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**NGUYEN THI NGOC THAO**

**VOCATIONAL TRAINING FOR KHMER WOMEN  
IN MEKONG DELTA IN THE FORM OF  
CONTINUING EDUCATION**

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**Scientific instructors:**

**1. Prof-Dr of Sc. THAI DUY TUYEN**

**2. Dr. TRINH THI HONG HA**

**Reviewer 1: Assoc.Prof. Dr. Do Minh Cuong**

General Department of Vocational Training

**Reviewer 2: Assoc.Prof. Dr. Tran Khanh Duc**

Hanoi University of Science and Technology

**Reviewer 3: Assoc.Prof. Dr. Nguyen Tien Hung**

The Vietnam Institute of Educational Sciences

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**LIST OF ARTICLES ALREADY PUBLISHED  
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- 1-** Nguyen Thi Ngoc Thao (2014), “Practicality of vocational training for khmer women in mekong delta in the form of continuing education”, Journal of Education, No. 329, March 2014, pages 16-18.
- 2-** Nguyễn Thị Ngọc Thảo (2015), “measures to enhance the positive learning of Khmer women in Mekong delta in the form of continuing education”, Journal of Vietnamese Teachers, No 105, January 2016, pages 10.
- 3-** Nguyen Thi Ngoc Thao (2016), “It should be The positive of learners should be focused in vocational training for khmer women in mekong delta in the form of continuing education”, Journal of Education, Special Issue, March 2016, pages 68-71.
- 4-** Nguyen Thi Ngoc Thao (2016), “Some MEASURES to increase the effectiveness of the vocational training for khmer women in mekong delta in the form of continuing education”, Journal of Education, No. 380, April 2016, pages 29-32.

## INTRODUCTION

### 1. The urgency of the topic

Vocational training is one of the major activities to develop human resources. Khmer women workforce plays an important role in agricultural production, the development of household economy and the participation in the new rural construction in the Mekong delta. Therefore, the investment in vocational training for Khmer women is the investment in the development of Khmer ethnic community. At the same time, we can also implement the views of the Party and the State on the economic development together with the improvement and social justice better and better.

Mekong delta are dealing with many challenges from climate change, sea level rising, limitation of the resources, labors and techniques, the highest number of poor people in seven regions of Vietnam,... Khmer people in Mekong delta have many cultural features, personality, residence, and productive working. The number of poor Khmer households and impoverished households is higher than other ethnic groups in the region and higher than the national average rate. Thus, vocational training for the Khmer people in Mekong delta in general and for Khmer women is very urgent. To be effective, it needs to bring the suitable features.

Provinces with lots of Khmer people in the Mekong delta region enjoy many preferential policies of the government, so the vocational training and employment solutions for rural labors and Khmer women in the region have made significant progress. Yet, compared with other vocational learners in the region, the percentage of Khmer women participating in the apprenticeship and vocational applications learned in life is still the lowest. The education level of most Khmer women in the rural area of Mekong delta is very low, so they should just take part in vocational training classes in the form of continuing education with the time of less than 3 months. The vocational training for Khmer women in the form of continuing education is a special teaching process because the learners themselves contain many peculiarities of the various vulnerable groups such as “women”, “ethnic minorities”, “the majority of them are poor” and “living in disadvantaged areas”. In general, the ability to perceive the knowledge of the Khmer women as the apprentices is lower than other groups. That requires looking for more solutions to help Khmer women develop capacity and participate in the social labor better.

However, so far, there hasn't been any in-depth study on the real situations of vocational training for Khmer women in the Mekong delta, on the characteristics and the needs of their apprenticeship, on how to take the vocational training process effectively, on the ability to apply knowledge and vocational skills into practical labor and production of learners.

Stemming from the above-mentioned reasons, we have chosen to study the topic “**Vocational training for Khmer women in Mekong delta in the form of continuing education**” with the desire to find measures to contribute to improving the effectiveness of vocational training for Khmer women in the region.

### 2. Research objectives

Build scientific basis and propose measures for vocational training for Khmer women in Mekong delta in the form of continuing education.

### 3. Object and subject of the research

The object of the study : The process of vocational training for Khmer women in Mekong delta.

The subject of the study: The activities of vocational training for Khmer women in Mekong delta in the form of continuing education.

### 4. Scientific hypothesis

The vocational training for Khmer women in the Mekong delta in the form of continuing education today still has low effects. If we can propose vocational training measures focusing on building the content, using teaching methods, teaching facilities, teaching and learning organization, testing and assessment, which are suitable for the demands and the practical conditions, based on the adults education theory and suitable for the ability of the learners, ensure the urgency and the

practicality, the effectiveness of vocational training for Khmer women in Mekong delta will be improved.

## **5. Tasks and scope of the research**

### **5.1. Tasks of the research**

- Build the theoretical framework about vocational training for Khmer women in Mekong delta in the form of continuing education.
- Survey and assess the reality of vocational training for Khmer women in Mekong delta in the form of continuing education.
- Propose vocational training measures for Khmer women in Mekong delta in the form of continuing education.
- Experiment and assay the measures.

### **5.2. Scope of the research**

- Scope of the content: Type of vocational training under 3 months. In this type, we just go deep into the study of the content design and the vocational training implementation to increase the income for Khmer women in Mekong delta in the form of learning by doing, and guided self-study.
- The scope of surveyed subjects: The vocational training management staff, vocational training teachers and Khmer women who used to join in elementary vocational training courses and under 3 month vocational training courses for the rural labors, under Decision No.1956/QĐ-TTg of Prime Minister.
- The scope of surveyed area: 4 districts, towns with a lot of Khmer people in 3 provinces: Soc Trang, Tra Vinh and Kien Giang, Ethnic boarding vocational school in Tra Vinh province and Vocational training centers under the Women's Union in Tra Vinh province.
- The scope of experimenting: Experiment a class of teaching vegetable cultivation in the commune of Phu My, My Tu district, Soc Trang Province during the period from February to May 2015.

## **6. Research methodology and research methods**

### **6.1. Research methodologies**

The thesis uses the approaches: Practical approach, historical-logical approach, structured system approach and multicultural approach.

### **6.2. Research methods**

The thesis uses a combination of the following main methods: Group of theoretical research method, group of practical research method (method of educational survey, method of pedagogical observation, experimental method of pedagogy, method of expert opinion, method of mathematical statistics.

## **7. Protected theoretical point of view**

- Theoretical point of view 1: Vocational training in the form of continuing education is one of the most important measures to reduce poverty sustainably and improve the living standard for Khmer women in the Mekong delta. It contributes to stabilizing the politics, developing the economy, ensuring the justice and social progress.
- Theoretical point of view 2: Vocational training for Khmer women in Mekong delta in the form of continuing education is effective only when the teaching principles for the adults in general are complied with. At the same time, vocational training must be suitable for the learning characteristics of Khmer people, ensure the scientific characteristics, the modernization of intergration period.
- Theoretical point of view 3: Vocational curriculum for Khmer women in the form of continuing education must be associated with the practicality of productive working. It must be suitable for the learners' conditions and must follow the module structure.

- Theoretical point of view 4: Besides job love, devotion, the vocational training teachers need to have other qualifications and capacity such as: practical experience, deep understanding about Khmer culture, sympathy with learners and willingness to work in disadvantaged rural areas.

## **8. New contributions of the thesis**

- About the theory:

+ Clarify the vocational training theory in the form of continuing education; develop the theory about vocational training for Khmer women in Mekong delta in the form of continuing education.

+ Build the principles and the process of vocational training, and build 9 criteria with 24 standards to assess the effectiveness of vocational training for Khmer women in Mekong delta in the form of continuing education.

+ Propose 5 vocational training measures for Khmer women in Mekong delta in the form of continuing education.

- About the reality:

+ Survey, analyze and assess the reality of vocational training for Khmer women in Mekong delta in the form of continuing education.

+ Design the curriculum, compile the teaching and learning materials served for Experiment of vocational training for Khmer women in the form of continuing education as well as illustrated for the theory.

+ Experiment, assay and assert the urgency and the feasibility of the suggested measures.

## **9. The structure of the thesis.**

Besides the introduction, the conclusion and recommendation, the thesis includes 4 chapters:

+ Chapter 1: Theoretical basic of vocational training for Khmer women in Mekong delta in the form of continuing education

+ Chapter 2: Reality of vocational training for Khmer women in Mekong delta in the form of continuing education

+ Chapter 3: Measures for vocational training for Khmer women in Mekong delta in the form of continuing education

+ Chapter 4: Experiment

### **Chapter 1**

#### **THEORETICAL BASIC OF VOCATIONAL TRAINING FOR KHMER WOMEN IN MEKONG DELTA IN THE FORM OF CONTINUING EDUCATION**

##### **1.1. Overall reviews of the problem**

###### **1.1.1. Studies about continuing education, adult education**

###### ***1.1.1.1. Studies in the world about continuing education, adult education***

In 1968, Philip H. Coombs alarmed the world educational crisis and discovered the existence of non-formal education as a suggestion to get rid of that crisis. Since then, continuing education/non-formal education/adult education have been admitted in the education system in our country. From the 1960s of the 20th century up to the early years of the 21st century, there were many typical research works about the continuing education, adult education from many educators such as Malcolm Knowles, Edgar Faure, Jacques Delors, Mark Tennant, Michael Osborne, Muir Houston & Nuala Toman, Helen Abadzi, Joe E. Heimlich - Emmalou Norland, Claus Holm, Guy R. Lefrancois, Madhu Singh, Lorecia Roland.

