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Vocational Training: A Literature Review

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Abstract

The skills of workers have not met the changing requirements of the labor market, so in recent times, the rate of young people unemployed or unable to find suitable jobs has been relatively high compared to the unemployment rate in the working age group nationwide (7.61% compared to the national average of 2.25%). Besides the achieved results, vocational training still has many shortcomings, such as not having many new jobs suitable for socio-economic development. Vocational training programs are not linked to new scientific and technical advances. Training methods have not changed much. There are outdated facilities, infrastructure, and equipment; there are not many modern

practice rooms. Therefore, state management agencies and vocational training institutions should promptly have solutions to overcome the problem. The objective of this study is to discuss vocational training and the importance of vocational training. The study uses qualitative research methods with synthesis and comparison techniques to analyze and discuss vocational training. Thereby, the study proposes a number of implications for improving the quality of vocational training to meet the requirements of recruiting units and changes in the labor market in the context of digital transformation.

Keywords: Vocational Training, Employee, Unemployment, Human Resources, Economic

JEL Codes: F66, J01, O15

1. Introduction

In 2009, the Prime Minister issued Decision No. 1956/QĐ-TTg on "Vocational training for rural workers until 2020" and implemented it in localities since 2010. According to the report of the Ministry of Labour, War Invalids, and Social Affairs, by the end of 2019, the whole country had over 9.2 million rural workers receiving vocational training at all levels. Of these, more than 60% of rural workers learn non-agricultural occupations to change careers (Ministry of Labor, War Invalids, and Social Affairs, 2020) ^[1].

However, vocational training still has many shortcomings, such as: (i) there is not a variety of occupations to train (there are not many new occupations suitable for the current period); (ii) the training program still exists (the dissemination of knowledge and processes is still heavily theoretical, the practical content is limited); (iii) training methods are mainly carried out in the classroom, unable to coordinate with firms to have many practice locations; (iv) limitations in facilities, infrastructure, survey work, and evaluation at the end of the training process.

Vocational training is a teaching and learning activity aimed at equipping learners with the necessary knowledge, skills, and professional attitudes to be able to find jobs, create jobs after completing the course, or improve their skills. Professional qualifications (National Assembly, 2014) ^[3].

Vocational training is one of the important solutions contributing to the realization of the country's socio-economic goals. Vocational training, especially high-quality vocational training, is an important task to implement one of the three strategic breakthroughs in socio-economic development that the 13th Party Congress identified (Thu Cuc, 2023) ^[8].

To conduct this research, we use qualitative research methods. The fake group collected previous research, including articles published in domestic and international magazines and legal documents related to the research topic, to discuss vocational training for workers.

Following the introduction, part 2 of this study presents an overview of the study. Part 3 of the article presents discussion and managerial implications. Finally, Part 4 presents conclusions.

2. Literature review

2.1 The working capacity of workers who need vocational training

According to Spencer *et al.* (1994) ^[7], Wynne and Stringer (1997) ^[11], and the National Assembly (2012) ^[2], the working capacity of workers includes (i) knowledge, (ii) skills, and (iii) attitudes.

Knowledge is the expertise that workers acquire through experience or training, understanding the theory and practice of a specific field; knowledge in a certain field or general knowledge, including practice and information; or an interest or understanding gained from experience about a certain situation or event.

Skill is the ability to acquire a certain result with the least amount of time and effort. Skills often require certain contexts or environmental stimuli to evaluate the extent to which the skill is revealed and applied.

Attitude is the tendency to react to objects and situations in a positive or negative way. Attitudes can influence an individual's choices of actions, responses to challenges, motivation, and rewards.

2.2 Research on vocational training

Research topics on vocational training have been of interest to researchers, typically: According to Nguyen Viet Binh and Do Van Vien (2012) ^[5], implementing the state's policy on training, career guidance, and vocational training for workers, in Nam Dinh City, there were more than 40% of workers in 2009. With technical expertise (level 3/7 workers and above), in 2011 increased to 68%. The significant achievements in economic development since the implementation of the national reform program for innovation in training and vocational training have brought a huge challenge to the technical and vocational education systems. A developed economy needs a skilled workforce, but in Nam Dinh there is a lack of well-trained professional workers at all levels, resulting in a lack of qualified human resources in the business sector. The economy has growth potential. This has a great impact on product quality, thereby affecting the sustainable development process.

Nguyen Thi Tram and Pham Quang Phan (2013) ^[4] said that, like all provinces and cities in the country, labor and vocational training for workers in industrial parks is an extremely necessary issue to solve jobs, ensure social security, and contribute to promoting economic growth. However, in the process of implementing labor and vocational training for workers, there are still many shortcomings that arise. With information collected from different sources and by different methods, the authors mention that labor and vocational training in Nghe An industrial zone have had positive impacts, contributing to improving the quality of labor and vocational training in Nghe An industrial zone. High quality in vocational training for workers to meet the requirements of firms and avoid wasting resources, thereby significantly creating jobs for a part of the workforce whose land is recovered for socio-economic efficiency.

Tran Thi Hong Viet (2015) ^[9] affirms that today, urban families have an increasing need for domestic workers. Therefore, housekeeping is gradually becoming an official profession in Vietnam. Developing the domestic worker labor market will bring many great socio-economic benefits. However, in Hanoi, there is a mismatch between the actual working capacity of maids and the expectations of

employers about their working capacity. The author has evaluated the current state of knowledge, skills, and attitudes of domestic workers and explored the causes to make proposals on the need for professional domestic help training in Hanoi, including training subjects that create, select, and attract students, duration, and training methods.

