

# Human Resource Training in the Mekong Delta

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## 1. FIGURES AND FACTS

### 1.1 Education system

Over the past years, the Mekong Delta's education sector has recorded a lot of achievements as indicated in the following table:

one primary or basic secondary school. Each province has at least one upper secondary school. The number of high schools rises unceasingly while the amount of technical secondary schools sees a slow growth.

Second, the number of

the scale of training remains small, with annual enrollment of less than 1,000 students.

Third, the number of junior colleges and technical secondary schools training in technique, agriculture, forestry, and fishery is still low. The whole region has only 3 technical secondary schools and one junior college of technology. The rest provides training course in culture, sports and pedagogy.

Fourth, until 2002, the Mekong Delta is home to 15 universities and junior colleges. However, they have still not yet met local needs.

Fifth, the teaching staff has increased fast, especially in primary and basic

have quitted job, especially in remote areas.

Sixth, at present, the network of training schools is extended to districts and towns. Many private universities and junior colleges are newly founded. In addition, industrial parks, research institutes (Cần Thơ IP, The Mekong Delta Rice Institute) also open vocational training courses to meet local requirements.

### 1.2 Scale of education and training

As for the 2000-2001 school year, the Mekong Delta's enrollment reached 1,902,181 at primary level (9,311,011 for the whole country); 1,091,531 at basic secondary level (6,253,525 for the whole country); 364,904 at upper secondary level (2,333,069 for the whole country) and 30,376 at tertiary level.

### 1.3 Structure of education and training

At present, the Mekong Delta is facing an irrational structure in human resource training, especially for occupation and asymmetry between tertiary education and technical secondary education - vocational training.

The above figures indicate asymmetry between industries, especially the Mekong Delta is the biggest granary of Vietnam but the amount of skilled workers in business and management, manufacturing, processing, farming,

Table 1: The number of schools and students in the Mekong Delta over years

School year	General education (Parentheses are upper secondary education)		Vocational secondary education		Vocational training		University and junior college	
	School	Student	School	Student	School	Student	School	Student
1995 - 1996	3,631 (262)	3,191,552 (150,490)	32	12,125	16	4,099	8	11,496
1996 - 1997	3,747 (267)	3,298,031 (171,444)	24	13,435	15	4,748	9	23,844
1997 - 1998	3,945 (276)	3,375,856 (207,512)	24	17,856	14	7,820	10	24,554
1998 - 1999	4,119 (297)	3,418,524 (251,171)	24	20,024	10	7,978	10	27,108
1999 - 2000	4,358 (324)	3,408,094 (339,908)	24	18,282	10	7,723	10	26,576
2000 - 2001	4,421 (337)	3,358,616 (364,904)	30	20,296	10	11,233	14	30,376

Source: Vietnam's Summary Socio- Economic Profile, 1975-2001, Thống Kê Publisher

The above table reveals some facts as follows:

First, each village, ward, or town has at least

vocational training schools indicates a sharp decline (down 28.5% in 2000 and 2001 as compared to 1998),

secondary education. Nevertheless, due to challenges in life, some of them

Table 2: The number of teachers in the Mekong Delta over years

Level	1996 - 1997		1997 - 1998		1998 - 1999		1999 - 2000		2000 - 2001	
	Class	Teacher								
Primary	69,970	65,071	69,892	68,073	69,280	71,055	66,089	70,370	64,270	69,953
Lower secondary	18,927	24,649	20,833	27,331	22,680	29,945	25,213	35,365	26,618	37,621
Upper secondary	3,912	5,874	4,639	6,530	5,597	7,523	7,598	9,500	8,324	11,059
Technical secondary		767		746		767		844		908
Vocational training		463		467		360		470		570
University and junior college		1,436		1,508		1,630		1,800		1,787

Source: Vietnam's Summary Socio- Economic Profile, 1975-2001, Thống Kê Publisher,

