

SKILLS DEVELOPMENT THROUGH SECTOR SKILLS COUNCIL MODEL



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Ha Noi, 28 June 2023

Some main issues for discussion:

1. **What is skilled human resources?**
2. **What is high quality human resources?**
3. **What is skills development?**
4. **Current challenges and trends in skills development?**
5. **International experience in skills development?**
6. **Why Sector Skills Council? And which model is suitable?**

Key contents

1

DEVELOPMENT OF SKILLED HUMAN RESOURCES IN VIET NAM

2

CURRENT CHALLENGES AND TRENDS IN SKILLED HUMAN RESOURCES

3

WHY SECTOR SKILLS COUNCILS

4

MODEL OF SECTOR SKILLS COUNCILS

Key contents

1

DEVELOPMENT OF SKILLED HUMAN RESOURCES IN VIET NAM

With the increasing requirements for skilled human resources in the new context of Industry 4.0 and international integration, skills development is understood to develop synchronously in three dimensions:

- 1. Developing skills vertically (Upskilling)**
- 2. Developing skills horizontally (Reskilling)**
- 3. Developing Vietnamese Labour Culture**

1. **Vertical skills development (Upskilling):** It is the practice in which workers are equipped to improve their skills and practical competencies **that have been accumulated and previously recognized in order to be recognized and acknowledged at a higher skills level** through the process of **working, studying, training, updating, enhancing, improving their skills and practical competencies** and allowing them to develop and promote their careers in their **current roles and bring more added value** to their organization or business;
2. **Horizontal skills development (Reskilling):** It is the practice that workers are equipped with skills and practice capacity to be recognized and acknowledged at **their skills level** through the process of working, learning, training, updating and adding **new skills, new practical competencies** that allow them to perform other **tasks, jobs or positions, other new jobs** (careers change) or **guide people to do a different job**.
3. **Development of Viet Nam's Labor Culture:** Promoting the beauty, qualities, and traditional culture of the nation in combination with the modern civilized working style, quality and culture

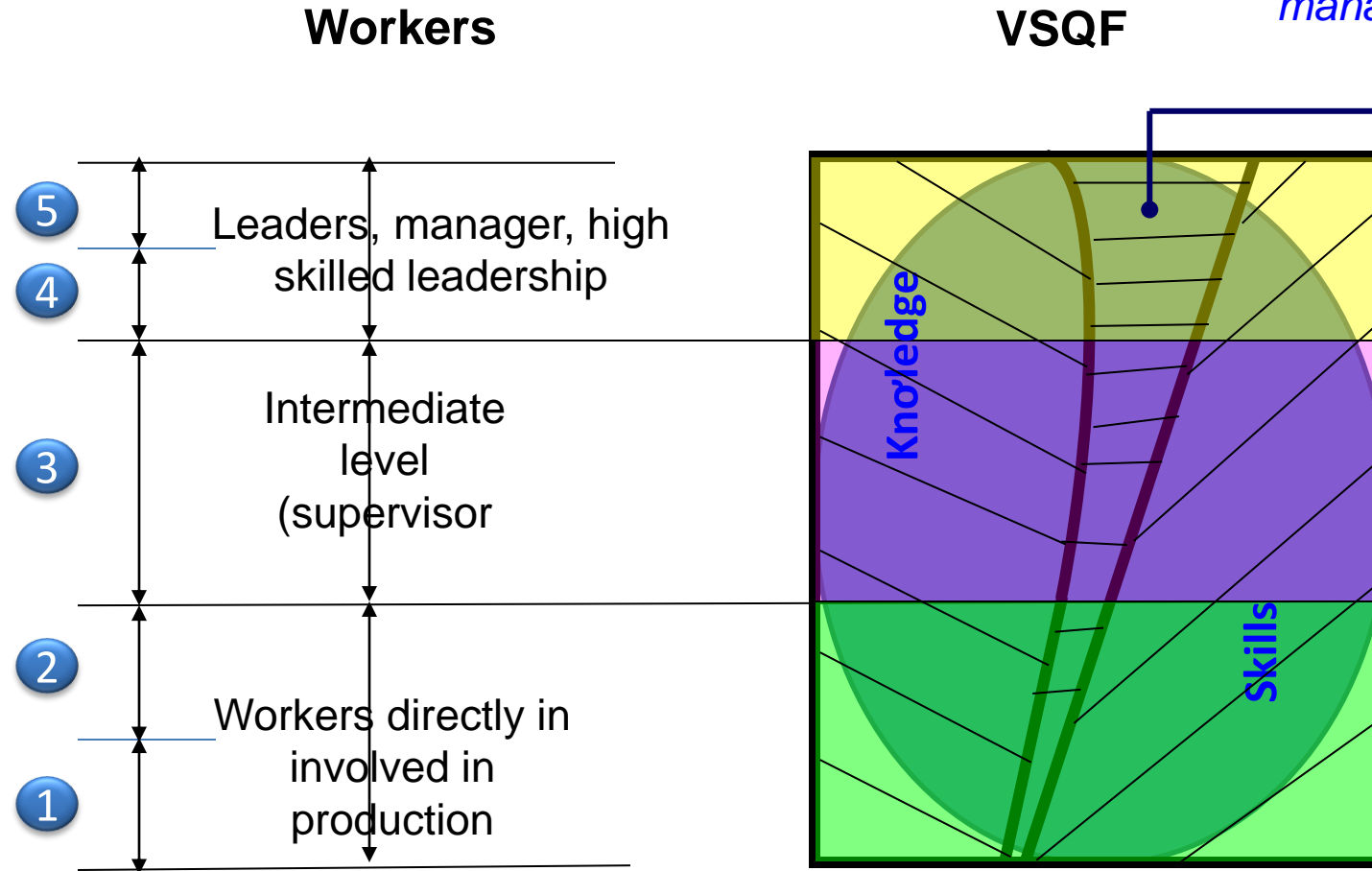
SKILLED HUMAN RESOURCES AND HIGH-QUALITY HUMAN RESOURCE

- **Skilled human resources:** Understood as workers with skills and professional capacity when participating in the labor market are recognized to be at a specific level, when participating in production, trading, service, research activities will bring high added value, creating labor productivity and competitiveness for agencies and organizations they are working for
- **Indicators that can standardize and measure the level of skilled human resources include:**
 - Ability to perform work proficiently in scopes and situations of work safely, effectively, and productively.
 - Flexibility, creativeness and creativity in doing work
 - Coordination and responsibility in performing tasks

WHAT IS HIGH QUALITY HUMAN RESOURCES?

