

Training Need Assessment in international economic integration for agriculture and rural development

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Rationale

To prepare human resources for realizing the action plan of the Government concerning international economic integration, The Government issued the Decision No 137/2003/QD-TTg dated July 11 2003 approving the plan to foster and train the human resources as the preparation for international economic integration in the period 2003-2010. This is the ground for Ministries and Agencies to develop the human resources training plan to prepare for integration of their own.

Ministry of Agriculture and Rural Development is taking initiatives to formulate the action plan of its own for international economic integration in order to realize the state's policies as well as to gain the active position in integration aiming at taking maximum advantages as well as being well prepared to addressing challenges brought to the agriculture and rural development in the age of international integration.

In order to have the foundation to develop the human resources training plan for the agriculture sector, MARD conducted a survey and Training Need Assessment for international economic integration of the sector with the objectives set as (i) Assessing the present situation of economic integration training for agriculture and rural development sector; (ii) proposing solutions to develop a training plan comprehensive in contents and methods in economic integration for sector's targeted groups.

Methodology

This is the Training Need Assessment for international economic integration, so as the information gathered should be primary data collected from numbers of sources, different target groups within the sector. Data collections include face-to-face interviews driven by standardized questionnaire forms, workshop group discussions with the participation of different target groups.

The questionnaire forms were designed in two types: (1) form for organization use, designed to collect integration training need information of the organizations provided by their leaders basing on the number of staffs and assessment of their organization (2) Individual used form designed to collect relevant information on personal basis.

Scope of the study

This study focused on primarily assessing the training programs and their contents relating to international economic integration that have been provided to staffs.

This study is targeted to : State management, production forces and public services forces, including some policy research institutes and related training schools involving in agriculture, irrigation and rural industries..

Objectives of the study

Overall objective: Making a foundation for developing a comprehensive capacity building program in international economic integration for the whole sector at national level.

Specific objectives focuss on:

- Assessing the training needs in international economic integration for agriculture and rural development sector;
- Proposing solutions to formulate training program comprehensive in either the contents and the training methodology in economic integration for the sector's target group.

Outcomes of the assessment

Through the economic integration training need survey, it is found that over 65% of the state management officials, staffs in public service sector, training sector and production sector have not understood what integration is. The rate of understanding in production sector is higher than in others. In production sector, staffs who work in state-owned enterprises have better understanding in economic integration than those who work in private businesses.

The reasons for ignorance found as lack of training, training courses delivered were not good, the knowledge about international economic integration is so much and so complicated, few staffs suppose that their field of work do not really have a connection to training. In general, it is found that the majority of surveyed sectors all suppose the key reason lead to the fact that a large part of the human resources having not understood or known about economic integration is the shortage of training.

The rate of staffs participating in training courses in integration accounts for only 30% of the persons asked, the rest 70 have never joined any course in economic integration. Some courses provided so far covered topics such as introduction about regional and international economic cooperation fora like ASEAN, APEC, WTO, some free-trade Agreements..., globalization; courses for technical staffs such as GAP, GMP, GHP, STMQ, trade promotion, negotiation skills, handling conflicts.

Most of training courses on integration was held in the period from the year 2000 to date. They were mainly short training courses commonly under the form of lecturing, methodology of those were still monotonous, not diverse. Initially the courses provided have contributed to supplementing knowledge about integration to participants; however there remain numbers of challenges to trainees in those courses such as foreign languages skills, complicated contents, unpractical lectures, not relevant attendees, organization activities not satisfactory.

Conclusion

Solutions and recommendations

1. *Target groups :*

First, the integration knowledge should be disseminated to the management level at all sectors, secondly to officials of state management sector and public services sector, teaching staffs of MARD's schools, later on extended to other groups such as technical staffs, students...In general, no age limit should be set for participants of general integration knowledge course, but some in-dept training courses.

2. *Training contents:*

As recommended in the interviews, the contents of training should include:

- Legal Framework relating to integration process, important agreements that involve agriculture and rural development, the signed documents, international regulations and

practices, the process of legislation review and development of Vietnam regarding international economic integration;

- Vietnam's process to join regional and international organizations. Introduction of agriculture-related Agreements within WTO and FTA that Vietnam is negotiating or has concluded the negotiation.
- Knowledge on trade liberalization, globalization, international integration in the field of agriculture, tariff barriers, technical barriers (technical specifications, Intellectual properties,) doing business in a globalize environment;
- Negotiation skills, conflicts handling mechanism in international trade organizations, BTAs, FTAs....
- Analyzing the impacts of integration, integration management, analyzing the competitiveness of Vietnamese agro-products, market survey and forecast, market tapping, distribution channels in major markets. Application of standards on clean production, processing and doing business.
- Other supporting skills like IT, Foreign languages, issues relating to application of IT (E-commerce, international payment, administrative procedures, inspection system)

3. Recommendations regarding organization of classes:

- Training delivery forms, methods, time should be diversified to rapidly disseminate the integration knowledge sector -wide.
- International Department and Organization Department are to review the organization at all sectors to classify staffs and set priority for training plans.

4. Monitoring and evaluation:

In order to achieve the objectives of training courses, they must be managed effectively: Course completion assessment should be made, assessment some time after the course, impact assessment.

Reference

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