



TVET Country Profile Vietnam

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TVETipedia Glossary

Words marked in [blue](#) are linked to UNESCO-UNEVOC’s online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more [here](#).

Acknowledgements

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Statistics¹

General information

| Category | Indicator | Statistics (2015) |
|-------------|--|-------------------|
| Demographic | Total population (in thousands) | 94 444.2 (2016) |
| | Population growth (annual %) | 1.06879 |
| | Median age of population ² | 30.4 |
| | Population aged 15-24 years (in thousands) | 15 265.015 (2016) |

| | | |
|----------------|---|--------------|
| Socio-economic | GDP growth (annual %) | 6.67929 |
| | GDP per capita (current US\$) | 2 111.13802 |
| | Unemployment rate (%) ³ | 2.2 (2016) |
| | Youth literacy rate, population 15-24 years, both sexes (%) | 97.09 (2009) |

Participation in education by level and by programme orientation, 2015

| Category | | Gross enrolment ration (%) | | Percentage of students who are female (%) | |
|--|---------------------------|----------------------------|-------|---|-------|
| Primary education (ISCED 1) | | 108.88 | | 47.87 | |
| Secondary education, all programmes | Lower secondary (ISCED 2) | - | 96.98 | - | 48.83 |
| | Upper secondary (ISCED 3) | - | - | - | - |
| Tertiary education, all programmes (ISCED 5-8) | | 28.84 | | 48.91 | |

| Category | | Percentage of students enrolled in vocational programmes, both sexes (%) | | Percentage of students in vocational education who are female (%) | |
|-------------------------------------|---------------------------|--|---|---|---|
| Secondary education, all programmes | Lower secondary (ISCED 2) | - | - | - | - |
| | Upper secondary (ISCED 3) | - | - | - | - |

| Indicator | Both sexes (%) | Percentage of students who are female (%) |
|--|----------------|---|
| Percentage of students in tertiary education enrolled in short cycle education (ISCED 5) | 21.88 | 58.40 |

¹ All statistics retrieved from UNESCO Institute for Statistics (UIS) (<http://uis.unesco.org/>) unless otherwise indicated

² UN DESA. World Population Prospects. <https://esa.un.org/unpd/wpp/Download/Standard/Population/>

³ International Labour Organization. [ILOSTAT - ILO database of labour statistics](http://www.ilo.org/ilostat/)