Viet Nam Skills Qualification Framework (VSQF) (Circular 56/2015/TT-BLĐTBXH)

Qualities and attitudes (self-responsibility, autonomy, discipline, flexibility, independence, coordination, management, administration, innovation, creativity, skills, etc.)



WHAT IS HIGH QUALITY HUMAN RESOURCES?

- Based on the Viet Nam Skills Qualification Framework, the Ministry of Labour, Invalids and Social Affairs is promoting the national occupational skills assessment and certification system to assess, recognize, acknowledge and issue national occupational skills certificates for workers according to their skills levels and professional capacity. The principle is that if a worker reaches at one level (in 5 levels), she/he will be issued the certificate at that level.
- Based on skills levels from low to high levels (level 1 to level 5), **high-quality human resource** are persons with a national skills level in a position of **intermediate or supervisory function** (from level 3 or higher), or those with high qualification levels in the Viet Nam Qualification Framework (8-levels).

2

CURRENT CHALLENGES AND TRENDS IN SKILLED HUMAN RESOURCES

STATUS OF LABOR SKILLS IN VIETNAM

- Labour force: Approximately 51 million; nearly 26.1% are trained workers who have diplomas and certificates
- Nearly 74% of the labour force participating in the labour market have work experience and skills but have not yet been recognized for occupational skills and competences.
- Among the trained labor force over 15 years old, there are 3.7% elementary level, 4.7% intermediate level, 3.9% college degree and 11.4% university degree; **Only 19% of the young workforce has occupational skills** (VET Report 2019 and Vietnam News dated March 31, 2022)

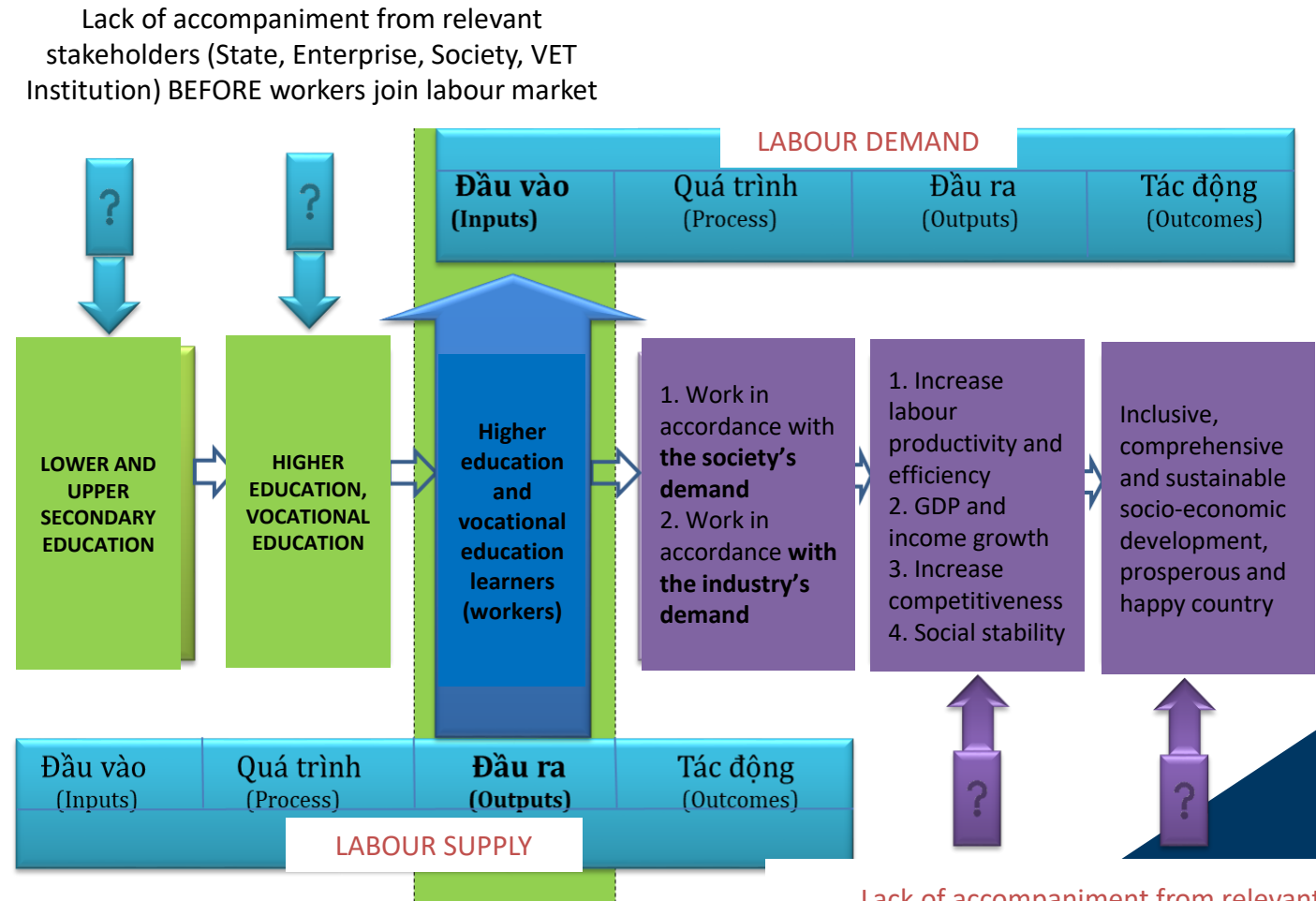
STATUS OF LABOR SKILLS IN VIETNAM

- “Calculations by the Institute of Workers and Trade Unions from the available statistical data indicate that workers in enterprises currently account for only about **15% of the population** and about **27% of the society's labour force**; but have already contributed over **75% of the national budget** and over **65% of the country's GDP**”

