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● Highlights ●

The Diversity of TVET Contexts

TVET institutions operate within a range of contexts. Some operate in upper-middle-income and higher-income societies where AI is already deeply embedded in legislation and governance, policy, state expenditure, the private sector and the national economy. Many of the TVET institutions in these societies are already playing a leading role in the ‘hollowing out’ of intermediate-level skills and the integration of flexible learning pathways and AI directly into education and training. In other countries, governments without the resources or industrial base to develop AI will become clients of governments and private sector companies that own and provide AI goods and services – a second iteration of the ‘export raw, import refined’ paradigm, whereby developing countries in particular export raw materials such as cotton and import processed or value-added goods such as clothing. Countries that stick to this routine will likely hire AI consultants and service providers to apply AI to the sectors that need it with a view to ensuring that local production conforms to international value chains. In some contexts, the degree to which AI is currently embedded in governments and businesses is limited, and even more so when it comes to civil society; the impacts of AI remain less comprehensive and far-reaching, and its role as a driver of change in TVET has not yet been established.

Even in these countries, however, it is not a matter of if, but when the change will come about. The transformation timeline may vary considerably between regions and countries but, as the AI industry continues to expand and the uses of AI continue to multiply, countries are likely to increase their engagement. TVET systems that are not proactive in considering the impact of these shifts on their curricula and training programmes run the risk of becoming irrelevant. Current research indicates that many TVET institutions have yet to form meaningful or robust responses to the changes occurring in the era of AI. It is imperative that TVET institutions, regardless of the context, understand the current and future importance of AI and begin to incorporate AI into their development and planning processes. Forward thinking and, where possible, preemptive action will position TVET institutions and their graduates to thrive in the AI era and make a positive contribution to economic, social and individual goals. Failure to do so will have the opposite effect; TVET graduates will be poorly prepared for the labour market and TVET as a whole will lose its status, when precisely the opposite is needed.

Recommendations for International TVET Leadership

Ensuring that TVET institutions thrive in the era of AI requires investment from international, national and institutional stakeholders. While this paper has contributed to the ongoing conversation on AI, intermediate skills and TVET institutions, there is a need for further research, ongoing advocacy at different levels of stakeholders and, above all, policy recommendations.

Reach a consensus on AI in TVET



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One approach worth considering is a TVET-specific consensus document, created through the same types of engagement and knowledge sharing as used for the Beijing Consensus on Artificial Intelligence and Education. Through engagements, conferences, presentations and discussions, it would be possible to build awareness and promote robust conversations among policymakers, researchers and practitioners with a view to influencing policy and practice at various levels.

Invest in specific policy guidelines and protocols

One crucial point of interest is the significant rise in public funding for AI initiatives, including research and development, industrial and investment funds, and related digital infrastructure. However, it is important to note that TVET is underrepresented in government policies, and universities are currently a more prominent target for exploratory research and work.

As an additional step, international TVET leaders could further invest in specific policy briefs, guidelines and/or protocols for governments to involve TVET colleges in their AI plans and strategies, which would take account of ringfenced funding and the participation of TVET college in AI-related industry-academia partnerships as a minimum. The governance recommendations outlined in the next section may also provide some points to consider in such a document.

Invite local stakeholders to participate

Government, academic and non-government agencies engaged in the sector could further be invited to contribute through policy analysis, response papers and advocacy for TVET within specific national contexts.

Recommendations for Regional and National Governance

The rapid development of AI and related policies demonstrate that governments are aware of the importance of AI in social, political and economic life. The effects of AI are being felt not only in workforce transitions but also in everyday life, where individuals are subject to the influence of 'big data' AI in daily routines, including banking transactions, email and shopping, whether they are aware of it or not.

Undertake policy reviews and updates

The governance priorities in the era of AI are to ensure that citizens are knowledgeable about AI and its role in society, to ensure that individuals are able to make informed decisions about AI, and to create avenues of redress for AI-related harm, should they be necessary. Countries must update relevant policies and laws, including those related to intellectual property, liability, privacy and, of course, curriculum and educational outcomes and policies, to take account of the influence of AI and robotics.

