STRATEGY ON TVET DEVELOPMENT FOR THE PERIOD 2011-2020
AND COOPERATION OPPORTUNITY BETWEEN VIETNAM – GERMANY AND WITH OTHER COUNTRIES IN THE REGION

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Main content

- Economic-social context influencing vocational training in Viet Nam
- Overview of the Vietnamese strategy on TVET development
- Cooperation between Viet Nam and Germany and with other ASEAN countries in the field of vocational training
**Socio-economic context**

*International context*

- In context of integration, quality of human resources is the key successful factor regarding the competitiveness of each country.
- There is a competition regarding human resources in the labour market.
- Employees are required being highly skilled and able to work in an international competitive environment.
- Demand driven training is becoming a trend in countries.
**Socio-economic context (cont.)**

**Domestic context**

• By 2020 Viet Nam becomes a modern industrialised country

• Development of human resources is one of 3 strategic breakthroughs

• Innovation of economic growth model towards quality improvement=> highly qualified human resources required

• The Vietnamese government has determined “fundamental and comprehensive innovation of education and training”=> enabling TVET development.
Socio-economic context (cont.)

Challenges for TVET in Viet Nam

- Quality, productivity of Vietnamese labourers are much lower than that in many countries in the region, E.g:
  - Japan 38.8 times,
  - South Korea 16.2 times,
  - Malaysia 6.6 times,
  - Thailand 2.3 times,
  - Indonesia 1.4 times.

- The labour market requires employees meeting occupational standards, but the system of National Occupational Standards is just started with its elaboration.

- Low percentage of school-leavers going to TVET institutions
Socio-economic context (cont.)

Limitations of TVET in Viet Nam

- Quality do not meet demands of the industry and labour market
- A gap in terms of occupational skills of labourers in comparison to in other countries.
- Training qualification-based structure and occupational structure are not appropriate.
- Deficiencies in training quality assurance conditions.
- Slow transformation process to demand driven training.
- No close cooperation with industry.
Overview on TVET development strategy

General objectives by 2020

• TVET meets the demand of the labour market in terms of quantity, quality, occupation structure and training qualification level;

• Training quality of selected occupations is comparable with that of developed countries in the world and within ASEAN;

• Creation of highly skilled workforce, contributing to enhancement of national competitiveness;

• Universalisation of training for labourers, contributing to labour restructuring, increasing incomes, sustainable poverty reduction and ensuring social security.
Overview on TVET development strategy (cont.)

Some specific objectives

• Ratio of vocational trained labour reaches 40% (2015) and 55% (2020);

• by 2015: 190 Vocational Colleges, among which 26 are of high quality; 300 secondary vocational schools; 920 vocational training centres.

• by 2020: 230 Vocational Colleges, among which 40 are of high quality; 310 secondary vocational schools; 1,050 vocational training centres.

• by 2015 and 2020, 250 and 400 sets of national occupational standards are promulgated, respectively.
Solutions

9 groups of solution:

1. Innovation of state administration of vocational training (Breakthrough solution)
2. Development of TVET teachers and managers (Breakthrough solution)
3. Development of National Qualifications Framework (Key solution)
4. Development of curriculum, teaching and learning materials;
5. Enhancement of infrastructure and equipment;
6. Monitoring and ensuring training quality;
7. Linking TVET institutions with labour market and enterprises;
8. Awareness-raising on TVET development;
9. Strengthening international cooperation on vocational training.
Solutions (cont.)

Development of National Qualifications Framework

• Is the key solution having long-lasting impacts on improvement of training quality.
• Is the basis for standardization of training quality assurance conditions.

• This solution focuses on the following:
  • Completion of national occupational skills standards framework (NOSSF).
  • Adoption of NOSS for popular occupations;
  • Receiving and transfer of sets of OSS of other countries for occupations of targeted investment of regional & international levels.
Solutions on TVET teachers development

- Standardization of TVET teachers according to national, regional and international levels in terms of standardised occupational skills and pedagogical competence.
- Training and further training of TVET teachers (in-country and overseas) to meet standards.
- Mobilizing scientists, technicians, craftmen, highly skilled employees towards participation in TVET delivery for rural labourers.
Solutions (cont.)

Solution on TVET teachers development

• Elaboration of curriculum and organising further occupational skills training for TVET teachers.
• Standardization of TVET managers for professionalism.
• Establishment of TVET academy for training and further training of TVET teachers and managers; scientific research on vocational training.
Solution linking TVET with labour market

**Responsibility of enterprises**

• Bear main responsibility on vocational training for their enterprises;
• Cooperate with TVET institutions for joint training and training contracting;
• Bear the responsibility of contributing for vocational training support fund;
• Direct participation in vocational training activities;
• Are responsible for providing TVET institutions with information on job demand and welfares for labourers and TVET institutions;
• Give regular feedback on satisfaction degree on “training products” of TVET institutions.
Solution linking TVET with labour market (cont.)

Responsibilities of TVET institutions

• Organise the monitoring and collection of information on TVET graduates.
• are accountable for receiving information from enterprises and adapt training programme according to industry requirements;
• Take part in development of system of labour market information, together with enterprises and State to link vocational training with employment.
Cooperation between Viet Nam and Germany and with other ASEAN countries in vocational training

Cooperation with Germany

• Viet Nam is strengthening international cooperation in vocational training, with successful countries as strategic partners, among others, with Germany.

• From 2006, six projects are implemented with ODA support from the German government focusing on system advisory in reform process, training of professionals of TVET authorities, development of training offers on international level (including equipment delivery), teacher training in focal occupations.

• Projects with Germany are proving effectiveness, contributing to capacity building and demand orientation of vocational training system in Viet Nam.
Cooperation in vocational training (cont.)

Cooperation with other countries in the region

• Cooperation in assessment and recognition of occupational skills between Viet Nam and ASEAN countries, towards ASEAN community by 2015;
• Close attention on cooperation with Malaysia in training of TVET teachers
• Enhancement of training quality assurance conditions:
  + Training TVET managers.
  + Standardization of TVET teachers teaching focal occupations of regional and international levels according to standards of developed countries in the world and of ASEAN countries.
Cooperation in vocational training (cont.)

Cooperation with other countries in the region (cont.)

+ Receiving and application of infrastructure standards, list of training equipment of developed countries.
+ Receiving, transfer and usage of sets of occupational skills standards, curriculum and teaching materials as appropriate to Vietnamese labour market;
+ Apply regulations and procedures on quality accreditation of developed countries.
Cooperation in vocational training (cont.)

Cooperation with other countries in the region (cont.)

• Strengthening cooperation in research on vocational training;
• Cooperation in research and application of advanced scientific and technological results in vocational training for training quality improvement.
• Active participation in international activities on vocational training.
• Expand cooperation in training with foreign TVET institutions.
• Attract foreign investors in establishment of TVET institutions of high quality in Viet Nam
Thank you very much