VIETNAM

Overview

Education and training system

School education takes 12 years for students aged 6 to 18 years. After graduation from lower secondary school, students can go into one of three pathways. First, students can go to upper secondary school and study there for three years and take a national exit examination from high school (if they do not have problems with learning achievement). Second, students who cannot go to upper secondary school will continue their learning at the continuous education center and may sit for a national examination to get a certificate of high school program graduation by the end of three years of learning. Students who do not want to join the previous program can go to technical and vocational education and training (TVET) institutions.

TVET institutions in Vietnam are divided into two:

- Vocational training under the administration of the Ministry of Labor, Invalids and Social Affairs (MOLISA); classified into three types according to the credentials they offer (vocational training center, middle vocational school and higher vocational colleges). Vocational training centers offer vocational training courses from some days up to less than 1 year and are eligible to offer elementary vocational certificates, while intermediate vocational schools offer vocational training courses of at least 1 to 2 years leading to vocational intermediate qualification. Vocational training colleges admit high school graduates to train them from 2 to 3 years and offer upper-intermediate qualification. The last two types of vocational training institutions can offer both short and long courses.

- Technical and vocational education (TVE) under the Ministry of Education and Training (MOET). TVE institutions can offer courses from 1 to 3 years according to students’ entry qualifications. Students who hold a vocational certificate (one year course) have to be trained at least one year more and can gain an intermediate diploma. Graduates from lower secondary schools need to take three-year courses leading to the diploma. Two-year courses are for graduates from high school and lead to a diploma.

In November 2014, The TVET system has underwent some changes due to a new TVET law endorsed by the Parliament (validated 01 July 2015). There will no longer be a separate vocational training under MOLISA or a subsystem under MOET, but there will be one college type, one secondary school type and one center for TVET oversight. Information in this overview pertains to pre-November 2014 law.

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NQF Development in Vietnam

Currently a final NQF proposal is due to be completed by the end of 2014. The single framework will cover the higher education sector and the vocational training sector. The structure of the proposed framework includes 8 levels and will include 3 levels of certificates, diploma, advanced diploma, bachelor, masters and doctorate qualification levels. It is anticipated that the governance of the framework will be with an established board.

Quality assurance mechanisms

Competency standards and curriculum

For education institutions, MOET provides national curriculum similar to programme standards. These standards include: an introduction, general qualification objectives, learning outcomes, required subject or knowledge areas, duration of study, assessment advice, requirements of the teachers, and equipment, facilities and textbook advice. These programme standards are developed through a committee process. The committee is initiated through the MOET and incorporates those teaching in the area, experts and 1 or 2 industry expert representatives. From these programme standards individual education institutions are to develop their own detailed curriculum within an internal quality management system. MOET may inspect quality of education programmes at site inspections. MOET has a website register of providers but does not have a register of qualifications that providers offer.

For vocational institutions, MOLISA is responsible for developing national curriculum. This curriculum is similar to that developed by MOET in terms of structure but includes a great deal more detail. The curriculum development process is most closely aligned to occupational and functional analysis processes. MOLISA convenes meetings and workshops with TVET institutes, companies and university experts to identify job tasks to develop into curriculum. The curriculum includes: essential knowledge and skills, learning outcomes, assessment guide and criteria, including performance criteria, duration and module (subject) detail. The curriculum may be informed by national skills standards if they are developed in that particular field, however it is more than likely that the curriculum has been developed before the competencies; hence there may be a disconnect between the two approaches; the body of knowledge and skills. MOLISA has a registry of registered providers, although it does not include information on what qualifications are offered by these providers (offered qualifications must be submitted to GDVT for registering a specific occupation training). MOLISA also has a register of curriculum summaries (not detailed).

Both sectors cover similar qualifications across similar occupations, skills and knowledge. In both sectors, common subjects (generic subjects) that all students must undertake in each qualification include: IT, foreign language, physical education, politics, law and national defense/security. These subjects are taught at all qualifications levels, however subject complexity and duration vary across qualification levels.

