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REPORT AND RECOMMENDATIONS ON ENHANCING THE EFFECTIVENESS OF VOCATIONAL EDUCATION

EXECUTING UNIT: NOVA EDUCATIONAL TECHNOLOGY JOINT STOCK COMPANY (NOVAEDU)

HANOI, FEBRUARY 2024

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PART 01

REPORT ON THE RESULTS OF IMPLEMENTING SOFT SKILLS TRAINING FOR STUDENTS - UNDER THE ACTIVITY "IMPROVING THE EFFECTIVENESS OF VOCATIONAL EDUCATION"

1.1 OVERVIEW

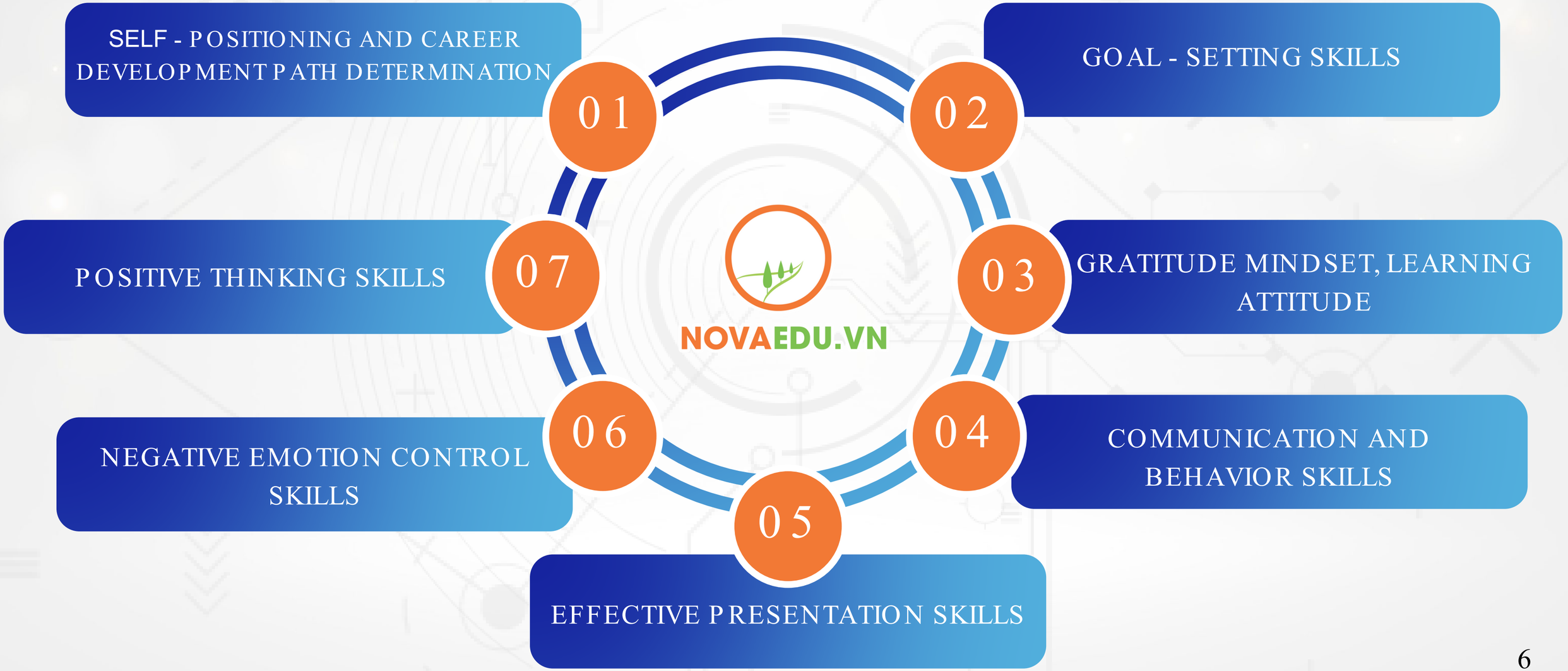
Program name: Soft skills training program for students - under the activity “Enhancing the effectiveness of vocational education”

- Leading Unit: The Institute of Labour Science and Social Affairs (ILSSA)
- Implementing unit: Nova Educational Technology Joint Stock Company (NovaEdu)
- Training deployment period: from December 2021 to the end of May 2022
- Training target: 2nd and 3rd -year students in the College system in Hanoi and Bac Ninh, Vietnam
- Total interviewee students: 1,600 students

1.2 OVERVIEW OF TRAINING
PROGRAM STATISTICS

Number	Training Session	Number of Training Institutions	Number of Training Classes	Total Number of sample students	Number of students engaged in Practical Training
1	Phase 1(December 2021- February 2022)	7	5	229	206
2	Phase 2 (March 2022 - May 2022)	21	30	1.371	1.301
3	Total	28	35	1.600	1.507

1.3 TRAINING IMPLEMENTATION CONTENT



1.4 PROGRAM TRAINING OUTCOMES

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01 Identifying personal strengths and weaknesses to build a plan, set direction, and specific goals for personal and career development within important timeframes.

02 Analyzing, selecting, and building positive life values for oneself.

03 Understanding one's own emotions, limiting negative emotions, being able to stay calm, and proactively facing challenges to adjust actions, thoughts, and emotions more appropriately in both work and life.

04 Developing positive thinking, cultivating a positive attitude, building the habit of positive thinking, and maintaining strong self-discipline to achieve goals.

05 Cultivating inner strength, creating motivation for oneself, having the willingness to change and live more responsibly, and fostering a greater sense of gratitude in life

06 Applying communication and behavior principles to change thinking and actions in both the business environment and personal life

07 Developing a confident demeanor, presentation skills, and effective stage adaptation.

1.5 LECTURERS PARTICIPATING IN THE TRAINING PROGRAM

Criteria for Lecturers:

(1) Business practitioners - managers, leaders currently operating in enterprises, with training ability and practical experience;

(2) Skill training and human capability development experts

Total number of Lecturers: 18 Lecturers

Some featured Lecturers:

CEO, ASANA JSC
MR. DANG NGOC THUYEN

TRAINING DIRECTOR & EMOTIONAL INTELLIGENCE EXPERT AT NOVAEDU
PHAM THI THANH HANG, PH.D.