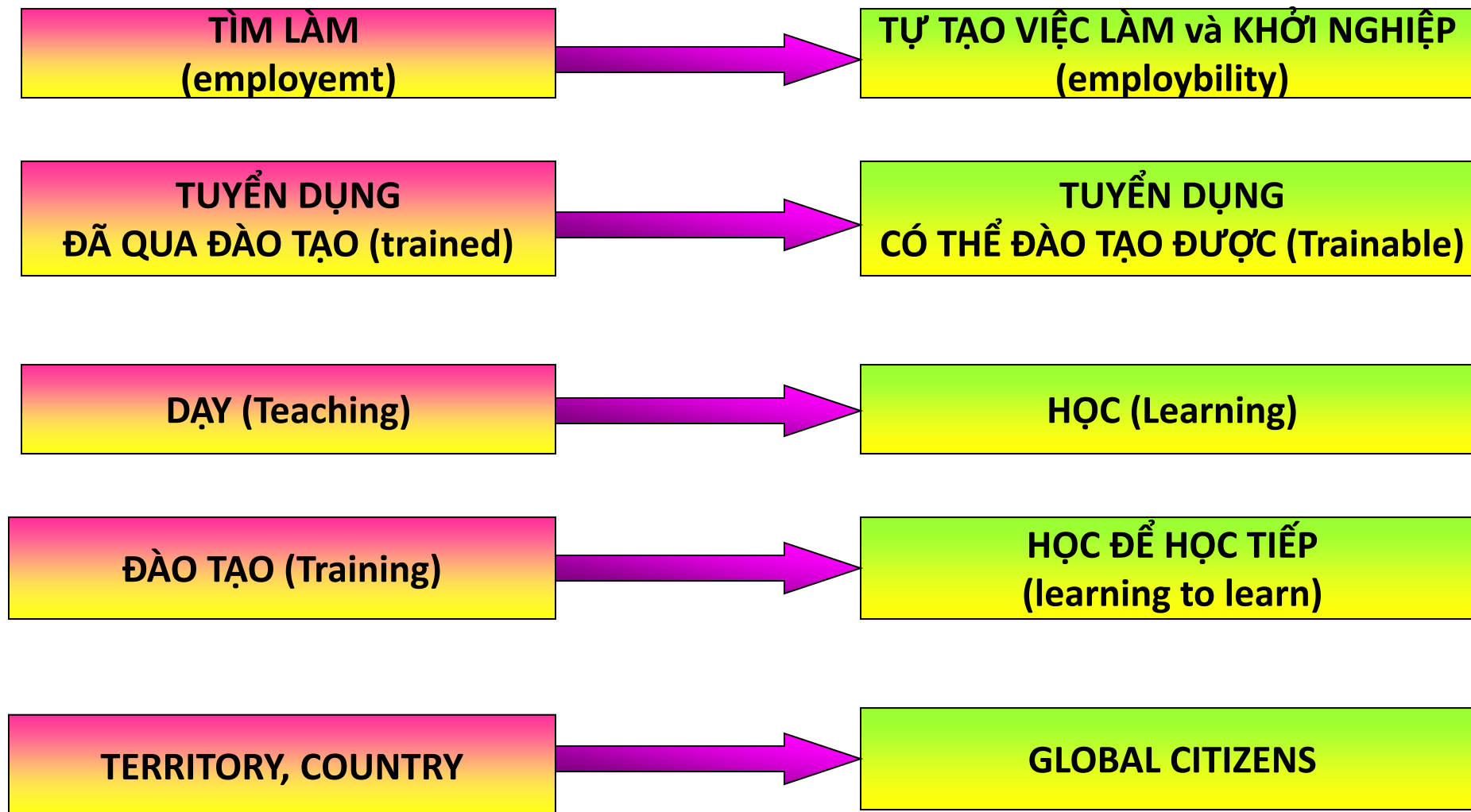
(Urban Economic Newspaper: kinhtedoithi.vn)

STATUS OF SKILLS NEED AND DEMAND IN VIETNAM

Lack of linkage, coherent and effective accompaniment in upskilling Vietnamese workers among **State – VET Institution - Enterprise - Society** BEFORE, DURING and AFTER the workers join the labour market:

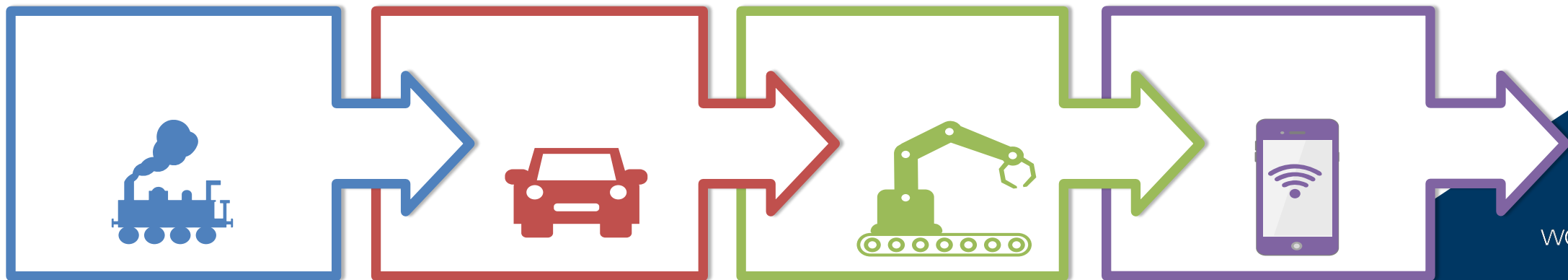


JOB TREND



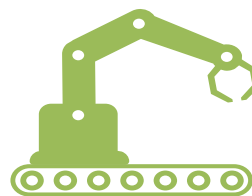
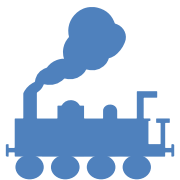
Trends of training and skills development of workers in the IR 4.0

