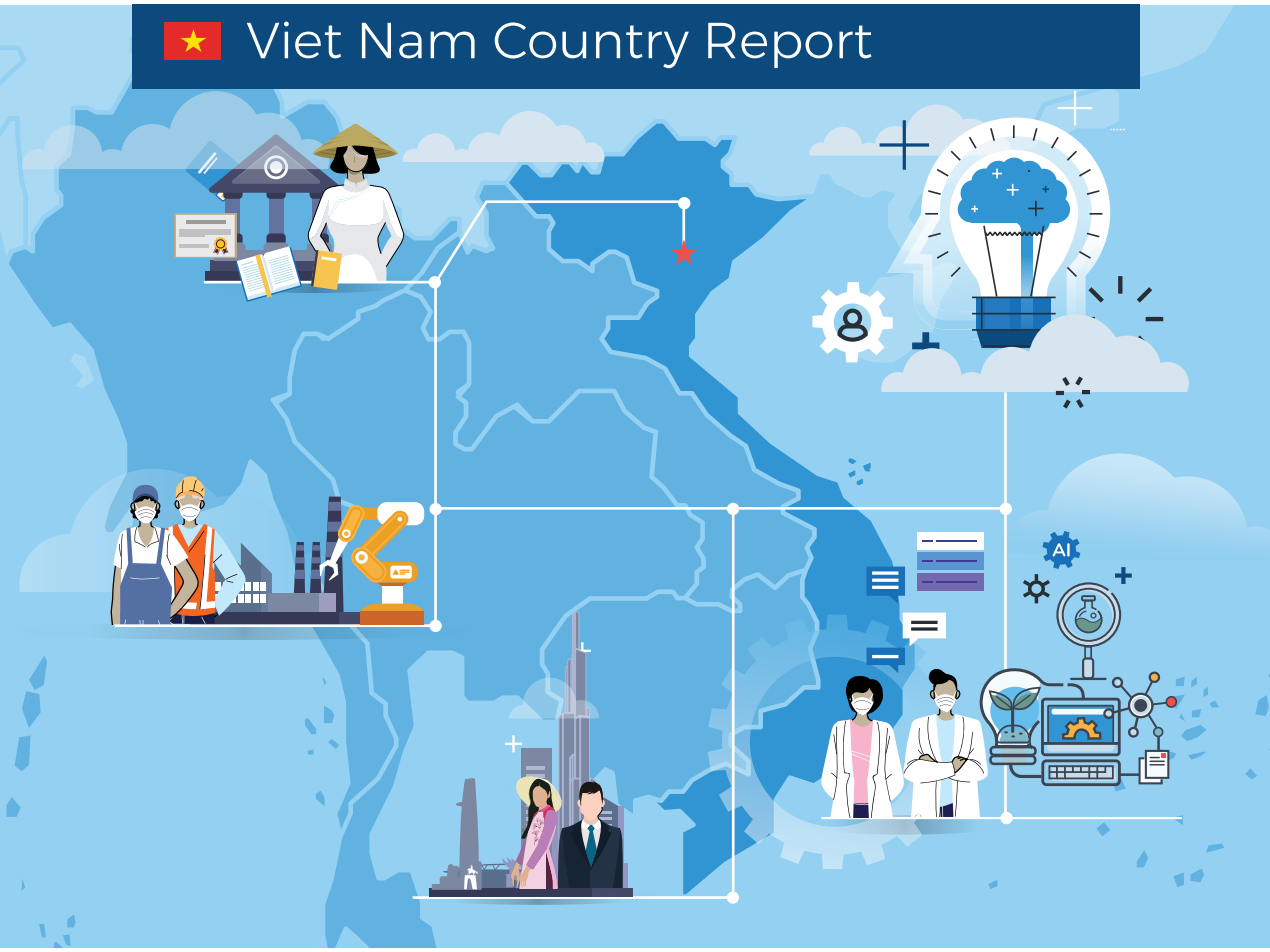
Human Resources Development Readiness in ASEAN

Viet Nam Country Report



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ASEAN: A Community of Opportunities for All

Human Resources Development Readiness in ASEAN

Viet Nam Country Report

Foreword

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Developing human resources to empower peoples across the region and to strengthen ASEAN Community has been one of the key purposes of ASEAN as stipulated in the ASEAN Charter, adopted in 2007. The advancement of human resources development (HRD) has become more urgent, particularly with the Fourth Industrial Revolution (4IR) which has transformed businesses and jobs at a speed faster than workers can adapt. This urgency has been further exacerbated by the COVID-19 pandemic.

Cognisant of the urgency of developing future-ready human resources to enable ASEAN to recover and thrive in the face of ever-changing demands of the labour market, ASEAN Leaders reaffirmed their unwavering commitment to build a people-oriented and people-centered ASEAN Community, through the adoption of the ASEAN Declaration on HRD for the Changing World of Work and its Roadmap, championed by Viet Nam during their Chairmanship of ASEAN in 2020.

Carried out in support to the implementation of the ASEAN HRD Declaration and its Roadmap and in collaboration between ASEAN labour and education sectors, we are very pleased to welcome the publication of the ten country reports of the Study on HRD Readiness in ASEAN, which features the state of HRD readiness in each ASEAN Member States (AMS). The study is a joint initiative of Viet Nam's Ministry of Labour, Invalids and Social Affairs (MOLISA) and the ASEAN Secretariat, with the support of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) through the Regional Cooperation Programme for TVET in ASEAN (RECOTVET).

Each country report compiles and synthesises national strategies, policies and programmes on HRD, which were then used as the basis in developing the regional report on HRD Readiness in ASEAN. We acknowledge that while the report demonstrates the significant progress made in the region, we are also aware of the commitments required to ensure that dynamic reforms are carried out going forward. We believe that the ten country reports and regional report will be instrumental in supporting the implementation of the ASEAN HRD Declaration and its Roadmap, particularly through the development of evidence-based policies and initiatives to advance HRD in ASEAN.

Lastly, we would also like to commend the efforts and commitment of the national researchers and authors from all AMS in developing the country reports under the guidance of Prof. Dieter Euler, as the Study's lead researcher and author of the regional report. Appreciation also goes to the respondents and resource persons from relevant ministries and institutions from the labour and education sectors for their valuable feedback and contributions during the development and finalisation of the reports.

We would also like to extend our recognition to RECOTVET for their longstanding support in advancing HRD agenda in ASEAN.

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Acknowledgements

The Study on Human Resources Development (HRD) Readiness in ASEAN was initiated by the ASEAN Secretariat together with the Vietnamese Ministry of Labour, Invalids and Social Affairs (MOLISA). The purpose of the Study is to support implementation of the ASEAN Declaration on HRD for the Changing World of Work adopted by the 36th ASEAN Summit in June 2020. The Study was conducted as an initiative under Viet Nam's Chairmanship of ASEAN with the support of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH through the Regional Cooperation Programme in Technical and Vocational Education and Training (RECOTVET).

Terms of Reference and an Inception Report for the Study were endorsed at the ASEAN Senior Labour Officials Meeting (SLOM) and Senior Officials Meeting on Education (SOM-ED) in April 2020 and June 2020, respectively. The research methodology was further deliberated by SLOM and SOM-ED focal points at a Validation Workshop held virtually on 29 June 2020.

The Study, which was conducted at regional level and across ten ASEAN Member States, has achieved its objective of offering comprehensive baseline information and recommendations. This valuable feedback will enable ASEAN policy makers and practitioners to better frame HRD as a priority for policy making.

The Regional Report and ten country reports were produced and endorsed following a series of extensive consultations with SLOM and SOM-ED from September 2020 to April 2021. The reports were launched at the High-Level Launch and Dissemination Forum conducted virtually on 26 April 2021.

The technical contributions of numerous individuals were invaluable to the development and implementation of the Study. We would like to offer our sincere thanks to the following:

- The focal points of ASEAN Member States' labour and education ministries, whom there are too many to acknowledge individually, for your invaluable time and efforts to review draft reports, provide data and information, and share insights;
- To the International Cooperation Department of MOLISA Viet Nam, led by Dr. Ha Thi Minh Duc (Deputy Director General) for leadership and guidance during implementation of the Study, and her team members, particularly Ms. Tran Thanh Minh and Mr. Phan Nhat Minh;

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- To Prof. Dieter Euler of St. Gallen University as the Study's lead researcher and author of the Regional Report. This Study would not have been possible without his expertise and support;
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  i. Dr. Chompoonuh K. Permpoonwiwat (Thailand)
  j. Dr. Dang Que Anh and Dr. Dao Quang Vinh (Viet Nam); and

- Finally, to Prof. Sir Alan John Tuckett for editing and proofreading the Regional Report, Dr. Daniel Burns for editing the Cambodia, Indonesia, Myanmar and Thailand country reports, and Mr. Steven Christensen for designing the layout of the published reports.

Introduction to the Viet Nam country report

Human resources development (HRD) empowers people to actively shape their future in a modern world of work that is characterized by an accelerated pace of change. HRD aims at equipping people with the skills, competencies, values, and attitudes to prepare them for a future that is yet unknown.

Education and training systems are designed to provide people with the capacity and resilience to tackle current and future challenges in both their private and working lives. Governance, infrastructure, content, and teaching and learning processes have to be organized to accomplish this key function effectively and efficiently.

While these basic requirements are not new, the ASEAN regional context has changed considerably over the last decades. Advances in digital technologies, new demands in the area of environmental protection, and increased labour migration are just a few examples of the issues that require rapid responses by governments and the societies they represent. Education and training systems need to adjust to the changing times. The COVID-19 pandemic demonstrates the need for societies to adapt to unprecedented and unpredictable disruptions, and to be better prepared for the future.

Against this background, the Heads of State adopted the Declaration on Human Resources Development for the Changing World of Work[i] at the 36th ASEAN Summit on 26 June 2020, reaffirming the region's commitment to equip its human resources with the competencies required for the future. A Roadmap to implement the Declaration was subsequently developed and adopted by the ASEAN labour and education ministers.

Guided by the aforementioned ASEAN Declaration, the Study on HRD Readiness in the ASEAN region was conducted to provide baseline information on the preparedness of HRD policies and programmes across ASEAN Member States with the aim of enabling their workforces to be relevant, agile and resilient for the future world of work. The Study was initiated by the ASEAN Secretariat to support Viet Nam's Chairmanship of ASEAN in 2020 and in collaboration with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH through RECOTVET.

[i] https://asean.org/storage/2020/06/ASEAN-Declaration-on-Human-Resources-Development-for-the-Changing-World-of-Work.pdf

This Viet Nam Country Report is part of a comprehensive regional study investigating HRD readiness in ASEAN Member States (AMS) from a broader perspective. This report, together with the reports on the other nine AMS, forms part of the Regional Report on HRD Readiness in ASEAN. The ten country reports follow a common conceptual framework for HRD developed in the Inception Report, which was endorsed in June 2020. Together, the Regional Report and aligned country reports offer a wealth of background knowledge and guidance to enable ASEAN policy makers and practitioners to better frame HRD as a priority of future policy-making in the region.

The country reports were designed to focus on three key activities:

- Review relevant country-specific literature, policies, and other practices to identify elements of HRD frameworks and what 'readiness' means in the national context;
- Overview the current situation of national HRD policies and available resources to promote LLL and future skills; and
- Showcase promising strategies and practices to promote LLL and future skills within the respective areas of intervention.

This Viet Nam Country Report was written by the national researchers Dr. Dang Que Anh and Dr. Dao Quang Vinh. It describes existing practices and introduces options for future policies as guided by a conceptual framework of investigation introduced in the Regional Report. In particular, it explores approaches currently applied with regard to HRD in reaction to the challenges of a changing world of work. It reveals considerable gaps between the appraisal of importance and desirability of HRD interventions on the one hand, and the extent of their realization and achievement on the other. In response, the report encourages those responsible for designing future strategies and policies to adapt their approaches to ensure the workforce is more resilient to the future world of work.

The ASEAN country reports were developed through extensive consultations between September 2020 and April 2021, at which time they were finalised and endorsed by their respective education and labour ministries. Building upon the findings and analyses in the country reports, the Regional Report was then developed by the senior international researcher, Prof. Dr. Dieter Euler. The Regional Report and country reports were launched at the High-level Launch and Dissemination Forum conducted virtually on 26 April 2021.

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Abbreviations

ACI	ASEAN Citation Index
ADB	Asian Development Bank
AIMS	ASEAN International Mobility for Students
AMS	ASEAN Member State
ASEAN	Association of Southeast Nations
ASED	ASEAN Ministers of Education
AUN	ASEAN University Network
CSR	Corporate Social Responsibilities
DOET	Department of Education and Training
DOLISA	Department of Labour, Invalids, Social Affairs
DVET	Directorate of Vocational Education and Training
EFL	English as Foreign Language
EVFTA	EU-Viet Nam Free Trade Agreement
FPT	Corporation for Financing and Promoting Technology
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GSO	General Statistics Office
HE	Higher Education
HITC	Hi-tech Incubation and Training Centre
HRD	Human resources development
HUST	Hanoi University of Technology
ICT	Information and communications technology
IELTS	The International English Language Test
ILO	The International Labour Organization
ITEE	IT Engineers Examination
KER	Key Economic Regions
LLL	Lifelong Learning
LSE	Lower Secondary Education
MDGs	Millennium Development Goals
MOET	Ministry of Education and Training
MOLISA	Ministry of Labour, Invalids, Social Affairs
MOST	Ministry of Science and Technology
MPI	Ministry of Planning and Investment

MRAs	ASEAN Mutual Recognition Arrangements
MYS	Years of Schooling
NIVET	National Institute for Vocational Education and Training
OECD	The Organisation for Economic Co-operation and Development
R&D	Research and Development
RVA	Recognition, Validation and Accreditation
SDGs	Sustainable Development Goals
SEAMEO	Southeast Asian Ministers of Education Organization
SEAMEO RIHED	The SEAMEO Regional Centre for Higher Education and Development
SEAMEO VOTECH	The SEAMEO Regional Centre for Vocational and Technical Education and Training (SEAMEO VOCTECH)
SHARE	European Union Support to Higher Education in ASEAN Region
SMEs	Small and Medium Enterprise
STEM	Science, technology, engineering, and mathematics
TOEFL	Test of English as a Foreign Language
TOEIC	Test of English for International Communication
TTO	Technology transfer office
TVET	Vocational education and Training
UIL	UNESCO Institute for Lifelong Learning
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	The United Nations Children's Fund
UPM	University Performance Metrics
VCCI	Viet Nam Chamber of Commerce and Industry
VHLSS	Viet Nam Household Living Standards Survey
VQF	Viet Nam Qualifications Framework

1. Statistical facts about HRD in Viet Nam

1.1. Literacy, enrolment rate and education attainment

Although Viet Nam's literacy rate and basic education enrolment rate are high (98%) in the recent decade, the mean years of schooling (MYS) was only 8.2 years, similar to that of Indonesia (8.0), but lower than Brunei Darussalam (9.1), the Philippines (9.4), Malaysia (10.2), Singapore (11.5) in 2018. Viet Nam's MYS is higher than Thailand (7.7), Lao PDR (5.2), Myanmar (5.0) and Cambodia (4.8) also in 2018, according to the UNDP Human Development Report.[1]

MYS indicates the average number of completed years of education of a country's population, excluding years spent repeating individual grades. MYS cover the population aged 25 years and older, which is the indicator used in the calculation of the Human Development Index.

According to the University of Oxford, the MYS in 2017 in Germany was 14.1, Switzerland: 13.4, Canada: 13.3, the United Kingdom: 12.9, Australia: 12.9, Latvia: 12.8, Estonia: 12.7, Denmark and Norway: 12.6, Finland and Sweden: 12.4, France: 11.5 (Our World in Data[2]).

The gross enrolment rates have increased between 2010 and 2019 from 91% to 98% at lower secondary level and from 60% to 70% at upper secondary level. The gross enrolment rate at primary level remained 101% in the same period, according to the MOET report in 2020. Approximately 30% grade 9 graduates did not enrolment in the general upper secondary schools. There is no data available about how many of them admit to TVET programmes.

Table 1: Statistical facts about HRD in Vietnam (by education level)

No.	Description	Statistics	Statistical year	Source
1	Mean years of education	8.2	2018	(2018, UNDP)[3]
2	Literacy, numeracy rates (15-24 age group)	98.4%	2018	(2018, Wold Bank)[4]
3	*Gross primary education enrolment rate (grades 1-5)	**101%	2019	General Statistics Office (GSO), 2020, the population and housing census 2019

No.	Description	Statistics	Statistical year	Source
4	Net primary education enrolment rate (grades 1-5)	97.3%	2018	***General Statistics Office, 2019 'Viet Nam Household Living Standards Survey 2018, p.'[5]
		98%	2019 (census)	GSO, 2020, the population and housing census 2019
5	Gross enrolment rate in lower secondary education (grades 6-9)	96.4%	2018	ditto
		92.8%	2019 (census)	
6	Net enrolment rate in lower secondary education (grades 6-9)	92.1%	2018	ditto
		89.2	2019 (census)	
7	Gross enrolment rate in upper secondary education (grades 10-12)	77.1%	2018	ditto
		72.3%	2019 (census)	
8	Net enrolment rate in upper secondary education (grades 10-12)	72%	2018	ditto
		68.3%	2019 (census)	
9	The total number of people enrolled in TVET in all settings (TVET centres, schools and colleges) regardless of age group	2,210,000	2018	(NIVET, 2019)
10	Youth not in employment, education, training (NEET)	15%	2019	(ILO, 2019)[6]
11	*Gross tertiary education enrolment rate	29%	2016	(UIS, 2016)[7]

The biennial Viet Nam Household Living Standards Survey (VHLSS) supported by the experts of the World Bank and the UN Statistics Division also indicates low level of education attainment of the age group of 25-29 and 30-34 (2018) as shown in the table below. Hence, in parallel to the initial education and training for youth, more investment in continuing education and training, especially workplace learning for the people of working age would be necessary to boost the overall national productivity.

Table 2 - Statistical facts about HRD in Viet Nam (by age group)

No.	Description	Statistics		Statistical year		Source
12	Structure of population aged 15 years and older with their **highest qualification** in the whole country	all age groups (15 to 60+)	age group of 20 to 24	age group of 25 to 29	age group of 30 to 34	General Statistics Office, 2019 'Viet Nam Household Living Standards Survey 2018, p. 123-144'[8]
12a	Never attend school	5.2%	1.9%	2.4%	3.7%	2018, Ditto
12b	No qualification	11.7%	2.2%	3.2%	6.2%	2018, Ditto
12c	Primary education	20.2%	11.9%	12.4%	18.3%	2018, Ditto
12d	Lower secondary education	28.3%	20%	23.5%	21.9%	2018, Ditto
12e	Upper secondary education	16.3%	43.7%	20.5%	18.1%	2018, Ditto
12f	Elementary vocational education	1.8%	1.2%	2.2%	2.6%	2018, Ditto
12g	Secondary vocational education	1.8%	1.2%	2.5%	3.0%	2018, Ditto
12h	College vocational education	0.5%	1.1%	1.8%	1.3%	2018, Ditto
12i	Professional secondary education (e.g. teacher training)	2.8%	2.1%	4.3%	4.5%	2018, Ditto
12k	Tertiary education (3-year academic college and 4-year university undergraduate)	10.8%	14.6%	26.7%	19%	2018, Ditto
12l	Postgraduate qualification	0.57%	0.08%	0.49%	1.28%	2018, Ditto

*Gross enrolment ratio (GER): UNESCO Institute for Statistics defines GER as the number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. In Viet Nam, the official education ages are: 3-5 at pre-primary; 6-10 at primary; 11-17 at secondary; 18-22 at tertiary. For the tertiary level, the population used is the 5-year age group starting from the official secondary school graduation age.

Calculation method of GER: Divide the number of students enrolled in a given level of education regardless of age by the population of the age group which officially corresponds to the given level of education and multiply the result by 100.

**Interpretation: GER can exceed 100%
A high GER generally indicates a high degree of participation, whether the pupils belong to the official age group or not. A GER value approaching or exceeding 100% indicates that a country is, in principle, able to accommodate all of its school-age population, but it does not indicate the proportion already enrolled.
GER can exceed 100% due to the inclusion of over-aged and under-aged students because of early or late entrants, and grade repetition. In this case, a rigorous interpretation of GER needs additional information to assess the extent of repetition, early or late entrants, etc.

***The Viet Nam Household Living Standards Survey (VHLSS) is an ongoing longitudinal survey of the Vietnamese population that has been conducted every two years since 2002 by the General Statistical Office (GSO) under the auspice of the Ministry of Planning and Investment with the financial assistance of the Japanese Bank for International Cooperation. Technical assistance was provided by the experts of the World Bank and the UN Statistics Division in designing questionnaires, sampling and interviewing.

The objectives of the VHLSS are to monitor systematically living standards of Vietnamese population and assess the implementation of the comprehensive poverty alleviation and growth strategy defined in the country's development strategies approved by the Prime Minister. The surveys also contribute to the evaluation of the results of realisation of the Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs) and socio-economic development goals set by the Vietnamese government.

1.2. Population age structure

Population structure is an important factor for Viet Nam's HRD strategy. The 2019 population census conducted with the technical assistance of the United Nations Population Fund (UNFPA) has collected statistics on age structure, labour and employment and other useful data to inform socio-economic policies. In the last three decades, there have been an increase of almost 32 million people. The population in 1989 was 64.4 million whereas it was 96.2 million in 2019 with 34.4% urban population and 65.6% rural population, making Viet Nam the third most

populous country in Southeast Asia after Indonesia and the Philippines and the fifteenth most populous country in the world. The number of people under the age of 15 has fallen substantially while the number of people of working age (15-64 years old) has increased (GSO, 2020, pp. 53–59).

Viet Nam has been experiencing a period of 'golden population structure' in which the number of working-age population doubles the number of those of dependent age. The overall dependency ratio in 2019 was 47% which denotes the percentage of the population under 15 years old and over 65 years old per 100 persons aged 15-64 (GSO, 2020, p. 63).

Currently, the workforce aged 15-64 accounts for around 70%, whereas the population aged 0-14 and over 65 accounts for 23% and 7% respectively, according to the estimation of the USA Centre Intelligence Agency (CIA) in 2020.

0-14 years: 22.61% (male 11,733,704/female 10,590,078)

15-24 years: 15.22% (male 7,825,859/female 7,202,716)

25-54 years: 45.7% (male 22,852,429/female 22,262,566)

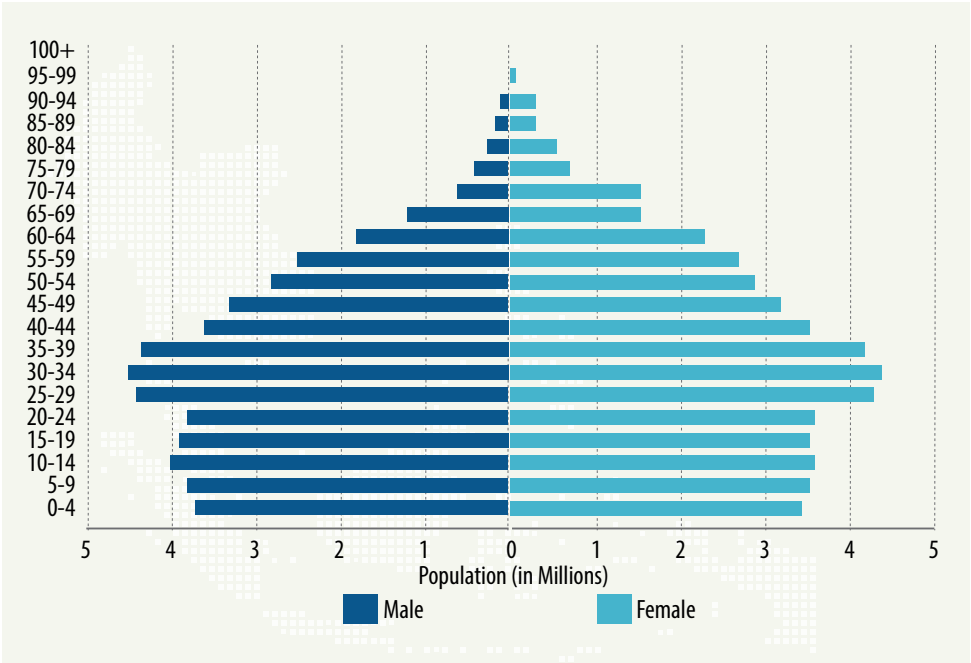
55-64 years: 9.55% (male 4,412,111/female 5,016,880)

65 years and over: 6.91% (male 2,702,963/female 4,121,969) (CIA, 2020 est.[9])

This demographic window of opportunity brought both chances and challenges for the country's socio-economic development. Viet Nam has been taking advantage of the abundant labour resources to implement successfully economic policies resulting in an average annual GDP growth of 6.21% from 2011 to 2018 (GSO, 2020, p. 62) and (World Bank Data[10]). However, the per capita income is still low due to insufficient skill level of the majority of the labour force. People with an advanced education (tertiary education level) represented only 13% of the Vietnamese workforce in 2018, whereas 20% with upper secondary or non-tertiary education, 53% with basic education (primary and lower secondary education) and 13% with less than primary education (ILO, 2019, p. 41).

The population pyramid of Viet Nam after is shown in the figure below.

Figure 1: Viet Nam's population pyramid 2020



Source: CIA, The World Factbook 2020[11]

The shape of the pyramid shows a large labour force distributed at different age ranges, which require a variety of HRD strategies targeting specific age groups and their development needs for the current and future economic growth.

The shape of the pyramid also shows a sharp decrease in the population under 25 of age, especially female, that implies a declining labour supply in the near future. Hence, the quality of the labour force, education and training, decent job creation and gender equality should be prioritised in the short- and long-term HRD strategies.

2. HRD Readiness

HRD readiness survey

This chapter summarises the main findings of the HRD Readiness survey and provides an overview status quo of the six areas, namely HRD culture, inclusive approach, enabling structures, future skills in HRD programmes, teaching personnel, and engagement of the business sector. This HRD Readiness survey is seeking macro-level views, whereas the other three additional surveys in this national study are focusing on specific future skills at specific education levels.

The bilingual online HRD Readiness questionnaire in Vietnamese and English was sent to senior ministerial officials, researchers, national and international experts to seek their professional appraisals on the above six inter-connected areas of intervention. The questions aim at measuring the degrees of importance and realisation of many components in the six key areas. A copy of the questionnaire is in annex 1.

34 responses (136% of the targeted response rate) were received in July 2020 from:

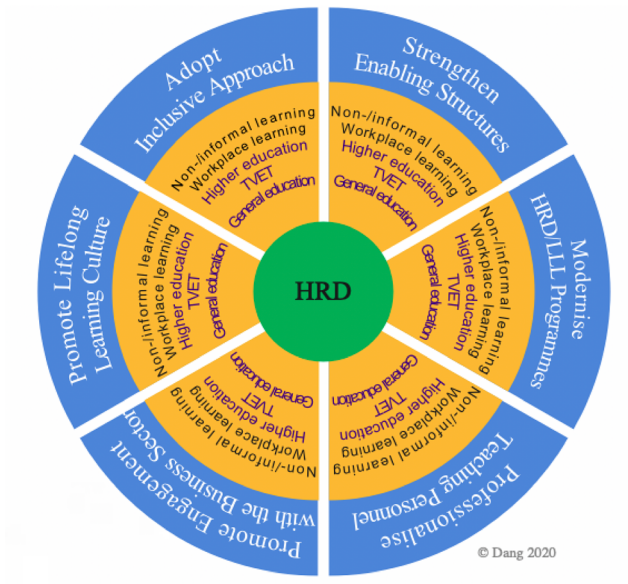
- senior officials (14/ 41%) in charge of HRD policies at four ministries (the Ministry of Education and Training, Ministry of Labour, Invalids and Social Affairs; Ministry of Science and Technology; and Ministry of Culture, Sports and Tourism) and the National Council for Education and Human Resource Development. The Council is a cross-sectoral taskforce currently comprised of 28 members headed by the prime minister for the 2016-2021 term. The Council assists and advises the prime minister in evaluating education and training reforms, directing the implementation of educational laws and human resource development strategies, providing recommendations on devising new policies, measures and major projects[12];
- leaders and experienced researchers (8/24%) at universities and research institutes;
- human resource and personnel development managers (5/15%) at private and public companies in the manufacturing and services/banking sectors;
- leaders of business membership organisations (3/9%), such as Viet Nam Chamber of Commerce and Industry; and
- experts of international organisations (4/12%), such as ILO, UNESCO, UN BetterWork, British Council.

The respondents represent an extensive range of expertise including basic general education, TVET, higher education, corporate learning and human resource development, non-formal and informal learning.

The key results

Within the framework of the ASEAN regional study, this national research investigates six areas operating in the ecosystem of education and learning environments as shown in Figure 2 below. In reality, these interwoven and inter-dependent areas link with each other and form a wheel. For the analytical purpose, this study examines the sub-components of each area and the linkages between them in order to recommend feasible and impactful interventions.

Figure 2: Six HRD areas of interventions



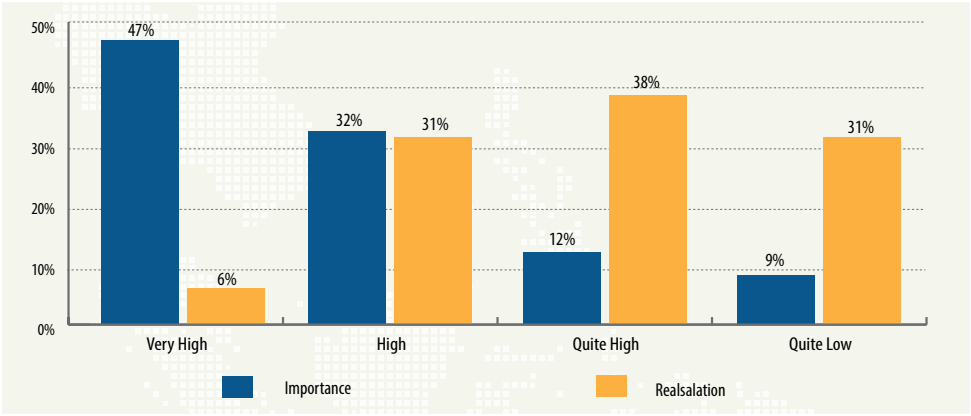
Source: Dang 2020, visualised six areas of intervention (described in the regional report)

The overall results of this survey show noticeable gaps between the degrees of importance and the extent of realisation of the above-mentioned six areas. However, the gaps vary greatly across the areas as analysed in the sub-sections below. Understanding the expert viewpoints and the reasons causing the varying gaps would be important for devising future concrete interventions suited to the Vietnamese context.