The research works of these authors mentioned the problem in many aspects and different levels about the theory and reality of continuing education. Continuing education and adult education are considered as the keys to enter the 21st century. They also mentioned the learning characteristics of the adults, building learning society with an open, soft, flexible and diverse educational system in order to facilitate the life long learning for learners, especially to provide life long learning for the vulnerable group of the society.

### ***1.1.1.2. Domestic research about continuing education, adult education***

We can find the common theory about the term “continuing education” in the research works of many authors: Tô Bá Trọng, Vũ Xuân Nhi, Nguyễn Thị Bích Liên, Ninh Văn Bình, Nguyễn Tiến Đạt, Thái Xuân Đào, Phạm Tất Dong. Besides, there are many authors studying continuing education, adult education at different aspects of approach such as: Nghiem Xuan Luong, Tran Kiem, Thuan Phong, Ba Truong Bowl, Vu Thi Hong Khanh, Ha The Language, Nguyen Duc Tri, Nguyen Minh Duong, Dang Thanh Hung, Vu Van Tao, Pham Tat Dong, Thai Thi Xuan Dao - Nguyen Thi Huong Lan - Nguyen Bich Lien - Nguyen Huu Tien - Nguyen Thi Thu Thuy, Closing Hong Hanh, Kieu Thi Binh - Nguyễn Thị Hương Lan - Nguyen Bich Lien, Pham Xuan Luan, Ninh Van Binh, Pham Thi Kim Phuong, Bui Thanh Xuan. The research works of the authors above agree on the opinion that people can only get the opportunities of continuing education when those opportunities ensure the requirements: availability, diversity, plentifulness, convenience of venues, flexibility of time, ease of procedure. We should focus on the development of continuing education in the ethnic minority regions, disadvantaged areas. Moreover, we should care for the poor and the disadvantaged.

### **1.1.2. Studies about vocational training for ethnic minority people and women**

#### ***1.1.2.1. Studies in the world about vocational training for ethnic minority people and women***

A.Y. DuPree, Bernadette and Ning Tang Stiehl, Sue Yeandle, Bernadette Stiehl and Lisa Buckner, In'am Al Mufi studied the characteristics of learning and teaching for ethnic minorities and women in different parts of the world and clarified the difficulties of ethnic minority women in vocational training. Moreover, they also studied the need to change the teaching method to suit the learning styles of ethnic minority women and studied the importance of the community in helping minority women overcome barriers to promote the education, training, getting a job, and making real differences to their own lives and communities.

UNFPA study found that among 6 nations with the highest population of Vietnam, Khmer women accounted for the lowest proportion of factors "go to school" but accounted for the highest proportion of factors, "unemployed", more than 1.5 times the national average.

#### ***1.1.2.2. Domestic studies about vocational training for ethnic minority people and women***

The authors: Vũ Dũng, Mạc Văn Tiến and collaborators, Nguyễn Đăng Thành, Vũ Đình Hòa and Đoàn Minh Huân, Vi Văn Điều and Đào Nam Sơn, Đỗ Mạnh Cường and collaborators, Nguyễn Thị Mai Hà, Trần Thị Phương Hoa, Lê Thị Thúy have had the studies about human resource development of ethnic minority in the North, Highlands and South-East region; about the management policy; about cognitive psychological characteristics of ethnic minority youth. There is very little research related to education and vocational training for the Khmer people in Mekong Delta. Some authors have typical studies such as: the author Phùng Rân and collaboration group, the Ministry of Labour, Invalids and Social Affairs, Vietnam and the Asian Development Bank, Mette Vinggaard and the research team, Australian Government AusAID, Nguyen Van Tan, Le Minh Thien. The authors and groups of the authors above mainly mentioned ethnic characteristics of Khmer people in Mekong Delta and the objects of learners were Khmer people in general. They also mentioned the organizational forms of vocational training, employment solutions, product consumption, some short-term vocational training programs in the Mekong Delta.

### **1.1.3. Key issues drawn from the overview of the related studies**

1) Non-formal education or continuing education which includes vocational training in the form of continuing education is an integral part in the national education system. It is the only solution to get rid of the situation of educational crisis in the 21st century.

2) Adult education is based on the four pillars of the XXI century education: Learning to know, Learning to do, Learning to live together, and Learning to be.

3) Continuing education has to aim at lowering the barriers that make women and ethnic minorities not be able to achieve much education and training as other population groups. That is to ensure the equal participation of women and ethnic minorities into community life.

4) Because the economy, the society and the culture of every region are different, the approach to develop continuing education must suit each region, the local culture and each group of learners so as to help individuals learn better in their own ways, develop their potential and contribute to the development of the community and society.

5. Learning characteristics of adult are the basis to propose the measures, to personalize the content, form, teaching method, testing and assessment which are suitable for the characteristics and capacity of learners. At the same time, it helps meet the learners' need.

However, the authors still haven't agreed on the definition of continuing education, haven't mentioned the teaching principles in the form of continuing education and haven't had in-depth studies about the nature of the vocational teaching and learning for ethnic minorities and women. The studies about continuing education for Khmer people community in the Mekong Delta are very few. They only studied the macro management or mentioned a few elements in the process of vocational training. They didn't have in-depth studies about the learning capacity of Khmer women and the real situations for these objects. They didn't have any measure to improve the effectiveness of vocational training for Khmer women in the form of continuing education.

There are still 5 issues that the thesis needs to study further in order to apply them into improving the effectiveness of vocational training for Khmer women in the Mekong Delta in the form of continuing education.

1. *Perspectives, principles and processes of vocational training for Khmer women in the Mekong Delta in the form of continuing education.*

2. *Learning characteristics of Khmer women in the Mekong Delta in the form of continuing education*

3. *Real situation of vocational training for Khmer women in the Mekong Delta in the form of continuing education*

4. *How are vocational training programs, teaching methods, organizational forms and testing and assessment to be suitable for vocational training for Khmer women in the Mekong Delta in the form of continuing education?*

5. *Which major environmental factors affect vocational training for Khmer women in the Mekong Delta in the form of continuing education.*

## **1.2. Some basic concepts**

### **1.2.1. Vocational training**

Comparing with the explanation in Article 5 of the Law on Vocational Training (2006) and Article 3 of the Law on Occupational Education (2014), we can see 2 terms "vocational training" and "professional training" differ only in the way we call, the category is the same.

We understand the vocational training as follows: "*Vocational training is the teaching and learning activity in an organized way in order to arouse the latent ability of learners, to help them with the positive changes in knowledge, skills and attitudes towards a career or a specific job*"

This concept places the learners in the center of the teaching process. It helps them promote the activeness in vocational learning in order to develop the capacity and quality. Vocational training activities are to "arouse" the activeness of learners about the "positive changes" in knowledge, skills and attitudes, rather than passively wait to be "equipped". This concept is consistent with the orientation of fundamental and comprehensive innovation in education and training in Resolution No. 29-NQ / TW. It is "*transforming the education process, which is from the education mainly providing learners with the knowledge to the education developing the comprehensive capacity and the quality of learners*".

### **1.2.2. Continuing education**

The term "continuing education" still has different ways of understanding. We think it will be more reasonable if we think that:

+ *Continuing education system is a component system of the national education system, an open and flexible system; the construction of the activity programs, learning programs and*



*implementation of the teaching process has to comply with strict rules, and flexibly fit local conditions.*

+ *Teaching in the form of continuing education is the organized teaching and learning activities but flexible about time, place and form of teaching, with the intention to bring the education and training to the learners in the different ages, different social roles so as to arouse the latent potential of the learners, to help them have a positive changes on expanding knowledge and raising the level of education, expertise and profession.*

### **1.2.3. Vocational training in the form of continuing education**

We assume that we can understand the concept “Vocational training in the form of continuing education” in 2 different aspects:

+ According to systematic approach, we can understand: *“Vocational training in the form of continuing education is a part of continuing education, a component of the national education system.”*

+ According to pedagogical approach, we can understand: *“Vocational training in the form of continuing education is the organized teaching and learning activities but flexible about time, place and form of teaching, with the intention to bring the vocational training to the learners in the different ages, different social roles so as to arouse the latent potential of the learners, to help them have a positive changes on expanding knowledge, skills and attitudes toward a career or specific job. **The thesis uses the concept "vocational training in the form continuing education" in this approach.***

### **1.2.4. The effectiveness of vocational training**

- *The effectiveness of vocational training is the benefits that vocational training brings for learners and society.*

- *The economic effectiveness of vocational training is considered for the individuals, the vocational training institutions, the State, the enterprises and the society.*

- *The social effectiveness of vocational training expresses in the positive impact on families and society. Thereby strengthening the prestige of vocational training institutions not only for learner but also for society, making the Khmer women in particular and people in general keen on vocational learning and more aware of vocational learning to improve their lives.*

The effectiveness of vocational training for Khmer women within the classes of less than 3 months shows that the learners knows how to learn, to acquire the knowledge, to form skill and the necessary attitude required by the output standards of the program so that they can apply them into the real life, bring benefits for themselves, their family and the society. The effectiveness of vocational training is determined by comparing the capacity (knowledge, skill and attitude) of learners at the output with the one of learners at the input, by the ability to apply the content into productive working, by the spirit, by the attitude of learners, by the interaction between learners and with teachers, by the positive impact of the course on the community, by the benefits of vocational training institutions, the community and the enterprises.