Reform credentialling



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In an ideal world, curriculum and associated frameworks such as credentialing would be built or redesigned in such a way as to allow articulated microcredentials to be aggregated into different pathways. This would lay the groundwork for more flexible lifelong learning pathways, in which microcredentials could be added or substituted to incorporate new skills or learning outcomes of existing credentials or, from the perspective of a lifelong learner, to add new qualifications to avoid unnecessary repetition and administration.

Prioritize ICT access

Given its importance in modern life, affordable connectivity for all should be prioritized by governments in both policies and domestic spending. In line with growing calls for internet access to be considered a basic human right, governments and institutions alike must prioritize the infrastructure and human capital required to ensure robust national ICT infrastructure. This includes the prioritization of digital skills in schools. There is also an implicit awareness that economies, institutions and labour markets may not necessarily benefit equally from AI. Governments must strive to ensure that the benefits are fairly distributed in their own countries, with a particular focus on urban-rural and gender divides.

Ensure that policies for ethical AI are implemented and enforced

Some governments have been very proactive in drafting policies to enable and encourage the integration of AI into their economies, but have been somewhat slower to consider policies governing everyday AI interactions. Many have added ethical guidelines to a 'to-do list' as part of their national strategy. Since this review was conducted, a number of governance institutions have followed up with specific ethics-related policies, and the policy landscape in this regard is changing rapidly. Governments must act quickly to adopt, adapt or develop ethical AI policies and related legal mandates that address issues such as transparency, safety, bias, and data ownership. International bodies can be leveraged to enhance this process. UNESCO, for example, regards the ethics of AI as a key priority and will be working towards finalizing its recommendations for ethical AI in 2021, to complement the draft and definitive ethical frameworks that are already circulating.

Develop balanced AI policies that address both social and economic needs

Human-centred AI, or AI built on ethical design principles and used in line with accepted universal values, requires human-centred AI governance. Governments that have not already done so should take steps to set out or amend strategies that explicitly seek to manage labour market transitions and to distribute the benefits of AI. As noted by Huawei CEO Ren Zhengfei at the 2020 World Economic Forum, the business of technology is wealth creation, while wealth distribution is a social issue (Harari, 2020). Governments must take this responsibility seriously and ensure that balanced policies and strategies are in place that not only encourage growth but also protect personal privacy and the current workforce, support lifelong learning and provide vulnerable groups with opportunities to access and benefit from technology and AI.



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Recommendations for TVET Institutions

TVET institutions will differ considerably in terms of how they confront, incorporate and respond to AI initiatives. However, it is the position of this paper that all TVET institutions, regardless of the national context, must engage in AI. This is true even for institutions that currently do not have connectivity and is essential regardless of where their country currently stands on the AI adoption curve.

Research the available AI tools

This paper has referenced a number of the AI tools and AI-related training programmes that are available. However, more are being created daily and the field of AI is rapidly evolving, based on a body of knowledge that is growing exponentially. This paper argues that understanding AI and its role in society is a transversal skill that all students should be equipped with. It therefore follows that institutions and lecturers must stay abreast of current developments. For institutions with ICT infrastructure, emerging AI technologies and other ICTs offer opportunities to increase efficiency in both educational administration and teaching and learning. ICT is an area in which no one should rest on their laurels for long, since technology is constantly evolving.

Integrate AI and related principles into core requirements (even on campuses without computers)

This does not necessarily mean that every student needs to learn to code, or even to use a computer. While it is true that individual institutions' response capacity hinges partly on national priorities and the availability of infrastructure, even education and training institutions without immediate access to these resources can engage in advocacy and begin implementing elements of design thinking, problem-solving, critical thinking and values for the AI era to develop the transversal skills and common values that are needed. Students can learn about types of AI and learn to identify encounters with AI in their personal and professional lives during routine activities such as banking, shopping and applying for a job. They can examine case studies of legal or ethical challenges posed by AI, such as those described in this paper. Libraries can be expanded to include resources and research related to AI and its implementation from the perspective of sociology, history, law and so on, in addition to industry-specific AI applications and case studies.

Leverage OERs to educate staff and students on AI

Institutions with ICT access can begin developing an awareness of AI among their staff and students, either through professional development and training courses or by providing access to online training programmes such as that offered by the University of Helsinki and other MOOCs to supplement the coursework offered by institutions. Given the urgency and international attention surrounding AI and the strong movement towards open education and OERs, there is no shortage of training materials on AI and AI-human interactions, even for institutions without the capacity to develop these in-house. These resources could be utilized more widely. Another role for TVET and higher education systems lies in expanding the scope of open resources, to



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students who learn primarily in a marginalized language, for example. Partnerships could be formed with the original creators or projects undertaken individually to adapt creative commons material to reach a wider audience.

