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Vocational training, orientation and employment for children aged from 15 to 18 years old

The report on vocational training, orientation and employment for children aged from 15 to 18 years old aims to assess the situation of employment and determine the demands for vocational training and orientation of children from 15 to 18 years old. The report collected data from 5 target groups: out-of-school children (331), high school students (363), vocational training institutions (47), parents (65) and enterprises (72). It applied both quantitative and qualitative research methods in assessing the situation in 4 localities: Hanoi, Dien Bien, An Giang and Kon Tum from January to August 2019. Some key findings are highlighted as follows:

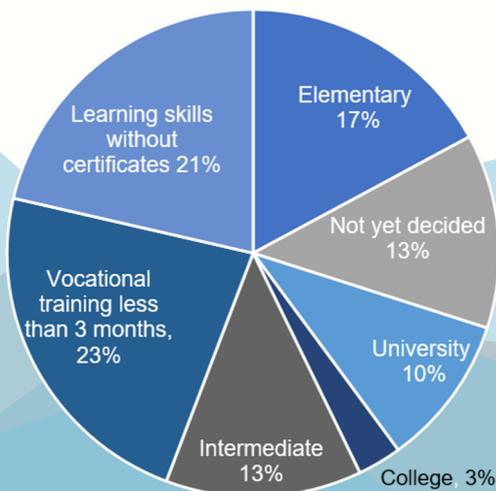
Expectations

Towards further study and training

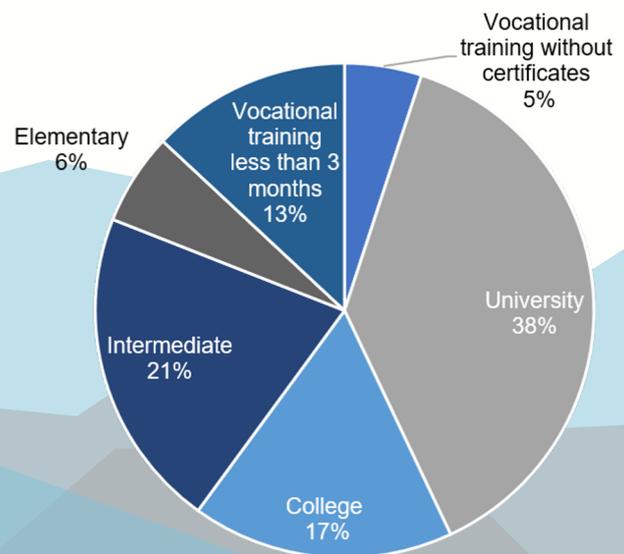
Out-of-school children: the demand for further training and study for children from 15 to 18 outside the school is relatively low (about 36% of the total number of respondents). Among those who have requested for vocational training, they mainly want vocational training which lasts less than 3 months or just learn the necessary skills to meet the work requirements.

In-school children: contrary to the trend of out-of-school children, children in school have a very high demand for further study (about 95% of them are already oriented to continue study).

Expectations of **out-of-school children** aged 15 to 18 years old for further study