Lecturer at Vietnam National University, Hanoi
Dr. Bui Thi Quyen

General Director of Hikari P&T Manufacturing and Trading Co., Ltd., Vietnam
Mr. Nguyen Duc Cuong

CHAIRMAN OF THAI AN THINH VUONG INVESTMENT JSC
MR. VU DUC MANH

DEPUTY GENERAL DIRECTOR OF EFFECT SOFTWARE JSC
MSc. NGUYEN THI BACH NGOC

VIETNAMESE TV HOST, M.SC.
DANG QUOC ANH

PHD, MC, VIETNAM TELEVISION
MS. TRINH VAN ANH

Northern Commercial DirectorQTTT Group
Mr. Nguyen Tuan Anh

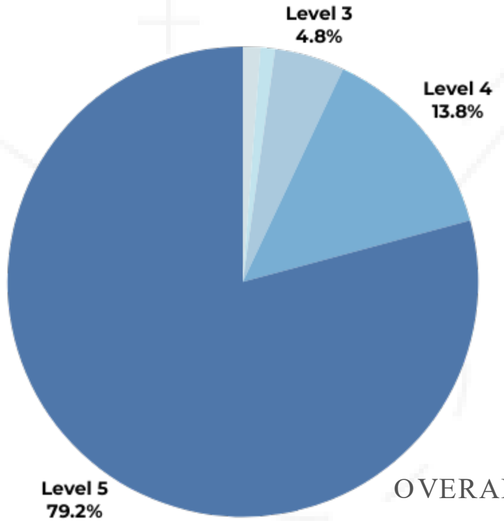
1.6 FEEDBACK AND EVALUATION FROM TRAINEES

No.	Question	Level 5 (%)	Level 4 (%)	Level 3 (%)	Level 2 (%)	Level 1 (%)	Percentage of ratings from Satisfied to Excellent (%)
1	The amount of knowledge and value you have gained after the lesson	73,3	18,4	6,3	1,0	1,0	98,0
2	The flexible, creative teaching method of the instructor, applying various activities	78,8	14,3	4,9	1,0	1,0	98,0
3	The instructor's experience and expertise provide high practical applicability for students	78,1	14,4	5,4	1,1	1,0	98,0
4	The dedication, enthusiasm, and professionalism of the instructor and the class organizers directed towards you	82,0	12,1	4,5	1,1	1,1	98,6
5	Overall perception of the benefits of the lesson	79,2	13,8	4,8	1,0	1,2	97,8
	Average						98,1

*NOTE:

The satisfaction level for each class session for each instructor is measured on a scale of 1-5, as detailed below:

Satisfaction Level	
Level 1	Weak - Not Satisfied
Level 2	Average (Normal)
Level 3	Average (Normal)
Level 4	Excellent (Great, Very Satisfied)
Level 5	Outstanding (Extremely Satisfied)



OVERALL PERCEPTION OF THE BENEFITS OF THE LESSON

The percentage of ratings from Satisfied to Excellent for the criterion "Overall perception of the benefits of the lesson" is approximately 97.8 (%).

1.7 SOME NOTABLE FINDINGS AND TYPICAL FEEDBACK FROM TRAINEES

"I'm fortunate to be one of the students participating in the Soft Skills training organized by ILSSA and NovaEdu. After participating in the program, from someone uncertain and timid, hesitant in front of a crowd, I have come to understand what I truly want. I can now confidently present in front of many people without fear. I have undergone significant positive changes, resolving my personal issues. I find this program very beneficial and believe it should be organized on a long-term basis for students."

"NovaEdu's soft skills training program is truly beneficial. The skills learned are very practical, and I believe everyone needs them after graduation. After participating in the program, I have identified significant goals and taken action. I have become much more mature, secured a stable job, and continue to further develop myself."

"As a graduating student, I find NovaEdu's soft skills training program highly practical. It has provided me with skills that not every school teaches. I no longer worry when going for job interviews, knowing how to maximize my abilities to perform the job better. I appreciate the school, NovaEdu, and the teachers who have helped me acquire practical knowledge, helping me improve day by day."

1.7 SOME NOTABLE FINDINGS AND TYPICAL FEEDBACK FROM TRAINEES

“For myself, this soft skills training program has been wonderful. I hope it is organized widely so that all students can be equipped with this useful knowledge. I feel the positive change in myself through each session: finding a good job, becoming more thoughtful, and growing significantly.”