Guarantee the ethical use of AI and student data at TVET institutions

It falls to both institutions and policymakers to ensure that strong value frameworks and ethical guidelines concerning the use of AI are in place. Educational institutions must make judicious decisions about how and when to use data. For example, the technology to fully automate the student selection process for higher education currently exists. However, transitioning to technology that may be built on existing biases could further disenfranchise certain demographics and eliminate a degree of the transparency, since the decision-making process in some types of AI is not absolutely clear to human observers, which could also lead to errors. This sort of ethical dilemma requires significant consideration before AI is adopted by educational administration. AI tools to enhance pedagogy should be reviewed to ensure not only that they are fair, accurate, explainable, safe and secure, but also that they are aligned with best-practice pedagogy (Holmes et al., 2021). This is particularly important in a context in which there is an increasing emphasis on complex interpersonal skill sets such as collaboration, leadership and communication. The role of AI in teaching and learning should be carefully considered, and AI tools with limited added value or that are not aligned with the desired learning processes should be discarded.

Embrace self-sovereign identity

The shift towards self-sovereign identity could lead to changes within the field of higher education; in particular, there could be a fundamental shift in the way credentialing occurs and credentials are accessed. Rather than education and training institutions controlling degree information, for example, students could assume that role and responsibility. Education and training institutions could assign credentials to individuals, who could then transfer them to any context. One advantage of such a paradigm shift would be the increased mobility of credentials, which could be transferred across borders, even during conflicts and other emergency contexts. Self-sovereign identity could also streamline learning records across various platforms, which could open up new opportunities for individuals to construct their own relevant lifelong learning pathways.

Make continuous efforts to integrate AI into educational administration, teaching and learning

Institutions seeking to build technology and AI into their coursework in a decisive manner must pursue strategies such as sourcing and integrating AI tools into administration and classroom practice and engaging in regular curriculum review and design processes, accompanied by the recruitment of new staff and investments in the professional development of lecturers. Participation in AI-focused conferences and innovation competitions, in addition to regular research, can help lecturers and educational administrators keep abreast of developments and opportunities in the sector; this task, along with disseminating the findings and opportunities at



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different levels of the institution, should be incorporated into the portfolios of new and existing staff. However, this goes hand in hand with a recommendation to ensure that every innovation is scrutinized to guarantee that AI tools are aligned with the institution's values, ethics, principles and guidelines.

Capitalize on and create diversity initiatives in technology

Education and training institutions should capitalize on government and industry initiatives to improve participation and diversity in the technology sector. Alake (2020) cites a number of industry-driven initiatives to increase the share of minority students in technical fields. Outreach activities to connect such learning opportunities to education and training pathways and the development of tailored support systems for minority and female technology students could improve participation, retention and throughput. The factors that deter women and girls from engaging in STEM fields are complex and varied. One study found that girls perform better at open-ended questions, and that multiple-choice questions account for up to a quarter of the difference in scores between males and females (Reardon et al., 2018). According to one research participant, changes as simple as reducing the amount of personal information required to register caused the female participation in online courses at their institution to double. While significant research has been carried out on trends, inhibiting factors and recommendations for policy (EQUALS & UNESCO, 2019), more research on the strategies that will increase women's presence in ICT is required, and there should be a dedicated financial and social commitment to enact the practices recommended in this regard. For example, an area in which education and training institutions often have direct influence is diversification of their own professional staff. Ensuring that technology departments and courses have diverse, gender-balanced staff will create welcoming environments for potential students from all backgrounds. Conversely, falling into a 'culture trap', in which candidates are selected based partially on their 'cultural fit' for a department with a largely homogeneous demographic, will only serve to perpetuate inequalities.