**Table 3: Trained labor by industry (person)**

Industry	1999-2000	2000-2001	Industry	1999-2000	2000-2001
Vocational training	273,256	201,919	Vocational training	207,450	190,555
<u>Including:</u>			<u>Including:</u>		
+ Teacher training	114	689	+ Teacher training	112,438	104,387
+ Business and management	1,441	1,135	+ Business and management	26,690	21,593
+ Natural science			+ Natural science		
+ Construction and Architect		394	+ Construction and Architect	149	207
+ Agriculture, forestry and fishery	27,022	15,673	+ Agriculture, forestry and fishery	2,373	3,707
+ Hotel, tourism, service			+ Hotel, tourism, service		
+ Manufacturing, processing	1,526	726	+ Manufacturing, processing	4,470	5,538
+ Transport			+ Transport		
+ Health	5,382	3,290	+ Health	440	313
+ Veterinary	104,712	80,127	+ Veterinary	2,373	892
+ Others			+ Others		
	34,711	35,643		2,142	2,320
	2,378	3,032		34,509	33,036
	1,173	1,174		1,806	881
	94,824	60,036		52,730	17,651
Junior college	58,907	49,083	University	75,465	66,130
<u>Including:</u>			<u>Including:</u>		
+ Teacher training	55,942	43,620	+ Teacher training	17,639	18,087
+ Business and management	218	249	+ Business and management	17,777	12,175
+ Natural science			+ Natural science		
+ Information technology		514	+ Information technology	2,561	990
+ Technology	380	85	+ Technology	356	884
+ Manufacturing, processing			+ Manufacturing, processing		
+ Agriculture, forestry and fishery	160	740	+ Agriculture, forestry and fishery	3,186	2,524
+ Health		79	+ Health	292	158
+ Hotel, tourism, service			+ Hotel, tourism, service		
+ Construction and Architect	181	100	+ Construction and Architect		
+ Transport			+ Transport		
+ Veterinary		54	+ Veterinary	10,441	7,853
+ Others	396	643	+ Others	955	568
				1,819	2,362
	104	47		450	435
				636	297
	1,526	2,952		19,353	19,797

Source: Vietnam's Summary Socio- Economic Profile, 1975-2001, Thống Kê Publisher.

forestry and fishery is very small.

Table 4 shows an irrational structure between educational levels. This has led to a severe shortage of skilled technical (blue-collar) workers for businesses.

vocational training accounts for only 10.72% of total labor (above only the northwest region, 8.78%).

In short, the Mekong Delta's educational structure has not met local needs in the trend of international integration. If it

## 2. FORECAST ON ENTRANTS IN THE MEKONG DELTA'S LABOR MARKET BY 2010

Based on population structure by age and ratio of entrants in the Mekong

Mekong Delta as follows:

- Unskilled labor, accounting 89.28%;
- Non-diploma skilled labor, 3.26%;
- Workers with primary level of technical skill, 0.6%;
- Workers having diploma of technical skill, 3.22%;
- Workers with secondary technical skill, 1.95%;
- Workers with degree of university and junior college, 1.68%.

Therefore, the Mekong Delta's untrained labor represents 89.28% of total working population. So the central and local governments' great supports and efforts will be required to boost the ratio of trained

**Table 4: The number of students in universities, junior colleges technical secondary schools and long-term vocational training courses from 1996 to 2001**

Level	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Total	42,027	50,230	55,110	52,581	61,905
Vocational training	4,748	7,820	7,978	7,723	11,233
Technical secondary education	13,435	17,856	20,024	18,282	20,296
University and junior college	23,844	24,554	27,108	26,576	30,376

Source: Vietnam's Summary Labor - Employment Profile, 1975-2001, Thống Kê Publisher.

The professional skill of workers in the Mekong Delta is still low (although their schooling is rather high). The workers obtaining certain certificate of

is not rectified on time, the region's educational good effects on economic development may be restricted.