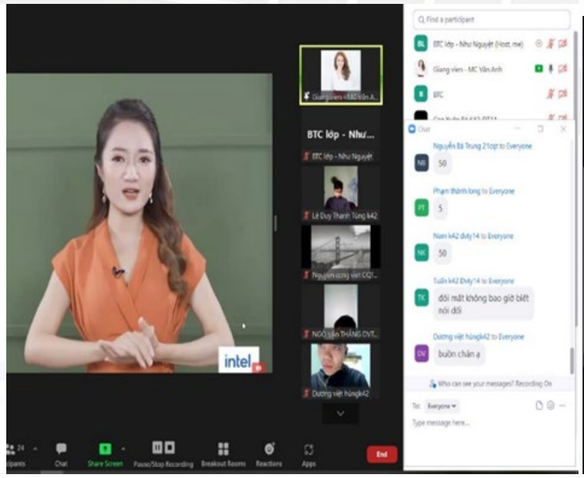
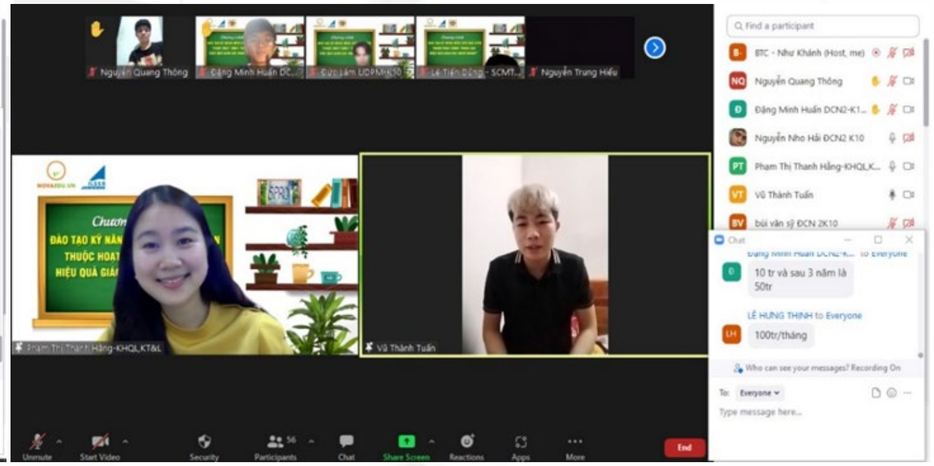
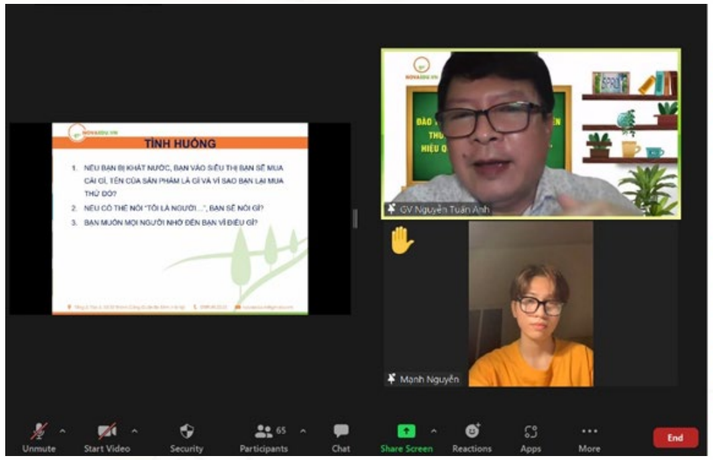
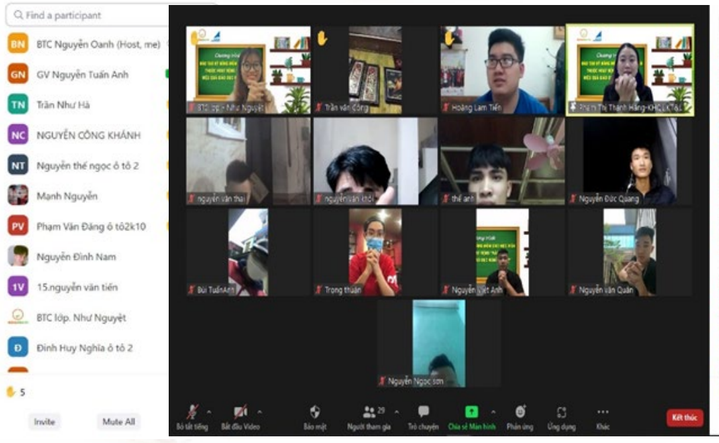
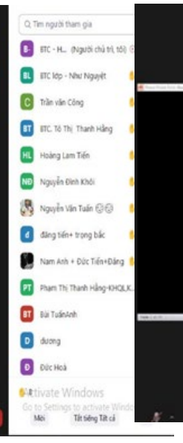
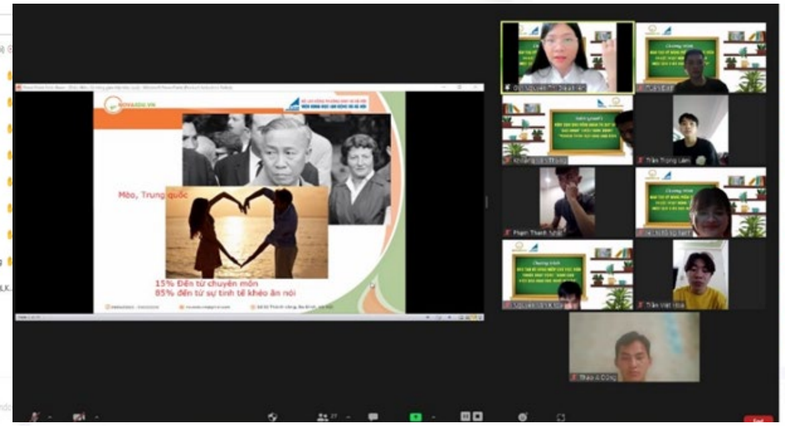
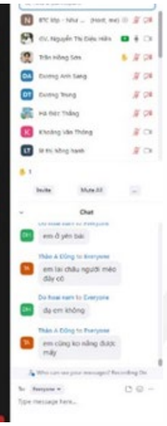
“As a senior student participating in this soft skills course, it has helped me develop more mature thoughts in life. No longer just a carefree person without a clear direction, I have learned how to set goals and seek a more suitable path for the future.”

“In an era where information is "abundant reality" as it is today, being able to participate in direct training is very fortunate. The Soft Skills training program, taught by a team of professional instructors, entrepreneurs, and experienced practitioners, has helped me gain a multidimensional perspective on life. These are very useful insights for my future life, helping me become successful.”