The Minister of Labour, Invalids and Social Affairs is responsible for defining principles, procedures for developing and issuing national skills standards for each occupation; and responsibilities of relevant offices and organizations in developing and issuing national vocational skills standards for each occupation.
National skills standards consist of regulations on performance level, requirements of essential knowledge, and the skills and attitudes to perform the tasks of one occupation. Ministers, heads of Ministry-equivalent offices, and heads of Government offices organize and coordinate with relevant offices and trade associations to develop and issue national skills standards under regulations of vocational training law and the above regulation.

National skills standards are based on a job role, equated to a qualification, and describe specific tasks. National skills standards are based on the notion of competence.

MOLISA has oversight of the development of national occupational skills standards that are developed through the line ministries for qualifications up to Level 5. National Skills Standards have a consistent format, which includes: occupation description, list of tasks, performance criteria, assessment criteria and performance conditions. The process for development includes:

- National Skills Standard Developing Committee with no more than half aligned to the Ministry and the remainder of representatives for employers, employees, trade associations and experts.
- Occupational analysis, job task analysis, with a list of job tasks to be confirmed by a minimum of 30 experienced, independent experts.
- Development of competency standards to be confirmed by a minimum of 30 experienced, independent experts.
- Appraisal Council with at least 1/3 (one third) from industry.
- Minister makes a decision of endorsement (or non-endorsement).

MOLISA has a register of all national skills standards that have been developed on its website. Generic competencies have not been developed to be included in qualifications; they are all vocationally specific tasks.

Assessment

For education institutions (MOET), all institutions are responsible for issuing their own qualifications and retaining student outcomes data. However, each institution submits a graduation report to MOET for limited data retention. Refer to data section of the overview of data collected.

For vocational training institutions, certificates related to curriculum programs are issued by the institution and are the responsibility of the principal. However, for certificates issued related to national occupational skills standards the certification process is the responsibility of MOLISA, and is issued by MOLISA. For national occupational skills standards, MOLISA develops the test item bank and also the practical test for testing centres to use.

Quality Assurance Agencies (approval of providers)

There are two accreditation organizations: one under the General Department of Vocational Training (MOLISA), the other is the Department of Testing and Accreditation, MOET. Two Ministries have issued their own documents related to accreditation standards focused on quality assurance.

All providers of education and training must register at the State administrative authority of education and training in local or central level according to the qualifications they are going to offer.

All providers are monitored to a certain extent by state administrative authorities of education and training in dependence of decentralization of the central government. MOET and MOLISA have regulations to mandate all TVET and higher education institutions to self-assessment (internal evaluation).

An accreditation body can be established by the Government, private organization or individuals under permission of the Minister of Education and Training.

GDVET/MOLISA is responsible for skills testing. Testing centres are generally established within a TVET institution and are responsible for national occupation skills standards testing. MOLISA licenses these centres. Skills testing centres can be accessed by students completing programs at institutions or those that have developed their knowledge and skills in non-formal and informal settings. At this stage, there has been limited update of competency testing.

**Educator requirements**

For TVET institutions (MOLISA) and for education institutions (MOET) the requirements are that vocational and training educators require a Bachelors degree within the field of teaching plus a pedagogical certificate. There are no specific requirements for assessors in TVET. There are no registers of teachers retained nor is there a national oversight/agency in either sector.

**Translation and Cross Border Education**

Vietnam encourages providers to deliver their services to other countries but does not have standards or any requirements to apply to translational delivery. At the same time, Vietnam has a policy to allow international institutions of education and training to deliver programs across the country.

Qualifications offered by Vietnam education and training organizations are accepted in a number of countries as Vietnam has signed agreements of credentials recognition with partner countries.

**Quality indicator data**

Both MOLISA and MOET retain and annually report on a range of quality indicator data.

**Barriers and Obstacles to NQF Development**
Building up a NQF system in Vietnam is very essential now, but Vietnam faces a series of critical issues such as: TVET administration assigned to two main ministries (MOLISA and MOET) and hundreds of TVET institutions under control of line ministries and of provincial authorities; overlapping functions of State supervision; lack of awareness of the importance of NQF for law makers, education and training policy makers; and no consensus on TVET terminology.

**Additional information**

The following personnel were involved in the development of this overview.

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