2.1. HRD Culture

The awareness of an HRD culture was considered vitally important by the vast majority of respondents (79%) whereas only 37% of them think that the awareness is highly achieved in reality (figure 3). The importance of the awareness is also reflected in the fact that the Vietnamese government allocates about 20% of its budget or 5.8% of national gross domestic product (GDP) in the recent years to the education and training sector[13].

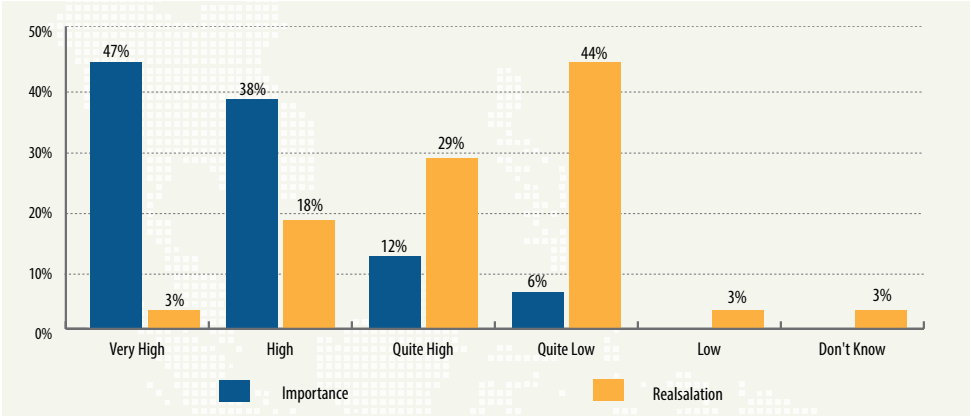
Figure 3: The importance and realisation of awareness of a HRD culture



Source: QAD, Viet Nam HRD Readiness Survey 2020

Building on the general awareness of a HRD culture, our questionnaire takes a step forward to measure an important indicator of the HRD readiness level in Viet Nam, that is **the act of promoting an HRD culture** which empowers people and makes them resilient for constantly changing situations. The responses show a stark contrast between the high level of importance (82%) and realisation (21%) of promoting such a culture. Worryingly, 47% of the experts rated the realisation of an HRD culture relatively low (see figure 4 below).

Figure 4: The importance and realisation of promoting a HRD culture



Source: QAD, Viet Nam HRD Readiness Survey 2020

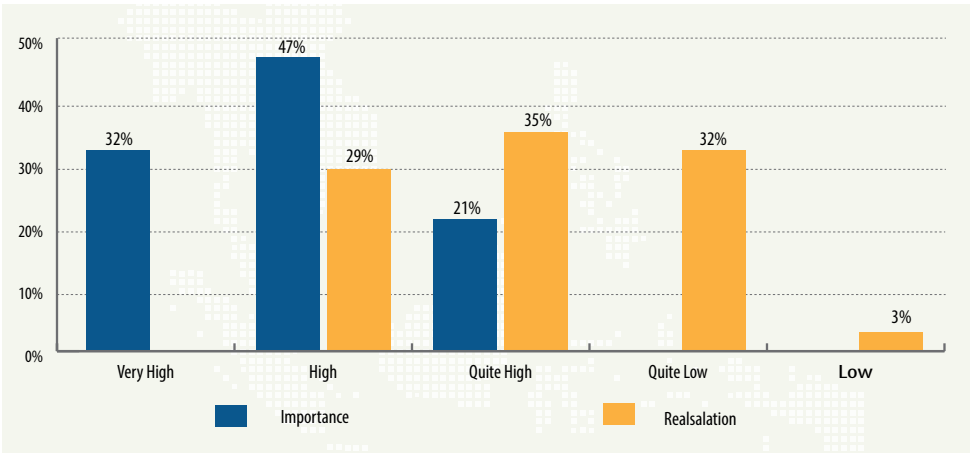
The above findings show significant discrepancies between the desired outcomes and current achievements, thus revealing what could be called 'the HRD readiness gap'.

These findings challenge the claims that fondness for learning has long been a value and a tradition of the nation and that dominant characters of Vietnamese are studious, intelligent and adaptable (Nguyen, 2016). This also raises questions about the effectiveness of the government's investment in education and training.

2.2. Adopt an inclusive approach

In response to the question about the importance and realisation of adopting an inclusive approach to offering specific programmes and support to vulnerable groups at risk of lagging behind, 79% of the respondents consider it vitally important (high and very high levels as shown in the figure below) whereas only 29% think that the realisation was achieved at a high level and 35% think that it has not been adequately achieved.

Figure 5: The importance and realisation of adopting an inclusive approach



Source: QAD, Viet Nam HRD Readiness Survey 2020

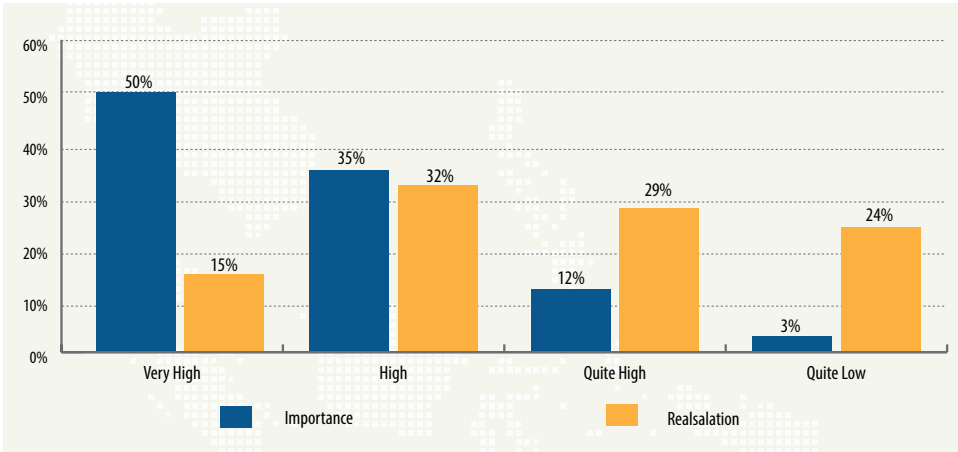
The terms 'inclusive approach' and 'inclusive development approach' are relatively new to many respondents/interviewees. The understanding of an inclusive approach varies across the interviewees. Some think of it as 'inclusive education' that integrates children with disability into the general schools, others refer to the support and priorities given to the people of ethnic minorities in the categories specified in laws. The former was considered relatively new pedagogical approach, but the latter was considered as a means to build national solidarity since the independency day of Viet Nam. Chapter 3 will provide more in-depth analysis of this topic.

2.3 Strengthen enabling structures

Enabling structures are divided into three sub-questions about the importance and realisation of a) the visibility of HRD in the national legislation, policies and plans; b) coordinating agencies, platform for cross-sectoral cooperation, and funding; c) research on labour market development. These sub-questions aim at identifying specific areas of interventions.

According to the comments of several respondents, in the Vietnamese political setting, the state directs and governs all socio-economic development activities including HRD. Therefore, HRD has always been mentioned in the 10-year socio-economic development strategy and the 5-year socio-economic development plans at the national and local levels. For the same period of 2011-2020, the government implemented a HRD strategy and a master plan, each ministry and equivalent organisation translated the national master plans into their own HRD strategies. For example, MOET had the 2011-2020 education strategy, and MOLISA introduced the 2011-2020 vocational education strategy.

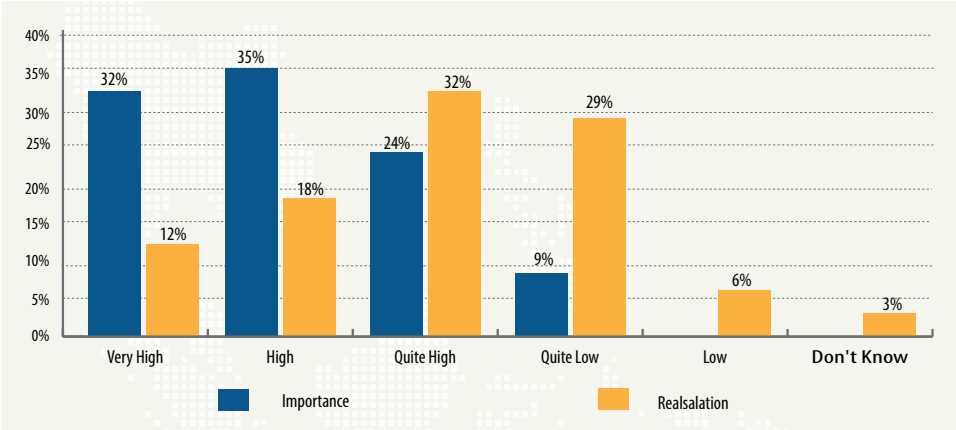
Figure 6: The importance and realisation of the visibility of HRD in legal documents



Source: QAD, Viet Nam HRD Readiness Survey 2020

In this survey, 85% of the respondents consider the visibility of HRD in legal documents and plans is highly important whereas only 47% of them think that this has been highly realised in practice. Almost a quarter of the surveyed experts think that this has not been adequately realised. This suggests that having HRD on paper is not enough and multiple layers of policy documents may cause overlaps and confusions.

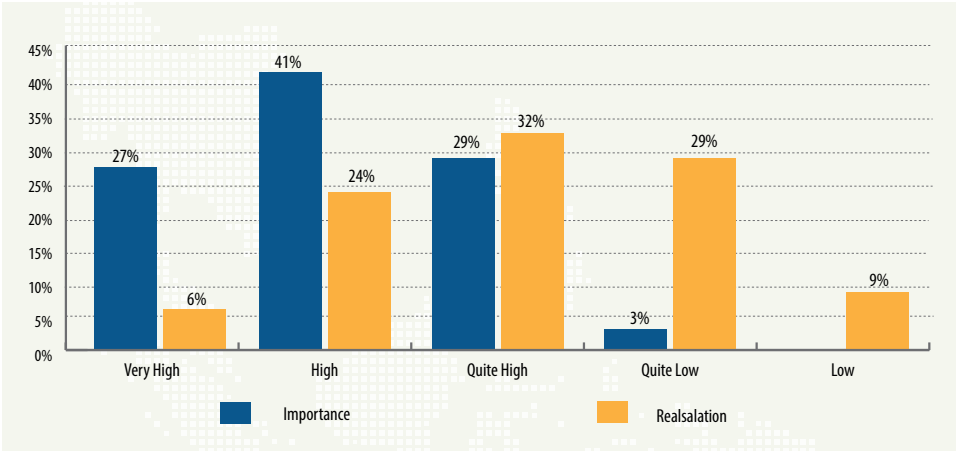
Figure 7: The importance and realisation of strengthening enabling structures (government agencies, funding)



Source: QAD, Viet Nam HRD Readiness Survey 2020

67% of the respondents consider that the government coordinating agencies and funding play a highly important role whereas only 30% of them think that this factor has been highly realised. 35% of the respondents think that the realisation of enabling structures in this category have been below the threshold level.

Figure 8: The importance and realisation of strengthening enabling structures (research on labour market development)



Source: QAD, Viet Nam HRD Readiness Survey 2020

68% of respondents consider research on labour market development is highly important while only 30% of them think that this activity has been successfully achieved. Although there is a number of specialised HRD research entities at the national and provincial levels, as well as at various economic universities, only 32% of respondents think the research is adequate and 38% think that it is insufficient.

Amongst the three sub-categories of the enabling structures, the visibility of HRD in legal documents and development policies has been materialised to a larger extent compared to the other two sub-categories. Therefore, more effective measures would need to be put in place to improve the research on labour market development and institutional governance structure, specifically coordinating agencies and funding mechanisms.

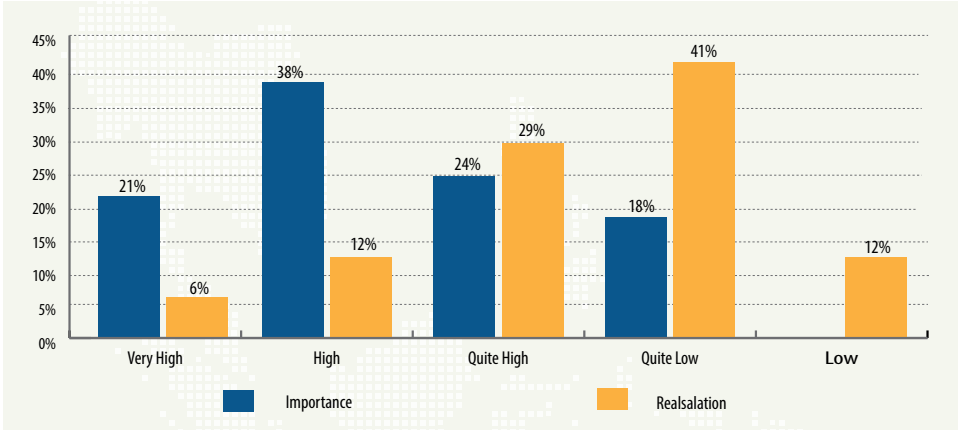
2.4 Future Skills Development and Modernise programmes

This question aims to find out the degrees of importance and the extents of realisation of incorporating future skills into the curricula and assessments of education and training programmes at three levels of the formal system, namely general school education, TVET and higher education (HE), as well as in non-formal/ informal learning activities.

The findings below show future skills are incorporated in HE (65%) to a larger extent than in school (47%), TVET (59%) and non-formal education (53%). This also suggests that skills development and assessment need to be addressed more profoundly at school and TVET levels where 53% and 41% of respondents respectively think the future skills are not included sufficiently in the curricula. Similarly, 45% of respondents think that continuing education, non-formal learning activities do not adequately include these core skills. One explanation for this situation could be that education and training programmes in Viet Nam have long been content-based and only recently shifted towards skill-based curricula. More analyses are presented in Chapter 5.

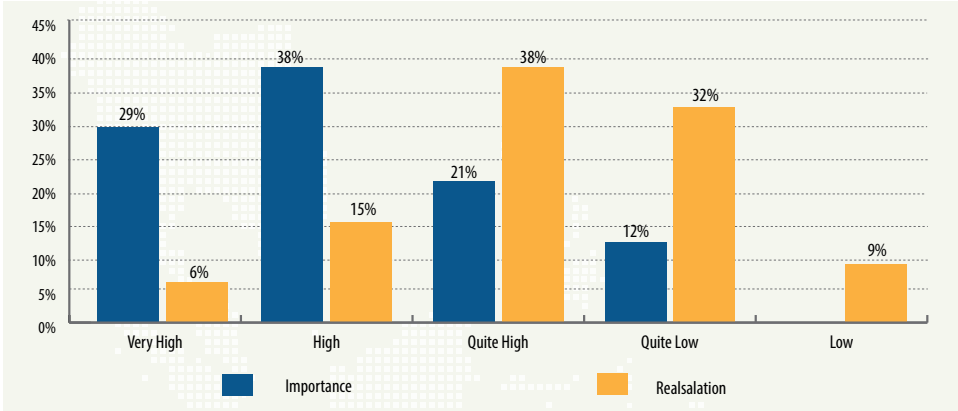
"Future skills" in this question comprise (1) cognitive skills (numeracy and literacy as foundation skills; low- and high order skills, e.g. critical thinking, creating/innovating); (2) ICT skills / digital literacy; (3) STEM skills; (4) social skills (communication, teamwork, emotional intelligence); (5) foreign languages, (6) learnability (e.g. readiness to learn, learning motivation; curiosity, self-learning strategies); (7) character qualities (e.g. ethical reflection and action, social and cultural awareness, agility, initiative); (8) problem-solving in complex, technology-rich environments; (9) green skills and environmental awareness (the knowledge, abilities, values and attitudes needed to live in, develop and support a sustainable and resource-efficient society)

Figure 9: Future skills are incorporated into School curricula, teaching and learning resources and assessment/recognition



In this survey, only 18% of respondents think that future skills are fully incorporated into school curricula and assessments whereas 59% consider it is highly important to do so. The 'HRD readiness gap' in this case seems to be massive. Furthermore, 53% of respondents believe that the above set of future skills is not adequately included in school education. This generic finding is congruent with the concrete results from the School Survey of 109 school principals and teachers presented in Chapter 5.

Figure 10: Future skills are incorporated into TVET curricula, teaching and learning resources and assessment or recognition



67% of respondents consider the inclusion of future skills into TVET curricula is very important but only 21% of them think this has been realised. 41% reckon it is not sufficiently incorporated in TVET curricula and assessments.

Figure 11: Future skills are incorporated into HE curricula, teaching and learning resources and assessment or recognition

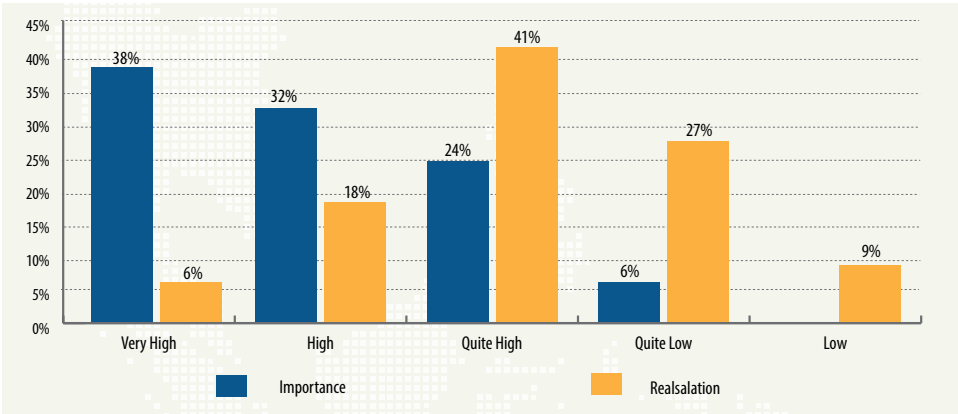
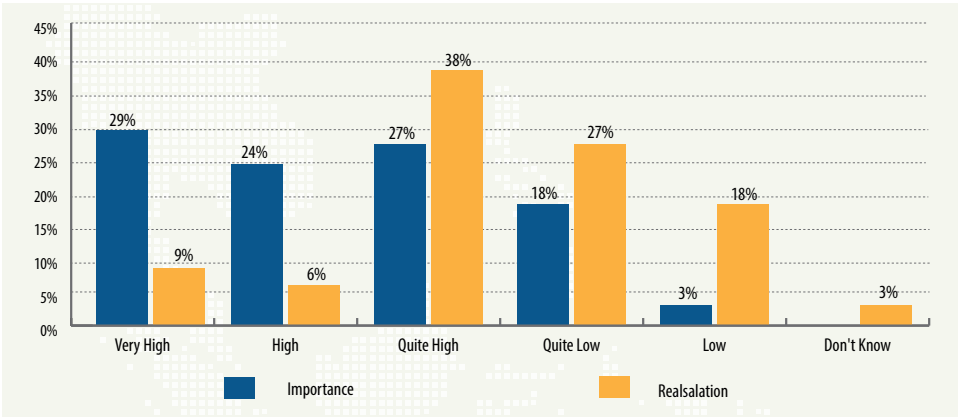


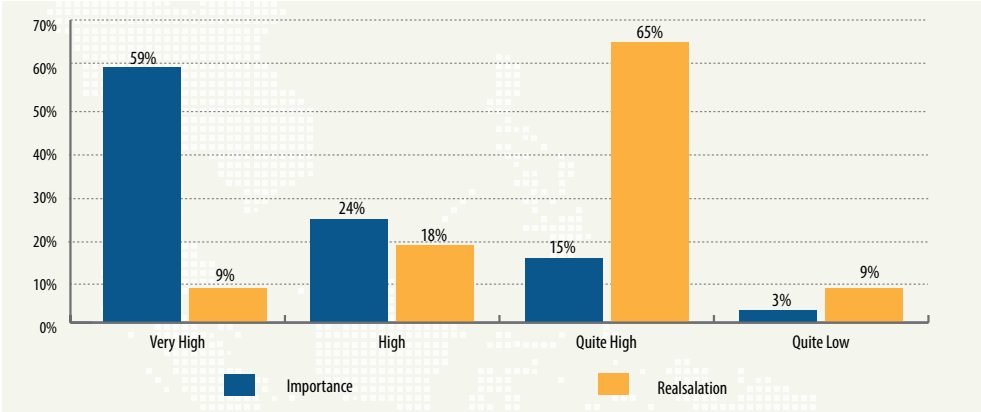
Figure 12: Future skills are incorporated into non-formal and informal learning and assessment or recognition



While 80% of respondents positively recognise the importance of skill development in non-formal and informal learning, only 53% think that this has been realised in practice, 45% reckon this has not been sufficiently realised. Referring back to the Vietnamese population pyramid in Chapter 1, given the 70% of the population is in working age (15-64), skill development should be a continuous process embedded in non-formal and informal learning activities, such as workplace learning or learning at Community Learning Centres.

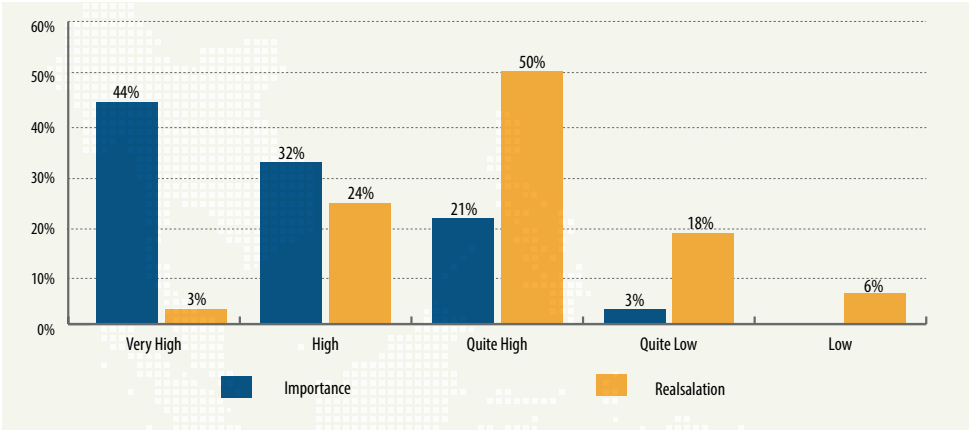
2.5 Professionalise teaching personnel

Figure 13: Professionalisation and standardisation of teaching personnel



65% of respondents think that teaching personnel in the formal education system has been adequately standandised and professionalised as regulated by Education, TVET and HE laws, but 83% of them want to see this realised at a higher level.

Figure 14: Professionalisation and standardisation of in-company trainers

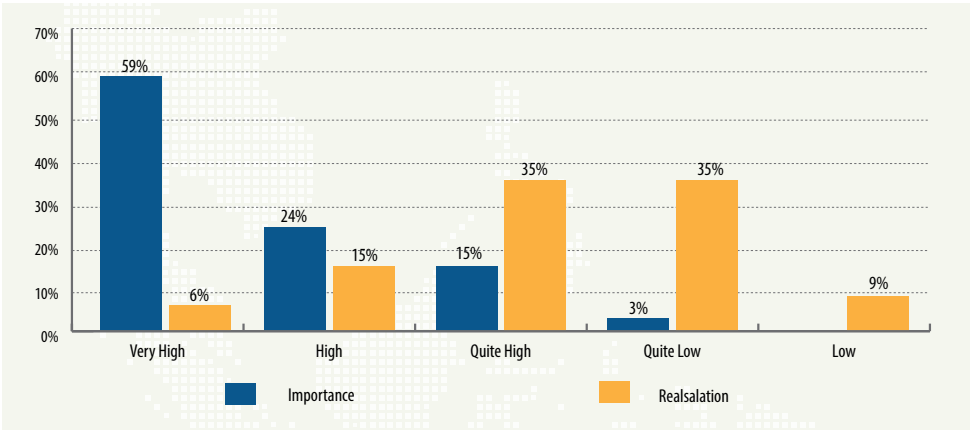


76% of respondents think that professionalisation of teaching personnel is vitally important, but only 27% think that this has been achieved well.

50% of respondents contend that in-company trainers are sufficiently professionalised and standardised, but 76% want to improve this further.

2.6 Promote engagement of the business sector

Figure 15: Partnership with industries and businesses



The majority of respondents (83%) consider the partnership with industries and businesses is hugely important in terms of knowledge spill-over, financial support, quality assurance, employability of graduates. However, the gap between the expectation and the degree of realisation is significant. Only 21% of the respondents think that the engagement with the business sector has been highly achieved. More analyses of this topic are presented in Chapter 6.

3. Inclusiveness in HRD and Lifelong Learning

Viet Nam has a long moral tradition of '*La lanh dum la rach*' (literally means 'the intact leaves protect the tattered ones') and many policies to support disadvantaged and vulnerable groups in society. The common understanding of 'inclusiveness' has been dominantly about giving financial support, creating favourable conditions and organising campaigns in the spirit of 'national solidarity' and 'joining hands for the poor'.

Building on this national virtue, the concept of inclusiveness in HRD and lifelong learning of this chapter refers to the structural issues and social justice which go beyond the pro-poor charitable activities. The promotion of inclusiveness in HRD must be implemented through concrete measures, such as healthcare equality, access to education and employment, de-segregating education institutions, inclusive pedagogy, gender-responsive TVET system, and recognition and validation of non-formal learning (RVA).

3.1 Increasing access to equitable quality education and employment

In order to improve social equality and increase access to education and employment of disadvantaged and vulnerable groups, the Vietnamese government has introduced various legal instruments, such as the law on gender equality, law on disabilities, law on education, TVET law and higher education law and the accompanying decrees and guidelines that define and categorise different beneficiary groups for social welfare.

Disadvantaged people

At the general education level, the vulnerable groups are the pupils of primary, lower and upper secondary education in the most disadvantaged villages, communes in mountainous areas, coastal regions and islands; ethnic boarding schools and schools with free meal provision (decree 116/2016/ND-CP). Building on the successful outcomes of the free and compulsory primary education, the government makes tremendous effort to ensure universalisation of lower secondary education. Not only have more schools been built and more teachers have been trained, but pupils and teachers also receive boarding facilities, meals, textbooks and stationery funded by the state budget, including the loans from international organisations, such as the Asian Development Bank. The aims of this inclusive development policy are to reduce child labour and increase access to equitable basic education.

The development of human capital is low among ethnic minorities due to lack of access to basic education. Viet Nam's lower secondary education (LSE) for the most disadvantaged regions project was the first investment that directly support the government's secondary education sector master plan. The project was co-financed by the Asian Development Bank (ADB) and the Vietnamese government and it consisted of two phases resulting in higher net enrolment rate in LSE and greater social and economic inclusion in the most disadvantaged districts.

Phase 1: 2008-2015, the actual project cost at completion was USD 61.8 million (ADB financed USD 49.2 million- 80%, and the Vietnamese government provided USD 12.6 million- 20%).

The first phase supported universal LSE in 103 poorest districts in 17 provinces across three sub-regions of Viet Nam. The main elements were (1) to build more boarding schools and train more ethnic minority teaching staff, (2) provide flexible scholarship programmes for pupils and student teachers of ethnic minorities, (3) create the conditions for minority students to learn and become fluent in Vietnamese along with their own languages; (4) prioritise training for minority teachers and teachers with knowledge of minority languages, (5) provide specific incentives and support to girls in remote areas.

The project also provided 449 housing units for ethnic minority teachers. Teacher housing was considered as an educational input, not a civil service fringe benefit. These facilities also serve as an effective means for retaining more experienced teachers in remote areas. The use of scholarships in the project helped to reduce student teacher drop-outs and increase the supply of minority teachers, especially women.

The net enrolment rate of pupils was increased to 81.6% in 2014 from the base line of 76% in the 103 disadvantaged districts. Schools accommodate 65,600 more pupils in 820 new classrooms and 8.550 students in 978 semi-boarding rooms. The female pupil dropout rate fell by 50.5%. A total of 6,151 pre-service teachers were educated. 1.028 in-service teachers were trained to become core trainers/resource persons, 48% of them are women. Furthermore, over 4,500 school principals and administrators also received continuous professional development.

Phase 2: 2015-2021 with a total budget of USD 93 million of which USD 80 million (86%) are ADB concessional loan and USD 13 million (14%) are contribution of Viet Nam.

Phase 2 supported 135 districts in 28 provinces in Northern Midlands and mountainous area, Central Highland area, North central and central typhoon-affected coastal area, and the Mekong river delta area. Apart from the similar elements as in phase 1, a priority element in phase 2 is the ICT equipment supply and the training for teachers on the use of such equipment.

The project's short-term objective is increase access and attainment of ethnic minorities, girls, and disadvantaged pupils in order to support the government's goal of achieving an LSE enrolment of 95% in 2020. The ancillary objective is to improve the quality and relevance of LSE to meet the needs of pupils and HRD for the disadvantaged areas, for example, disaster preparedness and management, vocational counselling and guidance, life skills and cultural preservation and promotion. The long-term objective is to reduce disparities in socio-economic development between urban and rural areas, ethnic groups, between girls and boys, between advantaged and disadvantaged groups, and among the disadvantaged groups themselves.

As mentioned in Chapter 1, the mean year of schooling (MYS) is an indicator of the human development index and this project is the commitment of the Vietnamese government to inclusive education leading to higher MYS and better workforce in the long term. However, the concerns are how this project is going to sustained in the future and whether government continues this priority in the HDR roadmap in the post-COVID times.

Source: ADB Validation Report, 2016; interview and ADB/MOET websites

In the TVET sector, the government provides special support for vocational education to young people who have completed their military services, people from ethnic minorities, people living in poverty, orphaned children, offshore fishmen, rural labourers/farmers whose lands are acquired by the state (article 6.7, the 2014 TVET Law). Concrete support includes tuition fee waivers, stipends and food subsidies (e.g.10-15 kg of rice per person per month). Before the 2014 TVET law was approved, there were various policies on inclusiveness in TVET, such as decision 295/QD-TTg on vocational training and job creation for women in the period of 2010-2015, decision 103/2008/QD-TTg on supporting youth in vocational training and self-employment creation for the period of 2008-2015, decision 800/QD-TTg on rural development.

Some 35 years of economic renovation (Doi moi) have resulted in significant changes to the agricultural labour structure, such as new vocations and skills required by

advanced technologies, the integration in the global market and climate change. In the past 10 years, MOLISA has been implementing several large programmes, such as the ADB-financed USD 75 million to provide advanced training facilities and programmes for 16 TVET colleges (2012-2017) and the National Programme for Rural Vocational Training as per decision 1956/QD-TTg issued by the Prime Minister in 2009. By 2015, 9.1 million rural labourers have been trained and sponsored, of which 8 million people participated in short-term elementary programmes (with the majority under 3 months), and 1.1 million people were trained on long-term intermediate and college TVET programmes reaching 53% of the plan (ADB, 2020).

Following the amendment of decision 1956/QD-TTg, the National Programme for Rural Vocational Training continued with the new targets for the period of 2016-2020 specified in the revised decision in 2015 (971/QD-TTg). The new targets of this period were to provide state-sponsored vocational training to 6 million rural people aged between 15- 60 (male) and 15-55 (female) of which

- 5.5 million people are in agricultural vocations (1.4 million) and non-agricultural vocations (4.1 million);
- 0.5 million people are wards' cadres and administrators in public management and economic management for the modernisation of rural areas.

