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## Training for Workers to Meet Current International Integration in Vietnam (2015 – 2020)

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**Abstract:** Vocational training for employees is one of the important tasks to create a human resource capable of adapting to the rapid changes of the labor market, meeting the requirements of international integration part of rapid and sustainable development of the country. In the process of international integration, technology training for workers in Vietnam has always been the government's concern, not only thriving in both size and quality to meet growth but also creating sustainable jobs firmly, contributing to ensuring social security for employees in the new context. However, in the integration process and the context of the industrial revolution 4.0, vocational training for Vietnamese workers is faced with challenges such as quality not meeting the requirements of socio-economic development. Therefore, it is necessary to have a system of solutions to contribute to vocational training institutions to improve the quality of training for workers in the direction of approaching regional and world levels. The authors focus on analyzing training jobs for workers to meet the requirements of international integration, especially in Vietnam in the period 2015 - 2020. Thereby, the article has out the number of solutions to be implemented to contribute to vocational training institutions to improve the quality of training for workers in the direction of approaching the regional and world level.

**Keywords:** vocational education, occupational skills, international integration, Vietnam.

### 培训工人以适应越南当前的国际一体化 (2015 年至 2020 年)

**摘要:** 对员工进行职业培训是创建能够适应劳动力市场快速变化, 满足该国快速, 可持续发展的国际一体化要求的人力资源的重要任务之一。在国际融合的过程中, 越南政府一直对工人进行技术培训, 这不仅在规模和质量上都在蓬勃发展, 以实现增长, 而且还牢固地创造了可持续的就业机会, 为在新环境下确保员工的社会安全做出了贡献。但是, 在融合过程中和工业革命 4.0 的背景下, 越南工人的职业培训面临着诸如质量不能满足社会经济发展要求的挑战。因此, 有必要建立一套解决方案体系, 为职业培训机构做出贡献, 以朝着接近地区和世界水平的方向提高对工人的培训质量。作者专注于分析为满足国际融合要求而对工人进行的培训工作, 尤其是在越南 (2015 年至 2020 年) 期间。因此, 本文列出了为提高职业培训机构的质量而应采取的解决方案的数量。朝区域和世界水平发展的方向对工人进行培训。

**关键词:** 职业教育, 职业技能, 国际融合, 越南。

## 1. Introduction

Referring to the role of intellectual work, the American futurist Alvin Toffler emphasized: "Money is

gone forever, power is lost; it is only human intellect that, when used, is not only lost but also grows" [1]. Compared with other resources, human resources, with

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the leading factor being intelligence, have an outstanding advantage of not being depleted if they can be fostered, exploited, and used properly. However, no matter how much, other resources are only a limited factor and can only be effective when combined with human resources effectively.

In the modern world, when moving gradually to an economy based mainly on knowledge, vocational training for employees is one of the ways to create a workforce with skills, knowledge, and energy creative force for socio-economic development. In that context, many countries recognize that vocational training for good workers can contribute to making the economy more competitive and developing skills as a companion factor for growth in Southeast Asia [2].

In the process of international integration, the Government of Vietnam has determined: "Developing vocational education is one of the most important tasks contributing to improving the quality of human resources, adapting to rapid changes, rapid labor market, meeting the requirements of the Fourth Industrial Revolution, international integration and sustainable development of the country"; and "improving the quality of vocational education step by step to meet regional and international standards to meet the needs of domestic human resources and integrate with the regional and international labor market" are the only goals and views. The direction is indicated in the issue of approaching the level of developed countries. Approaching the level of ASEAN-4 countries (including four countries Singapore, Malaysia, Thailand, and the Philippines) was also pointed out: "40 schools approached the level of ASEAN-4 countries" (Period up to 2025), "50 schools approaching the level of ASEAN-4 countries" (period to 2030), and "Vocational education Vietnam reaches an advanced level in the ASEAN region" in the Resolution No. 617/NQ/BCSD dated December 28, 2018, on continuing to innovate and improve the quality of vocational education until 2021 and orientations to 2030 [3].