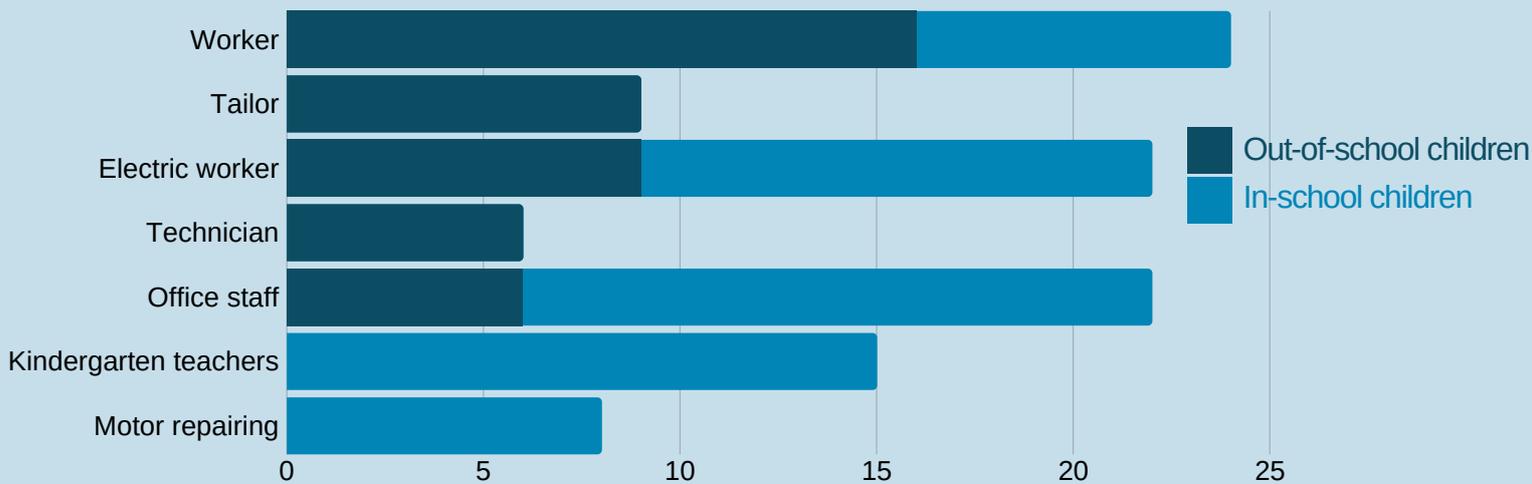
Expectation of **in-school children** aged 15 to 18 years old for further study



Towards career paths

Employment positions needed for in-school children from 15 to under 18 are mainly for office and teacher work. For out-of-school children of the same age, they mostly expect themselves to be unskilled workers, electricians or tailors.

Top 7 jobs in-and-out-of-school children expecting to do



Towards desired vocational supports

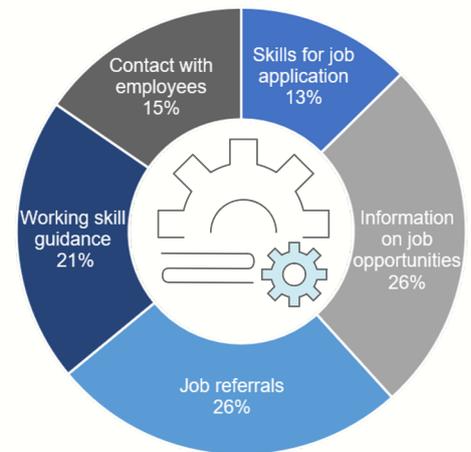
In training

Location: households living in the mountainous area wish to have vocational training organized in the locality due to difficult travel conditions. Some households want their children to be trained at the vocational training institutions.

Nature of supports: from interviews with households, 64.7% of households want to be supported in terms of equipment and finance to create jobs after vocational training. Other supports needed are policies which support job referral after vocational training, tuition, travel and accommodation.

In Orientation

Expectations for supports from vocational orientation

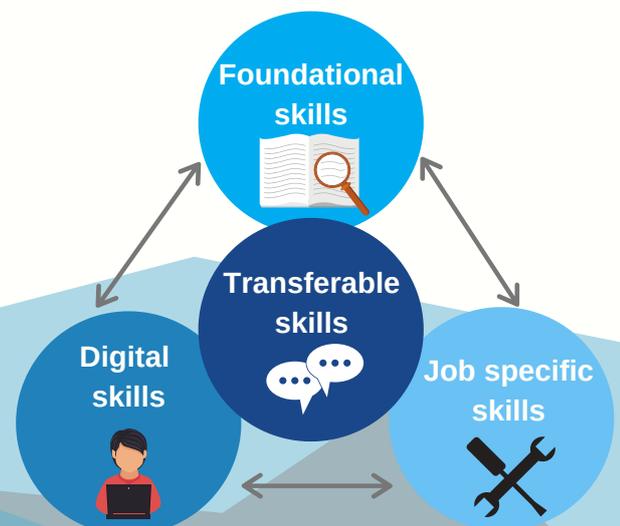


Towards skills

The research asked the top 5 necessary skills required for workers from children and enterprises. The top 2 skills ranked by both enterprise and children are the same: professional competence and vocational safety and health skills. However, there are discrepancies regarding the types of **transferable skills** required. Enterprises require workers to have the ability to stay focus and think creatively, while children think communication skill is more important.