1.8 SOME EXERCISE VIDEOS AND REAL TESTIMONIALS FROM TRAINEES

End-of-course Project Video

Presentation and Reflection Video after 7 Soft Skills Sessions

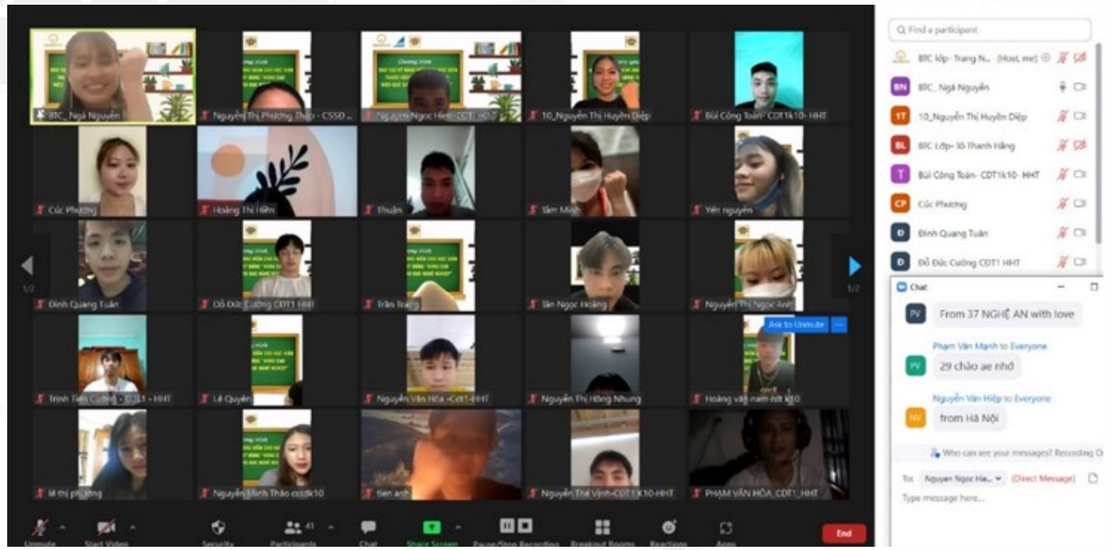
1.9 SOME IMAGES FROM THE TRAINING CLASSES

PART 02

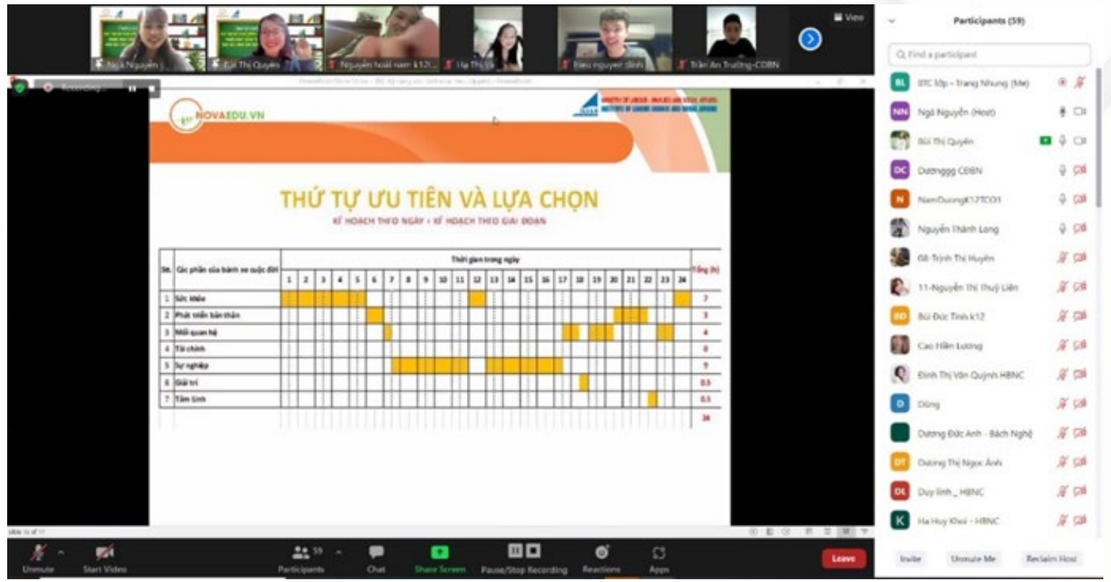
EVALUATION, REFLECTION AFTER TRAINING

2.1 EVALUATION, REFLECTION AFTER TRAINING

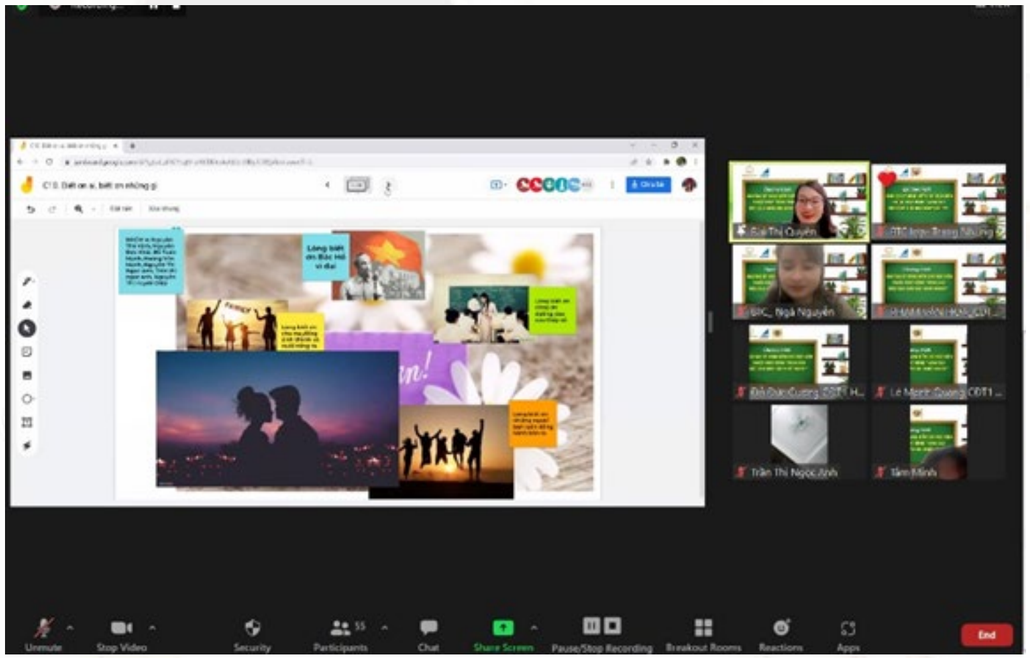
- 98.1% of the participants in the training program have evaluated the course as excellent, with practical value for their personal development and career.
- Over 90% of surveyed participants believe that learning Soft Skills is important and should be organized as early as possible for students.
- The group of soft skills rated as most important and essential for vocational education students includes communication skills, teamwork, and emotional management.
- Entrepreneurial Lectures received positive evaluations and were deemed more effective than conventional skills instructors due to their knowledge, practical experience, and high applicability for students in their future careers.