Invest in academia-to-industry pathways

As seen in other sectors, TVET colleges should seek ways to engage innovative and practical learning pathways both in the AI industry itself and in AI-related fields such as robotics, data science and computer science. This paper has provided examples of internships, apprenticeships, business incubators and integrated learning pathways, including TVET, higher education and industry. Strategies may also include investments in AI industry representation in governance structures such as department and institutional boards and advisory boards, planning and fundraising for innovation centres, advocacy for TVET representation on academia-industry-government partnerships and, in countries that have invested in AI hubs, the creation of satellite campuses near these resources. Finally, the joint appointment of AI professionals represents one avenue to mitigate against the challenge of attracting top talent to academic institutions, which offer less lucrative and often more poorly resourced contexts than industry. Another common aspect of AI policy initiatives is the strong promotion of AI talent development and attraction, which may include plans such as specialized visas and funding linked to AI training

programmes. TVET and higher education institutions should both seek to capitalize on such incentives.

● Policies ●

PM Assigns Tasks to PM, 5 Deputy PMs

Prime Minister Pham Minh Chinh on April 22 assigned tasks to PM and five PMs. Deputy PM Vu Duc Dam continues all his tasks per the previous tenure, including education, vocational training, science and technology, labour, employment, social issues, information and communications, culture, tourism sports, healthcare, population, and family and children. He also leads the national steering committees of human resource development, sustainable development and competitiveness, and others. ([Thanh Nien](#), [Vn Express](#), [Bao Chinh Phu](#), [VnExpress](#), [Zing News](#), [Nhan Dan](#), [Lao Dong](#), [Tuoi Tre](#), [Dan Tri](#), [Vietnam Net](#), [BNews](#), [Vnbusiness](#), [Dan Viet](#), [Vietnam Biz](#), [Thoi Bao Ngan Hang](#) Apr 23)

MoLISA Assigns Tasks to Minister, Deputy Ministers

Minister Dao Ngoc Dung is responsible for all sectors. Deputy Minister Le Tan Dung is in charge of the DVET and helping Minister Dung with TVET. ([Lao Dong](#) Apr 23)

2 Units of Vietnam Labour Ministry Join Hands to Boost Vocational Training

The DVET and the Department of Employment, both under the MoLISA, on April 22 signed an agreement on boosting vocational training. At the event, Minister Dao Ngoc Dung hailed that this was the first time that the two agencies had signed such a cooperation. He added that the integration of vocational training and employment is inevitable in the next five years. Mr. Dung listed key methods, including innovating the mindsets of learners and parents that vocational training is essential, boosting the prediction of labour supply and demand, and utilizing the unemployment insurance fund efficiently to retrain labourers. He added that in the next five years, the targets are that the rate of trained labourers would reach 70%-75%, the rate of certified labourers would improve to 30% in 2021-2025 and then 40% in 2030. ([DVET](#), [GDNN](#), [Bao Dan Sinh](#), [MOLISA](#) Apr 22)

Vocational Teachers Unhappy with Teaching Requirements

TVET teachers in Vietnam are unhappy with the MoLISA's rules that TVET teachers must have occupational skill certificates to be able to teach. The case began after the DVET, under the MoLISA, inspected Can Tho Technical Economic College and announced that 303 out of 306 teachers of this college meet the professional requirements but do not have the certificates of national occupational skills. Many teachers complained that the DVET has been very slow in issuing relevant rules about the requirements, leading to the problems. They added that this practice goes against the policies of boosting firms' participations in TVET as businesspeople rarely have such certificates. The DVET clarified that the DVET's inspection only provides



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recommendations and does not force any actions. ([Tuoi Tre](#), [Dan Tri](#), [Tuoi Tre](#) Apr 27)

Arts Universities Allowed to Maintain Specialized College, Intermediate-level Enrolment

Deputy Prime Minister Vu Duc Dam has allowed arts universities and academies to continue specialized enrolment at the college and intermediate levels. ([Bao Chinh Phu](#) Apr 20)

● Business Sector and Labour Market ●

Foreign Cooperation

Open Day at Nha Trang College of Technology

On April 25, an Open Day was organised by Nha Trang College of Technology (NTCT) in collaboration with GIZ. There were representatives from the DoLISA of Khanh Hoa province; representative of enterprise partners such as LNT Nha Trang Company, M.E Technical Service Company, Ngoc Tu Refrigeration Company; successful alumni including Mr To Van Linh - Director of LNT Nha Trang Company, Mr Nguyen Ngoc Tu Quy - Manager of THACO Mazda Nha Trang together with leaders of local secondary schools, high schools and more than 700 students in Khanh Hoa province. “This event provides students with information about the College and our training programmes, which helps them to make up their career choice and consider vocational training as a potential option for the future”, Mr Nguyen Van Luc, the College’s Rector shared. Participating interactive activities and visiting information booths, students got information on enrolment criteria, training duration, tuition fee, job opportunities, the pilot training programmes according to Australian and German standards... This helps them orient themselves to choose the right occupation which is suitable to their interest and capacity. Mr Matthias Angert, GIZ Development Advisor also presented about the cooperation between the College and GIZ in the past years and the shared information about scholarships for female students studying Automotive Technology. ([TVET](#) Apr 27)

