

MINISTRY OF EDUCATION

MINISTRY OF FINANCE

THE ACADEMY OF FINANCE

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**MOBILIZING FINANCIAL RESOURCES FOR
VOCATIONAL TRAINING IN VIETNAM
RURAL AREAS**

Major : Finance - Banking

Code : 9.34.02.01

SUMMARY OF THE DOCTORAL THESIS

Hanoi - 2022

PREAMBLE

1. Rationale

When implementing industrialization and modernization, Vietnam started as an agricultural country. With the characteristics of an agricultural country, Vietnam has an abundant labor source, especially in rural areas, but trained labor accounts for a very low percentage. The structure of occupations, the structure of training qualifications is seriously unbalanced, and especially the quality is not up to the requirements of production and the rapid changes of science and technology and the labor market. Vocational training for workers in rural areas is the cause of the Party, the State, all levels, branches and society in order to improve the quality of rural laborers and meet the requirements of industrialization and modernization. agriculture and rural areas. The State increases investment in vocational training for workers in rural areas, adopts policies to ensure the implementation of social justice in terms of vocational training opportunities for all workers in rural areas, encourages and mobilizes and create conditions for the whole society to participate in vocational training in rural areas.

Vocational training in rural areas and mobilizing financial resources for vocational training in Vietnam rural areas is one of the urgent current issues that have been and are being concerned by the Party and State. However, the actual mobilization of financial resources for vocational training in rural areas still has certain limitations and inadequacies that have not met the objectives and requirements of vocational training in rural areas. Therefore, the PhD student chooses the topic ‘Mobilizing financial resources for vocational training in Vietnam rural areas’ as the doctoral thesis.

2. Overview of the research reality related to the Thesis title

In the world as well as in Vietnam, there have been studies approaching the issues of mobilization content, mechanism for mobilizing financial resources for TVET and mobilizing financial resources for TVET in public institutions. However, there is a lack of theoretical studies on the management of financial institutions in mobilizing financial resources for vocational training in rural areas. Besides, there is no practical research on mobilizing financial resources for vocational training in rural areas in Vietnam from the management perspective of financial management agencies. Previous studies have had certain successes, but have not been systematic and comprehensive in mobilizing financial resources for vocational training in rural areas

of Vietnam. Therefore, choosing the thesis topic ‘Mobilizing financial resources for vocational training in Vietnam rural areas’ is independent and does not overlap with any other research in terms of content, space and time. The theoretical and practical references in the previous studies are absorbed, inherited and developed by the PhD student in the thesis; ensure the scientific, in accordance with the current regulations.

3. Purpose, tasks and research questions of the thesis

3.1. Purpose of study

Develop views and propose some solutions to mobilize financial resources for vocational training in rural areas of Vietnam.

3.2. Tasks of study

Firstly, review of research works on financing for vocational training and vocational training in rural areas, thereby finding gaps for further research and clarification of open issues.

Secondly, to study and clarify the basic theoretical issues of vocational training in rural areas; financial sources and mobilizing financial sources for vocational training in rural areas; experience in mobilizing financial resources for vocational training in rural areas of some countries around the world and drawing lessons for Vietnam.

Thirdly, analyze and clarify the situation of mobilizing financial resources for vocational training in rural areas in Vietnam in the period 2016-2021, assessing the achieved results, limitations and causes of those limitations.

Fourthly, propose solutions to mobilize financial resources for vocational training in rural areas in Vietnam in accordance with changes in socio-economic circumstances in the country and internationally.

4. Object and scope of the study

4.1. Object of study: Theoretical and practical issues on mobilizing financial resources for vocational training in rural areas.

4.2. Scope of study:

Regarding research content:

Mobilizing financial resources in general and mobilizing financial resources for vocational training in rural areas in particular must carry out many contents, with the participation of the following entities: the State, public vocational education and

training institutions. create. However, due to the limitation of research time, practical conditions and to ensure in-depth research, the thesis topic will only focus on analyzing and clarifying the content of mobilizing financial resources for training. job creation in rural areas. Including: (i) State budget; (ii) revenue from tuition fees; (iii) revenue from service activities of vocational education institutions and (iv) foreign capital.

Regarding research space and research time:

Research thesis in Vietnam, current situation in the period 2016 - 2021.

The thesis builds views, orientations and proposes solutions in Vietnam to be applied until 2025, with a vision to 2030.

The thesis studies the experiences of some countries in the world, including China, Malaysia, Australia, the Federal Republic of Germany, and Thailand.

5. Methods and research framework of the thesis

The thesis uses dialectical materialism and historical materialism to study problems and phenomena in a dynamic state, ensuring logic, comprehensiveness and practicality. On that basis, the thesis has used basic research methods in the field of economics such as: analytical and synthesis methods, logical thinking methods, comparative methods, positivist research methods.

6. New contributions of the Thesis title

The thesis has built a system of concepts of "vocational training in rural areas", "financial sources for vocational training in rural areas", "mobilizing financial resources for vocational training in rural areas". ; analyzing the characteristics of vocational training in rural areas; clarify the contents of financial resources as well as mobilize financial sources for vocational training in rural areas. Completing the system of evaluation criteria for mobilizing financial resources for vocational training in rural areas.

The thesis studies the experience of mobilizing financial resources for vocational training in rural areas of some countries around the world.

The thesis provides some practical lessons that can be applied to Vietnam on mobilizing financial resources for vocational training in rural areas.

The thesis also analyzed and clarified the achieved results as well as the limitations and causes of limitations of the situation of mobilizing financial resources for vocational training in rural areas in Vietnam in the period 2016-2021.