The revised decision in 2015 also added provisions about the collaboration and coordination between MOLISA and many other ministries, especially the Ministry of Agriculture and Rural Development in order to enhance the relevance of the training programme for the socio-economic development plan in each locality and aim to achieve an employment rate of 80% upon completion of the training.

While waiting for the implementation reports of the 2016-2020 period from all provinces, MOLISA drafted a plan for 'vocational training, job creation for labourers of rural areas, ethnic minorities, and other disadvantaged groups' in the period of 2021-2025. The plan is being developed in line with the 'national programme for sustainable poverty reduction in 2021-2025' aimed at providing vocation training for 1.5 million rural labourers annually.

Given the large scale of the national programme for rural vocational training, in some cases, inclusivity has been restricted by an administrative hitch that is the household registration book (ho khau). An individual is only eligible for participation in the state-sponsored vocation training programme in the location (e.g. home town, village) where his/her household is originally registered (971/QD-TTg). Therefore, a mobile rural worker is not eligible to take the training in another location. Consequently,

public policies that tie the eligibility criteria with the '*ho khau*' system would cause exclusion and inequality of opportunity.

People with disabilities

According to the 2019 population and housing census, the proportion of people aged 5 years and above with disabilities was 3.7% (3.6 million). The high rate of traffic accidents in Viet Nam annually also contributes to this figure. UNICEF Viet Nam estimates there are approximately half a million children with disabilities in Viet Nam who face significant challenges in their daily lives and multiple forms of discrimination leading to exclusion from society and school. There are various barriers to healthcare, education, recreation, culture, sports and other activities essential to a child's development. There is an observable lack of accessibility to public transportation, schools, hospitals, toilets, cultural and other public buildings. Children with visual and auditory impairments have limited access to school curriculum, textbooks and other information.

In the past 15 years, there have been numerous governmental and inter-ministerial decrees and decisions regarding the educational rights of individuals with disabilities, curriculum development and teacher training. Although inclusive education for pupils with disabilities was introduced in 1998, whereby they can learn at ordinary schools together with other children, the national education law 2019 (article 15) for the first time, identifies it as the main mode of education for children and youth with disabilities. The state shall adopt policies to support the implementation of inclusive education. However, today inclusive education is still out of reach for many children with disabilities due to the lack of specialised school facilities and training for teachers and inconsistencies in the definitions of disabilities in different sectors.

In August 2020 the media in Viet Nam is filled with a real-life fairy tale about the teenager duo Minh and Hieu of the central province of Thanh Hoa who have passed the national upper secondary examinations with very high results to enter the universities of their choice[14]. Hieu has been piggybacking Minh- a disable friend, to school for ten years and both of them come from poor families. While the media praised the boys for having lived a story of care and friendship, the underlining message is actually about the inadequate supporting system for pupils with disabilities despite the comprehensive legal documents.

A good practice of inclusive education must be embedded in daily behaviours and also informed by research. For example, it needs to enhance the understanding of inclusive education and address the differences between impairment, disability and handicap. Impairment is any temporary or permanent loss or abnormality of

a psychological, physiological or anatomical structure or function. If a person lost an arm in an accident or was born with an abnormal arm, s/he is impaired and reduced physical function of the body part. Disability is a restriction or lack of ability to perform an activity in the manner considered normal for a human being, mostly resulting from the impairment. However, handicap is a set of disadvantages in the individual's social context (Barbotte et al., 2001). Therefore, handicap is not a characteristic of a person but a description of the relationship between the person and his/her environment. A person can reduce the extent to which handicap affects their life if society changes the perception of handicap and provides them with the appropriate services and necessary equipment.

In order to educate the general public in Viet Nam, it is necessary to promote the use of respectful language as a social norm. Drawing on the practice of the UK government which creates a webpage to advise people on inclusive language to be used when writing about disability[15]. Experiences from many countries show that respectful language and inclusive education can lead to better learning of outcomes for all children, not only children with disabilities. Inclusive education promotes compassion and social cohesion in the long term as it fosters a cohesive social culture and promote equal participation in society. In order to ensure inclusive education in a sustainable way, more efforts could be made to train teachers and support parents of children with disabilities. Instead of dedicating limited resources to building residential institutions, investment could be used to ensure that mainstream schools are well equipped to admit, teach, and empower children with disabilities. It would also be necessary and inclusive to appoint people with disabilities to People Committees, DOET, DOLISA and other leadership positions in public policy-making and advocacy for programmes affecting individuals with disabilities.

People of ethnic minorities

There are 54 ethnic groups in Viet Nam recognised by the Vietnamese government. According to the 2019 population and housing census, the most dominant ethnic is the Kinh people (82.1 million people or 85.3%). Although the remaining 53 ethnic groups account for only 14.7% of the population, they represent 70% the poorest households. Almost all public policies give priority to the people of ethnic minorities, including the higher education law. For university admissions, an ethnic minority student is automatically given 2 bonus points in the 10- point marking scale, according to the 2020 MOET circular on higher education recruitment (09/2020/TT-BGDDT). These 2 bonus points can be added to the results of three upper secondary graduation examination papers to meet the university entrance requirements.

In addition, higher education tuition fee waivers or reduced fees (by 50%-70%) and/or stipends are offered to **students from ethnic minorities and poor families**, people with meritorious services to the country's revolutions, armed forces heroes, injured veterans and their children, students with disabilities of poor or near-poor households, orphaned and helpless students, students nominated by the local authorities (article 85, 87, the 2019 HE Law). Although equity-based public policies are necessary to enhance inclusiveness, a blanket approach based on ethnicity may also cause adverse effects and reinforce discrimination.

3.2. De-segregating education institutions and inclusive pedagogy

In the Sputnik era during the 1960s, some specialised schools for gifted children of mathematics emerged in several leading universities of natural sciences. Since then a system of public elite schools or specialised schools mainly at upper secondary level was set up in every city and province in order to prepare gifted pupils for the national and international Olympiad competitions. This system of public elite schools has been maintained and bolstered by both policy makers and the rising middle-class parents, especially in urban areas.

Apart from this system of public elite schools, the Ministry of Education and Training also introduced a set of national standards to certify the status of kindergarten, primary, lower and upper secondary schools. Circular 18/2018/TT-BGDDT provides the school quality inspection criteria based on which a school can be certified to have met the national standards. Although the stamp of 'national standards' does not rank schools, it has the power to distinguish the certified schools from those uncertified. These uncertified schools are often located in deprived areas.

In the TVET sector, 45 colleges have also been selected by MOLISA to deliver pilot international high-quality dual award TVET programmes in 22 vocations. Many of these colleges also prepare students for the export of highly skilled workers to more advanced countries with ageing population such as Japan, Taiwan, Germany. Although there is no official ranking system, these 45 colleges have access to more resources, become role models - 'Centres of Vocational Excellence' - in specific vocations and represent higher standards of Viet Nam's TVET.

Similarly, in an attempt to improve higher education quality, the Ministry of Education and Training in 2015 stratified over 200 universities into three tiers (research, applied, and professional & vocational universities) according to decree 73/2015/ND-CP. The 2018 higher education law (article 7) formally classifies universities in Viet Nam into two tiers (Research-oriented and Applied science) and the above decree was replaced by decree 99/2019/ND-CP providing

guidelines for the 2018 amended law on higher education, especially on the standards of a research-oriented university (article 10).

In August 2020, the first Vietnamese rating system 'University Performance Metrics- UPM[16]' developed by Hanoi national university was launched and praised by the minister of education and training and welcomed by the ASEAN University Network. UPM system assesses the responsiveness of universities in the 4th industrial revolution era and aims to rate the performance of the top 100 Asian universities through 54 indicators across 8 domains, namely governance, education, research, innovation, innovation ecosystem, IT infrastructure, internationalisation, community services. Each domain is scored in a 5-star rating scale whereby an average score can be calculated to represent the overall institutional rating. The launch of UPM also announced four Vietnamese universities which were rated 5-star alongside a Thai university. The system enables domestic universities to benchmark against top Asian institutions and serves as a way for other universities or investors to access the Vietnamese education market.

Inclusive pedagogy as part of teacher training

Looking at the positive side of the above classifications, on the one hand, it can be argued that Vietnamese education institutions at all levels are trying to raise and uphold quality standards to catch up with their regional and international partners. On the other hand, this segregation of schools, colleges and universities does have implications on teaching and learning experiences at every level. One of the suttle issues is that teachers have different expectations for different groups of students. Students from low socioeconomic backgrounds are often at a disadvantage when it comes to teacher's expectations. Lower teacher's expectations are dangerous and damaging source of exclusion. Therefore, teachers must be trained to design appropriate inclusive pedagogies for diverse students. Teachers need to challenge the deficit model that define students by their perceived deficits. Many studies have shown the positive connection between high expectations, optimism, realistic hope and student achievements. Instead of focusing on student's deficits, teachers should focus on what they can do in order to include and nurture them.

3.3. Building a gender-responsive TVET system

Despite effort of the government to introduce the law on gender equality in 2006 and build a gender-responsive TVET system, the gender gaps still persist in women's access to skills development and participation in the labour market. According to a review conducted by ILO Viet Nam, 20% of all job advertisements on the most popular job portals require or prefer specific gender. 70% of these adverts only recruit male applicants, 30% - female applicants. The interviews conducted in August 2020

for this study also confirm that the enrolment rate of female students varies greatly across vocations and they are disproportionately represented in vocations that require low STEM skills such as manufacturing garment and footwear and hotel services. An IT teacher shared during the interview that he advised a female student to change her graduation project to website design instead of coding because most employers would prefer to employ men for coding jobs. This exemplifies how much gender stereotype influence career prospects of students.

In order to encourage more female students to study other programmes, such as IT, mechatronics, industrial electrical, or male students to learn the trades traditionally ascribed to women, it is necessary to better understand and address the gender barriers to entry, participation, retention and job prospects by collecting and analysing data in specific vocation and at the institutional, regional and national levels. Building a gender-responsive TVET system could shift labour market segmentation by gender and create more inclusive working environments.

Gender-based stereotypes affect course selection, teaching methodologies and curricula. Social and cultural norms, and parent's professions and networks also influence students' access and participation in TVET courses, and even limit the likelihood of them pursuing careers in their chosen trade after graduation. Gender-stereotypes need to be addressed and proactive measures could be taken by MOLISA, TVET providers and employers to develop a more inclusive workforce. For example:

- Train career guidance counsellors at schools and change social and cultural attitudes;
- Offer short bridging course or introductory session with work experience for students to try vocations in a supportive environment;
- Provide soft skills training such as assertiveness and teamwork;
- Offer incentives for students to select and successfully complete the TVET programmes in the trades that traditionally ascribed to the other gender (e.g. men in nursing and healthcare, women in automobile engineering);
- Improve collection of labour market data (jobs, pay, promotion, skills set) and TVET relevant data by gender, age groups, geographical areas, religions;
- Disseminate good practices;
- Improve the capacity of the MOLISA's Gender Equality Department to take more proactive role in coordinating with other ministries, employers organisation and stakeholders.

3.4. Recognition, Validation and Accreditation (RVA) of non-formal learning

The concepts of lifelong learning and non-formal learning in Viet Nam are understood as 'continuing education' that 'enables everybody to work and to study, learn continually throughout their lives with an aim to develop capability, perfect personality, broaden knowledge, further qualifications, improve expertise and professional standards leading to employment, self-employment, adaptation to social life, and contribution to building a learning society" (the 2019 Education Law, article 41). The objectives of continuing education are to eliminate illiteracy, to enhance professional competences, update knowledge and upgrade qualifications. It is clearly stated that continuing education includes programmes leading to formal qualifications. Learning can take place in a flexible mode, such as part-time, via distance learning, self-directed learning, other modes (learning through museum, cultural events, online, on-the-job, TV, radio channels). Further information on continuing education is in chapter 5.

The interviewees of this study tend to conflate 'continuing education' and the concepts of non-formal learning and lifelong learning. They also refer to non-formal learning as 'non-mainstream education' or 'non-official education'. Therefore, the recognition and validation of non-formal learning are simply to attend a formal test or official examination. Several interviewees gave examples of taking the driving license tests in both theory and practice at a legally registered test centre, regardless of where the test taker took driving lessons or with which tutor. Similarly, IT skills, foreign language skills can also be certified through exams at a licensed test centre. Vocational skills learnt on the job in a specific trade can be assessed according to the National Occupational Skills Standards Framework (descriptors for levels 1-5) and certified through formal tests in both theoretical knowledge and practice at a licensed test centre. So far 191 sets of occupational skills standards and descriptors have been developed, a test bank has been set up for 82 trades, and 41 test centres have been licensed by MOLISA. Almost 50,000 people participated in vocational assessment and 38,000 people were certified. The certificate of occupational level achieved can be used for career advancement, better pay, further study, or personal fulfilment.

Circular 38/2015/TT-BLĐTBXH provides guidance on the occupational skills assessment, conferment and cancellation of certification. Decree 31/2015/ND-CP and guide 5213/VBHN-BLĐTBXH clarify criteria for licensing institutions/test centres and assessors to perform the assessment of occupational skills.

Continuing education also includes part-time classes of general education or university degrees following structured curricula that can be taken alongside

a full-time or part-time job. This type of education is delivered by the staff of the educational institutions that award the final qualification and students shall be formally registered/enroled on this structured programme.

In brief, continuing education/non-formal learning has been institutionalised and has widened access to learning opportunities for people of all ages. Recognition of learning outcomes helps to improve inclusiveness and social fairness. The departments of continuing education at MOET and MOLISA play a crucial role in this endeavour.

3.5. Learning from international experience

Japan's IT Engineers Examination in Viet Nam

Viet Nam also collaborates with international partners in RVA of learning outcomes and professional skills. For example, Ministry of Science and Technology of Viet Nam has signed an agreement with the Japanese Ministry of Economy, Trade and Industry to assess and certify Vietnamese IT engineers to meet the Japanese standards. This regional initiative 'Asian Common Skill Standards for IT engineers' was developed and launched by Japan in 2000[17]. The initiative aims to raise the skill levels of IT engineers in member countries, increase cross-border job opportunities and promote alliance of IT companies in the region. This has been implemented through introducing an assessment similar to Japan's IT Engineers Examination (ITEE) in each country and establishing mutual recognition agreement scheme among the participating countries. Since 2006, more than 73,000 people have taken the assessment and nearly 14,000 people have passed.

The Vietnamese Hi-tech Incubation and Training Centre (HITC), Hoa Lac Hi-Tech Park, is a member. There were 14,828 Vietnamese people taking the test and 2,664 people were certified and recognised by Japan and other Asian countries.

UNESCO and the European Commission

The European Commission and UNESCO Institute for Lifelong Learning (UIL) adopt the following definitions:

- **Formal learning** occurs as a result of experiences in an education or training institution with structured learning objectives, learning time and support, leading to certification. Formal learning is intentional from the learner's perspective.
- **Non-formal learning** is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective.

- **Informal learning** results from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but, in most cases, it is non-intentional (or 'accidental/random').

It is widely recognised that learning takes place on a continuum and that the boundaries between different forms of education and learning are porous. Therefore, the above definitions are not intended to suggest a rigid separation between them.

UNESCO Institute for Lifelong Learning considers RVA of non-formal and informal learning as one of the pillars of any lifelong learning policy. UIL has developed global RVA guidelines (Yang, 2015) and a series of RVA country profiles to facilitate knowledge sharing and policy learning. Viet Nam and other ASEAN countries can participate in this global initiative because the RVA country profiles and case studies are continually updated.

4. Strengthening Enabling Structures

4.1. National Education System: Access and Coverage

The 2013 Constitution (§39; §61) and the 2019 Education Law state that learning is both the right and duty of Vietnamese citizens. Every person has equal rights to education opportunities regardless of their ethnicity, religion, gender, personal straits, social background, and economic conditions. Learners with special needs, with disabilities or of poor households are entitled to the state support pursuant to the applicable laws such as the children law; law on persons with disabilities. The Ministry of Education and Training (MOET) and Ministry of Labour, Invalids, Social Affairs (MOLISA) take the central responsibilities for the legislation, provision and assessment of all education and training levels of the national education system, although some other ministries also invest and govern specialised training institutions in their specific sectors.

The national education system consists of the following levels:

- Nursery and pre-school education;
- General education of 12 grades: primary education (grades 1-5), lower secondary (grades 6-9) and upper secondary education (grades 10-12) (article 6, Education Law 2019);
- Technical and vocational education and training: elementary level, intermediate TVET level, further TVET level, and other vocational education programmes (article 33, TVET Law 2014);
- Teacher education colleges: associate degree or college diploma for graduates of teacher training programmes;
- Higher education: bachelor, master's and doctoral levels (Higher Education Law 2018).

Access to the next level of education is subject to the satisfactory completion of the preceding level. In some cases, additional entrance examinations or portfolio assessments or interviews may be required by private elite schools or competitive higher education institutions. However, the elementary TVET (3-12 months) does not require previous formal education qualifications.

Primary education and attendance at schools from grade 1 to grade 5 (aged 6-10) are mandatory and it is provided free-of-charge by the state throughout the country.

Pre-school education for five-year-old children and lower secondary education for grades 6-9 (aged 11-14) have also been provided universally, albeit not mandatory by the law (article 14, Education Law 2019).

Lower secondary education is offered in two main types of institutions: a) full-time schools (general academic route), b) part-time continuing education centres for working adults or youth who normally are not qualified to pursue the academic route and/or opt to join the labour market while taking part-time education.

Upper secondary education is offered in similar types of educational institutions as above. Additionally, according to the 2014 TVET law and Circular 07/2019 issued by MOLISA, vocational schools or colleges also offer grade 9 graduates a combination of a TVET programme and accelerated upper secondary education curriculum of fewer academic subjects relevant to specific vocations. This combined programme is known as "9+programme" which enables the graduates to progress onto further TVET programmes.

TVET and higher education programmes are offered in full-time study organised as per academic year calendar or flexible part-time study mode. Students are required to achieve the learning outcomes of their chosen modules and accumulate the number of credits prescribed by specific programmes and in accordance with the national qualifications framework.

Non-formal education is understood in Viet Nam as continuing education which aims to radicate illiteracy and provide short-term skills development courses. These courses are offered in flexible part-time learning modes tailored to working adults and youth.

The 2019 Education Law has a separate chapter about 'continuing education' (giao duc thuong xuyen) and the national network of different providers ranging from centres for continuing education, centres for short-term vocational and continuing education, community learning centres, and other centres for skills development, such as foreign languages, music, IT skills, etc. to improve the quality of life. Some continuing education programmes may require graduation examinations and lead to national qualifications, for example, lower and upper secondary education. The continuing education centres are licensed and managed by the local governments and indirectly governed of the Ministry of Education and Training.

In a similar vein, the 2014 TVET law also dedicates a chapter on 'continuing training' (dao tao thuong xuyen) (articles 39-45) which covers short-term training activities on demand (with certification of attendance) and long-term training courses leading to formal vocational qualifications listed in the national qualifications framework. Continuing vocational training is normally provided as per the contracts with either the governmental agencies or employers to train/ re-train current or future employees. Vocational education institutions, businesses and individuals must meet the legal requirements and obtain permission from either central or local governments to offer continuing vocational training courses.

At the higher education level, since the 1990s Hanoi Open University and Ho Chi Minh City Open University have been specialising in providing higher education programmes through distance learning and blended learning. Many other universities have also been offering in-service degree programmes through flexible and part-time study mode to working professionals who wish to obtain either a first or a second bachelor degree, a top-up master's degree or a short-term professional development course. Many universities established 'in-service training department' or 'continuing education and training centre' to meet the increasing lifelong learning demands of the wider public and non-traditional university students. These continuing education departments and centres are also cooperating with vocational colleges to design top-up programmes for college graduates to progress onto bachelor degrees which are awarded by the universities.

4.2. Public education provision

Public education of all levels is heavily subsidised by the state either through the central or local government budgets. Primary education, post-grade 9 vocational education at intermediate level (9+programme) and all teacher training programmes are free of charge, according to the 2019 education law and the 2014 TVET law.

Annual tuition fees of public lower and upper secondary schools, and some TVET schools/colleges are determined by the local government authorities which subsidise the public education. However, the ceiling level of tuition fees at public institutions are regulated by the central government. For example, Hanoi's People Committee has determined the tuition fee levels for the 2020-2021 academic year in public schools as shown in the table below.

Table 3: The tuition fee rates at public schools and public vocational colleges in Hanoi in the 2020-2021 academic year

Education levels	Monthly tuition fees in the 2020-2021 academic year in Hanoi		
	Urban areas	Rural areas	Remote and mountainous areas
Nursery, kindergarten (except the 5-year-old children), Upper secondary school, Continuing upper secondary education	217,000 VND/month (c.a. USD 9.4 /month)	95,000 VND/month (c.a. USD 4/month)	24,000 VND/month (c.a. USD 1/month)
Pre-school education for the 5-year-old children, Lower secondary education, Continuing lower secondary education	155,000 VND/month (c.a. USD 7/month)	75,000 VND/month (c.a. USD 3.2/month)	19,000 VND/month (c.a. USD 0.8/month)
North Thang Long Vocational Junior College of Economics and Technology	900,000 VND/month (c.a. USD 39/month) For all intermediate TVET courses		
Hanoi Vocational Junior College of Information Technology	750,000 VND/month (c.a. USD 32/month) For intermediate TVET courses in social sciences, business, law, agriculture, forestry, aquaculture		
	800,000 VND/month (c.a. USD 35/month) For intermediate TVET courses in hospitality, sports, arts, tourism, technology, engineering, natural sciences		

Source: Resolution 05/2020/NQ-HDND of Hanoi's People Committee on 7 July 2020

The capacity of the national education system in both public and private sectors at all levels in the 2018-2019 academic year is summarised in the tables below. In terms of coverage, MOET is responsible for a larger population, more education levels and longer durations compared to MOLISA's responsibility.

Table 4: The national education provision in the 2018-2019 academic year

No.	Education levels	Total number	Public providers		Private providers	
Primary education (grade 1-5) - MOET						
1	Schools	13,970	13,852	99%	118	1%
2	Pupils	8,506,562	8,402,000	99%	104,562	1%
3	Average number of pupils per class	30.49	30.57		25.53	
4	Pupil/teacher ratio	21.77	21.86		16.40	
5	Teacher per class	1.40	1.40		1.56	
Lower secondary education (grade 6-9) - MOET						
1	Schools	10.911	10.863	99.6%	48	0.4%
2	Pupils	5,455,875	5,392,822	99%	63,053	1%
3	Average number of pupils per class	35.90	36.04		27	
4	Pupil/teacher ratio	18.55	18.52		21.14	
5	Teacher per class	1.94	1.95		1.28	
Upper secondary education (grade 10-12)- MOET						
1	Schools	2,842	2,402	85%	440	15%
2	Pupils	2,563,431	2,359,658	92%	203,773	8%
3	Average number of pupils per class	38.59	38.83		36.09	
4	Pupil/teacher ratio	18.07	17.88		20.67	
5	Teacher per class	2.14	2.17		1.75	

Source: Ministry of Education and Training, 2020[1]

Public education provision and coverage at all levels are significantly greater than private provision. It is worth noting that the pupil-teacher ratio in public schools is compared favourably to private schools (at lower and upper secondary levels), around 18 pupils per teacher to ensure pedagogical support and individual attention. In practice, due to limited number of classrooms, Viet Nam add more teachers per class in public schools although the average class size is bigger (36 pupils per lower secondary class in a public school compared to 27 per class in a private school).

Table 5: The national education provision in the 2018-2019 academic year

No.	Education levels (AY 2018-2019)	Total number	Public providers		Private providers	
Higher education (MOET)						
1	Number of universities	237	172	73%	65	27%
2	New bachelor enrollers (2018-2019)	413,277	324,707	79%	88,570	21%
3	All bachelor students	1,526,111	1,261,529	83%	264,582	17%
4	New master's enrollers (2018-2019)	42,160	36,237	86%	5,923	14%
5	All master's students	97,134	84,706	87%	12,428	13%
6	New doctoral candidates (2018-2019)	1,496	1,282	86%	214	14%
7	All doctoral candidates	11,000	10,758	98%	242	2%
8	All administrative and academic staff	83,587	64,772	77%	18,815	23%
Teacher Training College (MOET)						
1	Number of colleges	58	53	91%	5	9%
2	New enrollers in 2018-19	8,182	8,182	100%	0	
3	All students	33,239	33,237	100%	2	
4	All academic and Administrative staff	4,819	4,765	99%	54	1%

Source: Ministry of Education and Training, 2020 [2]

Generally, private education provision expands as the level of education increases. For instance, the student numbers at private upper secondary (8%) and higher education levels are noticeably larger than at private primary and lower secondary levels (1%). Hence, it suggests that individuals (and their families or sponsors) are more willing to invest in private education, especially at bachelor (17%) and master's levels (13%).

At the doctoral level, public provision accounts for 98% of all doctoral candidates in the 2018-2019 academic year. However, the number of new doctoral candidates enrolled in private universities has increased sharply and accounted for 14% of the total new doctoral enrollers that year. This fact indicates a sign of increased research capacity of private universities. Whether this is a beginning of a new trend is remained to be seen in the coming years.

Table 6: The national education provision in the 2018-2019 academic year

Continuing education (MOET)						
1	All continuing education institutions	15,559	This figure comprises all continuing education schools, community learning centres, centres for foreign languages, IT skills, and other non-formal vocational centres under MOET management			
2	Literacy learners	17,062				
3	Lower secondary education learners	16,835				
4	Upper secondary education learners	202,912				
5	Foreign languages learners	1,966,44				
6	Short-term vocational education learners	273,246				
7	Learners of combined programme of vocational and general education	147,515				
8	Learners of other non-formal education activities	20,850,564				

Table 7: The national education provision in the 2018-2019 academic year

No.	**TVET levels (2018)**	**Total number**	**Public providers**		**Private providers**	
Vocational education and Training (TVET) - MOLISA						
1	All TVET providers	1948	1271	65%	677	35%
2	TVET Centres	1032	679	66%	353	34%
3	TVET Junior Colleges	519	283	55%	236	45%
4	TVET Colleges	397	309	78%	88	22%
Enrollers and teachers in 2018		**Total**	**Elementary TVET**	**Intermediate TVET**	**College TVET**	**Other providers**
5	Number of **new** enrollers per TVET level	2,210,000	1,665,000 (75%)	315,000 (14%)	230,000 (11%)	
6	Number of TVET teachers	86,910 (18%)	15,571 (18%)	18,328 (21%)	38,086 (44%)	14,925 (17%)

Source: Report on Viet Nam's Technical and Vocational Education 2018 (NIVET, 2019)

Although the number of new enrollers on TVET programmes is significant (over 2,2 million people in 2018 alone), the majority (75%) of them are enrolled on the short-term elementary level. This explains why the majority of the Vietnamese labour force is low skilled. The large enrolment number at the elementary and intermediate levels also creates opportunities for a large proportion of private TVET institutions to provide vocational education as shown in the table above. Notably, the public TVET providers account for only 65% of the total providers whereas the public provision of upper secondary and higher education is much higher for similar age cohorts. This raises a question about the state's capacity and investment to ensure quality and affordable TVET available to the population in need.

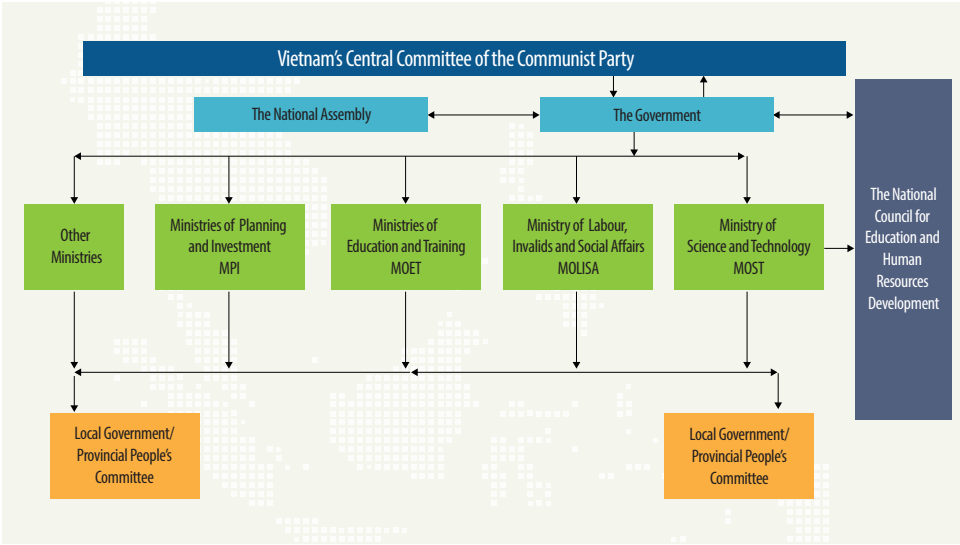
4.3. Enabling Structures

Governance model

Similar to most other ASEAN countries, HRD policies in Viet Nam are designed and implemented in accordance with the national periodic socio-economic development strategies and plans. As such HRD is planned not only at the national level, but also in each economic sector represented by Ministries and in the key economic regions encompassing several cities and provinces (see more on the four key economic regions in chapter 6). Therefore, HRD involves many policy-making agencies at both central to local levels.

The figure below gives a snapshot of the HRD policy-making agencies at the highest level.

Figure 16: HRD Governance Structure in Viet Nam



Source: Dang, 2020

As the figure denotes and according to the 2013 Constitution, the Communist Party plays the role of "the force leading the state and society" (article 4). The Party congress approved the 10-year development strategies and 5-year development plans. The party also issue resolutions and directives for important. The Party's organisational system is established in line with the state administrative apparatus from the central level to provincial, city, district and communal levels. All the public organisations, including all educational establishments from schools to universities, are also under the leadership of the local communist party committee which is embedded in their institutional governance structures. For example, the secretary of the party committee is always a member of the college council or university council which governs the education institution.

While the National Assembly is the highest authority under the Constitution, government ministries are responsible for drafting and implementing legislation. The Ministries can affect changes in the legal framework quickly and with short notice. Consequently, the views of relevant Ministries hold significant weight in the Vietnamese legal framework and governance structure. This also applies to HRD policies and strategies. The main types of legal instruments in Viet Nam are:

(i) Laws (Luat)– drafted by the relevant Ministry and approved by the National Assembly at one of its biannual sittings, after being first approved by the Government;

(ii) Decrees (Nghi dinh)– a statement of significant legal importance issued by the Government, without reference to the National Assembly, establishing detailed rules beneath a Law;

(iii) Decisions (Quyet dinh) issued by the Prime Minister are legal documents stating the guiding principles and measures for ministries, other governmental agencies and provincial governments to implement, and

(iv) Circulars and Decisions (Thong tu, Quyet dinh) – issued by the Ministry responsible for drafting the relevant Law, providing concrete policy guidance for how the Law and Decree will be implemented.