The Study on Human Resource Development Readiness in ASEAN

The MoLISA, the ASEAN Secretariat, and the RECOTVET program on April 26 launched the “The Study on Human Resource Development Readiness in ASEAN.” The study aims to prepare for the implementation of the ASEAN Declaration on human resources development for the changing world of work. ([Dan Sinh](#), [Hanoi Moi](#) Apr 26)

Vietnam Holds High-level Dialogue Forum on Migrant Workers

Within the support of the ASEAN Secretariat and the EU-ASEAN Dialogue Agency, the MoLISA on April 20 held a high-level dialogue forum on migrant workers and introduce the Comparative Study on Migrant Labour Management in ASEAN. The event featured officials in charge of the labour sector of ASEAN member countries, the ASEAN Secretariat, representatives of the European Union (EU) to ASEAN, consultants of the EU-ASEAN Dialogue



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Agency, representatives of international organizations, and other ASEAN partners. Speaking at the event, Deputy Minister of Labour, War Invalids, and Social Affairs Le Van Thanh stressed the need for protecting the rights and legal interests of labourers in general and migrant workers in particular. ([Dan Tri](#), [MOLISA](#), [Nhan Dan](#), [Tuoi Tre](#) Apr 20)

Vietnam Homes to over 100K Skilled Foreign Labourers: MoLISA

Vietnam is home to 101,550 skilled overseas workers at present, according to the latest statistics by the MoLISA. The foreign labourers come from more than 100 countries and territories worldwide, mostly China, South Korea, Japan, and Taiwan. Particularly, 12% of them are managers, 8% are managing directors, and 58% are and experts. The majority work in major localities, including Ho Chi Minh City with over 27,000 people, southern Long An province with more than 5,600, northern Bac Giang province with over 4,600, and Hanoi with more than 4,400. ([VOV](#) Apr 21)

Vietnam, Saudi Arabia Seek to Partner in Labour Sector

Vietnamese Deputy Minister of Labour, War Invalids and Social Affairs Nguyen Ba Hoan on April 20 hosted Saudi Arabian Ambassador to Vietnam Saud F.M. Al Suwelim to foster their labour cooperation. In his speech, the Saudi Arabian ambassador pledged to soon promote labour recruitment between the two countries, hoping that Vietnamese workers will contribute to participating in big projects of the Kingdom of Saudi Arabia. For his part, Deputy Minister Hoan proposed the ambassador continue working with the Ministry of the MoLISA to send Vietnamese labourers to Saudi Arabia. ([Bao Dan Sinh](#) Apr 21)

7 South Korean Firms in Bac Ninh Sign Collective Labour Agreement

The Labour Confederation in Bac Ninh province and seven South Korean electronics firms with 80,000 labourers on April 22 signed a collective labour agreement. The seven firms are Samsung Electronics Vietnam, Samsung Display Vietnam, Samsung SDI Vietnam, Em-Tech Vietnam Company Limited, UIL Vietnam Joint Stock Company, Sena Tech Company Limited, and Galtronics Vietnam Co., Ltd. ([Bao Tin Tuc](#), [Vietnam Plus](#), [Lao Dong](#), [Dan Viet](#), [Bac Ninh](#), [Bao Bac Ninh](#) Apr 22)

158 Labourers from Hai Duong Illegally Staying Overseas

As many as 158 labourers from northern Hai Duong province are staying illegally overseas. Earlier, 120 labourers had returned to the homeland. ([Lao Dong](#) Apr 23)

China-funded Firm Inaugurates Production Project in Thanh Hoa

China-funded INTCO Industries Vietnam Co.,Ltd company on April 22 inaugurated the project on producing decorative products with environmentally friendly technology in the A area in Bim Son Industrial Zone of Thanh Hoa. The project is expected to generate 1,000 jobs for local