## **1.3. Vocational learning characteristics of Khmer women in the Mekong delta**

### **1.3.1. Common characteristics of Khmer people in the Mekong delta**

#### ***1.3.1.1. Characteristics about culture, belief and personality***

Khmer ethnic people in the Mekong delta have their own language and their own writing; the education level is lower than the one of Kinh ethnic people and Chinese ethnic people in the region; there are many traditions and cultures with unique features. Most Khmer people in the Mekong delta are the followers of Theravada Buddhism. Khmer pagoda is also a multifunctional cultural - social center of every community, every hamlet. The Khmer pagoda is the school and the monks are the educators. Particularly, the abbot has the supreme power in the spirit of Khmer communities.

Khmer people in the Mekong delta are in favor of spiritual life rather than material. They believe in fate that fortunate people will become rich. Therefore, they are interested in financial and in-kind contributions to the pagoda rather than learning to improve the effectiveness of productive

working and accumulating wealth. They are very generous, but they easy to feel inferior and less interested in learning new things.

### ***1.3.1.2. Characteristics about residence, production and life***

Khmer people primarily live together in the hamlets in the remote areas of the provinces: Soc Trang, Tra Vinh, Kien Giang, An Giang, Bac Lieu and Ca Mau. The areas with the majority of Khmer people are the poorest areas in the Mekong delta. The rate of poor Khmer households is higher than the average level of society.

Khmer people are hard working. They depend primarily on agricultural production under the traditional experience, so the risk is very high and the effectiveness is very low. Besides that, there are some traditional handicrafts in the household size. Very few people live by trade or working as workers. Poor households earn their living mainly thanks to seasonal employments. Poor women often do housework for the families in urban areas inside and outside the province. Many Khmer people, especially the poor and women, do not speak Vietnamese fluently. This limits the ability to access and exchange information, relationships and mutual learning among communities of Khmer and Kinh people. Due to poverty and inefficient farming, many Khmer people pledge or transfer land use rights and become an employee on their own land.

### **1.3.2. Some vocational learning characteristics of Khmer women in the Mekong delta**

#### ***1.3.2.1. Common characteristics about adult's learning***

#### ***1.3.2.2. Some characteristics affecting the vocational learning of Khmer women in the Mekong delta***

Besides the common characteristics of the Khmer people and the general characteristics of adult's learning, Khmer women also have very distinct characteristics which have very few advantages but many disadvantages and barriers to vocational learning: the conditions and learning opportunities, the position in the family and in the society, the impact of social prejudices, customs, language, and the limitation in the awareness of Khmer women themselves in vocational learning, employment and work. Therefore, in training for these learners, in addition to complying with the general principles, we must also pay attention to the distinct characteristics to help the learners promote the strengths and overcome the weaknesses.

### **1.4. Point of view about the vocational training for Khmer women in the The Mekong delta in the form of continuing education**

#### **1.4.1. Characteristics of vocational training for Khmer women in the Mekong delta in the form of continuing education**

##### ***1.4.1.1. Objective***

We understand that: *“The objective of vocational training in the form of continuing education is the desired results of the learners on knowledge, skills and attitudes after the teaching and learning activities in the form of continuing education”*. When we determine the objectives of vocational training for Khmer women in The Mekong Delta region in the form of continuation education, we should focus on skill formation rather than convey knowledge. Vocational training must be associated with the application and the job. At the same time, it must originate from the capacity, psychological characteristics and learning conditions of Khmer women.

##### ***1.4.1.2. Content***

A basic feature of vocational classes with less than 3 months in the form of continuing education is the flexibility of the content. Learning content is the narrow profession. It is even just a stage of a profession. The content of vocational training followed by the viewpoint "learning what we want", so that Khmer women easily apply them into reality, feel confident to look for a job and improve the capacity in productive working.

- ***The content of vocational training in module structure***: The module of vocational training is built to meet the demand “to do”, so it is very suitable for learners. Each module is a full integration. Thus, soon after finishing, learners will have positive changes in the implementation capacity, including knowledge, skills and attitudes toward the learned topics as well as vocational

learning. At the same time, it contributes to improving the training effectiveness and the economic effectiveness.

#### ***1.4.1.3. Teaching methods***

We understand that *teaching methods are the ways in which the teachers affect the learners and their learning activities, help them proceed learning activities so that the teachers can reach the goals of teaching.* Facing with the difficulties and limitations in the study of Khmer women, learning through experience, learning through testing and learning through practice are more suitable than learning through research or learning through the theory-based analysis.

Teachers need to avoid unintentionally hurting learners' self-esteem. It should be cautious about the sensitive issues such as belief, culture and traditions of learners and Khmer ethnic community. It is necessary to create a good relationship between teachers and learners. If we want things like that, teachers have to understand and respect ethnic characteristics, belief, customs, traditions, cultural traditions and spiritual values of Khmer ethnic community. Teachers not only have to understand and have deep experience with regard to teaching, have skills, especially good pedagogical practice skill, but also require other special abilities. In particular, the spirit of job love, deep sympathy for learners, sympathy with the desire and difficulties, limitations of learners, respect and attention to the opinions of learners, willingness to work in remote and isolated areas and the Khmer language proficiency are sometimes more important than professional qualifications.

#### ***1.4.1.4. Teaching facilities***

In this thesis, we understand that *teaching facilities are the material means used in the teaching process to create the necessary conditions for the teachers and learners implementing the goals of teaching and learning effectively.* Teachers need to take notice of promoting the strength of practice at the fields and taking advantage of facilities, equipment, appliances, teaching aids provided in order to carry out the motto "learning is accompanied by practice", "hands-on teaching". At the same time, teachers help learners overcome the barriers about the spoken and written language as well as the limitation in the awareness.

#### ***1.4.1.5. Organizational forms of teaching***

The concept "*Organizational form of teaching*" shows the way to organize teaching and learning activities. It is necessary to organize teaching with diverse forms so that learners feel comfortable, convenient, safe, encouraged and helped. The vocational training can not just rely on the State but also rely on the community.

#### ***1.4.1.6. Testing and assessment***

Testing-assessment must not make learners feel scared. It should help learners to create the motivation to strive. The form and content of the assessment should be flexible. Assessment tools should be diverse and should focus on the evaluation through practice. The assessment is not necessarily through a formal test. The capacity of learners are evaluated on the knowledge, skills, attitude towards learning and the learning content.

### **1.4.2. Some learning theories underlying the study of vocational training for Khmer women in the Mekong delta in the form of continuing education**

#### ***1.4.2.1. Constructivism theory***

Constructivism theory emphasizes the active role of the learners in the learning process. It should be seen as one of the scientific basis of modern teaching and needs to be applied into research on vocational training for Khmer women.

#### ***1.4.2.2. Activity theory***

Activity theory needs to be applied in vocational training for Khmer women to stimulate the activeness of learners. Teachers should help learners see that the lesson content is what they want to achieve, what the learners need to what the learners need to receptive and why they have to do so. From that, they can become the subjects of the action so as to find out and acquire knowledge and practice skill competently.

#### ***1.4.2.3 Adult education theory***

Vocational training for Khmer women in the form of continuing education is teaching for the adults. Thus, teacher must be very flexible, clever at applying the theory of adult education into teaching practice to create the most positive level for the learners

### 1.4.3. Principles in vocational training for Khmer women in the Mekong delta in the form of continuing education

#### 1.4.3.1. The concept of vocational training principles in the form of continuing education

The principles of vocational training in the form of continuing education are a system of basic view points with rules and has the impact on directing the determination of the goal, the content, the method, the organizational form of teaching, testing and assessment which are suitable for the purpose of teaching and the objective rules affecting the entire process of vocational training and learning in the form of continuing education to bring the highest effectiveness.

#### 1.4.3.2. Three basic principles in vocational training for Khmer women in the Mekong delta in the form of continuing education

1) Principle “Positive, creativity” mainly directs the teaching activities. Teachers need to design and use the teaching methods, test and assess in view of learner-centered.

2) Principle “Practicality” mainly directs the construction of the content and the use of teaching methods. Teaching content must be linked to employment. Teaching methods should focus on the guides for learners the way to self-study, self-train and apply of learning content into solving real problems in employment.

3) Principle “Flexibility, diversity, suitability of ability” directs the implementation of both the content, teaching methods, teaching facilities, organizational forms of teaching and assessment in priority in order to create the most favorable conditions for the apprenticeship of Khmer women.

Each principle has its own contents, and it reflects different aspects of the teaching process. However, the principles have close relationships with each other, intertwine with each other and support each other in order to ensure the implementation of the teaching process to be effective. It is needed to incorporate the principles into a complete entity to get the highest effect.

On the basis of three guiding basic principles the above, we build a set of criterias to evaluate the effectiveness of vocational training for Khmer women in the Mekong delta in the form of continuing education, including 9 criteria with 24 standards presented in Table 1.1.