Education finance

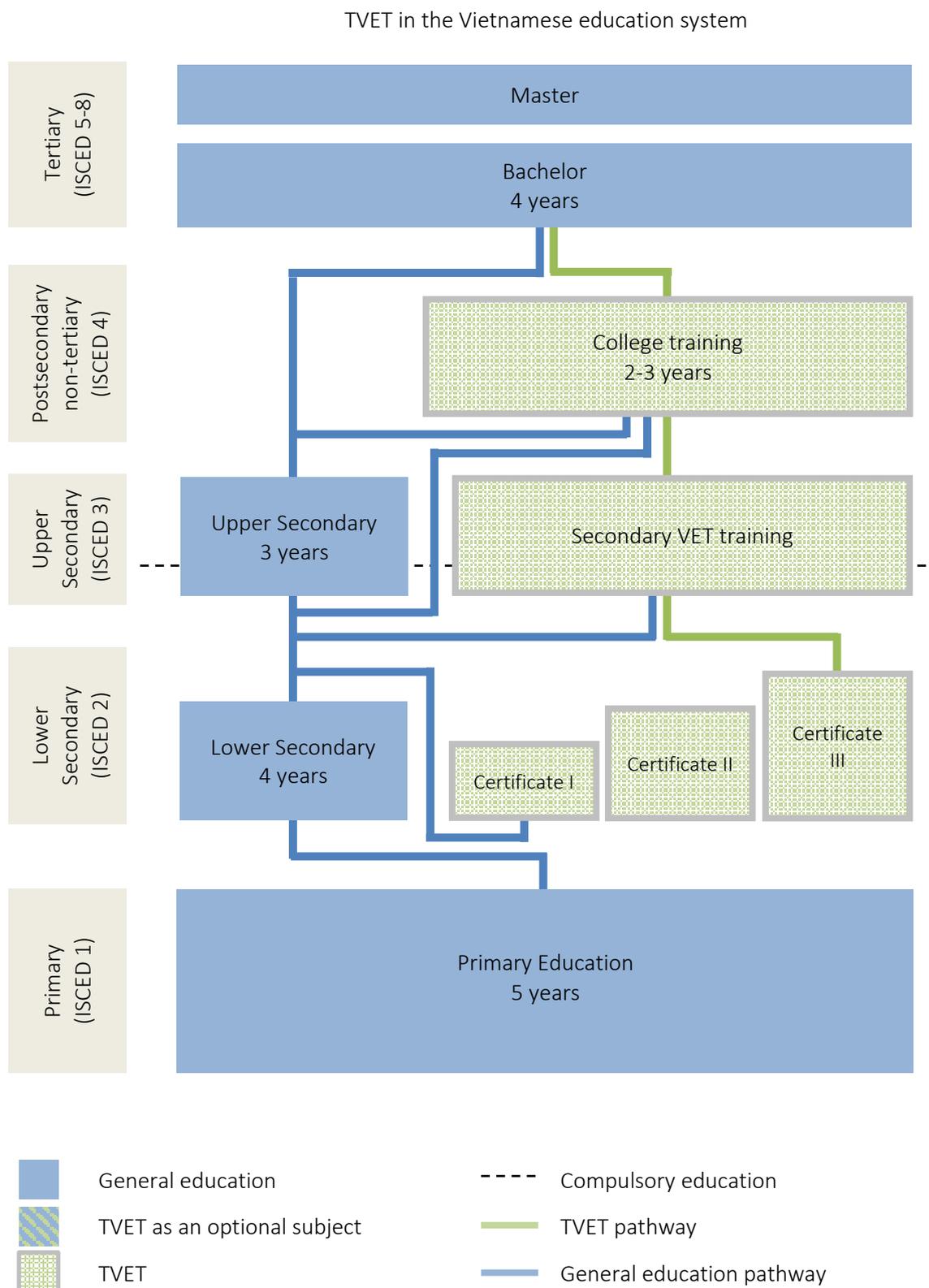
| Category | Indicator | Statistics (2015) |
|-------------|--|-------------------|
| Expenditure | Government expenditure on education as % of total government expenditure (%) | 18.53 |
| | Expenditure on secondary and post-secondary non-tertiary vocational education as % of total government expenditure (%) | 0.91 |

SDG thematic indicators related to TVET and skills⁴

| Category | Indicator | Statistics (2015) |
|----------------------------------|---|-------------------|
| Selected SDG thematic indicators | Participation rate in technical-vocational programmes (15- to 24-year-olds) (%) | - |
| | Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills (%) | - |

⁴ Other Sustainable Development Goal 4 thematic indicators at <http://sdg4monitoring.uis.unesco.org/>

1. TVET formal, non-formal and informal systems



Formal TVET system

| | |
|--|---|
| Elementary training is offered after the lower secondary education level (ISCED 2). | |
| Duration: | 3 months to 1 year |
| Admission requirements: | No qualifications required |
| Taught in: | Vocational training centres in VET institutions belonging to the Ministry of Labour and Social Affairs, as well as other centres under other ministries |
| Graduates from elementary training receive Certificates I, II or III, depending on the programme chosen and duration. Graduates from elementary training can advance to further education in secondary VET training (ISCED 3). | |

| | |
|--|--|
| Secondary VET training is offered at the upper secondary level (ISCED 3). | |
| Duration: | Up to 2 years |
| Admission requirements: | Lower secondary education graduates and students who have completed elementary training at the lower secondary education level (ISCED 2) |
| Taught in: | Secondary Vocational Schools under various ministries and agencies |
| Graduates from secondary VET training advance to further TVET programmes provided in colleges at the postsecondary non-tertiary level (ISCED 4). | |

| | |
|--|---|
| College training (practicing bachelor training) is offered at the postsecondary non-tertiary level (ISCED 4). | |
| Duration: | 2 – 3 years |
| Admission requirements: | Upper secondary education graduates and students who have completed secondary VET training at the upper secondary education level (ISCED 3) |
| Taught in: | Vocational colleges, universities under various ministries and related agencies |
| Graduates from college training are able to proceed to (general) Bachelor programmes at the tertiary education level (ISCED 6). This is dependent on the type of programme chosen, and may not apply to all programmes at the ISCED 6 level. | |