The interest in vocational training for high-quality workers has positively contributed to economic restructuring, increased labor productivity, helping Vietnam escape the "middle-income trap", each step to ensure the workers' lives. However, vocational training for employees is still limited, challenging, and requires a more comprehensive and comprehensive solution system in the coming time. This is also the main content of this article.

## 2. Related Works

In the book "Challenges and Opportunities for Vocational Skills Development in Asia: Supply, Demand and Unbalanced Changes", the Asian Development Bank makes policy recommendations on national strategies. Asian countries related to vocational education issues are as follows: Skills

development as a key pillar in national planning; Reorientation and so on by the Asian education system; Reform of technical and vocational education and training with priority (i.e., selecting several occupations, in certain priority areas); minimizing skill mismatches through international cooperation. At the same time, in economic and industrial transitions, emerging industries and professions require new skills, while many traditional fields shrink or disappear, leaving the necessary skills behind this is an outdated skill. Key questions faced by policy-makers and training institutions are: How to equip workers to transition to higher productivity and emerging industries and ensure workers continue improving their skills to increase productivity further. This shows the important role of retraining, lifelong learning, and vocational institutions in the current context [4].

In addition, the number of institutions providing training services has increased. In this case, the quality attention comes from those who want to be trained, from the entrepreneurs who want to invest in the training of their workers, and from those who provide funding. As a result, quality certification schemes are increasingly being used as an accreditation measure in a highly competitive market. Therefore, there is a second path in using standards, in this case focusing on quality assurance [5]. This recommendation is also very important for vocational education institutions. It is an indispensable requirement for survival and development in the context of an increasingly demanding and highly demanding labor market amount.

Cristina Martinez-Fernandez and Marcus Powell [4] point out some issues related to labor skills training as follows: Employers in strategic economic sectors need to commit to developing scientific skills and high-level technology, while skill formation in the workplace is regulated by government intervention to ensure minimum standards and long-term investments in strategic areas; the skill development of the workforce requires a conducive environment in which the provision of skills is balanced with the provision of opportunities to use these skills. Since then, the authors have given some recommendations for the ASEAN community: Continue to expand the Technical and Vocational Education and Training (TVET) system in other countries. ASEAN members are least developed and in some middle-income economies upgrade quality and labor market relevance. Fostering collaboration between the business community and supplier education and training is an effective and feasible way to reduce mismatches between TVET results and job opportunities [6].

The International Labor Organization (ILO) [24] also recommends that ASEAN countries pay attention to some of the needs for the type of training (labor) that ASEAN businesses need most, especially management and leadership training (29%), vocational and technical

skills (17%), customer care services (15%). Next is marketing, IT, and, finally, accounting (6%). The ILO also pointed out that the ASEAN community will face skills mismatch in highly skilled professions in this period and the near future. Statistics in 2014 show that 58.8% of ASEAN workers (179 million) work in vulnerable jobs. Vulnerable employment rates in ASEAN are significantly higher when analyzing gender differences, with the proportion of female workers being significantly higher than that of men.

In the research on vocational training (or vocational education) in Vietnam, there are also many publications on vocational training, which directly or indirectly refer to access to international technical standards. Occupational skills, typically: Nguyen Thu Thuy pointed out three groups of breakthrough solutions to improve the quality and efficiency of vocational education: (i) Give full autonomy to TVET institutions; improve the governance capacity of vocational education institutions; (ii) Standardization of quality assurance conditions; (iii) Link vocational education with the labor market, sustainable jobs and social security [7]. Research on the issue of vocational education associated with the market or the response to the labor market [8], or in other words, vocational training should be studied according to the market approach based on the law of supply-demand of the market [9]. These studies also give recommendations related to the policies of each vocational education institution to meet the needs of the labor market.