**Table 1.1. Set of criterias to evaluate the effectiveness of vocational training for Khmer women in the Mekong delta in the form of continuing education**

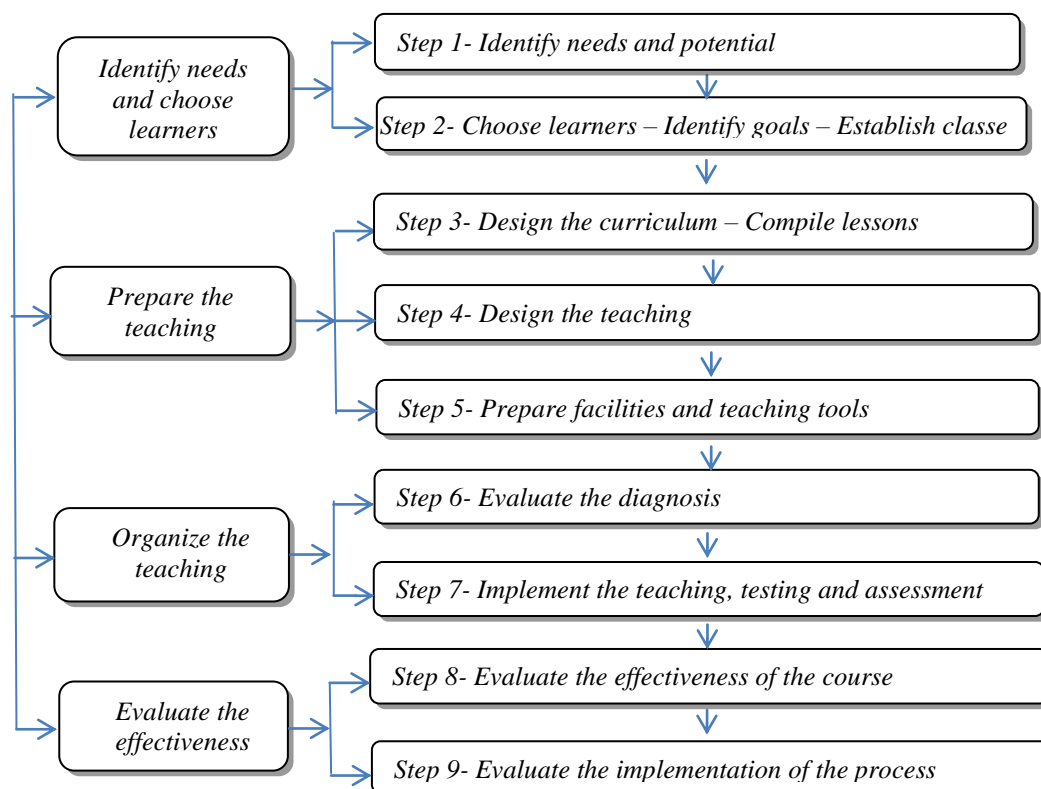
Guiding principles	Criteria	Standards
1. Principle “Positive, creativity”	1. The positive of learners	1.1 – Learners clearly identify the purpose of learning and build proper motivation
		1.2 – Learners learn to share, accept and respect each other
		1.3 – Learners don’t have the feeling of being inferior, low self-worth, being passive in learning
		1.4 – Learners promote the active role, self-acquisition, combined with the leadership, guide role of teachers
	2. The creativity of learners	2.1 – Learners know how to study and apply the knowledge, skills creatively into different situations in learning and in the reality of professional labor
		2.2 – Learners feel satisfied with the demand of knowledge and can apply what they want to

		learn
<b>2. Principle “Practicality”</b>	<b>3. The practicality of vocational training content</b>	<b>3.1</b> - The content of vocational training must be associated with the employment. Besides that, it must meet the demand and get the agreement of learners and society.
		<b>3.2</b> – The content of vocational training is followed in module structure and makes sure the rate of practice time must account for more than 70% in the total training time
	<b>4. The practicality of teaching methods</b>	<b>4.1</b> – The teaching methods used must be suitable for the view “Learning must go with practice”. It should teach every part of a job
		<b>4.2</b> – The teaching methods used must be suitable for the view “The school must be associated with society”
<b>3. Principle “Flexibility, diversity, suitability of ability”</b>	<b>5. Flexibility, diversity, ability suitability of the teaching content</b>	<b>5.1</b> - Vocational training content is easily assembled, developed and updated with new knowledge to meet the needs of the reality of productive labor which constantly fluctuate
		<b>5.2</b> - The content of vocational training does not require high levels of education. It is not too long and must be consistent with the learning ability which has limitations of learners
	<b>6. Flexibility, diversity, ability suitability of the learning resources, teaching facilities</b>	<b>6.1</b> – Learning materials should focus on visual forms, and they are easy to understand, easy to remember, easy to carry out, not heavily dependent on theory
		<b>6.2</b> – Facilities, tools, teaching utensils must be full, diverse and suitable for the content in order to support teaching and learning well
	<b>7. Flexibility, diversity, ability suitability of teaching methods</b>	<b>7.1</b> – Teaching methods are designed, combined to use together appropriately. They should focus on vivid visualization and teaching style “hands-on teaching”
		<b>7.2</b> – Teaching methods encourage, promote and facilitate the interaction and cooperation between learners together to solve problems
		<b>7.3</b> – Teaching methods maintain high but reasonable expectations for learners. They help learners have more awareness, discover and apply the knowledge, skills and attitudes appropriately
		<b>7.4</b> – Teaching depends on the capacity of learners until they are in turn proficient in each job. Don’t put the emphasis on time.
	<b>8. Flexibility, diversity, ability suitability of form of teaching organization</b>	<b>8.1</b> – Organize teaching flexibly at the vocational training institutions, at the factories or at the fields. Focus on community-based vocational training, may be rely on pagoda
		<b>8.2</b> – Teaching organization by gathering

		students together in classes, self-studying at home; teaching according to the seasonal production, teaching continuously everyday, or teaching according to the growth process of the livestock, crops
<b>9. Flexibility, diversity, ability suitability of testing and assessment</b>	<b>9.1</b>	Assessment tool is variety. Assess learners mainly through practice, through oral exam, and through multiple choice question.
	<b>9.2</b>	Combine teachers' assessment and learners' self-assessment, assess learners in an encouraging way, not necessarily assess learners through a test
	<b>9.3</b>	Combine assessing learners regularly, assessing every stage during the learning process, assessing at the end of the module and the training course
	<b>9.4</b>	Assess learners achieved the attainment in this work, then they switch to another work

#### 1.4.4. Process of vocational training for Khmer women in the Mekong delta in the form of continuing education

The process consists of 4 main contents with 9 working steps as follows:



**Diagrams 1.2. Process of vocational training for Khmer women in the Mekong delta in the form of continuing education**

#### 1.5. Some factors affect vocational training for Khmer women in the Mekong delta in the form of continuing education

The teaching process is considered as a system consisting of many components that have dialectical relationships with one another, and it is put in a system of social-cultural-economic

environment of the region and the national characteristic of the community. Teaching gains high results when there is harmonious and balanced cooperation between factors of the teaching process and objective factors. The process of vocational training for Khmer women in the Mekong delta is not an exception as it is still affected by objective factors regarding material and spiritual matters such as work and the ability to consume products, economic family, multi-cultural environments;... There is a need to help Khmer women to realize that learning environment is safe, friendly and encouraging.

### **Conclusion of Chapter 1**

1- Many scientists of education figured out that informal education or continuing education would be the only solution to the crisis in education.

2- In order to have good learning period, there is a need to promote the positive, activeness and creativity of both teachers and learners. Based on that, the teachers decide what to teach, how to teach, what teaching tools to use, and how to test and assess.

3- The principals of vocational training for Khmer women in the Mekong delta in the form of continuing education must reflect the root philosophy of Adult Educational Theory and some other learning theories that encourage learners to actively and positively construct knowledge. These principals must compliance with educational principals of the nation, and they must directs resolving the most practical demands of the region and the country.

4- The theoretical backgrounds mentioned above, especially those in relation to vocational training in the form of continuing education are viewpoints to illuminate reality and propose measures to the vocational training for Khmer women in the Mekong delta in the form of continuing education, in which learners are regarded as the center for any vocational training activities.

## **Chapter 2**

### **REALITY OF VOCATIONAL TRAINING FOR KHMER WOMEN IN MEKONG DELTA IN THE FORM OF CONTINUING EDUCATION**

#### **2.1. An overview of geographical, social and economic features in the Mekong Delta**

##### **2.1.1. Geographical features**

Mekong delta, situated in the southernmost of Vietnam, is part of the Mekong delta. Mekong delta is conterminous with the Southeastern region, neighboring with Cambodia in the North with the border about 330 kilometers. Its southwest is the Gulf of Thailand and the southeast is the East Sea. The Mekong delta occupies 13% of the total areas in Vietnam.

##### **2.1.2 Social - Economic Features**

Mekong delta mainly develops agriculture, especially rice cultivation and food crops. However, this region is dealing with a great deal of common challenges:

+ Challenges in environment such as climate change, rising sea levels, declining freshwater, saltwater intrusion; environmental pollution and degradation.

+ Challenges in economy such as slow restructuring; limitations on resources and skilled labor; brain drain and labor.

+ Challenges in living standards: The Mekong delta has the highest number of poor people among the seven economic regions in Vietnam; It also has the highest rate of people who are susceptible to relapse into poverty when there are adverse changes in the economy.