Active student participation in class discussions and activities



2.1 EVALUATION, REFLECTION AFTER TRAINING



Students actively participate with their cameras on, expressing fondness for the lecturer and the program.

5 Students are highly enthusiastic about learning and perceive growth through each session: they exhibit more polished behavior, live responsibly, and become more proactive in their tasks. Many, who were initially shy and introverted, have actively participated, spoken up, and shared with the instructors during class, consequently becoming more confident in communication. Students have developed clearer direction and goals after completing the program.

6 Students have proposed and shown more enthusiasm for the direct teaching format (offline) of the program compared to the indirect learning format (online). This preference arises from the desire for direct skills training, more interaction within groups and pairs, and increased engagement with both fellow learners and experts.

7 The assignment and skills training methods employed in each session, combining various highly applicable teaching approaches, have received support and active participation from the students.

PART 03

THE LANDSCAPE OF LABOR IN VIETNAM AND PROPOSED RECOMMENDATIONS TO ENHANCE VOCATIONAL EDUCATION EFFECTIVENESS

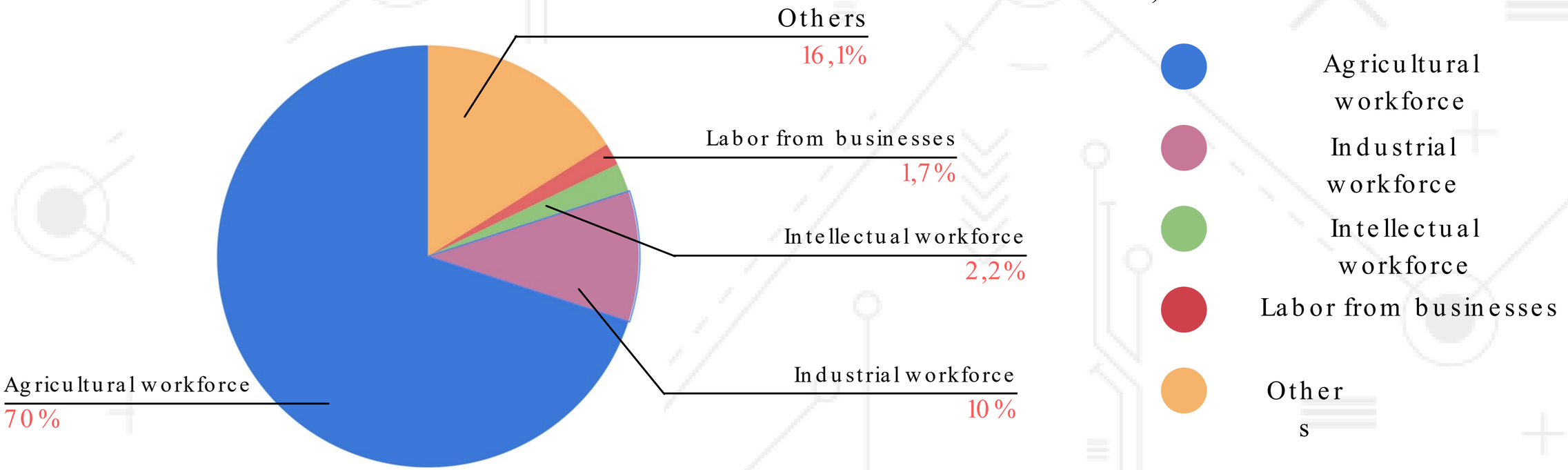
3.1 QUALITY OF VIETNAM'S HUMAN RESOURCES

