



DIRECTORATE OF VOCATIONAL EDUCATION AND TRAINING
National Institute for Vocational Education and Training



2018

VIET NAM VOCATIONAL EDUCATION AND TRAINING REPORT

National Institute for Vocational Education and Training

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AND TRAINING REPORT
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FOREWORD

The continued reform and improvement of vocational education and training (VET) quality produced positive results in 2018. Specifically, the standardisation of VET practices was enhanced to allow the sector to adhere more closely to international and regional quality standards. For two consecutive years, enrolments in VET exceeded planned targets. Standards and criteria guiding VET practices were made available in much larger numbers than in 2017. For the first time ever, professional ranks and titles became applicable to the VET teaching profession. The minimum levels of knowledge and competency requirements for intermediate and college-level graduates were issued for 160 training occupations. 58 sets of economic-technical norms, as well as 58 catalogues of required training equipment for intermediate and college-level training programmes were issued. VET-industry linkages also experienced positive developments.

The encouraging achievements of 2018 are a positive reflection on the VET sector's many efforts to raise training quality and build trust with learners, enterprises and the community.

With the approval from the Directorate of Vocational Education and Training (DVET), the National Institute for Vocational Education and Training (NIVT) has compiled the Viet Nam Vocational Education and Training Report 2018 to provide relevant VET data and information to policy-makers, VET practitioners, researchers, enterprises and employers, workers and learners, and other parties and individuals with an interest in the Vietnamese VET sector.

Besides the foreword and key findings, the report consists of the following nine chapters:

1. Overview of VET policies
2. VET for the labour market
3. Network of VET institutes
4. VET admissions and graduations
5. VET teachers and management staff
6. National occupational skills standards, assessment and certification of national occupational skills
7. VET quality assurance and accreditation
8. VET finances
9. VET-industry linkages

The Viet Nam VET Report 2018 was conducted based on the analysis of data provided by relevant authorities including the General Statistics Office of Viet Nam (GSO), the Ministry of Labour, Invalids and Social Affairs (MoLISA), DVET, MoLISA's Department of Employment, and the Ministry of Education and Training (MoET). It also includes data presented in previous Viet Nam VET reports from 2011 to 2017.

The Viet Nam VET Report 2018 was developed within the framework of the trilateral cooperation agreement between NIVT, the Federal Institute for Vocational Education and Training (BIBB) in Germany and the Vietnamese-German Programme “Reform of TVET in Viet Nam” implemented jointly by DVET and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). The development of the report benefited from consultations with representatives from various departments and units of DVET, and other related experts.

As in the previous reports, remarks and assessments presented in this report are based on scientific and objective research methods, and do not necessarily reflect the official viewpoints of state management agencies.

This report will also be published on the website of NIVT (www.nivet.org.vn) and on the website of the Vietnamese-German Programme “Reform of TVET in Viet Nam” (www.tvet-vietnam.org). The copyright of the report belongs to NIVT/DVET.

Due to limited capacities and resources, shortcomings in the Viet Nam VET Report 2018 are inevitable. Your comments and suggestions are welcome and will assist us in continuously improving our work. Please send your feedback to our NIVT office, or email us at khgdnn@molisa.gov.vn and/or nivet@molisa.gov.vn.

The Editors’ Board

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The Viet Nam VET Report 2018 is an annual publication produced by NIVT researchers with the technical assistance from the Vietnamese-German Programme “Reform of TVET in Viet Nam”, the Federal Institute for Vocational Education and Training (BIBB) in Germany and in consultation with external VET experts. The publication was developed on the basis of the Viet Nam VET reports of 2011, 2012, 2013 – 2014, 2015, 2016 and 2017.

The core group of the NIVT researchers that compiled the Viet Nam VET Report 2018 includes Dr Nguyen Quang Viet (Editor), Pham Xuan Thu (MA), Dr Nguyen Duc Ho, Dr Tran Viet Duc, Nguyen Quang Hung (MA), Dang Thi Huyen (MA), Phung Le Khanh (MA), Le Thi Hong Lien (MA), Le Thi Thao (MA), Dinh Thi Phuong Thao (MA), Bui Thi Thanh Nhan (MA) and Nguyen Thi Mai Huong (BA).

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We would like to convey our gratitude to everyone who contributed to the development of this report. Your remarks and comments have enabled us to successfully compile the Viet Nam VET Report 2018.

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DIRECTOR OF NIVT

Dr Nguyen Quang Viet

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LIST OF ABBREVIATIONS

ASEAN	Association of Southeast Asian Nations
BIBB	Bundesinstitut für Berufsbildung - Federal Institute for Vocational Education and Training
DoLISA	Department of Labour and Social Affairs
DVET	Directorate of Vocational Education and Training
GDP	Gross Domestic Product
GDVT	General Directorate of Vocational Training
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
GSO	General Statistics Office
IT	Information Technology
ILO	International Labour Organisation
JAVADA	Japan Vocational Ability Development Association
JICA	Japan International Cooperation Agency
MoET	Ministry of Education and Training
MoF	Ministry of Finance
MoHA	Ministry of Home Affairs
MoLISA	Ministry of Labour, Invalids and Social Affairs
NIVT	National Institute for Vocational Education and Training
NOS	National Occupational Skills
NOSS	National Occupational Skills Standards
ODA	Official Development Assistance
TVET	Technical and Vocational Education and Training
VCCI	Viet Nam Chamber of Commerce and Industry
VET	Vocational Education and Training
VET Law	Law on Vocational Education and Training
VET centre	Vocational Education and Training Centre
VETA	Viet Nam Vocational Education and Training Accreditation Agency
VT	Vocational Training
VTC	Vocational Training Centre

KEY FINDINGS

2018 marked the second year that VET training programmes at all levels were organised and delivered as regulated by the VET law. The VET sector carried out and coordinated multiple reform measures to contribute to improving the quality of the country's human resources and enhancing the economy's competitiveness in the context of increasing international integration. The main findings of the 2018 VET Report provide a summary of these positive developments.

1. Resolution No. 617-NQ/BCSD¹ issued by MoLISA's Party Committee on the continued reform and improvement of VET until 2021 and orientations to 2030 confirmed the top priority given to VET in the country's endeavour to upskill its human resources. In 2018 the development of VET normative documents had a strong focus on VET standards and standardisation.

Regulations on the minimum levels of knowledge and competency requirements to be achieved by learners upon graduation from intermediate and college-level training programmes were introduced for 160 training occupations. Although greater details will be needed, these regulations formed the primary basis for the development, revision, appraisal and approval of training programmes and training materials by VET institutes starting from 2019.

The set of criteria for high-quality training programmes, as well as the economic and technical norms to calculate the cost of training per student are important standards to facilitate VET quality management while allowing VET institutes to be more proactive in their operations.

New regulations on distance and guided self-study dovetailed with previous stipulations on work-study VET programmes to increase access

to VET, bring about greater opportunities for lifelong learning, and facilitate students' choice of the 9+ pathway² to VET upon completion of Grade 9.

2. New developments in the labour market sent strong signals to motivate the VET sector to be more demand driven. In 2018, for every 100 working-age people with a university degree or above, there was 38 people with a college degree, 55 people with an intermediate degree and 35 people with an elementary degree. This distribution was not much different from the 2017 figures of 100 - 35 - 54 - 35.

Only 22.2% of the country's labour force aged 15 and above had a diploma/certificate of three months' training or above. More than one third of workers (35.38%) – including skilled workers – were employed in unskilled jobs.

Unskilled workers accounted for one fourth of the labour force employed by enterprises, followed by workers with an elementary certificate (13.2%), workers with an intermediate degree (10.1%) and college graduates (9.7%).

Wage earners with elementary certificates received an average monthly income of VND 6.58 million, which was higher than those

¹ Resolution No. 617/2018/NQ/BCSD issued by MoLISA on 28/12/2018

² Training programmes for Grade-9 graduates that combine general education and intermediate-level VET

with college degrees (VND 6.35 million) and intermediate degrees (VND 6.08 million).

The unemployment rate among workers with an elementary certificate was 8.6%, which was lower than that of other training levels i.e. 22% for workers with an intermediate degree and 26% for college graduates.

3. The network of VET institutes began to be restructured in the direction of greater openness and flexibility to facilitate lifelong learning and contribute to a learning society and improved quality of human resources.

Although the national master plan for the restructuring of the VET institute network had yet to be approved by 2018, several local governments and ministries proactively reorganised VET institutes under their management to allow for greater efficiency and effectiveness.

Within five years (2014 – 2018), the number of colleges increased by 10 while VET secondary schools fell by 66, and 21 more VET centres were established. Most notably, public VET institutes decreased by 58 while non-public VET institutes increased by 27 and foreign-invested VET institutes rose from one to seven. These developments signalled positive outcomes of greater private sector's participation in VET.

4. The actual number of enrolments in VET exceeded the planned targets thanks to multiple recruitment measures. Nevertheless, elementary programmes and other short-term vocational training courses continued to account for the vast majority of enrolments. Two colleges that were recipients of funding to become high quality VET institutes ceased enrolling new students to college-level programmes.

A total of 2,210,000 learners enrolled in VET programmes across the country in 2018. This figure represented 100.5% of the planned target. Elementary and other short-term training courses accounted for 75.3%

of the total enrolments, followed by college programmes (14.4%) and intermediate programmes (10.3%). This distribution was quite similar to 2017.

Among the 45 institutes that received funding to become high quality VET institutes, many offered only intermediate and college-level programmes. However, two of these colleges ceased all new admissions to college programmes and enrolled only elementary and short-term vocational trainees. Overall, the distribution of new enrolments in the three levels of VET qualifications among recipients of high-quality VET investments was 71% in elementary and other short-term vocational training programmes, 15.7% in intermediate programmes and 12.6% in college programmes. The combined share of enrolments in intermediate and college programmes for these 45 VET institutes amounted at 28.3%, against only 24.7% for the entire VET sector.

The percentages of intermediate and college-level graduates who found employment upon graduation were 82% and 87% respectively.

5. Further training for VET teachers continued to be enhanced. The emphasis was on improving English proficiency for teachers to deliver imported training programmes in occupations that received funding to adhere to international and ASEAN standards.

In 2018, the number of VET teachers remained almost similar to 2017. Colleges, secondary VET schools and VET centres accounted respectively for 43.82%, 21.09% and 17.92% of the total VET teachers' population.

100% of VET teachers had met the required training qualifications. Nevertheless, the standards of professional qualifications and competencies stipulated in MoLISA's Circular No. 08/2017/TT-BLĐT BXH were not being met by a substantial number of VET teachers. The most critical areas of deficiencies included occupational skills, foreign language proficiency and computer literacy.

6. The assessment and certification of national occupational skills (NOS) had been carried out for nearly 10 years, but failed to attract participation from relevant stakeholders e.g. enterprises, employees/workers, etc. Assessments for levels four and five of NOS had never been carried out. The revision of NOSS had started but showed a slow progress.

In 2018, 11 NOSS were modified according to new regulations and NOS assessment licenses granted to 41 providers, all of which were VET institutes. NOS assessment and certification was applicable to 48 occupations, but available only for the three first of five levels.

Not many workers took part in NOS assessment, and those who did were concentrated in a limited number of industries e.g. mining, automotive technology and industrial electrics.

The system of NOS assessment and certification remained small in size, and limited in capacity (human and financial resources, equipment, etc.), especially in terms of using IT in its management. Although defined by Prime Minister's Decision No. 846/QĐ-TTg as one of 354 level-three online public services to be launched in 2017, the issuance/reissuance of NOS assessor permits was still not available online by end of 2018.

NOS assessment and certification was approved as a measure to standardise teachers of practical and integrated subjects. However, this practice had not been implemented so far.

7. Detailed instructions on the quality accreditation of VET institutes and VET training programmes at all levels were provided to facilitate self-assessment by VET institutes. However, the percentage of VET institutes that carried out self-assessment was small.

Accreditation standards for VET institutes and training programmes of all levels were made

available to guide VET institutes in their self-assessment in 2018.

Although compulsory and prescribed by the VET law as well as other sub-laws, the self-assessment of VET institutes' quality was carried out by only 27.46% of all VET institutes nationwide in 2018.

Capacity building for VET teachers to act as multipliers in subsequent trainings for accreditors was enhanced. In addition, trainings on basic VET quality assurance for VET teachers and staff were also carried out.

The current situation of VET quality accreditation requires VET state management agencies to monitor VET institutes under their management more closely to ensure that quality accreditation is carried out in accordance with legal regulations, and that administrative sanctions are enforced against violations. For VET institutes, it is important to review the status quo of their quality assurance systems, establish institutional quality assurance processes and instruments, and develop management and operational mechanisms to increase the effectiveness of their quality assurance information systems.

8. State budget remains the main funding source for VET, with annual allocations steadily on the rise. The total budget available for VET remained below planned targets.

Data from the budget and treasury management information management system (TABMIS) show that the total state budget allocations for recurrent expenditures in VET amounted to VND 6,150 billion in 2017 and VND 19,286 billion in 2018.

State-budget expenditures for VET through National Target Programmes increased steadily between 2016 and 2018. In 2018, the total amount reached VND 1,944 billion i.e. 1.81 times higher than in 2016 (VND 871 billion). The total budget allocated for the project "Reform and improvement of VET quality" was

VND 573 billion in 2016 and increased 2.17 times in 2018. The budget allocated for the project “Improvement of vocational training quality for rural workers” was VND 500 billion in 2016 and rose by 30% in 2018.

State budget disbursements for the project “Reform and improvement of VET quality” during 2016 – 2018 remained small, accounting only for 26% of the planned budget approved for the entire 2016 – 2020 period. National state budget remained the main source of state financing for the project as ministries and local governments had not been able to allocate adequate amounts and/or mobilise funding from other sources. The national state budget, ministerial and local budgets, and other sources contributed respectively 41.1%, 2.83% and 0.35% to the total approved budget for the 2016 – 2020 period. The current spending structure of the project’s operational budget shows a heavy concentration on infrastructure and equipment, curriculum development, pilot training and development of economic-technical norms. These spending items accounted for 82.22% of the allocated budget. Meanwhile, activities related more closely to VET quality assurance e.g. VET teachers’ development, VET quality assurance and accreditation, NOS assessment, etc. received relatively small budget allocations (17.78%). Sustaining this spending structure in the long run would undermine efforts to raise the quality of VET in Viet Nam.

9. Enterprises engaged more proactively with VET institutes than in 2017.

The number of enterprises having cooperation with VET institutes increased by 7,800 compared with 2017. Internship placements for students, and the provision of further training at VET institutes for workers continued to be the two most popular areas of cooperation activities.

32.14% of enterprises provided training for their workers, down 3.01% from 2017. The figures for state-owned and foreign-invested enterprises were 52.32% and 50.49% respectively, much higher than that of non-state enterprises (28.27%).

Over recent years, substantial numbers of cooperation agreements were signed between different VET stakeholders and the business sector. It would be necessary to monitor and evaluate the outcomes of these agreements to capture lessons learnt, identify existing constraints, provide transparent information for students and the community, and thus build greater trust in the VET sector.

The annual survey on “Enterprises’ demand for workforce” needs to provide better data to inform VET institutes’ approaches to respond to enterprises’ requirements for human resources training.

CHAPTER 1

OVERVIEW OF VOCATIONAL EDUCATION AND TRAINING DEVELOPMENT POLICIES

Resolution No. 617-NQ/BCSD by MoLISA's Party Committee defined the "betterment of the regulatory framework" as an important solution to the continued reform and improvement of VET quality not only for 2018 but also for the entire period until the year 2030. In line with the Resolution's instructions, several official documents and policies were issued in 2018 to guide the implementation of the VET Law in VET practices.

1.1. Policies guiding the orientation of VET development

- The scheme for "career orientation and streaming of students in general education for the 2018 – 2025 period" was approved by the Prime Minister³. The aim was to create breakthrough changes in the quality of career education and orientation, thus improve the streaming of lower and upper secondary school graduates into VET levels that are compatible with learners' needs while responding effectively to local and national requirements for socio-economic development.

The scheme guides the implementation of seven areas of key solutions to achieve specific targets of access to career education and orientation, and subsequent enrolments in VET among lower and upper secondary school students.

- Resolution No. 617-NQ/BCSD by MoLISA's Party Committee on the continued reform and improvement of VET quality up to 2021 and orientations to 2030 provides important directions for VET institutes

to carry out their activities in line with the VET Law. Specific goals are set for three periods up to 2021, 2025 and 2030 with an emphasis on 6 areas of tasks/solutions: (i) strengthened leadership and management for better communications and awareness-raising for VET; (ii) planning for the restructuring of the VET institute network; (iii) stronger linkages between VET and the labour market and decent work; (iv) greater autonomy of VET institutes in relation to increased accountability, stronger external assessment mechanisms, more effective state supervision and enhanced monitoring by the community; (v) standardised quality assurance requirements in VET and development of quality assurance and NOS assessment/certification systems; and (vii) improved regulatory framework/system, more effective and efficient state management of VET, and stronger private sector participation in VET.

- Resolution No.01/NQ-CP on key measures for the implementation of the 2018 socio-economic development plan and state budget estimates⁴ defines the continued

³ Prime Minister's decision 522/QĐ-TTg issued on 14/5/2018

⁴ Resolution No. 01/NQ-CP issued by the Government on 1/1/2018

achievement of the three breakthroughs laid down in the 2011 – 2020 Socio-Economic Development Strategy as the central task of the year. As a contribution to the achievement of the breakthrough on the expansion of the skilled labour force, the VET sector was tasked with restructuring the VET institute network, enhancing its management capacity, promoting greater VET institute autonomy, and strengthening career guidance and entrepreneurship support for the people.

1.2. Regulations to standardise VET practices

In 2018, several normative documents were issued to regulate standards in VET and thus provide the basis for VET institutes to align their activities with the prescribed standards.

Standardisation of training activities

- MoLISA issued a series of circulars prescribing the minimum levels of knowledge and competency requirements to be achieved by learners upon graduation from intermediate and college-level VET programmes. These circulars are applicable to 160 training occupations including: 11 training occupations in the fields of arts, fine arts and languages⁵; 13 training occupations in the fields of journalism, information, business and management⁶; 10 training occupations in the fields of computer and information technology⁷; 12 training occupations in the fields of architectural technology and engineering, civil works, mechanics, electricity, electronics, communication and chemistry⁸; 11 training occupations in the fields of materials, metallurgy, manufacturing and other engineering technologies⁹; 16 training occupations in the fields of electrical engineering, electronics and telecommunications¹⁰; 10 training occupations in the fields of mine engineering and other techniques¹¹; 12 training occupations in the fields of agriculture, forestry, fisheries and veterinary¹²; 10 training occupations in the fields of healthcare and social services¹³; 13 training occupations in the fields of tourism, hospitality, sports and personal services¹⁴; and 14 training occupations in the fields of transport services, environment and security¹⁵. These regulations provide the basis for VET institutes to develop their training programmes and curricula using competence-based approaches and modular and credit-based structures.
- Training programmes for the set of compulsory, general subjects at the intermediate and college levels were prescribed, including: Informatics¹⁶; Physical Education¹⁷; Legal Education¹⁸, Political Education¹⁹ and National Defense and Security Education²⁰.

⁵ Circular No. 40/2018/TT-BLĐTĐTBXH dated 28/12/2018 issued by MoLISA

⁶ Circular No. 41/2018/TT-BLĐTĐTBXH dated 28/12/2018 issued by MoLISA

⁷ Circular No. 44/2018/TT-BLĐTĐTBXH dated 28/12/2018 issued by MoLISA

⁸ Circular No. 45/2018/TT-BLĐTĐTBXH dated 28/12/2018 issued by MoLISA

⁹ Circular No. 46/2018/TT-BLĐTĐTBXH dated 28/12/2018 issued by MoLISA

¹⁰ Circular No. 48/2018/TT-BLĐTĐTBXH dated 28/12/2018 issued by MoLISA

¹¹ Circular No. 50/2018/TT-BLĐTĐTBXH dated 28/12/2018 issued by MoLISA

¹² Circular No. 52/2018/TT-BLĐTĐTBXH dated 28/12/2018 issued by MoLISA

¹³ Circular No. 54/2018/TT-BLĐTĐTBXH dated 28/12/2018 issued by MoLISA

¹⁴ Circular No. 55/2018/TT-BLĐTĐTBXH dated 28/12/2018 issued by MoLISA

¹⁵ Circular No. 56/2018/TT-BLĐTĐTBXH dated 28/12/2018 issued by MoLISA

¹⁶ Circular No. 11/2018/TT-BLĐTĐTBXH dated 26/09/2018 issued by MoLISA

¹⁷ Circular No. 12/2018/TT-BLĐTĐTBXH dated 26/09/2018 issued by MoLISA

¹⁸ Circular No. 13/2018/TT-BLĐTĐTBXH dated 26/09/2018 issued by MoLISA

¹⁹ Circular No. 24/2018/TT-BLĐTĐTBXH dated 06/12/2018 issued by MoLISA

²⁰ Circular No. 10/2018/TT-BLĐTĐTBXH dated 26/09/2018 issued by MoLISA

- Circular No. 33/2018/TT-BLĐT BXH²¹ on distance learning and guided self-study at the intermediate and college levels opened up a legal corridor for online training in the VET sector. Distance learning can be applied for both individual training modules/credits and the entire training programme/course. This regulation is expected to increase permeability within the VET system, enhance access to VET and provide greater opportunities for lifelong learning to the Vietnamese people, as well as strengthen IT applications in VET institutes.
- The criteria for high-quality intermediate and college level training programmes²² provide the basis for VET institutes to calculate training costs and determine tuition fees that are commensurate with their training quality. High-quality programmes are defined on the basis of such criteria as: training curricula, teachers/trainers, physical facilities and teaching/learning equipment, entry requirements for learners, and training organisation/management. A noteworthy criterion is the requirement on training contracts between VET institutes and enterprises to ensure that a minimum 30% of training duration is allocated for in-company practice.
- Circular No. 23/2018/TT-BLĐT BXH²³ regulates the management of records and log books in the delivery of intermediate- and college-level training programmes. This circular is applicable to VET institutes and teachers/lecturers in order to ensure the systematic and effective monitoring/management of the training process. IT applications are encouraged in the development, utilisation and maintenance of book/record-keeping systems.
- Circular 38/2018/TT-BLĐT BXH regulating the standards and norms for the use of non-production building structures in VET sector²⁴. provides detailed instructions on minimum sizes of different VET facilities from classrooms, lecture halls to dormitories and cafeterias. The Ministry of Finance (MoF) also issued Circular No. 76/2018/TT-BTC to regulate cost norms for the development of training programmes and curricula in VET²⁵. At a more specific level, MoLISA issued economic-technical norms applicable to nine training occupations at the intermediate and college levels²⁶ whereby the cost-per-trainee are defined in terms of labour, materials and equipment as well as physical facilities. These standards and norms form the basis for VET institutes to proactively plan for and carry out their investments, construction, resources procurement and utilisation, and to identify their level of autonomy. They could also be used as quality management tools in VET activities.
- The Decree on the investment and operating conditions in the VET sector²⁷ regulates three main areas: 1) conditions for the establishment, split, merger and dissolution of public and private VET institutes, 2) procedures for the registration and additional registration of VET activities, and 3) conditions for the establishment, split and merger of foreign-invested VET institutes. Investment and operating conditions are laid down in details to ensure VET quality while the procedures for registration and investment are defined in specific terms

²¹ Circular No. 33/2018/TT-BLĐT BXH dated 28/12/2018 issued by MoLISA

²² Circular No. 21/2018/TT-BLĐT BXH dated 30/11/2018 issued by MoLISA

²³ Circular No. 23/2018/TT-BLĐT BXH dated 06/12/2018 issued by MoLISA

²⁴ Circular No. 38/2018/TT-BLĐT BXH dated 28/12/2018 issued by MoLISA

²⁵ Circular No. 76/2018/TT-BTC dated 17/08/2018 issued by MoF

²⁶ Circular No. 08/2018/TT-BLĐT BXH dated 14/08/2018 issued by MoLISA

²⁷ Integrated Document No. 4986/VBHN-BLĐT BXH dated 23/11/2018 issued by MoLISA

to allow VET institutes to proactively respond to the various administrative and legal requirements and thus enhance their operational efficiency.

- Decree No. 24/NĐ-CP dated 27/2/2018 on the settlement of complaints and disputes in the fields of labour, VET, overseas work under contractual agreements, employment, and occupational health and safety²⁸ was promulgated to create a legal basis that protects the rights of different stakeholders in VET, especially VET learners in the event of disputes and complaints.

Standards for VET teachers

- Circular No. 03/2018/TT-BLĐTĐBXH²⁹ regulates professional titles of public employees in the VET sector. The title of lecturer is applicable to public employees teaching college-level training programmes, and includes three levels: senior lecturers (level I), key lecturers (level II) and lecturers (level III). The title of VET teacher is applicable to public employees that teach intermediate- and elementary-level training programmes, and includes four levels (I to IV). The Circular also specifies job tasks, qualifications requirements, and professional competencies applicable to these titles.
- Regulations on the in-service pedagogy training for intermediate and college-level teachers are prescribed in Circular No. 28/2018/TT-BLĐTĐBXH³⁰. Specifically, 320 hours of in-service training are applicable to intermediate-level teachers, and 400 hours to college-level teachers. The Circular also includes a list of modules and the detailed contents of each module of these in-service training programmes. Circular No. 28/2018/TT-BLĐTĐBXH is a continuation of Circular No. 38/2017/TT-BLĐTĐBXH promulgated in 2017 to regulate the in-service pedagogy training for elementary-level teachers. These two Circulars allow skilled workers, especially professionals from industry to participate in the delivery of VET training programmes at VET institutes by completing the required pedagogy training. At the same time, they also enable VET teachers to upgrade their pedagogical skills to teach higher levels of VET.

Standardisation of VET quality assurance

- Decree No. 49/2018/NĐ-CP³¹ and Circular No. 27/2018/TT-BLĐTĐBXH³² are important additions to the current legal framework on VET quality accreditation. Decree No. 49/2018/NĐ-CP covers three main areas of provisions: 1) operational conditions and functions/responsibilities of VET quality accreditation agencies, 2) requirements for and duties of accreditors, and 3) procedures for the issuance and/or withdrawal of VET institutes' quality accreditation certificates. Further guidance on the procedures to certify accreditors, and on the VET quality accreditation cycle and process is prescribed in Circular No. 27/2018/TT-BLĐTĐBXH.
- In 2017, MoLISA promulgated Circular No.5/2017/TT-BLĐTĐBXH³³ prescribing the criteria/standards for VET quality accreditation. Together with Decree No. 49/2018/NĐ-CP and Circular No. 27/2018/TT-BLĐTĐBXH mentioned above, these three normative documents provide a legal basis for VET institutes to strengthen their quality management and accreditation activities, and thus improve on their accountability, competitiveness, and the capacity to gradually rise to international quality standards.

²⁸ Decree No. 24/NĐ-CP dated 27/2/2018 issued by the Government

²⁹ Circular No. 03/2018/TT-BLĐTĐBXH dated 15/06/2018 issued by MoLISA

³⁰ Circular No. 28/2018/TT-BLĐTĐBXH dated 25/12/2018 issued by MoLISA

³¹ Decree No. 49/2018/NĐ-CP dated 30/03/2018 by the Government

³² Circular No. 27/2018/TT-BLĐTĐBXH dated 25/12/2018 issued by MoLISA

³³ Circular No. 15/2017/TT-BLĐTĐBXH dated 08/06/2017 issued by MoLISA

- Decision No. 1821/QĐ-LĐTBXH issued by MoLISA on 19/12/2018³⁴ introduced the set of M&E indicators for the project “Reform and improvement of VET quality” under the National Target Programme for VET, Employment and Labour Safety for 2016 – 2020. With a budget of VND 12,197.2 billion, the project aims to address specific pressing objectives and/or major constraints in the VET sector during the 2016 – 2020 period. The newly stipulated M&E indicators cover the following areas: project steering and management; projects’ outcomes; annual disbursements and expenditures; project efficiency and effectiveness; shortcomings, mistakes and during project implementation.
- For the first time, Viet Nam introduced regulations on the facilities/equipment required for NOS assessments. The promulgated catalogues were applicable to the occupations of mining engineering technicians, mining construction technicians and mining electro-mechanical technicians at the occupational skill levels one, two and three³⁵. This is one of the quality assurance conditions that NOS assessment agencies are required to fulfill to be in line with the Law on Employment and its sub-laws.

1.3. Vocational training for enterprises’ workers

- Decree No. 39/2018/NĐ-CP³⁶ specifies measures to support SMEs in the provision of vocational training for their workers. The two main support measures include: 1) the exemption of training expenses for employees participating in elementary VET training, or other training programmes of less than three months at VET institutes, and 2) the provision of an annual subsidy

worth 50% of the total training costs of one training programme conducted at the enterprise.

- In line with the instructions stipulated in Decree No. 39/2018/NĐ-CP, MoLISA issued Circular No. 32/2018/TT-BLĐTBXH³⁷ to provide specific guidance on the implementation process and coordination mechanism among stakeholders to effectively provide vocational training support for workers of SMEs.

Conclusion

The normative documents promulgated in 2018 continued to demonstrate the importance of VET in the country’s common efforts to bring up the quality of its human resources. Objectives to increase both the quality of and access to VET were defined in specific terms to guide VET practices. The expectation is for VET offers to become more demand-driven, and more easily accessible to learners, and for quality management and accreditation in the VET sector to adhere more closely to international and regional standards.

The development of normative documents for VET in 2018 had a strong focus on guiding the process of standardization of VET practices. The newly promulgated standards, criteria and norms could allow VET institutes to be more proactive in developing quality-and-demand-driven training programmes, recruiting learners, building capacity for teachers, creating industry linkages, and planning for further investments. For VET learners, the new regulation on distance learning, together with the regulation on work-study VET programmes issued in 2017 could mean more flexible and more easily accessible VET offers, as well as greater opportunities for lifelong learning.

³⁴ Decision No. 1821/QĐ-LĐTBXH dated 19/12/2018 issued by MoLISA

³⁵ Circular No. 06/2018/TT-BLĐTBXH dated 1/8/2018 issued by MoLISA

³⁶ Decree No. 39/2018/NĐ-CP dated 11/03/2018 by the Government

³⁷ Circular No. 32/2018/TT-BLĐTBXH dated 26/12/2018 issued by MoLISA

CHAPTER 2

VOCATIONAL EDUCATION AND TRAINING FOR THE LABOUR MARKET

Aligning VET with the demands of the labour market and decent work is a fundamental requirement for the development of the VET sector. Chapter 2 reports on labour supply, labour demand, salaries, wages and transactions on the job market. The data and information used in this chapter are obtained from the GSO’s quarterly labour and employment surveys, MoLISA’s annual surveys on the status quo of the workforce and labour demand in enterprises as well as other sources.