### 3. The Research Method

Regarding the role of the human in general development, vocational training for employees in particular, K. Marx said: "A machine not used in the process of working is a useless one... Iron is rusty; wood is rotten... Living labor has to grasp those things, transform it into life them" [10]. In particular, when all natural resources can be exploited increasingly exhaustedly in today's age, only human resources are inexhaustible resources, and "knowledge is never taken away" [1], the more important people and workers play a role. So, when talking about the role of employees, V.I. Lenin affirmed: "The leading production force of all humanity is workers, workers [11].

When referring to the role of education and training in general, vocational training for employees in particular in socio-economic development, UNESCO General Director, Mr. F. Mayor emphasized: "Education and training is the most fundamental human right, the key, the lever to a better world. The role of education and training is to develop all human potentials and create the prerequisites for realizing human rights, democracy, intellectual cooperation, equality, and mutual respect. Therefore, it is necessary to re-concept more fully the role of education and training in human development, national development, and human development in the new age: education is

not mere (or mainly) is the accumulation of knowledge which is more important to awaken the great creative potential of each person to make a useful contribution to the development of individuals and communities" [12].

The UNDP Human Development Report put forth the impressive statement: "The true wealth of every nation is its people. The purpose of development is to create a favorable environment that allows people to enjoy long, healthy and creative lives" and the biggest difference in economic competition before and today is in "where people are creating a competitive advantage. The decisive weapon of competition in the twenty-first century is the education and skills of workers" [13].

Suppose human resource development is considered the decisive factor for the development of each country. In that case, vocational training for workers is the main method and has a decisive role in training qualified human resources. High quality is the basis of the human development strategy, social development because its functions and objectives are to improve human understanding in the field of social sciences, self-sciences, science and technology; to develop perfecting skills in applying scientific, technical, and technological knowledge to production; to improve the human spirit, consciousness, personality; to train morality, mentality, physical strength and all capacities and qualities of humans, especially the employee. Therefore, today, countries consider vocational training for workers as the fundamental factor and the driving force to decide socio-economic development; investment in education and training is an investment for the future.

Experience of Japan, a country with unfavorable natural conditions and insufficient resources but knowing how to promote vocational training in socio-economic development, having a more equitable effect on opportunities to develop and benefit from socio-economic development for all, is a clear demonstration.

By acquiring, inheriting, and developing theories of vocational training for employees together with the review of practical vocational training experiences in Vietnam and other countries around the world, as well as a clear awareness of the role of Vocational training in the process of international integration, Vietnam has identified: "Education and training together with science and technology are the top national policy, the foundation and driving force for industrialization and modernization" [14]; Because "education and training have the mission of improving people's knowledge, developing human resources, fostering talents, making an important contribution to the development of the country, building Vietnamese culture and people. Developing education and training together with science and technology development is the top national policy; investment in education and training is development investment" [15].

This research uses the document analysis method. Analytical papers are published documents related to the vocational education sector of Asia, Southeast Asia, and Vietnam to provide some comments on recommendations. The proposal already exists on the context and suggestions for vocational education institutions of Vietnam in identifying several directions related to vocational training in the direction of integration, meeting regional and national standards, described with the help of objective data from officially published and statistical sources.

At the same time, the article also uses a combination of specific research methods such as historical, logical, comparison, analysis, synthesis, induction, interpretation, and data synthesis to serve in research and article presentation.

#### 4. Scope of Article Results

The paper researches the status of vocational training for employees to meet the requirements of international integration in Vietnam in the period 2015 - 2020. The research findings can be used to make recommendations for government policymaking and vocational institution leadership for developing plans and strategies to help vocational education institutions. Enterprises can supply goods with higher quality and economic efficiency, meeting the requirements of international integration in the future [26].

The novelty of the article: From the analysis, evaluation of achievements and limitations to vocational training for employees and propose solutions to innovate and develop vocational training to meet the association's requirements.