1. Trends for standardization, recognition, recruitment, use, and payment for skilled workers in the new period.
2. The trend of international integration on standardization of workers' skills for mutual recognition (benchmarking) of occupational skills levels according to the reference framework (MRS-mutual recognition of skills) among countries in the context of competition between powerful countries on **BRI (China), Global gateways (EU); Build Back Better World (G7), Marshall Plan after the Ukrainian war...**



Trends of training and skills development of workers in the IR 4.0

3. The trend of strengthening state management of jobs requiring to have a National Occupational Skills Certificate (practice license) for safety and health of workers and the community.
4. Trend of hiring “trained” to “trainable” workers
5. The trend towards skills development approaches shifting from “**one-time learning for a lifetime**” to “**lifelong learning and assessment and recognition of skills levels and practical competencies**”.
6. The trend of training and skills development with the participation of stakeholders, in which the business community participates as the main subject (Sector Skills Council).

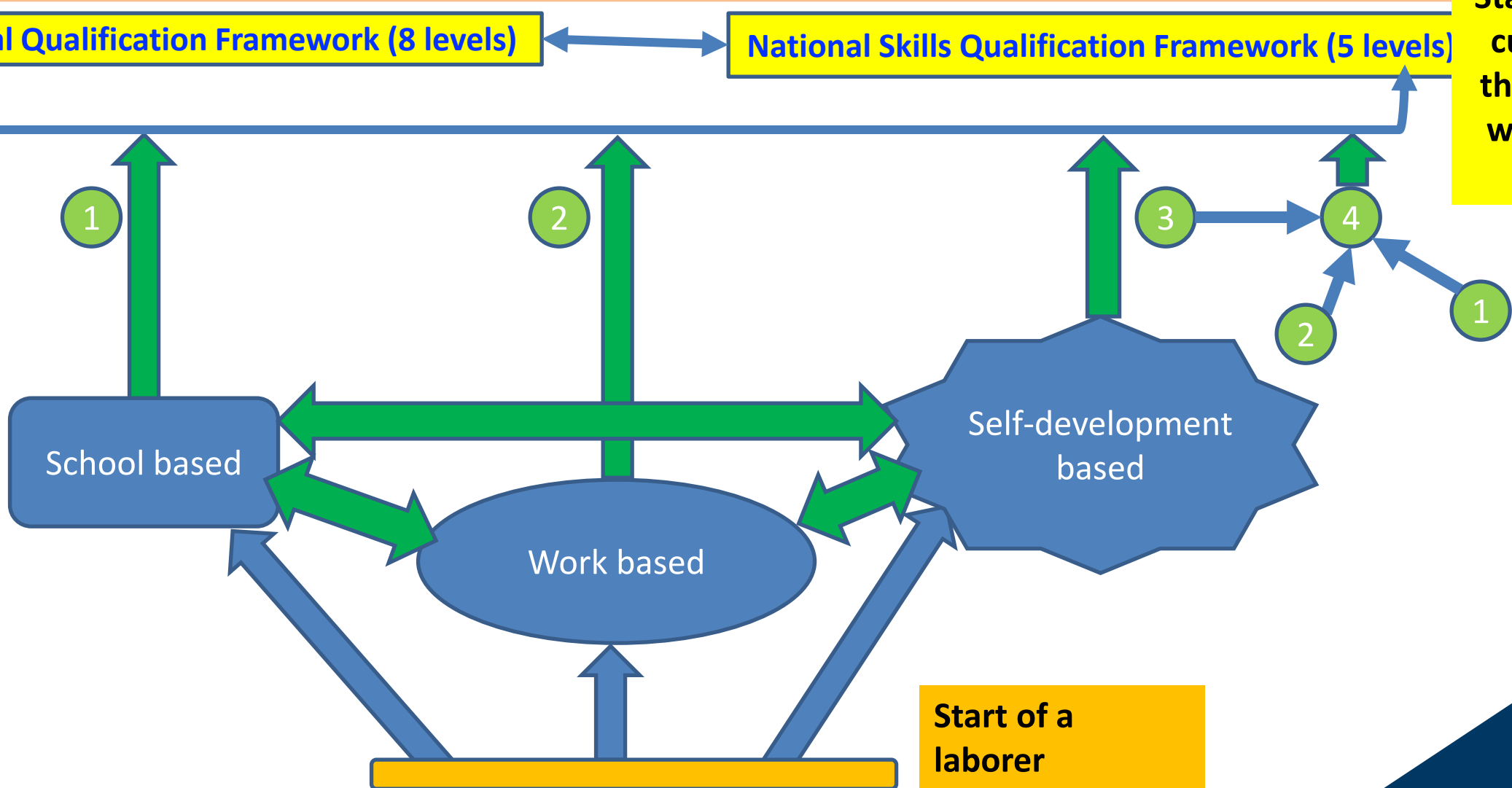


04 MAIN CHALLENGES

- **Firstly,** Developing occupational skills for workers to adapt to unprecedented jobs in the present (arising from the digital transformation program, digital government, digital society, digital enterprises, digital human resources, digital workers, and hybrid laborers; smart cities, smart solutions, destructive innovations ... and arising after the ongoing Covid 19 epidemic);
- **Secondly,** Developing skills for workers in jobs with applying technology that has never been invented (such as the invention of new quantum engines, 5G, 6G bandwidth, etc., and its impact);
- **Thirdly,** the gap in the qualifications of rural-urban laborers...; Slow change of perception and habits based on qualifications (degree thinking and recruitment mainly based on qualifications, statistics on the quality of labor force based on qualifications...)
- **Fourthly,** the world situation is in uncertainty, surprise, insecurity with rapid, unpredictable happening