In practice, each of these legal instruments has the force of law and must be complied with.

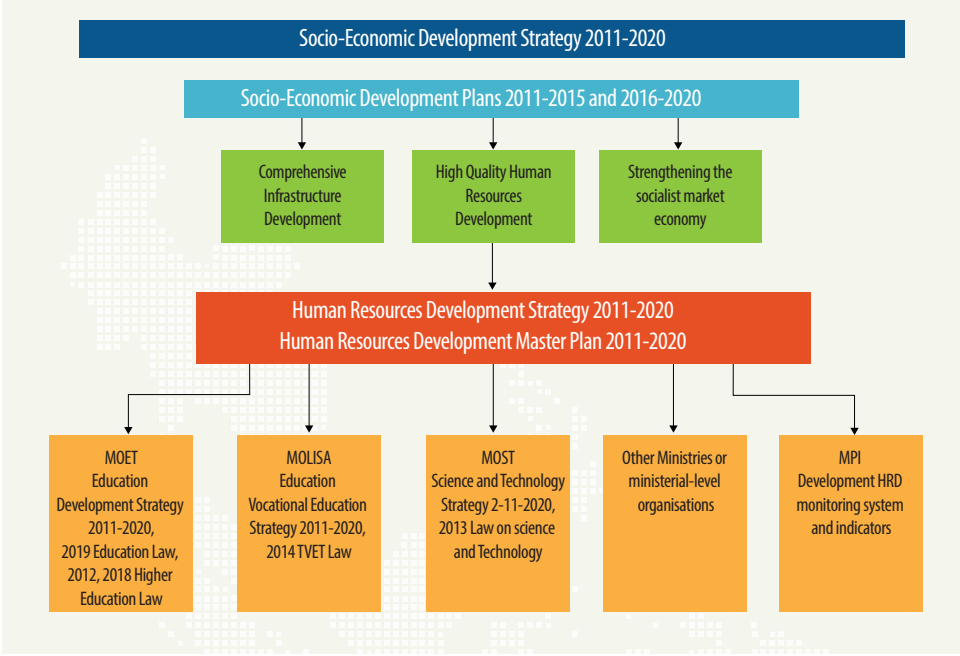
Coordination

In terms of HRD policy framework and the coordination between economic sectors and provinces, the Ministry of Planning and Investment (MPI), Ministry of Education and Training (MOET), Ministry of Labour, Invalids and Social Affairs (MOLISA) and

the Ministry of Science and Technology (MOST) are the key ministries in charge of developing, implementing, monitoring and updating HRD strategies and providing labour force for all other socio-economic sectors.

MPI is responsible for coordinating the reviews and evaluations of the implementation progress. MPI has developed a dedicated website 'Human Resource Development of Viet Nam' (http://ptnlvn.gov.vn/) as a platform for information dissemination. MOET is responsible for the general education, academic higher education and continuing education, whereas MOLISA is in charge of vocational education. MOST is responsible for research and innovation strategies. Other ministries also devise HRD strategy for their own sectors (e.g. ministry of transport, ministry of culture, sports and tourism). The Ministry of Finance distributes, coordinates and regulates public investments in HRD,

Figure 17: HRD Policy Development and Coordination



Source: Dang, 2020

The Vietnamese government has begun a new cycle to develop HRD strategies for the next decade (2021-2030) building on the implementation results of the current policies.

4.4. Research on the labour market

Alongside the HRD-related research carried out by various universities, each ministry and local government also have their own research entities to conduct research on the labour market and skill forecast in specific economic sectors. Although the quality, application and impact of the studies are increasingly recognised, they are not always translated into robust development. The triangulation and dissemination of research findings, particularly the reliable data on labour supply and demand forecast to policy makers, education institutions and the wider public is also an area for improvement.

For example, during the recruitment period for the coming academic year, in August 2020 the forecast on future labour market demands was released on the website of the Directorate of Vocational Education and Training with information on the top three professions. According to the release, garment sewing was presented as a profession with the highest labour demand at all three levels from elementary to college diploma training (with precise figures of over 60,000 jobs at each level)[18]. Although there may still be a need for low skilled workers in the short-term, the communication could have been more impartial, accurate and impactful if the results have been triangulated and peer-reviewed by more experts in the field.

According to Vinatex, from March to August 2020, many Vietnamese workers in the garment and textile manufacturing[19] and electronic equipment assembly line lost their jobs because there were not enough materials and spare parts imported from other countries in the supply chains due to COVID-19[20]. A research by Ho Chi Minh City Open university published in 2019 and the forecast of the International Labour Organisation (ILO) show that the production value of the textile and garment industry in Asia has decreased since 2015 and this trend continues in the future. ILO forecasts that up to 86% of Vietnamese workers in the textile, garment and footwear industry are at high risk of losing their job to automation in the near future, by 2030 (ILO, 2016). It was also recommended that the Vietnamese garment industry needs to move from the low labour price advantage to the competition with added value and innovation in the global supply chain. For example, instead of sewing workers in the sweatshops, future professions will be fibre designers and producers, design engineers, computer technicians, production managers, international marketing professionals.

With the fast changing and complex labour markets, research for HRD policy making should look into the impacts of the industrial revolution 4.0, climate change, demographic change, global pandemic on HRD. For example, how do green growth policies of Viet Nam impact on the sectoral composition of the economy, green jobs and new skills? Climate change affects global supply food, which affects jobs in agriculture of Viet Nam which relies the export of rice, seafood and other produce.

4.5. Strengthen collaboration of ASEAN sectoral bodies

Viet Nam has been an active member of the SEAMEO Council and ASEAN Ministers of Education (ASED). Since 2006, an ASED meeting has been held regularly to promote a 'people-oriented and people-centred ASEAN. Given the importance of the education/HRD pillar in the ASEAN regional cooperation, Viet Nam participates in collaborative projects at all levels.

School

ASEAN Curriculum Sourcebook: a teaching resource for primary and secondary schools to foster an outward-looking, stable, peaceful, and prosperous ASEAN community. Ministries of education of ASEAN member states incorporate relevant contents into their national curricula. This is part of a 'regional identity' building mission.

TVET

SEAMEO VOTECH was established in 1990 in Brunei Darussalam with the mandated to assist the SEAMEO-member countries to identify and solve common problems in TVET.

ASEAN Foundation was established in 1997 with the mission to promote ASEAN awareness through people-to-people interactions. Major programmes include ASEAN Digital Innovation programme in collaboration with Microsoft to provide digital skills training for young adult aged 15-35; ASEAN Science and Technology Fellowship for research to support the implementation of the ASEAN Plan of Action on Science, Technology and Innovation 2016-2025.

Higher Education

ASEAN Citation Index (ACI) is a central regional database which was designed and set up to index all the bibliographic records and the citations of all quality ASEAN research outputs appeared in the ASEAN scholarly journals. While these research outputs help solve local problems and serve the local research communities, they are not published in English and are not indexed in the international citation databases, where the rankers collate for university rankings. ACI is an attempt to tackle the issue of knowledge and linguistic imperialism. This initiative was financially supported by Thailand. It is envisaged that ACI, once grown and established, will be linked to the international databases, such as Scopus and Thomson Reuter to increase the visibility of the ASEAN research and improve rankings of ASEAN universities.

Viet Nam is also a member of many other ASEAN sectoral bodies and initiatives, such as ASEAN university network, SEAMEO RIHED, SHARE, mobility programmes AIMS,

ASEAN Quality Assurance network, ASEAN Qualifications reference framework, ASEAN Mutual Recognition Arrangements (MRAs), including:

- MRA on Engineering Services (9 December 2005);
- MRA on Nursing Services (8 December 2006);
- MRA on Architectural Services and Framework Arrangement for the Mutual Recognition of Surveying Qualifications (19 November 2007);
- MRA on Medical Practitioners and MRA on Dental Practitioners (26 February2009);
- MRA Framework on Accountancy Services (26 February 2009) and subsequently as MRA on Accountancy Services (13 November 2014); and
- MRA on Tourism Professionals (9 November 2012).

Viet Nam assumes the coordinator's role for this very project of ASEAN HRD Readiness during their 2020 Chairmanship is another example of the country's active engagement in region-building.

5. Quality and Relevance of HRD/ LLL Provision

5.1. Results from the three surveys on the development of future skills

Three online surveys were carried out in July and August 2020 and a total of 311 valid responses were received from a wide range of schools, TVET colleges and universities throughout Viet Nam. Sample of each questionnaire is in the annexes.

Schools

109 responses were received from around 45 public and private, urban and rural schools at primary (26%), lower secondary (29%) and upper secondary education (36%) levels and from local government departments of education (9%) in Northern Viet Nam (36%), Central Viet Nam (42%) and Southern Viet Nam (22%).

Among them were responses from 19 school principals or deputy principals (17%), 71 teachers (65%), 9 career counsellors, mentors (9%) and 10 senior experts and directors (9%) at the Department of Education of local governments in various provinces.

TVET

105 responses were received from around 40 urban and rural TVET junior colleges and colleges in Northern Viet Nam (36%), Central Viet Nam (20%) and Southern Viet Nam (44%). Amongst the respondents, there were 18 headmasters or deputy headmasters (17%), 42 teachers (41%), 31 college students (30%), and 15 career guidance counsellors (15%).

Teachers and students represent many diverse subjects and vocations ranging from automobile engineering, mechatronics, welding, electrical engineering, informatics, materials, construction, manufacturing, ship building, to mathematics, agriculture, garment sewing, English, seafood processing, carpentry, accounting, and hospitality.

Higher Education

There were 97 comprehensive and valid responses from nearly 40 universities and research institutes of which 51.5% are in Northern Viet Nam, 16.5% in Central Viet Nam and 32% in Southern Viet Nam. For historical and social economic reasons, the number of universities in the North is larger than in other regions. The responses from faculty deans, bachelor programme directors account for 18%, lecturers – 37%,

career guidance counsellors and mentors – 9%, and students in the final years of their bachelor programmes – 42%. The lecturers and students represented a wide range of disciplines, including bioscience, computer engineering, food technology, sociology, construction, global value chain in agricultural produce, forestry, laws, mathematics, software engineering, electronics, design and manufacturing, urban planning, international business, machine learning, statistics and economics, Chinese language and culture studies, English, finance and banking, hydraulic construction, environmental science, etc.

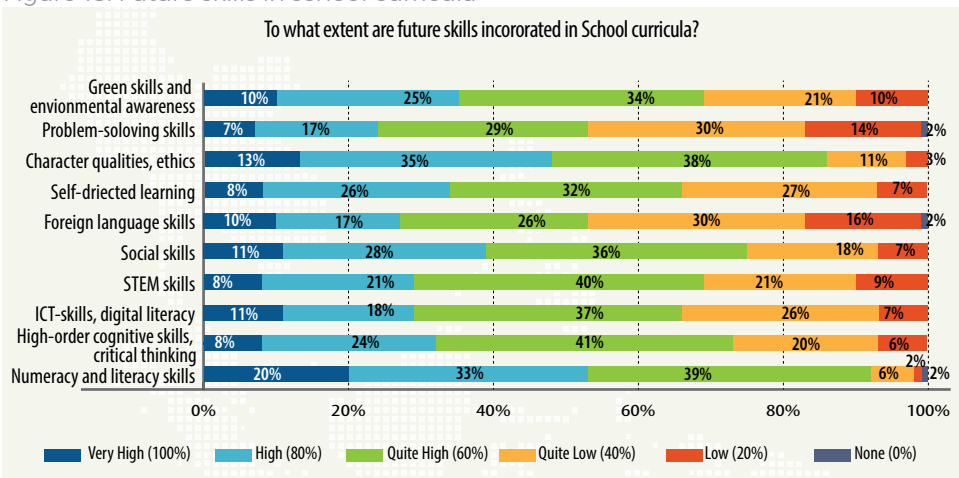
5.2. Future skills in the school, TVET, HE curricula

School

The overall results show that all the future skills have been incorporated in school curricula at primary, lower and upper secondary levels. As shown in the figure below, 'numeracy and literacy skills' are the most significantly incorporated in the curricula with 53% of the responses confirming the 'high and very high' degrees of incorporation, followed by 'character qualities, personal straits and ethics' with 38% rated 'high and very high' degrees.

However, 'problem-solving skills' and 'foreign language skills' are at the lowest degree of incorporation in the curricula with 44% and 46% of respondents stating 'quite low and low'. ICT skills and STEM skills are also at relatively low degree of incorporation.

Figure 18: Future skills in school curricula



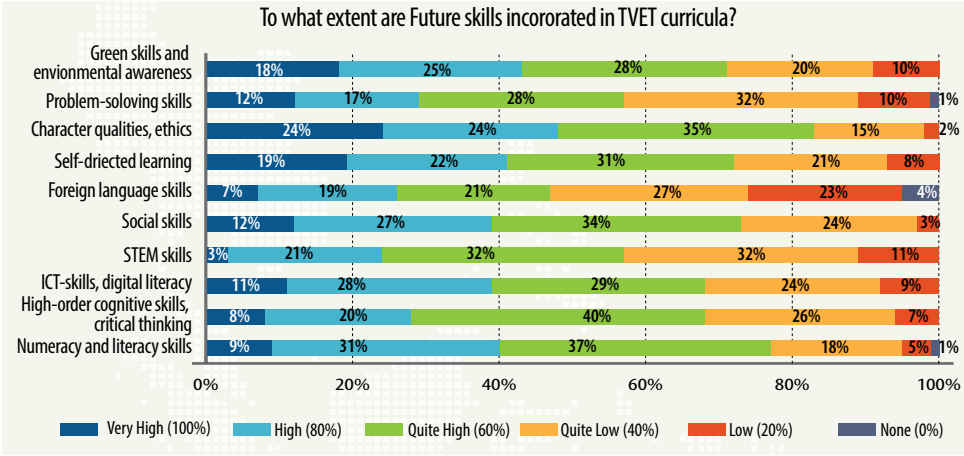
Source: Dang HRD Viet Nam School survey, 2020

Almost all of these skills (except 'green skills') are included in the new school curriculum (5 moral values and 10 core skills) introduced by MOET in December 2018. According to the National Assembly's plan, the latest deadlines to begin to implement the new curriculum are the 2020-2021 academic year at primary schools, 2021-2022 at lower secondary, and 2022-2023 at upper secondary schools.

TVET

Generally, TVET curricula are designed to develop practical skills to prepare students for the workplace. The results show that 'character qualities and ethics' and 'green skills and environmental awareness' are incorporated in the curricula at the highest level, with 48% and 43% respectively of the respondents rating at 'high and very high' degrees of inclusion. Four other skills including 'self-directed learning skills, social skills, ICT skills, and numeracy and literacy skills' are also significantly incorporated in the curricula with around 40% rating 'high and very high'.

Figure 19: Future skills in the TVET Curricula



Source: Dang HRD Viet Nam School survey, 2020

However, 'STEM skills, foreign language skills and critical thinking skills' are not fully incorporated in the curricula. According to the interviews conducted in August 2020, the reasons might be that the TVET curricula are outdated and narrowly focus on particular skills of a specific vocation. The survey includes many soft skills, of which some are 'nice to have' but may not be 'necessary to have', for instance, foreign languages. TVET colleges normally attract less academically able students at schools and within a fairly short duration of TVET courses, it is not possible to develop all skills equally. Other reasons could be the limited quantity and quality of teachers at TVET colleges who possess these skills.

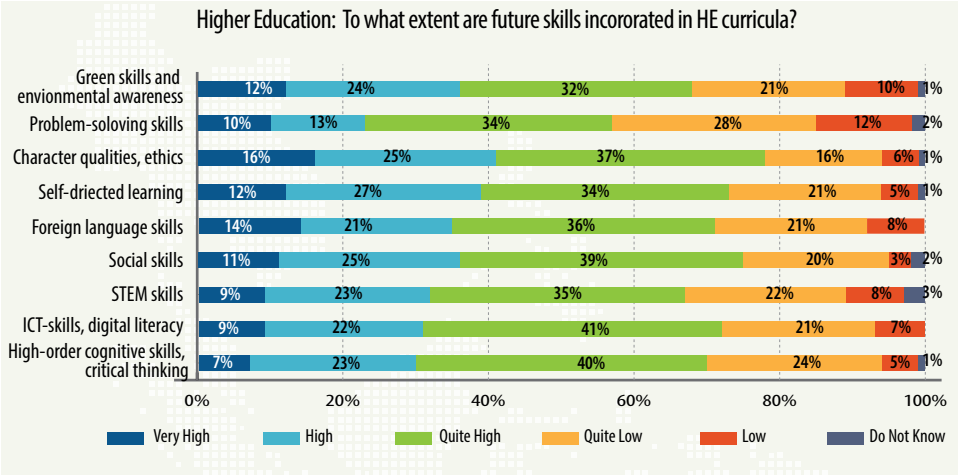
Higher Education

The sample for the higher education survey has been carefully selected to ensure representation of diverse geographical areas, academic disciplines, sizes and types of universities (large and small, single disciplinary/specialist or multi- disciplinary, public and private), as well as different tiers of universities (national, regional and local, or with/without international/transnational programmes). The responses come from teachers, course directors, heads of department, career guidance counsellors (58%) and from bachelor students in the final year (42%).

The results show that HE curricula of the surveyed universities have broadly incorporated the key set of nine future skills as shown in figure below. However, the extent of incorporation varies between 58% (problem solving skills) and 77% (character qualities, ethics) counting the 'quite high to very high' degrees in the bar charts below. Social skills, communication and teamwork skills have been a priority in most universities surveyed and interviewed.

On average, approximately 30% of the respondents believe that all 9 skills are neglected in the curricula (see the yellow and blue parts on the right side of the charts below). In particular, over 40% consider that problem solving skills are neglected. Furthermore, STEM skills also need to be more significantly incorporated into curricula.

Figure 20: Future skills in HE curricula



Source: QAD Viet Nam HE Survey, 2020

Green Skills and Environment Awareness

There are suggestions to include green skills and environment awareness into both formal curricula extra-curricular activities. For example, as for the formal curricula, adding a module on environment and human life as a mandatory option (e.g. engineering or law on environment) or elective option for all other students regardless of their main discipline. As for extra-curricula, setting up student volunteer clubs to share knowledge and raise awareness of all students who will in turn promote environment protection in their communities. Universities are to become role models in reducing plastic waste, using energy-efficient buildings, water-saving behaviours, recycling bins.

Foreign Language Skills

Regarding foreign language skills, Vietnamese universities have introduced their standard exit qualifications of foreign language skills upon graduation for all students. These qualifications vary and some may not meet the requirements of employers. According to the standards set by the National Foreign Language Project towards 2020, graduates outside the foreign languages specialising universities are required to achieve a minimum of level 3 out of 6 on the Vietnamese national framework for foreign language skills (circular 01/2014/ TT-BGD ĐT). Many universities opted to require level 3 of the Vietnamese framework as the minimum level upon graduation of bachelor degrees. They use internal exams papers and the number of credits obtained to issue transcripts to students, not the national certificate.

The Vietnamese level 3 is roughly equivalent to B1 level of the Common European Framework of Reference for Languages (CEFR), which describes language ability on a six-point scale (A1, A2, B1, B2, C1, C2) from A1-beginners up to C2 for those who have mastered a language. The six levels can be grouped into three broad levels: Basic user, Independent user and Proficient user in European definitions, whereas the Vietnamese new national foreign language qualifications framework classifies them into Advanced, Intermediate and Elementary levels as shown in the conversion table below.

Only 14 higher education institutions have been licensed to organise foreign language exams and issue national certificates for exams takers, whereas there are over 230 universities in the country. In recent years some universities without the license to organise the national exams still require their students to sit the exams and obtain the national certificates issued by the licensed language centres. Such national certificates will help the students to meet the graduation criteria and the foreign language requirement for civil servant jobs in the public sector.

Table 8: Vietnamese- European- Cambridge foreign language qualifications

CERF	6-level foreign language framework	Vietnamese National FL qualifications	Cambridge EFL	Previous Vietnamese foreign language qualifications
C2	Level 6	Advanced level (Cao cap)	CPE	
C1	Level 5		CAE	
B2	Level 4	1Intermediate level (Trung cap)	FCE	
B1	Level 3		PET	C
A2	Level 2	Elementary level (So cap)	KET/Flyers	B
A1	Level 1		Movers	A

Source: Dang's compilation

CPE: Certificate of Proficiency in English, CAE: Certificate in Advanced English, FCE: First Certificate in English, Cambridge English exams A2 Key (KET).

However, the opportunity to achieve a good level of foreign languages varies across universities and across programmes. For example, some universities in Ho Chi Minh city require their students in business and economics, laws, and engineering, to achieve international certificates, such as TOEIC, IELTS, TOEFL for English, to meet the requirements of the labour market. In reality, the provision of foreign languages in the formal curricula is limited to 7 credits for the entire bachelor programme (1 credit is approximately 15 teaching hours in classroom, or 30 hours in laboratories or group discussions). Students must take additional lessons at private language centres in order to achieve the international qualifications.

For advanced bachelor programmes or transnational HE programmes, foreign language is one of the admissions requirements. For instance, at the Vietnamese-German university, all students are required to achieve a minimum of IELTS 6.0 at the end of the first year in order to progress onto the second year. A respondent shares:

> *"Developing students' foreign language skills is one of the primary aims of our programme as it falls within our mission of global integration and internationalisation of higher education. In addition to the general English programme, our students participate in a large number of courses in their subject areas that are delivered in English from their second year onwards. English is also encouraged as a language of communication on campus. Students also have the opportunities to join exchange mobility programmes and seminars with foreign students from universities and institutions that have partnership with my university."*

Consequently, a dynamic market of foreign language classes has been created by the combination of graduation requirements, international exchange programmes, jobs in the public and private sectors, career promotion, national testing services with a limited number of test centres in the name of quality assurance, and inefficient provision of teaching and learning activities within the formal curricula.

5.3. Teaching and learning resources and the development of future skills

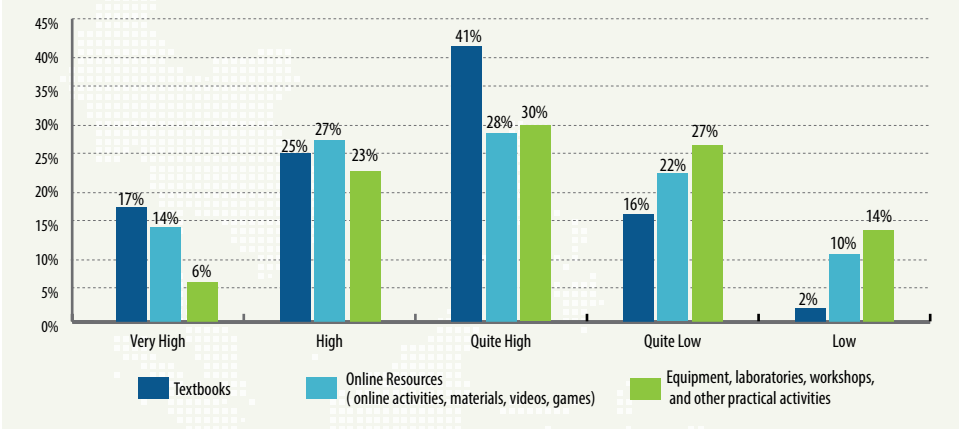
School

109 responses from all school levels confirm that textbooks play the most significant role (83%) in supporting the development of future skills, followed by online resources (69%), and laboratories or practical activities (59%).

The responses from primary schools alone show that textbooks are even a more important resource (93%) for skills development, followed by online resources (57%) and equipment and practical activities (54%). This suggests that a content-based teaching practice is

more common at Vietnamese primary schools and there is a shortage of both playful curricula and resources to give children opportunities to explore their learning through play. The evidence of the LEGO foundation's study in 2019 recommends that playful learning supports the development of early literacy and numeracy skills while also cultivating children's social, emotional, physical and creative skills (Parker and Thomsen, 2019). A practical choice for Vietnamese schools would be to adopt integrated pedagogies as a more effective way to foster both holistic skills and content knowledge. Teachers also need to be trained to design learning experiences as joyful, meaningful, actively engaging, iterative and socially interactive processes for young children.

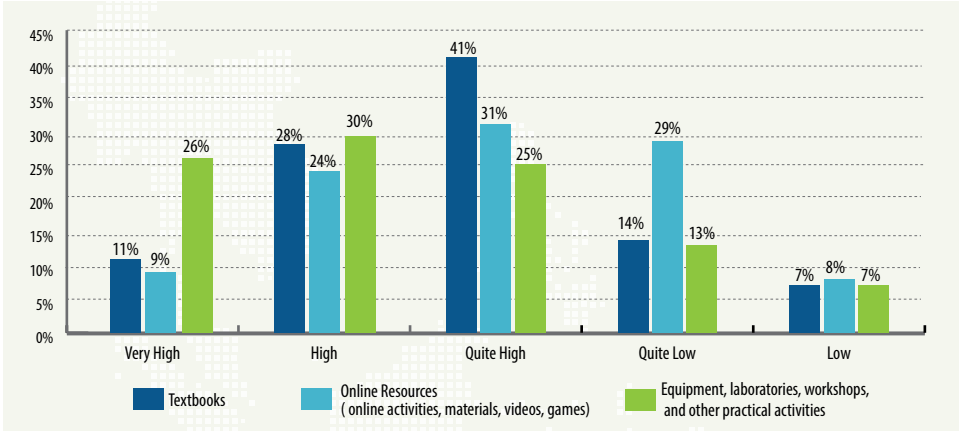
Figure 21: Teaching and Learning resources and skill development in schools



The breakdown results at each school level show that the role of textbooks in skills development tends to decrease as children grow, at lower secondary (82%) and upper secondary level (69%). Online resources become the most important factor for skills development at upper secondary schools (79%) whereas at lower secondary level this figure is only 50%.

TVET

Figure 22: TVET teaching and learning resources and skill development

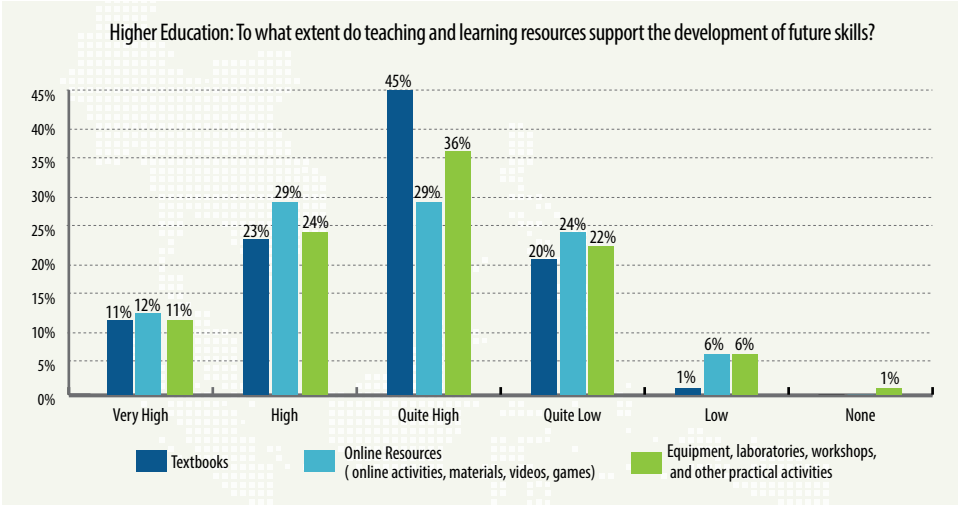


Responses from TVET schools and colleges show that equipment, workshops and practical activities are the most significant resources for skills development (81%), followed by textbooks (80%) and online resources – 64%.

Higher Education

At the university level, all three types of resources contribute almost equally to the development of skills of students. However, textbooks are still rated as the most important resource (79%) followed by laboratory and practical activities (71%) and online resources (70%).

Figure 23: HE teaching and learning resources and skill development



In summary, textbooks still play the most significant role in skills development in the entire education system, with the exception of upper secondary level where textbooks (69%) are less important than online resources (79%). The online learning during the covid-19 lockdown may have affected the answers to this questionnaire. Anyhow, this finding invites further investment in diversifying teaching and learning resources, for instance, training teachers who are capable of curating resources for their classes and design playful learning activities, investing in equipment and facilities for practical and experimental learning.

5.4. Digital technologies and innovative teaching and learning

In 2019, according to the World Bank, 68.7% of the total population of 96.2 million are internet users in Viet Nam[21], but not all of them use the internet for educational purposes. The above statistics refers to the definitions of internet users who are individuals who have used the Internet (from any location) in the last 3 months.

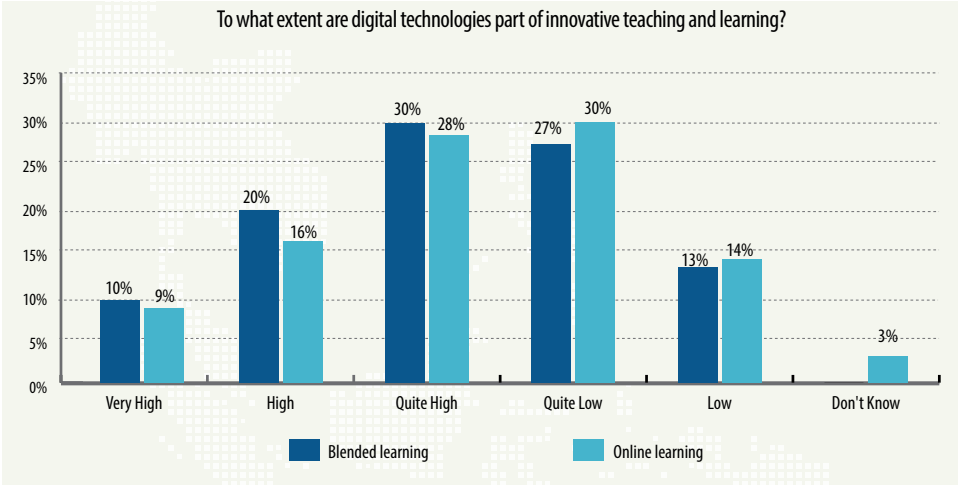
The Internet can be used via a computer, mobile phone, personal digital assistant, games machine, digital TV etc.

School

At the school level, 60% of the respondents think that digital technologies are used in blended learning mode, but only 53% of the respondents believe that digital technologies are used to deliver innovative online learning for school pupils.

In general, teachers and school headmasters are sceptical about online education for younger age and there is an anti-online education sentiment among parents.

