

VOCATIONAL EDUCATION AND TRAINING DEVELOPMENT 2021-2030

Trends, Issues, Strategic Approach

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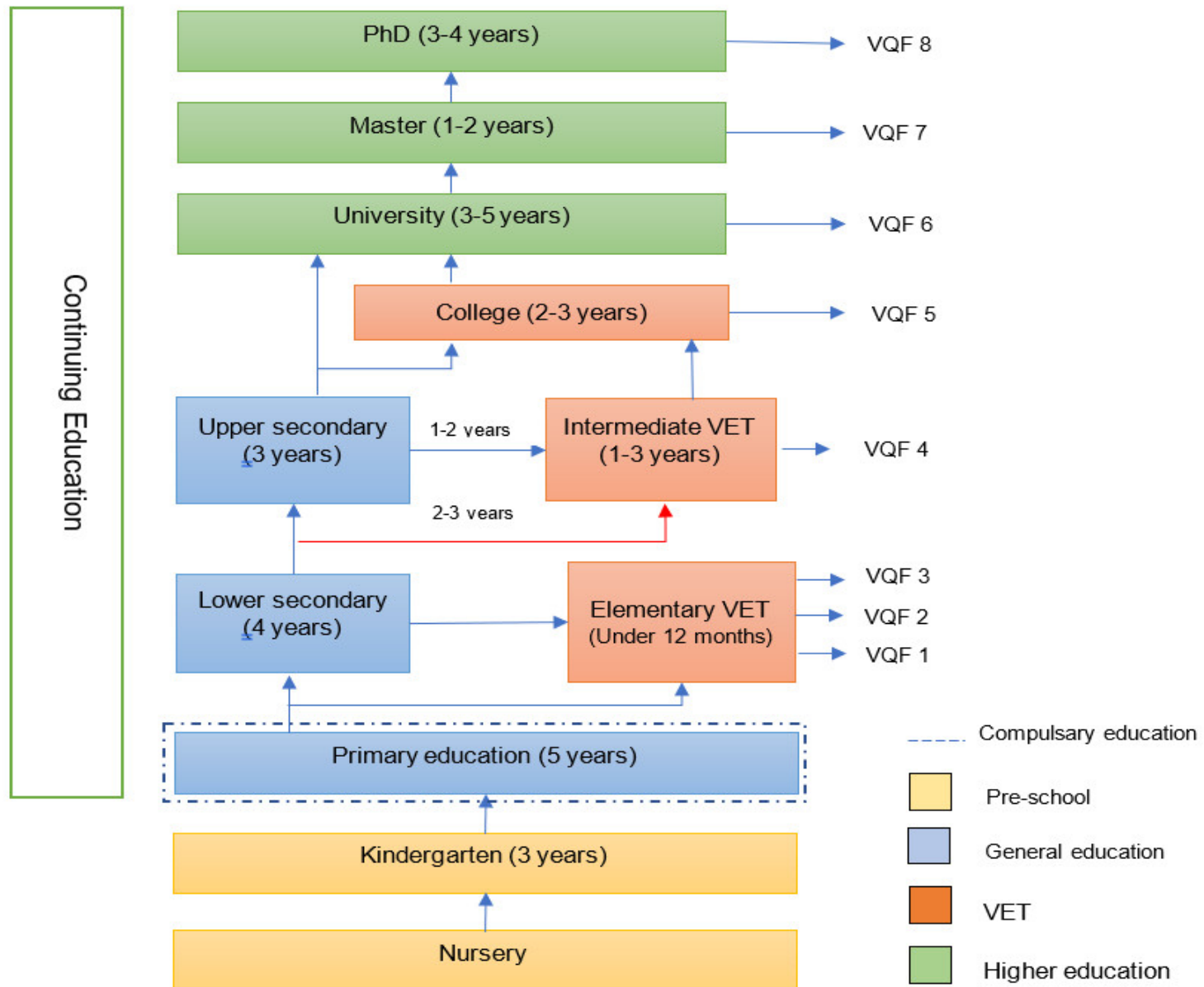
Viet Nam Vocational Education and Training Agency (VETA)/DVET/MOLISA

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VET reforms and policy background

- Viet Nam aims to be a developing country with modern-oriented industry and high middle income by 2030; and a developed, high-income country by 2045
- The Party affirms that HRD, especially high-quality manpower, is one of the three strategic breakthroughs
- In 2020, the PM decided to mark October 4 every year as Viet Nam's Labor Skills Day, Directive 24/CT-TTg
- MOLISA is submitting to the Prime Minister for promulgation of the VET Development Strategy for the period of 2021-2030.

VET in the Vietnamese education system



Trends in VET

- ✓ Applying digitization to VET for easier accessibility
- ✓ Towards high quality, autonomy, and accountability
- ✓ Priority investment in financing for VET and skilling
- ✓ VET is open for inclusive and sustainable development
- ✓ Increased focus on training of trainers and managers at both institution and system levels

Issues remained

- System governance remains weak
- Ineffective occupational standards and certification
- Finance sources for VET are limited
- Quality assurance remains low and ineffective
- Reluctant business community involvement
- Monitoring and evaluation need to be standardized and institutionalized
- Image of VET in the society needs to be improved

Directive 24/CT-TTg of the PM- Perspectives

- Develop and update open data on labour with occupational skills; IT application in linkage between supply and demand
- Create a change in perceptions, consensus of society on the development of VET, the role of skilled personnel, rearrange the system of VET providers
- Strengthening close cohesion 3 actors: Government - School – Business
- Priority budget allocation for VET in total state budget expenditure

Strategic innovative approach

- An open, flexible, modern, sustainable, inclusive and international integrated VET system would be cross-cutting issue of the Strategy
- Not only school based training, but also training, retraining, up-skilling at workplace
- Gender equality, migrant workers, people with disability, ethnic minority, and other disadvantage groups would be identified by strategic indicators.
- Stakeholders involvement, exp.socio-professional organizations, interdisciplinary institutions such as Sector Skills Council, VET Council

Strategic innovative approach

- VQF implementation and governance aim to more permeable national education system, lifelong learning, mutual recognition of qualifications/skills
- Promote the stream of post-lower secondary and high school students into VET through policy improvement, also strengthening communication as an ecosystem, enhancing the image, brand and social values of VET

Strategic innovative approach

- Emphasizing soft skills, digital skills, foreign language skills, innovation and entrepreneurship
- Investing in digital transformation: digital transformation infrastructure, data sources of VET and related sectors, data science
- Developing a network of high-quality colleges – COVE, the model of “smart school”, “green school”

Key projects follow the Strategy

Approved

- Sub project “VET development and employment for workers in the ethnic minority and mountainous areas”
- Skilling-up Vietnamese Labour
- Renovation and improvement of rural labour training
- Digital transformation and online training in VET

Key projects follow the Strategy

Proposed

- Forecasting national manpower need 2021-2030, vision 2045
- Retraining, continuing training for labor force
- Renovation of VET management and accreditation
- Development of VET personnel
- R&D, creative innovation VET
- Soft skills development for VET students
- Renovation of foreign languages training in VET institutions
- Developing M&E system of VET Strategy implementation

Thank you!