### 5. Results and Discussion

#### 5.1. The Status of Vocational Training for Employees to Meet the Requirements of International Integration

In the period 2015-2020, high-quality vocational training has achieved several outstanding results:

*Firstly*, regarding the development of professional skills, in the period 2015-2020, vocational training for workers with high occupational skills has a very fast growth rate, an average of 11.67% / year in the college group and 8.54% / year for the group of universities and above. Meanwhile, the groups without occupational skills and low and middle-level occupational skills tended to decrease with an average annual rate of -2.27%; -3.51%; -2.40%. Regarding the structure and vocational training for workers with occupational skills out of the total workforce in 2020, high-level occupational skills (colleges and universities) account for 67.87% (university 39.81%, college 28.06%). Meanwhile, low-level occupational skills (elementary) account for only 11.46%, and intermediate vocational skills account for 20.66% [16].

*Secondly*, the number of enrollment increases every year. In 2017, the enrollment size increased by nearly two times compared to 2015. From 2020, the enrollment size increased on average from 10% to 15%. Particularly, high-quality training programs always have enrollment results that exceed the assigned quota. In 2020, the enrollment result was 176,741 students (an increase of 10% compared to 2017 and accounting for 8% of the total enrollment in the country). Most graduates have the right professional jobs before and shortly after graduation.

*Thirdly*, the state has selected 251 professions and trades in 49 key professions and trades at all levels of 45 schools to support investment. The schools have received the transfer of training for 34 international key occupations (12 occupations from Australia, 22 occupations from Germany). The current training scale of the international transfer system is 2,000 students. Graduates will be awarded Australian or German associate degrees; 682 lecturers were trained synchronously at home and abroad; 45 schools have been assessed by international partners to meet the standards for training organization [17].

*Fourthly*, the schools meet the quality accreditation standards in the country, in which 21 schools operate the UK quality management process, eight international accreditation pilot schools have met the standards assessed by British and German experts.

Most corporations and large enterprises have been interested in and directly participating in vocational training, such as Vingroup, Sungroup, FPT, Samsung, Muong Thanh, Thaco, FLC. Investment projects with human needs. High quality has been met. Cooperation between enterprises and schools has been strengthened in the direction of increasing in-company training, custom training. Most of the high-quality training programs have over 30% in-company training periods. Practice time is over 50% of the program.

*Fifthly*, the schools invested in providing high-quality vocational training have the mission of leading, spreading, and impacting the whole system. In contrast, the system needs to focus on developing the quantity and scale of the training. This becomes a big challenge in the context and conditions of Vietnam. According to the World Economic Forum's 2018 Global Competitiveness Report, Vietnam ranked 77/140 in the economy in terms of overall competitiveness and 97 out of 140 on skill pillars (of which, on indicators of the company's investment in staff training and development ranked 81/140, vocational training quality ranked 115/140, university student skills ranked 128/140) [18].

With the care to invest in vocational training for workers in the integration process, it has contributed to improving the quality of vocational training in Vietnam, increasing 13 ranks and ranked 102/141 in the country. There has been a positive change in vocational training with 85% of the people completing

the job. More and more effective training models appear. In many vocational schools, 100% of students after graduation have jobs with high income [19]. The results achieved in vocational training for employees in the innovation process have contributed an active part in Vietnam's socio-economic development in the integration process, especially in the economic field. The Economist (UK) magazine in August 2020 ranked Vietnam in the top 16 most successful emerging economies in the world. According to World Bank (WB) data in 2019, with an average economic growth of 6.8% / year in the 2016 - 2019 period, Vietnam is in the top 10 highest growing countries. Although heavily affected by the COVID-19 epidemic, while most economies fell into recession, with the synchronous and drastic direction of "dual goals", Vietnam has maintained growth positive growth is quite good. According to the World Bank, Vietnam's GDP in 2020 is estimated at 2.8%, belonging to the group of countries with high economic growth rates in the region and the world [20].

From being one of the poorest countries in the world, Vietnam has grown rapidly to become a low-middle-income country, with GDP per capita reaching about \$ 2,800 in 2019, more than 45 million people out of poverty; it is one of the fastest-growing and most dynamic economies in the region. In terms of gross domestic product, Vietnam is the 46th economy in the world. According to the International Monetary Fund (IMF), Vietnam's GDP is estimated at more than 340 billion USD, surpassing Singapore and Malaysia, ranking fourth in the region [21].