Vietnam's Labor Force

90,7 million people

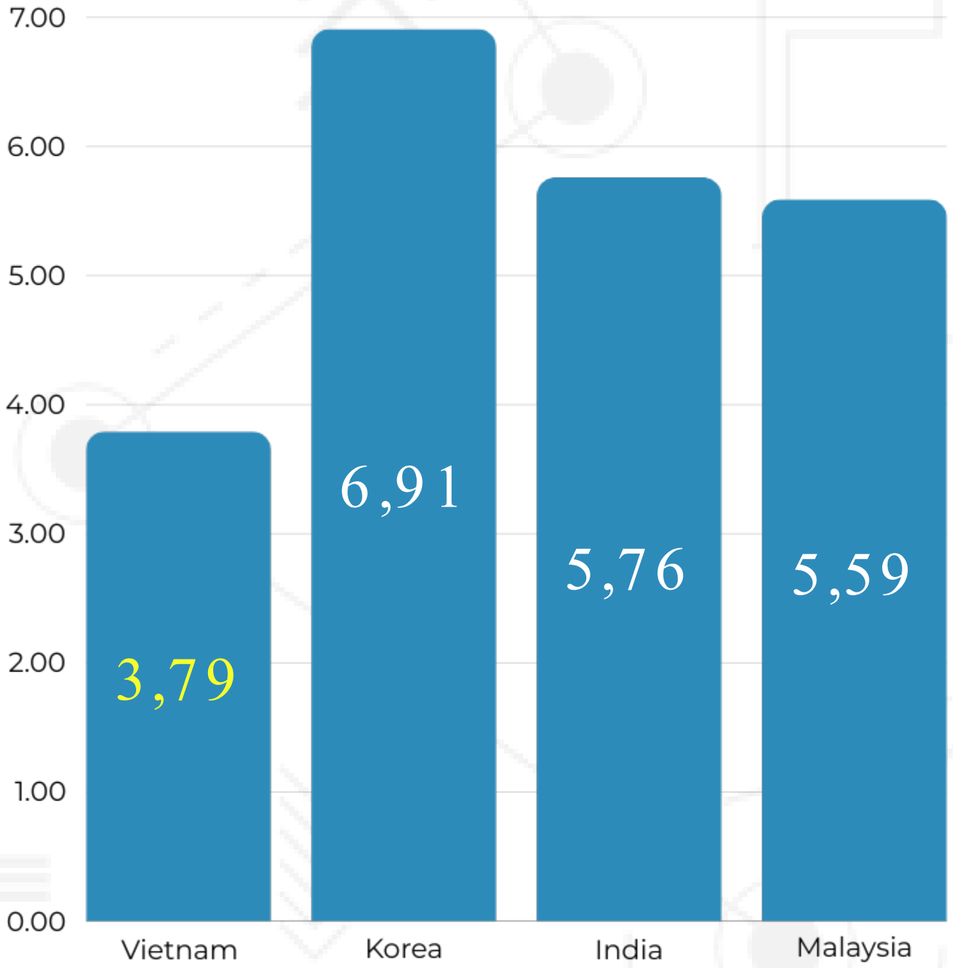
54,4 million labor

The labor force includes people aged 15 and over who are employed and unemployed during the reference period (7 days before the observation time).

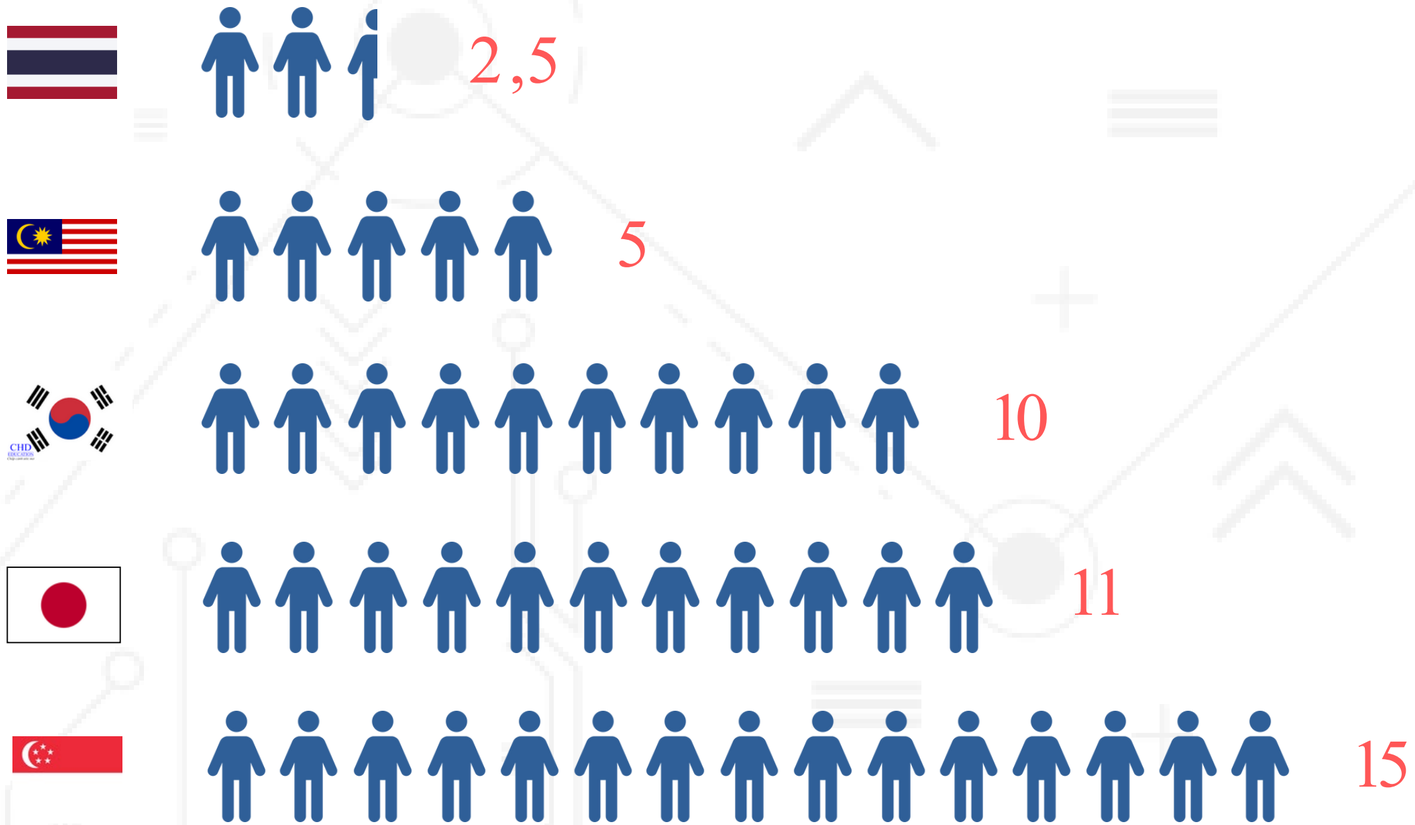


Source: General Statistics Office, International Labor Organization

Vietnam's labor quality ranks 11th out of 12 Asian countries participating in the ranking, following Malaysia, India, South Korea.



Labor productivity of Vietnamese workers is the lowest in the Asia-Pacific region.



Source: General Statistics Office, International Labor Organization

3.2 VIETNAM'S HIGH-QUALITY LABOR RATIO REMAINS LOW

The quality of the workforce meeting the requirements of the international market and integration remains a challenge for Vietnam. In reality, Vietnam's ratio of high-quality labor is currently low compared to the general correlation in the region and worldwide.

In the World Economic Forum's 2019 Global Competitiveness Report, under pillar 6 on labor, Vietnam's labor skills ranked 93rd out of 140 assessed economies.