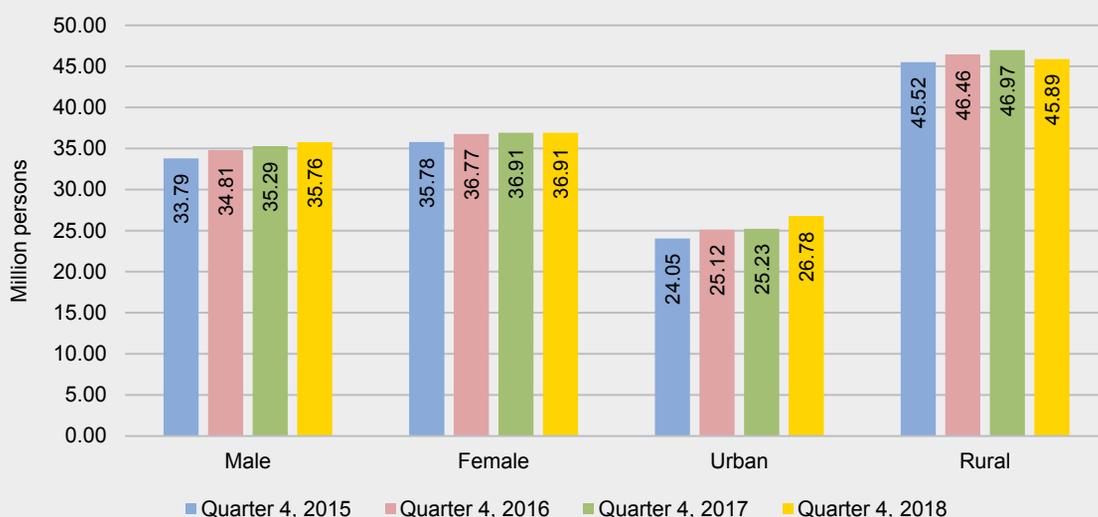
2.1. Labour supply

2.1.1. Population aged 15 and above

By Quarter 4 of 2018, the population aged 15 and above was 72.67 million persons, representing a 4.46% increase compared with Quarter 4 of 2015.

50.8% (36.91 million persons) of the total population aged 15 and over were females and 49.2% (35.76 million persons) were males. The urban population accounted for 36.9% (26.78 million persons), and the rural population accounted for 63.1% (45.89 million persons) (figure 2.1).

Figure 2.1. Population aged 15 and above



Source: Calculations based on Labour and Employment Surveys, Quarter 4 of 2015, 2016, 2017, 2018, GSO

2.1.2. Labour force

The labour force in Quarter 4 of 2018 was 1.92% larger than that of Quarter 4 of 2015 (54.59 million persons). Female and male workers respectively accounted for 47.7% (26.54 million persons) and

52.3% (29.10 million persons) of the total labour force. 33.1% of the labour force lived in urban areas and 66.9% in rural areas. The labour force participation rate among the population aged 15 and above was 76.6% (figure 2.2).

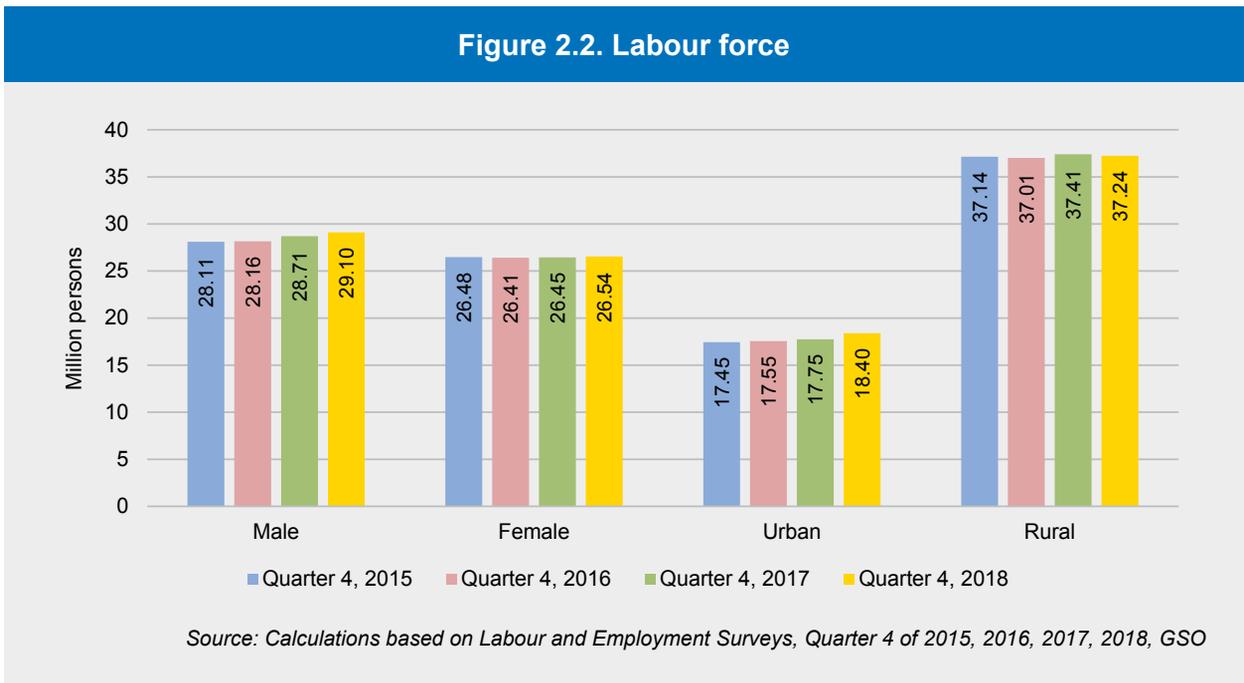
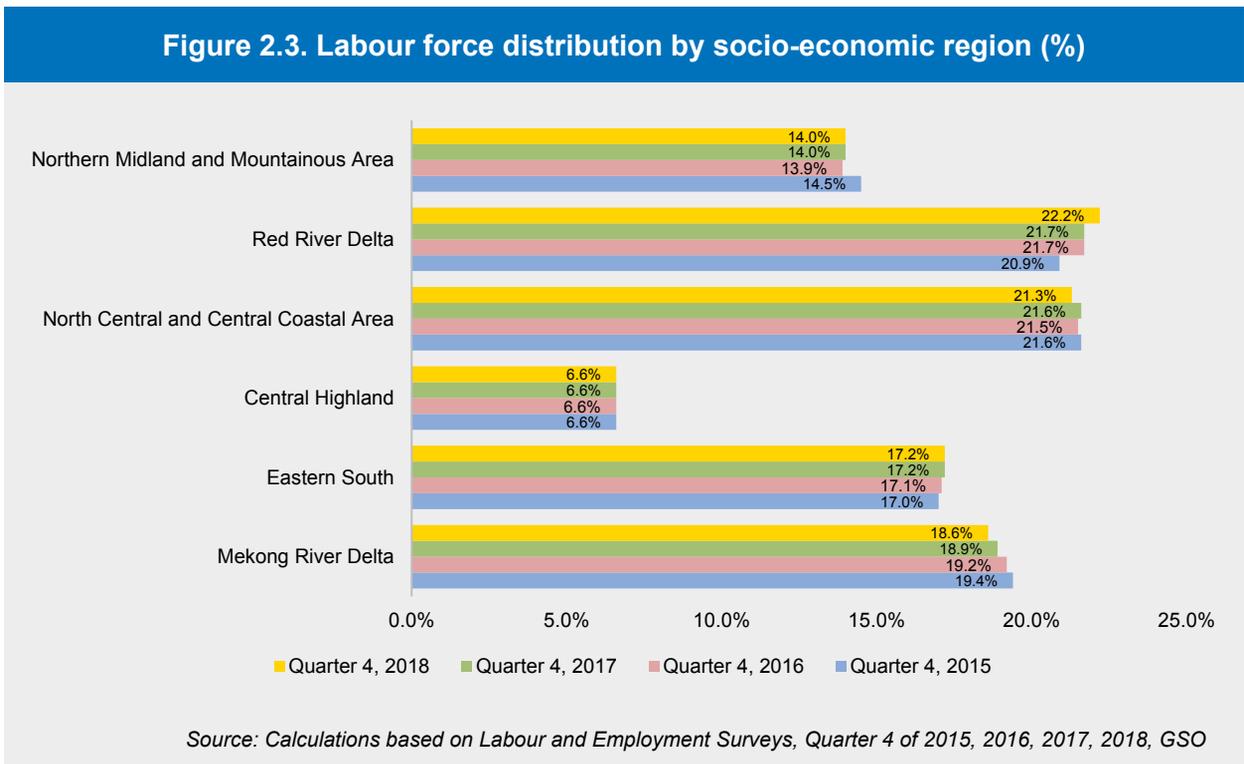


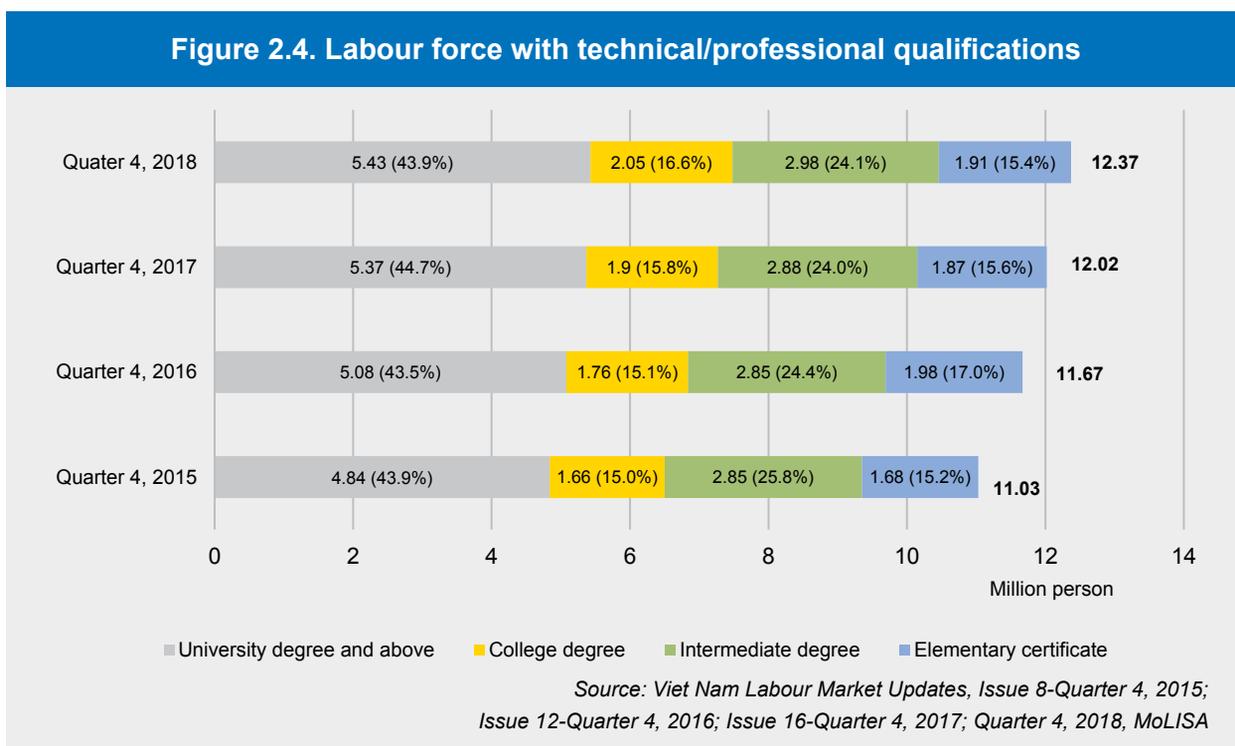
Figure 2.3 shows the labour force distribution by socio-economic regions. In 2018, the Red River Delta region and the North Central and Central Coastal Area region continued to have the largest shares of the country’s labour force,

accounting respectively for 22.2 % and 21.3%. The Mekong River delta came third with 18.6% while the smallest percentage (6.6%) was in the Central Highland.



In Quarter 4 of 2018, 22.2% (12.37 million persons) of the labour force aged 15 and above had at least a three month’s training qualification. This represents an 11.2% increase compared with Quarter 4 of 2015. Out of the 12.37 million trained workers, 43.9% (5.43 million persons) had university degrees and above, 16.6% (2.05 million persons) had college degrees, 24.1% (2.98 million persons) had intermediate degrees and above, 15.4% (1.91 million persons) had elementary certificates.

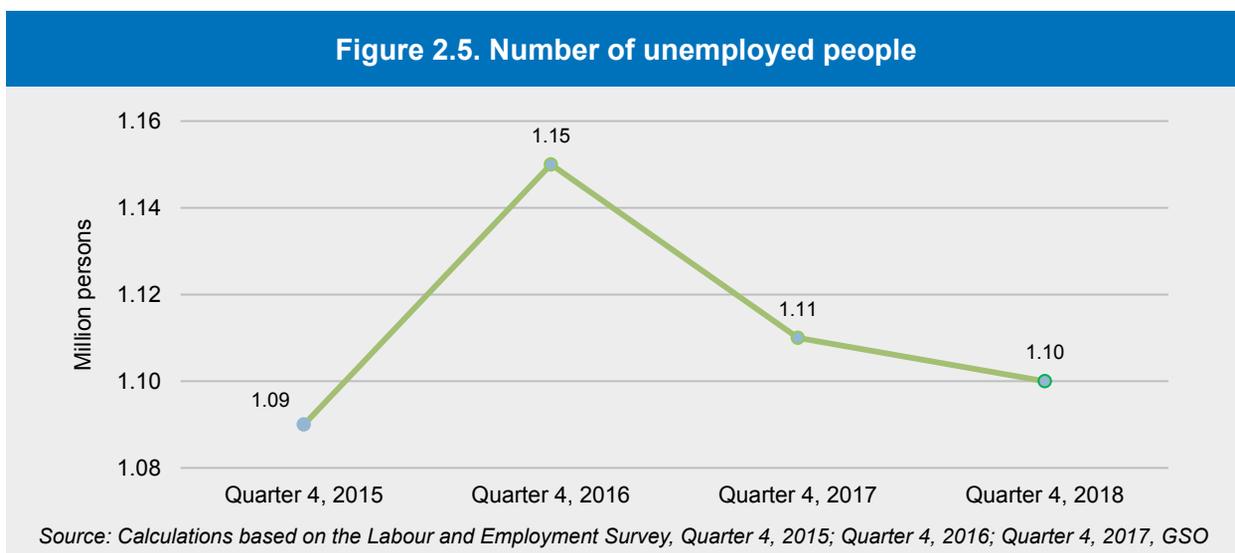
A correlational comparison among the numbers of people with different qualifications shows that for every 100 people with a university degree or above, there were 38 people with a college degree, 55 people with an intermediate degree and 35 people with an elementary certificate (figure 2.4).



2.1.3. Unemployment

By Quarter 4 of 2018, the unemployed accounted

for 1.98% (1.1 million persons) of the total population aged 15 and above (figure 2.5).



Box 1. Persons in unemployment

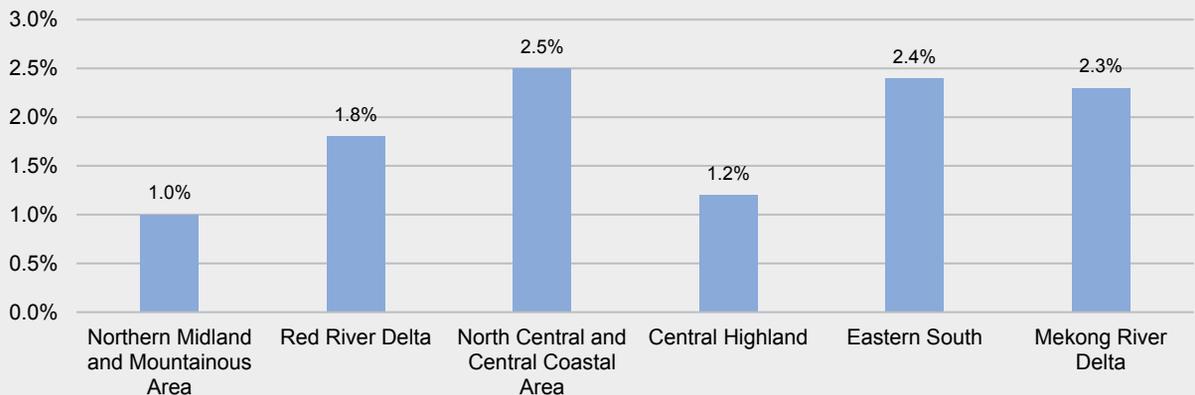
The unemployed comprises all persons who during the reference week were without work, available for work and seeking work.

(2018 Labour and employment survey, GSO)

Figure 2.6 shows noticeable discrepancies in the unemployment rates between different socio-economic regions. The Northern Midland and Mountainous Area had the lowest unemployment rate (1.0% - which was nearly two times lower than the national average

of 1.98%), followed by the Central Highland (1.2%). The highest unemployment rates were observed in the North Central and Central Coastal Area (2.5%) and the Mekong River Delta (2.4%).

Figure 2.6. Unemployment rate by socio-economic region (%)

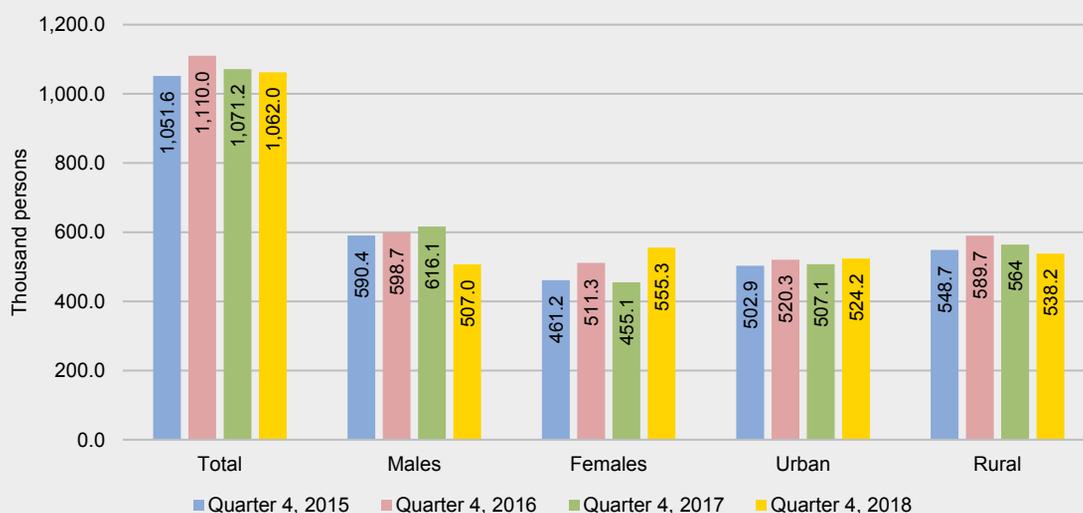


Source: Calculations based on the Labour and Employment Survey, Quarter 4, 2018, GSO

As of Quarter 4 of 2018, the unemployment rate among the working age population was 2.17% (1,062,000 persons). Urban unemployment rate stood at 3.01% against 1.68% for rural

areas. Male unemployment rate was 1.90% while female unemployment rate was 2.49% (figure 2.7).

Figure 2.7. Unemployed workers among the working age population

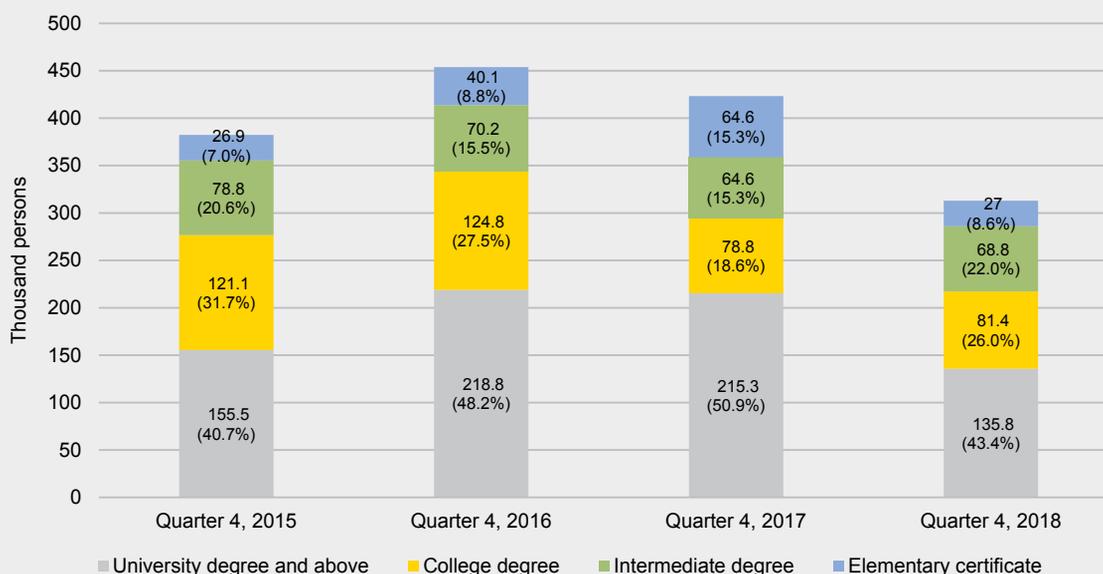


Source: Viet Nam Labour Market Updates, Issue 8-Quarter 4, 2015; Issue 12-Quarter 4, 2016; Issue 16-Quarter 4, 2017; Quarter 4, 2018, MoLISA-GSO

Among the working-age unemployed, 29.5% (313,000 persons) had elementary and higher qualifications. Within this subgroup, the highest unemployment rate was found among people with a university degree and above (135,800 persons or 43.4%), followed by college graduates (81,400 persons or 26.0%), intermediate-level graduates (68,800 persons or 22%) and people with an elementary certificate (27,000 persons

or 8.6%) (figure 2.8). A correlational comparison among the numbers of unemployed people with different qualifications shows that for every 100 unemployed people with university degrees or above, there were 60 unemployed people with a college degree, 50 unemployed people with an intermediate degree and 20 unemployed people with an elementary certificate.

Figure 2.8. Working-age unemployment by qualification level



Source: Calculations based on Labour and Employment Surveys, Quarter 4 of 2015, 2016, 2017, 2018, GSO

2.2. Labour demand

2.2.1. Domestic labour demand

Persons in employment

By Quarter 4 of 2018, a total of 54.5 million people were being employed, representing a 1.93% increase compared with Quarter 4

of 2015. Male workers accounted for 52.4% of the employed population, outnumbering female workers (47.6%). The number of rural workers was nearly two times higher than that of urban workers, accounting respectively for 67.2% and 32.8% of the total population in employment (figure 2.9).

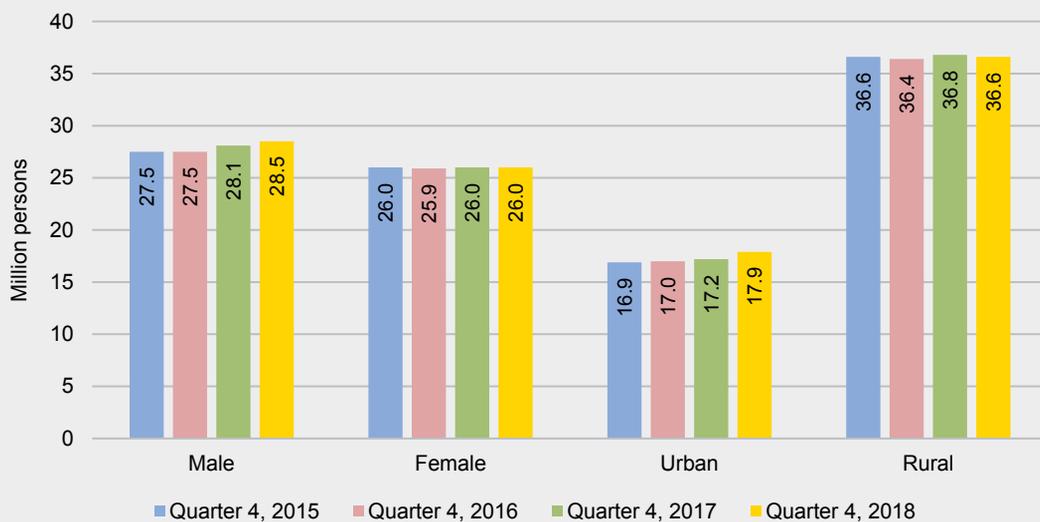
Box 2. Persons in employment

Persons in employment comprise all persons aged 15 and above who during the reference week were performing for at least one hour any job not prohibited by law to produce goods and services and generate incomes for themselves and their families.

Persons in employment also include those who were not at work during the reference week but were attached to a job i.e. continued to receive wages while not at work or would return to their job after no more than one month.

2018 Labour and employment survey, GSO

Figure 2.9. Employed workers aged 15 and above distributed by sex and urban/rural area



Source: Calculations based on Labour and Employment Surveys, Quarter 4 of 2015, 2016, 2017, 2018, GSO

In 2018 the Red River Delta and the North Central and Central Coastal Area remained the two regions with the largest shares in the country’s employed workforce (22.2% and 21.2% respectively), followed by the Mekong River Delta (18.6%) and the Eastern South (17.2%). It is noteworthy that while the Red

River Delta’s share of employed workers has increased quite steadily between 2015 and 2018, the Mekong Delta experienced a declining trend. Over the same period, the Central Highland had consistently the lowest percentage of the employed workforce (6.7%) (figure 2.10).

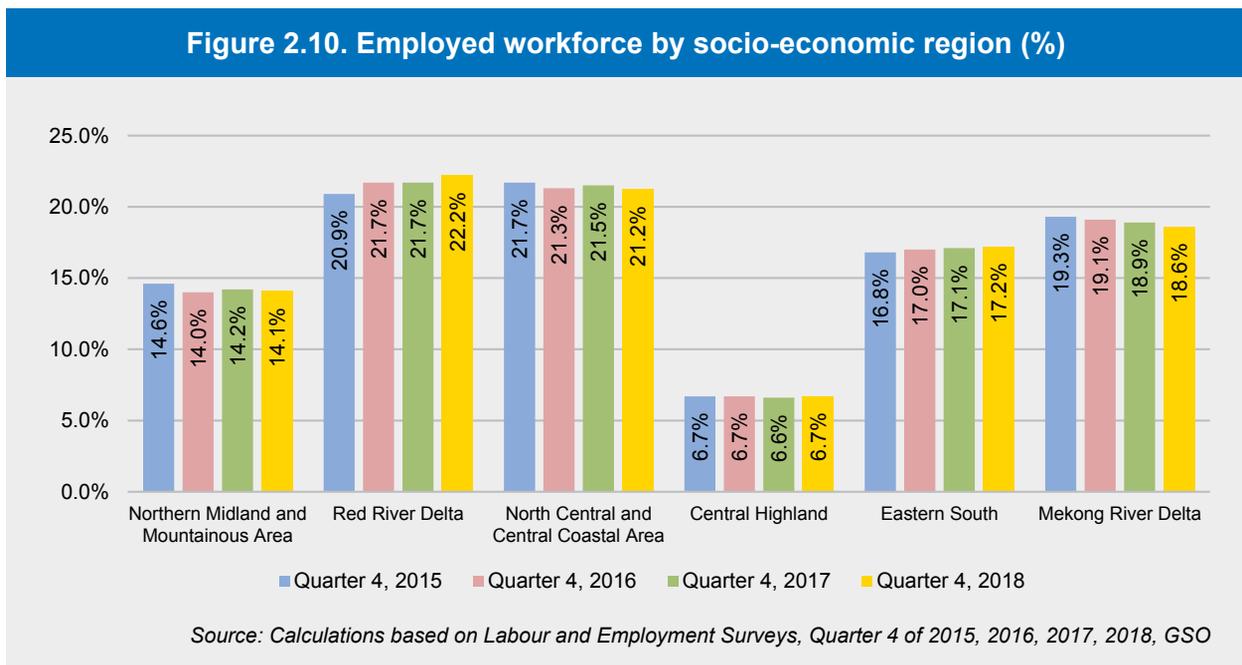


Figure 2.11 illustrates the distribution of the workforce by economic sector. In 2018, the agriculture, forestry and aquaculture sector had the largest share of the employed workforce (36.5%), followed by the services

sector (35.7%) and the industry sector (27.8%). The trend shows a steady decline for the agriculture, forestry and aquaculture sector, and a continuous rise for the services and industry sectors.

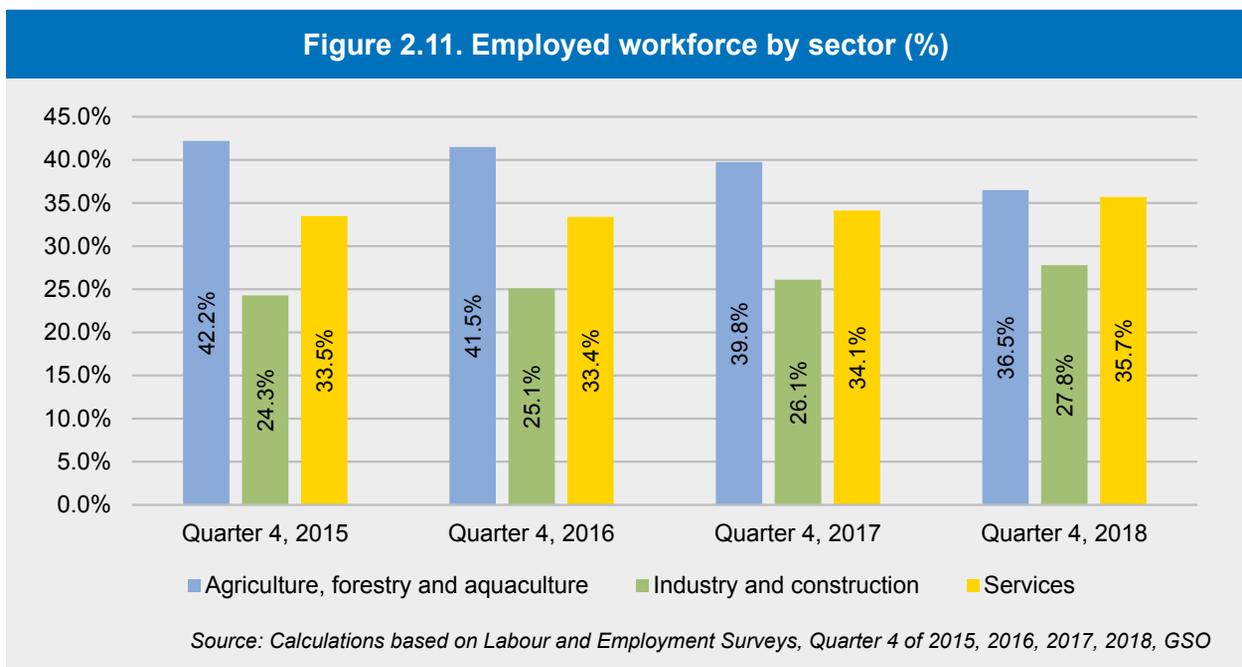
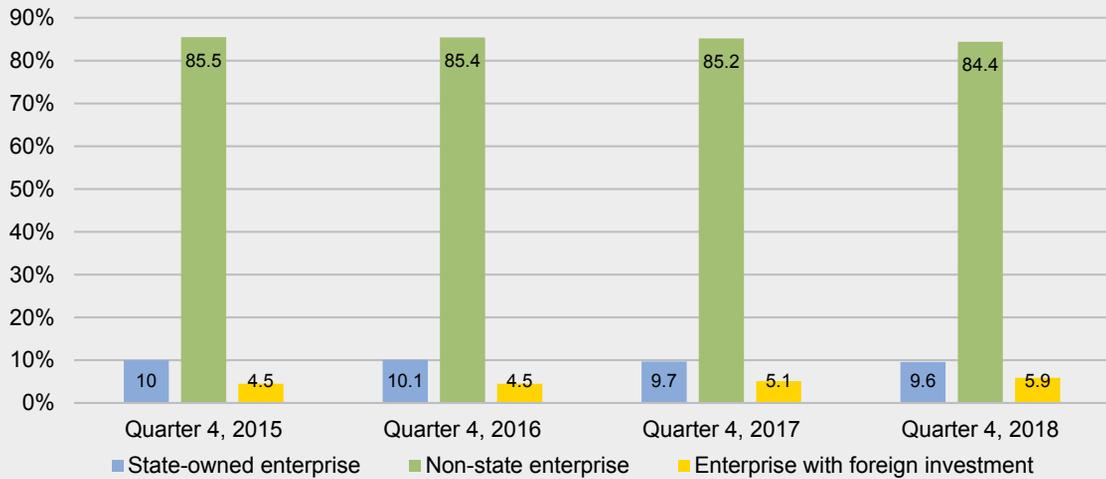


Figure 2.12 illustrates the distribution of the total employed workforce by type of enterprise ownership. The non-state sector was by far the most important employer, accounting for

84.4% of the employed workforce, followed by the state-owned sector (9.6%), and the foreign-invested sector (5.9%).