Forms of skills development

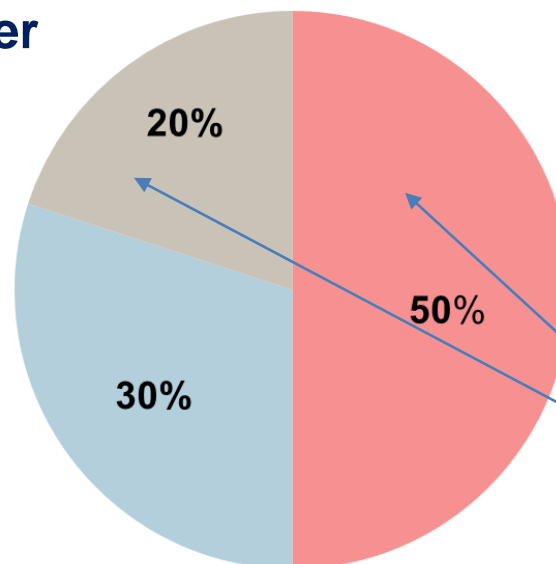
Standardized
curve from
the world of
work, labor
market



EXPERIENCE OF DUAL VET SYSTEM IN GERMANY

**Inter-enterprise training center
(Theory and practice)**

**Public TVET institutes
(Theory)**



**Enterprise
(Practice)**

Legal framework:
Training Regulations/
Standards of Skills

Enterprise:

- Participate in the development of career portfolios, NOSS and training programs;
- Select, pay and train trainees;
- Participate in aptitude tests;
- Responsible for ensuring the quality of TVET

SUCCESS LESSONS FROM GERMANY DUAL VET MODEL

“The participation of enterprises and the development of NOSS are necessary and sufficient conditions for the successful implementation of dual VET to the German model.”

“Enterprise participation is key to the success of a market-oriented TVET system”

Key contents

3

WHY SECTOR SKILLS COUNCILS

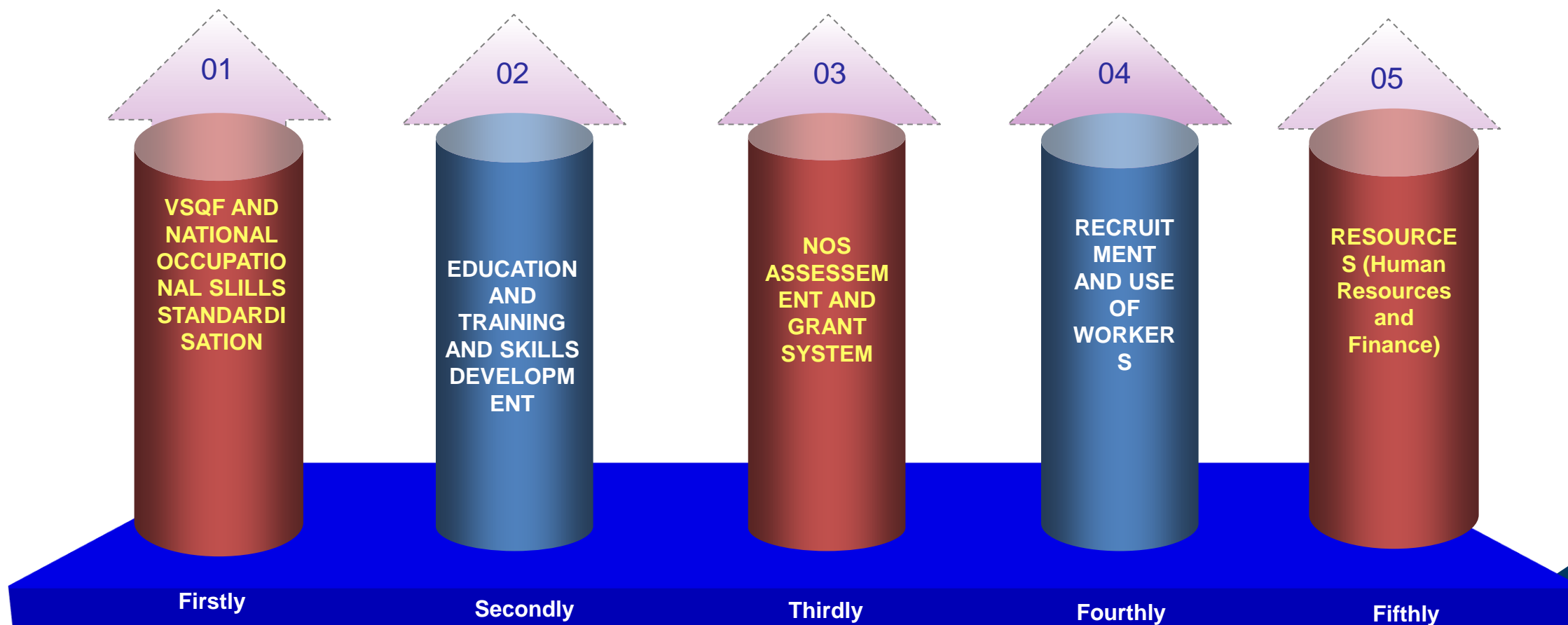
Firstly: It can be considered as a destructive innovation in education and training and skills development in Vietnam?

- The creative vortex will continuously form new ideas, inventions, and inventions and crush the old and outdated things in its path.
- The birth of the automobile industry led to the demise of a world once dominated by rudimentary horse-drawn carriages.
- The introduction of the compact personal computer device became the bell that rang the end of the giant, bulky and crude computers.
- The emergence of modern digital cameras has brought film cameras that once reigned at the top of the world for much of the 20th century into a museum of the history of greatest inventions of the mankind.
-