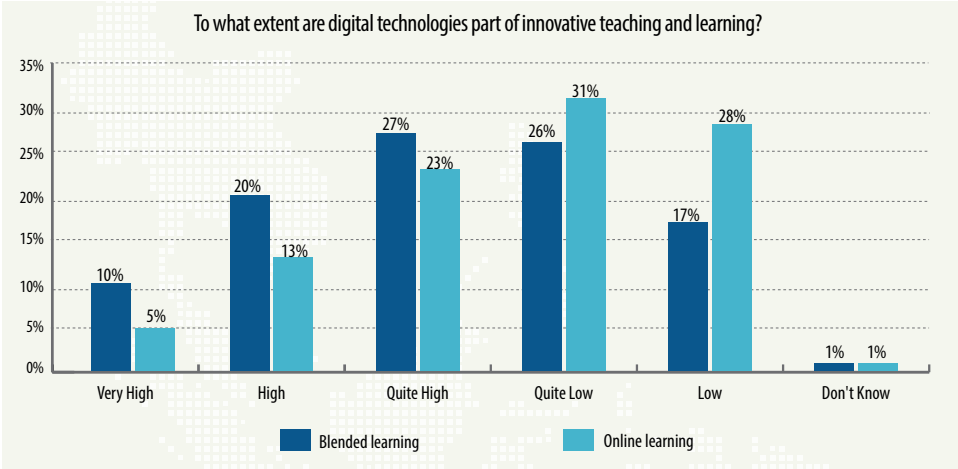
Figure 24: Digital technologies and Innovative teaching and learning in schools



TVET

In the TVET sector, digital technologies are modestly used to offer blended learning programmes (47%) and online courses (41%). According to the interviews conducted in August 2020, there are several reasons for the limited use of online delivery. Firstly, TVET programmes generally require more practice and the use of physical equipment, therefore it is not feasible to deliver them online. However, digital technologies are used in the face-to-face teaching and learning. Secondly, the majority of students at TVET schools come from poor families without or limited resources and access to computer and the internet.

Figure 25: Digital technologies and TVET innovative teaching and learning

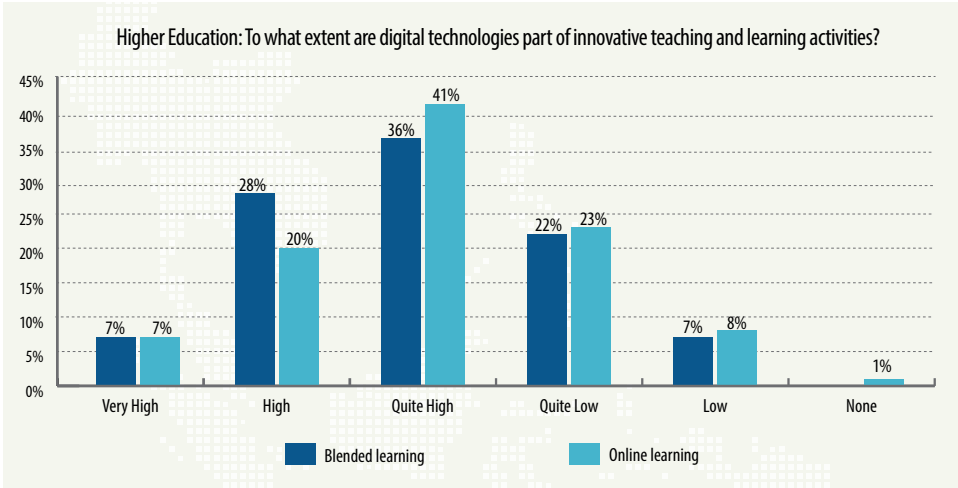


Source: Dang, HRD Viet Nam TVET Survey, 2020

University

Digital technologies are more widely used in teaching and learning activities at the university level. 71% of the respondents think that digital technologies are part of blended learning courses and 68% - for online learning. The use of digital technologies also varies across disciplines and geographical regions with different infrastructure conditions.

Figure 26: Digital technologies and innovative teaching and learning in higher education



Source: QAD Viet Nam HE Survey, 2020

5.5. To what extent do assessments address "future skills"?

School

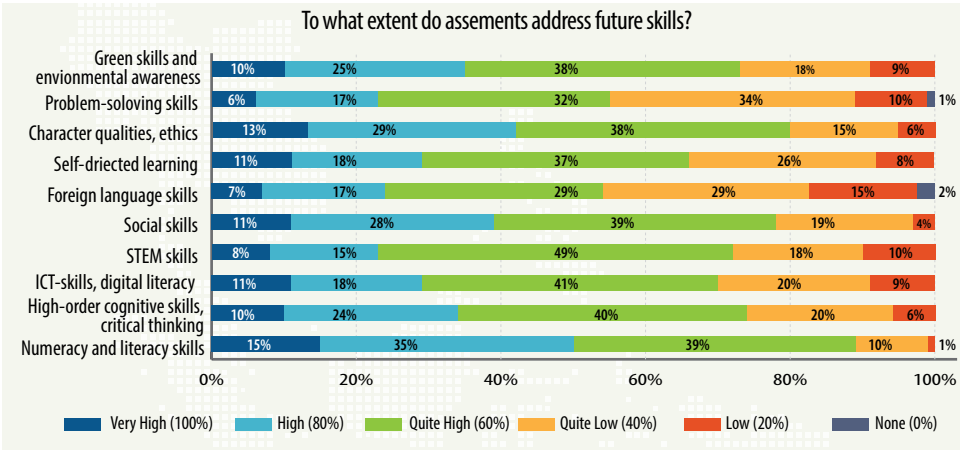
The statistical results of this question are consistent with the previous question about the incorporation of future skills into the curricula. Numeracy and literacy skills (89%) and character qualities and ethics (80%) are top of the list in terms of inclusion in the curricula and assessment. Similarly, foreign language skills (54%), problem solving skills (55%) and self-directed learning skills are at the bottom of the list.

It became clear from the comments in the online questionnaire that this question was understood by the respondents in slightly different ways. In practice, not all of these skills are listed in the school formal assessment formula. The core cognitive skills (numeracy and literary skills, STEM skills) and moral character qualities, social skills, foreign language skills are formally assessed in subjects such as mathematics, sciences, Vietnamese language, citizenship education and foreign languages, other soft skills have not been formally and systematically assessed.

Some teacher-respondents interpreted it as 'how to pay attention to these skills when assessing pupils', others simply understood it as 'to what extend their pupils possess these skills'. The latter understanding was more common. Therefore, the data could be interpreted that school pupils have a high level of numeracy and literacy skills and character qualities, but they have a low level of foreign language skills, problem solving skills and self-directed learning ability.

44% of the respondents think that both foreign languages and problem-solving skills of pupils are inadequate, 34 % think that self-directed learning skills are weak. Approximately 30% of the respondents also think that STEM skills, ICT skills and critical thinking skills are inadequate.

Figure 27: Assessment of future skills at school level

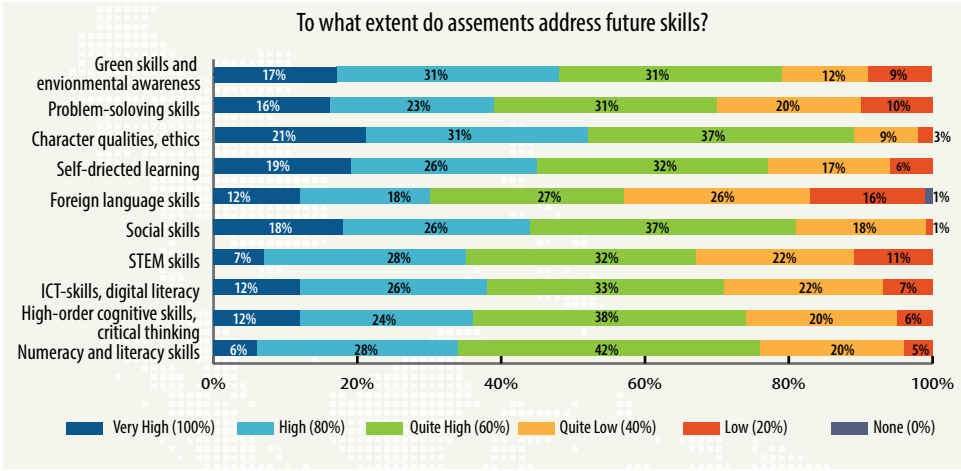


Source: Dang, HRD Viet Nam School survey, 2020

TVET

In the TVET sector, 109 responses show a slightly different overview of the skills set. Problem-solving skills and self-directed learning skills are better than those at school level. 70% of the respondents think that problem-solving skills of TVET students are assessed to be strong whereas this figure is only 55% at school level. 77% of the respondents believe that self-directed learning skills of TVET students are good compared to only 66% at school level. These findings also raise another question as to whether the maturity of TVET students and the practical nature of TVET programme influence the development of these two skills.

Figure 28: Assessment of future skills at TVET level



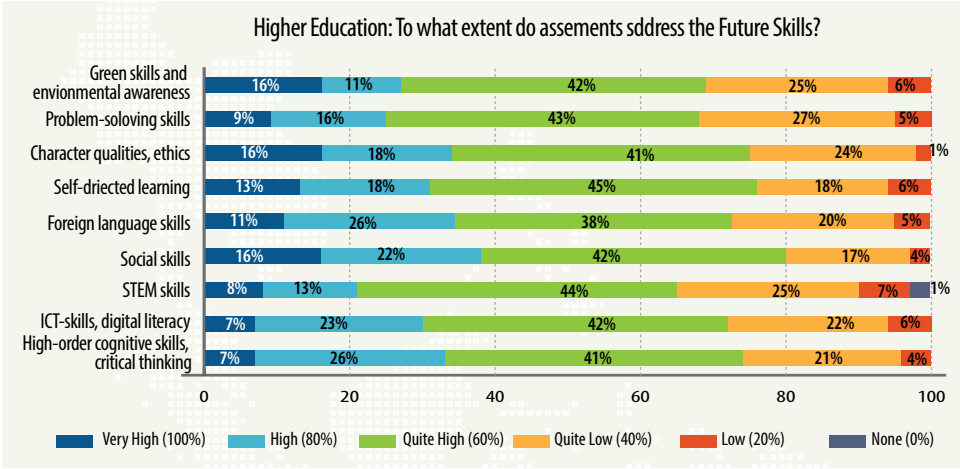
Source: QAD, Viet Nam HE survey, 2020

Similar to the school survey results, 'character qualities and ethics' of TVET students are assessed at the top of list with 88% high rating and foreign language skills are at the bottom with 57%.

On a positive note, social skills are also among the top-assessed skills, especially 81% for TVET levels and 78% for school level, followed by green skills and environment awareness, 79% for TVET level and 73% for school level.

Higher Education

Figure 29: Assessment of future skills at higher education level



Source: QAD, Viet Nam HE survey, 2020

STEM skills and problem-solving skills of university students are assessed to be at the bottom of the list (21% and 25% at high and very high levels respectively). However, social skills (80%) and foreign language skills (75%) are on top of the list and better than for TVET and school students. A remarkable difference is that over 40% of all skills of university students are rated at just adequate level, and worryingly around 25% of all skills are below the adequate level. The data suggests an overall situation of mediocre skills levels of university students across the disciplines and throughout the country.

5.6. Support services for students

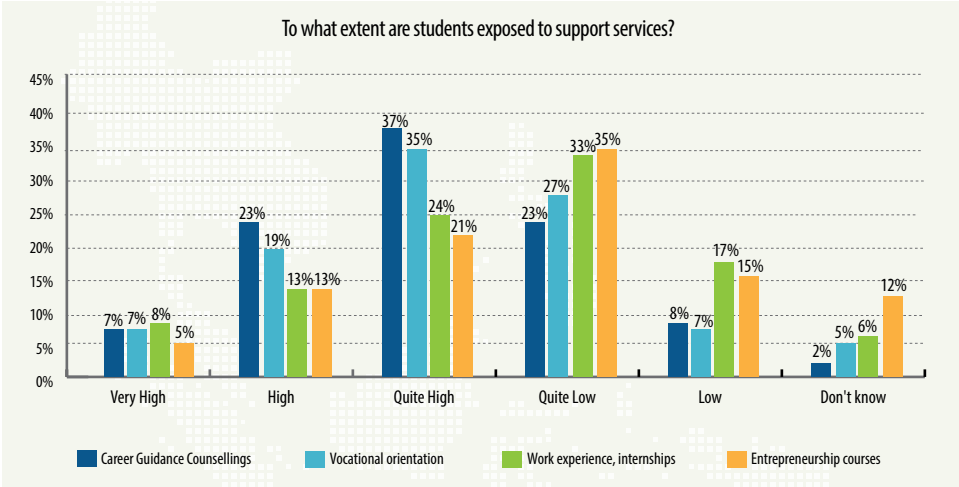
School

Career guidance counselling (67%) and vocational orientation services (61%) are available to the pupils at lower and upper secondary schools. However, many respondents share that these services are not necessarily provided by dedicated personnel at the school, rather they are provided through ad-hoc promotion events organised in conjunction with TVET colleges or universities.

Internships and entrepreneurship courses are rarely available to school pupils except from some extra-curricula activities, for example, M.V. Lomonosov private lower and upper secondary school in Hanoi organises career orientation workshops twice a year.

Generally, the career guidance services and school-to-work transition support for school pupils is limited. Historically, schools did not assume this responsibility and were not allocated resources to provide such services.

Figure 30: Support services for school pupils

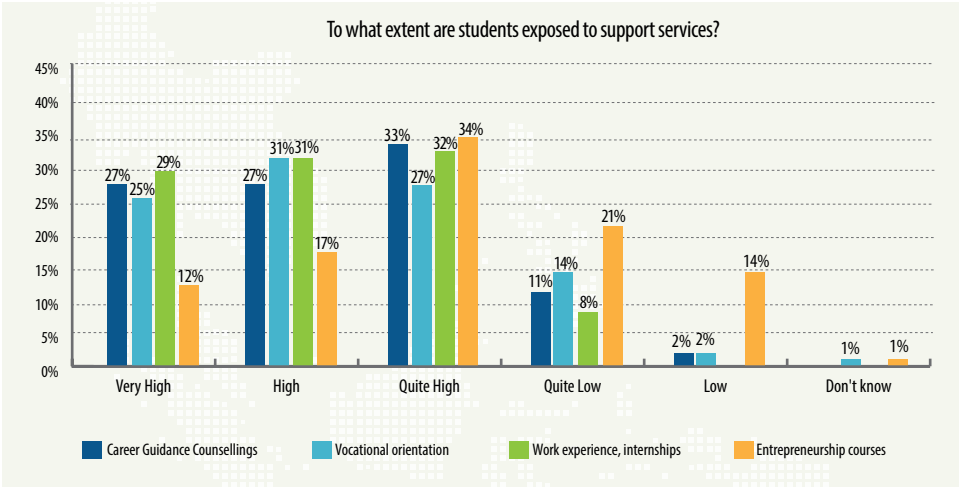


Source: Dang, HRD Viet Nam School survey, 2020

TVET

TVET students are provided with very good career counselling services (87%), vocational orientation (83%) and internships (92%), but entrepreneurship training courses are less available (63%). The focus is placed on helping students to get a job after graduation and less on creating their own job or start-up.

Figure 31: Support services for TVET students



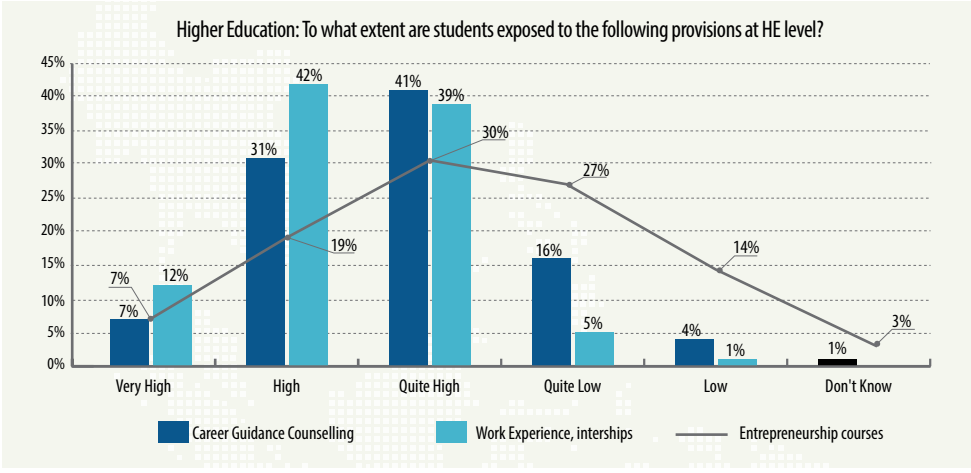
Source: Dang, HRD Viet Nam TVET survey, 2020

Many TVET colleges have an on-site job centre to provide information about the job market and prepare students for job applications. Internships are compulsory in TVET programmes and still the most effective way to gain experience, that increases access to employment opportunities. Internships also enable TVET students to make informed decisions on future jobs.

Higher Education

Career guidance counselling services (79%) and work experience/internships (93%) are plentifully available to universities students, whereas entrepreneurship courses (56%) are less available. Similar to TVET students, internships and work placements during the study are seen as one of the most effective way to improve skills and gain access to employment after graduation. According to the interviews conducted in August 2020, two marked differences between TVET students internships and university students internships are that a) university students are allocated time for only one internship in their final year whereas TVET students may have more internships, but in shorter periods every year due the practical nature of vocational training; b) although many university departments have institutional partnerships with companies, university students rely more on the personal relationships of their supervisors with the companies providing internships whereas TVET colleges have a centralised office to organise internships with partner companies. Internships of university students are often linked to their graduation projects whereas TVET internships are often ongoing practical training and sometimes paid jobs.

Figure 32: Support services for university students



Source: QAD, Viet Nam HE survey, 2020

5.7. The permeability between TVET and higher education programmes

All the educational laws have provisions on the permeability between different levels and between sectors of education, such as TVET and academic programmes, non-formal continuing education and formal education. 'Learners are not required to re-learn the knowledge and skills acquired in previous education programmes' (article 10, 2019 education law). The launch of Viet Nam Qualifications Framework (VQF) in 2016 has also facilitated pathways between and within TVET and higher education as shown in the figure below.

According to the TVET survey, most respondents contend that the legal framework is in place, but mainly on paper. In practice, only a limited proportion of TVET college graduates continue onto a university bachelor degree. There are many reasons for this low uptake rate.

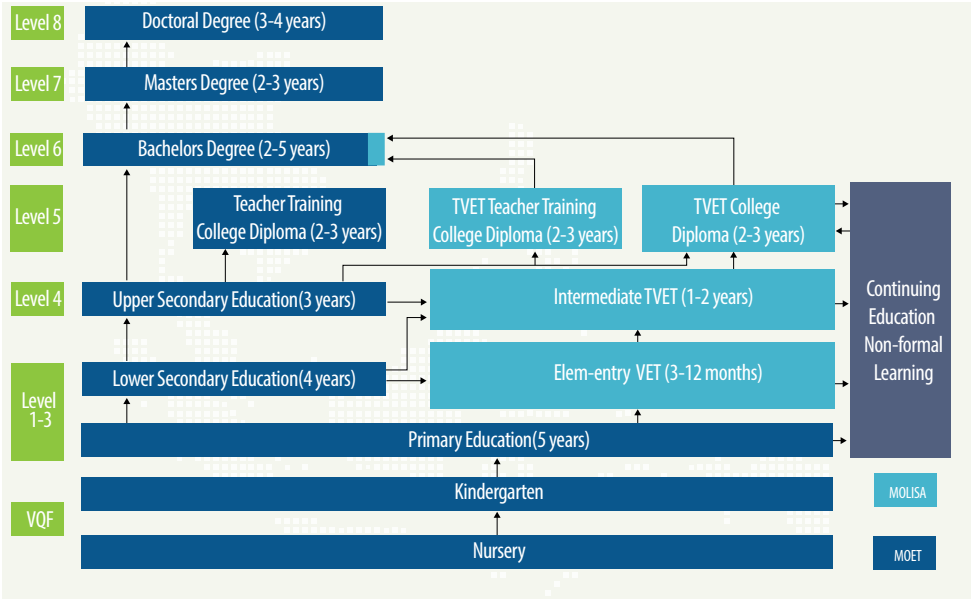
Firstly, many competent TVET graduates would be able to find a good job soon after graduation and are not interested in continuing a bachelor degree.

Secondly, TVET colleges are not permitted to offer and award bachelor degrees, they can only offer the training venue and contribute with some qualified lecturers. They are required to establish a partnership with a university to design specific bachelor curriculum of top-up 2-year programmes for TVET college graduates.
Thirdly, due to under-recruitment, the partner universities are not able to run a programme regularly.

Fourthly, the majority of TVET students often come from families with low affordability, hence university tuition fees become burdensome especially after they have struggled to pay for 3-year TVET college programmes.

Fifthly, several interviewees of this study shared that TVET students do not see the added value of such a top-up bachelor degree in the labour market. According to the observations of our interviewees, TVET graduates may return to do the top-up bachelor programmes after several years of working and their motives to obtain a bachelor degree are more often to fulfil an administrative requirement for promotion in the public sector rather than to improve professional skills.

Figure 33: The Vietnamese Education System and pathways between levels



Source: Dang, 2020

5.8. The permeability between general education and TVET

One of the heated debates around TVET in the recent years in Viet Nam is the pathway from lower secondary schools to TVET intermediate level and college diploma training, better known as the '9+ programme' which enable grade 9 graduates to pursue vocational training and general education of upper secondary level.

Drawing on the established traditions of the German dual TVET and Japanese KOSEN school model, Viet Nam has introduced a new tracking and sorting scheme for pupils at the end of grade 9. Those pupils who are not highly academically capable and/or are not interested in the 3-year general upper secondary education (academic track) will be encouraged to admit to the TVET intermediate programmes and receive tuition fee waivers from the government (TVET law 2014).

The 2014 TVET law and the 2019 education law permit grade 9 pupils to take several options: a) TVET intermediate courses without any general education subjects. This option has been offered for many years; b) TVET intermediate courses and 7 subjects (or 13 subjects) of the general upper secondary alongside; c) TVET intermediate courses and 4 subjects of the general upper secondary education alongside. The pupils can study both TVET courses and general education subjects at the same TVET college or they can also study the general education subjects at continuing education centres. After the students have graduated from the TVET intermediate

programmes and have completed the general upper secondary education subjects, they are eligible to progress to the TVET college diploma level. They will be awarded a graduation upper secondary education diploma if they successfully pass all the national examinations for the general education subjects. Alternatively, they can receive a certificate of attendance if they only finish studying the general education subjects.

The objectives of this tracking scheme are to develop human resources through TVET programmes and provide a trained workforce to meet the demands of the labour market. However, the implementation of the scheme has encountered many challenges one of which is the high drop-out rate, in some cases, between 30-50% (Thanh Nien Newspaper, 8 July 2020; VTV9 documentary 26.12.2019). The main reasons for such a high drop-out rate are a) the heavy workload of both TVET and general education subjects compacted into two years. b) many students are less academically able and not interested in the general education subjects but they are under pressure of parents to obtain an upper secondary education certificate; c) lack of career counselling and vocational orientation leads to un-informed choice of trade, profession and low motivation for study, d) during the programme many male students are obliged to join the compulsory military services because TVET intermediate full-time students are not exempted from or cannot postpone the military services, unlike the full-time college and higher education students.

MOLISA have launched various nation-wide information campaigns to promote this scheme, and the awareness of the population about it has been improved. However, raising awareness and educating the wider public are a continuous process. Collective efforts must be mobilised from various stakeholders. In May 2020, MOLISA was required by the Prime Minister (directive 24/CT-TTg) to design a pilot TVET college programme for grade 9 graduates. Such an accelerated programme would encompass the TVET intermediate level and the college diploma level. This programme requires a closer and more effective collaboration between MOLISA and MOET in terms of policy coordination, teacher training, curriculum development, and career guidance counselling. From the parents' and student's perspective, a dedicated one-stop-shop user-friendly website explaining this scheme and handbooks tailored to specific local areas (cities, provinces) and professions would be essential. More research on the tracking and sorting students at lower secondary schools would be needed to devise home-grown solutions and prevent adverse consequences leading to social injustice and long-term divisive social stratification.

6. Engagement of the business sector

6.1. Engagement of the business sector in HRD

As the demands for education have exceeded the public provision capacity, the Vietnamese government also promotes diversity of education institutions and engagement of the business sector through the main educational laws including the 2019 education law, the 2018 higher education law, and the 2014 vocational education law. The key term is 'socialisation of education' which refers to the participation and engagement of individuals, organisations, communities and businesses in the provision of educational services to meet increasing demands of the population. The business sector's engagement takes different forms in Viet Nam, including but not limited to the followings:

Table 9: Engagement of the Business Sector in HRD

No.	Types of business engagement	Activities
1	Investor and owner of education institutions	Investment in establishing and upgrading educational institutions
2	Provider of scholarships, donor/sponsor of equipment and facilities	Sponsor learning facilities and provide scholarships for students as part of Corporate Social Responsibility or as part of talent acquisition and corporate workforce succession plans
3	Collaborator in curriculum development and delivery. Skills assessment and examinations. Setting skill standards	Collaboratively develop new bespoke curriculum, improve existing programmes, set/revise skill standards, participate in assessment and evaluation of skills
4	Short-term training for teachers,	Provide internships for students, short-term training for teachers, support temporary movement of researchers/ staff for research attachment
5	Co-supervisor for interns	Participation in the governing board, university/college council, National TVET council, Rector's Conference
6	Advisor/ Stakeholder in Governance	Commissioned research, consultancy, co-supervision of research, joint publications
7	Collaborator in R&D	Create new ventures, spin-offs, knowledge transfers, disclosure of inventions, patents, licenses
8	Partner in innovation and knowledge transfer,	Workplace learning, continuing professional development, non-formal learning, conferences, workshops

Source: Dang, 2020

6.1.1 Investor and owner of educational institutions

The 2019 education law (article 54), the 2014 TVET law (article 51) and the 2018 higher education law (article 16) stipulate that Vietnamese and foreign individuals and organisations have the right to invest in establishing private educational institutions (school, college, university, centre). The business investors can approve the statute, development plans and financial reports submitted by the council (the governing board) of the education institution. The investors are also permitted to evaluate the performance of the council, and lawfully elect, appoint, or dismiss members of the council. The investors have the legal rights to decide on restructuring and dissolution of their education institutions. In brief, a comprehensive legal framework has been put in place to promote and regulate the business sector's investment in education at all levels.

The engagement of the business sector in HRD over the past decades may be seen in the number of private education institutions presented in chapter 5. According to the data in 2018, 440 private upper secondary schools accounts for 15% of the total number of schools at this level and they have over 200,000 pupils (8% of all pupils at this level). 65 private universities represent 27% of all universities. 677 private TVET institutions represent 35% of all TVET providers.

The last three decades have witnessed a remarkable rise of corporation-owned private universities. There was no private university in Viet Nam in 1987, today the number is 65 of which many were established or upgraded with the investment of domestic and international corporations.

Table 10: Examples of Vietnamese private universities with corporate investments

No.	Universities	Main business investors	Main campus	Year of establishment
1	Nguyen Tat Thanh University	Viet Nam National Textile and Garment Group (Vinatex) – one of the largest state-owned companies in Viet Nam	Ho Chi Minh City	2005
2	FPT University	FPT Group – the largest information technology service company in Viet Nam	Hanoi, Da Nang, Ho Chi Minh city, Can Tho City	2006
3	VinUni	Vingroup - one of the largest private conglomerate in Asia	Hanoi	2019
4	Ba Ria Vung Tau University	Nguyen Hoang Group – an international education service provider	Vung Tau city	2006
5	Hoa Sen University	Nguyen Hoang Group - an international education service provider	Ho Chi Minh City	1991, university status in 2006

No.	Universities	Main business investors	Main campus	Year of establishment
6	Hong Bang International University	Nguyen Hoang Group - an international education service provider	Ho Chi Minh City	1997
7	Gia Dinh University	Nguyen Hoang Group- an international education service provider	Ho Chi Minh City	2007
8	Phu Xuan University	EQuestGroup – private educational organisation	Hue City	2003
9	Hoa Binh University	Sovico Holding – a leading multi-sector business group in Viet Nam (finance, banking, aviation, real estate, hydropower)	Hanoi	2008
10	Phenikaa University	PHENIKAA group- a leading company in manufacturing and supplying quartz-based stones, environment-friendly and hi-tech products	Hanoi	2007
11	The Saigon International University	The Group of Asian International Education	Ho Chi Minh City	2007
12	British University Viet Nam	100% Foreign investment	Hung Yen	2009
13	RMIT Viet Nam (the Royal Melbourne Institute of Technology)	100% Foreign investment	Hanoi and Ho Chi Minh city	2000
14	Fulbright University Viet Nam	100% Foreign investment	Ho Chi Minh City	2016
15	Ha Hoa Tien University	Dang Le Hoa Group – a steel and construction corporation	Ha Nam	2007

Source: Dang's compilation, 2020

Good practice

Established in 2006 pursuant to the Prime Minister's decision (208/2006/QD-TTg), the FPT university is the first Vietnamese university fully funded and founded by a private business corporation. One of its principal mandates is to provide a well-qualified workforce for the development of its founder, the Corporation for Financing and Promoting Technology (FPT) – the largest IT and Telecommunications Group in Viet Nam. The university currently

has 36,000 students of which 1000 international students from 20 countries; 1,400 academic and administrative staff at four campuses in the north, centre and south of Viet Nam.

FPT university offers a range of study areas including software engineering, information security, mathematics, computer science, graphic design, multimedia communications, architecture, business administration, hospitality management, foreign languages (English, Japanese and Korean).

FPT is also the first university in Viet Nam to be awarded a 3-star overall rating by QS world university rankings, with 5 stars in teaching, employability, facilities and social responsibility. 98% of their students find a job within 3 months after graduation and 15% of graduates work overseas in the US, Japan, Germany, England, Singapore, Australia, etc.

FPT Group also established vocational training colleges (FPT polytechnics), FPT high schools, primary schools, the FPT online university (FUNiX) and English language centres throughout Viet Nam.