MR LE TAN DUNG- DEPUTY MINISTER OF THE MINISTRY OF LABOR, WAR INVALIDS AND SOCIAL AFFAIRS

3.3 GENERAL OVERVIEW OF THE LABOR LANDSCAPE IN VIETNAM

In 2019, a survey conducted among businesses in Vietnam revealed that many of them faced difficulties in recruiting high-quality labor. 73% of businesses reported difficulties in recruiting employees for managerial positions, and 61% struggled to find labor with suitable skills. These figures indicate a significant gap between the supply and demand for labor in Vietnam.

Here are some notable number:

73%

of businesses reported difficulties in recruiting employees for managerial positions

61%

Businesses struggled to find labor with suitable skills

- The 2020 Vietnam Employment Survey shows that simple jobs are decreasing, and employment in the new era requires more advanced and specialized skills.
- A 2012 study by the Thailand Development Research Institute (TDRI) indicated that most of the soft skills of Vietnamese workers were at an average or weak level, especially in teamwork and leadership skills.

3.3 GENERAL OVERVIEW OF THE Labor Landscape in Vietnam

In addition, VCCI Chairman Pham Tan Cong provided the following figures: When businesses have plans for replacement or expansion, the labor group that businesses can easily recruit the most is ordinary workers (62%). Next are the accounting group (42%), technical staff (25%), and management and supervision (20%). The most challenging labor group to recruit is the executive director group (15%).

In reality, Vietnam is still in the "golden" demographic period, but the quality of the labor force is not yet "golden." The proportion of labor with degrees or certificates is only 26.1%, and the majority of the labor force has limited skills, low income, and does not meet the requirements of employers and the market. Changing the skills of the labor force depends on training, but the changes in regular training programs at vocational education institutions are often lagging behind the needs of the labor market.

62%
Ordinary workers

42%
Accounting

25%
Technical Staff

20%
Management and supervision

15%
Excutive director group

3.4 PROPOSALS AND RECOMMENDATIONS FOR IMPROVING THE EFFECTIVENESS OF VOCATIONAL EDUCATION

Based on the Decision No. 2239/QD-TTg of the Prime Minister: Approving the Vocational Education Development Strategy for the 2021-2030 period, with a vision towards 2045. Goal: Vocational education meeting the high-skilled labor needs of a developed country; becoming a leading country in vocational education in the ASEAN region, keeping pace with the world's advanced level, having superior competitiveness in certain training fields, industries, and professions. Based on the strengths of businesses, NovaEdu implements several solutions:

1

Increase awareness among students, teachers, and staff at vocational education institutions about the importance of soft skills and entrepreneurial mindset, establishing businesses, and fostering innovation through programs such as seminars, workshops, forums, and competitions on various topics...

3.4 PROPOSALS AND RECOMMENDATIONS FOR IMPROVING THE EFFECTIVENESS OF VOCATIONAL EDUCATION

2

Closely integrate vocational education with businesses and the labor market through collaborative training and recruitment programs, personnel development, organizing student visits, and providing practical learning experiences at businesses...

3.4 PROPOSALS AND RECOMMENDATIONS FOR IMPROVING THE EFFECTIVENESS OF VOCATIONAL EDUCATION

3

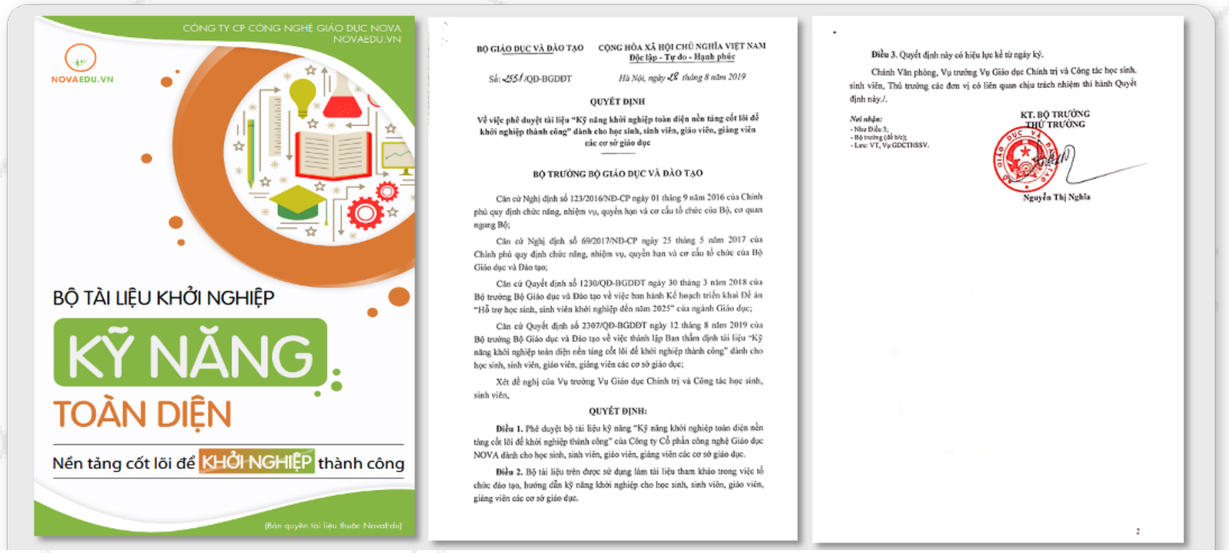
Organize training for core soft skills to enhance the competitive advantage for vocational education students. Implement training as a subject in the curriculum, allowing students early access, focusing on skill groups such as management, teamwork, communication, technology utilization, entrepreneurial skills...

3.5 PROPOSAL TO ORGANIZE A SOFT SKILLS TRAINING PROGRAM TO ENHANCE THE CAPABILITIES OF VOCATIONAL EDUCATION STUDENTS.

I, The methodology of organizing soft skills training

The specific proposal for vocational education institutions: Organizing soft skills training as an essential subject to help vocational education students enhance their competitive advantage in the new era.