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workers. ([Bao Thanh Hoa](#) Apr 22)

An Giang Targets to Bring at Least 300 Labourers abroad Yearly in 2021-2025

Southern An Giang province is targeting to bring at least 1,500 labourers abroad in 2021-2025, or 300 annually on average, according to a plan freshly issued by the provincial People's Committee. The total cost for the work is estimated at VND164 billion. ([Lao Dong](#) Apr 22)

An Giang Licenses Danish Firm to Build \$11M Apparel Plant

The An Giang Economic Zone Management Authority on April 22 granted an investment registration certificate (IRC) to Danish firm Spectre Real Estate A/S to build a high-tech apparel factory in An Giang, with a total investment of VND253 billion (\$11 million). Upon completion, it will produce two million products per year and create jobs for 1,200 labourers. ([Bao An Giang](#) Apr 22)

Domestic News

12th National Job Skills Competition Slated for Sep 15-Oct 4

The 12th national job skills competition is scheduled to take place from September 15 to October 4. There will be ten jobs organized using state budget and crowdfunding, namely mechatronics, IT software solutions, mechanical engineering design, electronics, cable installation, web technology, mobile robots, CNC milling, CNC lathing, and industrial control. Such jobs were present at the 11th edition of the competition in 2020 and will be taken by the Vietnamese team at the 46th worldskills competition in 2022 in Shanghai, China. Besides, there will be another 25 jobs sponsored by corporations, associations, and enterprises. ([Dan Sinh](#) Apr 25)

Colleges Change Their Names to Attract Learners

The DVET informed that many colleges have changed their names and innovated themselves to attract learners. In the last 3 years, about 20 colleges have done that, said Mr. Tran Quoc Huy, head of the staff department at DVET. ([Thanh Nien](#) Apr 20)

Vietnam's Labour Market Recovers since Early 2021: Adecco

Vietnam's labour market has recovered since early 2021, according to Adecco Vietnam. A report from the firm showed that the number of jobs in March increased 40% from January and the number of applications jumped by 26%. Some fields with the sharpest increase in recruitment demand in Q1 included production-manufacturing techniques, energy, IT, e-commerce, electronics, semiconductor design, and construction. ([Bao Tin Tuc](#) Apr 23)



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Vietnam's Rate of Certified Labourers Reaches only 24.5% in 2020: CIEM Report

The rate of certified labourers in Vietnam was 24.5% in 2020, according to a report by the Central Institute for Economic Management (CIEM). The CIEM announced the figure at a seminar with the theme “Developing the labour market to promote economic restructuring in Vietnam” on April 26. The event also hosted by the Australia Supports Economic Reform in Vietnam (Aus4reform). Ms. Le Thi Xuan Quynh from the CIEM listed a problem that the vocational training still focused on beginner-level and below-3-month courses, with 75.3% of learners in 2019. Higher courses only accounted for 24.7% of the total. She added that the training had weak links between theory and practice. She noted another problem that the policy did not match the labour market, such as the planning of school did not fulfill the school network, the list of key jobs could not link schools and businesses, financial autonomy for schools was not backed by autonomy in resources and training program. ([BNews](#), [VTV](#), [SGGP News](#), [Tai Chinh Doanh Nghiep](#), [An Ninh Thu Do](#), [SGGP](#) Apr 26)

Vietnam Records 7,389 Labour Accidents on Average Annually in 2016-2020

Vietnam annually recorded 7,389 labour accidents, with 7,559 injured people and 613, deaths on average annually in the 2016-2020 period, down 16.99% versus those in the 2011-2015 period, state media reported from a conference to review the 2016-2020 period and preview the 2021-2025 period. Deputy Minister of Labour, War Invalids and Social Affairs Le Tan Dung informed that the number of labourers with health checks and detected health issues was 960,089, or 43.68% of all labourers with risks. Besides, 4,500 firms were consulted with building systems to manage labour safety. ([Dan Tri](#), [Bao Dan Sinh](#), [NLD](#) Apr 20)