Non-formal and informal TVET systems

Non-formal and informal training in Vietnam are referred to as continuing vocational education and training (C-VET). The Law on VET (2015) defines C-VET as training that is provided as in-service, correspondence, or guided self-study training at the elementary, intermediate, and college levels. Flexible or part-time vocational training programmes are also considered as C-VET. The Ministry of Labour and Social Affairs is responsible for C-VET programmes.

The duration of continuing training depends on the programme and the types of trainees targeted (e.g. unemployed youths, ethnic minority groups, people with disabilities, employed people those who want to have further training etc.). Non-formal and informal TVET are offered in TVET institutions or other organizations such as the Women Union, Farmer Union, Youth Union, associations, and companies.

There are no mechanisms to recognize non-formal and informal [prior learning](#).

2. TVET strategy and Key Policy documents

TVET in Vietnam is known as vocational education and training (VET) and it aims to develop a skilled workforce that contributes to making the country economically competitive both regionally and globally. There is currently a shortage of skilled workers and technicians with practical training, and the Government of Vietnam has put vocational skills training and boosting employment at the heart of its development goals.

The following key documents help guide the development of VET in Vietnam.

| | |
|--|--|
| Name of document | Law on Vocational Education and Training |
| Date entered into force | 1 July 2015 |
| Website link | Link |
| Key points and objectives | |
| <p>This Law regulates the vocational education and training system and covers the organization and operation of vocational training institutions, and the rights and obligations of organizations and individuals involved in the vocational training. The Law also stipulates the objectives of VET at the different education levels (elementary, intermediate and college). Among others, the Law also calls for:</p> <ul style="list-style-type: none"> • encourage the private sector to be involved in the provision of VET through incentive policies on land, taxation, credit, training of educators and administrative officials, renting of facilities to vocational training institutions and non-profit foreign-invested vocational training institutions; • support craftsmen and skilled workers in vocational training, especially in traditional vocational and vocations in rural areas; • involve socio-political organizations, social organizations, socio-professional organizations in formulating strategies, planning, and policies regarding VET. This includes the Vietnam Chamber of Commerce and Industry and enterprise associations; • develop bridge programmes to facilitate VET students to take programmes as higher education levels in the same or different disciplines. | |

| | |
|--|----------------------|
| Name of document | Education Law |
| Date entered into force | 2005 |
| Website link | Link |
| Key points and objectives | |
| <p>The Law regulates the national education system, including schools, other educational institutions, state agencies, political organizations, socio-political organizations and the organizations and individuals involved in educational activities. Section 3 covers professional education and establishes its goals, as well as the duration of the VET programmes at the different education levels. The Law covers, amongst others, curriculum content and pedagogy, types of VET institutions, and the types of certificates and diplomas awarded to graduates.</p> | |

| | |
|---|------------------------|
| Name of document | Law on Gender Equality |
| Date entered into force | 2006 |
| Website link | Link |
| Key points and objectives | |
| <p>The Law establishes the principles of gender equality in a number of fields, including social and family life, measures ensuring gender equality, and the responsibilities of agencies, organizations, families, individuals to exercise gender equality. Regarding education and training, the Law states that:</p> <ul style="list-style-type: none"> • man and females are equal in terms of age for schooling, training and fostering courses; • man and females are equal in choosing professions and occupations for learning and training; • man and females are equal in accessing and benefiting from the policies on education, training, fostering of professional knowledge and skills; • measures to promote gender equality in the field of education and training include: (i) to ensure that the proportion of man and females participating in the study and training is equal; and (ii) to assist female workers in rural areas to have access to vocational training. | |

3. Governance and financing

Governance

Since the enactment of the new Law on VET in 2015, the **Ministry of Labour and Social Affairs (MOLISA)** is responsible for the national VET system. Specifically, the General Directorate of Vocational Education and Training (GDVET), which is under the Ministry, performs an advisory role in governing and implementing the Law on VET.

