institutions, and the community, paying attention to labor export, preserving, and developing traditional craft villages. This has created numerous jobs for rural laborers, including those who have surpassed the typical working age but still seek employment to improve their income and livelihood. According to the General Statistics Office, the labor force aged 15 and over in 2022 was 51.7 million people, of which 32.2 million were rural laborers. The rate of irregular employment in rural areas was 61.9%, and the unemployment rate among the working-age population was 6.68%. In 2020, the percentage of rural laborers with diplomas or certificates from college level and above was 16%. (Tổng cục Thống kê, 2020)

Between 2021 and 2024, the labor structure and vocational training landscape for rural workers in Vietnam underwent significant changes, reflecting economic shifts and efforts to improve workforce quality. The proportion of agricultural labor continued to decline, dropping from 27.6% in 2022 to 26.5% in 2024, while employment in industry and services increased accordingly, demonstrating a labor restructuring trend towards industrialization and modernization. (Phuong Hoa, 2023) By 2023, rural labor still dominated, accounting for 62.7%, or approximately 32.9 million people, compared to 37.3% in urban areas. (Lý Hà, 2024)

In recent years, vocational training for rural workers has achieved notable results. The proportion of trained workers rose from 40% in 2012 to a projected 71% by the end of 2024, with the rate of workers holding diplomas or certificates increasing from 18.4% to 30%. (Đảng bộ tỉnh Nghệ An, 2024) Vocational training programs have become increasingly diverse, encompassing not only traditional skills but also new professions catering to market demands, such as product design, market research, marketing, and packaging design. These efforts have contributed to enhancing the quality of human resources, restructuring the rural economy by increasing the proportion of industry and services, ensuring food security, creating jobs, raising incomes, and reducing poverty sustainably. (Trang Nguyễn, 2024)

However, vocational training still faces numerous challenges, particularly in remote and disadvantaged areas. Training quality remains uneven, and the connection between training programs and labor market demands is still limited. To address these shortcomings, it is essential to innovate training content and methods, strengthen partnerships with businesses to secure employment opportunities for graduates, and focus on developing soft skills and digital skills to meet the demands of Industry 4.0. (Đảng Cộng sản Việt Nam, 2024)

### **The current situation of vocational training for agricultural and rural laborers**

In the past, Vietnam's agriculture sector developed mainly through small-scale, underdeveloped methods that relied heavily on natural factors. Agricultural knowledge was often passed down from father to son, from one generation to the next. Traditional crafts in rural areas were also transmitted in this manual manner. Vocational training for rural agricultural laborers first gained attention when the country began transitioning to a market economy.

In the 11 years of implementing the Vocational Training Project for agricultural and rural laborers (2010-2020), nearly 10 million rural laborers nationwide have received vocational training, achieving 89% of the project's target (11 million people). Among them, 4.6 million people received vocational training support under Project 1956, reaching 65% of the project's 11-year target (7.052 million people). Specifically, 4.57 million people received elementary-level training for less than three months, reaching 70% of the project's 11-year target (6.54 million people). Women accounted for 53.4% of rural laborers supported in vocational training, with 40.2% in agricultural trades and 59.8% in non-agricultural trades. Of the participants, 1.8% were those directly involved in the resistance war, 25.8% were the elderly, 4.9% were the poor, 1.7% were ethnic minorities who had lost farmland, 4.7% were disabled, and 3% were impoverished individuals. The remaining rural laborers were not supported in vocational training. (Đảng Cộng sản Việt Nam, 2021)

These achievements have significantly contributed to job creation, labor restructuring, and improving the skill levels of rural workers. The vocational training process has leveraged the geographical advantages and specific conditions of each province, aligning with socio-economic development plans and new rural construction schemes. Notably, vocational training has shifted to meet labor market demands, creating strong connections between training and employment as well as specific career orientation. This effort has not only reduced the proportion of workers in agriculture, forestry, and fisheries in the national workforce from 49.5% in 2010 to 33.5% in 2020, but also contributed to the development of farm economies, cooperatives, and production models along the value chain. Vocational training has also played a vital role in addressing unemployment, promoting labor restructuring, and improving the quality of the labor force in rural areas. By capitalizing on geographical advantages and specific conditions, this training process has aimed to promote socio-economic development, which is crucial for building a new rural model. (Tổng cục Thống kê, 2020)

### ***Discussion on the limitations of vocational training for agricultural and rural laborers***

From the perspective of the quality of vocational training for agricultural and rural laborers, the following shortcomings must be frankly acknowledged: First, the demand for

vocational training and job creation in rural areas exists but is not fully met. In recent years, although industrialization and international integration have accelerated the migration of labor from rural to urban areas, unemployment among rural workers remains high, creating pressure on the quality of training and job solutions for rural laborers.