The Global Competitiveness Report published by the World Economic Forum shows that out of 140 countries ranked in 2018, Vietnam is the country with the highest competition level in the world [25]. Vietnam has become one of the most open economies in the world (accounting for about 200% of GDP). In particular, the participation in new-generation free trade agreements (FTAs) will directly impact the Vietnamese economy, helping it become competitive and innovative. Some foreign experts said that Vietnam could become one of the most prominent economies in Asia, despite the challenges and crisis from the epidemic of acute respiratory infections COVID-19. According to Japanese economist Hamada Kazuyuki, Vietnam can become a great power in the future [22].

Although there are important reforms in vocational training for employees, there are still many shortcomings:

*Firstly*, the vocational training and education institutions have not yet ensured that the vocational training and education institutions have strongly shifted towards the development of occupational skills for employees. The operation of vocational training and education institutions does not have a close connection between career orientation and development of professional skills and employment with enterprises.

Therefore, employees lack and weaken the necessary "hard skills" and "soft skills", especially foreign languages, computer skills, teamwork skills, in a multicultural environment.

*Second*, the institutions for developing occupational skills have been formed but have not been completed yet, and keep pace with the development and change of practice, the management capacity for the development of professional skills is still inadequate. The implementation of managerial and professional skills development functions of state management agencies, such as advising, proposing policies and laws, organizing the development and appraisal of national occupational skill standards is limited, has not yet met the requirements of developing a professional and modern system of professional skills. The participation of other subjects, especially enterprises, is still under formation.

Vietnam's national vocational skill standards are slowly being promulgated; the organization of assessment and certification of occupational skills has not been widely deployed, only meeting a very small part of requirements of the list of occupations and requirements of workers, many key occupations have not yet targeted national vocational skill standards. The promulgated national occupational skill standards are still low compared with regional and international occupational skill standards; the development of occupational skills of employees has not met the needs of users and enterprises, especially when enterprises apply new science and technology from the achievements of the Industrial Revolution 4.0. The national vocational skill assessment and certification institutions have not developed widely. Their capacity is still limited (in terms of human resources for assessment, banking of exam questions, application of information technology), yet meeting the needs of the increasingly demanding reality. According to a recent study by the Institute of Social Labor Science, labor productivity in Vietnam and corporate governance skills are very low, and 2/3 of the employees lack labor skills. 55% of enterprises said it is very difficult to find a source of high-quality labor, while over 60% of FDI enterprises are planning to expand their investment in Vietnam. It is very difficult to attract investment without improving the quality of their labor force [18].

*Third*, the labor market institution, although always being supplemented and completed, has not kept up with the constantly changing and complicated practical situation, in which the liberation of production and labor power is not ensured; the labor market is not evenly developed and still fragmented; Young people still face many difficulties, even with occupational skills, in freedom of movement by occupation, education level, geographic area, formal/informal sector, by job position, due to lack of labor supply and demand forecasts, limited labor market information, employment service provision, and administrative

barriers, especially household registration, residence, access to basic social services.

*Fourth*, the labor market service system (analysis, forecasts, labor market information, job services) supports underdeveloped skilled workers to move in the labor market, especially job exchanges; application of information technology is weak, and service quality is not high.

Limitations in vocational training for workers inevitably lead to per capita income in Vietnam being low middle compared to other countries in the region, only higher than Timor-Leste, Cambodia, and Myanmar. Compared with other ASEAN-6 countries, this income level is quite far, with only 4.5% of Singapore, 8.4% of Brunei, 23% of Malaysia, 34.2% of Thailand, 65% of Indonesia, 79.2% of the Philippines [23]. In the Industrial Revolution 4.0, Vietnam is showing signs of "slowing down" compared to other countries in the region. Vietnam's competitiveness is still low compared to many ASEAN countries. Many exported products of Vietnam have low domestic added value, mainly performing the assembly function. The participation of domestic firms in major global value chains (GVCs) is limited, and exports are mainly driven by the foreign direct investment (FDI) sector accounting for more than 70% of the total export turnover [16]. The risk of falling into the middle-income trap of Vietnam still exists if Vietnam does not promptly renew its vocational training and increase its growth in the coming time.