The thesis has proposed five groups of solutions to mobilize financial resources for vocational training in Vietnam rural areas.

7. Design of the study

In addition to the introduction, conclusion and list of references, the main content of the thesis is structured into 3 chapters:

Chapter 1: General theory on mobilizing financial resources for vocational training in rural areas;

Chapter 2: Reality of mobilizing financial resources for vocational training in Vietnam rural areas;

Chapter 3: Solutions to mobilizing financial resources for vocational training in Vietnam rural areas.

Chapter 1

GENERAL THEORY ON MOBILIZING FINANCIAL RESOURCES FOR VOCATIONAL TRAINING IN RURAL AREAS

1.1. OVERVIEW OF VOICE TRAINING IN RURAL AREA

1.1.1. The concept of vocational training and vocational training in rural areas

1.1.1.1. The concept of vocational training

Vocational training is a teaching and learning activity aimed at equipping apprentices with necessary professional knowledge, skills and attitudes to be able to find a job or create a self-employment after completing a course. increase income, improve the quality of life of apprentices in line with socio-economic development.

1.1.1.2. The concept of vocational training in rural areas

Vocational training in rural areas is a teaching and learning activity aimed at equipping workers with necessary professional knowledge, skills and attitudes so that they can find jobs or create their own jobs after completing their studies. into a course, with the goal of increasing income, improving the quality of life of workers in rural areas in line with rural socio-economic development.

1.1.2. Characteristics of vocational training in rural areas

Firstly, in terms of nature: Vocational training activities in rural areas are not pure public services and are positive externalities.

Secondly, about the object of training: The object of vocational training in rural areas is rural labor.

Thirdly, about the training method. Vocational training in rural areas includes formal training and regular training.

Fourth, about training time.

Fifth, about the training content.

1.1.3. The role of vocational training in rural areas

1.1.3.1. The role of vocational training in rural areas with economic development

1.1.3.2. The role of vocational training in rural areas with social development

1.1.4. Factors affecting vocational training in rural areas

First, financial resources

Second, the State's policies on vocational training in rural areas

Third, the teacher's qualifications

Fourth, the vocational training program

Fifth, facilities and equipment for vocational training

1.2. FINANCIAL SOURCES FOR RURAL TRAINING ACTIVITIES

1.2.1. The concept of financial resources for vocational training in rural areas

The financial source for vocational training in rural areas is the financial capacity of subjects in society that can be exploited and used in vocational training activities for workers in rural areas. The objective of this financial activity is to raise income and improve the quality of life of rural workers in line with rural socio-economic development.

1.2.2. Classification of financial sources for vocational training in rural areas

1.2.2.1. Classification by source of financial formation

In terms of sources of financial formation for vocational training in rural areas, it can be classified into domestic financial sources and foreign financial sources..

1.2.2.2. Classification according to the subjects of financial resources

Considering the subject characteristics of different mobilization channels, the financial sources for vocational training in rural areas can be divided into: financial sources from the State budget; financial sources from tuition fees; financial sources from service activities of vocational education institutions; finance from foreign capital.

1.2.3. The role of financial resources in vocational training in rural areas

Firstly, financial resources help to create the facilities to conduct vocational training activities in rural areas.

Secondly, the financial source helps to maintain vocational training activities in rural areas which are conducted regularly.

Third, financial resources help raise the awareness and responsibility of learners when receiving vocational training.

Fourth, financial resources create more opportunities for learning experiences of foreign advanced organizations in vocational training activities in rural areas.

1.3. MOBILIZING FINANCIAL RESOURCES FOR VOCATIONAL TRAINING IN RURAL AREAS

1.3.1. Concept and principles of mobilizing financial resources for vocational training in rural areas

1.3.1.1. The concept of mobilizing financial resources for vocational training in rural areas

Mobilizing financial resources for vocational training in rural areas is the State's use of mechanisms and methods to encourage and exploit the financial capabilities of subjects in society in vocational training activities for laborers in rural areas. The objective of this activity is to raise income and improve the quality of life of workers in rural areas in line with rural socio-economic development.

1.3.1.2. Principles of mobilizing financial resources for vocational training in rural areas

(i) Principle of openness and transparency; (ii) Principles of efficiency; (iii) Principle of Unity; (iv) Principle of fairness and equality

1.3.2. Contents of mobilizing financial resources for vocational training in rural areas

1.3.2.1. Mobilizing financial resources from the State Budget

Mobilization mechanism

First, allocating and allocating state budget funds on the basis of negotiations and discussions between the Government and public vocational education institutions.

Second, special support.

Third, allocate and allocate funds based on norms.

Fourth, give credit to learners.

Method of mobilization

As for the state budget, which is funded by the State, it can be mobilized according to the activities of recurrent expenditure, capital construction investment and national target program funding.

As for the State Budget funding through the granting of credits to learners, the granting of credits to students is done through the social policy bank.

1.3.2.2. Mobilizing financial resources from tuition fees

Mobilization mechanism

The State should provide guidance on the process and develop, appraise as well as promulgate economic-technical norms, methods of determining tuition fees and other service prices in the field of vocational training for laborers in the region. rural areas according to management decentralization.

Method of mobilization

State intervention in tuition fees for current public vocational education institutions by directly forming the tuition fee framework. The tuition fee framework is regulated on the basis of correct and sufficient costs to provide training services in the direction of improving the quality of training service provision, and at the same time based on fluctuations in social income.

1.3.2.3. Mobilizing financial resources from service activities of vocational education institutions

Mobilization mechanism

The State needs to create a mechanism for assigning tasks, ordering and bidding for public non-business services using the state budget in the field of vocational education in general and vocational training in rural areas in particular.