Second, the significant increase in rural labor migration to urban areas has led to a labor shortage in rural areas and increased job pressure. In 2020, the number of migrants aged 15 and older moving to urban areas was 877.8 thousand people, with most of them residing in urban areas (69.0%). This migration has resulted in a higher unemployment rate among migrants (9.82%), which is 4.4 times higher than the average unemployment rate for those aged 15 and older (2.25%), with most of the unemployed coming from the unskilled rural labor force. (Đảng Cộng sản Việt Nam, 2021)

Third, the proportion of trained laborers in rural areas remains generally low. While the quality of the workforce has gradually improved, it remains low overall, preventing wages from rising significantly. This creates a large disparity in wealth between urban and rural areas. In 2020, the proportion of trained workers with college-level diplomas or higher in rural areas was 16%, significantly lower than the urban rate (39.3%) and the national average (24.6%). (Tổng cục Thống kê, 2020)

Fourth, the scale of vocational training in agricultural sectors is sharply declining. The shift in labor structure from agriculture to non-agricultural sectors is inevitable, resulting in the shrinking of agricultural-related professions. However, many professions primarily in agriculture (crop production, livestock, aquaculture, high-tech agriculture, agricultural product processing, food processing, non-agricultural professions, etc.) are essential for sustainable agricultural economic development, yet those choosing these professions are increasingly opting for other careers.

Fifth, the structure of vocational training programs does not align with practical needs, and the training curriculum is increasingly disconnected from job market requirements, leading to redundancy. The emergence of numerous vocational training centers, even at the district level, lacks adequate demand for training, resulting in repeated courses in mini-mechanical, machinery repair, electronics, etc., with few trainees, causing a waste of facilities.

Sixth, the overall quality of vocational training remains low compared to the actual needs and the standards of other countries in the region. The labor force largely lacks the skills and knowledge required to meet the demands of the market.



## Solutions

### *Solutions to enhance the effectiveness of vocational training for agricultural and rural laborers*

The objectives of vocational training need to shift from focusing solely on basic occupational skills such as sewing, driving, or embroidery to comprehensive and highly applicable professions like product design, market research, packaging design, and marketing. However, this orientation has yet to clearly demonstrate its logical alignment and suitability with the actual skill levels of the rural labor force today. To assess and enhance the effectiveness of vocational training in rural Vietnam, it is necessary to incorporate specific survey tools to collect practical data on labor market demands and the capacity of workers to undertake training. Additionally, evaluation criteria should be established, including the applicability of skills after training, the proportion of workers with stable employment, the increase in income levels post-training, and the extent of contributions to local socio-economic development. This approach not only clarifies the feasibility of integrated vocational training programs but also ensures a practical and sustainable improvement in the quality of human resources.

For a long time, rural areas will continue to be a source of labor supply for non-agricultural sectors and support urban areas in the structural transformation of labor. It is forecasted that by 2025, the share of non-agricultural labor will drop below 30%, and by around 2035, it will reduce further to below 15%. In the context of vocational training for agricultural and rural laborers in Vietnam, the following measures are needed:

- Firstly, it is essential to review and adjust the vocational training programs for agricultural and rural laborers to suit the current practical situation. The goal of vocational training should gradually shift from merely focusing on specific job skills (such as sewing, driving, embroidery, etc.) to training in a set of comprehensive skills (such as product design, market research, packaging design, marketing, etc.). There needs to be a shift in how vocational training is perceived. If vocational training continues in the traditional manner, it may only serve the purpose of job creation, making it difficult to create a workforce that is creative and flexible, and workers may end up spending their lives as employees. Vocational training must focus on equipping laborers with professional knowledge, vocational skills, and the necessary abilities to sustain and develop their careers in a manner suitable to their own working conditions.

- Thus, the first step in vocational training planning must: Identify the structure of the labor force that needs to be trained in alignment with the labor market structure, to determine the appropriate fields of training. This means that training should be linked

with the market and employment, avoiding training merely for quantity or as a matter of competition.

- Determine the list of professions that need focused training, reducing the phenomenon of indiscriminate training, training for formality, or training mainly dependent on local capacity. Vocational training must be forecast-oriented, keeping up with real-life conditions and adaptable to changes in labor demand and the market structure.

- Identify an appropriate scale of vocational training associated with the specific levels and fields of training. Training plans should align with the agricultural characteristics of each locality to maximize the use of local labor following training.

- Expand vocational training for new professions, especially non-agricultural ones such as preliminary processing, agricultural services, rural tourism, handicrafts, and community-based tourism built on local rural and agricultural tourism products and culture.