Figure 2.12. Employed workforce by type of enterprise (%)

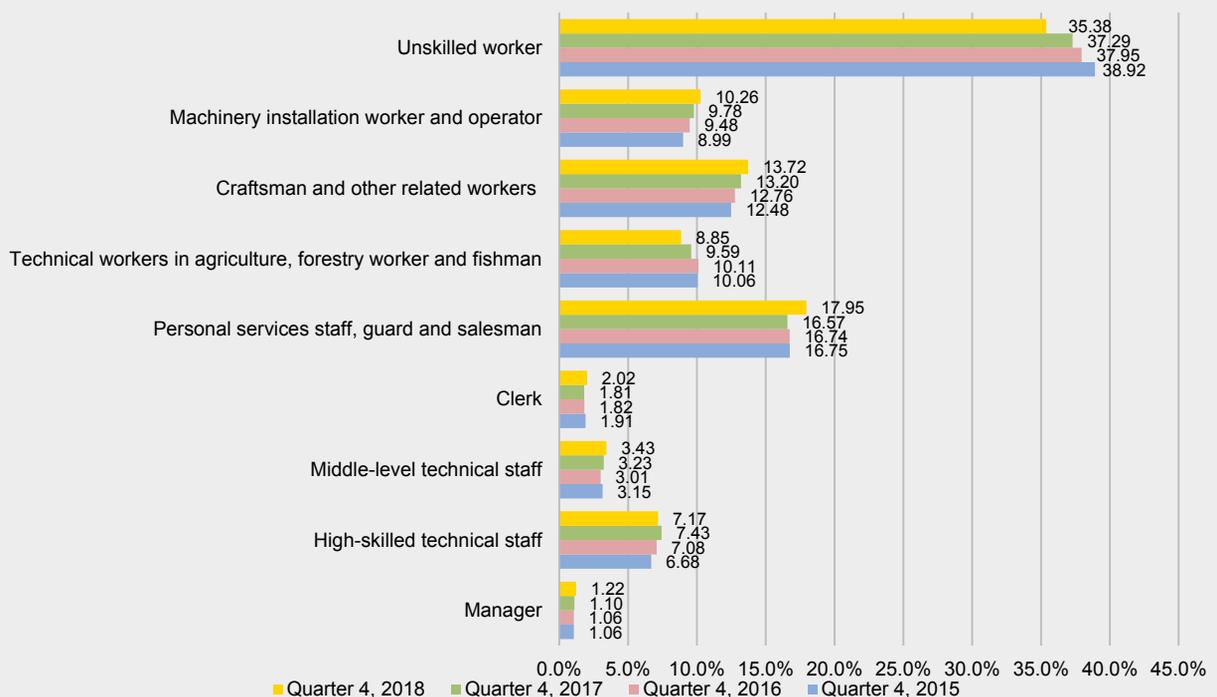


Source: Calculations based on Labour and Employment Surveys, Quarter 4 of 2015, 2016, 2017, 2018, GSO

Regarding the distribution of employed workers by occupation, figure 2.13 indicates that in 2018, more than a third (35.38%) of the employed – including trained workers – were working in jobs that required no professional qualifications. Personal guards, security guards and salespersons with basic technical skills made up 17.95% of the employed population,

followed by craftsmen and other related technicians (13.72%). Machinery installation workers and operators’ jobs accounted for 10.26% of the employed workforce, while technical jobs in agriculture, forestry and aquaculture accounted for 8.85%. Other occupations employed small percentages of the workforce.

Figure 2.13. Distribution of employed workforce by occupation (%)



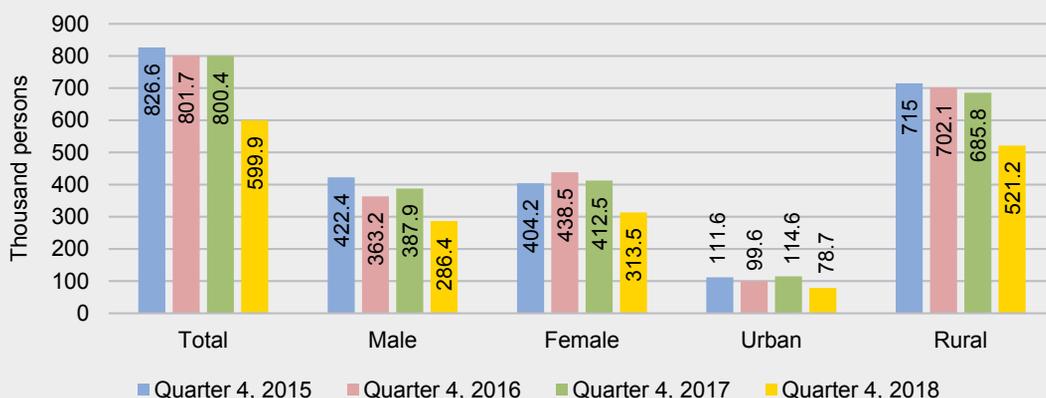
Source: Calculations based on Labour and Employment Surveys, Quarter 4 of 2015, 2016, 2017, 2018, GSO

Persons in underemployment

In Quarter 4 of 2018, a total of 599,900 persons were in underemployment in Viet Nam, of

which the vast majority (86.88%) were residing in rural areas, against only 13.12% in urban areas (figure 2.15).

Figure 2.15. Number of underemployed workers by sex and by rural/urban area



Source: Calculations based on Labour and Employment Surveys, Quarter 4 of 2015, 2016, 2017, 2018, GSO

Box 3. Persons in underemployment

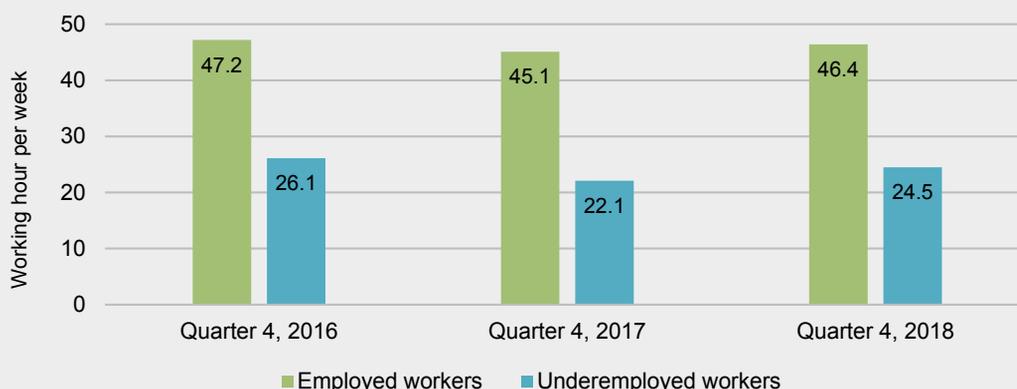
Persons in underemployment comprise all persons who are currently working for less than 35 hours per week, are willing to work additional hours, and are available to work for additional hours.

2018 Labour and employment survey, GSO

In Quarter 4 of 2018, workers in underemployment worked an average of 24.5 hours per week, which was equivalent to 52.7% of the national

average working hours per week of the employed workers (46.4 hours per week) (figure 2.14).

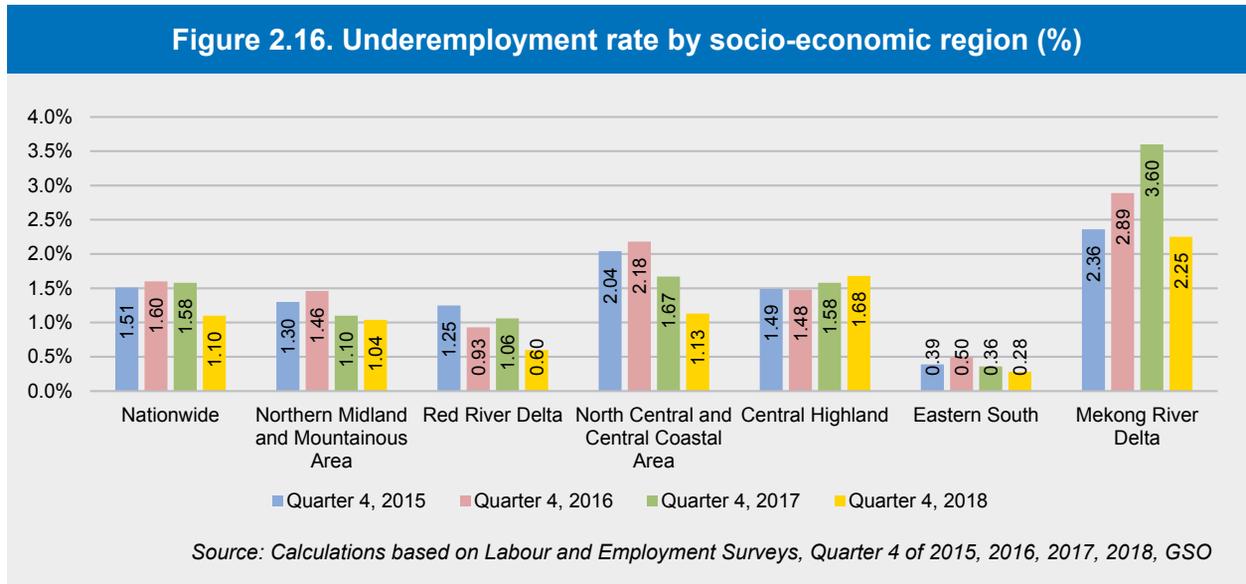
Figure 2.14. Average working hours per week of under-employed workers



Source: Viet Nam Labour Market Updates, Issue 12 - Quarter 4, 2016; Issue 16 - Quarter 4, 2017; Issue 20 - Quarter 4, 2018, MoLISA - GSO

The underemployment rates vary quite significantly between different socio-economic regions. The Mekong River Delta had the highest underemployment rate of 2.25%, which

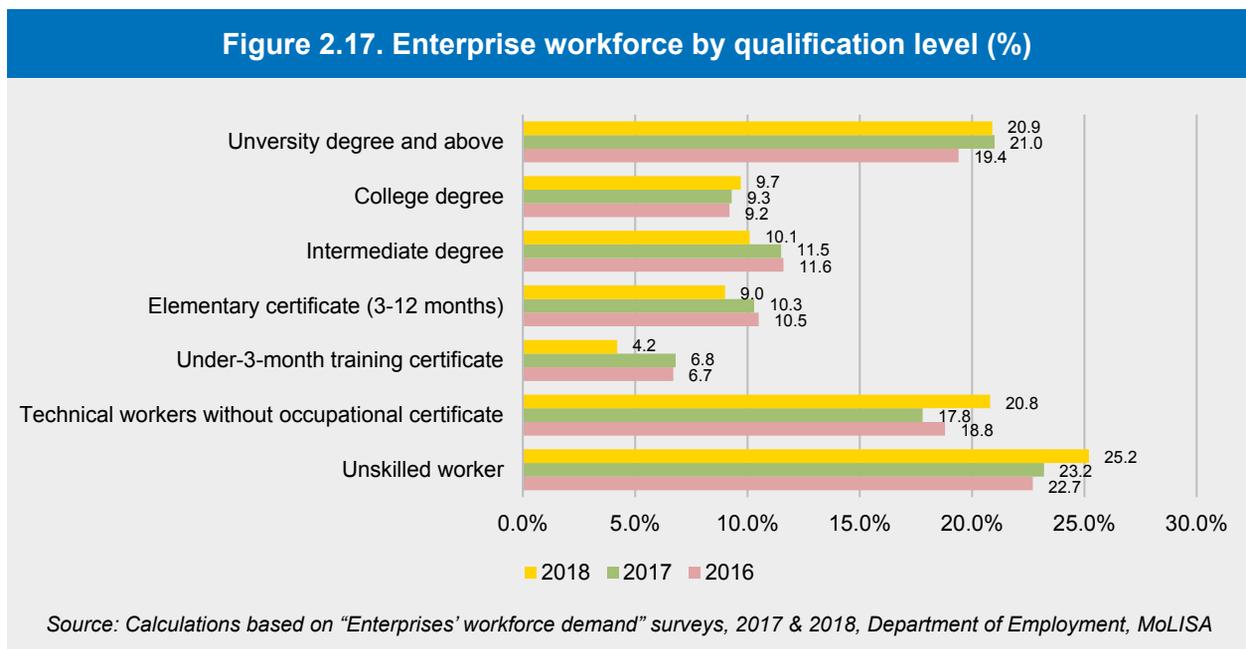
was 2.04 times higher than the national average (1.1%). The Eastern South had the lowest underemployment rate of 0.28% (figure 2.16).



Labour demand from enterprises

As of 30 June 2018, the total number of people working in all enterprises across the country was approximately 14.6 million persons, representing about 27% of the total employed population.

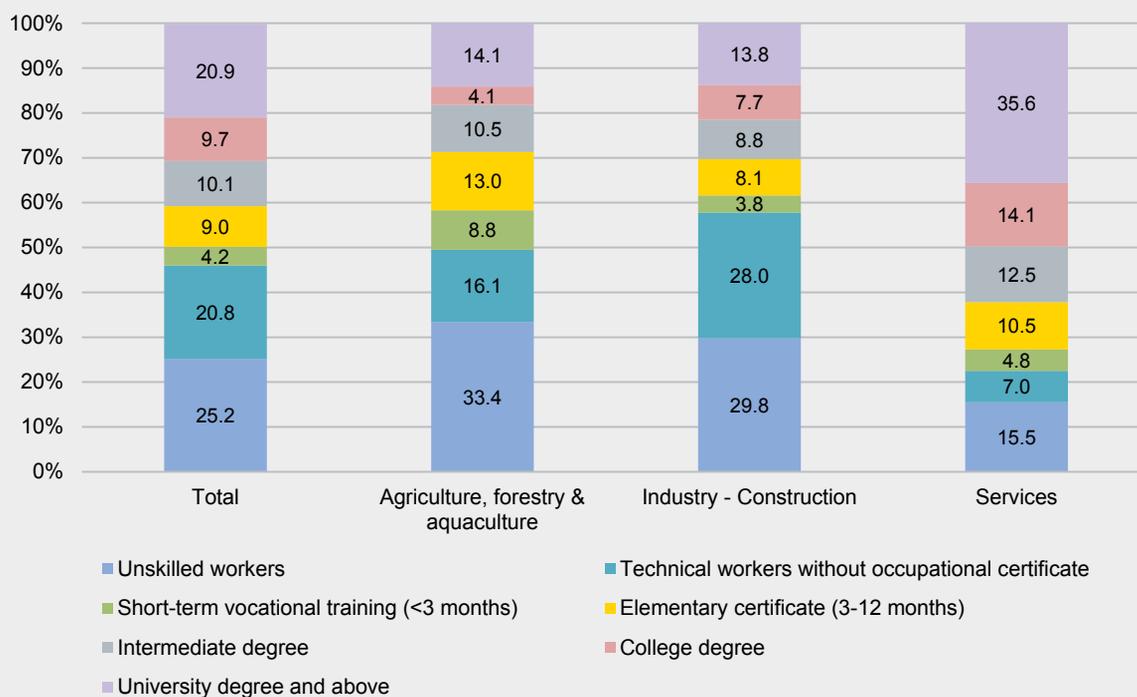
Unskilled workers made up 25.2% of the total enterprises’ workforce, followed by those with university degrees and above (20.9%). Technical workers without an occupational certificate/diploma represented 20.8%; and people with remaining qualifications/degrees accounted for less than 33.1% (figure 2.17).



Enterprises in the service sector had the highest percentage of employees with university degree and above (35.6%) while

the agriculture, forestry and aquaculture sector had the highest percentage of unskilled workers (33.4%) (figure 2.18).

Figure 2.18. Enterprise workforce by qualification level and economic sector (%)



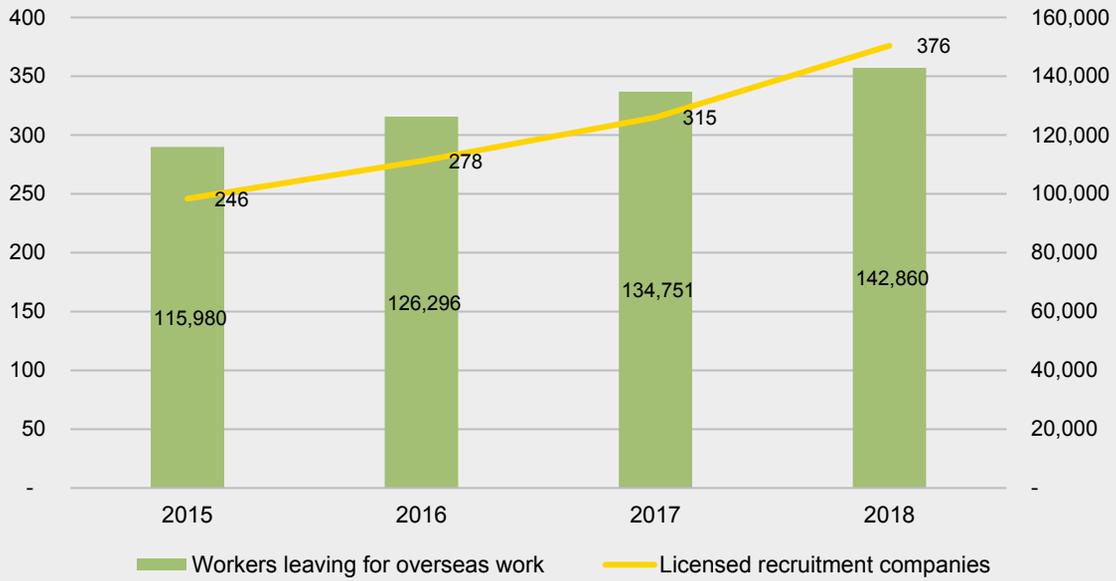
Source: Calculations based on the survey "Enterprises' workforce demand 2018", Department of Employment, MoLISA

2.2.2. Overseas Vietnamese workers

By the end of 2018, the total number of recruitment companies licensed to recruit Vietnamese workers for overseas work reached 376, representing a 52.8% increase from 2015. The number of workers leaving

for overseas work also increased steadily between 2015 and 2018. In 2018, a total of 142, 860 workers were recruited for overseas work under contractual arrangements, of which 35.2% were females (50,292 persons) (figure 2.19).

Figure 2.19. Number of overseas Vietnamese workers and companies licensed to recruit workers for overseas work

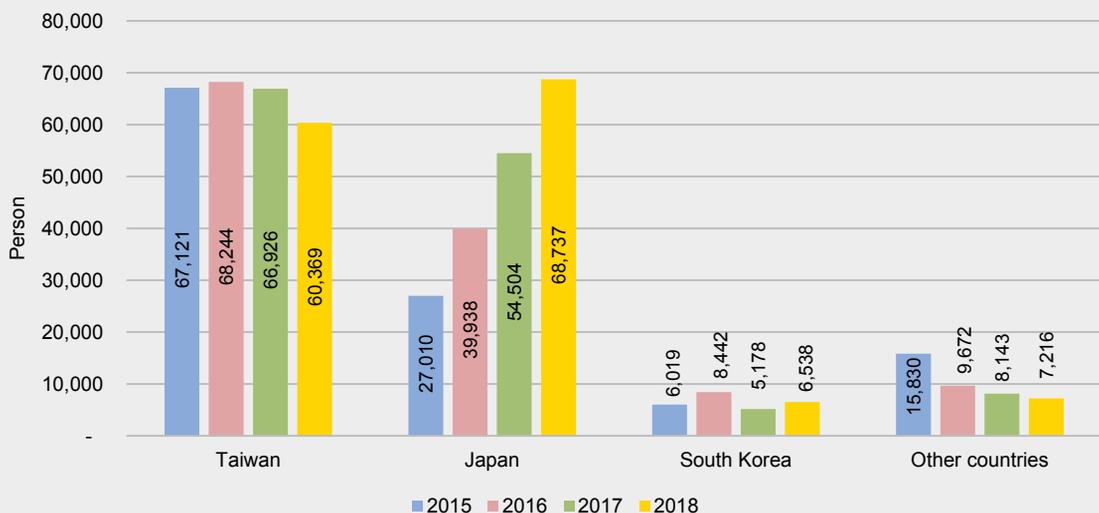


Source: www.dolab.gov.vn

The top ten destination countries for overseas Vietnamese workers were: 1) Japan: 68,737 persons of which 27,610 females; 2) Taiwan: 60,369 persons of which 19,273 females; 3) South Korea: 6,538 persons of which 736 females; 4) Saudi Arabia: 1,920 persons of which 1,679 females; 5) Romania 1,319

persons of which 49 females, 6) Malaysia: 1,102 persons of which 634 females, 7) Algeria 1,014 male workers; 8) Kuwait: 794 persons of which one female; 9) Macao: 263 persons of which 247 females; and 10) Singapore: 117 persons of which five females (figure 20).

Figure 2.20. Destination countries for overseas Vietnamese workers



Source: www.dolab.gov.vn

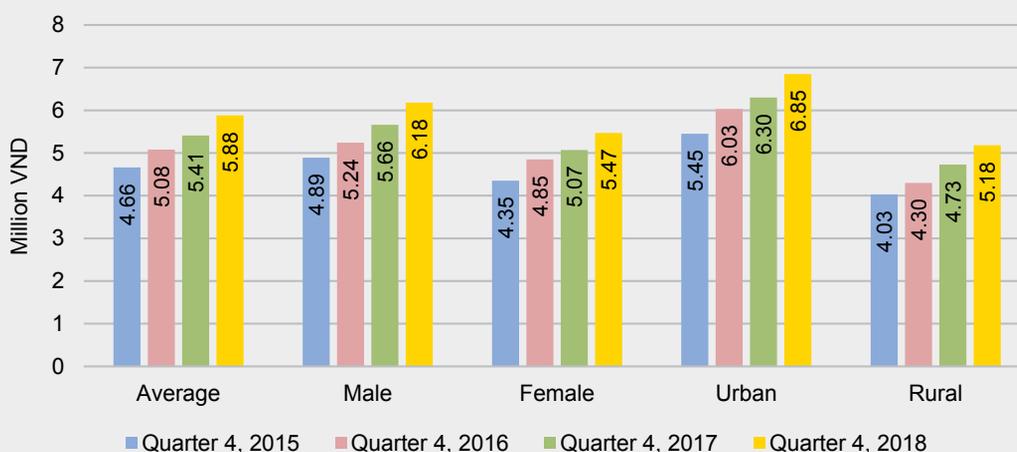
2.3. Salaries and wages

This section reports only on the income of employed salary earners, including salaries/wages, bonuses and work allowances (overtime, hazardous work allowances, etc.).

The average monthly income from the main job of the employed salary earners increased by 26.2% from VND4.66 million in Quarter

4, 2015 to VND5.88 million in Quarter 4, 2018. On average, in Quarter 4 of 2018, men received VND6.18 million (≈USD265) per month while women received VND5.47 million (≈USD234). Urban workers earned VND6.85 million (≈USD293) per month while rural workers received VND5.18 million (≈USD222) per month (figure 2.21).

Figure 2.21. Average monthly income of employed salary earners

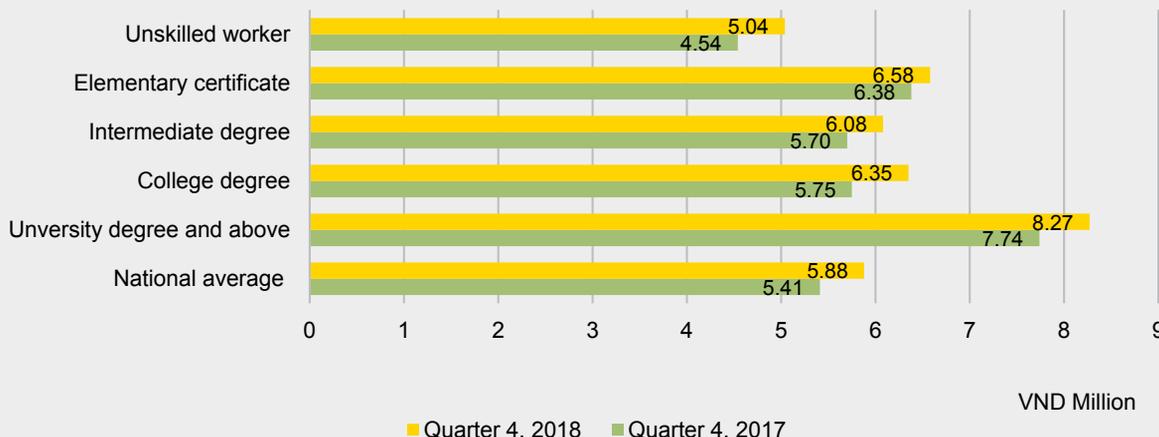


Source: Calculations based on Labour and Employment Surveys, Quarter 4 of 2015, 2016, 2017, 2018, GSO

The pay gap between different levels of qualification remained significant. Unskilled workers earned only VND5.04 million

(≈USD216) per month while the income of those with university degrees and above was 1.64 times higher (VND8.27 million ≈ USD354).

Figure 2.22. Average monthly income of employed salary earners by qualification level



Source: Calculations based on Labour and Employment Surveys, Quarter 4 of 2017 & 2018, GSO

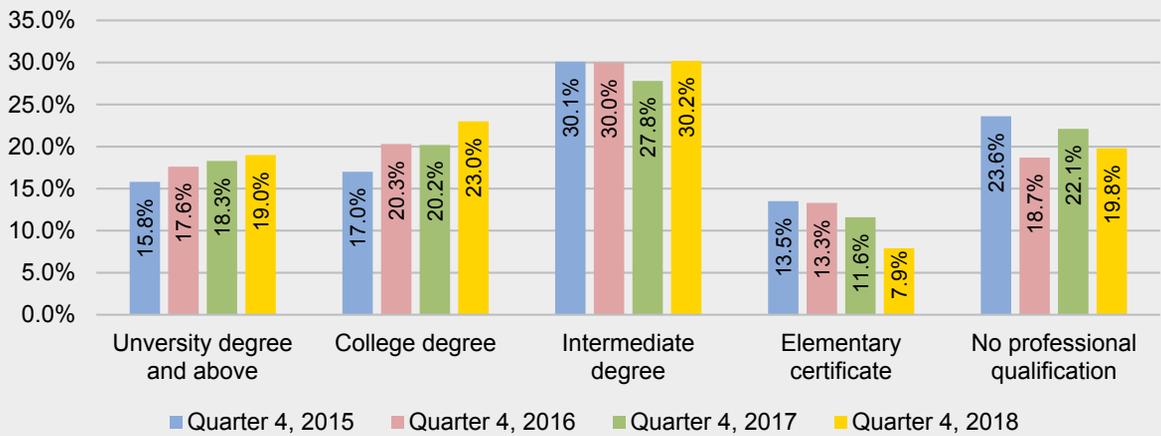
2.4. Job market

By the end of Quarter 4 of 2018, there were 117,300 job vacancies listed by enterprises on MoLISA's e-portal. Vacancies targeting female applicants accounted for 59.2% of the listing, and those published by non-state enterprises accounted for 76.5%. A total of 31,500 job seekers registered on the e-portal, of which

females accounted for 46% (14,500 persons).

Figure 2.23 highlights the structure of job seekers on the e-portal distributed by qualification levels. Job seekers with intermediate degrees accounted for the largest proportion (30.2%), followed respectively by those with college degrees (23%) and university degrees or higher (19%).

Figure 2.23. Job seekers on MoLISA e-portal by qualification level (%)



Source: Viet Nam Labour Market Updates, Issue 12-Quarter 4, 2016; Issue 16-Quarter 4, 2017; Issue 20 Quarter 4, 2018, MoLISA - GSO

Conclusion

The proportion of trained workers that possessed at least a three month's training certificate/diploma among the workforce aged 15 and above remained small (22.2%). At the same time, over one-third of the employed workforce (35.38%) – including trained workers - were doing unskilled work.

Among the workforce employed by enterprises, one-fourth were untrained workers, 13.2% had completed elementary-level vocational training and/or a vocational training of less than three

months, 10.1% had completed intermediate-level training and 9.7% were college graduates.

For wage earners, the average monthly income received by workers with an elementary vocational qualification was VND6.58 million, higher than that of workers with an intermediate vocational qualification and/or a college degree.

University graduates account for the largest share of the working-age unemployed (43.4%), followed by college graduates (26.0%), intermediate-level certificate holders (22%) and elementary-level certificate holders (8.6%).

CHAPTER 3

NETWORK OF VET INSTITUTES

On the basis of Government's Resolution No.1/NQ-CP on major tasks and solutions for the implementation of the socio-economic development plan and state budget estimates for 2018, MoLISA devised an action plan that comprised 18 overall and 50 specific tasks to achieve 8 comprehensive solutions at the national, provincial and VET-institute levels. The restructuring of the VET institute network to embrace greater openness and flexibility and thus better meet the demand of the labour market was determined as a solution that dovetails with and builds on the development and enhancement of the legal framework regulating VET, which was aimed at creating the required conditions for VET reform and quality improvement. This chapter gives an overview of the network of VET institutes, and analyses data related to its distribution by socio-economic region, type and ownership.

3.1. The network of VET institutes

In the year following the transfer of the VET system to MoLISA's jurisdiction, the process to reorganise and restructure the VET institute network was carried out by MoLISA in coordination with related ministries and provincial governments.