+ Social Challenges: The level of education and professional is lower than other regions in the country; social psychology of saving and developing is still low.

The population in the Mekong delta in 2011 was 17,330,900, accounted for more than 19% of the national population. The contribution of the poor people in this area in 2012 is 16.2%, the poverty gap is 3.3, while the the corresponding in the Red River delta is 7.5% and 1.4. The number of people (aged 15 and above) classified according to the highest education level and to the region: In 2012, the Mekong delta has the percentage of people without qualifications is 26.6%, being the highest among six regions of the country. In 2011, the rate of unemployment of the country is

2.96%, in which the Mekong delta reaches 4.79%; the rate of female unemployment is 2.92% and the Mekong delta accounted for 4.81%.

The majority of inhabitants in the Mekong delta is Kinh, followed by Khmer, Hoa, Cham. The number of Khmer people in this area is about 1.3 million, accounted for 94% of the Khmer population in Vietnam. Khmer people is one of the minor ethnic groups that have crowded population. The number of poor, re-poor and near-poor Khmer families is still high. The gap between rich and poor people among Khmer and other ethnic groups such as Kinh, Hoa becomes larger.

The implementation of the policies of the Party and the State about ethnic groups and religions helped Khmer people's lives are improved. However, in general, Khmer people in Mekong delta have not applied new science and technology into production yet. They focus mainly on agriculture with traditional experiences, low efficiency.

### **2.1.3 The government's orientation toward the development in the Mekong Delta**

The Mekong Delta is taken interest in Vietnamese government. In which, investment to cope with the climate change and develop both economy and society towards the orientation of synthesis and sustainability is put on the priority.

## **2.2. The common issues about the reality survey**

### **2.2.1. Purposes of the survey**

Collecting necessary information about the demand and practicality of vocational learning as well as the ability to apply what are learned into real life of Khmer women; evaluating the practicality of vocational teaching in form of continuing education for Khmer women in the Mekong delta.

### **2.1.2. The location and scale of the survey**

Location: 4 towns and districts having the crowded Khmer people in Soc Trang, Tra Vinh and Kien Giang provinces; Ethnic boarding vocational school in Tra Vinh province; Vocational Training Centers under the Women's Union of Tra Vinh province.

Scale: Surveyed 670 people comprising 20 managers, 50 vocational lecturers, 600 Khmer women who used to join in vocational classes for rural labors, which is conducted according to Decision No 1956/QĐ-TTg of Prime Minister.

### **2.1.3. Instruments and contents of the survey**

Using 3 kinds of questionnaires to survey 3 groups: learners, teachers and managers in establishments that have vocational training for Khmer women.

### **2.1.4 Methods and implementation techniques**

Methods to survey: conversation, in-depth interview, pedagogical observation, questionnaire.

Through Women's Union systems of communes and hamlets to select interviewers to interview by using Vietnamese and Khmer language. Data collected were processed by mathematical statistics software, namely MS Excel.

## **2.3. Results of the practical survey**

**2.3.1. The reality of vocational training's objectives:** The objective of the vocational training programs for rural labors mainly use of the objectives of the other vocational training programs (usually mid- level and colleges programs), by cropping and mounting them mechanically together to form short-term curriculums without concerning different kinds of learners. Goals are generally meager and generic.

**2.3.2. The reality of vocational training's contents:** The vocational curriculum had assigned and applied in teaching for many different learners; the content is wide and spread, but it cannot adapt the demand and the competence of learners by the viewpoint "Learners just learn what they need". Therefore, it becomes impractical. 85% Khmer women under surveyed complained about the content of the lesson which are long as well as difficult to understand, to remember and to do. The fact that some majors related to business, service and agricultural occupations towards safety, which are really necessary for the development of economy in the Mekong delta in today period are not concerned and oriented for learners.



**2.3.3. The reality of designing and applying teaching methods:** There are 4 traditional teaching methods used frequently; therefore, 58.00% teachers say “unconfident” or “not enough confident” when using positive teaching methods. Only 4.00% teachers answer “very confident”. The percentage of Khmer teachers is only 17.00% on average. Regarding teaching qualities, 16.00% managers evaluates “Very good”, but 18.00% of them assesses “Weak”.

**2.3.4. The reality of vocational training facilities:** There is the consistency in the answers about the practicality of facilities and vocational equipments among managers, teachers, and learners, in which, most of them select the levels of “Average” and “Below average”.

**2.3.5. The reality of organizational forms of teaching:** The most frequent organizational forms of teaching is teaching in class, accounted for 56.00% the total answer from the questionnaires; taking field trips is 22.00%; sending learners to manufactories takes 14.00%; other kinds is only 8%. Meanwhile, the demand of Khmer women about learning places is much diversified such as Houses for Community activities, Cultural houses, near-home places and especially, 17.83% want to attend courses at pagodas.

**2.3.6 The reality about testing and assessments:** Testing often occurs at the end of the course or module which aims at modifying enough required marks of the programmes. Testing and assessment merely wear the form of “dealing with the requirement”. It does not ensure the positive evaluation for each learner in terms of self-reliance and creativity. It does not encourage learners and additionally, it makes them heavier and more worried. Learners do not have chances to join in mutual evaluation or even self evaluation.

### **2.3.7 The reality of vocational learning and applying into practices of Khmer women**

#### ***2.3.7.1 The purpose of vocational learning of Khmer women***

2 main factors enhancing Khmer women to take vocational training courses is to boost the effectiveness of manufactures, business and services in their families as well as to seek for new jobs. Taking vocational classes, which aims at “receiving the government’s support”, rank the third but also accounts for 24.50%. Such an awareness should be changed because when seeing vocational training is a good condition to take advantage of another policy, learners sign in those courses due to campaigns, without caring or thinking in advance of what job need to learn and how to apply them into real life.... Consequently, they will not concentrate on their learning, or learning without motivations and even dropout and of course it lead to the ineffectiveness of training processes. To deal with the question “*Being compared with the man in your family, can you receive the priority from other family members to take part in this vocational course?*”, 65.00% women in the survey say “No”. Nevertheless, just 5.00% Khmer women reveal the reason for joining courses is to “*Enhance prestige in family and society*”. This can prove that Khmer women themselves accept the bias of sexual unbalance existed right from within their own families.

**2.3.7.2 The happiness and interests of Khmer women when taking vocational classes:** 34.33% Khmer women say unhappy or uninterested in learning. The reasons are feeling tired, hard to understanding and remember the lessons, wordy lessons, lacking practice or difficulties in applying learning into practices.

**2.3.7.3 Advantages and disadvantages of Khmer women when taking vocational courses:** 92.50% Khmer women say “Having advantages” while 98.20% give their answers with meeting lots of difficulties. The most common difficulty is the language barrier between learners and teachers. In addition, there are many different factors existed.

**2.3.7.4. The learning results between Khmer women and other learners:** 60.00% teachers evaluate the results of Khmer women being lower than other learners in vocational classes; 34.00% believe “Equivalent”, 6.00% assess “Very lower”; no one considers “Better”.

**2.3.7.5 The reality of applying jobs into practice of Khmer women:** 73.30% Khmer women said that they had applied what they learnt into practice, but the frequency is still not high; 26.67% have not applied into real life yet. Reasoning for that, they says “Unconfident with their vocational skill”.

### **2.3.8 Comparing the results of the reality survey with the process of vocational training for Khmer women in Mekong Delta in form of continuing education**

In general, based on the results of survey mentioned above and comparing with the process of vocational training proposed in chapter 1 of the thesis, the conclusion can be withdrawn is that Khmer women have many limitations needed overcoming.

### **2.4 General evaluation about surveying the reality**

Vocational training for Khmer women in the Mekong delta in form of continuing education has existed some advantages and many disadvantages. Those derived from subjective factors of learners and other objective factors; hence, it do not reach the stable and high effectiveness.

#### **Conclusion of Chapter 2**

- Vocational training for Khmer women has gained certain success but some limitations additionally existed due to many reasons: inappropriateness of training objectives, spread and impracticality of teaching contents, teaching methods no appropriate with learners' characteristics. Other reasons could be noticed such as: teachers do not take into the consideration of vocational teaching for women in the ethics groups; the conditions for learners to practice is still limited; testing and assessment is wearing the form of "dealing with the requirements", which inhibit the development of positive characteristics. In terms of learners: there are some limitations such as language barriers, low-awareness about the role of vocational learning and especially, they do not have demands in vocational learning.

- Vocational teaching for Khmer women does not satisfy the demand of theory and practice which cause the low effectiveness. The results of the survey are completely consistent with the initial consideration of the researcher in scientific hypothesis.

- Comparing the results of the reality under surveyed in chapter 2 with the theoretical background in chapter 1, the main problems need to be solved will be presented as follows:

+ Based on the appropriate teaching principles, the researcher proposed vocational teaching methods for Khmer women in the Mekong delta including building teaching contents, using teaching methods and teaching equipments, organizing classes, testing and assessment. This is an essential demand which contributes to addressing the negative effects from the specific issues of gender, ethnic cultures and regions.

+ While building measures for vocational training for Khmer women in the Mekong delta in form of continuing education, it is necessary to take into both advantages and disadvantages deriving from objective and subjective aspects.