Secondly, diversify the content of vocational training, not only focusing on the mastery of technical and operational skills but also developing soft skills such as product preservation, processing, marketing, customer relations, communication, job-seeking skills, discipline in labor, and especially work ethics and occupational hygiene according to industrial labor standards. The goal of teacher training should be to instill in them a strong sense of confidence in facing material and spiritual difficulties, enabling them to become proactive, creative, and confident in their work.

Thirdly, it is necessary to improve the effectiveness of vocational teacher training. Currently, vocational teacher training is a challenging issue, especially at the secondary school level. Attracting high-quality teachers is also a difficult problem due to low salaries and unstable employment. Highly qualified teachers are unlikely to teach at vocational training centers. Tuition reduction incentives are also challenging to implement, as rural laborers already receive training with low tuition fees, making it difficult to increase tuition to attract teachers. This is a matter that needs to be addressed with appropriate incentive policies. A solution to overcome this difficulty is to strengthen links with professional communities and encourage the participation of professional associations, craft artisans, experienced agricultural producers, and skilled craftsmen in the vocational training process.

Fourthly, it is essential to pay attention to vocational training for the second generation of laborers, as the transition of agricultural labor is closely linked with labor migration. Rural-to-urban labor migration is essential for agricultural development, but in reality, these workers are disadvantaged in many policies, including training and development policies. Rural laborers need to be trained to integrate into urban life, secure employment, and participate in the labor market with improved productivity and efficiency.

To enhance the efficiency of using state budget funds (NSNN) for vocational education and training (VET) and maximize the role of these resources, several synchronized solutions need to be implemented as follows: First, reform the mechanism for allocating and assigning state budget estimates to VET institutions, linking them to key industries and sectors. Decisively restructure state budget expenditures for VET, avoiding the uniform subsidization of all training institutions. Implement a mechanism of state budget allocation to VET institutions based on order placement; strengthen inspection, monitoring, and improve the efficiency of state budget utilization in VET. Second, reform the financial mechanism for VET institutions to enhance autonomy. Gradually increase the authority tied to financial self-reliance for budget-using entities and public resource management units. These institutions should utilize financial resources more effectively by fostering partnerships and mobilizing diverse funding sources to upgrade infrastructure, modernize equipment, improve service quality, increase income for staff and teachers, and thereby enhance training quality. Third, localities should continue to prioritize budget allocation for VET within the total educational and training expenditures. Additionally, local authorities should issue relevant legal documents in the VET field based on their assigned duties under laws, decrees, decisions, and circulars issued by specialized ministries, thereby creating a relatively consistent legal framework for VET institutions to implement effectively. Fourth, introduce policies for direct tuition fee support for certain policy-targeted groups and provide preferential credit loans for students from poor or near-poor households attending VET institutions. Consider initial support for schools in terms of infrastructure to facilitate the transition to full financial autonomy. Fifth, restructure the system of public VET institutions to ensure improved management and operational efficiency within public VET facilities. Promote effective implementation of the socialization policy, particularly in mobilizing financial resources for VET activities. Gradually increase revenue from learners to offset training costs, in line with the pricing and fee adjustment roadmap stipulated in Government Decree No. 16/2015/NĐ-CP.

Fifthly, vocational training for agricultural and rural laborers must be appropriate to their vocational levels after training. Currently, there is still a lack of linkage between urban areas and rural laborers. Rural laborers face difficulties in accessing basic services and finding job opportunities in rural areas. Urban agricultural industries are not developing sustainably due to a lack of connection with rural areas, while rural regions lack the conditions to invest in industrial and service sectors to support agricultural development. For rural laborers, the journey to urban areas is both close and challenging; although convenient for transportation, it is difficult to connect with the destination. According to the experience of many countries, they implement policies to promote rural industries, such as Japan, which places significant emphasis on rural industrial development with

policies, programs, and projects to promote urban industries and then transfer them to rural areas. Thailand offers many incentives to Japanese companies to invest in rural areas. South Korea also implements various policies to promote rural industrial development, such as the “Local Industrial Development Law,” which encourages the transfer of urban industries to rural regions.

### **Solutions to improve the quality of vocational training for rural laborers**

To improve the quality of vocational training for rural laborers in the current situation, the following key solutions must continue to be implemented: It is particularly important to complete the legal mechanisms and policies related to developing the labor market in a modern direction. This includes adjusting existing policies and laws related to labor supply and demand, connecting labor supply and demand with the international standards that Vietnam has committed to, to protect the legitimate rights and interests of both workers and employers.

Programs and policies to support job creation and labor market development for special groups such as people with disabilities, the elderly, female workers, and recent graduates should also be considered and developed. This support includes building and organizing vocational training and skill development programs for recent graduates before they enter the labor market, as well as advanced training programs for specific labor groups.

Support for labor supply and demand development also includes designing labor training and skill development programs based on national occupational skill standards, using advanced information technology in training, and developing policies to support training and skill enhancement for specific labor groups.