Source: FPT website[22]

Legal framework and quality assurance

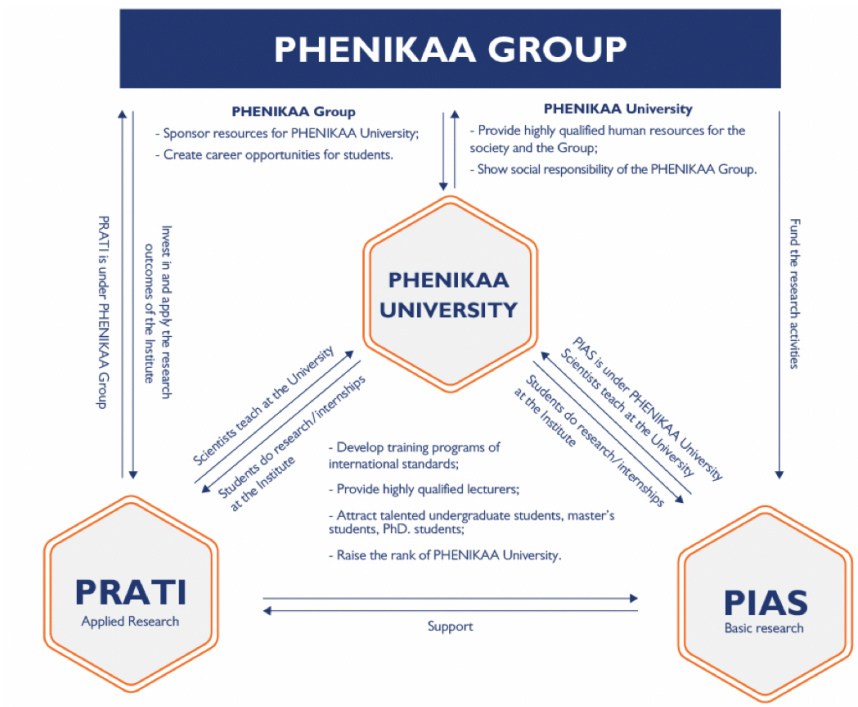
On the one hand, the state promotes the business sector's engagement and investment in higher education, it also introduces new legal requirements on accreditation and quality assurance, on the other hand. For example, there are 111 criteria in the accreditation process that all private universities must meet. The government substantially raised the minimum level of charter capital from VND 15 billion in 2005 to VND 1,000 billion (c.a. USD 44 million) in 2017 in order to obtain a licence to establish and operate. Furthermore, each university is required to own a minimum of 5-hectare campus and minimum of 25 sqm per student after 10 years of operation (article 87, 46/2017/ND-CP). These can be burdensome or even unrealistic for many urban private universities.

The stringent requirements are seen as restrictions on opening new private universities, but consequently lead to mergers and acquisitions in the corporate world. Many small universities previously founded by a group of individuals would give corporations different incentives to get involved in higher education. Some corporations opt to co-invest in upgrading infrastructure of private universities to attract students and enhance quality of teaching and learning. The mergers of Nguyen Hoang Group and each of the four private universities (Hoa Sen, Hong bang, Gia Dinh, and Ba Ria-Vung Tau) exemplify strong engagement of the business sector

in education. Nguyen Hoang owns 10 education institutions including kindergarten, international schools, and universities in 18 cities and provinces.

Other corporations choose to acquire and/or restructure the universities to focus on training and upskilling human resources for their business. Phenikaa university is a case in point. Phenikaa corporation acquired the then Thanh Tay university in 2017. Not only was the name changed to 'Phenikaa university' but also the focus was shifted towards providing qualified workforce for their corporate growth. The figure below illustrates Phenikaa's commitment and vision for its university in the eco-system of the group.

Figure 34: Phenikaa university in the eco-system of the group



Source: Phenikaa's website[23]

Lessons learnt

The Vietnamese private university sector is still building trust of the public and navigating the changing landscape of higher education in Viet Nam. There was no shortage of unsuccessful stories and malpractice in private universities. For example, Ha Hoa Tien University was built by a steel and construction corporation in 2007 with a total investment of USD 67 million in Ha Nam Province. The university aims to train 20,000 students from Ha Nam province and the Red river Delta region. However, due to under-recruitment and inefficient management, the university was transferred in 2016 to the Ministry of Public Security to repurpose for its own HRD

programmes. Therefore, the business sector's engagement has also been seen as commercialisation of education and often associated with low quality of graduates.

The Prime Minister's decisions issued in 2017 (46/2017/ND-CP) and 2018 (135/2018/ND-CP) (on establishing a new educational institution, licensing education and training provision, suspending operations, mergers and dissolution of educational institutions) and the amended higher education law in 2018 have increased many financial requirements for investors. This legal framework has, in essence, paved the way exclusively for large conglomerates to engage in education and considered their corporate reputation and financial clout as safeguards of quality. In other words, the fundamental market principles were utilised to restructure and remap the private higher education landscape in Viet Nam.

6.1.2 Sponsor of scholarships, internships and learning facilities

a) Sponsoring equipment and learning facilities for students as part of Corporate Social Responsibility

Canon Viet Nam: 'Giving back to the community'
Guided by its corporate philosophy 'Kyosei' – 'living and working together for the common good of the community', Canon Viet Nam has cooperated with the Ministry of Education and Training to carry out various projects such as 'Friendly schools' and 'Canon - for the next generations'. During 8 years (2009-2017) Canon has built many new classrooms and provided modern learning facilities for pupils in 57 disadvantaged schools across the country.

b) Providing scholarships and sponsoring educational activities
As part of their talent acquisition strategies, many companies collaborate with TVET colleges and universities to select students in the final year of their programmes and offer scholarships and internships

Samsung Display Viet Nam has signed a comprehensive partnership agreement with Hanoi Electromechanical Vocational College to recruit students who are completing the second year of the 3-year college programmes in mechatronics, industrial electrical, electronics and information technology. The candidates attend two rounds of selection (written test and interview) to compete for a number of scholarships worth of VND 5 million/each (equivalent to the tuition fees for 5 months of the third year) and a paid internship at the company for 5 months in their third and final year.

6.1.3 Collaborator in curriculum development and programme delivery

a) Joint programme

Another form of business involvement in HRD is to create a tri-party agreement between the company, the training provider (TVET college/ university) and the student as part of talent acquisition and workforce succession plans of the company.

In this arrangement, the training provider recruits and trains students, the company sponsors the programme by partially covering tuition fees, stipends, offering internships, co-delivering training and employing graduates. The level of sponsorships varies across partnerships.

In May 2020, VinFast – a Vietnamese electrical moped and car manufacturing company, a member of the conglomerate VinGroup, has signed partnership agreements with five TVET colleges to provide dual vocational training programmes in mechatronics and automobile engineering.

VinFast and the five colleges (Hanoi Electromechanical Vocational College, Hanoi Industrial Vocational College, Hue Industrial College, Ha Tinh College of Technology, and Ly Tu Trong College in Ho Chi Minh City) will co-develop bespoke curricula which must meet the quality assurance standards set by the TVET law and deliver the learning outcomes required by VinFast.

The programme consists of two 15-month phases which take place first at the colleges and then at Vinfast training centre leading to a college diploma (applied engineer). The eligible students nominated by the colleges upon completion of the first phase will have to pass the selection round of Vinfast to progress to the second phase which takes place at the well-equipped training centre of Vinfast in Hai Phong.

Vinfast offers each student a subsidy covering lodging, travels, health insurance and tuition fees in the second phase. Vinfast also provide additional quarterly scholarships for high achieving students. Graduates of the dual programme will be awarded an applied engineer diploma by the colleges and a Vinfast certified technician certificate.

The Dual programme expects 150 students in the first cohort starting in September 2020.

Source: Vingroup website

In practice, the partnerships between TVET colleges or universities with the business sector are faced with many challenges, according to the interviews conducted for this study.

Firstly, in most cases, the company masters/supervisors are busy and perhaps not interested in curriculum development, and colleges/universities also view curriculum as their own domain. In an interview in August 2020, the director of the academic affairs department at a college in Can Tho city shared that it is unrealistic to invite busy supervisors of a company to conduct assessment of student's projects unless the student spends 30% of time in the company. In some cases, the company supervisor's comments on student internships may serve as indirect feedback on the curriculum.

Secondly, companies are mainly interested in a training partnership if they can 'cherry pick' the best students to offer internship and employment, but the best students have many options and may not want to commit to a single pre-defined employer.

Thirdly, internships, especially the regular internships for TVET students, could sometimes conceal exploitation of cheap labour. in August 2020, a vice rector of a TVET college during the interview for this study shared an example of how hundreds of garment sewing students were required to work in peak time of the sponsoring company.

b) Participating in skills assessments and setting skills standards
Since 2015 the Directorate of Vocational Education and Training (DVET) has been implementing Decree 31/2015/ND-CP and Circular 56/2015/TT-BLDTBXH regarding the assessment of vocational skills to validate and certify the occupational levels of workers from level 1 to 5 according to the National occupational skills framework. DVET has developed 191 sets of occupational skills standards, created a test bank for 82 occupations and granted licenses to 41 entities which have the facilities and capacity required for the assessment services for specific occupations and at specific levels.

There were almost 50,000 workers participating in the assessment as of December 2019 and the figure is set to rise in the future. Thus, the demand for qualified assessors also increases. Apart from the qualified assessors who are lecturers at TVET colleges, many assessors are experienced professionals working in various industries. For example, the assessors in hospitality and hotel services were in high demand. However, according to the interviews

conducted in August 2020, these licensed assessors are not given enough incentives and recognition to participate in the assessment and validation.

In order to benefit from their expertise, DVET may need to consider some incentives, such as entitlement to take time off work to participate in the assessment and validation events, better remuneration, involvement in developing occupational skills standards, certificates of recognition for their contribution, setting up associations of licensed assessors to exchange experiences and good practices.

6.1.4 Support for continuing professional development of teachers

Pursuant to circular 07/2017/TT-BLDTBXH (article 7) all TVET teaching personnel is required to conduct a work placement or job shadow at a business or a relevant professional entity for at least 2 weeks annually. Some TVET colleges have agreement with companies to send teachers for practical experiences and familiarisation with new equipment and technologies, often together with student's internship periods. However, many teachers do not receive adequate support and struggle to organise their work experience or job shadow to meet the professional development requirement. In some cases, the companies and/or the teachers do not take this requirement seriously enough, therefore the learning is superficial.

6.1.5 Engagement in governance

The TVET law, higher education law and related circular (46/2016/TT-BLDTBXH) and decree (70/2014/QD-TTg) require that at least 20% of the college council or university council members (minimum 15) are external members, who are working in education, science, technology, business related to the mandate of the college or university. All college councils and university councils involve representative(s) from the business sector (public or private).

6.1.6 Collaborator in R&D

Due to the historical separation of research from education, research was within the remit of research institutes and universities focused on teaching and training a workforce for the planned economy (Salmi & Pham, 2019). Hence there has been a lack of research connections between universities and the business sector. If there were research projects, they were often commissioned by the government and universities were not expected to 'sell' their research.

The Vietnamese- German university (VGU) is a new public university which maintains a network of approximately 50 companies with whom it cooperates in talent development, such as industrial scholarships, internships and work placements for bachelor and masters' students, in joint research projects and technology transfer. Amongst these partners are leading companies such as Adidas, Bosch, Intel, and many established business membership organisations, such as the Viet Nam Chamber of Commerce and Industry (VCCI) and the German Business Association.
VGU has the advantage of working with different German universities to form consortia for different disciplines and provide co-supervision of research projects.

6.1.7. Partner in innovation and knowledge transfer

In the last two decades, less than a handful of universities invested resources in R&D and actively look for business partners for development and knowledge transfer. TVET colleges traditionally have stronger links with industries for small scale applied researches. Some TVET colleges have recently developed capability to carry out more R&D activities and knowledge transfer.

Hanoi University of Technology (HUST) has the most patents and industrial solutions among Vietnamese universities, but its technology transfer activities are of limited scale. In 2019 the university had 19 patents but the revenue generated from technology transfer is insignificant. Drawing on experiences of advanced countries and of HUST's Bach Khoa Holdings since 2008, HUST is setting up a new technology transfer office (TTO) which will work with the business sector to support researchers in commercialising research results, negotiating intellectual property rights with industrial partners. This TTO model, the first of its kind in the Vietnamese university system, places research impacts and industrial partners much earlier in the research processes and support scientists all the way. HUST also set up a special private fund called 'Bach Khoa Fund' which will enhance the financial autonomy of the university and bolster the TTO's development. The Fund has already received strong support from HUST alumni co-investors and their companies. The TTO is expected to be launched in late 2020.

Source: Dang's interview with HUST representative and HUST's website

In Viet Nam universities and colleges are managed vertically by their line managing ministries as well as by MOET and MOLISA. In terms of education quality standards and conferment of diplomas, all TVET colleges and 4 TVET teacher training universities are in the remit of MOLISA, all other universities are in the remit of MOET. However, the type of ownerships (public/private) and governance structures of colleges and universities also add complexity to their partnerships with the business sector. For example, if a college or university is sponsored and governed by a corporation or a specific ministry (e.g. Ministry of Agriculture and Rural Development, Viet Nam National Administration of Tourism, Ministry of Transport, Ministry of foreign affairs, etc.), their main mandate is to provide trained labour force for those specific economic sectors defined by the sponsoring corporation and governing ministry. Therefore, the business partnerships are often 'in-house' and 'pre-defined', thus the power relations are asymmetric and to the detriment of the autonomy of colleges and universities. Furthermore, the classification of universities and colleges in Viet Nam by MOET and MOLISA, in essence, creates domestic rankings that also determine the level of their resources and consequently influence their partnerships with the business sectors. A just and consistent supporting mechanism coordinated amongst MOLISA, MOET, other sponsoring ministries and local government would be necessary to build a fairer playground for all involved.

6.1.8 Provider of lifelong learning for staff and in-company HRD

In-company staff training in various forms have been offered for years, but only in the past decade this kind of training has been better recognised and professionalised. Many large companies have established their own training centres or residential academies or institutes to provide professional and personal development opportunities for their own employees as part of the talent acquisition and retention strategies.

VietinBank Training School
Viet Nam Joint Stock Commercial Bank for Industry and Trade (VietinBank) is the first bank in Viet Nam that opened its own Training School for Human Resource Development in 1997.

Today VietInBank is one of the largest banks in Viet Nam with about 23,000 employees working in the headquarters and a network of subsidiaries and branch offices in all cities and provinces in Viet Nam, subsidiaries in Lao PDR, Germany, and a representative office Myanmar.

VietInBank collaborated with Aon Hewitt Singapore in 2014 to develop a 'VietinBank Competence Framework' describing a range of competences that

are applied to multiple occupational roles within the bank. Each competence defines expected performance and behaviours at different levels. This competence framework serves as a means by which the bank communicates which behaviours are required, valued, recognised and rewarded in specific occupational roles. It ensures that employees have a common understanding of the bank's core values and the expected excellent performance behaviours.

Building on the competence framework, the School developed a training master plan by identifying skills gaps, assessing training needs of employees at different levels, developing courses and diverse development activities for different roles to meet the fast changing demands of the bank's business development and technological advancement.

The School offers various training options ranging from Induction course for new employees, on the job training for junior staff, continuing professional development courses for heads of departments, to leadership training for directors and deputy directors of branch offices and subsidiaries. The School also works with external experts and university academics to deliver some specialist training courses.

On the job training is offered to employees at all branch offices through a combination of 70% task performance, 20% tutorials, mentoring and feedback by supervisors/line managers at the workplace, and 10% classroom training. The academy publishes a Handbook for on the job training, which introduces 8 training methods: creating a learning and knowledge sharing culture, task delegation, guidance and coaching, classroom-based workshops, internal assessment, role plays, job swap/rotation, and mentoring dialogue.

Besides the professional banking courses, transferable soft skills development courses, such as customer care skills, presentation skills, negotiation skills, conflict management skills, coaching skills, are also on offer to staff. Furthermore, the school also cultivates pedagogical skills of in-house trainers and creates a pool of certified trainers who have a wealth of professional experience and expertise. The training courses often analyse internal and confidential case studies, therefore having in-house trainers are invaluable assets.

Source: Dang's interview with VietinBank in August 2020

6.2. HRD-related services of business membership organisations

6.2.1 Viet Nam Chamber of Commerce and Industry (VCCI) and SMEs HRD activities

Smaller companies without their own training centres benefit from the membership in business associations. There are several types of business membership organisations in Viet Nam and they operate in different models and for different goals.

The most established national organisation is the Viet Nam Chamber of Commerce and Industry (VCCI) representing its members - businesses, entrepreneurs, and business associations since 1963. Unlike other business membership organisations whose statutes are approved by the Ministry of Home Affairs, VCCI's statute was approved by the Prime Minister.

Although VCCI is a non-governmental organisation (Decision 2177/QD-TTg, §3.1), it is managed by the state authority and the leaders of VCCI are civil servants. The current president of VCCI has been in post since 2003 and a member of the parliament in four consecutive terms. This special position provides an important channel for VCCI to raise the voice of the business sector. Besides the membership fees and revenue from issuing certificate of origin for export products of Viet Nam, VCCI also receives the government fund for business promotion and human resource development activities.

The VCCI's Membership and Training Department and Small and Medium Enterprise Promotion Centre offer regular training activities to businesses with priorities given to its members. These activities are continuing professional development opportunities ranging from half-day seminars to overseas market scoping visits and business delegations accompanying the state leaders to partner countries.

Training courses are designed to meet the skills development needs of members and to promulgate new laws, policies and international trade agreements. For example, practical courses such as contract drafting skills and dispute resolving skills, digital skills for SMEs, leadership and management in the industry 4.0 era, how to increase exports to the EU market and benefit from the EU-Viet Nam Free Trade Agreement (EVFTA).

According to the VCCI's estimation, there are approximately 450 business associations/ sectoral membership organisations, which also offer training and development opportunities for their members. These associations often comprise enterprises in the same business sector or profession, such as seafood producers, real estate developers, bankers, logistics or in a specific geographical location, such as association of SMEs in Ho Chi Minh city.

Here are some examples:

Viet Nam Cooperative Alliance founded in 1961, promotes the development of cooperative and the cooperative economy, supports policy formulation around the cooperative sector, and represents the rights of over 7000 members.

- Viet Nam Leather, Footwear and Handbag Association (1989)
- Viet Nam Banks' Association founded in 1994 has over 53 member-banks and financial companies.
- Viet Nam association of seafood exporters and producers (1998)
- Viet Nam Steel Association (2001)
- Viet Nam Electronic industries Association (2000)
- Viet Nam Cotton and Spinning Association (2010)
- Viet Nam National Real Estate Association (2015)
- Viet Nam Young Entrepreneurs Association has 9,000 members and 66 chapters
- Association of Small and Medium Enterprises in Rural Occupations in Viet Nam

In order to grow sustainably together, sectoral HRD plans in these associations could be devised and implemented as a core benefit for members instead of offering training activities on a commercial basis.

6.2.2 Government support for SMEs HRD activities

According to the resolution 39/2018/NĐ-CP issued by the government on 11 March 2018 and Circular 49/2019/TT-BTC issued by the Ministry of Finance, SMEs are entitled to the state financial support for human resource development, including:

- Support for induction training and business management;
- On-the-job training for staff working in manufacturing and processing industries;
- Short vocational training courses for employees at elementary level or any top-up course under 3 months.

The funding for HRD comes from the government budget (central and/or local governments), partial contribution of SMEs and individuals/employees, and other legal partners or sponsoring organisations. In order to access this funding, training providers (e.g. VCCI) are required to prepare costings following the template and items defined by the ministry of finance for each training event or course. The government funds are transferred directly to the training providers, not to SMEs nor to employees/participants.

Support for induction training and business management

The government budget covers 100% costs (travels, lodging, venues, fees of trainers, materials, assessments, etc.) of induction training for business start-ups; up to 70% for business management at elementary level, and up to 50% for advanced level management.

The training providers must use the following formula to calculate the tuition fees of each participant per course:

$$\text{Tuition fee} = \frac{\text{Total costs of a course – government funds – sponsorships (if any)}}{\text{Total number of participants of the course}}$$

Tuition fee must be borne by the participants or their companies. However, employees of disadvantaged regions and of female-led companies receive tuition fee waivers and the training providers will receive the tuition fee sponsorships for these participants from the government budget.

On-the-job training for staff working in manufacturing and processing industries

The government fund covers one time per year, 50% of the costs of an on-site and on-the-job training programme for staff working in manufacturing and processing industries. This may include also training activities taking place overseas.

Short vocational training programmes for SMEs' employees

Circular 32/2018/TT-BLĐTBXH provides guidance on the government financial support for SMEs employees. Each eligible employee can receive one-time tuition fee waiver of maximum VND 2 million per short vocational training course. The employee and/or the SME (employer) must cover the remaining costs of participation.

6.3. Key priority economic sectors and HRD strategies

Over the past two decades, Viet Nam has developed four key economic regions (KER) aiming to utilise the resources and advantages of each geographic region. The KER are Northern, Central, Southern, and Mekong Delta.

According to the Ministry of Planning and Investment, in the period of 2011-2019, the gross regional domestic product (GRDP) of the four KER increased by an annual average of 7.25%. The GRDP of these four regions accounted for 70% of the national GDP[25].

The Northern Key Economic Region comprises seven cities and provinces including Hanoi, Hai Phong, Quang Ninh, Hai Duong, Hung Yen, Vinh Phuc, Bac Ninh. In this region, the capital city of Hanoi is the political, cultural, economic, scientific

centre. There are two airports in Hanoi and Hai Phong, two sea ports in Hai Phong and Quang. Priority sectors include high-tech industries, R&D and innovation hub, advanced manufacturing, electronics, services, banking and finance, and logistics.

The Central Key Economic Region[26] includes five provinces Da Nang, Thua Thien-Hue, Quang Nam, Quang Ngai, and Binh Dinh. The priority sectors include ocean economy, marine ecosystem, automobile industry, transport services, tourism development in the Central and the Central Highlands.

The Southern Key Economic Region[27] comprises Ho Chi Minh City, Binh Duong, Ba Ria-Vung Tau, Dong Nai, Tay Ninh, Binh Phuoc, Long An, and Tien Giang. The region is a leading zone for advanced manufacturing and attracting investments in knowledge-based and high-tech industries and services. The key sectors include electronics, software, IT, telecom to build up value chains. Ho Chi Minh city, the most important financial and trading hub of the entire country, focuses on service sectors such as finance, healthcare, education, logistics and tourism.

Mekong Delta Key Economic Region[28] comprises Can Tho City, An Giang, Kien Giang, Ca Mau provinces. The priority sectors focus on hi-tech agriculture, produce exports, food processing industry, tourism hub on Phu Quoc island, sustainable development projects in response to climate change in the Mekong Delta region.

By the end of 2018, there were 27.7 million workers working in the KERs, accounting for 50% of the national total workforce, concentrated in the Southern and Northern KERs[29].

These four key economic regions, the potential relocation of international companies from China to Viet Nam, and the EU-Viet Nam Free Trade Agreement that came into effect on 1 August 2020 create both opportunities and challenges for Vietnamese human resources. In order to build a new height in the context of international integration, Industry 4.0 and in the post-COVID world, it is necessary to devise new HRD strategies in the short and long terms.

7 Conclusions and Recommendations

Viet Nam's achievements in HRD/LLL in the past decade have been remarkable, it ranks 48 out of 157 countries on the human capital index, second in ASEAN behind Singapore (World Bank, 2020). Viet Nam reaffirms its commitment to upgrading the skills of the workforce to create productive jobs at a larger scale in the future.

This research studies the HRD Readiness of Viet Nam by examining policies and practices in general education, TVET and higher education with a focus on (1) inclusiveness, access, and attainment, (2) future skills development, (3)enabling structures, and (4) engagement of the business sector.

This report offers analyses and recommendations for education institutions, businesses as well as policy makers in the implementation of the ASEAN HRD Declaration and its Roadmap towards 2030.

Key findings and recommendations

A-HRD readiness gap

The survey of opinions of senior ministerial officials, researchers, national and international experts shows noticeable gaps between expectation and realisation in HRD culture, inclusiveness, enabling structures, future skills, professionalisation of teachers, and the business sector's engagement. For example, 81% of respondents view the business sector's engagement in HRD as vitally important, but only 24% believe that this has been highly achieved. The discrepancies between the desired outcomes and current achievements in each area indicate the 'HRD readiness gaps' of Viet Nam. This report focuses on the above four areas of interventions where the gaps are greater.

B-Inclusiveness, access and attainment (Outcome 2 in the Roadmap)

1. Access and attainment in general education

Although Viet Nam's literacy rate and basic education enrolment rate have become high (98%) in the recent decade, the mean years of schooling (MYS) was only 8.2 years, which is considerably lower than that of the Philippines (9.4), Malaysia (10.2),

Singapore (11.5), the United Kingdom (12.9), Germany (14.1). One way to improve and sustain inclusiveness is to increase the MYS. Stronger economies have higher MYS.

Recommendation 1: To increase access, net enrolment, and also **attainment** of pupils at lower secondary education (LSE) schools, especially in the disadvantaged areas, with a view to making LSE compulsory like Singapore.

Recommendation 2: To create the post of career guidance counsellor in the personnel structure of every lower and upper secondary school. Career counselling should be an item on the agenda of all school councils. To set up networks of counsellors to exchange knowledge and experience.

Recommendation 3: To design systematic and sound methods for collecting data on enrolment and attainment of pupils who follow the general upper secondary schools and the vocational 9+ route.

2. Gender-responsive TVET system

Gender stereotypes persist in Viet Nam, especially in TVET. A gender stereotype is very harmful as it limits the capacity of women and men to develop their personal attributes and professional skills and to make decisions about their TVET programmes and career plans. Gender-responsive TVET helps build an inclusive workforce.

Recommendation 4: To offer free-of-charge introductory sessions and short bridging courses with work experience for students to try the vocations that traditionally are ascribed to the other gender. To provide incentives (e.g. reduced tuition fees or subsidies for accommodation) for students who select and complete TVET programmes for which TVET colleges can normally recruit students of one gender only.

Recommendation 5: To disseminate good practices of gender-responsive TVET and improve collection of labour market and TVET relevant data disaggregated by gender, age groups, geographical areas, religions, etc. to inform policy-making and change the public perception and attitude.

3. Recognition, Validation and Accreditation (RVA) of non-formal learning

Continuing education and lifelong learning has been institutionalised and documented in various laws of Viet Nam. In addition to the widened access, RVA is an important instrument to improve inclusivity and social fairness.

Recommendation 6: To diversify the methods of assessment beyond the dominant formal examination format. To encourage the licensed assessors to continually learn from good practices nationally and internationally. To produce handbooks, guidelines, webpages with frequently asked questions (included in the new website: kynangnghe.gov.vn) about the RVA processes for individuals and for employers to increase trust and confidence in RVA.

4. Inclusiveness and access for people with disabilities

According to the 2019 population census, Viet Nam has 3.6 million people with disabilities (3.7% of the population) of which half a million are children as per UNICEF estimation. Experiences from many countries show that inclusive education can lead to better learning outcomes for all children and promote compassion and social cohesion.

Recommendation 7: To provide inclusive education as the main mode of education for children and youth with disabilities as stated in the 2019 education law. Instead of dedicating limited resources to expanding residential institutions, more investment should be put in providing services in the most integrated settings by ensuring that mainstream schools at all levels admit, teach, and empower children with disabilities. To improve learning and teaching resources (audio, braille materials, etc.), physical accessibility to public buildings, public transport, teacher's skills. To promote the use of respectful and inclusive language when talking and writing about disabilities.

C-Future skills development (Outcome 3 in the Roadmap)

Drawing on the analysis of three surveys with 345 responses from ministerial officials, experts, principals, teachers, lecturers of around 45 schools, 40 TVET colleges and 40 universities throughout Viet Nam, it became clear that future skills should be more appropriately and significantly included in the curricula and in the assessments of students at all education levels.

The set of ten key skills includes: numeracy and literacy; high-order cognitive skills, critical thinking; ICT-skills, digital literacy; STEM skills, social skills, foreign language skills; self-directed and self-motivated learning; character qualities, ethics; problem solving skills; and green skills and environment awareness. Almost all of these skills (except 'green skills') are included in the new school curriculum (5 moral values and 10 core skills) introduced by MOET in December 2018. Viet Nam begins to implement the new curriculum in the 2020-2021 academic year at primary schools, 2021-2022 at lower secondary, and 2022-2023 at upper secondary schools.

The overall results of three surveys show that 'character qualities, personal traits and ethics' are included most significantly in the curricula and also assessed to be very highly achieved by students, followed by 'social skills' and 'green skills'.

At schools, self-directed learning, foreign languages, ICT & digital skills and problem-solving skills are assessed to be the least developed. At TVET colleges, foreign languages, STEM skills, critical thinking and problem-solving skills are the least developed. At universities, STEM skills, problem-solving skills and green skills are the least developed.

In terms of teaching and learning resources, skills development is heavily dependent on textbooks whereas equipment, laboratories and online resources (material, videos, games) are less used. Career guidance counselling services and internships are more available at TVET colleges than at schools. Entrepreneurship training is much less available in all settings.

Permeability within the TVET system from the intermediate level to college diploma is high, but between TVET college diploma to university bachelor is very low. The pathway from general lower secondary schools to TVET colleges is faced with high drop-out rate within the first year.

Recommendation 8: To increase investment in learning and teaching resources, such as laboratories, equipment and ICT infrastructure, educational toys to diversify learning activities, add playfulness and joyfulness to learning and support the development of multiple skills.

Recommendation 9: To provide more opportunities and innovative teaching methods for pupils to learn foreign languages at school age. To strengthen key skills and competences in TVET curricula and provide more teaching and learning resources for students to acquire those future skills. To promote work-based learning with internships and skills development for higher education students.

Recommendation 10: To set up a special Taskforce on the "9+ programme", which could be situated within the National Council for Education and HRD. To create a user-friendly website about the 9+programme with dedicated sections for pupils, parents, teachers, counsellors, policy makers, etc. To carry out longitudinal researches about the long-term impacts of the 9+ programme, study the reasons for drop-outs, different pedagogies for initial teacher training, continuing professional development for teachers.

Recommendation 11: To collect skills requirements from job advertisements and data from graduate employment tracking surveys to build an inventory of skills and examine skills demands from employers. Artificial intelligence and big data analysis can be used to define new job profiles in different sectors. This up-to-date skills intelligence will be helpful for curriculum development and programme design at TVET and higher education institutions.

Recommendation 12: To promote lifelong learning (continuing education, workplace learning) for re-skilling and upskilling of workers in SMEs, the informal economic sector, and the industries that have been seriously affected by the Covid-19 pandemic and the workers need to change jobs (e.g. tourism, hospitality, garment manufacturing, aviation). Tripartite cost-sharing between the state, employer and individual or educational loan could be policy options.

D-Enabling structures (Outcome 5 in the Roadmap)

The enabling structures in this report refers to a) the legal framework for HRD, b) government agencies c) research knowledge about the labour market development.

Recommendation 13: Although HRD is visible in legislation, policies and plans, it is recommended to further enhance the inter-agency coordination, cross-sectoral cooperation, and e-government.

1. Research population structure for HRD strategies

In 2019 the Vietnamese population was 96.2 million with 34.4% urban population and 65.6% rural population, making Viet Nam the third most populous country in Southeast Asia. Viet Nam has been experiencing a period of 'golden population structure' in which the number of working-age population doubles the number of those of dependent age. This trend is predicted to continue until 2034.

Recommendation 14: To study the population structure, analyse the wealth of data from the 2019 population and housing census, examine the demographic changes and forecast impacts on the education and training, HRD strategies in different economic sectors and geographical locations for the next decade.