Method of mobilization

Ordering the supply of public products and services is the appointment of a public non-business unit by a State agency; other public service providers; manufacturers and suppliers of public products and services that meet the requirements and order conditions of the State.

Bidding for the supply of public products and services is the process of selecting a contractor to sign and perform a contract to provide public products and services on the basis of ensuring competition, fairness, transparency and efficiency.

1.3.2.4. Mobilizing financial resources from foreign capital sources

Mobilization mechanism

The mechanism of financial mobilization from ODA can be allocation from the state budget or on-lending from the state budget or partially allocating and partially re-lending from the state budget..

Method of mobilization

Through development cooperation activities between the State or Government of a country and foreign government donors, bilateral donor organizations and international or intergovernmental organizations for vocational training for rural workers by basic methods such as project support, sectoral support, program support, budget support, etc.

1.3.3. Evaluation criteria for mobilizing financial resources for vocational training in rural areas

1.3.3.1. Mobilization scale

1.3.3.2. Mobilization structure

1.3.3.3. Growth rate of each financial source

1.3.4. Factors affecting the mobilization of financial resources for vocational training in rural areas

Firstly, the guidelines and policies of the State for vocational training activities in rural areas.

Second, the level of socio-economic development and income level of the people.

Third, the prestige of vocational education institutions

Fourth, training scale and diversification of training activities

Fifth, the relationship between training institutions, state management agencies

in vocational education and domestic and international organizations

1.4. EXPERIENCE MOBILIZING FINANCIAL RESOURCES FOR VOCATIONAL TRAINING IN RURAL AREAS AND LESSONS FOR VIETNAM

1.4.1. Experience in mobilizing financial resources for vocational training in rural areas

1.4.1.1. Experience in mobilizing financial resources from the State Budget

1.4.1.2. Experience in mobilizing financial resources from tuition fees

1.4.1.3. Experience in mobilizing financial resources from service activities of vocational education institutions

1.4.1.4. Experience in mobilizing financial resources from foreign capital.

1.4.2. Some lessons learned for Vietnam

Firstly, diversifying financial sources for vocational training in rural areas, clearly defining mechanisms and ways of mobilizing each financial source.

Second, improve the budgeting mechanism according to the medium-term framework and prepare public expenditure estimates on the basis of the medium-term spending framework.

Third, allocate state budget resources according to the outputs of vocational training activities in rural areas at public vocational education institutions.

Fourth, develop a reasonable tuition fee policy on the basis of cost sharing between learners and vocational education institutions to ensure correct calculation of costs for training activities.

Conclusion Chapter 1

Chapter 2

REALITY OF MOBILIZING FINANCIAL RESOURCES FOR VOCATIONAL TRAINING IN VIETNAM RURAL AREAS

2.1. REALITY OF VOCATIONAL TRAINING IN VIETNAM RURAL AREAS

2.1.1. Reality of the network of vocational education and training institutions in rural areas

2.1.2. Reality of vocational training scale in Vietnam rural areas

2.1.3. Reality of vocational training quality in rural areas of Vietnam

2.2. REALITY OF MOBILIZING FINANCIAL RESOURCES FOR VOCATIONAL TRAINING IN VIETNAM RURAL AREAS

Table 2.1: Total financial resources for vocational training in Vietnam rural areas in the period 2016-2021

Year	Total financial resources for vocational training in rural areas (billions dong)	Financial sources from the state budget		Financial sources from tuition fees		Financial sources from service activities of vocational education institutions		Financing from foreign capital	
		Amount of money (billions dong)	Proportion %	Amount of money (billions dong)	Proportion %	Amount of money (billions dong)	Proportion %	Amount of money (billions dong)	Proportion %
2016	22.166	16.758	75,60	4.428	19,98	604	2,72	376	1,70
2017	24.003	18.147	75,60	4.653	19,39	676	2,82	527	2,20
2018	25.357	18.893	74,51	4.879	19,24	750	2,96	835	3,29
2019	27.942	20.030	71,68	6.031	21,58	984	3,52	897	3,21
2020	28.610	20.858	72,90	6.294	22,00	1.030	3,60	428	1,50
2021	29.956	21.701	72,44	6.393	21,34	1.120	3,74	742	2,48
Total	158.034	116.387		32.678		5.164		3.805	

Source: Ministry of Finance, General Department of Vocational Education

2.2.1. Reality of mobilizing financial resources from the state budget

2.2.1.1. Reality of mobilization mechanism

Article 6 of the Law on Vocational Education 2014 clearly states that the budget for vocational education is given priority in the total state budget expenditure for education and training; distributed according to the principle of openness, transparency and timeliness.

Decision 1956/QĐ-TTg dated November 27, 2009 and Decision 971/QĐ-TTg

setting out the content of funding for the implementation of the project "Vocational training for rural workers until 2020" is mainly taken from the state budget..

Decision 800/QD-TTg dated June 4, 2010 "National target program on building new rural areas for the period 2010-2020" provides content on economic development, raising income in rural areas. , which requires promoting vocational training for workers in rural areas, promoting bringing industry into rural areas, creating jobs and rapidly shifting labor structure in rural areas. Funds to implement the program are mainly from the State Budget.

The State also has a policy on credit for learners in Decision No. 157/2007/QD-Ttg and Decision No. 1656/2019/QD-TTg.

2.2.1.2. Reality of mobilizing methods

Regarding the norms for allocating state budget expenditures for training and vocational training, focusing on implementing policies that prioritize the development of vocational training in remote and isolated areas, ethnic minority areas and regions with favorable socio-economic difficulties. The norms for allocation of recurrent expenditure estimates are classified according to population criteria and regions.