39% of Tourism Workers in Vietnam Yet to Get Callback with Industry: TAB

As of March, as many as 39% of tourism employees in Vietnam had not returned to the travel industry yet, according to a survey co-conducted by the Vietnam Tourism Advisory Board (TAB), the Prime Minister's Private Sector Development Research Board (Board IV), and the Swiss Sustainable Tourism Program. The survey polled 432 tour operators in Hanoi, Ho Chi Minh City, and 16 other localities. ([Zing](#), [VTV](#), [VTC](#), [CafeF](#) Apr 26)

Apparel, IT, Banking Sectors in Vietnam Demand More Managers: Navigos

Sectors of apparel, information technology (IT), and banking in Vietnam are pushing recruitment of mid-level and top-level managers, according to latest report for the first quarter of 2021, released by Navigos Group, among the most popular headhunters in the country. Navigos attributed the developments to the economic recovery after good COVID-19 control. Besides, Navigos stated that the energy sector, regardless of its high potential, is having problem in fulfil labour demand. The sector still has to recruit foreigners. ([CafeF](#), [VTV](#), [Bao Dan Sinh](#), [VnExpress](#) Apr 22)



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Vietnam's Economic Growth May Hit 5.98%-6.47% in 2021: CIEM

The Central Institute for Economic Management (CIEM), a government think tank, has just publicized three scenarios for Vietnam's economic growth in 2021-2023. In the first (normal) scenario, the labour productivity may rise 5.08%. In the second scenario, labour productivity would climb 5.48%. In the last case, the labour productivity would grow 5.56%. ([VTV](#), [Vietnam Biz](#) Apr 22)

Hanoi Hosts Conference Linking TVET, Labour Market

The capital city of Hanoi hosted a conference connecting TVET and the labour market on April 24 at Hanoi Vocational Technical School, with the participation of over 6,000 final-year students at secondary schools, high schools, TVET institutes, and regular training facilities. The event featured 43 TVET consulting booths and 22 job skills performing booths. At the conference, 30 outstanding firms representing 529 firms having linkage with local TVET institutes signed cooperation deals. ([KTDT](#) Apr 24)

Most of Labourers at IZs in Bac Ninh Are Immigrants

Northern Bac Ninh province has shifted its focus from the agricultural sector to the industrial sector, with the participation of major multinational corporations such as Samsung and Canon, thus the province's demand for labourers and the number of immigrants has increased, mostly female workers. Specifically, over 71% of labourers at local IZs are from other localities and 1.5% are foreigners. The information was included in a study released at a workshop held by the Central Institute for Economic Management (CIEM) in Hanoi on April 23. ([Dau Tu](#) Apr 23)

Nghe An Estimated to Have 60K-100K More Labourers at IZs by 2025

Central Nghe An province is estimated to have 60,000-100,000 more labourers at local industrial zones (IZs) by 2025, according to the provincial People's Committee. ([Dan Tri](#) Apr 26)

Thua Thien-Hue's Job Fair Offers 6,000 Vacancies to Participants

A job fair on April 24 in central Thua Thien-Hue province attracted the participation of 26 units and enterprises with 300 slots for learners at TVET institutes, along with 5,000 job vacancies within the country and 1,000 vacancies for overseas jobs. ([Dan Sinh](#) Apr 24)

Dak Lak's Recruitment Demand Falls 36.77% y/y in Q1

The recruitment demand of firms in the Central Highlands province of Dak Lak dropped 36.77% y/y in the first quarter (Q1) of this year due to COVID-19 impacts and recovering economy. Of which, the recruitment demand for manual workers fell by 44.42%. ([Dan Tri](#) Apr 23)



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HCMC-based Firms Have Social Insurance Arrears of VND2.47T as of End-2020

35,612 firms based in Ho Chi Minh City had social insurance arrears of nearly VND2.47 trillion as of end-2020. Such arrears prevented labourers from receiving unemployment indemnifications amid the COVID-19 pandemic and benefits for sickness, pregnancy, retirement, and death gratuity. ([Thanh Nien](#) Apr 23)

Saigon International College in Scandal of Graduation Certificates

Learners of Saigon international college are confused by the information that the college is not allowed to issue college graduation certificates, but only vocational college graduation certificates. ([Ngay Nay](#) Apr 23)

Binh Duong Needs 30,000 Labourers in Q2

Southern Binh Duong province is estimated to need around 30,000 labourers in the second quarter (Q2) of this year, especially manual labourers. ([Dan Sinh](#) Apr 27)