2. Research megatrends' impacts on HRD

Digitalisation, automation (and other disruptions caused by the 4th industrial revolution), green growth, climate change, global pandemic, demographic change are megatrends that have profound impacts on labour markets and HRD.

Recommendation 15: To commission research into the short- and long-term impacts of all megatrends, with priorities given to research into how covid-19 affects the labour market, how climate change affect global food supply chain and jobs in agriculture. In terms of demographic change, it is recommended to research into the policies and practices of exporting Vietnamese skilled workers, drawing on experiences of other ASEAN countries.

E-Engagement of the business sector (Outcome 4 in the Roadmap)

1. From Socialisation to Privatisation.

The demands for education of a large and young population in the past three decades have exceeded the public provision capacity. The processes of mobilising both intellectual and financial resources of individuals, communities and businesses, known as 'socialisation of education', were based on the cost-sharing idea. Thirty years ago, due to the limited resources and experience of individuals and businesses in managing education entities, multiple shareholders were necessary and the state's involvement was crucial in gaining the public confidence. The business sector has accumulated both social and financial capitals over the years and has engaged more actively in HRD. The 'socialisation' concept has been transformed to 'privatisation' both in the laws and in the public conscience.

However, private education accounts for a small fraction compared to public provision of education. The better schools, colleges and universities are in public sector. Importantly, the state remains in the 'driver's seat' to mitigate market failures.

2. Eight types of business engagement

The business sector's engagement is greater in urban areas and at post-compulsory education. The degree of involvement also differs and this study identifies eight types: investor and owner of education institutions; sponsor of facilities and scholarships as part of CSR and talent acquisition strategies; collaborator in curriculum development, assessment of skills and teacher's continuing professional development; co-supervisor for internships; advisor in governance, collaborator in R&D; partner in innovation and knowledge transfer; provider of lifelong learning at the workplace.

Recommendation 16: To develop quality culture and academic integrity in all public and private schools, TVET colleges, universities. To disseminate good practices of corporate-owned education institutions which, for example, prepare quality workforce for their business development (e.g. FPT university, Saigontourist TVET school). To minimise malpractice in commercialisation of education.

Recommendation 17: As Research and Development (R&D) and knowledge transfer collaborations with the business sector are still at infancy, the government should set up specific incentives and grants schemes to promote triple-helix (government-industry-academia) partnerships, especially for spin-offs or start-ups.

Recommendation 18: To advocate and encourage in-house corporate academy for continuing profession development and Corporate competence framework as novel contributions to HRD (e.g. VietinBank, BIDV bank). Tax reduction for this kind of corporate staff training should be introduced to promote workplace learning. The procedures of claiming tax refund/reduction should be streamlined. To continue offering financial support for SMEs' staff skills development either through business organisations or direct credit to the eligible individuals similar to the SkillsFuture scheme of Singapore.

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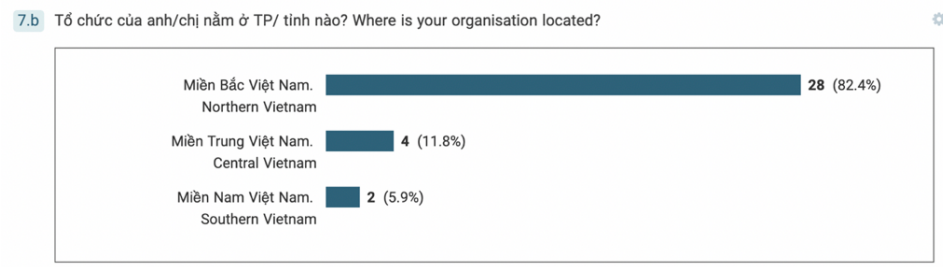
Annexes

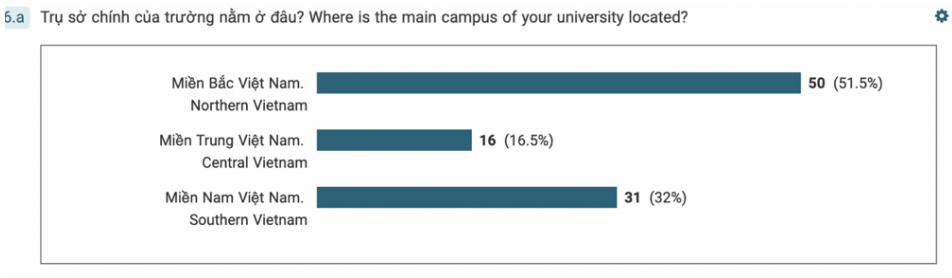
Annex 1: List of informant organisations

a) List of organisations participating in the Viet Nam HRD Readiness Research Project, 2020



Organisations	Number of Participants
Leader, Manager, Teacher at University or research institute	8
National Council for Education and Human Resource Development	2
Ministry of Education and Training	2
Ministry of Labour, Invalids and Social Affairs (MOLISA)	7
Ministry of Science and Technology	2
Ministry of Culture, Sports and Tourism	1
Enterprises (Canon Viet Nam, Vietcom Bank, BVID -Bank for Investment and Development of Viet Nam)	3
Viet Nam Chamber of Commerce and Industry (VCCI)	2
Business Membership organisation, NGOs	3
International Organisations (ILO, UNESCO, BetterWork)	4

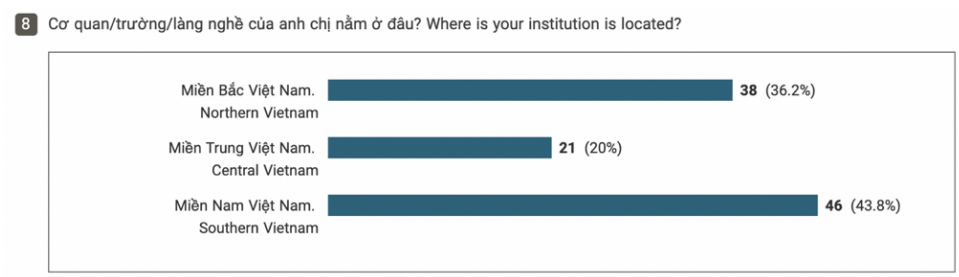
b) List of Higher Education Institutions Participating in the Research Project



No.	Organisations	Number of Participants
1	Banking Academy of Viet Nam	1
2	Can Tho University	6
3	Da Lat University	3
4	Education Management Institute	1
5	Foreign University of Trade	1
6	FPT University	2
7	Hanoi Open University	1
8	Hanoi University of Education	1
9	Hanoi University of Industry	1
10	Hanoi University of Science and Technology	7
11	HCMC University Physical Education of Sport	2
12	HCMC Open University	2
13	HCMC University of Economics and Finance	4
14	HCMC University of Law	1
15	HCMC University of Pedagogy	4
16	HCMC University of Science and Technology	3
17	Hoa Sen University	1
18	Hue University, College of Foreign Languages	1
19	International University - VNU-HCMC	1
20	National economic university	1
21	National University of Civil Engineering	6
22	Nguyen Tat Thanh University	2
23	Phu Xuan University	2
24	Post and Telecommunication Institute of Technology	1

No.	Organisations	Number of Participants
25	Quy Nhon University	7
26	Tay Nguyen	1
27	Thai Nguyen University Of Agriculture and Forestry	2
28	Thai Nguyen University, School of Foreign Languages	1
29	The University of Danang, University of Science and Technology	1
30	University of Informatics, Viet Nam National University HCMC	1
31	Viet Nam National Forestry University	4
32	Viet Nam National University of Agriculture	2
33	Viet Nam Women's Institute	5
34	Vietnamese-German University	3
35	Vinh University	1
36	Water Resources University	11

c) List of TVET colleges participating in the research project, 2020

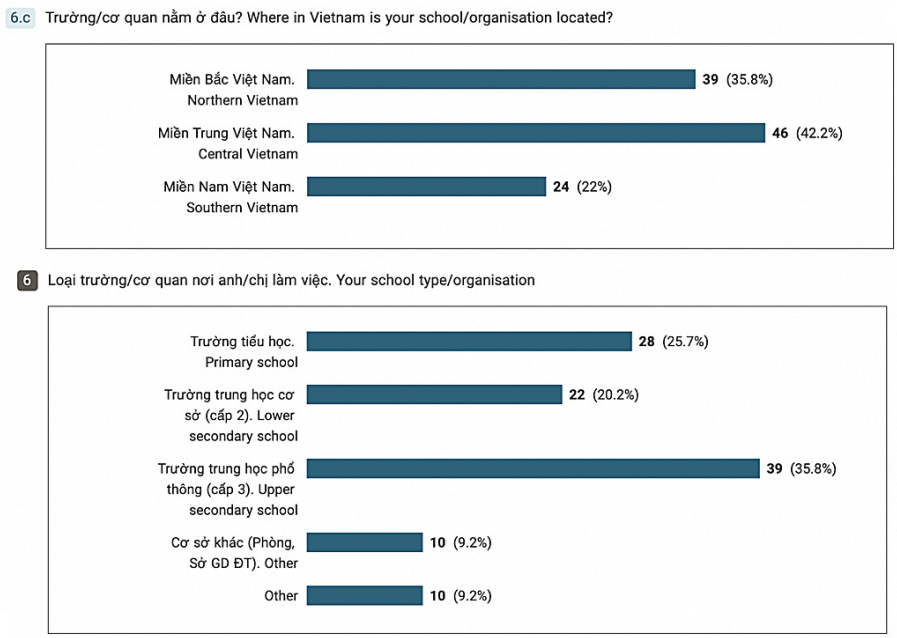


No.	TVET Institutions in Vietnamese	TVET Institutions in English	Number of Participants
1	Trung cấp nghề Dân tộc Nội trú An Giang	An Giang Vocational Boarding School for Ethnic Minorities	1
2	Trường Cao đẳng Kỹ thuật Công nghệ Bà Rịa - Vũng Tàu	Ba Ria Vung Tau College of Technology	5
3	Trường Cao đẳng bắc Kạn	Bac Kan Vocational Training College	2
4	Trường CĐ cơ điện và xây dựng Bắc ninh	Bac Ninh College of Engineering and Construction	1
5	Cao đẳng nghề Cần Thơ	Can Tho Vocational College	4

No.	TVET Institutions in Vietnamese	TVET Institutions in English	Number of Participants
6	Đắk Lắk Sở lao động thương binh và xã hội	Dak Lak DOLISA	1
7	Trường Cao đẳng nghề Đà Nẵng	Danang Vocational Training College	2
8	Trường Cao đăng nghề Điện Biên	Dien Bien Vocational Training College	8
9	Trường Cao đẳng nghề Công nghệ cao Đồng Nai	Dong Nai College of High Technology	17
10	Trường Cao đẳng nghề Hà Nam	Ha Nam Vocational Training College	5
11	Trường Cao đẳng Cơ điện Hà Nội (HCEM)	Ha Noi College for Electro Mechanics (HCEM)	3
12	Trường Cao đẳng nghề Hải Dương	Hai Duong Vocational Training College	6
13	Trường Cao đẳng Du lịch Hải Phòng	Hai Phong Tourism College	3
14	Hanoi Tourism College	Hanoi Tourism College	1
15	Trường Cao đẳng Kỹ nghệ II	HCMC College of Technology II.	1
16	Trường Cao Đẳng Du Lịch Huế	Hue Tourism College	5
17	Trường Cao đẳng Công nghiệp Huế	Hue Industrial College	6
18	Kiên Giang Sở lao động thương binh và xã hội	Kiên Giang DOLISA	1
19	Trường cao đẳng công nghệ quốc tế Lilama 2	LILAMA2 International Technology College (LILAMA2)	2
20	Cao đẳng Công Thương miền Trung	Mien Trung Industry and Trade College	1
21	Trường Cao đẳng Kỹ Thuật Công Nghệ Nha Trang	Nha Trang College of Technology	
22	Trường CĐ KTCN Nha Trang	Nha Trang College of Technology	1
23	Trường cao đẳng nghề Ninh Thuận	Ninh Thuan Vocational Training College	
24	Cao đẳng Công Thương Phú Thọ	Phu Tho College of Industry and Trade	2
25	Trường Trung cấp du lịch và khách sạn Saigon Tourist	Saigon Tourist Hospitality College	6
26	Trường Cao đẳng Nghề Sóc Trăng	Soc Trang Vocational Training College	3
27	Trường cao đẳng cơ khí luyện kim	Thai Nguyen College of Mechanics - Metallurgy	1

No.	TVET Institutions in Vietnamese	TVET Institutions in English	Number of Participants
28	Trường Cao đẳng GTVT Trung ương II	The Central College of Transportation No. 2	6
29	The Viet Nam-Germany college of Nghe An	The Viet Nam-Germany college of Nghe An	1
30	Cao đẳng công nghệ Thủ Đức	Thu Duc College of Technology	1
31	Trường Cao đẳng Tiền Giang	Tien Giang Vocational Training College	1
32	Trường Cao đẳng Cơ điện xây dựng Việt Xô	Viet Nam Soviet College of electromechanics and Construction	2
33	Trường Cao Đẳng nghề Yên Bái	Yen Bai Vocational Training College	3

d) List of schools participating in the research project, 2020



6.a Nếu chọn 'Cơ sở khác', xin ghi rõ (ví dụ: Sở giáo dục thành phố, tỉnh xxx hoặc Phòng giáo dục quận, huyện yyy. If you select Other, please specify (e.g. DOET of xxx city, province or Bureau of Education yyy district)

Sở GDĐT An Giang
Sở Giáo dục và Đào tạo
Sở Giáo dục và Đào tạo tỉnh Sóc Trăng
Phòng giáo dục và đào tạo
Sở Giáo dục và Đào tạo Đăk Nông
Sở Giáo dục và Đào tạo tỉnh Quảng Trị
Sở GDĐT Quảng Trị
Sở GD&ĐT Nghệ An
Sở giáo dục và đào tạo Nghệ An
Phòng Giáo dục và Đào tạo Nghi Lộc, Nghệ An

6.b Tên trường/cơ quan của anh chị là gì? Your school's/organisation's name?

THCS PHAN THIẾT
Sơn trà
THPT Tôn Thất Tùng
Sơn Trà
Thcs an khánh
Thpt Sơn Trà
Trường THCS Trưng Vương
thpt hàn thuyên
THPT TRẦN HƯNG ĐẠO
Sở GDĐT
cc
Trưng Vương lower secondary school
Trưng Vương
Phan Bội Châu
Ngo Si Lie
Thpt lí thái tổ
Trường thcs
Tiểu học QT Thăng Long
Trường tiểu học Văn Khê
Tiểu học văn Khê
Tiểu học Văn Yên
Thcs Đại Hùng
THCS Đông Lỗ
THCS Nguyễn Bỉnh Khiêm
Thpt Phùng Khắc Khoan
Lương Thế Vinh
Thpt Trần nhân tông
Trường Tiểu học Hà Khẩu
Tiểu học Lý Tự Trọng
THPT Hải An

THPT số 1 TP Lào Cai
THPT FPT
THPT số 2 Bảo Thắng
Trường Tiểu học Hòa Tú 2A
THPT
Trường Tiểu học Hòa Tú 2A
Tiểu học Hòa Tú 2A
Sở GDĐT An Giang
Tây Ninh
PTDTNT THCS & THPT huyện Cư Jut
PTDTNT THCS và THPT huyện Cư Jut
Sở Giáo dục và Đào tạo tỉnh Sóc Trăng
Trường Phổ thông dân tộc nội trú Trung học cơ sở và Trung học phổ thông huyện Cư Jút, tỉnh Đăk Nông
Trường PTDTNT THCS Và THPT Huyện Cư Jút
THPT Bùi Thị Xuân - Đà Lạt
THPT Đăk Song
Phòng Giáo dục và Đào tạo
Sở Gíao dục và Đào tạo Đăk Nông
THCS Nguyễn Bỉnh Khiêm
Trường tiểu học nguyễn thị minh khai
Trường Tiểu học Nguyễn Thị Minh Khai
Thcs Nguyễn Bỉnh Khiêm
Trường Tiểu học Thăng Long, TP Gia Nghĩa, tỉnh Đăk Nông
Trường Tiểu học Thăng Long
Trường THPT Đăk Song
THPT Đắk Song
Thăng Long
Nguyễn Thị Minh Khai
Tiểu học Nguyễn Thị Minh Khai
Trường TH Nguyễn Thị Minh Khai
Trường tiểu học Thăng Long thành phố gia nghĩa tỉnh Đắc Nông
Trường THCS Trần Phú
Truong THCS Trần Phú
Trường THCS Trần Phú
Trường THCS TRần Phú
Trường THCS Trần Phú
Trường THCS Nguyễn Bỉnh Khiêm
THPT ĐĂk Song

Sở Giáo dục và Đào tạo tỉnh Quảng Trị
Sở GDĐT
PTDTNT THCS&THPT Huyện Bát Xát, Lào Cai
Trường THCS Nguyễn Bỉnh Khiêm
Sở GD&ĐT Nghệ An
Tiểu học Phú Cát
Tiểu học Phú Cát
Trường Tiểu học Phú Cát
Trường THCS NBK
TH, THCS, THPT
Tiểu học Phường Đúc
Trường Tiểu học Phường Đúc
Trường tiểu học Phường Đúc
Trường Tiểu học Phường Đúc
Sở giáo dục và đào tạo
THPT Nguyễn Gia Thiều
Phòng Giáo dục và Đào tạo Nghi Lộc, Nghệ An.
Trường Tiểu học Nghi Xá
Trường Tiểu học Quán Hành, huyện Nghi Lộc, tỉnh Nghệ An
THCS&THPT LOMONOXOP
Kim Lien High school
Le Quy Don Gifted High School
THCS và THPT M.V.Lômônnôxốp

Kim lien
Thpt Kim Liên
THPT Nguyễn Trãi
Lien Chieu Upper secondary school
THPT Liên Chiểu
THPT Liên Chiểu
THPT chuyên Lê Quý Đôn, Đà Nẵng
THPT Liên Chiểu
Trường THCS và THTP Cửa Việt
Trường THCS Nguyễn Bá Phát
Thpt Liên chiểu
Trường THCS&THPT Cửa Việt
THPT Kim Liên
THPT Nguyễn Trãi
THPT Nguyễn Trãi
Trường THCS & THPT M.V Lômônôxốp
Trường THCS&THPT Cửa Việt

Annex 2: Questionnaires

2020 HRD Readiness Viet Nam Survey Questionnaire

Jisc Online surveys

2020 HRD Readiness Vietnam Survey

Response ID	Start date	Completion date
618142-618133-63032181	16 Jul 2020, 02:00 (BST)	16 Jul 2020, 02:07 (BST)

1	Đánh giá TẦM QUAN TRỌNG của các yếu tố dưới đây trong việc xây dựng văn hoá phát triển nhân lực (PTNL). Please rate the IMPORTANCE of the following factors in Promoting a HRD Culture.	
1.1	Có nhận thức rõ. (There is an awareness)	Tương đối thấp (40%) - quite low
1.2	Có văn hoá PTNL làm cho mọi người luôn kiên cường và đối phó linh hoạt với sự thay đổi liên tục. (There is a culture of HRD empowering people to make them resilient for an environment of constant change)	Cao (80%) - high
1.a	Đánh giá KẾT QUẢ THỰC THI của các yếu tố dưới đây trong việc xây dựng văn hoá PTNL. Please rate the REALISATION of the following factors in Promoting a HRD Culture.	
1.a.1	Có nhận thức rõ. (There is an awareness)	Tương đối thấp (40%) - quite low
1.a.2	Có văn hoá PTNL làm cho mọi người luôn kiên cường và đối phó linh hoạt với sự thay đổi liên tục. (There is a culture of HRD empowering people to make them resilient for an environment of constant change)	Tương đối thấp (40%) - quite low
1.b	Nếu anh/chị xếp hạng 100% hoặc 80% cho bất kỳ mục nào ở phần Kết quả thực thi, xin hãy chọn một mục và viết ra một ví dụ ngắn về mục đó trong thực tiễn? If you rate 100% or 80% for any item, please give an example of how it has worked in practice?	

2	Đánh giá TẦM QUAN TRỌNG của chủ trương phát triển bao trùm. Please rate the IMPORTANCE of the adoption of an inclusive approach.	
2.1	Cần có các chương trình PTNL cụ thể và hỗ trợ các nhóm có nhiều rủi ro bị tụt hậu. (HRD includes specific programmes and support for vulnerable groups at risk of lagging behind).	Cao (80%) - high
2.a	Đánh giá KẾT QUẢ THỰC THI của chủ trương phát triển bao trùm. Please rate the REALISATION of the adoption of an inclusive approach.	
2.a.1	Cần có các chương trình PTNL cụ thể và hỗ trợ các nhóm có nhiều rủi ro bị tụt hậu.(HRD includes specific programmes and support for vulnerable groups at risk of lagging behind).	Tương đối cao (60%) - quite high
2.b	Nếu anh/chị xếp hạng 100% hoặc 80% cho bất kỳ mục nào ở phần Kết quả thực thi, xin hãy chọn một mục và viết ra một ví dụ ngắn về mục đó trong thực tiễn? If you rate 100% or 80% for any item, please give an example of how it has worked in practice?	Chiến lược PTNL được xây dựng và có để cập ưu tiên về PTNL cho nhóm dân tộc thiểu số

3	Đánh giá TẦM QUAN TRỌNG của việc tăng cường và kiện toàn các thiết chế. Please rate the IMPORTANCE of strengthening enabling structures.	
3.1	Chủ trương PTNL ghi rõ trong văn bản luật, chính sách, kế hoạch. (HRD is clearly visible in legislation, policies, plans)	Tương đối cao (60%) - quite high
3.2	Có các cơ quan điều phối và các bộ trung ương, tổ chức liên ngành, cung cấp nguồn kinh phí. (Coordinating agencies and ministries at state level, platforms of cooperation, funding)	Tương đối cao (60%) - quite high
3.3	Có các tổ chức nghiên cứu về phát triển thị trường lao động (research on labor market developments)	Tương đối cao (60%) - quite high
3.a	Đánh giá KẾT QUẢ THỰC THI của việc tăng cường và kiện toàn các thiết chế. Please rate the REALISATION of strengthening of enabling structures.	

3.a.1	Chủ trương PTNL ghi rõ trong văn bản luật, chính sách, kế hoạch. (HRD is clearly visible in legislation, policies, plans)	Tương đối thấp (40%) - quite low
3.a.2	Có các cơ quan điều phối và các bộ trung ương, tổ chức liên ngành, cung cấp nguồn kinh phí. (Coordinating agencies and ministries at state level, platforms of cooperation, funding)	Tương đối thấp (40%) - quite low
3.a.3	Có các tổ chức nghiên cứu về phát triển thị trường lao động (research on labor market developments)	Tương đối thấp (40%) - quite low
3.b	Nếu anh/chị xếp hạng 100% hoặc 80% cho bất kỳ mục nào ở phần Kết quả thực thi, xin hãy chọn một mục và viết ra một ví dụ ngắn về mục đó trong thực tiễn? If you rate 100% or 80% for any item, please give an example of how it has worked in practice?	

4	Đánh giá TẦM QUAN TRỌNG của việc Hiện đại hoá các chương trình PTNL. Please rate the IMPORTANCE of the modernisation of HRD programmes.	
4.1	"Các kỹ năng tương lai"* đã được đưa vào đầy đủ trong giáo trình, tài liệu dạy và học, trong tiêu chí đánh giá hoặc công nhận ở các bậc học. ("Future skills“ are fully incorporated into curricula, teaching and learning resources and assessments or recognition)	Tương đối thấp (40%) - quite low
4.2	- cấp phổ thông (general education)	Tương đối thấp (40%) - quite low
4.3	- trường đào tạo nghề (vocational education)	Tương đối cao (60%) - quite high
4.4	- bậc đại học (higher education)	Tương đối cao (60%) - quite high
4.5	- học không chính quy: ngoại khoá, học trong công việc, gia đình, cộng đồng (non-formal, informal education)	Thấp (20%) - low
4.a	Đánh giá KẾT QUẢ THỰC THI của việc Hiện đại hoá các chương trình PTNL. Please rate the REALISATION of the of the modernisation of HRD programmes.	
4.a.1	"Các kỹ năng tương lai"* đã được đưa vào đầy đủ trong giáo trình, tài liệu dạy và học, trong tiêu chí đánh giá hoặc công nhận ở các bậc học. ("Future skills“ are fully incorporated into curricula, teaching and learning resources and assessments or recognition)	Tương đối thấp (40%) - quite low
4.a.2	- cấp phổ thông (general education)	Tương đối thấp (40%) - quite low
4.a.3	- trường đào tạo nghề (vocational education)	Tương đối cao (60%) - quite high
4.a.4	- bậc đại học (higher education)	Tương đối cao (60%) - quite high
4.a.5	- học không chính quy: ngoại khoá, học trong công việc, gia đình, cộng đồng (non-formal, informal education)	Thấp (20%) - low
4.b	Nếu anh/chị xếp hạng 100% hoặc 80% cho bất kỳ mục nào ở phần Kết quả thực thi, xin hãy chọn một mục và viết ra một ví dụ ngắn về mục đó trong thực tiễn? If you rate 100% or 80% for any item, please give an example of how it has worked in practice?	

5	Đánh giá TẦM QUAN TRỌNG của việc phát triển và chuyên nghiệp hoá đội ngũ cán bộ đào tạo. Please rate the IMPORTANCE of the professionalisation and development of qualified teaching personnel.	
5.1	Cần có các tiêu chuẩn cho việc đào tạo giáo viên (There are standards for the training of teachers)	Cao (80%) - high
5.2	và các bộ đào tạo trong công ty nhằm phát triển các kỹ năng tương lai cho học viên. (and in-company trainers which address the acquisition of “future skills”)	Cao (80%) - high
5.a	Đánh giá KẾT QUẢ THỰC THI của việc phát triển và chuyên nghiệp hoá đội ngũ cán bộ đào tạo. Please rate the REALISATION of the professionalisation and development of qualified teaching personnel.	
5.a.1	Cần có các tiêu chuẩn cho việc đào tạo giáo viên (There are standards for the training of teachers)	Tương đối cao (60%) - quite high
5.a.2	và các bộ đào tạo trong công ty nhằm phát triển các kỹ năng tương lai cho học viên. (and in-company trainers which address the acquisition of “future skills”)	Tương đối cao (60%) - quite high

5.b	Nếu anh/chị xếp hạng 100% hoặc 80% cho bất kỳ mục nào ở phần Kết quả thực thi, xin hãy chọn một mục và viết ra một ví dụ ngắn về mục đó trong thực tiễn? If you rate 100% or 80% for any item, please give an example of how it has worked in practice?	

6	Đánh giá TẦM QUAN TRỌNG của việc Khuyến khích sự tham gia của doanh nghiệp. Please rate the IMPORTANCE of promoting engagement of the business sector.	
6.1	Trong lĩnh vực đào tạo nghề và giáo dục đại học, cần có mối liên hệ chặt chẽ giữa cơ quan nhà nước và doanh nghiệp để thiết lập quan hệ đối tác công- tư. (In the fields of TVET and Higher Education, there are strong links between state bodies and the business sector in terms of public-private-partnerships in HRD)	Rất cao (100%)- very high
6.a	Đánh giá KẾT QUẢ THỰC THI của việc Khuyến khích sự tham gia của doanh nghiệp. Please rate the REALISATION of promoting engagement of the business sector.	
6.a.1	Trong lĩnh vực đào tạo nghề và giáo dục đại học, cần có mối liên hệ chặt chẽ giữa cơ quan nhà nước và doanh nghiệp để thiết lập quan hệ đối tác công- tư. (In the field of TVET and Higher Education, there are strong links between state bodies and the business sector in terms of public-private-partnerships in HRD)	Tương đối thấp (40%) - quite low
6.b	Nếu anh/chị xếp hạng 100% hoặc 80% cho bất kỳ mục nào ở phần Kết quả thực thi, xin hãy chọn một mục và viết ra một ví dụ ngắn về mục đó trong thực tiễn? If you rate 100% or 80% for any item, please give an example of how it has worked in practice?	

7	Anh/chị đã hoặc đang làm việc/ học tập tại	Bộ Giáo dục và Đào tạo. (MOET)
7.a	Nếu chọn Tổ chức khác, xin ghi rõ tên tổ chức. If you selected Other, please specify:	
7.b	Tổ chức của anh/chị nằm ở TP/ tỉnh nào? Where is your organisation located?	Miền Bắc Việt Nam. Northern Vietnam

8	Sự hiểu biết chuyên môn/ kinh nghiệm thực tế của anh/chị về các lĩnh vực sau. Main expertise/experience in the following fields	• Giáo dục bậc phổ thông. General/basic education • Giáo dục bậc đại học. Higher education • Học không chính quy, ngoại khoá và học trong cộng đồng. Non-formal, informal education

9	Nếu anh/chị có thể chia sẻ thêm suy nghĩ qua một cuộc phỏng vấn ngắn với chúng tôi, xin ghi lại tên và địa chỉ liên hệ (hoàn toàn tự nguyện). If you are interested in sharing further thoughts with us in a brief interview, please give your name and contact details (optional).
9.1	Tên đầy đủ. Your full name
9.1.a	Địa chỉ liên hệ. Contact details
9.2	Địa chỉ email. Your email
9.2.a	Địa chỉ liên hệ. Contact details
9.3	Số điện thoại. Your telephone
9.3.a	Địa chỉ liên hệ. Contact details

Annex 2: Questionnaires

2020 HRD Viet Nam School Survey Questionnaire

Online surveys

2020 HRD Vietnam Schools Survey

Response ID	Start date	Completion date	
618143-618134-63090446	16 Jul 2020, 23:01 (BST)	16 Jul 2020, 23:08 (BST)	

1	Các kỹ năng tương lai liệt kê dưới đây đã được đưa vào giáo trình dạy và học ở trường phổ thông ở mức độ nào trong thực tiễn? To what extent are the following future skills incorporated in curricula in school education?	
1.1	Các kỹ năng nền tảng: số học, đọc và viết. Numeracy and literacy skills	Tương đối thấp (2) quite low;
1.2	Các kỹ năng nhận thức bậc cao: phân tích, tư duy phản biện, sáng tạo. High-order cognitive skills (e.g. analysing; critical thinking; creating)	Tương đối thấp (2) quite low;
1.3	Các kỹ năng về công nghệ thông tin/kiến thức số hoá (sử dụng thiết bị) và nhận thức về các tác động tích cực và tiêu cực của công nghệ TT. ICT-skills/digital literacy (e.g. applying devices and tools; reflecting impact of ICT applications)	Tương đối cao (3) quite high
1.4	Các kỹ năng về khoa học, toán, kỹ thuật và công nghệ. STEM skills	Tương đối cao (3) quite high
1.5	Các kỹ năng xã hội: biết giao tiếp, hợp tác và làm việc theo nhóm, giải quyết bất đồng, biết thông cảm, có trí tuệ cảm xúc. Social skills (e.g. communication; cooperation in teams; conflict resolution; empathy; emotional intelligence)	Tương đối cao (3) quite high
1.6	Kỹ năng sử dụng ngoại ngữ. Foreign language skills	Tương đối cao (3) quite high
1.7	Khả năng tự học: sự ham học hỏi, luôn có động lực và say mê tìm tòi, có sự định hướng tự học. Learnability (e.g. readiness to learn; learning motivation; curiosity; self-learning strategies)	Tương đối cao (3) quite high
1.8	Phẩm chất đạo đức: biết cân nhắc và hành động đúng luân lý và đạo đức, nhận thức về giá trị văn hoá và xã hội, nhạy bén và linh hoạt. Character qualities (e.g. ethical reflection; social and cultural awareness; agility)	Tương đối cao (3) quite high
1.9	Kỹ năng giải quyết vấn đề trong tình huống phức tạp và đòi hỏi công nghệ cao. Problem-solving in complex, technology-rich environments	Tương đối cao (3) quite high
1.10	Kỹ năng xanh và nhận thức về môi trường. Green skills and environmental awareness	Tương đối cao (3) quite high
1.a	Nếu anh/chị xếp hạng 4 hoặc 5 cho bất kỳ mục nào ở trên, xin hãy chọn một mục và viết ra ngắn gọn ví dụ thực tiễn về mục đó? Có thể viết tiếng Việt có dấu đầy đủ. If you rate 4 or 5 for any item, please give an example of how it has worked in practice?	