Capital construction investment expenditures are expenditures to meet the needs of building material and technical foundations for each vocational training institution. Including: expenditure on new construction, renovation and upgrading of schools, classrooms, laboratories, practice workshops, libraries, offices and equipment in service of teaching and learning and scientific research in vocational education institutions for workers in rural areas.

Spending on national target programs to realize specific urgent goals or solve major problems in training and vocational training in general and in vocational training for rural workers in particular. at specific times.

For the credit capital from the State budget granted through the granting of credit to learners is specified in Decision 1656/QD-Ttg in 2019 with the current loan rate of 2.5 million VND/student/month, interest rate lending rate 0.55%/month.

2.2.1.3. Reality of financial resource mobilization results

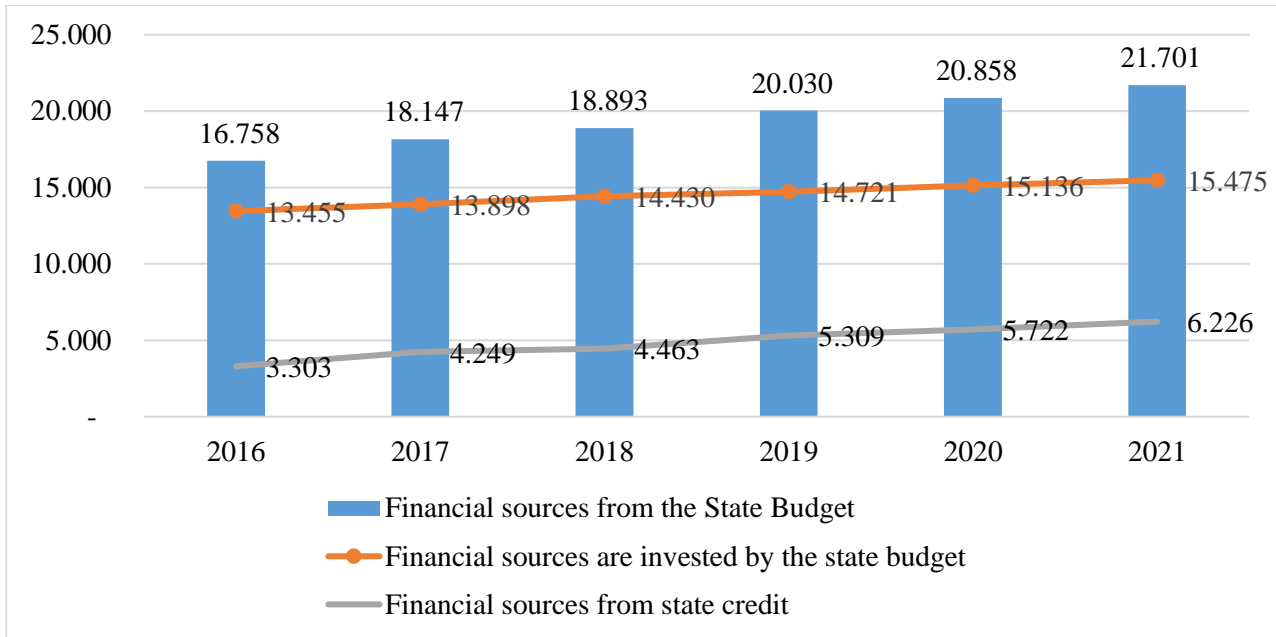
Unit: billions dong

Figure 2.1: Structure of state budget funds for vocational training in rural areas in the period 2016-2021

Source: Ministry of Finance, General Department of Vocational Education

2.2.2. Reality of mobilizing financial resources from tuition fees

2.2.2.1. Reality of mobilization mechanism

From 2015 up to now, vocational training tuition fees have been implemented according to the provisions of Decree 86/2015/ND-CP and Joint Circular No. 09/2016/TTLT-BGDDT-BTC-BLDTBXH on collection mechanism, management of tuition fees for educational institutions under the national education system and policies on tuition fee exemption and reduction, and support for study expenses from the 2015-2016 school year to the 2020-2021 school year.

2.2.2.2. Reality of mobilizing methods

The tuition fee ceiling for public VET institutions is applied by sector, training major from the academic year 2015-2016 to 2020-2021.