The above limitations are: i) The planning of non-business units providing training services has not been close to reality regarding quantity, size, and structure of training occupations. There is no clear link between planning for human resource development and planning for socio-economic development; ii) The vocational training system does not connect the training institutions and the business system, leading to the fact that the trained students do not meet the market requirements. iii) The process of international cooperation and integration in the vocational training sector of training institutions has not kept pace with Vietnam's increasingly deep integration into the economy; iv) The education system has not caught up with the human education and training model of countries in the region and the world; v) The quality of institutions, training programs and methods are outdated, slow to innovate, not linked to the reality and social development trends; The quality of comprehensive education has declined, not meeting the requirements of international integration.

## **5.2. Training Solutions for Workers to Meet Employees to Meet Integration Requirements in Vietnam in the Coming Time**

*Firstly*, renewing thinking and raising awareness of developing professional skills based on young human resources as the center, to promote all human resources

for sustainable growth and development of the country and from there, highlighting the role and responsibility of the state, employers, training institutions, vocational education institutions, enterprises, social partners, and youth themselves for skill development.

*Second*, improving the institution and strong development of the national vocational skill assessment and certification system in the directions of specialization, professionalism, and modernization:

- Setting up a forecasting organization and strengthening the forecasting work;
- Demanding career skills of young people;
- Capacity building and speeding up the addition of the list of jobs requiring a national vocational skill certificate;
- Approaching international standards and strengthening international cooperation in vocational training;
- Formulating and promulgating quality assurance conditions in vocational training towards approaching regional standards of ASEAN4 and developed countries in the G20 group.

*Third*, investing in high-quality vocational training institutions, key industries, and occupations and, in particular, attaching importance to reviewing and arranging public vocational training institutions to improve operational efficiency and increase the proportion of training programs according to international standards, strengthening the forecasting, planning, and orientation of vocational training institutions, focusing on industries and occupations with great demand in the coming time, such as information technology, tourism, hotel, agricultural management, high-tech industry, and healthcare; encouraging vocational training institutions to design training programs capable of attracting good learners to have quality human resources, contributing to reducing waste of social resources when many learners have a good college career but must work in contravention of expertise, forte, profession.

*Fourth*, to continue to improve institutions and develop a labor market capable of connecting labor supply-demand to create a healthy competition for workers to continue to release their labor fully. Moving, removing administrative barriers for workers to move to space and careers freely; to develop the labor market widely throughout the country, especially in underdeveloped regions and ethnic minority areas; to step by step develop high-quality human resources market; strongly develop the labor market infrastructure, especially the labor supply-demand forecasting system and labor market information, provide timely and effective support for young people with free skills shifts in the labor market for sustainable employment opportunities.

*Fifth*, to expand international cooperation on career skill development for young people through policies to encourage foreign investment in vocational training

and education institutions for youth; cooperation in the development of the national occupational skill assessment and certification system; support the computerization of management and administration of the national vocational skill assessment and certification system.

## 6. Conclusions

Vocational training for workers in the international integration process is an inevitable trend in Vietnam today. That creates a premise for socio-economic development in general and continues to promote international integration in the context of the industrial revolution 4.0. To accelerate the current international integration process, vocational training institutions need to improve the qualifications and skills of workers to meet regional and international standards and play a decisive role. Therefore, vocational training institutions need to renew their thinking, goals, and methods to improve their competitiveness and that of the Vietnamese labor market. Policies to support vocational education institutions in Vietnam have shown effectiveness. They need to be done more and more quickly to help vocational education institutions to provide goods with higher quality and economic efficiency, meeting the requirements of the fourth industrial revolution, which is taking place today.

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