In addition to the MOLISA, other enterprises, local authorities at provincial level and private sector actors also play an important role in the development of VET. For example, apart from MOLISA, other ministries such as the Ministry of Construction, Ministry of Industrial and Trade, and Ministry of Culture, Sports and Tourism also provide VET programmes in their institutions. Additionally, organizations like the Women Union, Farmer Union, and Youth

Union also have vocational training centres that provide short- or long-term vocational training programmes. At the local level, the Department of Labour - Invalids and Social Affairs is in charge of overseeing VET institutions in their province.

Financing

Vocational education and training is funded through the state budget. In 2015, vocational training funds were allocated to three main operating categories: recurrent expenditures, national target programmes and capital construction. From 2010-2014 the state budget allocated to vocational training was 55,575 billion VND, equivalent to 2.54 billion USD, out of which the funding for recurrent expenditures accounted for 37.4%, funding for capital construction accounted for 40.81%, and the rest, amounting to 21.79%, was allocated for the national target programmes.

A comparison of the budget for vocational training for 2010-2014 shows a declining trend in the funding for the national target programmes, while the funding for recurrent expenditures of vocational training remained unchanged, and the funding for capital construction increased.

TVET in the formal education system is not legally free and institutions are free to determine the fee levels. For public VET institutions, tuition fees for programmes at the secondary and college education levels are capped at 120,000 VND per month (approx. 5 USD). However, institutions may add additional charges for special purposes, such as contributions for training materials and books. Private training providers have to recover all costs through tuition fees, and around 15-18% of trainees from lower-income or target groups are exempted from paying tuition fees, which is partially compensated by state subsidy.

4. TVET teachers and trainers

According to the Law on VET (2015), those teaching in the VET system are known as teachers, principal teachers, senior teachers, lecturers, principal lecturers, and senior lecturers. In order to teach VET at the different education levels, teachers are required to have a certificate in pedagogy, as well as:

- at least a degree from a vocational secondary schools or a certificate in vocational training to be able to teach at the elementary-level (lower secondary – ISCED 2);
- at least a Bachelor’s degree to teach theory at the intermediate-level (upper secondary – ISCED 3). In order to teach practical subjects, teachers are required to have a certificate in vocational skills that shows that they are able to teach practice at the intermediate-level;
- at least a Bachelor’s degree to teach theory at the college-level (postsecondary non-tertiary – ISCED 4). Teachers who want to teach practice at this level must at college-level must have a certificate in vocational skills that shows that they are able to teach practice at the college-level.

There are two types of institutions offering pre-service TVET teacher training: (i) technical teacher-training colleges and universities; and (ii) universities, colleges and secondary

vocational schools. Additionally, enterprises, service providers, manufacturers offer in-service TVET teacher and trainer training.

5. Qualification system and Quality Assurance

National Qualifications Framework (NQF)

The NQF in Vietnam has eight levels and is monitored and evaluated by the Ministry of Education and Training (MOET) and the Ministry of Labour and Social Affairs (MOLISA). The NQF is as follows:

| Level | Academic qualifications | TVET qualifications |
|-------|-------------------------|------------------------------|
| 1 | 5 credits | Certificate I |
| 2 | 15 credits | Certificate II |
| 3 | 25 credits | Certificate III |
| 4 | Secondary diploma | Secondary vocational diploma |
| 5 | - | College diploma |
| 6 | Bachelor degree | (Practice) Bachelor degree |
| 7 | Master degree | - |
| 8 | Doctor | - |

Quality assurance

The development, updating and the quality of the National Occupational Skills Standards (NOSS) and [curricula](#) are monitored and evaluated by the General Directorate of Vocational Education and Training, under the Ministry of Labour and Social Affairs (MOLISA).