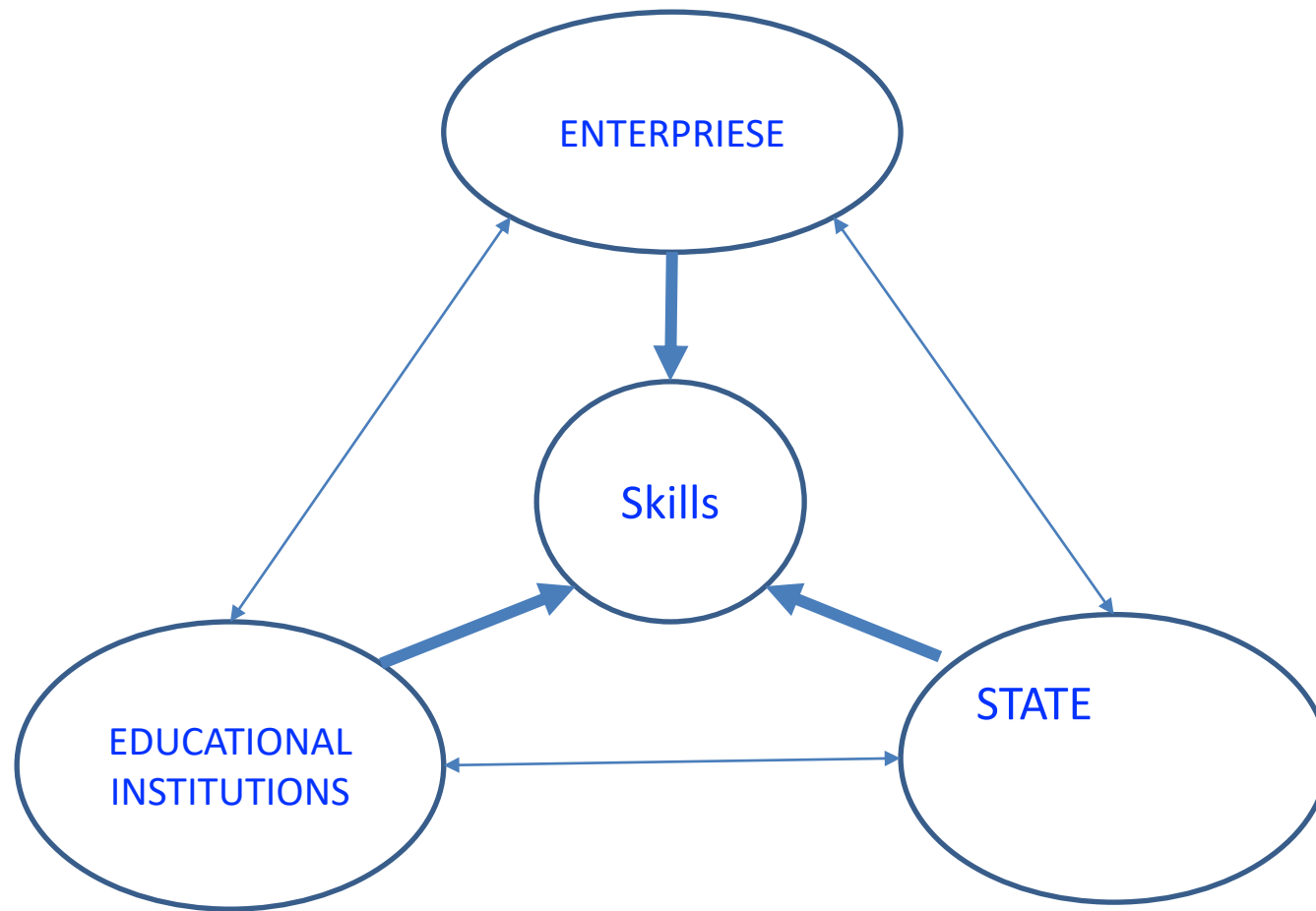
These are destructive innovations

- 1. Why has there been no destructive innovation in education and training and skills development of workers to create breakthroughs in human resource development strategies, especially high-quality human resources?**
- 2. If so, what is it?**

Secondly: CREATE MECHANISM FOR SYNCHRONIC IMPLEMENTATION OF 05 PILARIES IN THE SKILLS ECOSYSTEM



Thirdly: CREATE COOPERATION MECHANISM FOR STAKEHOLDERS



Key contents

4

MODEL OF SECTOR SKILLS COUNCILS

SECTOR/OCCUPATIONAL SKILLS COUNCIL?

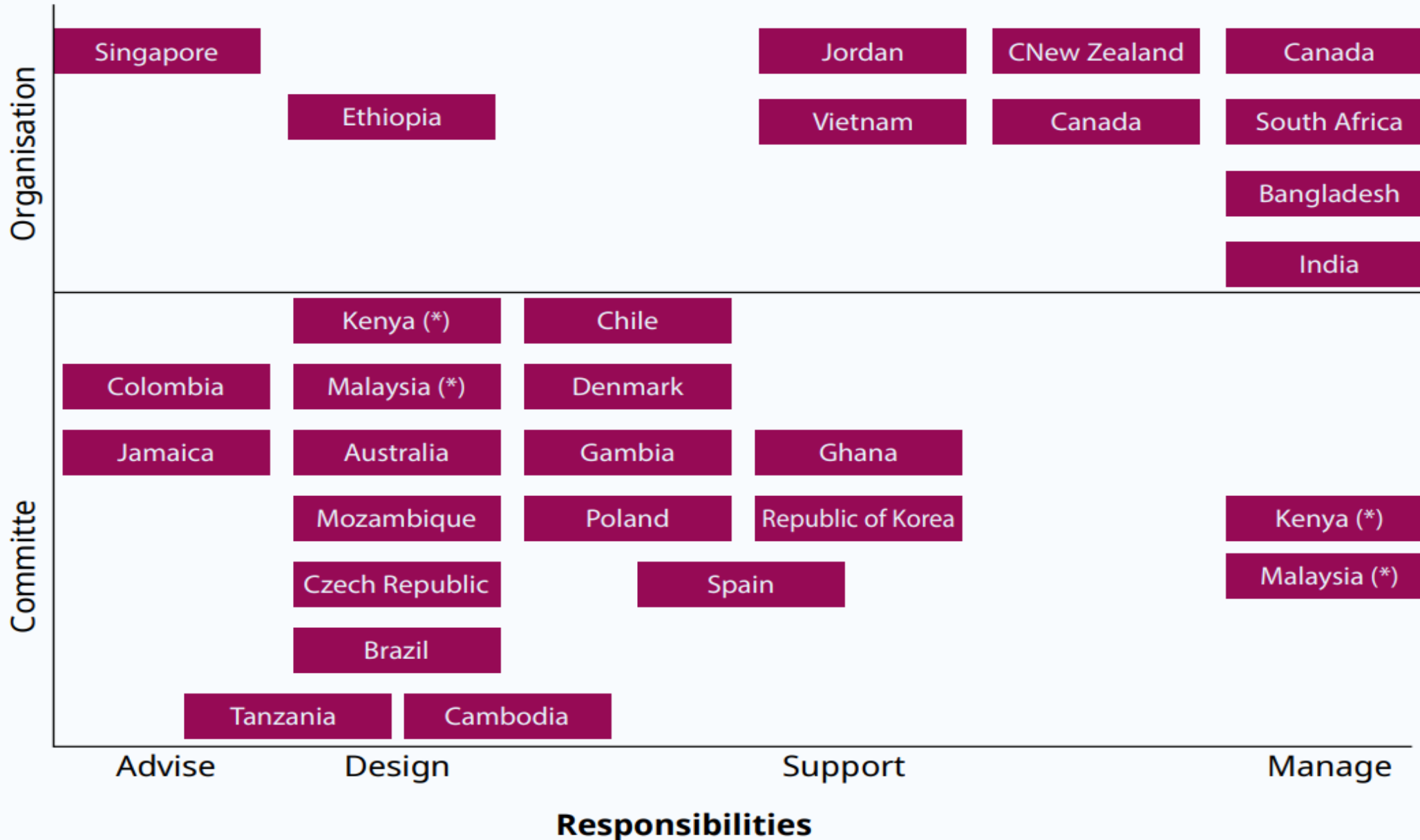
1. "...As a permanent council with the function of promoting the development of occupational skills in the available economic sectors with the participation of representatives of tripartite or multi-party.
2. As a legally recognized organization, its activities are legal and official.
3. Acting as a **forum for cooperation**, attracting the participation of many stakeholders.
4. The SSC is an organization with a specific role participating in the state management system for Vocational Skills Development.