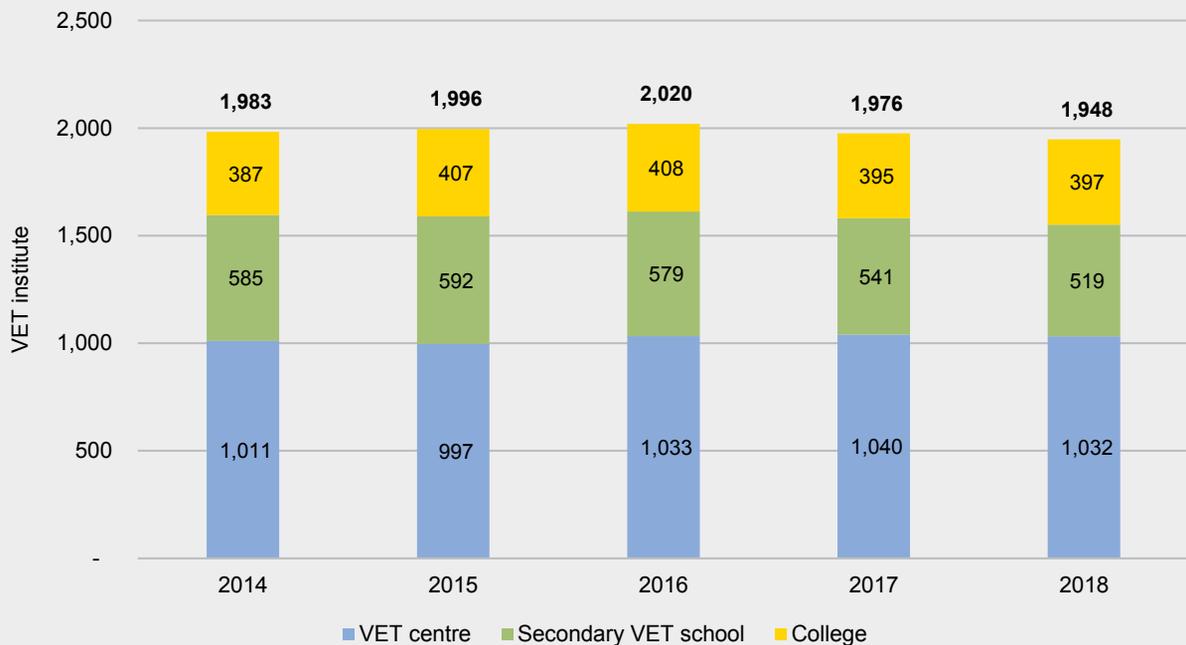
Proposals for the restructuring of the existing VET network focused mostly on the merging of VET institutes located in the same geographical areas, the dissolution of underperforming VET institutes, the expansion of autonomy rights for VET institutes, and the promotion of private VET institutes to increase competitiveness of VET offers. The merging of VET institutes would be carried out in the direction of merging secondary VET schools into VET colleges, and merging district-level vocational centres, centres for continuing education, career-support centres into one Centre for vocational and continuing education closely linked to VET colleges and/or VET secondary schools operating in the same geographical area.

By 2018, proposals for the restructuring of the VET institute network had been approved by the people's committee and people's council in many provinces e.g.: Ha Noi, Long An, Can Tho, Ba Ria Vung Tau, Ha Giang, Dak Lak, Quang Ngai, Hue, Hai Duong, and Phu Tho. The actual restructuring process had started in several provinces and proved to be challenging. In some provinces, the process was cut short to wait for further instructions from the central level.

Between 2017 and 2018, the number of VET secondary schools and VET centres decreased significantly, while only two new VET colleges were established. In total, Viet Nam had 1,948 VET institutes by end of 2018, 28 less than 2017.

Between 2014 and 2018, the number of VET institutes decreased by 35. The change was uneven between different levels of VET institutes. Specifically, over the four-year period, the number of VET colleges and VET centres increased respectively by 10 and 21 while that of VET secondary schools decreased by 66.

Figure 3.1. Number of VET institutes by type, 2014 – 2018



Source: DVET

3.2. VET institutes by socio-economic region

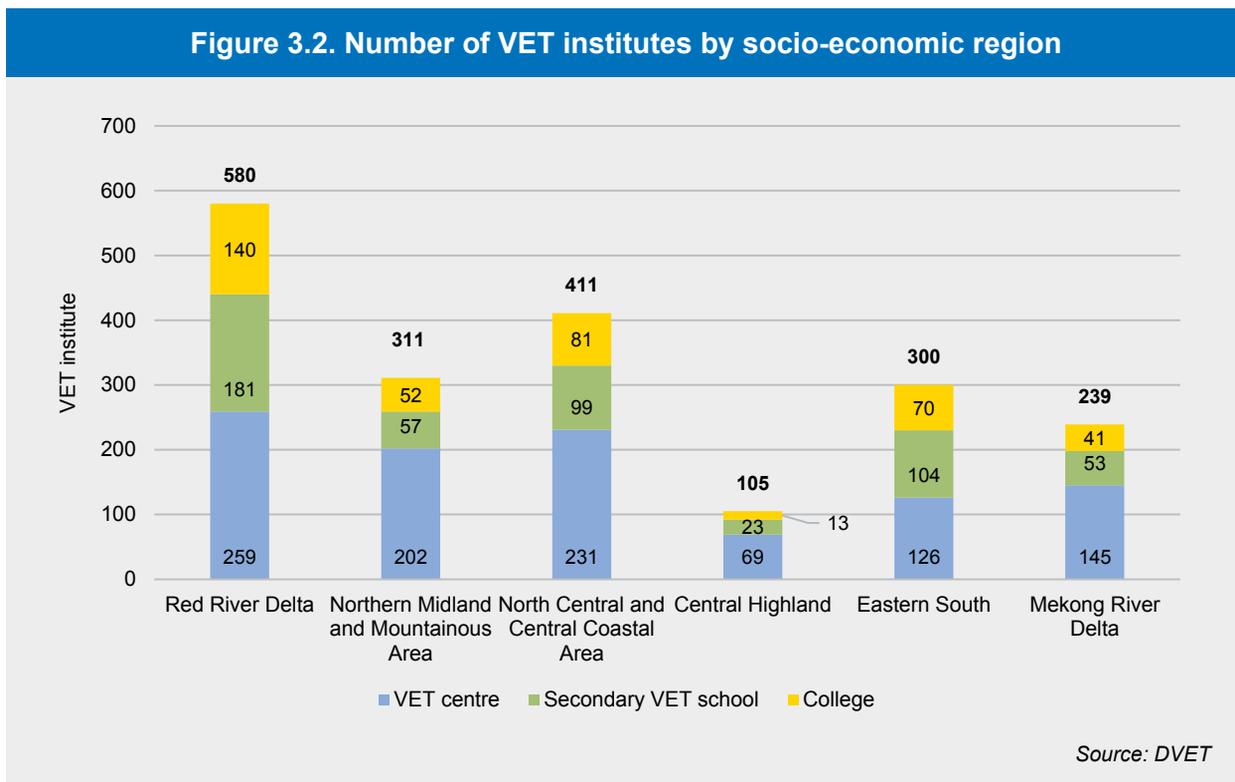
By end of 2018, stark differences in VET numbers and types remained between the country's six socio-economic regions. 1,291 VET institutes were located in the three regions of Red River Delta, the Eastern South and the Northern Central and Coastal Area, accounting for 66.3% of the country's total figure. Coincidentally, these three regions were also home to seven out of the country's top ten provinces on the provincial competitiveness index (PCI) ranking for 2018³⁸.

The three remaining regions i.e. the Northern Midland and Mountainous Area, the Central

Highland and the Mekong River Delta accounted for the remaining 655 VET institutes (33.7% of the country's total), of which 416 were VET centres (40.3% of the country's total).

The uneven distribution of VET institutes could have a negative impact on the quality and effectiveness of human resources training and supplies at the regional level. The ongoing restructuring of the VET institute network could mitigate this risk through investments in the development of existing VET institutes or the establishment of new ones that offer key occupations relevant to the region's specific socio-economic development requirements.

³⁸ VCCI-USAID (2019), *the Viet Nam Provincial Competitiveness Index: Measuring economic governance for business development*



3.3. VET institutes by ownership

The VET Law defines three types of VET institutes according to their ownership: public VET institutes, private VET institutes and foreign-invested VET institutes. Over the 2014 – 2018 period, the number of these three types of VET institutes grew in opposite

directions: public VET institutes reduced by 58, while private VET institutes increased by 27 (figure 3.3). Especially, the number of foreign-invested VET institutes increased to seven in 2018 from only one in 2014. These developments demonstrated the feasibility of involving the private sector in the restructuring of the VET institute network.

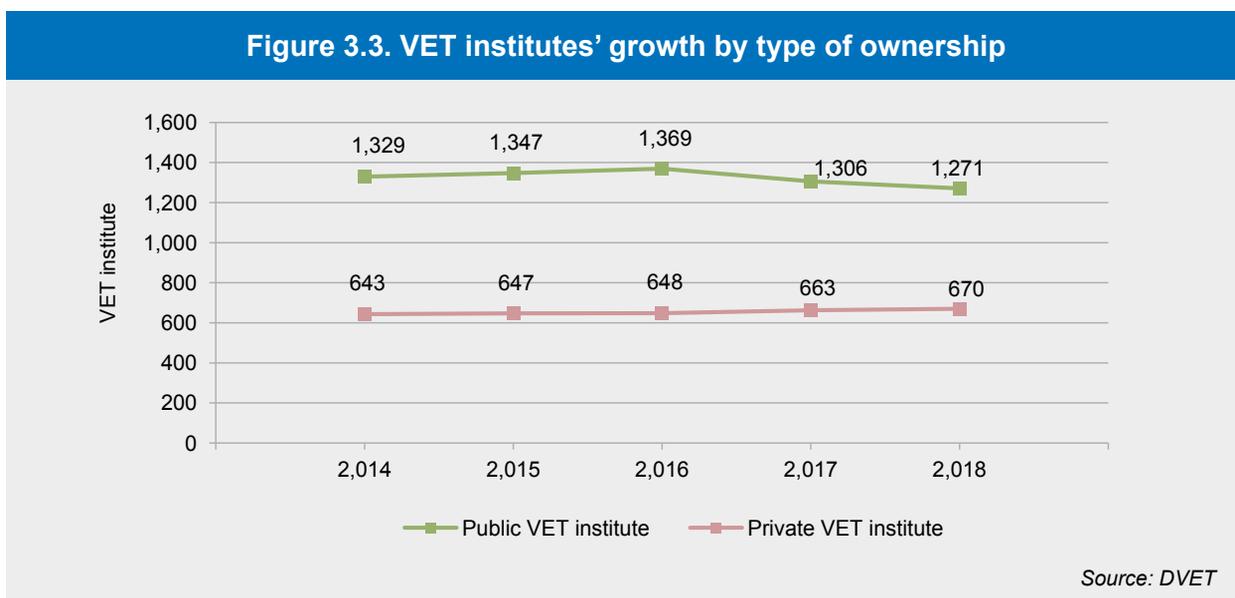
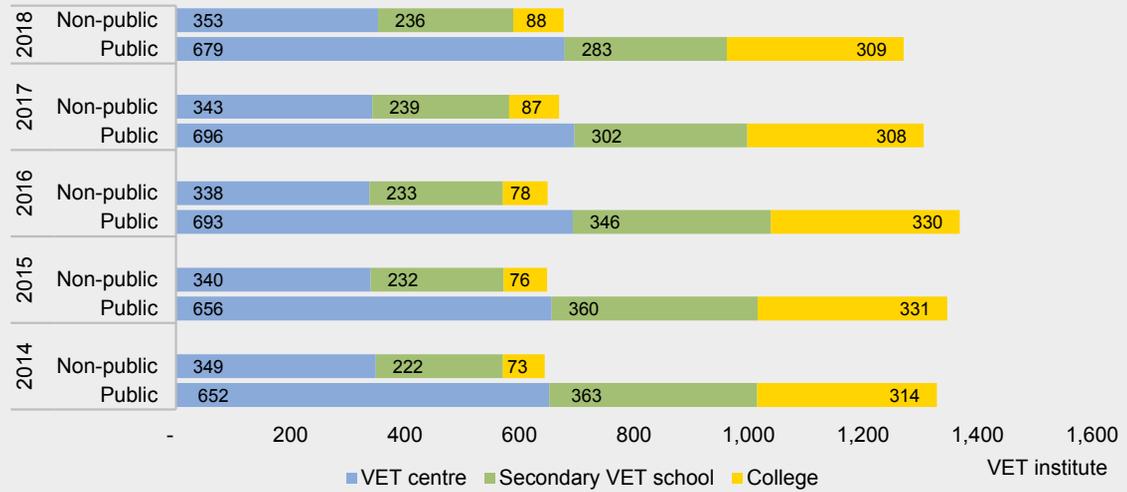


Figure 3.4. Number of VET institutes by type of ownership

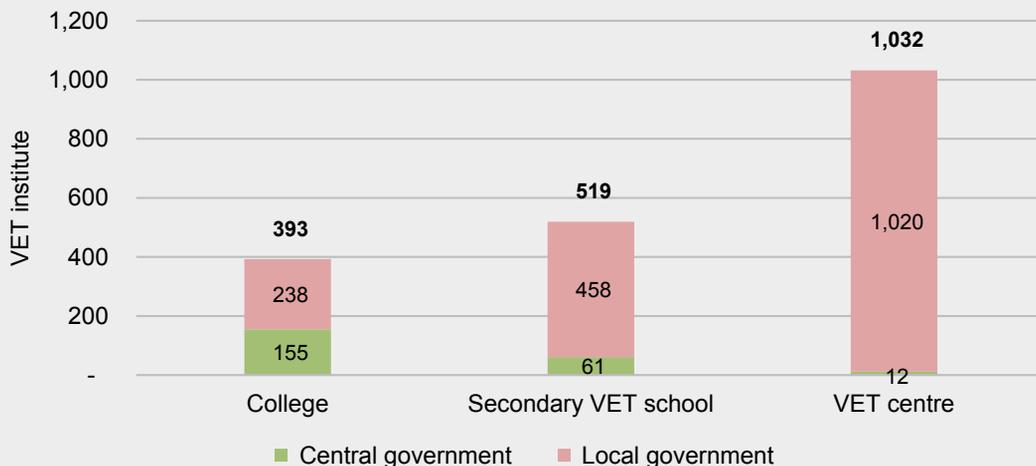


Source: DVET

With regards to the merger and dissolution of VET colleges and secondary VET schools, the orientation is for VET institutes that have the required capacities to speed up the transition towards autonomy instead of being merged with other institutes. In general, the restructuring of the VET institute network had been carried out in the direction of increased openness and flexibility to better meet the requirements of

the labour market. VET institutes located in the same geographical areas but managed by different levels of governments (e.g. central and provincial governments) also had to be restructured to reduce the number of management layers, improve the effectiveness of targeted investments, and avoid the overlapping and scattering of resources.

Figure 3.5: Public VET institutes by level of management



Source: DVET

Conclusion

In 2018, the planning for the restructuring of the VET institute network was developed jointly and carried out progressively by different authorities responsible for the management of VET on the principle of protecting the rights of VET learners, teachers, managers and other staff at the institute's level. Underperforming secondary VET schools and colleges were to be either restructured or dissolved. Public secondary VET schools were to be merged into public VET colleges or universities. VET

institutes managed by ministries and other ministerial-level agencies were to be merged with those managed by local governments in the same geographical area.

The number of VET institutes changed significantly over the 2014 – 2018 period in the direction of fewer public VET institutes and increased numbers of private ones. This development reflects the relevance of policies aimed at enhancing the effectiveness of public VET institutes and increasing the private sector's participation in the VET sector.

CHAPTER 4

VET ADMISSIONS AND GRADUATIONS

In 2018, the VET sector outperformed its planned targets for students' admissions. This was the result of creative students' recruitment and career guidance campaigns and activities carried out with intensive media coverage. Chapter 4 presents the main results of VET student's admissions and graduations by socio-economic regions with a special focus on the 45 VET institutes that received investments to become high-quality colleges.

4.1. VET admissions

4.1.1. Instructions from the central level

In 2018 MoLISA issued three important documents to guide the streaming and recruitment of students in VET. Firstly, correspondence 1841/LDTBXH-TCGDNN issued on May 14, 2018 provided colleges and secondary VET institutes with useful information to promote the streaming of junior high school graduates (Year 9) into intermediate-level VET training programmes. The proposed incentives included tuition fees waiver policies, permeability to higher VET qualifications and job placement options. Secondly, correspondence 2817/LDTBXH-TCGDNN issued on July 13, 2018 followed up by guiding VET institutes in the development and delivery of training programmes that ensure the permeability between the intermediate and college levels and thus facilitate the learning journey for students in the 9+5 stream. Finally, correspondence 4255/LDTBXH-TCGDNN called for the cooperation from the Ministry of Education and Training (MoET) in four main areas: i) the sharing of high-school (Year 12) leaving examination data between general education and VET to facilitate the streaming and recruitment of students into VET, ii) the creation of a common database and accompanying application forms for the recruitment of Year-12 students into tertiary education whereby students can

use one single form to apply to universities, VET colleges, or secondary VET schools, iii) the promulgation of minimum requirements of knowledge to be achieved by Year-12 graduates to facilitate the delivery of general education courses by colleges and VET secondary schools, and iv) the authorization for the certification of high-school completion by colleges and VET secondary schools to facilitate the transition of students enrolled in a combined secondary VET programme and high-school education to the college level.

In 2018 DVET also organised two review & planning workshops on students' recruitment and graduation in the VET sector. The workshops took place in the North and South of Viet Nam, and were aimed at providing VET institutes and local governments with instructions and support in the recruitment of students into VET, the delivery of VET programmes, and the improvement of job placements for VET graduates.

4.1.2. Student recruitment and career guidance activities

DVET worked closely with the media both at national and provincial levels to carry out promotional campaigns for VET and operated two career orientation web pages – one on its own website and the other one on the Tuoi Tre Newspaper's website. In cooperation with Tuoi

The Newspaper, DVET also organised 19 career orientation events nationwide, and several student recruitment campaigns in different provinces. In cooperation with the Youth Union, DVET carried out career orientation activities in several provinces to provide guidance and support for youths opting for VET.

The ‘2018 handbook on admission to secondary VET schools and colleges’, and the ‘VET for a bright future’ publication were used for the promotion of VET, and to facilitate student recruitment and career orientation at different levels. DVET also launched the “I choose VET” mobile phone application to help prospective students easily find information and apply for VET programmes.

At the institute’s level, most colleges and secondary VET schools had established student recruitment departments that work intensively at the grassroots level with general education schools to provide career orientation and support for prospective VET students. Many VET institutes had also operated online web pages for prospective students, and made use of social media e.g. Facebook and Zalo to reach out to students and parents.

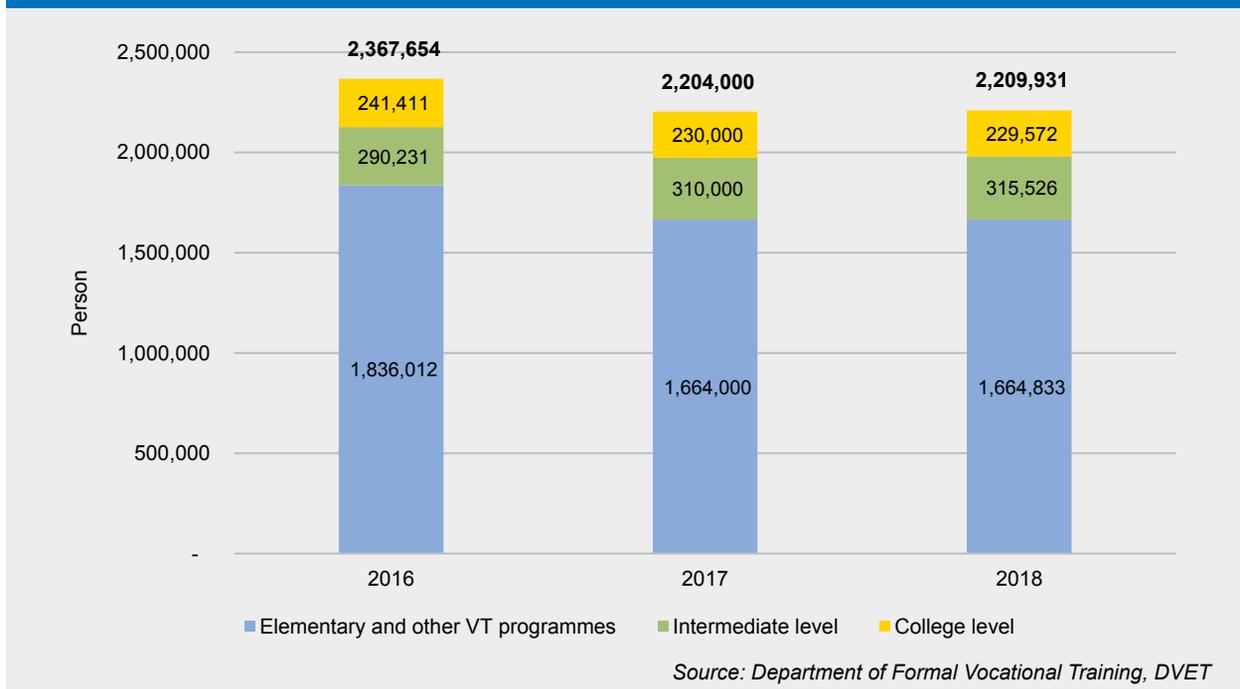
4.2. Student recruitment in VET

4.2.1. VET admissions at the national level

According to DVET’s report on the assessment of VET enrolments, graduations and job placements in 2018 and orientations for 2019, the total number of students enrolled in VET in 2018 was ≈2,210,000 persons. This figure represented 100.5% of the planned target for 2018. The combined enrolment figure for college and intermediate-level VET programmes accounted for 24.7% (545,000 persons) of the total enrolment to VET and represented 100.9% of the planned target for 2018.

The enrolment figure for the college level was ≈230,000 students, accounting for 10.4% of the total enrolment to VET. The intermediate level enrolled ≈315,000 students, accounting for 14.3% of the total enrolment to VET. Elementary and other VT programmes continued to account for the largest share (75.3%) of the national enrolment figure with a total of ≈1,665,000 new students in 2018 (figure 4.1).

Figure 4.1. Admissions to VET over 2016 – 2018



4.2.2. Admissions to VET by socio-economic region

The Red River Delta, the North Central and Coastal Area and the Eastern South are the country's three leading regions in terms of admissions to VET in 2018, accounting respectively for 27.7% (612,627 persons), 20% (443,023 persons) and 28% (617,706 persons) of the national total (figure 4.2). Home to 66.3% of Viet Nam's VET institutes, these three regions combined accounted for 75.7% of the country's VET admissions.

The three remaining regions i.e. the Northern Midland and Mountainous Area, the Central Highland and the Mekong River Delta accounted respectively for 10.0% (220,753 persons), 3.0% (65,571 persons), and 11.3% (250,251 persons) of the country's 2018 total admissions to VET (figure 4.2). These three regions combined accounted for 24.3% of the national total number of VET admissions, and 33.7% of the country's VET institutes.

Out of the 612,627 admissions to VET in 2018 in the Red River Delta, college programmes accounted for 59,045 persons, intermediate programmes accounted for 109,548 persons, elementary and other VET programmes accounted for 444,034 persons.

Out of the 220,753 admissions to VET in 2018 in the Northern Midland and Mountainous Area,

college programmes accounted for 16,006 persons, intermediate programmes accounted for 44,154 persons, elementary and other VET programmes accounted for 160,539 persons.

Out of the 443,023 admissions to VET in 2018 in the North Central and Central Coastal Area, college programmes accounted for 51,578 persons, intermediate programmes accounted for 62,895 persons, elementary and other VET programmes accounted for 328,541 persons.

Out of the 65,571 admissions to VET in 2018 in the Central Highland, college programmes accounted for 5,489 persons, intermediate programmes accounted for 7,344 persons, elementary and other VET programmes accounted for 52,738 persons.

Out of the 617,706 admissions to VET in 2018 in the Eastern South, college programmes accounted for 64,571 persons, intermediate programmes accounted for 62,440 persons, elementary and other VET programmes accounted for 490,695 persons.

Out of the 250,251 admissions to VET in 2018 in the Mekong River Delta, college programmes accounted for 32,874 persons, intermediate programmes accounted for 29,145 persons, elementary and other VET programmes accounted for 188,232 persons.

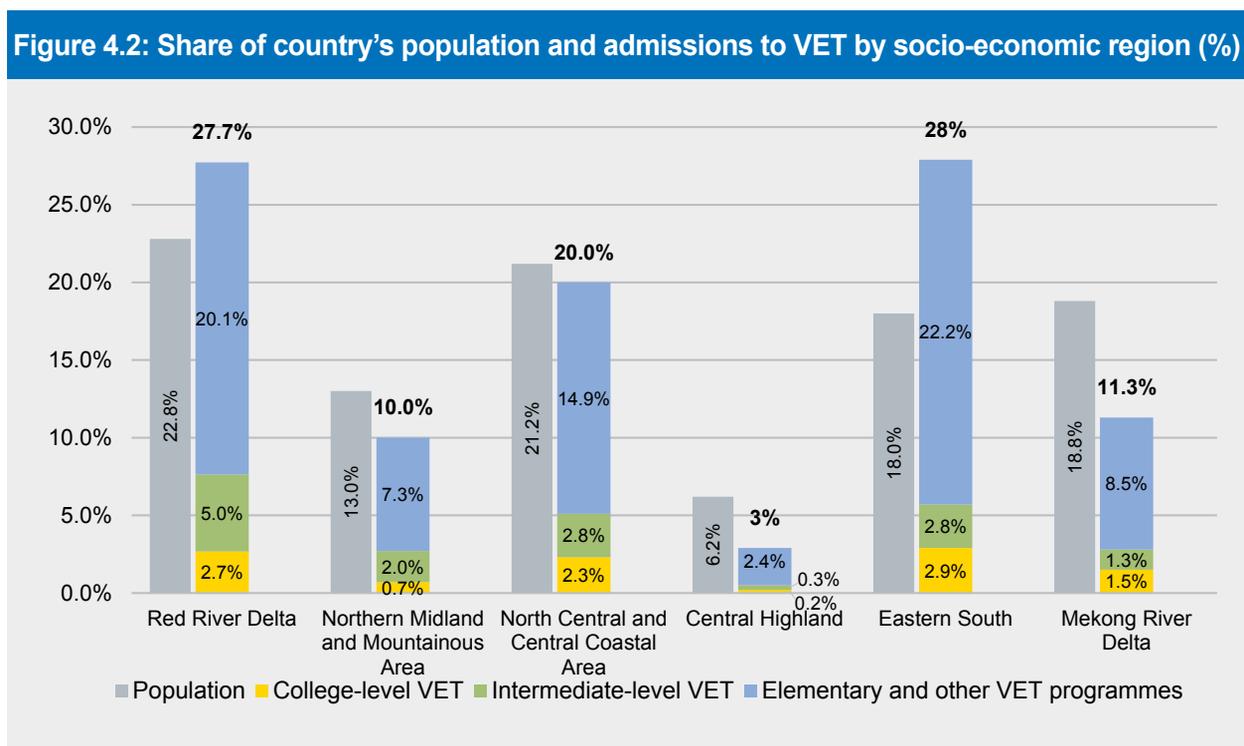


Figure 4.2 shows the shares of six socio-economic regions in the national population and admissions to VET in 2018. The Red River Delta and the Eastern South are the only two regions where the shares of admissions

to VET exceeded that of the population. The Central Highland and the Mekong River Delta are the two regions with a significantly lower rate of admission to VET compared with their shares in the national population.

Box 4. Population by socio-economic region

Red River Delta:	21,556,400 persons
Northern Midland and Mountainous Area:	12,292,700 persons
North Central and Central Coastal Area:	20,056,900 persons
Central Highland:	5,871,000 persons
Eastern South:	17,074,000 persons
Mekong River Delta:	17,804,700 persons
TOTAL	94,655,700 persons

Source: Statistical Yearbook of Viet Nam 2018, GSO

4.2.3. Admissions to the 45 colleges with funding to become high-quality colleges by 2020

In 2018 the total admissions to the selected 45 high-quality-to-be colleges attained 176,741 persons, representing an increase of 10% compared with 2017. Out of this total, 12.6% were admissions to college programmes (22,183 persons), 15.7% were admissions to intermediate-level programmes (27,788 persons), and 71.7% were admissions to elementary and other VET programmes (126,770 persons).

Admissions to these 45 selected VET institutes accounted for roughly 8% of the country's total for 2018. By level of training qualifications, these institutes accounted for 9% of the country's admissions to college and intermediate-level programmes, and 7.6% to elementary and other VET programmes.

The Viet Nam-Soviet Vocational College of Electro-mechanics Construction and the College of Technology II were the two colleges in this 45-strong group to have enrolled over 2,000 students each to their college and intermediate programmes in 2018.

The Vocational College No. 3 and Vocational College No. 5 under the Ministry of Defence both stopped enrolling new students at the college level in 2018.

4.2.4. Admissions to three VET institutes piloting the autonomy approach

Based on Prime Minister's Decisions No. 538/QĐ-TTg, 539/QĐ-TTg and 540/QĐ-TTg, from 2016, the College of Technology II, the Quy Nhon College of Engineering and Technology, and LILAMA-2 International College of Technology had been operating as pilot VET institutes for school autonomy. In 2018, these

three colleges recorded the following student admission figures:

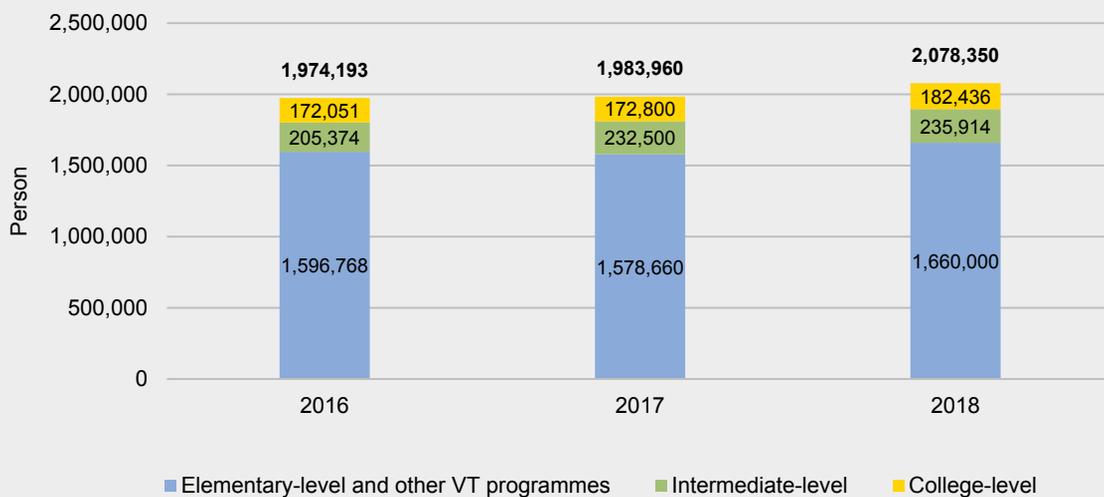
- The College of Technology II enrolled 8,606 students, of which college-level programmes accounted for 15.5% (1,330 persons), intermediate-level programmes accounted for 10.7% (922 persons), elementary-level and other VT programmes accounted for 73.8% (6,354 persons);
- LILAMA-2 International College of Technology enrolled 2,433 persons, of which college-level programmes accounted for 28.5% (694 persons), intermediate-level programmes accounted for 29.3% (714 persons), elementary-level and other VT programmes accounted for 42.1% (1,025 persons);
- The Quy Nhon College of Engineering and Technology enrolled 1,139 persons, of which college-level programmes accounted for 55.2% (629 persons), intermediate-level programmes accounted for 44% (501 persons), elementary-level and other VET programmes accounted for 0.8% (9 persons).