2	Nguồn tài liệu dạy và học, điều kiện thực hành được sử dụng để hỗ trợ sự phát triển các kỹ năng tương lai ở mức độ nào trong thực tiễn? To what extent do teaching and learning resources provide support for developing future skills?	
2.1	Sách giáo khoa. Textbooks	Tương đối cao (3) quite high
2.2	Tài liệu trực tuyến, như các bài tập và học liệu trực tuyến, videos, trò chơi, v.v. Online resources (e.g. online activities, materials, videos, games, etc.)	Tương đối cao (3) quite high
2.3	Điều kiện thiết bị thực hành (phòng thí nghiệm, xưởng thực hành, bài tập/hoạt động thực tiễn, v.v). Equipment for practical and experimental learning (science laboratories, workshops, other practical activities, etc.)	Tương đối cao (3) quite high
2.a	Nếu anh/chị xếp hạng 4 hoặc 5 cho bất kỳ mục nào ở trên, xin	

3	Việc đánh giá học sinh đã nhấn mạnh đến các Kỹ năng tương lai ở mức độ nào trong thực tiễn? To what extent do assessments address future skills?	
3.1	Các kỹ năng nền tảng: số học, đọc và viết. Numeracy and literacy skills	Tương đối cao (3) quite high
3.2	Các kỹ năng nhận thức bậc cao: phân tích, tư duy phản biện, sáng tạo. High-order cognitive skills (e.g. analysing; critical thinking; creating)	Tương đối cao (3) quite high
3.3	Các kỹ năng về công nghệ thông tin/kiến thức số hoá (sử dụng thiết bị) và nhận thức về các tác động tích cực và tiêu cực của công nghệ TT. ICT-skills/digital literacy (e.g. applying devices and tools; reflecting impact of ICT applications)	Tương đối cao (3) quite high
3.4	Các kỹ năng về khoa học, toán, kỹ thuật và công nghệ. STEM skills	Tương đối cao (3) quite high
3.5	Các kỹ năng xã hội: biết giao tiếp, hợp tác và làm việc theo nhóm, giải quyết bất đồng, biết thông cảm, có trí tuệ cảm xúc. Social skills (e.g. communication; cooperation in teams; conflict resolution; empathy; emotional intelligence)	Tương đối cao (3) quite high
3.6	Kỹ năng sử dụng ngoại ngữ. Foreign language skills	Tương đối cao (3) quite high
3.7	Khả năng tự học: sự ham học hỏi, luôn có động lực và say mê tìm tòi, có sự định hướng tự học. Learnability (e.g. readiness to learn; learning motivation; curiosity; self-learning strategies)	Tương đối cao (3) quite high
3.8	Phẩm chất đạo đức: biết cân nhắc và hành động đúng luân lý và đạo đức, nhận thức về giá trị văn hoá và xã hội, nhạy bén và linh hoạt. Character qualities (e.g. ethical reflection; social and cultural awareness; agility)	Tương đối cao (3) quite high
3.9	Kỹ năng giải quyết vấn đề trong tình huống phức tạp và đòi hỏi công nghệ cao. Problem-solving in complex, technology-rich environments	Tương đối cao (3) quite high
3.10	Kỹ năng xanh và nhận thức về môi trường. Green skills and environmental awareness	Tương đối cao (3) quite high
3.a	Nếu anh/chị xếp hạng 4 hoặc 5 cho bất kỳ mục nào ở trên, xin hãy chọn một mục và viết ra ngắn gọn ví dụ thực tiễn về mục đó? If you rate 4 or 5 for any item, please give an example of how it has worked in practice?	

Annex 2: Questionnaires

2020 HRD Viet Nam School Survey Questionnaire

4	Công nghệ số được sử dụng ở mức độ nào để đổi mới phương pháp và khái niệm dạy và học? To what extent are digital technologies part of innovative teaching and learning concepts?	
4.1	Cách học phối hợp đan xen giữa trực tiếp và trực tuyến một số phần. Blended learning (selected phases online)	Tương đối cao (3) quite high
4.2	Học trực tuyến. Online learning	Tương đối cao (3) quite high
4.a	Nếu anh/chị xếp hạng 4 hoặc 5 cho bất kỳ mục nào ở trên, xin hãy chọn một mục và viết ra ngắn gọn ví dụ thực tiễn về mục đó? If you rate 4 or 5 for any item, please give an example of how it has worked in practice?	

5	Học sinh cấp trung học cơ sở và trung học phổ thông được tiếp cận những cơ hội hỗ trợ dưới đây ở mức độ nào? To what extent are students exposed to the following provisions in secondary education?	
5.1	Tư vấn hướng nghiệp. Career guidance counselling	Tương đối cao (3) quite high
5.2	Định hướng chọn nghề. Vocational orientation	Tương đối cao (3) quite high
5.3	Cơ hội thực tập và học việc. Work experience / internships	Tương đối cao (3) quite high
5.4	Các khoá học kỹ năng khởi nghiệp. Entrepreneurship courses	Tương đối cao (3) quite high
5.5	Các cơ hội khác. Others	Tương đối cao (3) quite high
5.a	Nếu chọn 'cơ hội khác', xin ghi rõ (ví dụ chọn 'không biết' ở câu trên thì ghi 'không biết' ở mục này, nếu chọn 'rất cao' hay 'rất thấp' thì ghi rõ cơ hội đó là gì). If select Others, please specify (e.g. if you select 'none' then write 'none' here)	Không biết
5.b	Nếu anh/chị xếp hạng 4 hoặc 5 cho bất kỳ mục nào ở trên, xin hãy chọn một mục và viết ra ngắn gọn ví dụ thực tiễn về mục đó? If you rate 4 or 5 for any item, please give an example of how it has worked in practice?	

6	Loại trường/cơ quan nơi anh/chị làm việc. Your school type/organisation	Trường trung học cơ sở (cấp 2). Lower secondary school
6.a	Nếu chọn 'Cơ sở khác', xin ghi rõ (ví dụ: Sở giáo dục thành phố, tỉnh xxx hoặc Phòng giáo dục quận, huyện yyy. If you select Other, please specify (e.g. DOET of xxx city, province or Bureau of Education yyy district)	
6.b	Tên trường/cơ quan của anh chị là gì? Your school's/organisation's name?	THCS PHAN THIẾT
6.c	Trường/cơ quan nằm ở đâu? Where in Vietnam is your school/organisation located?	Miền Bắc Việt Nam. Northern Vietnam
6.d	Chức vụ/Vị trí. Position	Giáo viên bộ môn. Teacher in the following subjects:
6.d.i	Nếu chọn giáo viên, xin ghi rõ môn anh/chị dạy. If you are a teacher, please specify your subject(s):	Toán
6.d.ii	Nếu chọn vị trí khác, xin ghi rõ chức danh. If select Other, please specify:	
6.e	Nếu anh/chị có thể chia sẻ thêm suy nghĩ qua một cuộc phỏng vấn ngắn với chúng tôi, xin ghi lại tên và địa chỉ liên hệ (hoàn toàn tự nguyện). If you are interested in sharing further thoughts with us in a brief interview, please give your name and contact details (optional).	
6.e.1	Tên đầy đủ. Your full name	
6.e.1.a	Địa chỉ liên hệ/ Contact details	
6.e.2	Địa chỉ email. Your email	
6.e.2.a	Địa chỉ liên hệ/ Contact details	
6.e.3	Số điện thoại. Your telephone	
6.e.3.a	Địa chỉ liên hệ/ Contact details	

Annex 2: Questionnaires

2020 HRD Viet Nam TVET Survey Questionnaire

Jisc Online surveys

2020 HRD Vietnam TVET Survey

Response ID	Start date	Completion date
618139-618130-62977812	15 Jul 2020, 10:25 (BST)	15 Jul 2020, 10:49 (BST)

1	Các kỹ năng tương lai liệt kê dưới đây đã được đưa vào giáo trình dạy và học ở trường đào tạo nghề/làng nghề ở mức độ nào? To what extent are the following future skills incorporated in TVET curricula?	
1.1	Các kỹ năng nền tảng, như số học, đọc và viết. Numeracy and literacy skills.	Tương đối cao (3) quite high
1.2	Các kỹ năng nhận thức bậc cao: phân tích, tư duy phản biện, sáng tạo. High-order cognitive skills (e.g. analysing; critical thinking; creating)	Tương đối thấp (2) quite low;
1.3	Các kỹ năng về công nghệ thông tin/kiến thức số hoá (sử dụng thiết bị) và nhận thức về các tác động tích cực và tiêu cực của công nghệ TT. ICT-skills/digital literacy (e.g. applying devices and tools; reflecting impact of ICT applications)	Tương đối thấp (2) quite low;
1.4	Các kỹ năng về khoa học, toán, kỹ thuật và công nghệ. STEM skills	Tương đối cao (3) quite high
1.5	Các kỹ năng xã hội, như biết giao tiếp, hợp tác và làm việc theo nhóm, giải quyết bất đồng, biết thông cảm, có trí tuệ cảm xúc. Social skills (e.g. communication; cooperation in teams; conflict resolution; empathy; emotional intelligence).	Tương đối cao (3) quite high
1.6	Kỹ năng sử dụng ngoại ngữ. Foreign language skills.	Tương đối thấp (2) quite low;
1.7	Khả năng tự học, như sự ham học hỏi, luôn có động lực và say mê tìm tòi, có sự định hướng tự học. Learnability (e.g. readiness to learn; learning motivation; curiosity; self-learning strategies).	Tương đối cao (3) quite high
1.8	Tính cách và phẩm chất đạo đức, như sự cân nhắc và hành động đúng luân lý và đạo đức, nhận thức về giá trị văn hoá và xã hội, nhạy bén và linh hoạt. Character qualities (e.g. ethical reflection; social and cultural awareness; agility).	Tương đối cao (3) quite high
1.9	Kỹ năng giải quyết vấn đề trong tình huống phức tạp và đòi hỏi công nghệ cao. Problem-solving in complex, technology-rich environments.	Tương đối thấp (2) quite low;
1.10	Kỹ năng xanh và nhận thức về môi trường. Green skills and environmental awareness.	Tương đối cao (3) quite high
1.a	Nếu anh/chị xếp hạng 4 hoặc 5 cho bất kỳ mục nào ở trên, xin hãy chọn một mục và viết ra ngắn gọn ví dụ thực tiễn về mục đó? If you rate 4 or 5 for any item, please give an example of how it has worked in practice?	

2	Nguồn tài liệu dạy và học, điều kiện thực hành được sử dụng để hỗ trợ sự phát triển các kỹ năng tương lai ở mức độ nào trong thực tiễn? To what extent do teaching and learning resources provide support for developing future skills?	
2.1	Sách giáo khoa. Textbooks	Tương đối cao (3) quite high
2.2	Tài liệu trực tuyến, như các bài tập và tài liệu trực tuyến, videos, trò chơi, v.v. Online resources (e.g. online activities, materials, videos, games, etc.)	Tương đối thấp (2) quite low;
2.3	Điều kiện thiết bị thực hành (phòng thí nghiệm, xưởng thực hành, bài tập/hoạt động thực tiễn, v.v). Equipment for practical and experimental learning (science laboratories, workshops, other practical activities, etc.)	Cao (4) high
2.a	Nếu anh/chị xếp hạng 4 hoặc 5 cho bất kỳ mục nào ở trên, xin hãy chọn một mục và viết ra ngắn gọn ví dụ thực tiễn về mục đó? If you rate 4 or 5 for any item, please give an example of how it has worked in practice?	Xưởng thực hành hàn, máy CNC, tham gia thực hành đóng tàu

3	Trong thực tiễn việc đánh giá học viên nhấn mạnh đến các Kỹ năng tương lai ở mức độ nào? To what extent do assessments address future skills?	
3.1	Các kỹ năng nền tảng, như số học, đọc và viết. Numeracy and literacy skills.	Tương đối cao (3) quite high
3.2	Các kỹ năng nhận thức bậc cao: phân tích, tư duy phản biện, sáng tạo. High-order cognitive skills (e.g. analysing; critical thinking; creating).	Tương đối thấp (2) quite low;
3.3	Các kỹ năng về công nghệ thông tin/kiến thức số hoá (sử dụng thiết bị) và nhận thức về các tác động tích cực và tiêu cực của công nghệ TT. ICT-skills/digital literacy (e.g. applying devices and tools; reflecting impact of ICT applications).	Tương đối thấp (2) quite low;
3.4	Các kỹ năng về khoa học, toán, kỹ thuật và công nghệ. STEM skills.	Tương đối thấp (2) quite low;
3.5	Các kỹ năng xã hội, như biết giao tiếp, hợp tác và làm việc theo nhóm, giải quyết bất đồng, biết thông cảm, có trí tuệ cảm xúc. Social skills (e.g. communication; cooperation in teams; conflict resolution; empathy; emotional intelligence).	Tương đối cao (3) quite high
3.6	Kỹ năng sử dụng ngoại ngữ. Foreign language skills.	Tương đối thấp (2) quite low;
3.7	Khả năng tự học, như sự ham học hỏi, luôn có động lực và say mê tìm tòi, có sự định hướng tự học. Learnability (e.g. readiness to learn; learning motivation; curiosity; self-learning strategies).	Tương đối thấp (2) quite low;
3.8	Tính cách và phẩm chất đạo đức, như sự cân nhắc và hành động đúng luân lý và đạo đức, nhận thức về giá trị văn hoá và xã hội, nhạy bén và linh hoạt. Character qualities (e.g. ethical reflection; social and cultural awareness; agility).	Tương đối cao (3) quite high
3.9	Kỹ năng giải quyết vấn đề trong tình huống phức tạp và đòi hỏi công nghệ cao. Problem-solving in complex, technology-rich environments.	Tương đối thấp (2) quite low;
3.10	Kỹ năng xanh và nhận thức về môi trường. Green skills and environmental awareness.	Tương đối cao (3) quite high
3.a	Nếu anh/chị xếp hạng 4 hoặc 5 cho bất kỳ mục nào ở trên, xin hãy chọn một mục và viết ra ngắn gọn ví dụ thực tiễn về mục đó? If you rate 4 or 5 for any item, please give an example of how it has worked in practice?	

4	Công nghệ số đã được sử dụng ở mức độ nào để đổi mới phương pháp và khái niệm dạy và học? To what extent are digital technologies part of innovative teaching and learning concepts?	
4.1	Cách học phối hợp đan xen giữa trực tiếp và trực tuyến một số phần. Blended learning (selected phases online)	Tương đối thấp (2) quite low;
4.2	Học trực tuyến. Online learning	Tương đối thấp (2) quite low;
4.a	Nếu anh/chị xếp hạng 4 hoặc 5 cho bất kỳ mục nào ở trên, xin hãy chọn một mục và viết ra ngắn gọn ví dụ thực tiễn về mục đó? If you rate 4 or 5 for any item, please give an example of how it has worked in practice?	

5	Học viên ở trường đào tạo nghề/làng nghề được tiếp cận những cơ hội hỗ trợ dưới đây ở mức độ nào? To what extent are students exposed to the following provisions in TVET schools/colleges or craft villages?	
5.1	Tư vấn hướng nghiệp. Career guidance counselling	Tương đối cao (3) quite high
5.2	Định hướng chọn nghề. Vocational orientation	Tương đối cao (3) quite high
5.3	Cơ hội thực tập và học việc. Work experience / internships	Tương đối cao (3) quite high
5.4	Các khoá học kỹ năng khởi nghiệp. Entrepreneurship courses	Tương đối thấp (2) quite low;
5.5	Các cơ hội khác. Others	Không biết (0) none
5.a	Nếu chọn cơ hội khác, xin ghi rõ (ví dụ chọn 'không biết' ở câu trên thì ghi 'không biết' ở mục này, nếu chọn 'rất cao' hay 'rất thấp' thì ghi rõ cơ hội đó là gì). If select Others, please specify (e.g. if you select 'none' then write 'none' here)	khong biet
5.b	Nếu anh/chị xếp hạng 4 hoặc 5 cho bất kỳ mục nào ở trên, xin hãy chọn một mục và viết ra ngắn gọn ví dụ thực tiễn về mục đó? If you rate 4 or 5 for any item, please give an example of how it has worked in practice?	

6	Ở trường của anh/chị, sự liên thông giữa các bậc đào tạo nghề (sơ cấp, trung cấp, cao đẳng) và từ cao đẳng nghề lên bậc đại học khả thi ở mức độ nào? (có thể viết 'không biết' hoặc 'không áp dụng' nếu anh chị làm việc ở ngoài trường dạy nghề, ví dụ ở Sở LĐTB XH hay tổ chức khác). How realistic is the permeability between different TVET levels and between TVET college and university programmes?	
6.1	Tỷ lệ học viên cao đẳng học tiếp lên đại học (ước tính %). Estimated ratio (%) of your students continuing from college to university bachelor programme	
6.1.a	Tỷ lệ ước tính (estimated %)	10
6.2	Tỷ lệ học viên trung cấp học tiếp lên cao đẳng nghề (ước tính %). Estimated ratio (%)of your students continuing from secondary TVET to college programmes.	
6.2.a	Tỷ lệ ước tính (estimated %)	40
6.3	Tỷ lệ học viên sơ cấp học tiếp lên trung cấp (ước tính %). Estimated ratio (%) of your students continuing from elementary TVET to secondary programmes.	
6.3.a	Tỷ lệ ước tính (estimated %)	20
6.4	Điều kiện thuận lợi cho sự liên thông do trường cung cấp (nêu ít nhất 3 điểm). Opportunities provided by your school (list minimum 3)	
6.4.a	Tỷ lệ ước tính (estimated %)	Nguồn học sinh tại trường Có chương trình liên thông Có cơ sở vật chất
6.5	Trở ngại cho sự liên thông (nêu ít nhất 3 điểm). Obstacles (list minimum 3)	
6.5.a	Tỷ lệ ước tính (estimated %)	Học sinh học xong có cơ hội đi làm ngay Không thích học Học phí

7	Tên cơ quan/trường hay làng nghề của anh/chị là gì? The name of your organisation/TVET centre/school/college or craft village	Cao đẳng GTVT trung ương II

8	Cơ quan/trường/làng nghề của anh chị nằm ở đâu? Where is your institution is located?	Miền Bắc Việt Nam. Northern Vietnam

9	Chức vụ/Vị trí. Position	Giáo viên bộ môn. Teacher in the following subjects:
9.a	Nếu là giáo viên, xin ghi rõ môn anh/chị dạy. If you are a teacher, please specify your subject(s):	Kế toán doanh nghiệp
9.b	Nếu là nghệ nhân, xin ghi rõ nghề anh/chị truyền lại cho học viên. If select Artisan, please specify your craft	
9.c	Nếu chọn 'Vị trí khác', xin ghi rõ chức danh và cơ quan. If select Other, please sepcify	
9.d	Nếu là học viên, xin ghĩ rõ ngành học? If you are a student, specify your programme.	

10	Nếu anh/chị có thể chia sẻ thêm suy nghĩ qua một cuộc phỏng vấn ngắn với chúng tôi, xin ghi lại tên và địa chỉ liên hệ (hoàn toàn tự nguyện). If you are interested in sharing further thoughts with us in a brief interview, please give your name and contact details (optional).	
10.1	Tên đầy đủ. Your full name	
10.1.a	Địa chỉ liên hệ. Contact details	
10.2	Địa chỉ email. Your email	

10.2.a	Địa chỉ liên hệ. Contact details	
10.3	Số điện thoại. Your telephone	
10.3.a	Địa chỉ liên hệ. Contact details	

Annex 2: Questionnaires

2020 Viet Nam Higher Education Survey Questionnaire

Jisc Online surveys

2020 HRD Vietnam Higher Education

Response ID	Start date	Completion date	
618140-618131-63232173	20 Jul 2020, 15:22 (BST)	20 Jul 2020, 15:38 (BST)	

1	Các kỹ năng tương lai liệt kê dưới đây đã được đưa vào giáo trình bậc đại học ở mức độ nào trong thực tế? To what extent are the following future skills incorporated in HE curricula?	
1.1	Các kỹ năng nhận thức bậc cao: phân tích, tuy duy phản biện, sáng tạo. High-order cognitive skills (e.g. analysing; critical thinking; creating).	Cao (4) high
1.2	Các kỹ năng về công nghệ thông tin/kiến thức số hoá (sử dụng thiết bị) và nhận thức về các tác động tích cực và tiêu cực của công nghệ TT. ICT-skills/digital literacy (e.g. applying devices and tools; reflecting impact of ICT applications).	Tương đối thấp (2) quite low;
1.3	Các kỹ năng về khoa học, toán, kỹ thuật và công nghệ. STEM skills.	Tương đối cao (3) quite high
1.4	Các kỹ năng xã hội: biết giao tiếp, hợp tác và làm việc theo nhóm, giải quyết bất đồng, biết thông cảm, có trí tuệ cảm xúc. Social skills (communication; cooperation in teams; conflict resolution; empathy; emotional intelligence).	Tương đối cao (3) quite high
1.5	Kỹ năng sử dụng ngoại ngữ. Foreign language skills.	Tương đối thấp (2) quite low;
1.6	Khả năng tự học: sự ham học hỏi, luôn có động lực và say mê tìm tòi, có sự định hướng tự học. Learnability (readiness to learn; learning motivation; curiosity; self-learning strategies).	Tương đối cao (3) quite high
1.7	Tính cách và phẩm chất đạo đức: biết cân nhắc và hành động đúng luân lý và đạo đức, nhận thức về giá trị văn hoá và xã hội, nhạy bén và linh hoạt. Character qualities (ethical reflection; social and cultural awareness; agility).	Tương đối cao (3) quite high
1.8	Kỹ năng giải quyết vấn đề trong tình huống phức tạp và đòi hỏi công nghệ cao. Problem-solving in complex, technology-rich environments.	Tương đối cao (3) quite high
1.9	Kỹ năng xanh và nhận thức về môi trường. Green skills and environmental awareness.	Tương đối thấp (2) quite low;
1.a	Nếu anh/chị xếp hạng 4 hoặc 5 cho bất kỳ mục nào ở trên, xin hãy chọn một mục và viết ra ngắn gọn ví dụ thực tiễn về mục đó? If you rate 4 or 5 for any item, please give an example of how it has worked in practice?	Giáo trình đã có các câu hỏi, bài tập đòi hỏi kỹ năng phân tích, tư duy phản biện
2	Nguồn tài liệu dạy và học, điều kiện thực hành đã được sử dụng để hỗ trợ phát triển các kỹ năng tương lai ở mức độ nào? To what extent do teaching and learning resources provide support for developing future skills?	
2.1	Sách giáo khoa. Textbooks	Tương đối cao (3) quite high
2.2	Tài liệu trực tuyến, như các bài tập và học liệu trực tuyến, videos, trò chơi, v.v. Online resources (online activities, materials, videos, games, etc.)	Tương đối cao (3) quite high
2.3	Điều kiện thiết bị thực hành (phòng thí nghiệm, xưởng thực hành, bài tập/hoạt động thực tiễn, thực tập, v.v). Equipment for practical and experimental learning (science laboratories, workshops, other practical activities, internships, etc.)	Tương đối cao (3) quite high
2.a	Nếu anh/chị xếp hạng 4 hoặc 5 cho bất kỳ mục nào ở trên, xin hãy chọn một mục và viết ra ngắn gọn ví dụ thực tiễn về mục đó? If you rate 4 or 5 for any item, please give an example of how it has worked in practice?	

3	Việc đánh giá sinh viên đã nhấn mạnh đến các kỹ năng tương lai ở mức độ nào trong thực tiễn? To what extent do assessments address future skills?	
3.1	Các kỹ năng nhận thức bậc cao: phân tích, tư duy phản biện, sáng tạo. High-order cognitive skills (e.g. analysing; critical thinking; creating).	Cao (4) high
3.2	Các kỹ năng về công nghệ thông tin/kiến thức số hoá (sử dụng thiết bị) và nhận thức về các tác động tích cực và tiêu cực của công nghệ TT. ICT-skills/digital literacy (e.g. applying devices and tools; reflecting impact of ICT applications).	Tương đối thấp (2) quite low;
3.3	Các kỹ năng về khoa học, toán, kỹ thuật và công nghệ. STEM skills.	Tương đối cao (3) quite high
3.4	Các kỹ năng xã hội: biết giao tiếp, hợp tác và làm việc theo nhóm, giải quyết bất đồng, biết thông cảm, có trí tuệ cảm xúc. Social skills (communication; cooperation in teams; conflict resolution; empathy; emotional intelligence).	Tương đối cao (3) quite high
3.5	Kỹ năng sử dụng ngoại ngữ. Foreign language skills.	Tương đối thấp (2) quite low;
3.6	Khả năng tự học: sự ham học hỏi, luôn có động lực và say mê tìm tòi, có sự định hướng tự học. Learnability (readiness to learn; learning motivation; curiosity; self-learning strategies).	Tương đối cao (3) quite high
3.7	Tính cách và phẩm chất đạo đức: biết cân nhắc và hành động đúng luân lý và đạo đức, nhận thức về giá trị văn hoá và xã hội, nhạy bén và linh hoạt. Character qualities (ethical reflection; social and cultural awareness; agility).	Tương đối cao (3) quite high
3.8	Kỹ năng giải quyết vấn đề trong tình huống phức tạp và đòi hỏi công nghệ cao. Problem-solving in complex, technology-rich environments.	Tương đối cao (3) quite high
3.9	Kỹ năng xanh và nhận thức về môi trường. Green skills and environmental awareness.	Tương đối thấp (2) quite low;
3.a	Nếu anh/chị xếp hạng 4 hoặc 5 cho bất kỳ mục nào ở trên, xin hãy chọn một mục và viết ra ngắn gọn ví dụ thực tiễn về mục đó? If you rate 4 or 5 for any item, please give an example of how it has worked in practice?	Các bài thi, kiểm tra tập trung đánh giá kỹ năng phân tích, phản biện

4	Công nghệ số đã được sử dụng ở mức độ nào để đổi mới phương pháp và khái niệm dạy và học? To what extent are digital technologies part of innovative teaching and learning concepts?	
4.1	Cách học phối hợp đan xen giữa trực tiếp và trực tuyến một số phần. Blended learning (selected phases online)	Tương đối thấp (2) quite low;
4.2	Học trực tuyến. Online learning	Tương đối thấp (2) quite low;
4.a	Nếu anh/chị xếp hạng 4 hoặc 5 cho bất kỳ mục nào ở trên, xin hãy chọn một mục và viết ra ngắn gọn ví dụ thực tiễn về mục đó? If you rate 4 or 5 for any item, please give an example of how it has worked in practice?	

5	Sinh viên bậc đại học được tiếp cận những cơ hội hỗ trợ dưới đây ở mức độ nào? To what extent are students exposed to the following provisions at higher education level?	
5.1	Tư vấn hướng nghiệp. Career guidance counselling	Tương đối cao (3) quite high
5.2	Định hướng chọn nghề. Vocational orientation	Tương đối cao (3) quite high
5.3	Cơ hội thực tập và học việc. Work experience/internships	Cao (4) high
5.4	Các khoá học kỹ năng khởi nghiệp. Entrepreneurship courses	Tương đối thấp (2) quite low;
5.5	Các cơ hội khác. Others	Tương đối thấp (2) quite low;
5.a	Nếu chọn cơ hội khác, xin ghi rõ (ví dụ chọn 'không biết' ở câu trên thì ghi 'không biết' ở mục này, nếu chọn 'rất cao' hay 'rất thấp' thì ghi rõ cơ hội đó là gì). If select Others, please specify (e.g. if you select 'none' then write 'none' here)	Hỗ trợ tìm kiếm học bổng cho sinh viên
5.b	Nếu anh/chị xếp hạng 4 hoặc 5 cho bất kỳ mục nào ở trên, xin hãy chọn một mục và viết ra ngắn gọn ví dụ thực tiễn về mục đó? If you rate 4 or 5 for any item, please give an example of how it has worked in practice?	Sinh viên được tiếp cận nhiều cơ hội tham quan, thực tập tại các doanh nghiệp

6	Tên trường của anh/chị. The name of your University	Thuyloi University
6.a	Trụ sở chính của trường nằm ở đâu? Where is the main campus of your university located?	Miền Bắc Việt Nam. Northern Vietnam
6.b	Tên chương trình cử nhân anh/chị dạy, hoặc quản lý/phụ trách, hoặc đang học. Name of the bachelor programme you teach or manage/lead or study.	Environmental Engineering
6.c	Chức vụ/Vị trí công tác. Position	Cán bộ quản lý phụ trách chương trình cử nhân. Leader/Manager of the bachelor programme
6.c.i	Nếu là giáo viên, xin ghi rõ môn anh/chị dạy. If you are a teacher, please specify your subject(s):	
6.c.ii	Nếu chọn 'vị trí khác', xin ghi rõ chức danh. If select Other, please specify	

7	Nếu anh/chị có thể chia sẻ thêm suy nghĩ qua một cuộc phỏng vấn ngắn với chúng tôi, xin ghi lại tên và địa chỉ liên hệ (hoàn toàn tự nguyện). If you are interested in sharing further thoughts with us in a brief interview, please give your name and contact details (optional).
7.1	Tên đầy đủ. Your full name
7.1.a	Địa chỉ liên hệ. Contact details
7.2	Địa chỉ email. Your email
7.2.a	Địa chỉ liên hệ. Contact details
7.3	Số điện thoại. Your telephone
7.3.a	Địa chỉ liên hệ. Contact details

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