Furthermore, support should focus on developing the labor market information system to facilitate labor supply and demand connections. In parallel, planning and developing employment services that match the labor market of each region and locality should be prioritized.

Finally, to enhance the organization and management of the labor market, measures should focus on improving the organizational structure, strengthening labor and labor market law information dissemination, and intensifying inspections, audits, and handling of violations of labor laws. This will help improve the quality and efficiency of the labor market while protecting the rights of workers.

### ***Synchronizing solutions to meet the demands of industrialization***

In light of the achievements and the challenges that vocational training for rural workers currently faces, it is essential to implement a set of synchronized solutions to

enhance the effectiveness of training and labor supply in rural areas, meeting the increasing demands of modernization and industrialization. Specifically:

First, a survey on vocational training needs for rural workers should be conducted, along with forecasts on urbanization trends, and a reorganization of training areas should be planned. This must be accompanied by ensuring job placement opportunities after the training process is completed. This requires accurate forecasting of the skill needs from society, to ensure that trainees can adapt to the labor market. The human resource policies of vocational training institutions, especially those supporting rural labor, need to be adjusted accordingly.

Second, investment in infrastructure and vocational training equipment must be made comprehensively, addressing the diverse demands of sectors serving the process of industrialization, modernization, and global economic integration. Simultaneously, efforts should be strengthened to foster cooperation with society to attract investment in vocational training for workers. Additionally, the quality of teachers and managers at existing vocational institutions should be improved through vocational training programs. Special attention must be given to training teachers to meet the growing demands of vocational training for rural workers.

Third, vocational training institutions should continually innovate their curricula by organizing practical activities to enhance the vocational skills of teachers. This can be achieved through the development of flexible and easy-to-use curricula that support teachers in acquiring knowledge. Curriculum reform must also pay attention to national occupational skill standards through the application of digital technology. Short-term vocational skill training courses that are flexible and aligned with the needs of workers should be encouraged.

Fourth, vocational training institutions must strengthen their efforts in providing career counseling, advising on vocational training options, and offering job placement services after training. Vocational training for rural labor must be linked to job creation, restructuring rural labor, and contributing to poverty reduction and social security in rural areas, while aligning with the construction of new rural areas. Policies that encourage and honor those with high technical and scientific qualifications, as well as skilled workers, engineers, and technicians, should be promoted.

Finally, vocational training must be linked to enterprises, based on societal demands and the requirements of businesses, to effectively meet the needs of people using advanced technology and the needs of businesses. Collaboration will help maximize the use of available facilities and equipment in enterprises, saving investment costs. This also provides opportunities for teachers to participate in training and teaching activities.

## Conclusion

In Vietnam, agriculture has undergone a significant transformation from an outdated model to a modern farming method that plays an integral role in global economic integration. The shift in the overall economic structure, particularly in the agricultural and rural sectors, is inevitable and is a decisive factor, necessitating timely adjustments in labor resources.

Vocational training for agricultural and rural workers has become an indispensable stepping stone and plays a critical role in this transition. The author's view in this paper is that there needs to be a shift in approach to vocational training for agricultural and rural labor. This not only aims to address the issue of non-agricultural labor, contributing to job creation and poverty reduction, but also aims to build a workforce that is adaptable to modern agriculture and rural environments and to the global division of labor. The new approach must shift from the traditional perspective on vocational training, combined with support and encouragement from the state, the community, society, and the workers themselves.

In the current context, improving the quality of vocational training not only focuses on equipping workers with the necessary skills and knowledge but also on applying new, modern techniques and technologies to meet the increasing demands of workers. Flexible and diverse forms of training should be developed, focusing on improving workers' vocational skills and providing a suitable pathway to help them access and absorb knowledge.

Changing the perception and approach to vocational training in agriculture and rural areas is not just an individual or enterprise issue but requires support and proper orientation from state management agencies, authorities, and society. Only when all stakeholders share, agree, and clearly understand the crucial role of vocational training in the agricultural and rural sectors can a strong, proactive, and sustainable workforce be built. The overall economic restructuring, particularly the restructuring of the agricultural and rural economy, is inevitable, requiring a corresponding change in labor resources. The vocational training process for agricultural and rural labor plays a pivotal and decisive role in this transition. The author hopes that through this paper, a shift in thinking regarding vocational training for agricultural and rural workers will be achieved. Vocational training for agricultural and rural labor not only aims to address the shortage of labor in the agricultural sector, create jobs, reduce poverty, and implement social policies but also to develop a workforce that serves modern agricultural and rural development, the production of goods, the application of high technology, and international integration. This requires a new approach that changes the mindset toward vocational training, combined

with practical measures and support from the state, society, local authorities, and the participation of workers.

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