4.3. VET graduations

4.3.1. Countrywide graduation number

According to DVET's report on the assessment of VET enrolments, graduations and job placements in 2018 and orientations for 2019, the total number of VET graduates in 2018 was 2,078,350 persons, of which 8.8% were college graduates (182,436 persons), 11.4% were graduates from intermediate-level training programmes (235,914 persons), and 79.8% were graduates from elementary and other VT programmes (1,660,000 persons) (figure 4.3).

Figure 4.3. Number of VET graduates during 2016 – 2018



Source: Department of Formal Vocational Training, DVET

4.3.2. Graduations by socio-economic region

The Red River Delta accounted for 27.4% (572,061 persons) of the total number of VET graduates in 2018. Out of these 572,061 graduates, college programmes accounted for 8.4% (48,131 persons), intermediate-level programmes accounted for 14% (80,277 persons), elementary and other VT programmes accounted for 77.6% (443, 653 persons).

The Northern Midland and Mountainous Area accounted for 10% (205,945 persons) of the total number of VET graduates in 2018. Out of these 205,945 graduates, college programmes accounted for 6.6% (13,520 persons), intermediate-level programmes accounted for 15.8% (32,650 persons), elementary and other VT programmes accounted for 77.6% (159,775 persons).

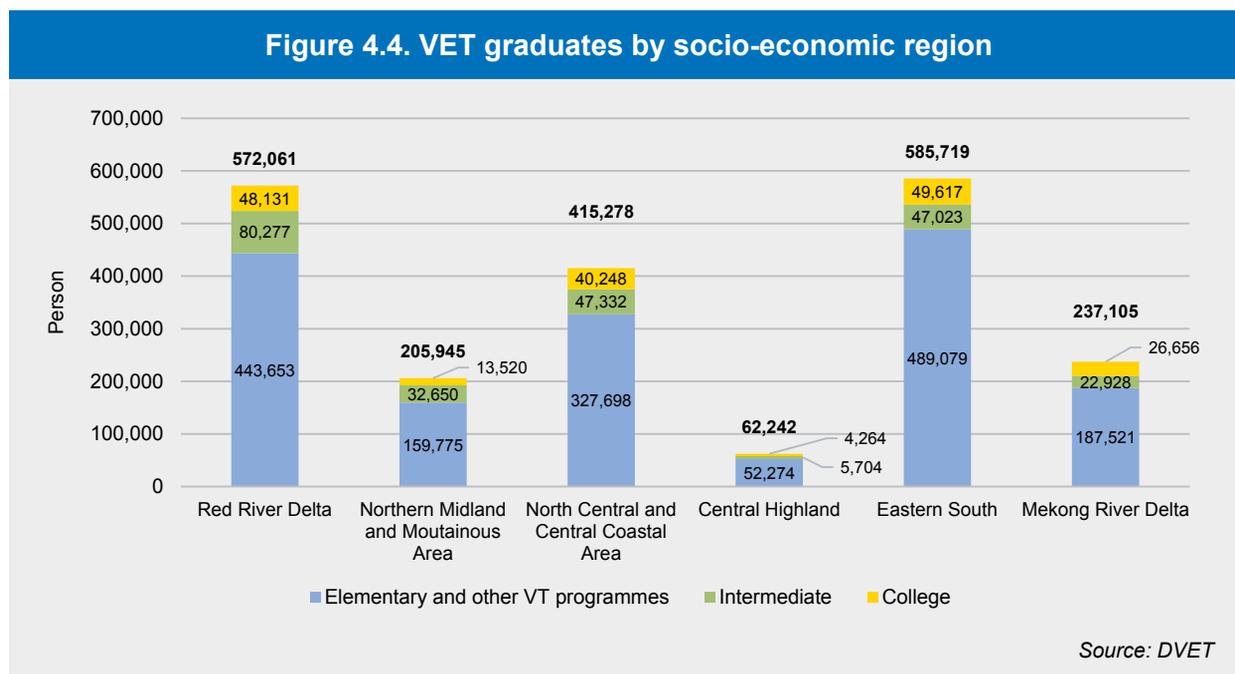
The North Central and Central Coastal Area accounted for 20% (415,278 persons) of the total number of VET graduates in 2018. Out of these 415,278 graduates, college programmes accounted for 9.7% (40,248 persons), intermediate-level programmes accounted for 11.4% (47,332 persons), elementary and other VT programmes accounted for 78.9% (327,698 persons).

The Central Highland accounted for 3% (62,242 persons) of the total number of VET graduates in 2018. Out of these 62,242 graduates, college programmes accounted for 6.9% (4,264 persons), intermediate-level programmes accounted for 9.2% (5,704 persons), elementary and other VT programmes accounted for 83.9% (52,274 persons).

The Eastern South accounted for 28% (585,719 persons) of the total number of VET graduates in 2018. Out of these 585,719 graduates, college programmes accounted for 8.5% (49,617 persons), intermediate-level programmes accounted for 8% (47,023 persons), elementary and other VT programmes accounted for 83.5% (489,079 persons).

The Mekong River Delta accounted for 11.6% (237,105 persons) of the total number of VET graduates in 2018. Out of these 237,105 persons, college programmes accounted for 11.2% (26,656 persons), intermediate-level programmes accounted for 9.7% (22,928 persons), elementary and other VT programmes accounted for 79.1% (187,521 persons) (figure 4.4).

Figure 4.4. VET graduates by socio-economic region



4.3.3. Graduations at the 45 VET institutes selected for funding to become high-quality colleges

A total of 126,723 students graduated from different VET programmes at the 45 selected institutes in 2018. College graduates accounted for 10.4% (13,221 persons), intermediate-level graduates accounted for 13.8% (17,484 persons), and graduates from elementary and other VT programmes accounted for 75.8% (93,337 persons).

4.4. Job placements

According to DVET's report on the assessment of VET enrolments, graduations and job placements in 2018 and orientations for 2019, the average job placement rate of VET college and intermediate-level graduates upon graduation was 85%. College graduates' job placement rate was 87% and that of intermediate training graduates was 82%.

Some VET institutes reported a 100% job placement rate, e.g. the College of Technology II, the Ha Noi College of Electro-mechanics, the Vocational College No. 1, and the National College of Transportation II.

The average starting monthly salary was VND6.0 million (\approx USD257) for college graduates, and VND5.5 million (\approx USD236) for graduates with intermediate-level qualifications. Some occupations offer fairly high salaries for entry-level VET graduates e.g. operators of domestic water-way transportation vessels could earn VND7.5 million per month, while crane operators could expect a monthly salary of VND8.0 million.

Conclusion

Elementary-level training programmes continued to make up the vast majority of VET enrolments in 2018 (75.3%). Intermediate-level and college programmes accounted only for 24.7% of the total enrolment figure.

An average of 85% of graduates from college and intermediate-level training programmes were found to be employed right upon graduation. The job placement rate for college graduates was 87%, while that of intermediate-level graduates was 82%. Entry-level college graduates earn an average of VND6.0 million per month, about VND500,000 (\approx USD21.0) more than intermediate-level graduates (VND5.5 million per month).

CHAPTER 5

VET TEACHERS AND MANAGEMENT STAFF

The development of VET teachers and managers in 2018 was marked by efforts towards greater standardisation. This chapter presents an overview of the teaching and management staff at VET institutes in 2018, their distribution by socio-economic region, professional qualification and available in-service teacher training.

5.1. VET teachers

5.1.1. Distribution of VET teachers by type of VET institutes

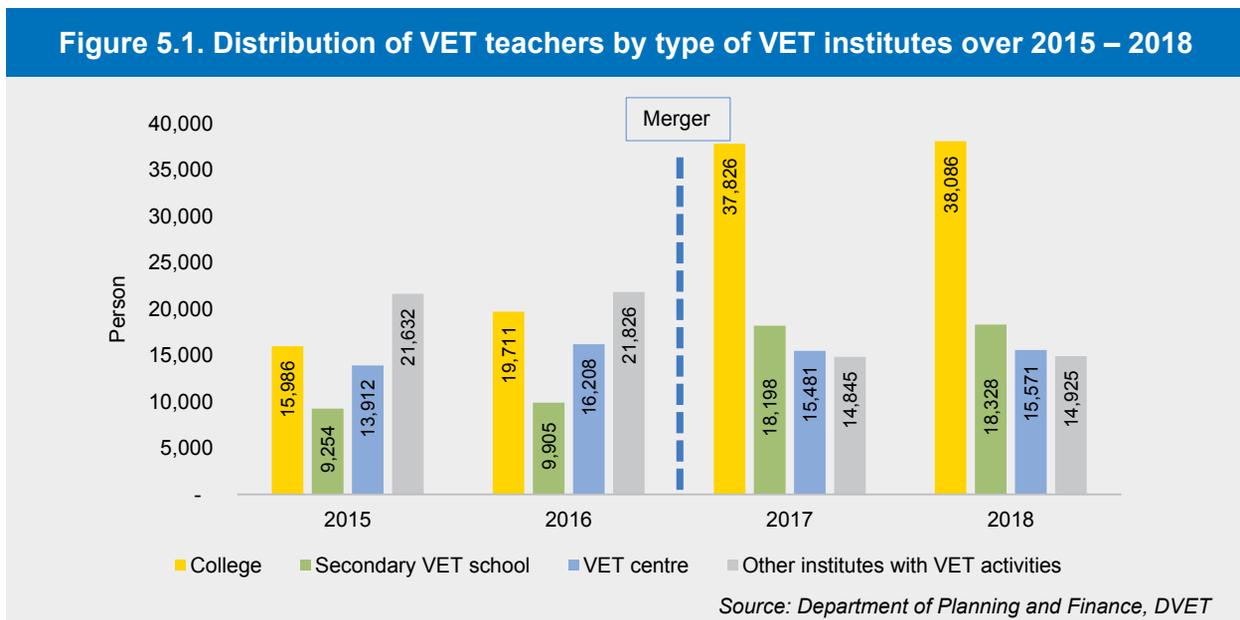
As of 31 December 2018, there was a total of 86,910 VET teachers, of which 43.82% (38,086 persons) were teaching in colleges, 21.09% (18,328 persons) in secondary VET schools, 17.92% (15,571 persons) in VET centres, and 17.17% (14,925 persons) in other institutes with VET activities. There were no significant fluctuations between 2017 and 2018 (figure 5.1).

Public VET institutes accounted for 67.65% (58,795 persons) and non-public ones accounted for 32.35% (28,115 persons) of the total number of VET teachers. Teachers working

for VET institutes under the management of ministries and other central-level agencies made up 21.21% (18,434 persons) of the total VET teacher’s population. 35.32% (30,700 persons) of VET teachers were females, and 2.92% (1,994 persons) belonged to ethnic minority groups.

Figure 5.1 compares the varying numbers of teachers in different types of VET institutes in 2017 and 2018. The substantial increase between 2016 and 2017 was due to the merger of VET institutes managed separately by MoET and MoLISA into one unified system with MoLISA being the single central state management agency for the entire VET sector as of end of 2016.

Figure 5.1. Distribution of VET teachers by type of VET institutes over 2015 – 2018



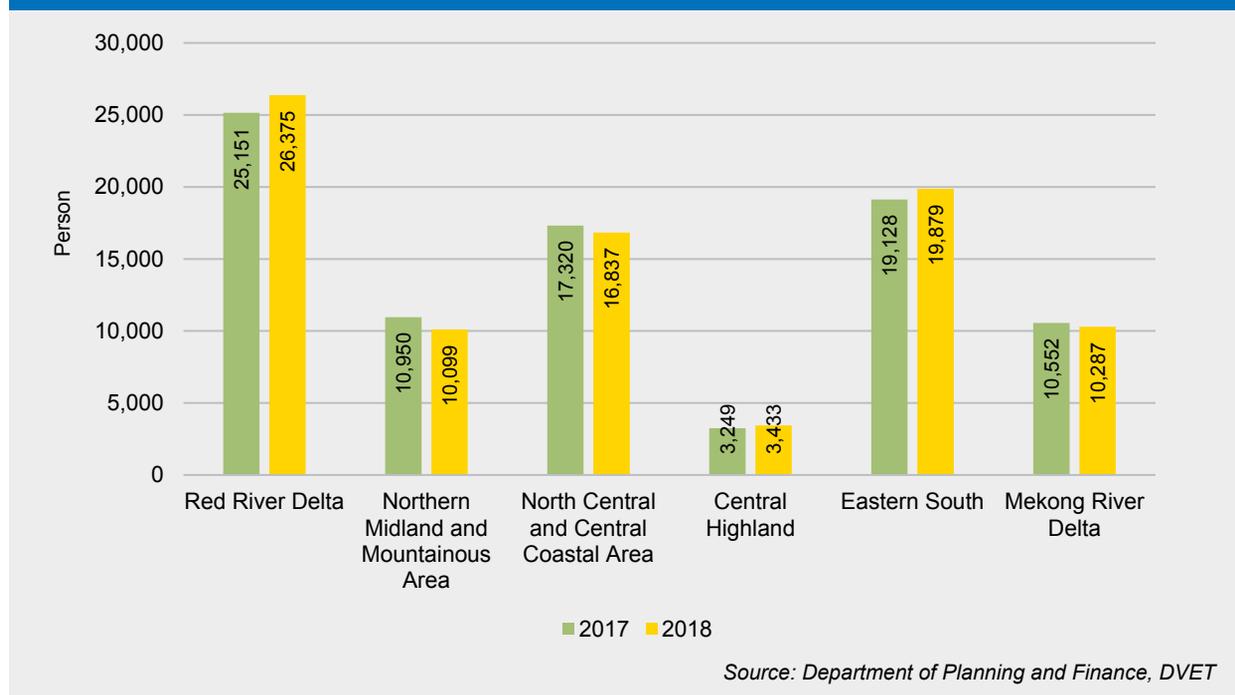
By teaching subject, 89% of the total number of teachers were teaching occupational subjects, and the remaining 11% were teaching general subjects i.e. political education, physical education, general education, and foreign languages.

By field of study, 44% of VET teachers were teaching industry/engineering programmes, 10% were teaching agriculture-forestry-aquaculture programmes, 14% were teaching construction programmes, 20% were teaching transportation – telecommunications programmes, 10% were teaching services-related programmes and 2% were teaching communications – culture programmes.³⁹

5.1.2. Distribution of VET teachers by socio-economic region

The Red River Delta, the North Central and Central Coastal Area, and the Eastern South accounted for the highest numbers of VET admissions and VET institutes in 2018. These three regions also had the largest percentages of the country's VET teachers, accounting respectively for 30.35% (26,375 persons), 22.87% (19,879 persons) and 19.37% (16,837 persons). The Central Highland had the smallest number of VET institutes, VET admissions and also the smallest percentage of VET teachers (3.95% or 3,433 persons).

Figure 5.2. Distribution of VET teachers by socio-economic region

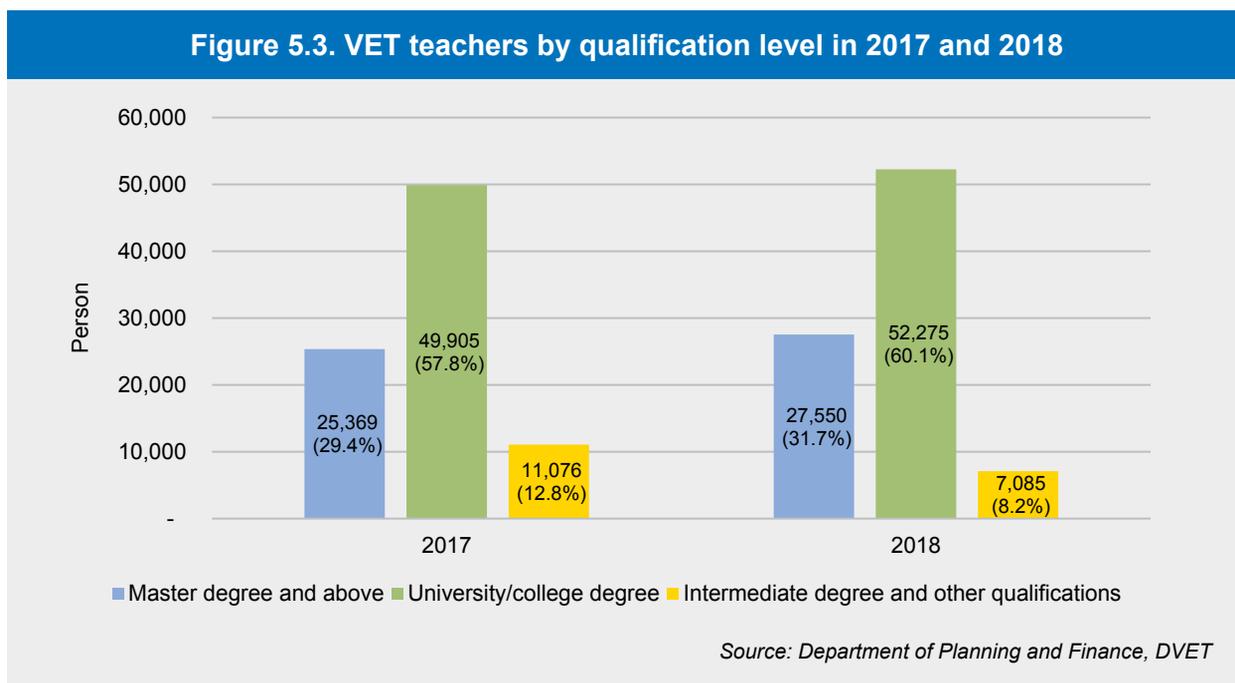


5.2. Quality of VET teaching staff

As of December 2018, the number of teachers with a master's degree or higher accounted for 31.7% (27,550 persons) (in 2017: 29.38%). Teachers with university or college degrees

accounted for 60.15% (52,275 persons) (in 2017: 57.8%). Teachers with intermediate degree and other qualifications made up 8.15% (7,085 persons) (in 2017: 12.83%).

³⁹ The data is provided by DVET's teacher department



Over 70% of VET teachers were reported to have met the occupational skills levels required to teach practical and integrated subjects. 92% of VET teachers from colleges, 85% of VET teachers from secondary VET schools, and 75% of teachers from VET centres had achieved the pedagogical skills levels required of their teaching practice. 19.1% of all VET teachers had reached level B or above in foreign languages, of which 3.7% had achieved level B1 of the Common European Framework of Reference for Languages (CEFR) or higher. 71.34% of VET teachers had achieved basic computer literacy requirements⁴⁰.

5.3. Capacity building for VET teachers

In 2018, in-service trainings provided by DVET both in Viet Nam and overseas reached 12,374

enrolments from VET teachers. Courses on credit-based training, lesson planning, integrated teaching and performance-based training and assessment recorded 10,000 enrolments, making up 80.81%, the highest percentage of enrolments in all in-service trainings provided by DVET in 2018. Courses on VET pedagogy accounted for 1,200, or 9.7% of all enrolments. Courses on occupational skills and English for special purposes accounted respectively for 630 (5.09%) and 280 (2.26%) enrolments. Overseas courses recorded 264 enrolments from VET teachers, representing 2.13% of all enrolments in DVET-provided courses (table 5.3).

In 2018 there were a total of 44 VET teacher training institutes, including eight universities, one research institute and 35 VET institutes.

⁴⁰ Tran Van Nich (2019), *Status and orientation for the development of VET teachers for the 2020 – 2025 period*, Viet Nam Education Forum 2019: *Development of vocational education and training in the context of economic growth model transition and international integration*

Table 5.3: Number of VET teachers' enrolments in in-service teacher training programmes organised by DVET in 2018*Unit: Training participants*

No	Training programmes	Total	Organised In Viet Nam	Organised abroad
1	VET pedagogy	1,200	1,200	
2	Occupational skills training	630	630	
3	Credit-based training, lesson planning, integrated teaching, performance-based training and evaluation	10,000	10,000	
4	English for special purposes	280	280	
6	Training in Australia for teachers as part of the piloting of the 12 imported training programmes	264		264
	Total	12,374	11,480	264

Source: Teacher Department, DVET

5.4. VET management staff

In this report, VET state management staff includes personnel working at three government levels: ministerial, provincial and district-level.

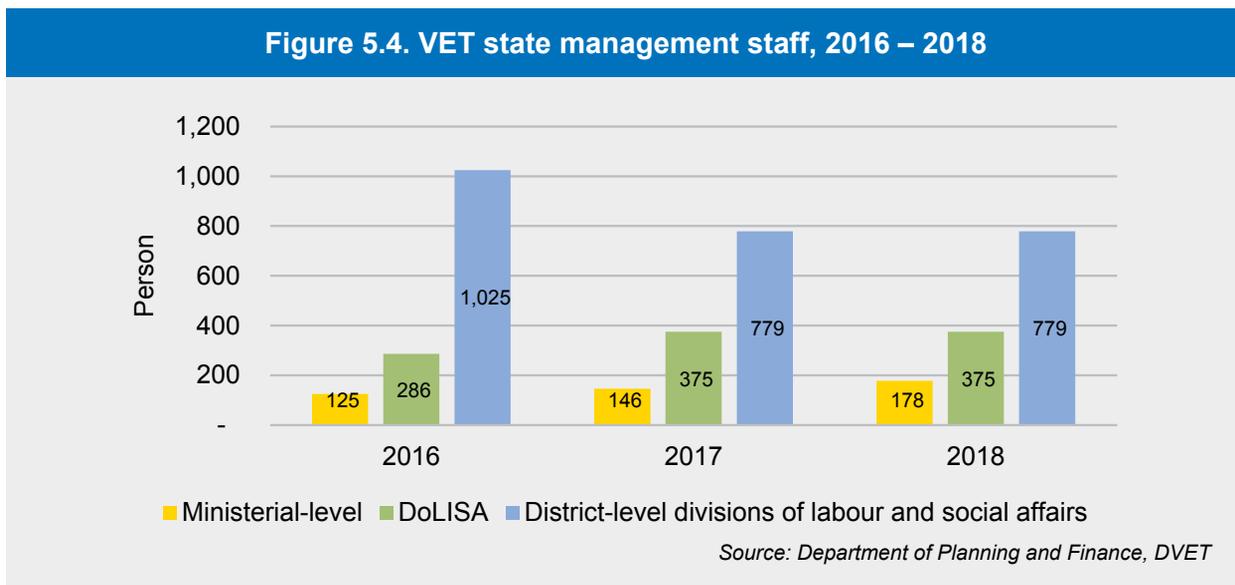
At the ministerial-level and equivalent, VET state management staff include officials in charge of VET at different ministries e.g. Ministry of Industry and Trade, Ministry of Agriculture and Rural Development, state-owned corporations and associations e.g. the Viet Nam Association of Farmers, or the Viet Nam Women's Union, and other organizations. These do not include DVET officials.

At the provincial level, VET state management staff include officials in charge of VET at Departments of Labour, War Invalids and Social Affairs (DoLISA).

At the district level, VET state management staff include officials working at Divisions of

Labour, War Invalids and Social Affairs that are in charge of providing support to the district-level people's committee in the management of VET within the district. These officials could be VET-dedicated staff or have VET management as part of their portfolio.

As of December 2018, there were 1,332 VET state management staff, of which 13.36% (178 persons) were working at the ministry-level or equivalent, 28.15% (375 persons) were DoLISA staff, and 58.45% (592 persons) were officials of district-level divisions of Labour, War Invalids and Social affairs. Among this group of district-level VET management staff, 187 persons had a VET-dedicated job and 592 had VET management as part of their portfolio. It would be necessary to determine job profiles for VET state management staff, especially those working at the provincial and district levels, and provide further training accordingly to improve their capacity.



Conclusion

There was a total of 86,910 VET teachers working in the VET sector in Viet Nam in 2018, of which colleges accounted for 43,82%, secondary VET schools accounted for 21,09% and VET centres accounted for 17.92%. The number of VET teachers had remained stable between 2017 and 2018.

Although 100% of VET teachers were reported to possess the training qualifications required of their teaching practice, the standards of occupational skills, foreign language proficiency, and computer literacy set forth in Circular 08/2017/TT-BLĐTBXH had not been met by an adequate number of VET teachers.

Recommendation

To improve the quality of VET teachers, it would be important to create appropriate mechanisms and incentives to facilitate the recruitment of qualified teachers and motivate professionals from crafts villages and the business sector to take part in VET. With regards to underqualified VET teachers, there should be remedial measures such as the provision of further training, or the transitioning to more appropriate positions while maintaining an adequate benefit package for those affected by the adjustments.

CHAPTER 6

NATIONAL OCCUPATIONAL SKILLS STANDARDS, ASSESSMENT AND CERTIFICATION OF NATIONAL OCCUPATIONAL SKILLS

NOSS are of importance for curriculum development. They serve as the basis to define relevant practice-oriented learning outcomes based on which VET institutes can develop demand-driven training programmes and improve their training quality. NOS assessment and certification is aimed at recognising workers' occupational skills and thereby enabling them to improve their knowledge and skills to meet job requirements. NOS assessment and certification also facilitates the standardisation process applicable for VET teachers in charge of delivering practical and integrated subjects at VET institutes. This chapter provides an overview of NOSS development and promulgation and NOS assessment and certification in 2018.

6.1. NOSS

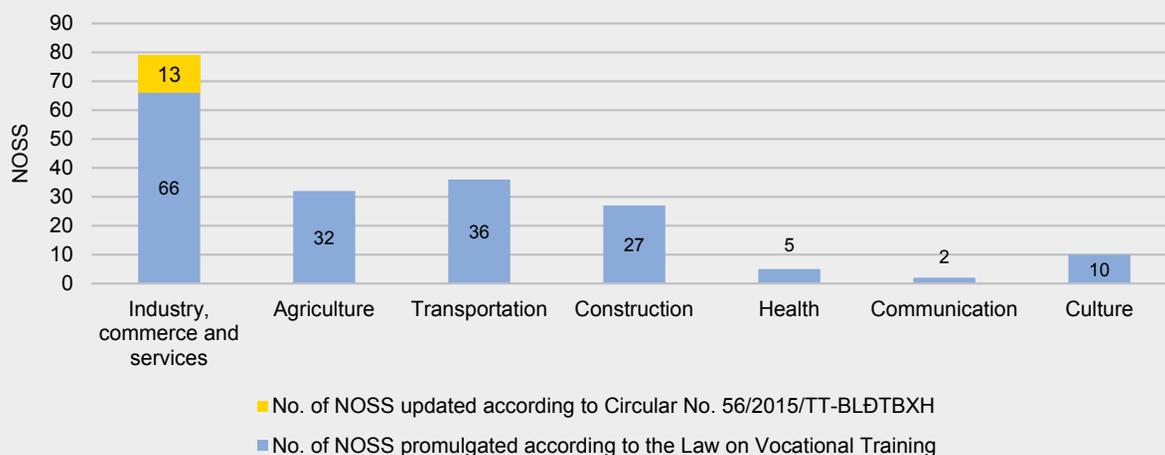
The development of NOSS was first carried out in 2008, and since 2015, has been regulated by the Law on Employment. In line with subsequent regulations, NOSS is currently structured on the basis of units of competency and job positions, which can be used as a reference for the benchmarking and mutual agreements on skills recognition between Viet Nam and other countries in ASEAN and in the world.

In 2018, no new NOSS establishment was reported. The existing NOSS that were modified according to Circular No. 56/2015/TT-BLĐTBXH included four in the field of tourism

(Cooking, Travel Management, Tour Guidance and Travel Services) and seven in the industry sector (Mine Tunnel Exploration Technology, Mine Tunnel Construction, Mine Tunnel Mechanics, Information Technology, Industrial Electronics, Computer-based Drawing and Designing, Industrial Electrical Installation and Operation). These 11 newly updated NOSS, together with the two NOSS updated in 2017 in the field of tourism brought the total number of NOSS that were updated and modified as required by Circular No. 56/2015/TT-BLĐTBXH to 13. By December 2018, a total of 193 NOSS were developed, of which 191 NOSS were promulgated⁴¹ (figure 6.1).

⁴¹ The two developed NOSS which were not promulgated were in the Industry and Construction sector i.e. NOSS for Bench Machinery Repair and NOSS for Cleaning and Sanitary Work for Buildings of over 10 Storeys

Figure 6.1. Number of NOSS promulgated and updated as of 2018 by sector



Source: Department of Occupational Skills, DVET

6.2. NOS assessment and certification

6.2.1. Development of NOS assessment tests

NOS test items were compiled on the basis of the NOSS that had been promulgated and applied since 2009. By end of 2018, a total of 82 sets of NOS multiple-choice and practice tests were available for use. Moreover, two additional sets of NOS tests were developed on Japanese standards for the two occupations of multi-purpose lathing and multi-purpose milling.

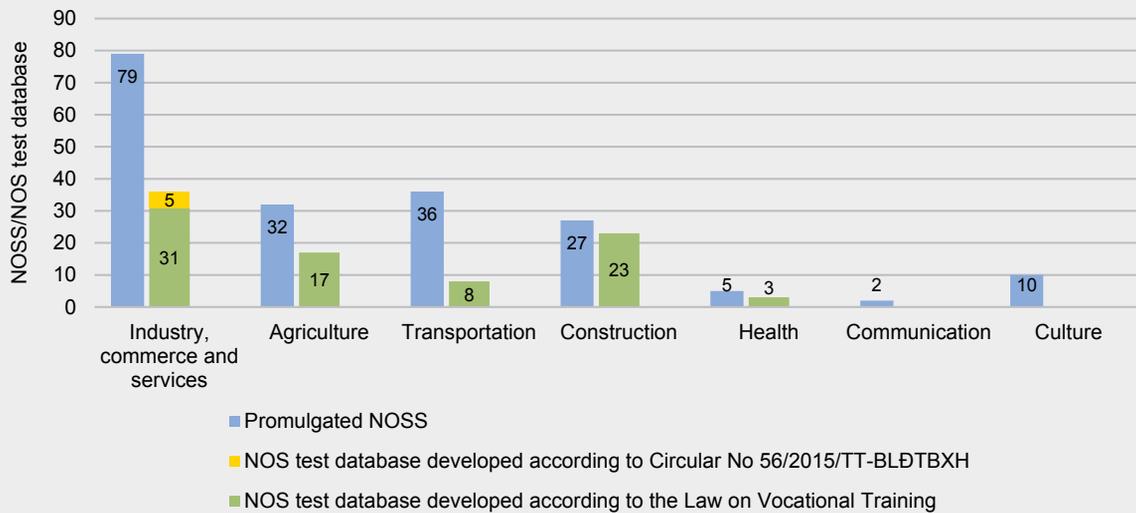
In 2018, five sets of NOS multiple-choice and practice tests were modified, updated and appraised for the five occupations of Mine Tunnel Exploration Technology, Mine Tunnel Construction, Mine Tunnel Mechanics, Information Technology and Industrial Electronics

to meet the new requirements defined by NOS. At the same time, two new sets of NOS multiple-choice and practice tests were developed jointly by DVET and ILO for the two occupations of Front Desk Staff and Housekeepers. These were the two first occupations with NOS assessment tests being developed based on requirements regulated by the Law on Employment.

Further NOS multiple-choice and practice tests databases will be updated and modified in the coming time to better align with updated NOSS and current NOS.