FUNCTIONS AND DUTIES OF SSC (ILO)

Advise	Construction, design	Assistance	Management
Provide policy advice and feedback	Develop and maintain skill standards	Support quality assurance of training providers, courses and assessors	Manage and promote apprenticeships
Generate and/or interpret labour market intelligence	Develop qualifications	Promote the benefits of training	Co-ordinate training in the sector
	Develop curriculum and learning resources	Promote careers information, advice and guidance	Manage government training initiatives and programs
	Develop apprenticeship pathways	Contribute to training delivery and assessment	Administer levy funds
		Support the professional development of teachers, trainers and assessors	Manage the assessment and certification

STRUCTURE OF SSC (ILO)

Structure



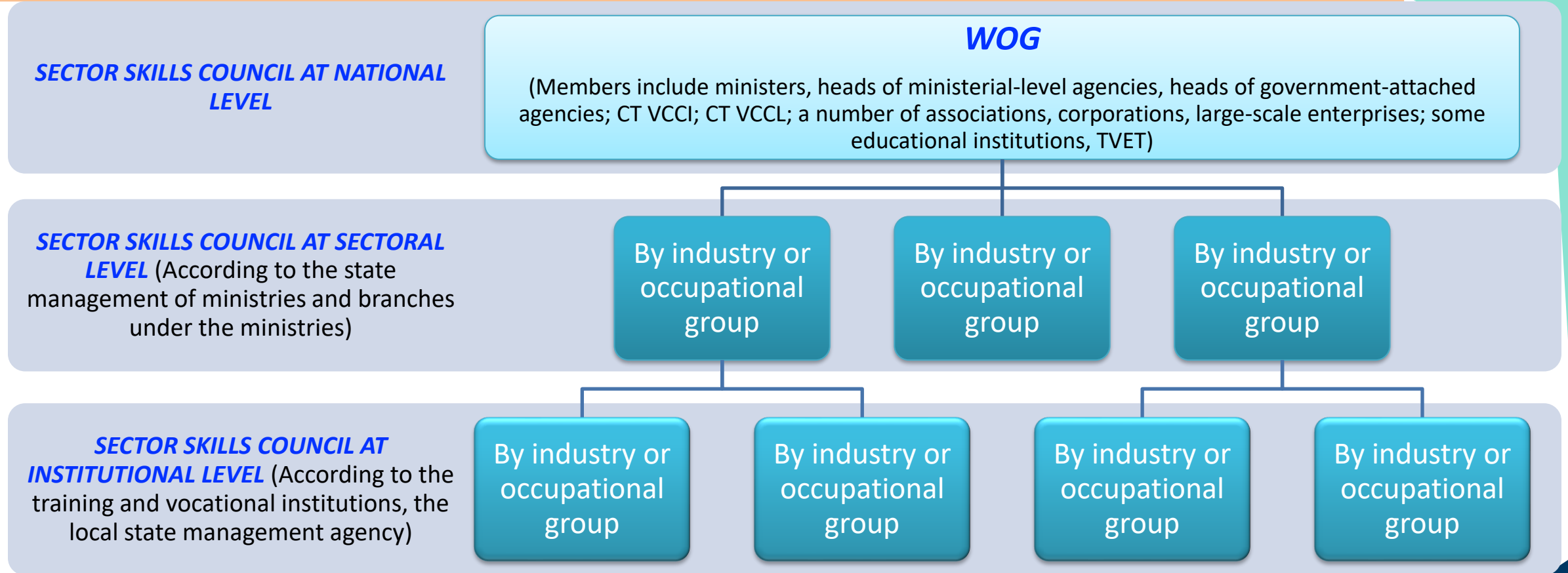
AUTHORITY/ INDEPENDENCE (ILO)

Part of Government

Vietnam	South Africa	Bengladesh	Singapore	Canada
Australia	Malaysia	India		
Brazil	Ethiopia	Ghana		
Colombia	Kenya	Jordan		
Jamaica	Tanzania	South Africa		
Chile	Poland	New Zealand		
Denmark	Mozambique			
Czech Republic	Spain			
	Cambodia			
	Republic of Korea			
	Gambia			

Independent of Government

Option1: PROPOSED MODEL OF SSC WITH 03 LEVEL (IN THE DRAFT PROJECT OF UPSKILLING VIETNAM'S LABOR SKILLS)



SECTOR SKILLS COUNCIL AT NATIONAL LEVEL

Functions and duties: To assist the Government and the Prime Minister in directing the connection between the Government, its members, the business community, education and training institutions and other stakeholders. It is important in solving important, fundamental, comprehensive and interdisciplinary issues related to the responsibilities of many ministries, branches, business community, education and training institutions, and TVET institutes in the implementation of breakthroughs. on developing vocational skills to meet the needs of the domestic and foreign labor markets, contributing to the implementation of strategic breakthroughs in human resource development, especially high-quality human resources to ensure the goals of human resource development. economic, cultural and social development, especially the indicators of labor productivity, competitiveness and social security.