Delta's labor market per year, we make a forecast on these entrants as follows:

We also figure out forecasts on labor demand by

**Table 5: Labor structure by educational level in 2001 (%)**

	Untrained skill	Trained skill	Level				
			Primary/Certificate	Obtaining no diploma	Obtaining diploma	Technical Secondary Schooling	University and junior college
The whole country	82.95	17.05	1.33	4.55	3.89	3.61	3.67
The Mekong Delta	89.28	10.72	0.60	3.26	3.22	1.95	1.68

Source: Vietnam Economy, 2001, Chính trị quốc gia Publisher, Hà Nội,

**Table 6: Forecast on entrants in the Mekong Delta's labor market by 2010 (1,000 persons)**

Age	Ratio of entrants (%)	April 1, 1999	April 1, 2004	April 1, 2009
		1,742.5/1,230.2	1,920.9/1,356.2	2,042.1/1,441.7
15 - 19	70.6	1,434.2/1,309.4	1,722.5/1,572.6	1,898.9/1,733.7
20 - 24	91.3	1,372.6/1,277.9	1,414.2/1,316.6	1,696.4/1,579.3
25 - 29	93.1	1,272.4/1,175.7	1,351.8/1,249.1	1,392.7/1,286.8
30 - 34	92.4	1,177.1/1,069.9	1,250.9/1,137.1	1,328.9/1,207.9
35 - 39	90.9	956.5/837.9	1,153.2/1,010.2	1,225.5/1,073.5
40 - 44	87.6	658.4/541.8	932.2/767.2	1,123.8/924.9
45 - 49	82.3	452.9/338.3	635.7/474.9	900.1/672.4
50 - 54	74.7	382.4/237.1	431.2/267.3	605.3/375.3
55 - 59	62.0	9,449.0/8,018.2	10,812.6/9,151.2	12,213.1/10,295.5
Total				

Source: General Department of Statistics

**Table 7: Forecast on labor by industry**

Industry	2000	2005	2010
Manufacturing - construction	10.477%	14.0%	16.0%
Service	26.79%	30.0%	34.0%
Agriculture, forestry, fishery	62.79%	56.0%	50.0%

**Table 8: The number of students in secondary education by 2005 and 2010**

	2001		2005		2010	
	Amount	%	Amount	%	Amount	%
Students in secondary education	3,358,616	20.82	4,360,250	25.0	5,647,500	30.0
Population	16,519,400		17,441,000		18,825,000	

labor to 20% by 2005 and 30% by 2010.

### 3. MEASURES TO DEVELOP HUMAN RESOURCES IN THE TREND OF INTEGRATION

#### 3.1 Universal education

Until 2010, the region is required to fulfill the universalization of basic secondary education and most of children in the cohort must graduate from one among upper secondary, technical secondary or vocational training schools. In addition, local authorities should create favorable conditions for lifelong learning of everyone.

According to statistics, until September 30, 2001,

the whole region had 3,358,616 students from primary to secondary education and 99,212 classes but only 62,460 classrooms. As a result, each room accommodates 54 students. Based on this rate of accommodation, if the number of students reaches 4,360,250 by 2005, 18,548 more classrooms must be built, and the figures by 2010 are 5,647,500 students and 42,386 classrooms respectively. Nevertheless, this accommodation is much higher than the Ministry of Education's criterion of 30-35 students per classroom by 2005. Moreover, students must attend classes both in the morning and the afternoon. As such, if following this criterion, the number of classrooms to be built

will amount to 100,982 classrooms or an average of 10,098 classrooms per year. This is a thorny problem for costs because it costs around VND50 million to build a classroom. (For lower secondary education only).

#### 3.2 Education service privatization

The Government should positively facilitate privatization of educational services to reduce its burden of costs. On the one hand, it has to give incentives, for example, cover a part of costs or offer soft loans, allocate land or lease land with low rent in the long term to establish more universities and junior colleges (at present, the Mekong Delta's amount of universities and junior col-

leges is only one-third of that in the Hông River Delta), on the other hand, retired professors should be encouraged to participate in the academic council of new institutions.

### 3.3 Innovation of technical facilities and reformation of curriculum

High schools have to establish laboratories and libraries. Students at secondary level must be taught foreign language and information technology across the country. At present, when

attending universities and junior colleges, in cities, many students from rural areas begin learning foreign language and information technology, so they cannot catch up with those living in cities.

### 3.4 Increasing quantity and quality of the teaching staff

Based on the criteria of the Ministry of Education and Training, the Mekong Delta will require more 64,400 teachers. To train a qualified army of teachers right now, the Delta's provinces have to select good students in high schools and encourage them to attend junior teacher training colleges in provinces or teacher training colleges in Cần