## **Chapter 3**

### **MEASURES FOR VOCATIONAL TRAINING FOR KHMER WOMEN IN MEKONG DELTA IN THE FORM OF CONTINUING EDUCATION**

#### **3.1. Principles of creating teaching measures**

Choosing and proposing measures for vocational training for Khmer women in Mekong delta in the form of continuing education has to rely on the following principles: inheritable, necessary, effective and feasible.

#### **3.2. Proposing the measures for vocational training for Khmer women in Mekong delta in the form of continuing education**

##### **3.2.1. Group of measures developing the content of vocational training followed the module structure, associated with learners' demand and is suitable to their competency**

*Measure 1: Designing vocational training curriculums followed the module structure:* Designing programs so that learners easily applied to their real practice in manufactures. Designing vocational training programs based on the results of job analysis, followed the module structure, and towards the implementation capacity to fully resolve a task / job after completing learning a specific module.

**Measure 2: Developing training content associated with the practice and meet the needs of Khmer women apprentices:** Vocational training programs must be tied to production, employment, vocational training content is what learners need to and have the ability to apply immediately. Developing vocational training content is not academic, but it has to derive from the practicality of working and manufacturing of Khmer women, which get the allowance of both learners and society and based on the program of new rural construction, the plan of social - economic development, ensuring high application.

**Measure 3: Developing vocational training content to ensure diversity, flexibility, and appropriateness with learners' capacity:** To ensure the diversity, the program need to follow the common rules and must be flexible to be suitable with conditions of the community, local and vocational training institutions; vocational training contents have to meet the needs "learning what we want" so that Khmer women can work for live and escape from the poverty easily. Regarding flexibility, it is necessary to design programs that can be collaborated and linked with others complex assemblies corresponding with the target; do not use a common curriculum for all kinds of learners. Regarding appropriateness with learners' capacity, the content needs to be developed without requiring high educational level, not too long and must be consistent with learners' capacity; ensuring "learning must go together with practicing".

### **3.2.2. Group of measures using teaching methods toward learners' positive**

#### **Measure 4: Using several suitable teaching methods**

1) *Using the methods of practicing:* This kind of methods holds the decisive role. Teachers need to create opportunities for learners to practice what they have just learnt; practice each assignment until they become professional at that task before coming to the next task.

2) *Using others positive teaching methods:* Group discussion, Problem-solving, and learning through situations.

#### **Measure 5: Using teaching methods flexibly and effectively**

+ Using teaching methods flexibly: Depending on the features of every module, teaching conditions,... especially on learners' competence, learners' forte and learners' style, teaching methods of lessons will be designed appropriately so that both teachers and learners can promotion their creativity, flexibility...; avoiding monotonous, rigid and restrictive like the way of thinking from teachers as before.

+ Using the teaching methods effectively through appropriate teaching techniques: Designing and using appropriate teaching techniques to uphold the active of learners such as: technique "Creating the first impression", technique "Organization groups for learning", techniques "Dividing assignment", technique "Table cloth", technique "Jigsaw" and technique "game"....

#### **Measure 6: Creating friendly and encouraged learning environment**

1) *Respecting and encouraging learners:* Teachers need to design teaching methods toward creating friendly and comfortable learning environment. The teaching methods need to be more appropriate with learners' style as well as maintain the collaboration among learners and the motivation from teachers. Those are conducted to overcome individual limitation, contribute to engaging learners' confidence. Teachers should also maintain the high expectation to learners, encourage them to try to learn and support them in recognizing their own responsibility in study. Vocational teachers need to learn Khmer at basic levels to be able to communicate with learners.

2) *Promoting and facilitating collaborative and interactive learning:* Teachers should create opportunities for learners to: exchange and discuss information actively, share experiences, express their emotions and attitude directly. Teachers also promote the interaction between teachers and learners. Furthermore, they encourage interactive and collaborative activities among learners in the same group as well as among groups.

3) *Guiding learners self-study and self - discipline:* Teachers design teaching methods which focus on learner-oriented so that they can make use of all cases, all means and all circumstances to learn by themselves; learning by doing in each module and submodule. Therefore, learners, who finish their study, can do all things they learn very well, instead of doing after finishing their study

as before. This measure aims at overcoming the practicality of vocational training where learners are enrolled in courses but have no chances to practice or have little practice. In other words, this reality can be seen as training without application.

4) *Helping learners upholding their existed experiences and potential competence of creativity:* Teachers should take into upholding experiences and promoting active role as well as self-study capacity from learners; respect and replicate living or manufacturing experiences of individual to illustrate for teaching lessons and discussing while solving problems; educate learners to have the correct demand and motivation in taking vocational courses; promote learners to study to satisfy their own requirement and develop their new personality.

5) *Respecting learners' belief and religion:* Teachers have to understand and respect Khmer learners' ethnic characteristics, beliefs, custom, cultural tradition and spiritual values; they need to sympathise with learners' wishes as well as their problems and limitations; teachers should avoid organizing lessons on Khmer holidays; teachers are also expected to exploit Khmer beautiful values about culture to educate professional attitude for Khmer women in the process of vocational learning.

### **3.2.3. Groups of measures using suitable and diverse teaching facilities**

*Measure 7: Use teaching facilities that guarantee the suitability:* The teachers need to well prepare teaching facilities to support the teaching and learning so that they can be conducted smoothly, easily and accurately; focus on creating learning materials that have visual characteristics with many pictures and charts, less words in ways that are easy to read, to understand, to memorise and conduct.

*Measure 8: Use teaching facilities that guarantee the diversity:* Focus on utilizing and using teaching facilities and tools diversely and effectively so as to help learners feel interested in learning, promote the effectiveness of the process of acquiring and comprehending knowledge and forming skills. Need to mobilize and use maximisedly the potential of land, material facilities, tools for practice and learning resources that are available in the community and manufacturers.

*Use teaching facilities guarantee the diversity:* Focus on utilizing and using teaching facilities and tools diversely and effectively so as to help learners feel interested in learning, promote the effectiveness of the process of acquiring and comprehending knowledge and forming skills. Need to mobilize and use maximally the potential of land, material facilities, tools for practice and learning resources that are available in the community and manufacturers.

### **3.2.4. Groups of solutions implementing teaching forms flexibly based on the community**

*Measure 9: Implement flexible teaching forms according to schools, classes, coaching and mobilization:* In addition to learning in classess, need to hold extracurricular activities, coaching, visit associated with doing activities in clubs according to themes, or self-learning, which depends on specific needs and conditions. Need to create conditions for learners to practice in manufacturers, fields, ponds and lakes,... where learned knowledge and vocational skills are used; direct self-learning through means of mass media.

*Measure 10: Implement teaching forms associated with crop production and based on the community:* Conduct the vocational training associated with crop production and based on the community in order to take advantage of the community as well as create plenty of opportunities and conditions for learners to interact with the community through practicing with what is available in the community so that the learning can be flexible, supplemented from the reality and used to reform that reality, following the perspective "The school is associated with the society", simultaneously so as to promote the effectiveness of the course on the community. Be able to cooperate with pagodas to teach contents that are appropriate in the pagodas.

### **3.2.5. Groups of measures conducting flexible testing and assessment based on the competency**

*Measure 11: Identify testing contents that are appropriate and inclined to the applicability and practice:* The teachers need to prepare testing contents suitable to learners' level of

development in specific circumstances and situations, the testing must cover comprehensively knowledge, skills and attitudes, but is inclined to inclined to apply, practice.

**Measure 12: Identify the difficulty level of tests based on the competency:** The teachers need to create testing contents suitable with learners' competency and goals, objectives of lessons and courses; display questions and exercises clearly, understandably in ways that guarantee the ability to work on of learners and that learners gain more knowledge, develop intellectual capacity and the ability to practice after the course.

**Measure 13: Use forms and tools of testing and assessment flexibly and in ways that are compatible with the competency:** Implement the testing-assessment flexibly and suitably. Use many different tools to assess comprehensively the capacity of learners. Not obligate learners to learn in as enough periods as regular students and students of formal vocation training, but base on the ability to learn of learners. After learners are assessed as successful in one work, they are allowed to move to another work.

**Measure 14: Implement the testing and assessment in ways that encourage learners:** The teachers should not place emphasis much on grades or ranking, but they should focus on comments which aims to help learners be aware of their strengths that need to be developed as well as their weaknesses, divergence in their perspectives and learning that need to be modified. The teachers should not compare achievements and capacities among learners, but just compare with learners themselves in the learning process; encourage and give compliments at the right time when learners make efforts or progress; show expectation and encouragement towards learners so that they are motivated to learn and guide them to reach their goals; create opportunities and conditions for learners to assess themselves and assess with one another.

### **Conclusion of Chapter 3**

Based on the foundation of studying theories, analyzing the current situation and making clear the characteristics of vocational training for Khmer women, this dissertation proposes 5 groups of solutions to vocational training for Khmer women in the Mekong delta in the form of continuing education. These groups of solutions are built following 3 basic principals of teaching. Each solution show clearly the innovation in vocational training. Although these solutions exist independently, they have close relationships with one another, interact with and supplement each other. They all place learners in the central position, where learners are the subjects of the teaching process. Especially, the second group of solution provide the teachers with ideas about using teaching methods involved active learning activities. This group of solution is aimed to help Khmer women overcome subjective constraints and objective obstacles in their awareness and studies; there is a positive transformation on ideas, feelings and interest in attending vocation training, actively construct knowledge, develop their vocational skills as well as the ability to apply what they have learnt to the reality; exercise their self-confidence, positive, mutual assistance; contribute to improve the quality of their lives and to develop the community of Khmer people. This is a major solution that is of a breakthrough of the thesis.