Figure 6.2 shows the number of NOS tests databases developed and updated across various sectors as of end of 2018.

Figure 6.2. NOS tests databases developed and updated by sector



Source: Department of Occupational Skills, DVET

6.2.2. NOS assessment

In order to be licensed for NOS assessment and certification (hereinafter referred to as certificate), NOS assessment agencies have to satisfy physical infrastructure, human resources and financial resources requirements⁴². Further to the new regulation adopted in 2015, NOS assessment licenses granted by MoLISA are not time-bound. However, a failure to comply with legal regulations may result in a temporary suspension of operation or withdrawal of license (see Article 8, Chapter II, Decree No. 31/2015/NĐ-CP).

As of end 2018, there were a total of 41 licenced NOS assessment agencies, of which four agencies had their licence renewed, i.e. the Ha Noi Vocational College of Industry,

the Ha Noi College of Electro-mechanics, the Ha Noi University of Industry and Vocational College of Transportation I, and one newly-licensed agency i.e. the College of Construction Machinery. Most of NOS assessment agencies were permitted to assess skills levels one, two and three. Only two assessment agencies had the licence to assess skills level four, i.e. Nam Dinh University of Technical Education and Hanoi University of Industry. The Hung Vuong Secondary Vocational School of Technology was licensed to perform NOS assessment of skills levels one and two only. All existing NOS assessment agencies were located within universities, colleges or secondary VET schools. No companies had applied for NOS assessment licenses yet.

⁴² The conditions, authority, sequence and procedures for NOS assessment and certification are stipulated in Government Decree No. 31/2015/NĐ-CP dated 24/10/2015 providing for the implementation of the Law on Employment in relation to NOS assessment and certification and Decree 140/2018/NĐ-CP dated 08/10/2018 on the amendment of Decrees regulating investment and business requirements and administrative procedures within MoLISA's state management authority

6.2.3. Training, further training and certification of NOS assessors

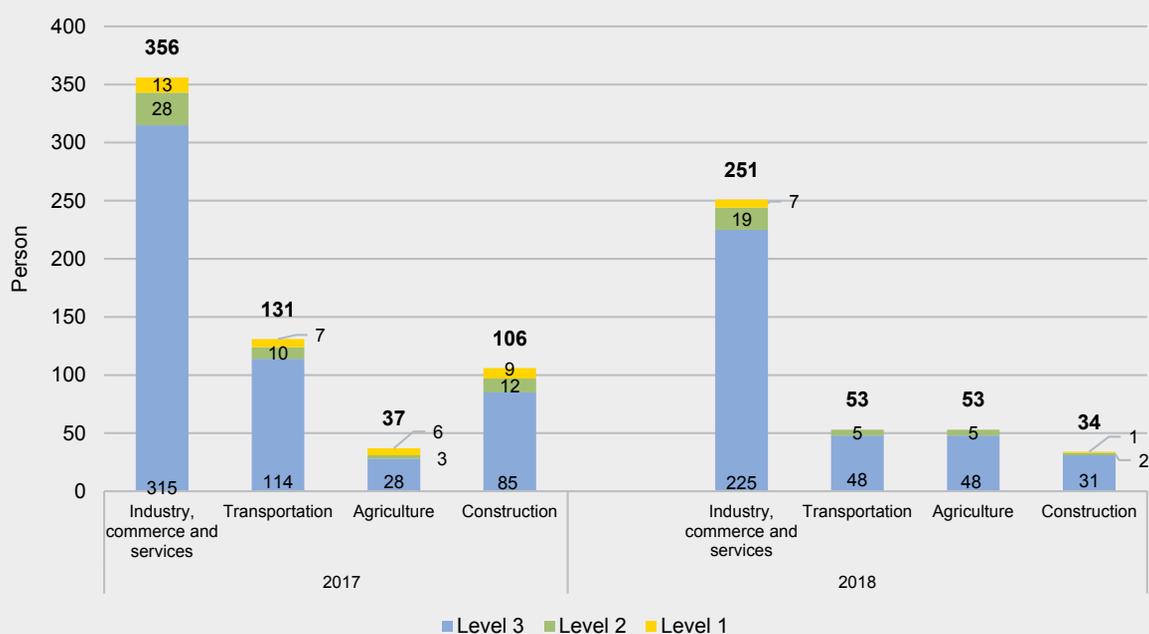
A NOS assessor is a person who assesses the occupational skills of the workers who take a NOS exam. MoLISA is the authorised agency to issue, re-issue, cancel and/or withdraw NOS assessor’s cards to individuals on the basis of defined requirements⁴³.

In 2018, 391 NOS assessors were trained and granted with a NOS assessor’s card. Figure 6.3 summarises the number of licenced NOS assessors by occupations and assessment levels. While the National Occupational Skills

Framework comprises five levels with level five being the highest, the licensed assessors could only perform skills assessment up to level three only.

According to Decision No. 846/QĐ-TTg dated 09/6/2017 promulgating the list of online public services of levels three and four applicable for ministries and local agencies in 2017, the issuance and re-issuance of NOS assessor’s cards are defined as level-three online public service⁴⁴. However, this online service had not come into effect in practice.

Figure 6.3. Number of NOS assessors licensed in 2017 and 2018 by sector



Source: Department of Occupational Skills, DVET

6.2.4. NOS assessment and certification

NOS certificates serve as the basis to help employers make recruitment, job assignment and remuneration decisions that are relevant

and competence-based. Workers with NOS certificates would have an advantage on the labour market and greater job mobility within the ASEAN region. Depending on their

⁴³ Specific provisions are given in Article 11, Item 2, Decree No. 31/2015/NĐ-CP and Circular No. 19/2016/TT-BLĐTBXH issued by MoLISA on 28/6/2016 (refer to VET Report 2016 page 70).

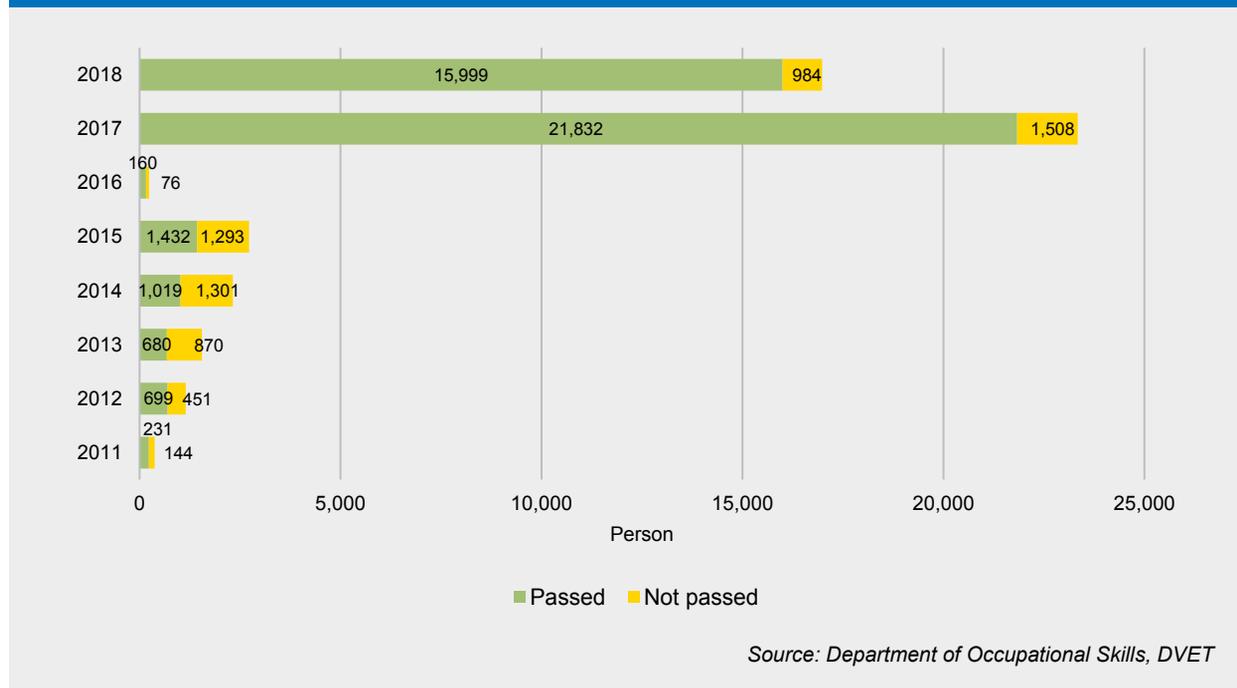
⁴⁴ Decision 846/QĐ-TTg issued on 9/6/2017 by the Prime Minister promulgating the list of level-three-and-four online public services and their implementation by ministries and local governments in 2017

competence, workers can register for a NOS exam from levels one to five⁴⁵.

Nevertheless, eight years on after it was first implemented in 2011, the system of NOS assessment had registered a very limited

number of assessed workers. By end of 2018, NOS assessment were available for only 48 occupations (annex 3). Figure 6.4 provides a description of NOS assessment results during 2011 – 2018.

Figure 6.4. Results of NOS assessment during 2011 – 2018



In 2018, NOS assessments were conducted for a total of 16,983 workers, and NOS certificates from levels one to two were granted to 15,999 successful workers, representing 94% of the NOS exam participants. There were 3,501 exam participants at level one of which 3,254 were successful, 10,562 participants at level two, of which 10,081 were successful, and 2,920 participants at level three, of which 2,664 were successful.

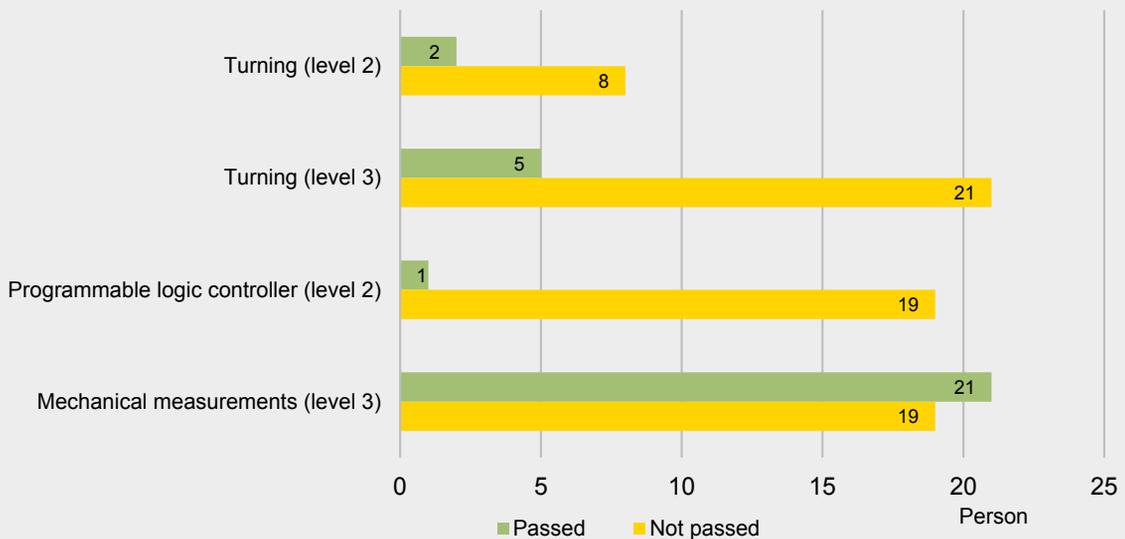
In the framework of the cooperation project to promote the occupational skills system in Viet Nam supported by the Japanese Ministry of Health, Labour and Welfare in 2018, 96

persons were assessed against the Japanese standards⁴⁶ for turning at levels two and three, mechanical measurements at level three, and programmable logic control at level two. A total of 29 participants were successful, of which 26 at level three (out of 66 participants i.e. a 61% failure rate), and three at level two (out of 30 participants i.e. a 90% failure rate) (figure 6.5). Simultaneously, training on the development of NOS exam tests based on Japanese standards was provided to six persons, and training courses on NOS assessment methodology recorded 51 admissions, of which one person was certified as an independent NOS assessor.

⁴⁵ Refer to Circular No. 56/2015/TT-BLĐTBXH issued by MoLISA on 24/12/2015 for a detailed description of each NOS level and Decree No. 31/2015/NĐ-CP dated 24/3/2015 for requirements on registration for NOS assessment and certification

⁴⁶ These standards are developed by Japanese specialists based on Japanese standards. The Japanese standards comprise three levels of occupational skills of which level one is the highest.

Figure 6.5. Results of the NOS assessment supported by Japan (JAVADA) in 2018



Source: Department of Occupational Skills, DVET

Conclusion

The development of NOSS had been ongoing for the past 10 years but had yet to attract the participation from qualified experts and the business sector. The updating of existing NOSS had also been slow.

The system of NOS assessment and certification is limited in scope, technical capacity, infrastructure, and financial resources. The application of information technology in the management and operation of the system is inadequate. NOSS assessment and certification had been available for eight years but had only been used by a small number of workers in a few occupations e.g. mining, automotive engineering, industrial electrics.

In the context of greater international integration and mutual recognition of qualifications, NOS assessment and certification is of special importance in improving workers' mobility and overseas work opportunities. It would be necessary to establish a reference framework between the NOS framework and the national qualifications framework which can be used

for the mutual recognition of qualifications and occupational skills between Viet Nam and other countries in ASEAN and in the world.

The high failure rate of workers assessed against Japanese skills standards raises concerns about the quality of VET in Vietnam.

Recommendation

In order to establish an efficient and effective system of NOS assessment and certification in practice, it is important to take appropriate measures, in particular:

- It is important to communicate to all relevant stakeholders the purposes, processes and benefits of NOS, and at the same time, to issue policies and regulations on the rights and responsibilities of the business sector for their participation in the NOSS development and NOS assessment.
- The requirement for mandatory NOS certificates would motivate workers to upgrade their occupational skills while facilitate and improve the transparency of

the recruitment and management of human resources for enterprises. Therefore, MoLISA should update on a yearly basis the list of occupations where NOS certification is required, and promulgate relevant policies/regulations.

- Enterprises and employers should take a major responsibility in NOSS development via the Sector Skills Councils.
- The application of information technology in the management and operation of the NOS assessment and certification system should be enhanced.

CHAPTER 7

VET QUALITY ASSURANCE AND ACCREDITATION

Resolution No. 29/NQ-TW adopted by the Standing Committee of the Party on 4/11/2013 on the fundamental and comprehensive reform of education and training identified quality accreditation and the development of a quality management system in VET institutes as an important measure for improving the effectiveness and efficiency of VET governance, and thus better training quality.

This chapter gives an overview of the situation of self-accreditation at VET institutes and provides information about capacity building and international cooperation activities in relation with VET quality assurance and accreditation in 2018.

7.1. VET quality self-accreditation

In 2018, MoLISA issued Circular 27/2018/TT-BLĐTĐBXH to regulate the licensing of VET accreditors and the process and cycle of VET accreditation. The three steps of the VET accreditation process include: i) self-assessment by VET institutes and/or other VET providers, ii) assessment by an external accreditation agency, iii) approval of assessment results by an external accreditation agency and certification of VET accreditation. VET institutes and VET programmes maintain accreditation in five-year cycles.

As of 2016, VET accreditation was to be carried out by VET accreditation agencies as regulated by the VET Law. However, as of 2018, no accreditation agencies were licensed to operate. Between 2016 and 2018, DVET

mainly instructed VET institutes to carry out self-assessment.

7.1.1. Results of VET quality self-assessment

The first step of the VET accreditation process i.e. self-assessment by VET institutes and/or other VET providers is regulated by Circular 28/2017/TT-BLĐTĐBXH on the VET quality management system. Circular 28/2017/TT-BLĐTĐBXH guides in details the implementation of the self-assessment process, from the different steps of self-assessment, to the publication and submission of self-assessment results to VET management authorities. The criteria and standards for VET accreditation including the self-assessment process are regulated by Circular 15/2017/TT-BLĐTĐBXH.

Box 5. VET quality self-assessment process

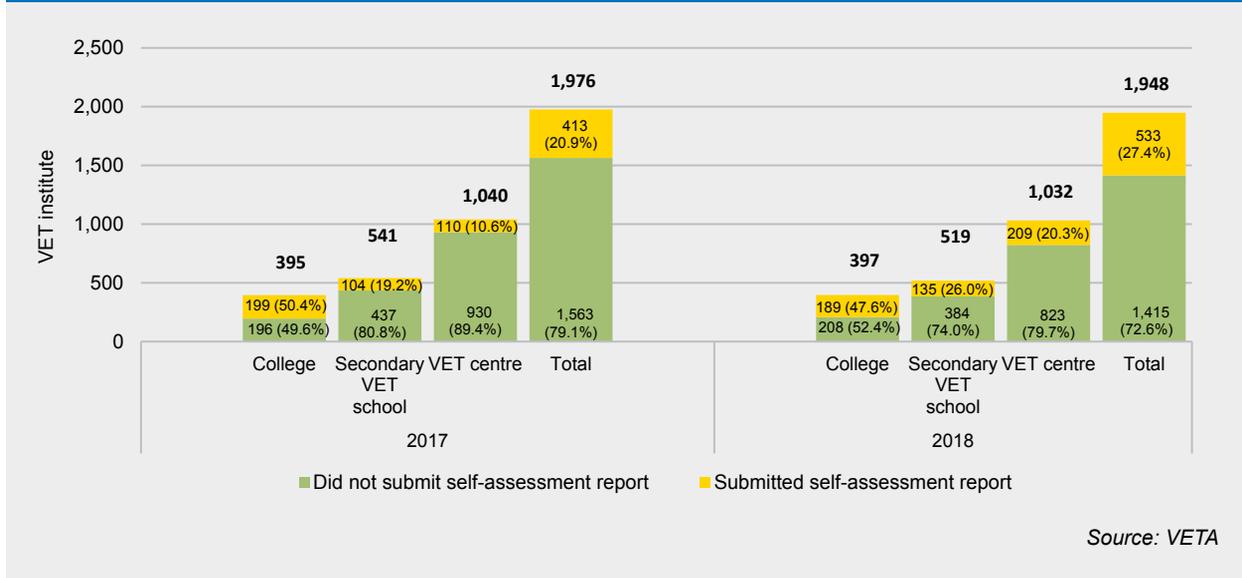
1. Establishment of a self-assessment committee
2. Implementation of self-assessment activities
3. Review and approval of the self-assessment report
4. Publication and submission of the self-assessment report to relevant VET management authorities

Article 15, Circular 28/2017/TT-BLĐTĐBXH

Reports by provincial DoLISAs and VET institutes in 2018 show that out of a total of 1,948 VET institutes nationwide, only 27.46% (535 institutes) carried out self-assessment and submitted their self-assessment reports to DVET. Colleges have the highest participation rate of 47.6% (189 colleges nationwide).

Secondary VET schools achieved a 26.01% participation rate (135 secondary VET schools nationwide), while only 20.25% of VET centres (209 VET centres nationwide) submitted self-assessment reports. Two other VET providers also carried out the process (figure 7.1).

Figure 7.1: Submission of self-assessment reports by VET institutes, 2017 – 2018



Overall, despite an upward trend in the number of VET institutes that submitted their self-assessment report between 2017 and 2018, most VET institutes still had not carried out the process. The strongest increase was reported among VET centres, with 99 more VET institutes having submitted their self-assessment reports than in 2017.

Although mandatory by the VET Law and subsequent legal documents, self-accreditation had been carried out only by a very small number of VET institutes. There could be multiple reasons for this non-compliance. From VET institutes' side, there had not been a genuine interest in accreditation and complying with accreditation regulations. From the state management side, the implementation of Decree 79/2015/NĐ-CP on the sanctioning of administrative violations in VET, including the

enforcement of monetary penalties for non-compliance with reporting and communication regulations in VET, of which the reporting of self-assessment results by VET institutes is a mandatory activity, had not been consistent across the VET sector. Therefore, various measures should be taken to strengthen the responsibilities of state management agencies to both promote and supervise the implementation of self-accreditation by VET institutes according to existing regulations.

7.1.2. Accreditation of VET programmes

Circular 15/2017/TT-BLĐTBXH regulates the accreditation criteria and standards for VET programmes at the elementary, intermediate and college levels. With slight variations between the elementary level and the two higher levels of training, the seven accreditation criteria include: i) Objectives, management

and finances of training programmes, ii) Training activities; iii) VET teachers, managers and staff, iv) Training curriculum and training materials, v) Infrastructure, training equipment and library, vi) Students' services, vii) Monitoring and evaluation of training quality.

In 2018, eight VET institutes, including five colleges and three secondary VET schools conducted accreditation of training programmes.

7.2. Training and further training on accreditation of VET quality

Since 2008, DVET had conducted numerous

training courses for internal, self-assessment accreditors of VET institutes and external accreditors of VET quality with the aim to build capacity for the system to carry out VET accreditation activities (Refer to the Viet Nam Vocational Education and Training Report 2016).

By the end of 2018 DVET had trained 957 external accreditors of VET institutes and 232 external accreditors of training programmes (for pilot purpose). Another 2,511 internal accreditors of VET institutes and 350 internal accreditors of training programmes (for pilot purpose) had been trained to carry out self-assessment at VET institutes nationwide.

Box 6. Standards for VET quality accreditors

1. Have a strong work ethic and good health to meet work's requirements;
2. Possess a university degree or higher;
3. Have a minimum of five years' working experience in management, teaching, research in the education/VET sector, or working experience relevant to the field of training;
4. Have completed the training course for VET quality accreditors organised by DVET or a DVET-authorized agency;
5. Demonstrate level two or above of the MoET six-level Foreign Language Competency or equivalent;
6. Demonstrate basic computer literacy skills or above as per regulations by the Ministry of Information and Communications on computer literacy standards.

Source: Article 13, Decree No 49/2018/NĐ-CP

Decision 899/QĐ-TTg issued on 20/6/2016 by the Prime Minister approving the Target Programme on Vocational Education and Training – Employment and Occupational Safety for the period 2016 – 2020 identified the development of VET quality management and accreditation as an important task that includes capacity-building as an integral component. Specific objectives include: i) Assessment and certification of 2,000 external VET quality accreditors, ii) Training for 1,000 external

VET quality accreditors, iii) 2,600 admissions of VET teachers and staff from colleges and secondary VET schools are accepted to further training courses on VET quality management.

In 2018, 39 accreditors were trained as core trainers. At the same time, 30 basic training courses on VET quality assurance were conducted for 1,189 teachers and management staff from 307 colleges and secondary VET schools.

7.3. VET quality assurance

7.3.1. Development of the national qualifications quality assurance framework

The qualifications quality assurance framework is an important quality assurance tool that could contribute to the improvement of the education system's capacity to respond to labour market demands, and thus better training outcomes. The framework provides instructions and guidance on quality assurance which can be used as a basis for mutual agreements on recognition of qualifications between different stakeholders.

NIVT proposes a national qualifications quality assurance framework that comprises four main components: i) the national qualifications framework promulgated by the Prime Minister in Decision No. 1982/QĐ-TTg which comprises eight levels and accompanying training outcomes that correspond to different degrees/certificates, ii) the system of standards to be used for the assessment of VET quality, iii) the system of quality accreditation and assessment based on the developed standards, and iv) The referencing of qualifications.

These four closely inter-related components should be constantly updated and linked with important and priority domestic and international policies and programmes.

In 2018, MoLISA promulgated the criteria of high-quality VET programmes at the college and intermediate levels in Circular 21/2018/TT-BLĐTBXH. These criteria cover four areas: i) Training curriculum, ii) teachers and trainers,

iii) training infrastructure and equipment, and iv) trainees. VET institutes can use these criteria to calculate training costs, infrastructure investment expenditures, expenses for teachers, etc. and define appropriate levels of tuition fees in line with regulations stipulated in Clause 6, Article 29 of the VET Law.

The above-mentioned developments show that Viet Nam had been proactively preparing for the development of a national qualifications quality framework to meet the demands for the country's development and further regional and international integration.

7.3.2. Implementation of the ASEAN Qualifications Reference Framework (AQRF)

With the aim to facilitate the implementation of Mutual Recognition Agreements, the ASEAN community developed the ASEAN Qualifications Reference Framework (AQRF) that enables comparisons of education qualifications across ASEAN member states against a set of agreed principles and standards applicable for different National Qualifications Frameworks. Referencing is a process that establishes the relationship between the eight levels on the AQRF and the levels on a National Qualifications Framework or National Qualifications System of individual ASEAN member states. The 11 AQRF criteria provides the basis for ASEAN member states to embed the referencing process in a single AQRF report. By 2018, Malaysia, the Philippines, and Thailand are the three first ASEAN member states to have completed a full referencing report.

Box 7. AQRF referencing criteria

- 1) **Criterion 1:** The structure of the education and training system is described.
- 2) **Criterion 2:** The responsibilities and legal basis of all relevant national bodies involved in the referencing process are clearly determined and published by the main public authority responsible for the referencing process.
- 3) **Criterion 3:** The procedures for inclusion of qualifications in the NQF or for describing the place of qualifications in the national qualifications system are transparent.
- 4) **Criterion 4:** There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the AQRF.
- 5) **Criterion 5:** The basis in agreed standards of the national framework or qualifications system and its qualifications is described.
- 6) **Criterion 6:** The national quality assurance system(s) for education and training refer(s) to the national qualifications framework or system and the referencing processes are described. All of the bodies responsible for quality assurance state their unequivocal support for the referencing outcome.
- 7) **Criterion 7:** The process of referencing has been devised by the main public authority and has been endorsed by the main stakeholders in the qualifications system.
- 8) **Criterion 8:** People from other countries who are experienced in the field of qualifications are involved in the referencing process and its reporting.
- 9) **Criterion 9:** One comprehensive report, setting out the referencing and the evidence supporting it shall be published by the competent national bodies and shall address separately and in order each of the referencing criteria.
- 10) **Criterion 10:** The outcome of referencing is published by the ASEAN Secretariat and by the main national public body.
- 11) **Criterion 11:** Following the referencing process all certification and awarding bodies are encouraged to indicate a clear reference to the appropriate AQRF level on new qualifications certificates, diplomas issued.

Source: asean.org

In 2018 Viet Nam had prepared a draft component referencing report containing the three first referencing criteria for review by AQRF members and technical experts.

The preparation of the AQRF reference report shows that Viet Nam was ready to apply the AQRF as a benchmark for its education and training system. This is a positive step towards increasing the transparency of the Vietnamese education and training system, and enhancing

its linkages with other countries in the ASEAN region.

7.3.3. Establishment of a quality assurance system for VET institutes

The establishment of a quality assurance system had become an important task for VET institutes to bring about greater effectiveness and stability in their operation. Many VET institutes had been implementing quality management systems based on the ISO 9001:

2008 requirements and reported positive experiences. Others had started to establish quality management systems on the basis of models provided by bilateral cooperation programmes with international partners e.g. the British Council or the GIZ.

7.3.4. Piloting VET quality assurance with support from international cooperation programmes

Between January 2015 and November 2018 cooperation agreements between DVET and the British Council Viet Nam were implemented with two main contents: (1) development of a VET quality assurance system, and (2) assessment of colleges based on UK quality criteria.

By March 2018, the following outcomes were achieved:

- Capacity building activities were organised in the UK and in Viet Nam for management staff and teachers from 21 participating VET institutes.
- Quality assurance instruments were developed and applied at VET institutes of which 243 tools were developed and 205 procedures had been put into practice. These quality assurance tools had been integrated into the quality assurance system of colleges and thus ensure their sustainability.
- An electronic Quality Assurance Toolkit was developed and handed over by the British partner colleges to their Vietnamese counterparts. The toolkit was complete with procedures and tools which can be used for exchange and referencing between the participating colleges.
- A group of 20 core trainers was trained; training programmes and training materials on college quality assurance were developed and disseminated.
- The establishment and development of quality assurance systems at some of the VET institutes eligible for investments

to become high-quality VET institutes were considered good models that could be scaled up to the entire VET system. This result demonstrated the cooperation programme's meaningful contribution to the implementation of the Programme on the development of high-quality VET colleges until 2020 approved by the Prime Minister in Decision 761/QĐ-TTg.

In 2018 DVET also cooperated with international organisations to evaluate nine colleges against international standards, of which six colleges were evaluated against UK assessment standards, and three colleges against German standards.

In cooperation with the British Council in Viet Nam, a comprehensive evaluation against UK standards was carried out at two colleges. The evaluation covered four main areas: i) Leadership and management efficiency, ii) Training quality and evaluation, iii) Personal development, behaviour and social benefit; and iv) Learning results. Overall, both colleges were rated as "Excellent".

In cooperation with the EU TVET Toolbox Project, an evaluation of four colleges was carried out and included an in-depth evaluation of the automobile technology occupation. The evaluation used UK standards of VET institutes assessment.

In cooperation with GIZ a pilot evaluation of three colleges was carried out against the quality assessment framework applied in the Free State of Saxony of Germany.

The objective of the pilot evaluations carried out within cooperation programmes between DVET and international partners was twofold. On the one hand, participating colleges were supported in the assessment of their performance. On the other hand, these evaluations helped DVET and other VET state management agencies to better identify solutions for the reform and improvement of VET quality, especially at VET institutes selected to become high-quality

colleges and those targeting international standards by 2020.

Conclusion

The VET Law and subsequent legal documents regulated VET quality-self assessment as a compulsory activity to be carried out by VET institutes. However, in 2018, only 27.46% of the total VET institutes nationwide submitted their self-assessment reports to DVET.

The training of core trainers capable of cascading trainings on VET accreditation was given special importance. Basic trainings on VET quality assurance were also given to VET teachers and staff.

Cooperation with international organisations in the field of VET quality assurance was strengthened. Cooperation programmes with GIZ and the British Council continued to support the establishment and development of VET quality assurance systems at vocational colleges, as well as the pilot evaluation of high-quality colleges against international standards.

Recommendation

To increase the effectiveness of VET accreditation and quality assurance, it would

be important for the VET sector in Viet Nam to sustain the following measures:

- Review and update the existing legal framework on VET quality accreditation to correct inadequacies.
- Raise awareness of the importance of VET quality assurance and accreditation of VET institutes and provide training on VET quality assurance and accreditation for management staff, teachers and other staff at VET institutes.
- Enhance the supervisory role of VET state management authorities in the monitoring and provision of guidance to VET institutes in the realm of VET quality assurance.
- Encourage VET institutes to assess their current status quo, establish institutional quality assurance processes and instruments, and at the same time, develop management and operational mechanisms for their quality assurance information systems.
- Enforce administrative sanctions against violations related to VET quality accreditation reporting.