The NOSS consists of three basic components: (i) occupation descriptions; (ii) list of duties; and (iii) job performance standards. NOSS are developed in five steps:

- **Step 1** – an **executive board** including representatives from ministries, employers, employees, relevant trade associations at the national level, senior specialists and experts in the field of NOSS development, meet to establish the framework. Subsequently, a subsidiary committee is setup as an ad hoc for carrying out the next processes. The ad hoc comprises 10 - 12 nominated competent people from enterprises, trade associations, and VET institutions. In case an ad hoc is not established, the board contracts another competent body.
- **Step 2** – an **Occupational Analysis** process is undertaken by the ad hoc committee with the help of research, data collection on skills of relevant occupations, surveys on production process conducted at selected enterprises, seminars with comments from at least 30 external experts, and referencing of Occupational Analysis conducted in other countries.
- **Step 3** – a **Job Analysis** process verifies the activities involved, requirements, required skills and knowledge, necessary tools, equipment, working conditions, etc. to perform a job. The Job Analysis takes into account similar exercises conducted in other countries, comments from at least 30 external experts, and seminars to finalize the Job Analysis forms.

- **Step 4** – a **list of jobs** is drawn up. Based on NQF and occupations analyzed, a list of jobs is organized by levels of qualification. At least 30 external experts will comment on the lists before being finalized.
- **Step 5** – the **NOSS** is developed based on the work undertaken in the previous steps. This process will involve comments from at least 30 external experts in the field and consultative seminars (participants are experts, enterprises, employers, employees, VET institutions, relevant researching bodies, trade associations, etc.).

The NOSS may later be verified by an Appraisal Council (established by ministries) and are officially issued after the verification process.

By the end of 2015, 195 sets of national occupational skills standards were developed, among them 189 sets of test questions and practical skills tests for 83 occupations. These standards were used for the practical assessment of 62 occupations. In addition, 36 centres for national occupational skills assessment were established and licensed and in total 1785 assessors were trained and 120 of them were certified.

In order to teach, VET institutions need to undergo an internal and external [accreditation](#) process. The external accreditations are carried out by recognized accreditation organizations, usually public management agencies and other independent accreditation organizations (established by individuals and organizations).

6. Current reforms and policy discussion

Current reforms and policy discussions are currently focussed on the implementation of the Law on VET (2015). Discussions are focused on, among other things:

- reforming the testing and examination procedures;
- developing policy reforms to improve the quality of teachers and trainers;
- establishing a network of VET institutions and enterprises;
- increasing the autonomy of VET institutions.

Challenges

There are five main challenges to the TVET system identified in Vietnam:

| | |
|--|---|
| Adapting the VET system to technological developments | Integrating technological developments that are part of the fourth industrial revolution (Industry 4.0) will require greater and faster mechanisms of adaptation from the Vietnamese VET system. This is particularly a problem among VET institutions. |
| Poor ratio of skilled workers working in the sector | A poor ratio of skilled workers working in the VET sector hinders the scaling up of programmes and developments in the system. |
| Skills mismatch affecting productivity | Poor guidance systems and inadequate information about vocational education and training possibilities means that |

many upper-secondary students have chosen to pursue higher education rather than take VET. This is in many cases creating a skills mismatch between what is needed and provided, which in turn hinders productivity.

Increasing autonomy among VET institutions

Increasing the autonomy of VET institutions, together with measures to have greater accountability, appear to be a burden on the management capacity of these institutions.

There is a need to strengthen the governance systems of these institutions, and a closer support and collaboration from other ministries and agencies.

Outdated technology of small- and medium-sized enterprises (SMEs) cannot provide proper employment

The majority of the enterprises in Vietnam are small- and medium-sized enterprises which use outdated technologies. These companies do not provide proper employment places for VET graduates. This situation means that SMEs are not as involved in the development of VET as should be in a demand-driven VET system.

7. References and further reading

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