2.2.2.3. Reality of financial resource mobilization results

Unit: billions dong

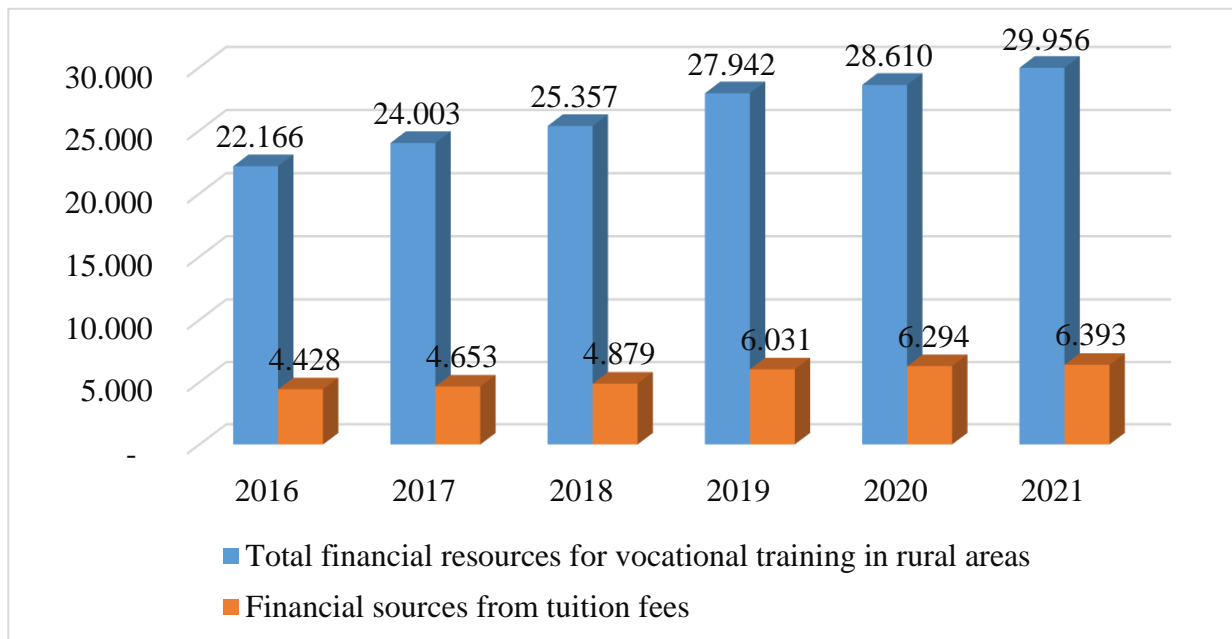


Figure 2.2: The proportion of financial resources from tuition fees in the total financial resources for vocational training in rural areas in the period 2016-2021

Source: Ministry of Finance, General Department of Vocational Education

2.2.3. Reality of mobilizing financial resources from service activities of vocational education institutions

2.2.3.1. Reality of the mechanism for mobilizing financial resources

Ordering vocational training in rural areas is something that the Ministry of Labor - Invalids and Social Affairs; People's Committees at all levels shall designate public vocational education institutions to provide vocational training activities for workers in rural areas to meet the requirements and tasks ordered.

2.2.3.2. Reality of ways to mobilize financial resources

The basis for ordering vocational training services in rural areas is the estimate assigned by competent authorities to order the service; norms on production and service provision; estimates of reasonable costs of service provision; unit price, order price and price subsidy are determined on the basis of application of economic - technical norms. On the basis of the assigned estimate; unit price, order price; affordability; price subsidy, the ordering agency determines the quantity and volume of subsidized products and services to sign an order contract.

2.2.3.3. Reality of financial resource mobilization results

Unit: billions dong

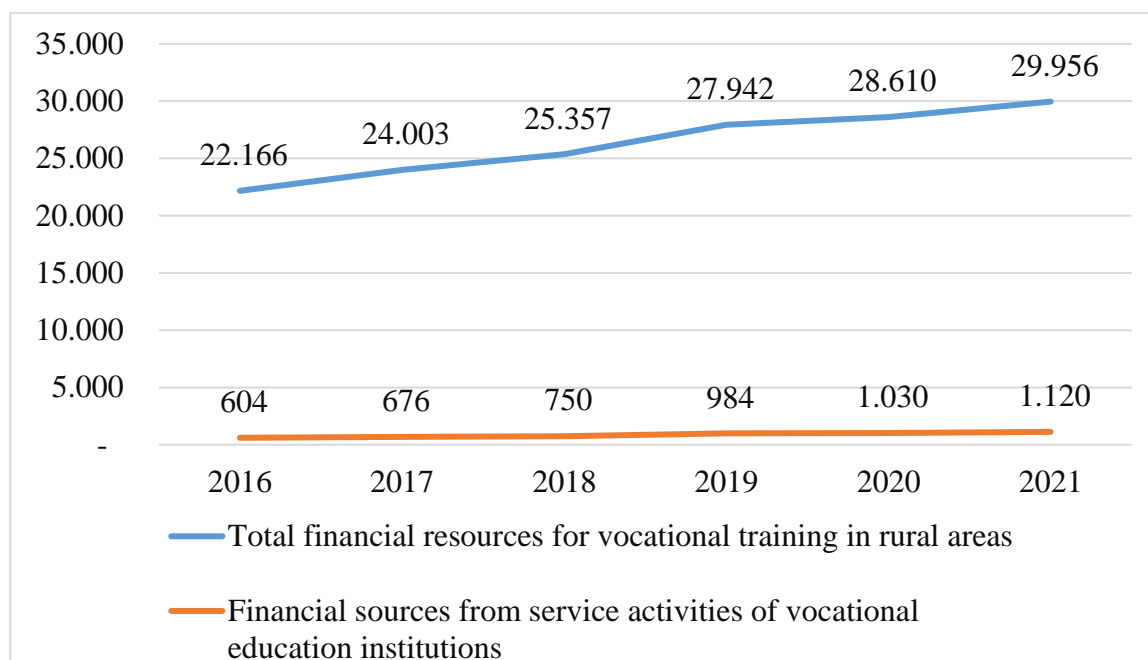


Figure 2.3: Proportion of financial resources from service activities of vocational education institutions in total financial resources for vocational training in rural areas in the period 2016-2021

Source: Ministry of Finance, General Department of Vocational Education

2.2.4. Reality of mobilizing financial resources from foreign capital

2.2.4.1. Reality of the mechanism for mobilizing financial resources

The domestic financial mechanism applied to programs and projects funded by ODA or concessional loans is the regulation on the use of ODA loans or concessional loans from the state budget for programs and projects.

2.2.4.2. Reality of ways to mobilize financial resources

In order to expand international cooperation to develop vocational education in general and vocational training for workers in rural areas in particular, the Government has issued documents to encourage foreign investment in education, including Vocational Education, such as: allowing the establishment of 100% foreign-owned vocational education institutions in Vietnam; expanding linkages between domestic training institutions and foreign organizations, etc.