CHAPTER 8

FINANCES FOR VOCATIONAL EDUCATION AND TRAINING

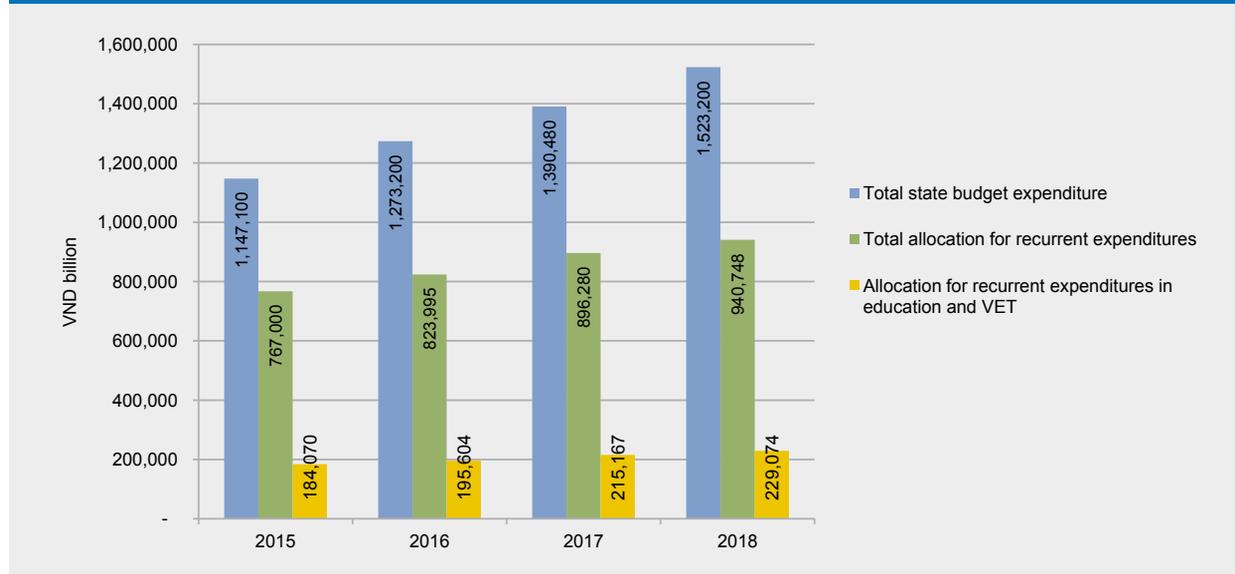
VET has become a matter of great concern in the human resources policy making process in Viet Nam. Financial resources play an important and decisive role in the improvement of VET quality. This chapter will mainly provide data on the state financing for VET current expenditures and target programmes, and on some investment projects for VET.

8.1. State budget for VET

VET is an integral part of the national education system. Education and VET had consistently been an important priority in annual state budget allocations⁴⁷. At the same time, the

state budget continued to be identified as the major and most important financial resource for VET, one that plays a decisive role in the development of the VET system.

Figure 8.1. State budget for education and vocational training during 2015 – 2018



Between 2015 – 2018, state budget allocations for recurrent expenditures in education and VET increased steadily by about VND10,000 billion on an annual basis. In 2018, the yearly increase reached nearly VND14,000 billion,

bringing the total state budget allocation for recurrent expenditures in education and VET to VND229,074 billion. This figure was 1.24 times higher than that of 2015.

⁴⁷ State budget includes the national/central state budget and local budgets.

The budget for VET is currently allocated to three categories: recurrent expenditures, basic construction expenditures and target programmes.

Recurrent expenditures on vocational training represent a major source of funding for the achievement of VET objectives. They cover the costs incurred on regular tasks by VET institutes that are entitled to be financed by the state budget. Basic construction investments target the construction of infrastructure and facilities needed by VET institutes. Target programmes aim at achieving specific urgent objectives or addressing major shortfalls in vocational education and training within specific periods of time.

The Law on State Budget does not designate state budget allocation for VET as a separate expenditure line. Instead, state funding for education and VET is allocated in one single budget item. Therefore, state budget expenditures for VET can only be reported through the process of budget allocations from the superior level to the lower level of administration.

8.2. VET recurrent expenditures

According to data provided by the budget and treasury management information system (TABMIS), recurrent expenditures for VET amounted to VND6,150 billion in 2017. In 2018, the figure more than doubled, reaching a total of VND19,286 billion. This increase was

due to the transfer of a large number of VET institutes from the state management of MoET to MoLISA.

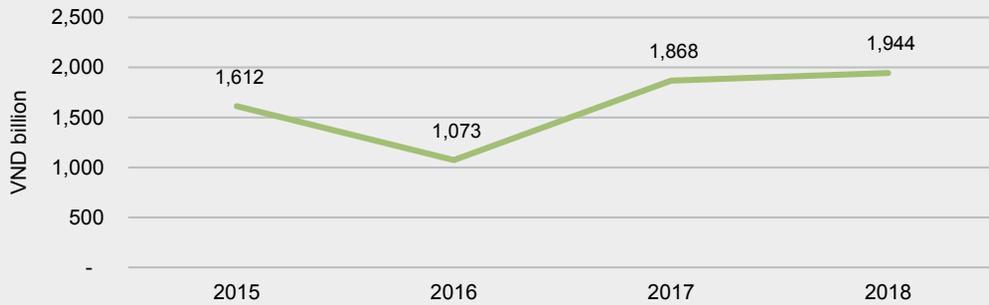
8.3. VET target programmes

For the period 2016 – 2020, two National Target Programmes with VET-related undertakings were approved by the Prime Minister. Firstly, the National Target Programme for New Rural Development for the 2016 – 2020 period was approved in Decision 1600/QĐ-TTg issued on August 16, 2016. The Programme included 11 major components, of which “improving the quality of vocational training for rural workers” was listed under component three⁴⁸. Secondly, the National Target Programme for Vocational Education and Training-Employment and Occupational Safety for the 2016 – 2020 period was approved in Decision No. 899/QĐ-TTg issued on June 20, 2017. One of the three projects within the Programme is the Project “Reform and improvement of VET Quality”.

Expenditures for VET from national target programmes’ state budget allocations increased steadily between 2016 – 2018, reaching VND1,944 billion in 2018. This figure represents an increase of VND871 billion, or 1.81 times higher than in 2016. The low level of budget disbursement in 2016 was due to the fact that as the starting year of implementation, most activities under both VET-related projects were centred around the establishment of the legal basis for other operational processes to take place (figure 8.2).

⁴⁸ MoLISA’s Decision 1952/QĐ-LĐTBXH issued on 19/12/2017 approving the operational planning of the project “Improving vocational training quality for rural workers” under the National Target Programme for New Rural Development, 2016 – 2020

Figure 8.2. State financing for target programmes in VET for the period 2015 – 2018

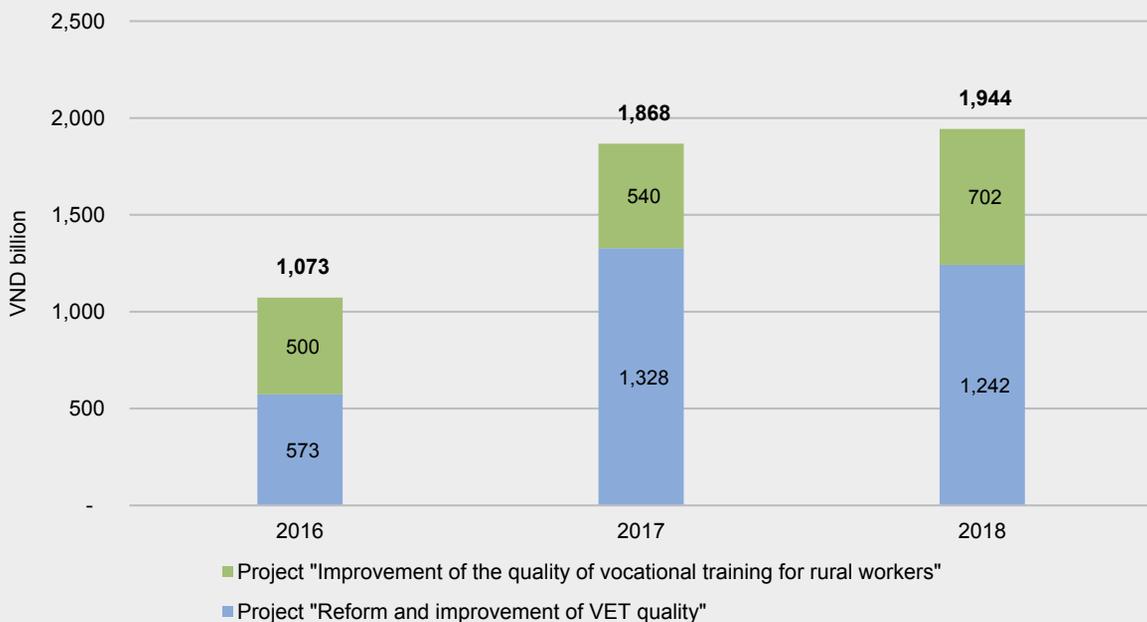


Source: Project Management Unit of Vocational Training Projects under Target Programmes

Funding for the two VET-related projects within National Target Programmes i.e. “Reform and improvement of VET quality” and “Improvement of the quality of vocational training for rural workers” increased steadily between 2016 and 2018. Specifically, funding for the project

“Improvement of the quality of vocational training for rural workers” in 2018 was over 30% higher than in 2016. Similarly, funding for the project “Reform and improvement of VET quality” in 2018 was 2.17 times higher than in 2016 (figure 8.3).

Figure 8.3. State funding for VET projects under National Target Programmes, 2016 – 2018

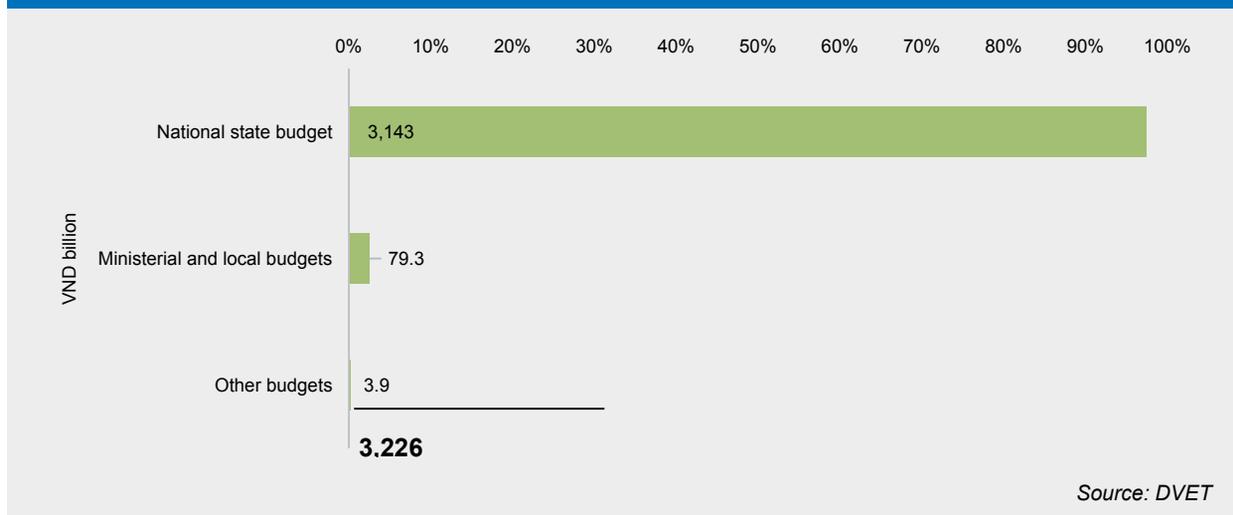


Source: Project Management Unit of Vocational Training Projects under National Target Programmes

8.4. Project “Reform and improvement of VET Quality”

During the period 2016 – 2018 a total of VND3,226 billion was disbursed to the project. Sources of funding are illustrated in figure 8.4.

Figure 8.4. Funding sources for the project “Reform and improvement of VET quality” 2016 – 2018



The budget disbursement for the Project during the 2016 – 2018 period was limited to 26% of the total budget approved for the period 2016 – 2020⁴⁹. There was a significant discrepancy between the levels of disbursement from different funding sources. Specifically, 97.4% of the disbursed funding came from the national state budget, 2.5% from ministerial and local budgets and only 0.1% from other sources⁵⁰. With regards to the total amount of investment committed to the project, the national state budget had so far reached 41.1% of the committed budget while ministerial and local budgets and other sources accounted only respectively for 2.83% and 0.35%. These figures show that the national state budget remained the most important source of funding for the project. Contributions from ministries and local governments had been limited, and slow to be made available.

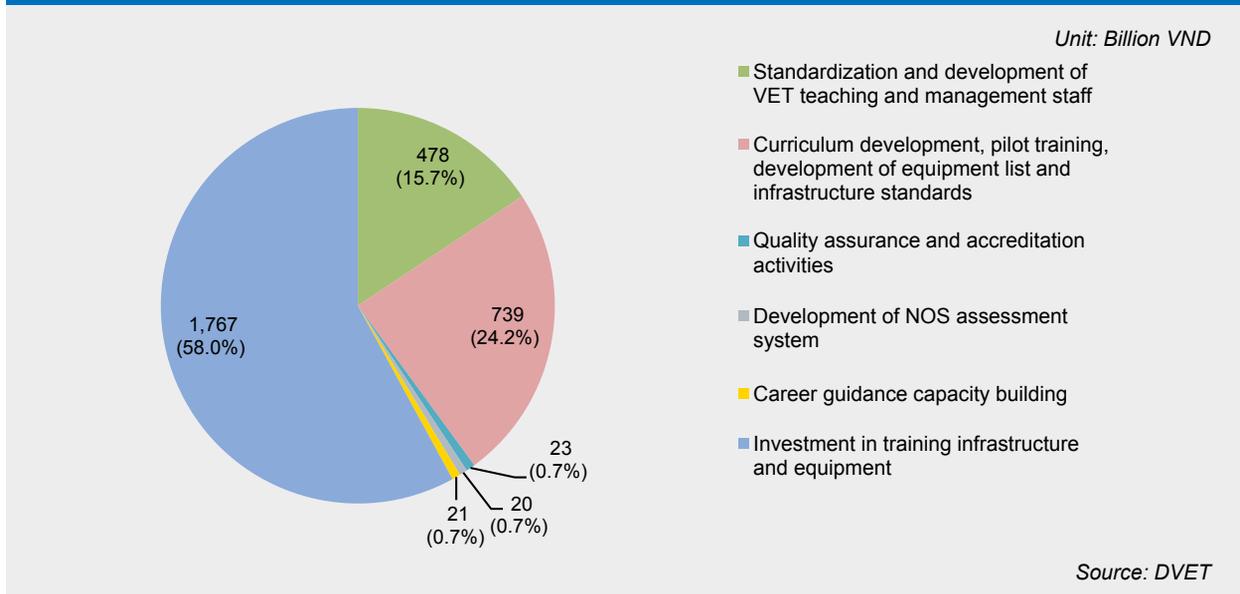
During the period 2016 – 2020, the national state budget allocation for the project comprised

an operational budget of VND3,048 billion, and an investment budget of VND95 billion. The operational budget disbursement reached 40.66% of the planned operational budget for 2016 – 2020, and covered areas of expenditures described in figure 8.5. Investments in training infrastructure and equipment was the largest expenditure item from the operational budget, accounting for 57.97% of the allocated funding. Expenditures incurred on curriculum development, pilot training for the implementation of imported training programmes, development of equipment lists and VET infrastructure standards, and development of economic-technical standards in VET accounted for 24.25% (739 billion VND) of the allocated operational budget. Expenditures incurred on VET teaching and management staff development accounted for 15.68% (478 billion VND), and expenditures incurred on other activities accounted for 2.1% of the allocated operational budget.

⁴⁹ The planned Project budget for the period 2016 – 2020 was 12,179.2 billion VND

⁵⁰ The data was obtained from the reports of 71 out of 180 beneficiary VET institutes that received funding from the project during the period 2016 – 2018

Figure 8.5. Expenditures incurred from state-funded operational budget for the project “Reform and improvement of VET quality”, 2016 – 2018



The current spending structure of the project’s operational budget shows a heavy concentration on training infrastructure and equipment, curriculum development and pilot training, while activities related more closely to VET quality assurance e.g. VET teachers’ development, VET quality assurance and accreditation, NOS assessment, etc. received relatively small budget allocations. Sustaining this spending structure in the long run would undermine efforts to raise the quality of VET in Viet Nam.

8.5. Project “Improvement of the quality of vocational training for rural workers”

According to Official Letter No. 9434/BTC-NSNN issued by the MoF on 14/7/2017, the funding required for the Project “Vocational training for rural workers” within the Target Program for Renovation of Rural Areas for the three-year period 2016 – 2018 amounted to VND1,742 billion, of which allocations for 2016, 2017 and 2018 were respectively VND500 billion, VND540 billion and VND702 billion. However, the structure of the National Target Programme for New Rural Development does not allow for budget allocations to be made directly to its component projects. Instead,

the Programme is given a common budget from which allocations are made to ministries and local governments who decide how to spend their financial resources on different programme activities.

According to reports submitted by ministries and local authorities, during the 2016 – 2018 period, an amount of roughly VND980 billion from state funding for the National Target Programme for New Rural Development was allocated for activities to improve vocational training for rural workers. This figure represented only 56.3% of the funding requirement submitted by MoLISA to the Ministry of Agriculture and Rural Development and reported by MoF on the implementation of the Project “Improvement of the quality of vocational training for rural workers”.

Conclusion

During the 2016 – 2020 period, VET finances were channelled mainly through the project “Improvement of vocational training quality for rural workers” and the project “Reform and improvement of VET quality”. However, the available funds represented only 53% of the required finances for the former project, and

26% of the approved budget for 2016 – 2018 for the latter.

National state budget remained the main source of funding for VET as ministries and local governments failed to deliver on their financial commitments on time and in full. Other sources of funding remained limited.

Expenses incurred between 2016 – 2018 from the state-funded operational budget of the project “Reform and improvement of VET quality” focused mainly on investments in infrastructure, pilot implementation of imported training programmes, curriculum development, development of training equipment lists and economic-technical norms for VET. Activities to ensure VET quality e.g. development of standards, VET quality assurance and accreditation, NOS assessment, development of VET teachers and managers, etc. were not given appropriate priority.

Recommendation

It is recommended to allocate additional funding from the state budget to the Project “Reform and improvement of the VET quality”, as its initial design targeted only vocational training while the current target included both vocational education and training. Ministries and local governments should be more proactive in providing funds and mobilising other financial resources for the implementation of the project. At the same time, beneficiary VET institutes should also enhance their financial management capacity to make the most of the investments and bring about genuine VET quality improvement.

With regards to the project “Improvement of vocational training quality for rural workers”, it would be important for the MoF to specify budget lines for different component projects and activities in its annual budget announcements for the National Target Programme for New Rural Development. Clear information on the estimated required budget for specific activities/component projects would allow ministries and governments to

allocate their financial resources accordingly to achieve the assigned targets.

Recommendations from previous VET reports remained current and valid, specifically:

- The current mechanism of state budget allocation for recurrent expenditures of VET institutes should be improved by phasing out the existing input-based system whereby allocations are made on the basis of input criteria (e.g. number of permanent staff, number of enrolments, etc.), and introducing output-based allocations using such output criteria as graduates’ job placement rate and graduates’ income level. State-budget finances for VET should then be disbursed through bidding and other public services procurement procedures that apply transparent performance indicators to ensure the efficiency and effectiveness of VET operations.
- The Decree regulating VET autonomy should be issued soon. At the same time, it is also necessary to develop a list of VET public services with accompanying technical-economic norms, cost norms, and standards applicable for these services.
- A cost norm should be developed to provide the basis for VET personnel salaries to be factored into VET training costs and thus allow VET institutes to generate revenue and remunerate staff accordingly.
- Tuition fee allowances should be made available for eligible VET students, and the student loan scheme coverage expanded. Student loans, especially those with income-driven repayment options should be made more easily accessible for students not eligible for state financial aid to increase their chances at a VET qualification.
- VET institutes should be encouraged to set up on-campus production and service centres in order to enhance the linkage between production/business and training activities. State-owned assets should be handed over to these public service institutions.

CHAPTER 9

COOPERATION WITH ENTERPRISES IN VOCATIONAL EDUCATION AND TRAINING

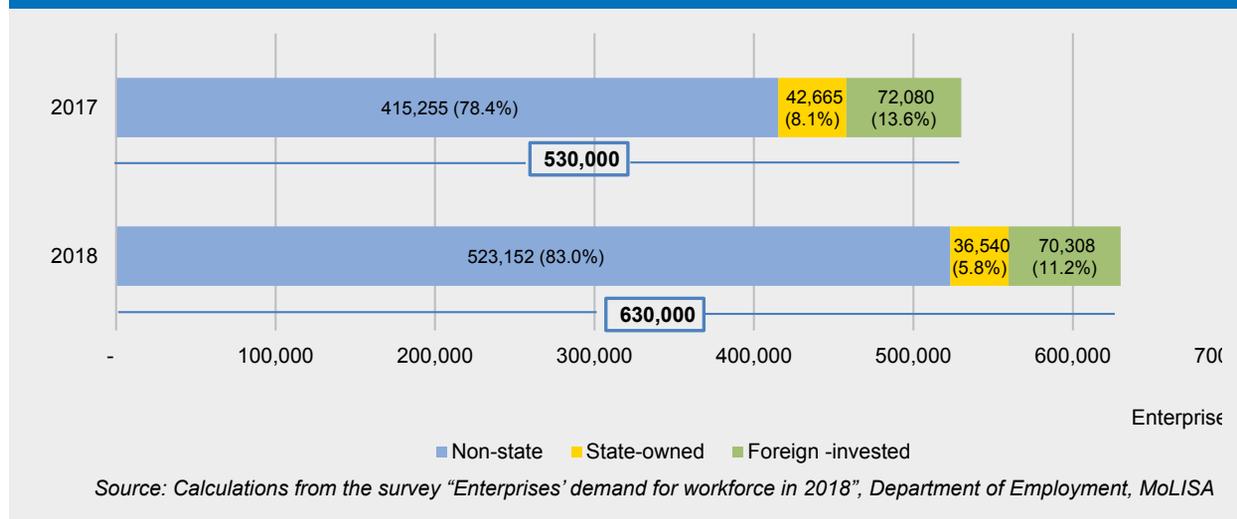
In the 2018 report, the chapter “Cooperation with enterprises in vocational education and training” will continue to discuss different aspects of the engagement of enterprises in VET activities employers’ feedback on VET graduates’ competence and performance, and training options provided by employers to their workers.

9.1. Cooperation between industry and VET institutes

Findings from the survey “Enterprises’ demand for workforce in 2018” carried out by MoLISA’s Department of Employment show

that there was a total of ≈630,000 enterprises operating in Viet Nam of which 83.04% were non-state (523,152 enterprises), 5.79% were state-owned (36,540 enterprises) and 11.16% (70,308) were foreign-invested enterprises.

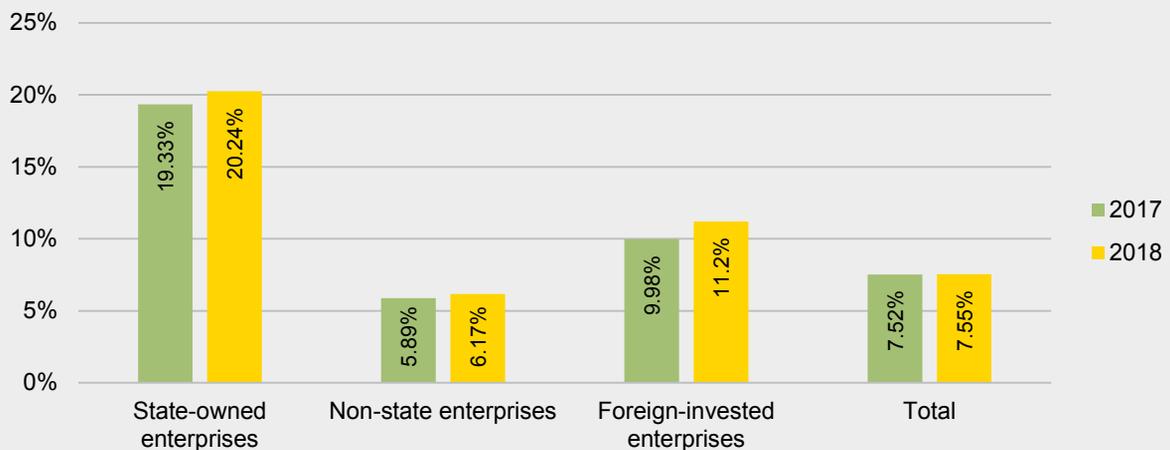
Figure 9.1. Enterprises by type of ownership



In 2018, an additional 7,800 enterprises were found to have cooperation with VET institutes compared with 2017. Non-state enterprises still showed the lowest percentage of cooperation with VET institutes (6.17%), while the figure

for foreign-invested businesses was 11.20%. State-owned enterprises that had cooperation with VET institutes accounted for 20.24% (figure 9.2).

Figure 9.2. Percentage of enterprises having cooperation with VET institutes

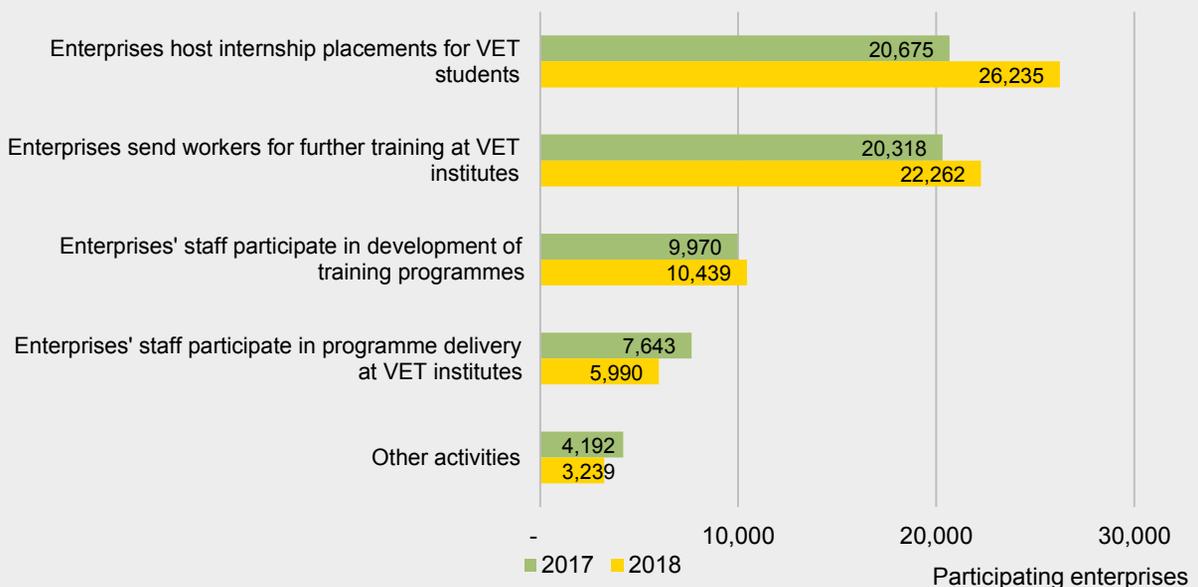


Source: Calculations from the survey “Enterprises’ demand for workforce in 2018”, Department of Employment, MoLISA

The most common forms of cooperation between enterprises and VET institutes included providing internship placements (26,235 participating enterprises) and sending workers to VET institutes for further training (22,262 participating enterprises). Other forms of

stronger and closer cooperation e.g. enterprises’ participation in the development and delivery of training programmes, enterprises’ involvement in the development of occupational standards and students’ assessment and examination, and joint training were found to be very limited (figure 9.3).

Figure 9.3. Forms of cooperation between enterprises and VET institutes



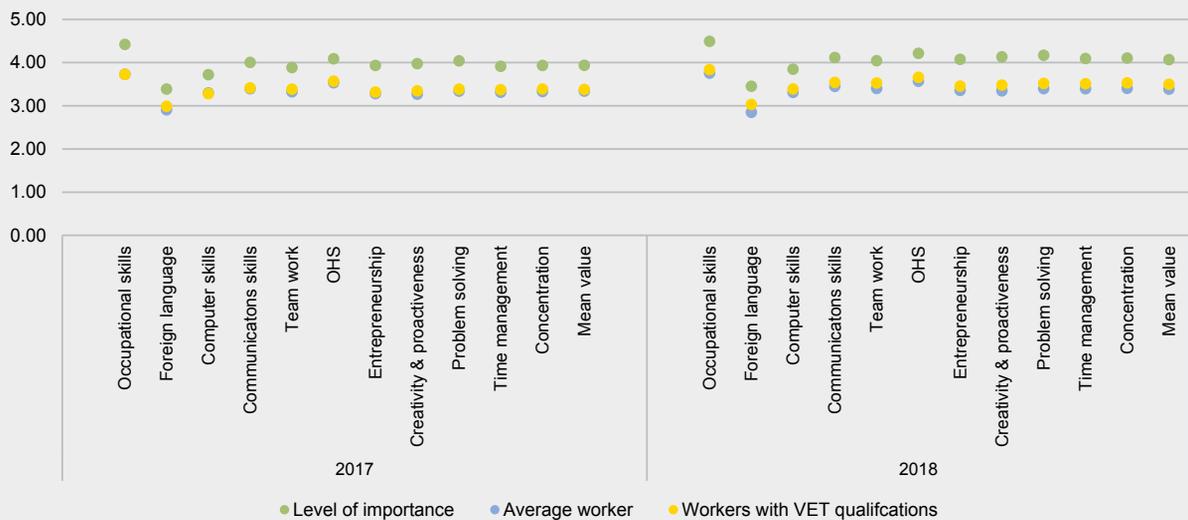
Source: Calculations from the survey “Enterprises’ demand for workforce in 2018”, Department of Employment, MoLISA

9.2. Employee competency assessment by employers

Employers' rating of employees' knowledge and skills was measured on a scale from one to five where one is understood as completely

unsatisfactory and five as completely satisfactory. Figure 9.4 shows that in 2018 VET-trained employees were rated more positively by employers than the average employee.

Figure 9.4. Employers' ratings of workers' skills



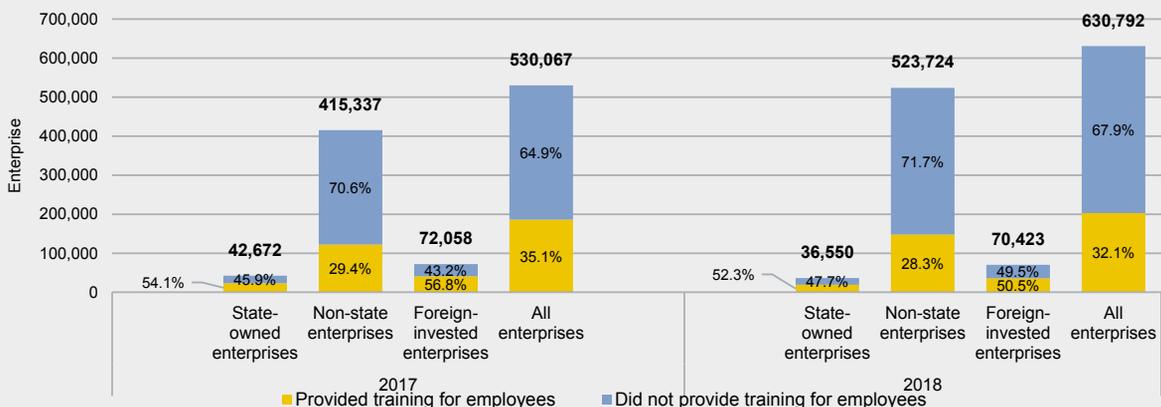
Source: Calculations from the survey "Enterprises' demand for workforce in 2018", Department of Employment, MoLISA

9.3. Training provision for enterprises' workers

32.14% (202,737 enterprises) of the total number of enterprises in Viet Nam provided

training to their employees in 2018, 3.01% less than 2017. Over half of state-owned and foreign-invested enterprises provided training for their employees, against only 28.27% for non-state enterprises (figure 9.5).