Transferable skills include problem solving, negotiation, self-management, empathy, and communication. Since it allows children to become agile, adaptive learners and citizens, children with transferable skills are able to perform better in any workplace. This gap needs to be addressed for better preparation of children for the workplace.

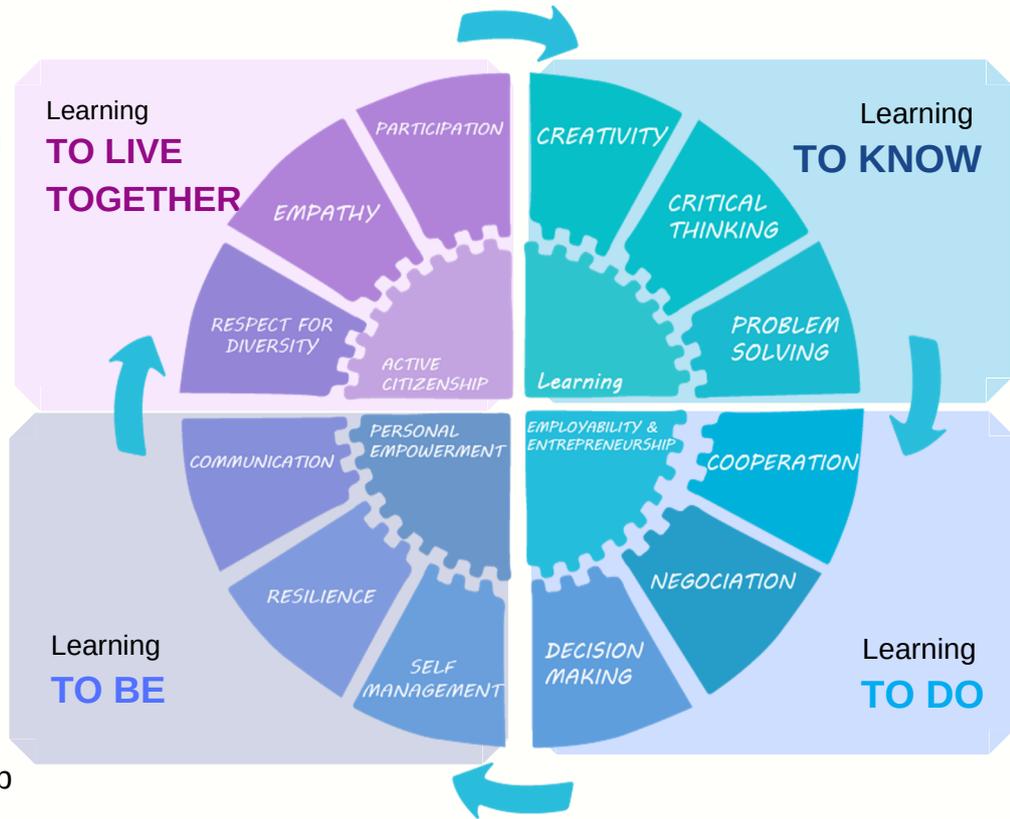
What is transferable skills?



What is the global trend on transferable skills?

To facilitate the acquisition of transferable skills, 4 important components are needed:

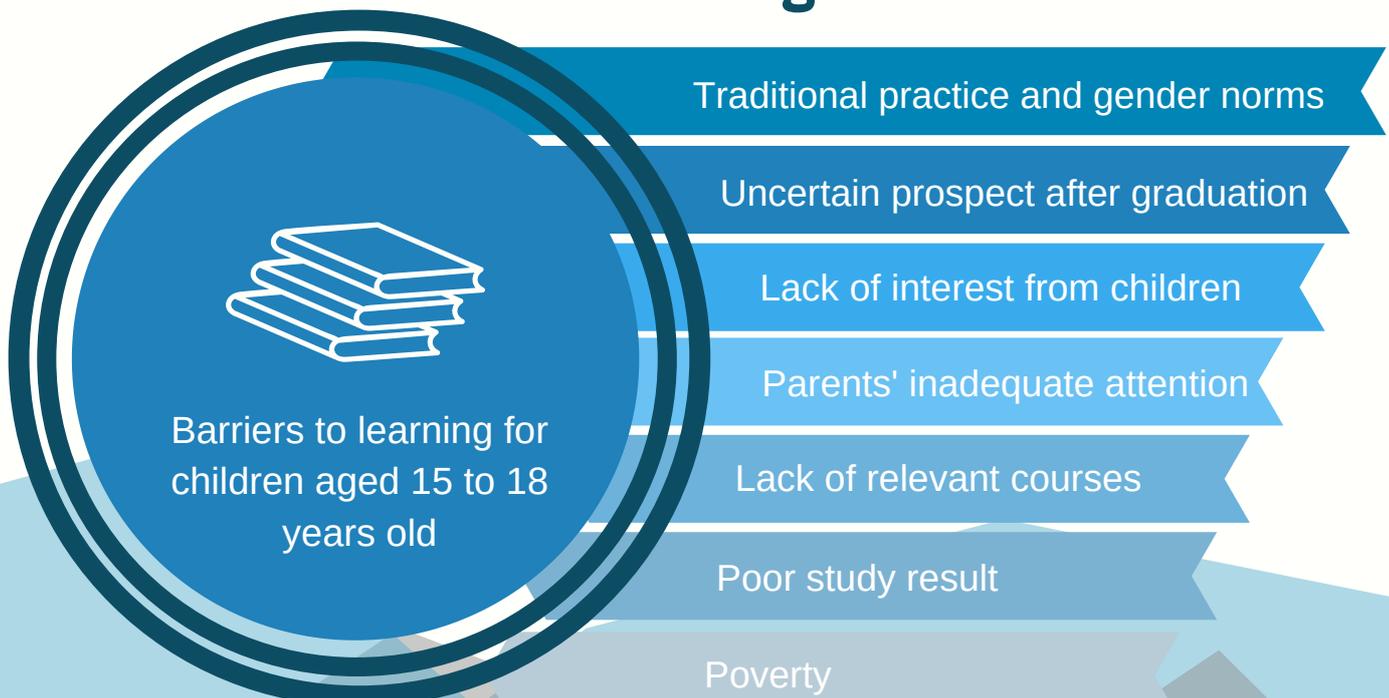
- 1 **Learning and teaching**
Effective pedagogical strategies; age appropriate learning materials
- 2 **Enabling environment**
Emotionally, socially and physically safe environment
- 3 **Multiple pathways**
Both formal and informal education; equitable and inclusive education
- 4 **Systems**
national policies and plans; curricula frameworks; coordination and partnership frameworks; budgeting and finance



Barriers and limitations

The current vocational training situation for children aged from 15 to 18 face different limitations. Children faced barriers which hinder them from attending vocational training. Vocational training and orientation also encounter difficulties which limit the services' capacity in providing training and guidance.

In learning:



In vocational training:

Although vocational training is integrated into different policies to support children, vocational training institutions still face difficulties when recruiting, training and providing post-training supports:

In vocational orientation:

Counseling on careers and jobs has always been paid attention by the authorities and are delivered by coordinating with schools and training institutions. However, the result is still limited due to two problems:



Gender norms has deeply rooted in the society. With influence of media, enterprises, teachers, parents and the society, boys and girls are oriented towards different career paths. This limits the choices and potentials of both boys and girls.

In employment:

Enterprises seldom employ children aged from 15 to 18 due to two reasons:



Recommendations



Develop specific strategies targeting out-of-school children to be back to study or training

Accessible location, suitable duration, relevant skills and courses; comprehensive post-training supports; audience-specific communication



Innovate and more relevant vocational training and orientation in school which in line with industrial revolution 4.0

Experimental learning; practical career supports; updated and comprehensive information



Promotion of transferable skills, including digital learning, for children in-and-out-of-school

Coordination among MOET, MOLISA in providing multiple platforms for children in learning life skills/social emotional skills/21st century skills



Achieve equity in job selections and learning opportunities

Vocational orientation free from gender stereotypes; more girls' engagement in STEM; Children with disabilities with access to vocational training