## **Chapter 4**

### **EXPERIMENT**

#### **4.1. Common issues**

##### **4.1.1. Experimental purposes**

It is necessary to identify whether or not learners make any changes compared to them in the time when they participate in other normal classes of vocational training; their learning results, spirit, attitudes towards vocational training and ability to apply. Test the accuracy of scientific hypotheses, the necessity, the feasibility and the effectiveness of proposed measures. Discover irrational things (if any) of the solutions to continue modifying. Discover emerging problems, new scientific ideas that need to be studied.

##### **4.1.2. Experimental scope**

- Experiment 5 groups of proposed solutions in chapter 3 of this thesis. In which, focus on the first, second and fourth group. Group of solutions are applied suitably when they are in turn

exploited in successive steps “The process of vocational training for Khmer women in the Mekong Delta in the form of continuing education”, as described in Figure 1.2.

- Experimental place: Dai Ui hamlet – Phu My commune – My Tu District – Soc Trang province

- Experimental teaching content: Plant safe vegetables

- Class has 15 experimental learners, 1 main teacher who is Vietnamese and 1 assistant teacher who is Khmer living in the experimental place.

- Subjects under survey in the experimental process: managerial staff, vocational training teachers of continuing educational center in My Tu district; teachers in experimental classes; learners in experimental classes.

#### **4.1.3. Experimental methods**

##### ***\* Methods to conduct the experiment***

- Before the experiment: Explore, exchange ideas with local authorities, women’s unions in the commune and hamlet to make an agreement on choosing the sample and making plans for organizing experimental classes; guide teachers in experimental classes with objectives, contents, ways to conduct the experiment compatible with the proposed research, make plans for teaching, composing lessons, lesson plans, learning materials and prepare conditions and necessary facilities for the experiment.

- In the experimental process : Support managerial staff, teachers and learners with teaching methods and necessary conditions; invite managerial staff and teachers in centers of vocational training and continuing education in My Tu district to observe learners’ and teachers’ activities in classes; exchange ideas with teachers, learners, observers to learn from experience after every experimental period.

- After the experiment: Interview and survey to collect ideas of teachers and learners in experimental classes, managerial staff and teachers in centers of Vocational training and continuing education in My Tu district about what they have observed in experimental classes.

##### ***\* Criteria and scales of assessing experimental results:***

- Criteria: Experimental results are compared against objectives of the curriculum and “Criteria to evaluate the effectiveness of vocational training for Khmer women in the Mekong delta in the form of continuing education” in chapter 1.

- Scales: Identify each learner’s score according to the 10-point scale.

- Assessment tools: Tests, products collected through practice, forms of practice, forms of assessment, forms of observation and results of learners’ applying what they have learned to the reality.

##### ***\* Methods of analyzing and assessing experimental results***

Assessing learning results of learners through analyzing oral results, tests and labour products of learners. Experimental results are processed with Microsoft Excel software and displayed with quantitative data on tables, charts and forms; from which, qualitative data are assessed and illustrations are provided.

#### **4.2. The implementation of the experiment**

##### **4.2.1. Identify needs and potential**

**Task 1:** Meet people involved to inform them of objectives, needs and meaning of opening experimental classes and make an agreement on cooperatively organize experimental classes for Khmer women in the locality.

**Task 2:** Survey vocational learning needs of 25 Khmer women belonging to the experimental group

##### **4.2.2. Select learners – Identify objectives – Establish classes**

- Select experimental learners: 15 Khmer women who have needs to learn how to grow water morning glory, collard greens, white radishes

- Identify objectives: After finishing experimental course of vocational training, learners know basic techniques of growing and taking care of safe water morning glory, collard greens and white radishes, have right awareness and attitudes towards the use of fertilizer, pesticide in planting vegetables.

- Establish classes: Come to an agreement on the learning timetable and flexible forms of classes to benefit learners: Practice right after learning theories in classes following the way of teaching them what to do; study full-time in classes depending on developmental stages of vegetables and the current situation; study themselves in small groups and at home where they are provided with teaching assistants' guidance.

#### **4.2.3. Design the curriculum – Compile lessons**

- Guide teachers how to conduct the proposed research. Together with teachers, design the curriculum for vocational training “Planting water morning glory, broccoli and white radishes in safe ways”.

- Based on the designed curriculum, along with teachers, build contents of vocational training modules.

#### **4.2.4. Design the teaching**

Guide, together with teachers, study and analyze learners and teaching conditions to have the accurate orientation and logic preparation for the teaching. Direct, have discussion, and work together with teachers to design teaching activities and create learning materials in response to proposed objectives, criteria in chapter 1 and proposed solutions in chapter 3.

#### **4.2.5. Prepare teaching facilities and tools**

Together with teachers, exchange ideas, come to an agreement, and prepare teaching facilities, equipment, tools and practice materials, necessary learning tools for teachers and learners. Focus on and utilize well conditions available in the community.

#### **4.2.6. Evaluate the diagnosis (Survey, assess knowledge, skills and attitudes of learners before graduation)**

Survey entrance requirements using test 1, aiming to identify knowledge, experience, skills and attitudes of learners towards issues related to experimental contents. The results of the first test lay the foundation for considering suitable modifications of teaching methods, ways of learning in the experiment. Test 1 is conducted in the second time as an exist one to compare to what extent learners make changes in their awareness after graduation.

#### **4.2.7. Teaching, testing , and assessment**

Teaching follows the planned schedule: Learning theory and discussion exercises. In class, students are instructed to do the experiments. In class and at experimental farm fields, students carry out the lessons regularly. At experimental farm fields and at families' farm fields, learners are instructed to visit other groups' farm fields and local people's farm fields in the community (considered as control experiments). It is a focus on the responsibility for practicing after class in order for learners to participate in useful activities in the process of daily working and producing products at the families with the aim of reinforcing, applying the knowledge, and develop skills which are built in class and in real producing.

Learners have class observations to evaluate the objects of teaching activities. After each observation, there is a discussion to gain experience, and adjust the conducting ways of the experimental so that it is suitable for the actual condition and have results at most.

##### **1) Comparing the results of the pre-experiment and post-experiment**

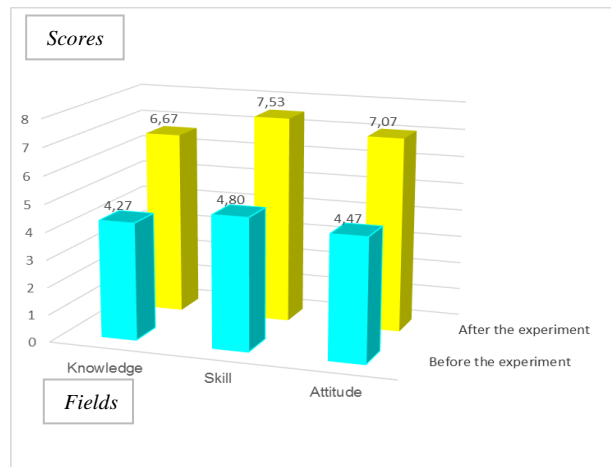
Comparing the results of knowledge, skills, and attitudes evaluation of the learners before and after the experiments is to confirm the results.

- Comparing the result of testing knowledge: Before the experiment, learners' knowledge is at the weak level in general, with the average value is 4.27; after the experiment, the average value is 6.67. The variance of average value after two tests is 2.40 (marks).

- Comparing the result of testing skills: Before the experiment, learners' skills is around average in general, with the value is 4.80, after the experiment, the average value is 7.53. The variance of average value after two tests is 2.73 (marks).

- Comparing the result of testing attitudes: Before the experiment, learners' skills is underaverage in general, with the value is 4.47, after the experiment, the average value is 7.07. The variance of average value after two tests is 2.60 (marks).

\* Figure 4.1 shows the comparison in the average value of knowledge, skills, and attitudes from the learners before and after the experiment



**Figure 4.1. Comparison of average value of knowledge, skills, and attitudes from the learners before and after the experiment.**

**\* General comments for the result**

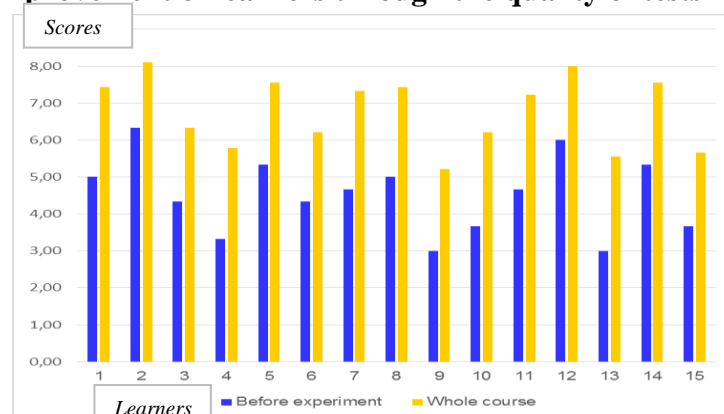
- After two times measuring the results of pre- and post-experiment, the average score of three areas increase steadily. This indicates that the experiment has a positive influence on both knowledge, skills, and attitudes of the learners. On other words, the problem is solved.