2.2.4.3. Reality of financial resource mobilization results

Unit: billions dong

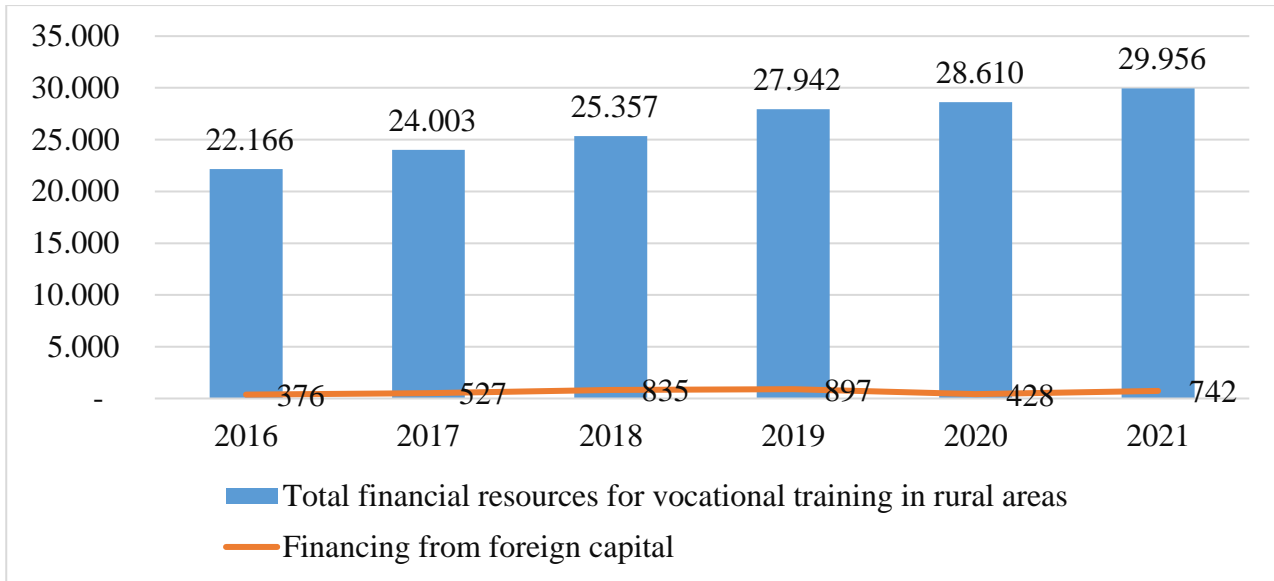


Figure 2.4: The proportion of financial sources from foreign capital in the total financial resources for vocational training in rural areas in the period 2016-2021

Source: Ministry of Finance, General Department of Vocational Education

2.3. GENERAL ASSESSMENT OF MOBILIZING FINANCIAL RESOURCES FOR VOCATIONAL TRAINING IN VIETNAM RURAL AREAS

2.3.1. Result

2.3.1.1. Mobilizing financial resources from the State Budget

The State has issued many legal documents quite synchronously, creating a favorable legal basis for mobilizing financial resources to cover the costs of implementing vocational training activities for workers in rural areas at public vocational training institutions, especially in the field of state budget investment and state credit..

2.3.1.2. Mobilizing financial resources from tuition fees

The State has promulgated the vocational education tuition fee framework for each industry group. Regulation of tuition fees taking into account the characteristics of the field of study and the student's ability to pay; regulations on tuition fee exemption and reduction for some subjects.

2.3.1.3. Mobilizing financial resources from service activities of vocational education institutions

The State has many guidelines, policies and mechanisms to promote public vocational education institutions to increase financial mobilization from non-business service revenues, especially the autonomy mechanism for vocational training institutions. Public vocational education institutions have increased the initiative and responsibility of vocational education institutions.

2.3.1.4. Mobilizing financial resources from foreign capital sources

The international cooperation in education and training in general and vocational education in particular has been increasingly developed, contributing to increasing financial resources from ODA capital for vocational education and training in rural areas.

The development of international cooperation in vocational education through investment support projects to strengthen facilities, laboratories, practice, and equipment renewal at vocational education institutions has contributed significantly to mobilizing financial resources from ODA for vocational education in general and vocational training in rural areas in particular.

Vocational training programs and projects in rural areas are also prioritized to use ODA capital.

2.3.2. Restrict

2.3.2.1. Mobilizing financial resources from the State Budget

Firstly, there is a lack of specific legal regulations to clearly define the leading role of the state budget in vocational training in rural areas; responsibilities of budget levels in vocational training in rural areas.

Second, the mechanism for allocating state budget for vocational training in rural areas in recent years is still limited.

Third, the mechanism of using state budget for vocational training in rural areas is still limited.

Fourth, the process and procedures for state budget credit loans are still inadequate. This process is considered complicated, taking a lot of time for both lenders and borrowers.

2.3.2.2. Mobilizing financial resources from tuition fees

Mechanisms and policies on tuition fees that have not met the requirements are an important financial source to contribute to ensuring the cost of vocational training activities for laborers in rural areas in the market mechanism.

2.3.2.3. Mobilizing financial resources from service activities of vocational education institutions

The mechanism of bidding and ordering vocational training services for rural workers has been applied, but localities are still confused in the implementation and application. Currently, there is still no document guiding the formulation of economic and technical norms, cost norms of public products and services in each field to serve as a basis for promulgating unit prices and prices of public products and services.

2.3.2.4. Mobilizing financial resources from foreign capital sources

First, mobilizing financial resources from ODA for vocational training in rural areas has not been sufficiently focused and prioritized.