- Training organization format: Implementing the Soft Skills Course (Uniform course name for each school), with direct classroom learning at the institution and practical experiences through company visits and real-world exposure.
- Training duration: 3 credits (equivalent to 8 - 10 training sessions)
- Class size: 30 - 50 students
- Target audience: First to final-year students of the institution, aiming to provide access to learning as early as possible.



Notification Regarding Document " Ky nang toan dien - Nen tang cot loi de khoi nghiep thanh cong" approval for Students, Faculty, and Staff at Educational Institutions.

II, Content of soft skills training

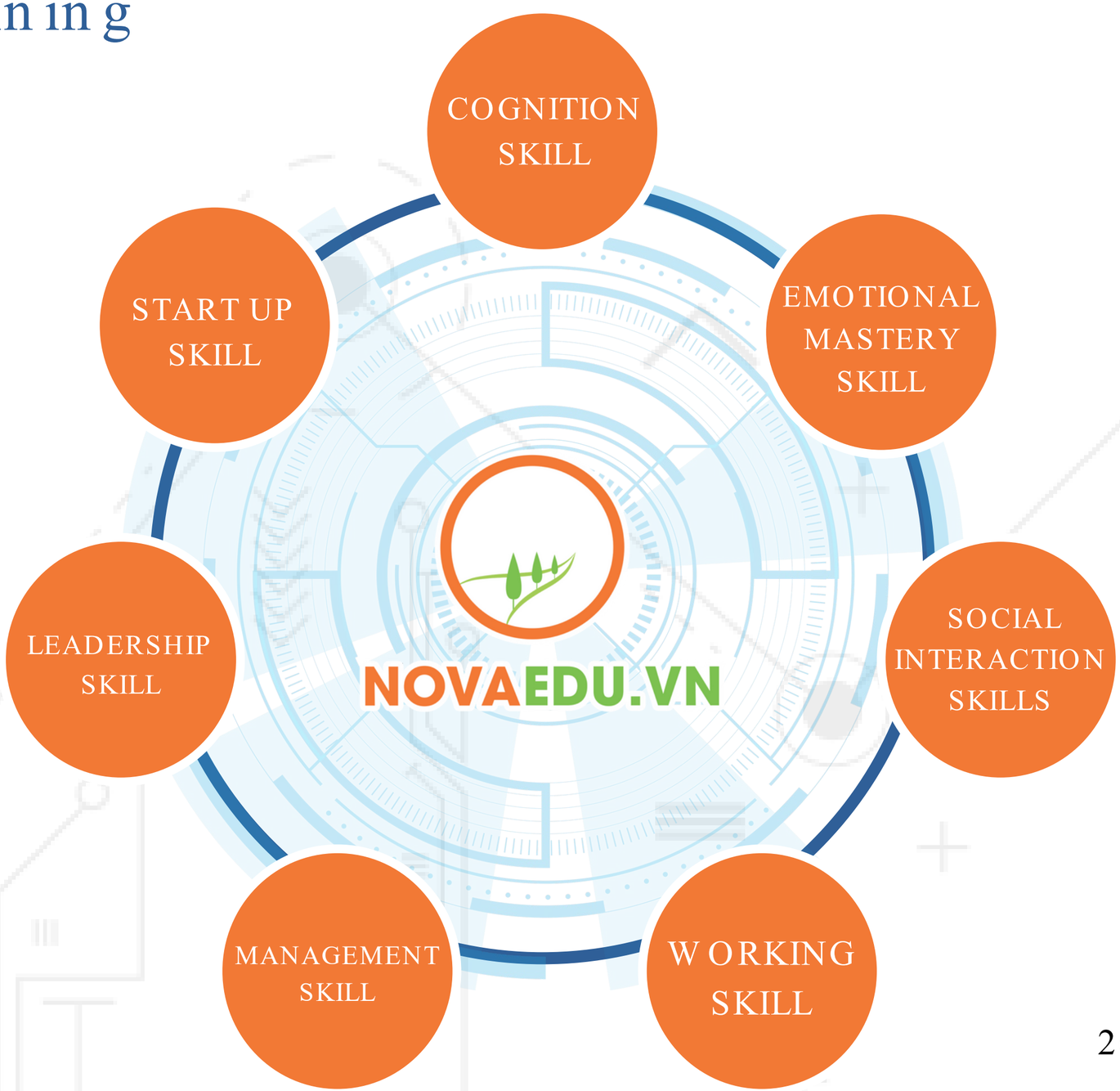
The training content of the course focuses on 7 major skill groups, equivalent to the 7 competency groups that vocational education students should possess

The objectives of the course are to:

1, Develop comprehensive thinking.

2, Cultivate and refine essential soft skills.

3, Equip students with knowledge for successful career establishment and entrepreneurship.



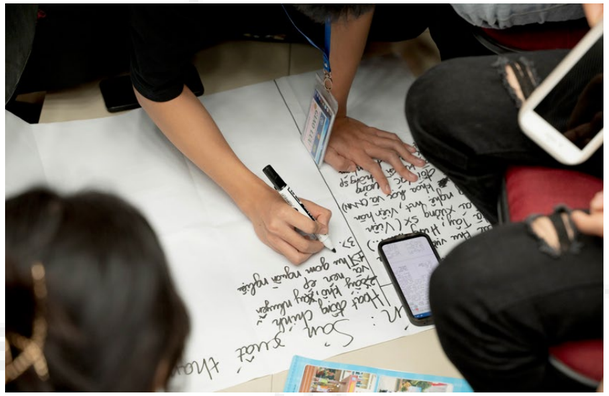
III, Images of practical soft skills training at Nova Edu

Students actively participate in class discussions

Students attentively listen to the Lecturer

Cohesive Team building Activities

Team building experiences challenges and beyond limits



Team work activties

Students 's critical presentation

Students visit and experience at Actual Enterprise

Visiting the production model, meeting to learn

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