- Median value after the experiment is always higher than the one before the experiment, while standard deviation after the experiment is lower than before the experiment. This shows that learners' learning result after the experiment is higher and more homogeneous than the one before the experiment.

- The increasing rate averagely of skills (2.73) is higher than the increasing rate averagely of knowledge (2.40). This helps us assert that the real experienced factor is the strong point and helps learners positively improve and develop skills in their work. Learning by practice brings more effectiveness than learning theory.

- The result of testing before the experiment shows the lowest score belongs to attitudes, the next is knowledge, and the last is skills. After the experiment, there is no score under 5 in three areas. This illustrates that learners have good changes about their attitudes towards producing safe vegetables.

**2) Comparing improvement of learners through the quality of tests in the course**



**Figure 4.2. Comparing scores before experiment and the whole course**



**Figure 4.2 demonstrates:**

- The quality of tests improves clearly: Each learner's whole score is higher than the one before the experiment and higher than 5.00 marks.
- The variance among learners after the experiment is curtailed 0.44 mark, the highest variance among learners is 0.88 mark. This shows the gap among learners is not too large in new lessons.
- The amount of learners who have the average score  $\geq 8$  is low because there are some common limitations, difficulties towards female Khmer in the process of learning as confirming.

**3) Comparing the result of the course and the output objectives of the program**

The results of teaching, testing, assessment, and practical products of learners affirm that the learners of the experimental class achieve the objectives of the program in both knowledge, skills, and attitudes.

**4.2.8. Evaluating the effectiveness of the course**

**1) Learners' self evaluation about the influence of the experiment on learning attitudes:**

100% learners are satisfied and interested in taking part in the experimental course. The reasons are studying happily, studying easily, studying without pressure, studying conveniently, knowing good ideas, thanking to studying to farm better, studying to apply for real life,... All learners agree that there is a positive change in knowledge, skills, and attitudes towards the content that they learnt, having good relationships with classmates, and feel satisfied with the content. Other questions about the experimental class are also appreciated. With the questions "Do you want to continue taking the training? Why?", we receive 100% answers "Yes" because "Taking the training course is to produce more effectively, gain more income, understand more, be confident, protect people's health, and protect the environment". Comparing to the result of the survey, there are 33-34% Khmer women saying "No" with continuing the vocational learning, 24.50% Khmer women answering that taking the training course to "get the support of the Government". After the experimental course, 100% learners change their thinking positively.

**2) Learners' self-evaluation about the application of the course:** In the part of general survey mentioned in Chapter 2, there are only 26.67% female Khmers answer the question of applying the lesson on the real context. In the experimental class, there are 100% learners say that they can apply the lessons on the real context of production.

**3) Instructors' evaluation on the improvement of the learners**

All of the instructors and experimental course observers appreciate learners with their will, interest, motivation to take part in the training course. They gain improvement in ability, studying better comparing with Khmer women in other training classes for the rural areas, interact well with their classmates and instructors, applying the knowledge on farming vegetables. Therefore, instructors' evaluations are clear and similar with learners' evaluation.

From these above objective opinions, we conclude that the experiment succeeds not only on learners' attitudes towards the learning content but also enhancement on studying positively and interacting of learners with instructors, classmates, and the community in the learning process.

**4) Evaluation of the influence of the experiment on learners' farming vegetables**

In the test for evaluating knowledge, skills, and attitudes of the learners before the experiment, most of the learners do not call the names of harmful species or natural enemies correctly, do not classify the species which are harmful for the plants, the species which are useful and needed to be protected, do not know how to use insecticide and fertilizer which is safe for farmers, customers, and the environment. Besides, there are many drawbacks in learners' knowledge, skills, and attitudes. After the experimental class, these drawbacks are solved. This is illustrated by the results of the tests and the reality of producing at home and learners themselves.

\* Comparing the results of the experiment with the planned criteria: To confirm the effectiveness of planned solutions, we compare the results of the experiment and prove the

experiment with planned evaluation criteria. The result proves that all the criteria planned are done “successfully” in the experimental process.

\* From these above objective opinions, together with combining the results and demonstration in the experiment with planned criteria, we conclude that:

- The experiment succeeds not only on learners’ attitudes towards the learning content but also enhancement on studying positively and interacting of learners with instructors, classmates, and the community.

- Especially, the experimental training course has positive influence on the community ‘s attitudes because the training activity is based on the community. The farming fields of the whole class and of each students are considered as performance models, and are visited, learnt, and followed by the local people.

- The experiment prove the feasibility and effectiveness of the suggested solutions.

#### **4.2.9. Evolution of the process**

##### **- Strong points and advantages**

+ About learners: They have motivation to learn, so they overcome several difficulties to learn, learn positively and interestingly, apply the knowledge to farm and sell the safe product for the community, and share new knowledge with other people.

+ About instructors: They have good knowledge, skills, and teaching methods, adore and respect the learners; after being instructed, joining directly program design, preparing the materials, designing and using the student-centered teaching methods and teaching aids, they feel more confident and interested in teaching; teaching assistant is ethnic, so they are effective bridge between the instructors and learners.

+ About teaching based on the community is responded and participated positively by the learners, families, and the community. Especially, the class has a learner named Danh Thị Suong who is the branch manager of Woman Union, contributing to spread the training program in the community, enhancing the effectiveness of the training.

+ About mobilizing supporting sources: there are enthusiastic support from the authority, Women Union, Center of Training and Continuing Education of My Tu District.

##### **- Difficulties and limitations:**

+ About the teaching organization: the location of the class is decided by the learners which is in the center, but it can not meet the requirement of space and facilitation for the class.

+ About the learners’ activities: Some of the learners must bring their children to the class, so it causes troubles for individual learning and group work.

+ About practicing at home: Each learner apply for the different size-areas because of their financial condition, land, and farming tools of each family, so practicing and remembering knowledge are varied.

+ About languages: Although there are ethnic teaching assistants, instructors do not know Khmer language which influences the process of observing, managing group discussion, share emotions with learners who do not speak Vietnamese.

#### **4.3. Survey to evaluate the necessity and feasibility of the methods**

The experts evaluate the unified achievement of the suggested plans, with the level “very necessary” and “necessary” fluctuating from 93.06% to 100%; the level of “very feasible” and “feasible” fluctuating from 91.67% to 100%. In 5 groups of suggested plans, there are 8 specific methods not having level “not necessary”, and 2 specific methods not having level “not feasible”.

### **Conclusion of Chapter 4**

1- Learners show positive changes clearly after the experiment: they have good motivation when studying, feel interested in studying, overcome difficulties to study, feel happy, confident and active in learning activities, develop individual thinking ability, establish and develop working skills, present the ideas, discover and solve the problems.

2- The average score after the experiment is higher clearly than the one before the experiment in three areas: knowledge, skills, and attitudes; among them, learners' skills have best changes. Therefore, the materials of the experiment, teaching methods, teaching, testing, and assessment used in the experiment are useful and suitable with the learners. They influenced positively on the learners' learning ability, helped learners overcome learning barriers and got achievement in learning and applying knowledge for farming safe vegetables. 100% learners after the experiment really felt happy, interested, passionate on studying and study effectively. The experiment achieved the planned goals.

3- The results of evaluating the experiment of the experts, managers, and teachers about the suitability and feasibility of these methods, together with the results of evaluating the changes in learning ability of Khmer women in Mekong delta at the experimental class following continuing education system proved that the methods that the thesis suggested are obvious, necessary, suitable, and feasible when applying in the real context. They have positive influence, create passion for female Khmer to learn, as well as prove the correctness of scientific hypothesis.

## **CONCLUSION AND RECOMMENDATIONS**

### **1. Conclusion**

1- Teaching jobs to Khmer women in Mekong delta gained some specific achievements, but still unsatisfied about theory and practice. Therefore, it did not meet the expected quality and effectiveness.

2- Vocational training for Khmer women in the Mekong delta in the form of continuing education needs to follow some specific rules reflecting the fundamental philosophy of Adult Education and some learning theories to encourage learners; reflecting real requirements of the living context in order to help Khmer women overcome difficulties, barriers, and feel confident and interested in learning jobs.

3- The effectiveness of teaching jobs to Khmer women is maximum when having all factors: the program focuses on practice and meet the need of learners, local people, and companies; essential content; teaching methods inspire the learners and enhance the creativity of the learners, taking advantage of learners' experience and senses; ensure the suitability and feasibility; keep the relationship between teachers and students friendly and open; establish convenient and flexible learning condition; promote team-work; keep learning resource, equipment, tools, and facilitation enough for learners' practice.

4- The result of the experiment proved 5 groups of suggested solutions brings out the necessity, feasibility, and effectiveness. These solutions have a unified relationship, support each other, supplement each other and are the condition in the process of teaching jobs to Khmer women in Mekong delta in the form of continuing education.

### **2. Recommendations**

The thesis suggests several recommendations to the Government, the local authority, Ministry of Labor, War Invalids, and Social Welfare, Ministry of Education and Training, teaching jobs center, and teachers who teach jobs to rural workers in Mekong delta, organizations and individuals do research. These recommendations focus on promulgating policies for supporting learning and creating jobs for Khmer women, applying the thesis on organizing teaching jobs to Khmer women in Mekong delta.