SECTOR SKILLS COUNCIL AT NATIONAL LEVEL

Organizational structure:

1. National level SSC:

- Option 1: Strengthening the National Council for Education and Human Resource Development, including the functions, duties, composition, and structure of the National Council of Occupational Skills.
- - Option 2: Stabilization of the National Council for Vocational Skills Development

2. Council Permanence

The National Council has a permanent unit of the Council under the Ministry presiding over the development of occupational skills for employees (MOLISA)

ROLE OF SSC AT SETORAL LEVEL



- **Forecasting skills needs**, updating information on skills and skills shortages;
- **Technical consultation** for the construction and development of NOSS, National Occupational Skills Assessment Tests, training programs at enterprises, for occupational skills assessment organizations as well as the industry's skill development orientation;

ROLE OF SSC AT SETORAL LEVEL

- **Consulting on mechanisms and policies** for the development of occupational skills for employees; engage businesses and employers in skill forecasting, development of **NOSS**, test sets and assessment activities; Consulting on application of the development model of occupational skills for workers of advanced countries in the world to Vietnam;
- **Advocating and participating in contributing** to improvements in the field of vocational education and training, TVET and the system of assessment and certification of national skills;
- **Monitor and evaluate the progress** and performance of training and skills development activities.

ROLE OF SSC AT SETORAL LEVEL

- **Conduct research on specific skills** and labor needs at present and in the future to serve the development of the KNN Development Strategy;
- **Publish an annual analysis report** to assess the current state of the industry, key trends and drivers, as well as their implications for skills development;
- **Identify career development directions** and develop career information, as well as career guidance materials;
- **Develop and mobilize** to update the quality of labor according to the national occupational skills qualification framework;

ROLE OF SSC AT SETORAL LEVEL

- **Research and analyze** the development model of occupational skills for workers of advanced countries in the world in accordance with the conditions of Vietnam;
- **Analyze the** shortage of occupational skills of employees with the requirements of the labor market to serve the development of training programs, fostering and improving occupational skills; analyze occupations that require workers to have a certificate of national occupational skills to be allowed to practice;
- **Participating in the process of developing, updating and appraising** NOSS sets and test sets for assessment of language skills; Competency-based and practice-oriented curricula, curricula, and teaching materials, serving vocational training and lifelong learning when required;

ROLE OF SSC AT SETORAL LEVEL

- Raise awareness and improve the image of TVET; the system of assessment and certification of national occupational skills;
- Promote skills development and support lifelong learning in businesses; Support to develop and introduce vocational training programs at enterprises for enterprises and TVET institutes;
- Make comments on necessary legal documents and regulations to improve VET governance, develop vocational skills for employees in order to improve training quality and improve employability of employees in domestic and international markets. economic;

ROLE OF SSC AT SETORAL LEVEL

- **Recommendations** on the role of enterprises in financial mechanisms related to TVET, development of vocational skills and assessment and certification of national occupational skills for employees;
- **Contributing** to the expansion of cooperation mechanisms between training institutions and enterprises;
- **Giving advice and suggestions** from enterprises on training and capacity building projects for the industry;
- Promote and recommend the business community in the industry to recruit, employ, pay wages and salaries of workers based on occupational skills and National Occupational Skills Certificates.

- Supporting the accreditation of occupational skills assessment organizations;
- Ensuring the quality of training and skills development in enterprises based on the National Occupational Skills Standards
- Establishing a network of national occupational skills assessors, experts, technical staff, supervisors of national occupational skills assessment tests and regularly improve their capacity;
- Participating in activities or supervising assessment and grant of national occupational skills certificates in a number of occupations specified in the sector, if any.

SSC AT SECTORAL LEVEL

Organizational structure:

1. The models of SSC at sectoral level:

- Option 1: Being an organization operating according to its functions and duties as prescribed by the competent state management agency, including representatives of the state management agency; Enterprises, Professional Associations; Training institutions, TVET institutes... (Singapore, UK, India, Canada, South Africa, Vietnam (piloting)...)
- Option 2: The Council operates in the form of a committee and meets annually (Australia, Korea, Malaysia, Brazil, Denmark, Cambodia...)

2. Council Permanence

The National Council has a secretariat to assist the Council.

SSC AT SECTORAL LEVEL

Operating funds:

Combine some of the following funding sources:

1. Budget sources are allocated according to the mechanism of assigning tasks, ordering or bidding to perform a number of activities assigned by competent authorities (building up the NOSS, compiling assessment exam questions, developing output standards. ; survey, investigate, build database...;
2. Revenue from enterprises, employers, labor recruitment (through consulting contracts on training, skill development and human resource development....)
3. Source from Legitimate Financial Fund (Skills Development Support Fund (if established), Other related legal financial fund)
4. Revenues from other lawful activities of the Council;
5. Other sources of funding, legal income...

SECTOR SKILLS COUNCIL AT INSTITUTIONAL LEVEL:

- **Firstly,** conducting consultations on occupational skills training and development according to the needs of enterprises at the enterprise and VET institution levels.
- **Secondly,** promoting the sense of responsibility and initiative of enterprises with the role of leading and coordinating with VET institutions to conduct training, assessment and recognition of occupational skills for workers.
- **Thirdly,** developing learning outcomes standards based on the national skills standards
- **Fourthly,** developing occupational skills training programs and materials for workers on the basis of recommendations of the sector skills council at the sectoral level, ensuring quality, cost-efficiency and cost-effectiveness.

Thank you!