Second, the disbursement speed of a number of ODA projects on vocational training in rural areas is still slow, slowing down the completion of the project's output targets and reducing the preferential level of the grant.

2.3.3. The cause of the restriction

2.3.3.1. Objective reasons

Firstly, due to economic recession and budget constraints, the allocation of resources for vocational training in general and vocational training in rural areas in particular is still limited compared to requirements.

Second, the awareness of the position and role of vocational training activities in rural areas in the process of socio-economic development of cadres, civil servants, public employees and employees is still limited; Propaganda has not been given due attention.

Third, the system of mechanisms and policies of the State for vocational training activities in rural areas has been paid attention, but in general, it is not synchronized and lacks consistency between policies for improving the quality of vocational training

amount of training associated with output.

Fourthly, because the basic feature of vocational training activities for workers in rural areas is training in practical skills for workers in rural areas, it requires large investment. But with the current speed, investment structure, and training funding norms, the results obtained are still far from the requirements.

2.3.3.2. Subjective reasons

Firstly, the financial management department in some vocational education institutions that provide vocational training for workers in rural areas has limited professional qualifications and financial management capacity. They have not really done a good job of providing financial advice to leaders of VET institutions.

Secondly, the tuition fee has not been calculated according to the service price on the basis of correct calculation and sufficient training costs, leading to schools not having enough funds to conduct quality training. This does not encourage units to actively improve the quality of training.

Third, state management agencies have not yet issued legal documents as a basis for determining training costs such as economic and technical norms, list of non-business services funded by the state budget, service price bracket. Therefore, there is no basis for collecting tuition fees according to service prices or converting the mechanism of allocation of recurrent expenditures to output-based through bidding, ordering, and assigning tasks.

Fourth, the solutions to implement the policy of socialization of Vocational Education and the financial resources for vocational training in rural areas mainly focus on localities and developed economic regions where people's incomes are high. The State's policies have not paid much attention to regions and localities with economic difficulties and low population income.

Fifth, vocational education institutions that provide vocational training for workers in rural areas pay little attention to the contents, measures and forms of propaganda and promotion of their training activities.

Sixth, there have not been many effective solutions in implementing the autonomy mechanism, especially in mobilizing financial sources outside the state

budget. Vocational education institutions have not been able to take advantage of the internal practice rooms to create exchangeable goods on the market to increase their own revenue. Some vocational education institutions are afraid to innovate, and the ideology of dependence depends on the State.

Seventh, enterprises have not actively participated in vocational training activities in rural areas, and are afraid to rely on the State's regulations on joint ventures and cooperation. Besides, enterprises have not been able to participate in bidding for public service provision.

Conclusion of chapter 2

Chapter 3

SOLUTIONS TO MOBILIZING FINANCIAL RESOURCES FOR VOCATIONAL TRAINING IN VIETNAM RURAL AREAS

3.1. ORIENTATION OF VOCATIONAL TRAINING IN VIETNAM RURAL AREAS

3.1.1. Vocational training orientation in rural areas of Vietnam to 2030

3.1.2. Vocational training goals in rural areas of Vietnam to 2030

3.2. PERSPECTIVES AND DIRECTION FOR MOBILIZING FINANCIAL RESOURCES FOR VOCATIONAL TRAINING IN VIETNAM RURAL AREAS

3.2.1. Perspectives on mobilizing financial resources for vocational training in Vietnam rural areas

Firstly, mobilizing financial resources for vocational training in rural areas is mobilizing financial resources for development investment.

Secondly, the financial source from the state budget is considered as a primer to attract and direct financial resources from actors in the society for vocational training in rural areas.

Third, attach financial mobilization with effective use and management of financial resources.

3.2.2. Direction of mobilizing financial resources for vocational training in Vietnam rural areas

Firstly, increase the state budget for Vocational Education in general and for vocational training in rural areas in particular every year.

Second, the State budget supports vocational education institutions that participate in vocational training in rural areas to enhance conditions for quality assurance and improve training quality. Besides, the state budget also directly supports the poor, policy beneficiaries in rural areas to learn vocational training; switch from support according to the average allocation mechanism to the state mechanism of bidding, ordering, and assigning tasks to provide public administrative services based on the quality and quantity of outputs.

Third, diversify financial sources for vocational training in rural areas, and encourage all economic sectors to participate in vocational training activities in rural areas.

3.3. SOLUTIONS TO MOBILIZING FINANCIAL RESOURCES FOR VOCATIONAL TRAINING IN VIETNAM RURAL AREAS

3.3.1. Solutions to mobilize financial resources from the State Budget

3.3.1.1. The mobilization mechanism

Firstly, continue to improve institutions to clearly define the leading role of the state budget in vocational training in rural areas. Clearly define the responsibilities of budget levels in vocational training in rural areas.

Second, reform the mechanism of allocation and allocation of revenue and expenditure estimates to TVET institutions to ensure the efficiency of financial resources from the state budget.

Third, reform the structure of state budget expenditure for vocational training in rural areas.

Fourth, simplify loan procedures so that borrowers can easily access financial resources from state credit.

3.3.1.2. Method of mobilization

Firstly, implementing the medium-term budget expenditure framework in the management of state budget expenditures for vocational training in rural areas.

Second, develop training costs for each group of occupations at each level of

vocational training

Third, develop a set of criteria and process for evaluating the effectiveness of state budget spending on vocational training in rural areas to serve as a basis for evaluating the effectiveness of state budget spending on vocational training in rural areas.

Fourth, grant autonomy to vocational education institutions using the state budget.

Fifth, support learners to access State credit capital.