Figure 9.5. Enterprises that provided training for employees (%)

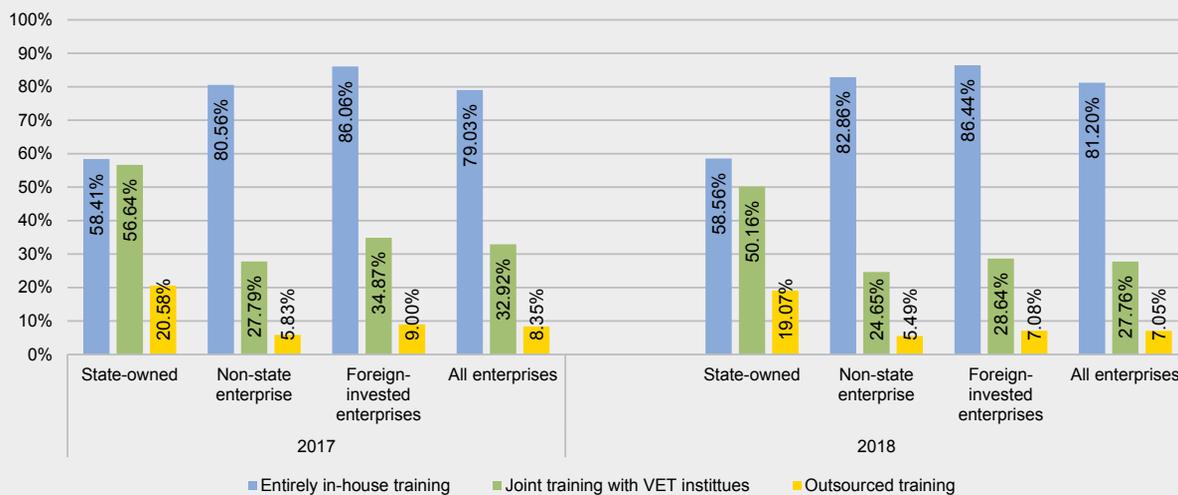


Source: Calculations from the survey "Enterprises' demand for workforce in 2018", Department of Employment, MoLISA

In terms of training format, 81.20% participating enterprises delivered entirely in-house training for their employees, 27.76% cooperated with VET institutes to train employees and 7.05% outsourced training activities to external

providers. State-owned enterprises showed a relatively high percentage of joint training with VET institutes while non-state enterprises and foreign-invested enterprises preferred to conduct training by themselves (figure 9.6).

Figure 9.6. Training for employees by type of training providers (%)

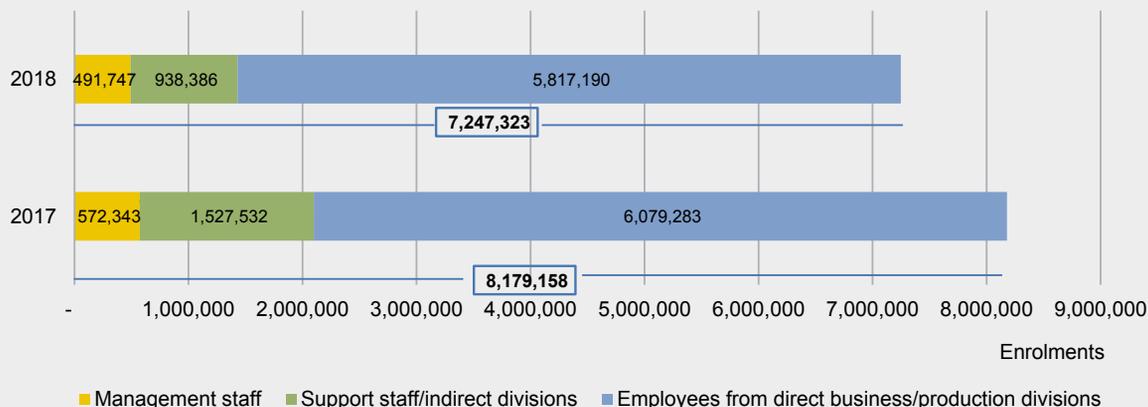


Source: Calculations from the survey "Enterprises' demand for workforce in 2018", Department of Employment, MoLISA

Trainings were provided for 7,247,323 enrolments from workers. Out of these enrolments, 5,817,198 were from direct business and

production divisions, and the remaining were from indirect, supporting divisions and management staff (figure 9.7).

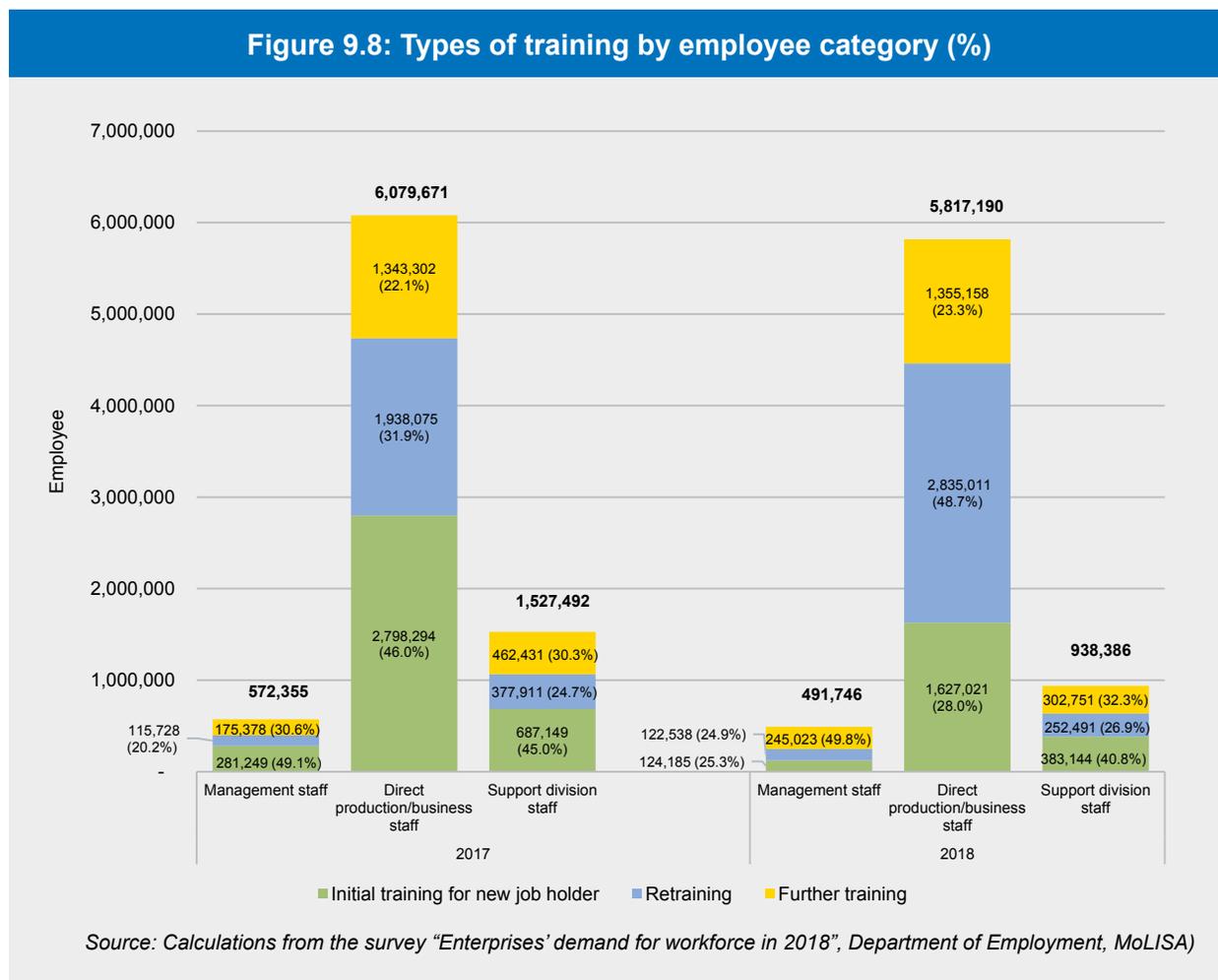
Figure 9.7. Enrolled workers for further training by type of job



Source: Calculations from the survey "Enterprises' demand for workforce in 2018", Department of Employment, MoLISA

Figure 9.8 indicates that enterprises delivered different types of training for each employee category based on the employees' work requirements. It shows that in 2018 re-training was most frequent type of training offered for

employees from direct production and business divisions, while further training was offered more frequently for management staff, and initial training was offered mostly for employees in indirect divisions.



9.4. DVET-led activities to boost VET-industry linkages

Several activities were carried out to promote the involvement of the business sector in VET. Industry representatives were invited to take part in the development of the "minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level VET programmes" for 160 occupations, as well as in the update of NOS for 11 occupations and that of the questions bank for NOS

examinations. Industry representatives were also heavily involved in national and ASEAN skills competitions, and in the coaching of competitors for these events.

International development cooperation programmes with GIZ, the Danish government and the Australian government facilitated the establishment of skills councils as a mechanism to strengthen VET-industry linkages.

DVET also coordinated with departments under MoLISA to carry out activities aimed at better aligning VET with labour market demands.

DVET, the Department of Employment and the Department of Overseas Employment jointly implemented a national database system for labour supply and demand, and cooperated with VCCI to carry out job fairs to connect VET providers and employers and promote overseas work for Vietnamese workers under contractual agreements.

Conclusion

The number of enterprises having cooperation ties with VET institutes rose by 7,800 between 2017 and 2018. However, the overall percentage of enterprises that cooperate with VET institutes remained low (7.55%), and cooperation activities continued to centre around the hosting of VET students' internships, and the provision of training for employees at VET institutes.

The percentage of enterprises that provided training for their employees decreased by 3.0% compared with 2017. State-owned and foreign-invested enterprises were more likely than non-state enterprises to provide training for their employees. Entirely in-house training for employees was by far more popular (81.2%) than joint training with VET institutes or outsourced training.

Recommendation

Over recent years, substantial numbers of cooperation agreements were signed between different VET stakeholders and the business sector. It would be necessary to monitor and evaluate the actual implementation of these agreements to have a better understanding of success factors and existing bottlenecks, to provide transparent information for students and the community, and thus build trust in the VET sector.

The annual surveys on "Enterprises' demand for workforce" provide an important data source for VET institutes to understand enterprises' needs and thus identify market demands that they can meet. It would be beneficial to adjust the survey's questionnaire so that results can provide more precise information on enterprises' training preferences.

Emerging skills requirements and recruitment trends need to be updated timely to help VET institutes adjust their training programmes and better respond to Industry 4.0.

Connections between VET institutes and job centres need to be enhanced to both support VET graduates in their job search and allow better access to VET-trained workers for enterprises.

APPENDIX

Appendix 1: List of normative and guiding documents on vocational education and training issued in 2018

No	Code	Date of issuance	Type of document	Name of document	Issued by
1	01/NQ-CP	01/01/2018	Resolution	Major tasks and solutions for the implementation of the socio-economic development plan and state budget estimates for 2018	The Government
2	08/NQ-CP	24/01/2018	Resolution	Government's action plan on the implementation of Resolution 19-NQ/TW issued on 25 /10/2017 by the 6th plenum of the 12th Party Central Committee on the continued reform of the organization and management system of public non-business entities to improve quality and operational efficiency.	The Government
3	24/NĐ-CP	27/02/2018	Decree	Regulation on the settlement of complaints and denunciations in the field of labour, VET, activities of sending contracted Vietnamese workers overseas, employment and occupational safety/hygiene.	The Government
4	39/2018/NĐ-CP	11/03/2018	Decree	Provision of specific regulations for articles under the Law on support of SMEs	The Government
5	49/2018/NĐ-CP	30/03/2018	Decree	Regulations on VET quality accreditation	The Government
6	145/2018/NĐ-CP	16/10/2018	Decree	Amendment and addition of supplementary provisions to articles under Decree 86/2015/NĐ-CP issued by the Government on 02/10/2015 regulating the mechanism for tuition fees collection and management applicable for public educational institutions, the exemption and reduction of tuition fees, and support for tuition costs from the academic year 2015 – 2016 to the academic year 2020 – 2021	The Government
7	522/QĐ-TTg	14/05/2018	Decision	Approval of the Programme “Career orientation and streaming of students in general education for the period 2018 – 2025”	Prime Minister
8	786/LĐTBXH-TCGDNN	02/03/2018	Official correspondence	On VET-industry linkages	MoLISA
9	1960/LĐTBXH-TCGDNN	21/05/2018	Official correspondence	On the reporting of results of the implementation of the policy on support for elementary-level vocational training for youth	MoLISA
10	03/2018/TT-BLĐTBXH	15/06/2018	Circular	Regulation on the standards of professional titles applicable for public employees in VET sector	MoLISA
11	885/QĐ-LĐTBXH	10/07/2018	Decision	Development of the Taskforce for Cooperation between VET and the labour market for sustainable employment	MoLISA

No	Code	Date of issuance	Type of document	Name of document	Issued by
12	2879/LĐTBXH-TCGDNN	18/07/2018	Official correspondence	On the reform and enhancement of VET communications and promotion	MoLISA
13	06/2018/TT-BLĐTBXH	01/08/2018	Circular	Promulgation of the list of physical facilities and equipment for the national occupational skill assessment of pit mine exploitation technicians, pit mine construction technicians and pit mine electro- mechanic technicians of occupational skill levels of 1,2,3	MoLISA
14	08/2018/TT-BLĐTBXH	14/08/2018	Circular	Promulgation of economic-technical norms for intermediate- and college-level training of industrial power technicians; air-conditioning technicians; foundation construction machinery operators; crane operators, construction technicians, crop protection technicians; fisheries processing technicians; network administration technicians; gas and petrol business administration technicians.	MoLISA
15	76/2018/TT-BTC	17/08/2018	Circular	Instructions on the content and cost norms for developing training syllabi and materials for subjects taught in higher education and VET programmes	MoF
16	10/2018/TT-BLĐTBXH	26/09/2018	Circular	Promulgation of the curriculum and regulation on the training organization and assessment of learning outcomes of National Defense and Security Education – a component of the set of general subjects within intermediate- and college-level VET training programmes	MoLISA
17	11/2018/TT-BLĐTBXH	26/09/2018	Circular	Promulgation of the curriculum for Informatics – a component of the set of general subjects within intermediate- and college-level training programmes	MoLISA
18	12/2018/TT-BLĐTBXH	26/09/2018	Circular	Promulgation of curriculum for Physical Education – a component of the set of general subjects within intermediate- and college-level training programmes	MoLISA
19	13/2018/TT-BLĐTBXH	26/09/2018	Circular	Promulgation of the curriculum for Legal Education – a component of the set of general subjects taught within intermediate- and college-level training programmes	MoLISA
20	4986/VBHN-BLĐTBXH	23/11/2018	Decree	Regulation on investment and operations conditions in VET sector	MoLISA
21	21/2018/TT-BLĐTBXH	30/11/2018	Circular	Promulgation of the criteria for high-quality intermediate and college-level training programmes	MoLISA
22	23/2018/TT-BLĐTBXH	06/12/2018	Circular	Regulation on the management of records and logbooks in intermediate- and college-level training programmes	MoLISA

No	Code	Date of issuance	Type of document	Name of document	Issued by
23	24/2018/TT-BLĐT BXH	06/12/2018	Circular	Promulgation of the curriculum for Political Education – a component of the set of general subjects within intermediate- and college-level training programmes	MoLISA
24	5213/VBHN-BLĐT BXH	11/12/2018	Decree	Specific regulation on the implementation of articles pertaining to the assessment and certification of national occupational skills under the Law on Employment	MoLISA
25	1821/QĐ-LĐT BXH	19/12/2018	Decision	Promulgation of monitoring and evaluation indicators for VET activities of the Project “Reform and improvement of VET quality” under the National Target Programme on Vocational Education and Training – Employment and Occupational Safety for the period 2016-2020	MoLISA
26	27/2018/TT-BLĐT BXH	25/12/2018	Circular	Regulation on the assessment of and certificate issuance for VET accreditors and regulating the process and cycle of VET quality accreditation	MoLISA
27	28/2018/TT-BLĐT BXH	25/12/2018	Circular	Regulation on in-service pedagogical training for intermediate- and college-level VET teachers and the issuance of pedagogical training certificates for intermediate- and college-level VET teachers	MoLISA
28	32/2018/TT-BLĐT BXH	26/12/2018	Circular	Instructions on the provision of vocational training support to employees working in SMEs	MoLISA
29	33/2018/TT-BLĐT BXH	26/12/2018	Circular	Regulation on distance learning and guided self-study in elementary, intermediate and college-level VET	MoLISA
30	34/2018/TT-BLĐT BXH	26/12/2018	Circular	Amendment and modification of articles under Circular 42/2015/TT-BLĐT BXH on elementary-level VET training, Circular 43/2015/TT-BLĐT BXH on continuing training, Circular 07/2017/TT-BLĐT BXH on working regimes for VET teachers, Circular 08/2017/TT-BLĐT BXH on standards for VET teacher professional qualifications and competence, Circular 10/2017/TT-BLĐT BXH on the formats of intermediate and college diplomas; diploma printing, issuing, monitoring, granting, revocation and annulment and Circular 31/2017/TT-BLĐT BXH on the in-service training at college, intermediate or elementary training level	MoLISA
31	617/2018/NQ/BCSĐ	28/12/2018	Resolution	Continued reform and improvement of VET quality by 2021 with vision to 2030	MoLISA Central Committee of the Communist Party

No	Code	Date of issuance	Type of document	Name of document	Issued by
32	38/2018/TT-BLĐTĐBXH	28/12/2018	Circular	Regulation on standards and norms for the use of non-business facilities in VET sector	MoLISA
33	40/2018/TT-BLĐTĐBXH	28/12/2018	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level VET programmes in the fields of arts, fine arts and languages	MoLISA
34	41/2018/TT-BLĐTĐBXH	28/12/2018	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level VET programmes in the fields of journalism, communications, business and management	MoLISA
35	44/2018/TT-BLĐTĐBXH	28/12/2018	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level VET programmes in the fields of computer science and information technology	MoLISA
36	45/2018/TT-BLĐTĐBXH	28/12/2018	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level VET programmes in the fields of architectural technology, construction, mechanical engineering, electrical engineering, electronic engineering, communications engineering and chemical engineering	MoLISA
37	46/2018/TT-BLĐTĐBXH	28/12/2018	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level VET programmes in the fields of materials science and technology, metallurgy, manufacturing and other technical occupations	MoLISA
38	48/2018/TT-BLĐTĐBXH	28/12/2018	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level VET programmes in the fields of electrical engineering, electronics and telecommunications engineering	MoLISA
39	50/2018/TT-BLĐTĐBXH	28/12/2018	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level VET programmes in the fields of mining technology, and other technical occupations	MoLISA

No	Code	Date of issuance	Type of document	Name of document	Issued by
40	52/2018/TT-BLĐTBXH	28/12/2018	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level VET programmes in the fields of agriculture, forestry, fisheries and veterinary	MoLISA
41	54/2018/TT-BLĐTBXH	28/12/2018	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level VET programmes in the fields of healthcare and social work	MoLISA
42	55/2018/TT-BLĐTBXH	28/12/2018	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level VET programmes in the fields of tourism, hospitality, sports and personal services	MoLISA
43	56/2018/TT-BLĐTBXH	28/12/2018	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level VET programmes in the fields of transportation services, environment and security	MoLISA

Appendix 2: List of licensed NOS assessment and certification agencies

No	Assessment providers	No	Occupations	Skills level
1	Viet Nam College of Coal and Minerals Mining (Hong Cam Mining College-Vinacom)	1	Underground Mining Techniques	1,2,3
		2	Mining Construction Techniques	1,2,3
		3	Underground Electro-Mechanical Engineering	1,2,3
		4	Coal Quality and Quantity Inspection	1,2,3
		5	Welding	1,2,3
		6	Industrial Electrics	1,2,3
		7	Automotive Technology	1,2,3
		8	Repair of Mining Equipment	1,2,3
2	Hung Vuong Vocational School of Technology	1	Graphic Design	1,2
		2	Mechatronics	1,2
		3	Operation and Repair of Refrigeration Equipment	1,2
3	Lilama 2 International Technology College	1	Welding	1,2,3
		2	Installation of pipelines	1,2,3
		3	Mechatronics	1,2,3
		4	Industrial Electrics	1,2,3
		5	Industrial Electronics	1,2,3
4	Dong An College of High Technology	1	Mechatronics	1,2,3
		2	CNC Metal Cutting	1,2,3
5	Ha Noi College of Mechatronics	1	Industrial Electrics	1,2,3
		2	Welding	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Operation and Repair of Electric Pump Station	1,2,3
6	Ha Noi Industrial Vocational College	1	Industrial Electrics	1,2,3
		2	Welding	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Operation and Repair of Refrigeration Equipment	1,2,3

No	Assessment providers	No	Occupations	Skills level
7	College of Technology II (Ho Chi Minh City Vocational College of Technology)	1	Automotive Technology	1,2,3
		2	Welding	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Industrial Electrics	1,2,3
		5	Industrial Electronics	1,2,3
		6	Graphic Design	1,2,3
		7	Information Technology (UDPM)	1,2,3
		8	Industrial Sewing	1,2,3
		9	Masonry- Finishing	1,2,3
		10	Steel Reinforcement – Welding	1,2,3
		11	Formwork- Scaffolding	1,2,3
8	Viet Nam-Korea Vocational College of Technology	1	Welding	1,2,3
		2	Industrial Electrics	1,2,3
		3	Industrial Electronics	1,2,3
		4	CNC Metal Cutting	1,2,3
9	LILAMA – Technical & Technology College I	1	Mechanical Manufacturing	1,2,3
		2	Electrical Installation and Control Technology in Industry	1,2,3
		3	Welding	1,2,3
10	Long Bien Vocational College	1	Industrial Sewing	1,2,3
		2	Repair of Sewing Equipment	1,2,3
		3	Industrial Sewing production	1,2,3
11	Vinh Long University of Technical Education	1	Industrial Electrics	1,2,3
		2	Automotive Technology	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Welding	1,2,3
		5	Information Technology (UDPM)	1,2,3
		6	Industrial Electronics	1,2,3
		7	Operation and Repair of Refrigeration Equipment	1,2,3
		8	Mechatronics	1,2,3
		9	Graphic Design	1,2,3

No	Assessment providers	No	Occupations	Skills level
12	Ha Noi University of Industry	1	CNC Metal Cutting	1,2,3,4
		2	Welding	1,2,3,4
		3	Automotive Technology	1,2,3,4
		4	Graphic Design	1,2,3
		5	Information Technology (UDPM)	1,2,3
		6	Industrial Electrics	1,2,3
		7	Operation and Repair of Refrigeration Equipment	1,2,3
		8	Industrial sewing	1,2,3
		9	Industrial Electronics	1,2,3
13	Vinh University of Technical Education	1	Industrial Electrics	1,2,3
		2	Automotive Technology	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Welding	1,2,3
		5	Information Technology (UDPM)	1,2,3
		6	Industrial Electronics	1,2,3
		7	Mechanical Equipment Manufacturing	1,2,3
		8	Computer Network Administration	1,2,3
14	Nam Dinh University of Technical Education	1	Industrial Electrics	1,2,3,4
		2	Automotive Technology	1,2,3,4
		3	CNC Metal Cutting	1,2,3,4
		4	Welding	1,2,3,4
		5	Operation and Repair of Refrigeration Equipment	1,2,3,4
		6	Industrial Electronics	1,2,3,4
		7	Electrical Installation and Control Technology in Industry	1,2,3,4
		8	Computer Programming	1,2,3,4
		9	Computer Network Administration	1,2,3,4
		10	Graphic Design	1,2,3,4

No	Assessment providers	No	Occupations	Skills level
15	College of Engineering and Technology	1	Industrial Electrics	1,2,3
		2	Automotive Technology	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Industrial Electronics	1,2,3
		5	Information Technology (UDPM)	1,2,3
16	Vinh Phuc Vocational College (Vinh Phuc Viet Nam-German Vocational College)	1	CNC Metal Cutting	1,2,3
		2	Welding	1,2,3
		3	Industrial Electrics	1,2,3
17	Vocational College No. 2- Ministry of Defence	1	Industrial Electrics	1,2,3
		2	Welding	1,2,3
		3	Automotive Technology	1,2,3
18	National College of Transportation 2	1	Industrial Electrics	1,2,3
		2	Welding	1,2,3
		3	Automotive Technology	1,2,3
		4	CNC Metal Cutting	1,2,3
19	Chu Lai - Truong Hai Vocational College	1	Automotive Technology	1,2,3
		2	CNC Metal Cutting	1,2,3
		3	Welding	1,2,3
20	Son La College of Technology	1	Welding	1,2,3
		2	Automotive Technology	1,2,3
		3	Industrial Electrics	1,2,3
21	Da Nang Vocational College	1	Automotive technology	1,2,3
		2	Mechatronics	1,2,3
		3	Industrial Electrics	1,2,3
		4	Industrial Sewing	1,2,3
		5	Electrical Installation and Control Technology in Industry	1,2,3
		6	Computer Network Administration	1,2,3

No	Assessment providers	No	Occupations	Skills level
22	Vocational College No. 5- Ministry of Defence	1	Automotive Technology	1,2,3
		2	Welding	1,2,3
23	Kien Giang Vocational College	1	Industrial Electrics	1,2,3
		2	CNC Metal Cutting	1,2,3
		3	Metal Cutting- Turning	1,2,3
24	Nguyen Tat Thanh University	1	Industrial Sewing	1,2,3
		2	Industrial Electrics	1,2,3
		3	Industrial Electronics	1,2,3
		4	Information Technology (UDPM)	1,2,3
25	Tuyen Quang College of Engineering and Technology	1	Welding	1,2,3
		2	Industrial Electrics	1,2,3
		3	Automotive Technology	1,2,3
26	Vocational College No. 1-Ministry of Defence	1	Welding	1,2,3
		2	Industrial Electrics	1,2,3
		3	Automotive Technology	1,2,3
		4	CNC Metal Cutting	1,2,3
27	Vocational College No. 3-Ministry of Defence	1	Mechatronics	1,2,3
		2	Industrial Electronics	1,2,3
		3	Automotive Technology	1,2,3
		4	Industrial Electrics	1,2,3
		5	Operation and Repair of Refrigeration Equipment	1,2,3
28	Ho Chi Minh City College of Civil Construction 2	1	Masonry - Finishing	1,2,3
		2	Steel Reinforcement - Welding	1,2,3
		3	Formwork - Scaffolding	1,2,3
		4	Concrete	1,2,3
		5	Water supply	1,2,3
		6	Drainage	1,2,3
		7	Installation of Water Pipes	1,2,3

No	Assessment providers	No	Occupations	Skills level
29	Dak Lak Vocational Colleges	1	Automotive Technology	1,2,3
		2	Welding	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Industrial electrics	1,2,3
30	Dung Quat College of Engineering and Technology	1	Industrial Electrics	1,2,3
		2	Automotive Technology	1,2,3
		3	Welding	1,2,3
31	South College of Technology and Agro-Forestry	1	Rubber Production	1,2,3
		2	Forestry culture	1,2,3
		3	Planting and Tending Rubber Trees	1,2,3
		4	Planting and Tending Coffee Trees	1,2,3
		5	Fine Art Carpentry	1,2,3
		6	Civil Woodworks	1,2,3
		7	Rural Electro - Mechanical Engineering	1,2,3
32	Da Lat Vocational College	1	Automotive Technology	1,2,3
		2	Industrial Electrics	1,2,3
33	Marine College No 2	1	CNC Metal Cutting	1,2,3
34	Vocational College of Mechanics and Irrigation	1	CNC Metal Cutting	1,2,3
		2	Automotive Technology	1,2,3
		3	Industrial Electrics	1,2,3
35	South Agriculture College	1	Plant Protection	1,2,3
		2	Veterinary	1,2,3
36	Thu Duc College of Technology	1	Metal Cutting (Universal Milling)	1,2,3
		2	Metal cutting (Universal Lathe)	1,2,3
		3	Mechatronics	1,2,3
		4	Automotive Technology	1,2,3
		5	Industrial Electrics	1,2,3
		6	Welding	1,2,3
		7	Graphic Design	1,2,3

No	Assessment providers	No	Occupations	Skills level
37	Ho Chi Minh City University of Technical Education	1	CNC Metal Cutting	1,2,3
		2	Automotive Technology	1,2,3
		3	Industrial Electrics	1,2,3
		4	Industrial Electronics	1,2,3
38	Nha Trang College of Technology	1	Industrial Electrics	1,2,3
		2	Automotive Technology	1,2,3
39	Ho Chi Minh City Vocational College	1	Metal Cutting (Universal Milling)	1,2,3
		2	Information Technology (UDPM)	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Automotive Technology	1,2,3
		5	Industrial Electrics	1,2,3
		6	Industrial Electronics	1,2,3
		7	Welding	1,2,3
		8	Electrical Installation and Control Technology in Industry	1,2,3
		9	Computer Programming	1,2,3
		10	Graphic Design	1,2,3
40	Central College of Transportation No 1	1	Road machinery operator	1,2,3
		2	Quality testing and evaluation	1,2,3
		3	Road-bridge quality testing and evaluation	1,2,3
		4	Automotive technology	1,2,3
		5	Industrial electrics	1,2,3
41	College of Machinery & construction	1	Crane operator	1,2,3

Appendix 3: List of occupations licenced for NOS assessment

No	Occupation	No	Occupation
1	Plant Protection	25	Forestry culture
2	Concrete works	26	Installation of Transmission lines and Electrical substations
3	Water supply	27	Computer Programming
4	Metal Cutting (Universal Milling)	28	Installation of Water Pipes
5	Metal cutting (Universal Lathe)	29	Garment Manufacturing
6	CNC Metal Cutting	30	Fine Art Carpentry
7	Rubber Production	31	Civil Woodworks
8	Mechanical Equipment Manufacturing	32	Masonry- Finishing
9	Rural Electro- Mechanical Engineering	33	Computer Network Administration
10	Mechatronics	34	Repair of Mining Equipment
11	Automotive Technology	35	Repair of Sewing Equipment
12	Information Technology (UDPM)	36	Garment Manufacturing Production
13	Formwork- Scaffolding	37	Repair of Construction Machines
14	Steel Reinforcement- Welding	38	Graphic Design
15	Industrial Electrics	39	Road-bridge quality testing and evaluation
16	Industrial Electronics	40	Electrical Testing
17	Coal Quality and Quantify Inspection	41	Drainage
18	Welding	42	Planting and Tending Coffee Trees
19	Electric Power Systems	43	Planting and Tending Rubber Trees
20	Underground Mining Techniques	44	Veterinary
21	Mining Construction Techniques	45	Operation and Repair of Electric Pump Stations
22	Underground Electro-Mechanical Engineering	46	Crane operator
23	Techniques for Installation of conduits and pipework	47	Road machinery operator
24	Electrical Installation and Control Technology in Industry	48	Operation and Repair of Refrigeration Equipment

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