3.3.2. Solutions to mobilizing financial resources from tuition fees

3.3.2.1. The mobilization mechanism

- Review, analyze and re-evaluate the current policy on tuition fees in vocational training for workers in rural areas, applicable to public vocational education institutions. From there, consider the positives, limitations and shortcomings of the tuition policy over the past time.

- Survey and re-evaluate in a specific and objective way the average expenditure per student for each level of study and calculate the tuition fee level to ensure the funding for vocational training for a learner according to each level of study.

- Along with perfecting the tuition fee policy, TVET institutes must improve the financial management in each institution to ensure that the financial expenditures are in accordance with the policies and regimes, saving effectively.

3.3.2.2. Method of mobilization

Vocational education institutions that cover their own recurrent and investment expenditures are entitled to determine their own tuition fees to cover costs and accruals according to the provisions of the Law on Vocational Education and other relevant documents;

Vocational education institutions that cover their own recurrent expenditures shall determine the tuition fees for each discipline according to an adjustment coefficient compared with the prescribed tuition fee ceiling for vocational education institutions that have not been able to cover their own recurrent expenditures.

Vocational education institutions that have not been able to cover their own recurrent and investment expenditures determine a tuition fee level that does not

exceed the tuition fee ceiling.

3.3.3. Solutions to mobilizing financial resources from service activities of vocational education institutions

3.3.3.1. The mobilization mechanism

Effectively implement the mechanism of bidding for vocational training targets in rural areas with the state budget.

To promote vocational training for rural workers in the direction of increasing the autonomy and self-responsibility of training institutions.

3.3.3.2. Method of mobilization

- Develop a policy to take advantage of existing school workshops to create necessary products to implement product socialization to increase the school's revenue.
- Vocational education institutions need to promote applied research activities, technology research, teaching means and information technology application in teaching and training management.

3.3.4. Solutions to mobilizing financial resources from foreign capital

3.3.4.1. The mobilization mechanism

Supplement and complete legal regulations as a basis to strengthen the management of ODA.

Continue to perfect legal documents on the receipt and use of ODA funding.

3.3.4.2. Method of mobilization

- Encourage the expansion and promotion of cooperation in training in order to exchange good experiences, suitable to Vietnam's conditions, and increase financial resources for vocational training in rural areas.
- Strengthen the mobilization of ODA and grant aid sources to improve training capacity through international cooperation programs on vocational training for workers in rural areas. In which, investment will be focused so that a number of training institutions reach the same level as the region and the world.
- Priority will be given to reciprocal domestic capital for projects supporting the development of vocational training at the request of donors.
- Prioritize ODA sources to enhance equipment and build physical foundations for disadvantaged areas.

3.3.5. Other solutions group

3.3.5.1. Solutions on strengthening the inspection and inspection of financial resources for vocational training in rural areas

3.3.5.2. Raise awareness of all levels, sectors, businesses and society about vocational education in general and vocational training in rural areas in particular.

3.4. RECOMMENDATIONS

3.4.1. Recommendations to the National Assembly

3.4.2. Recommendations to the Government

3.4.3. Recommendations to the Ministry of Labor - Invalids and Social Affairs, the Ministry of Finance

Conclusion of chapter 3

CONCLUSION

Mobilizing financial resources for vocational training in rural areas is the basis for ensuring stable and long-term economic development, especially in the context of the current knowledge economy. The research objective is to systematize and clarify theoretically as well as to complete the mobilization of financial resources for vocational training in rural areas to apply in practice. The thesis has solved the following basic issues:

Firstly, the thesis has systematized and clarified the theoretical issues of vocational training in rural areas, financial sources and mobilizing financial resources for vocational training in rural areas. Present experience in mobilizing financial resources for vocational training in rural areas in some countries. From there, draw some lessons for Vietnam.

Secondly, the thesis has generalized the reality of vocational training in rural areas in Vietnam. Deeply analyze the situation of mobilizing financial resources for vocational training in rural areas in recent years through mobilization channels: state budget; financial sources from tuition fees; financial sources from service activities of TVET institutions; foreign capital. Thereby pointing out the achieved results, limitations and causes of limitations in mobilizing financial resources for vocational training in rural Vietnam.

Third, on the basis of presenting the orientation and objectives of vocational training in rural areas, viewpoints and directions for mobilizing financial resources for vocational training in rural areas, the thesis has proposed groups of solutions to mobilize mobilize financial resources for vocational training in rural areas of Vietnam as well as some recommendations when implementing solutions.

**LIST OF PUBLICATIONS RELATED TO THE ISSERTATION WRITTEN
BY THE DOCTORAL CANDIDATE**

1. Trinh Thi Thanh Loan (co-authors) (2016), *Perfecting the financial autonomy mechanism in public universities: current situation and solutions*, Asia-Pacific Economic Review, No. 483, pp.26-28.
2. Trinh Thi Thanh Loan (co-authors) (2017), *Some issues on product cost accounting on product costs at forest plantation enterprises*, Asia-Pacific Economic Review, January issue, pp.7-9, 18.
3. Trinh Thi Thanh Loan (2020), *Solution to mobilizing financial resources for Vietnam's rural workers training*, Review of Finance, July issue (733), pp.69-71.
4. Trinh Thi Thanh Loan (2020), *Improving the use of State budget for rural workers vocational training*, Accounting & Auditing Journal, July issue (202), pp.50-54
5. Trinh Thi Thanh Loan (2022), *Studying the experience of mobilizing financial resources for vocational training in rural areas of some countries: Lessons for Vietnam*, Accounting & Auditing Journal, June issue (225), pp.159-162