According to Thu Cuc (2023) ^[8], most large corporations and businesses have paid attention and directly participated in vocational training, such as Vingroup, Sungroup, FPT, Samsung, etc. Investment projects that need quality human resources High quality has basically been met. Along with that, to achieve high-quality vocational training, the Ministry of Labor, Invalids, and Social Affairs has coordinated with experts and international organizations to pilot the development of a competency-based training program according to the standards of France, Belgium, and Korea; pilot training according to the "dual vocational training" model of Germany and Switzerland; current training programs have been developed based on national vocational skills standards and output standards. The training program structure is built in modules, integrating professional knowledge, practical skills, soft skills, entrepreneurship skills, and professional attitudes, ensuring continuity between levels of qualification training.

Pham Thi Kien (2023) ^[6] affirmed that improving the quality of vocational training for rural workers is an important task, contributing to building a modern, sustainable agriculture, meeting development goals, and developing the country in the new situation. Currently, the labor force in rural areas of our country is relatively abundant, but vocational training activities for rural workers are still spontaneous, overlapping, and not linked to planning economic development strategies for the local socio-economic situation, so their effectiveness is not high. Therefore, solutions to improve the quality of vocational training for rural workers today include: raising awareness and responsibility for the importance of vocational training for rural workers in the new situation; innovating and improving the quality of training in vocational centers and schools; strengthening the leadership and direction of party committees at all levels regarding vocational training for rural workers; and ensuring that localities have done well in the preliminary and summary work of implementing the party's guidelines and the state's policies on vocational training.

Trinh Xuan Viet (2023) ^[10] mentioned a number of issues related to the practice of vocational training for agricultural and rural workers, mainly limitations and remedies based on new perspectives. The author believes that vocational training for workers plays a very important role in restructuring agricultural and rural labor and developing modern agriculture and rural areas. Besides a number of achievements, vocational training still has many shortcomings, such as the fact that the proportion of labor in agriculture and rural areas is still large, the proportion of trained workers is low, and the structure and training level of trained labor do not meet the requirements.

3. Discussion and implications

3.1 Vocational training facility system

According to data from the Ministry of Labor, War Invalids, and Social Affairs, as of May 2023, the whole country has 1,888 vocational education establishments, including 397 colleges, 433 intermediate schools, and 1,058 vocational

education centers. Among them, there are 1,205 public vocational education establishments (accounting for 63.8%) with 313 colleges, 204 intermediate schools, 698 vocational education centers, etc. (Thu Cuc, 2023) ^[8]. Vocational training facilities are constantly upgraded, invested in modern equipment, and expanded. In recent years, the scale and training quality of public training institutions have been increasingly improved; training forms and training occupations have become increasingly diverse and rich; but training programs have not really innovated to meet the practical needs of the labor market in the context of the ongoing 4.0 industrial revolution and digital transformation of the entire society.

3.2 Vocational training

Vocational training is mostly developed in the direction of socialization and is directed by all levels and branches in many forms, such as long-term, medium-term, and short-term vocational training, vocational training, and tutoring (one-on-one in small groups or one-on-one). Localities also have policies on vocational training, such as encouraging the strong development of private vocational training establishments and craft village enterprises, attracting investment, and linking quality training establishments. Domestic high schools and international organizations open high-quality vocational training facilities locally. Expand training fields based on labor market needs, develop training in information technology occupations, car and motorbike repair, production lines, electrical engineering, mechanics, and electricity electronics, industrial sewing, and fashion. Priority is given to teaching occupations for which firms have a high need to recruit personnel, such as information technology, mechanics, sewing, leather shoes, construction, agricultural and food processing, chemistry, etc. State management agencies and vocational training establishments have gradually strengthened measures to manage, inspect, test, verify, and self-accredit vocational training quality and encourage firms to recruit workers for training before employment. Some localities have invested in building facilities for vocational training establishments to improve the quality of vocational training. The planning of a network of vocational training establishments to meet the labor demand of businesses and the implementation of vocational training for workers to proactively supply human resources for firms are also supported by many localities. Implementation method. The result is an increase in the rate of trained workers, an increase in workers with technical expertise, and an increase in the number of people receiving vocational training and finding jobs.

3.3 Vocational training quality

In recent years, most vocational training establishments have increasingly invested in both quantity and quality of modern equipment. Equipment, transmission lines, etc. are mostly modern and relatively modern, and classrooms and factories are regularly upgraded. Besides, training forms are increasingly diverse and richer. The network of vocational training establishments is developing quite quickly, but the training scale is not large. Vocational training programs and textbooks have not been comprehensively innovated to adapt to the new technological context, as well as the production and business realities of organizations and enterprises. Many training facilities still follow the old training direction, according to the facility's capacity, but are

not linked with the employing unit; training does not meet the needs of the labor market. Vocational training, especially the training of highly qualified technical workers, is not commensurate with the current situation of firms as well as developed countries. There are still many workers trained through vocational schools, but their qualifications do not meet the requirements of firms because the training facilities' equipment is outdated compared to the current situation at the firms (employer).

Vocational training establishments should improve the quality of forecasting labor demand for firms, organizations, and the labor market to develop more specific training plans and programs. Training should be associated with creating actual jobs for local people.

Decentralization of vocational training types should also be implemented more thoroughly at vocational training establishments. For unskilled workers, training content and programs should be flexible for each area in different localities, so that after graduating, this workforce can work at firms and organizations in that locality. For technical workers, it is recommended to diversify training types and upgrade training facilities in both quantity and quality; improve technical expertise, physical capacity, discipline, and the sense of responsibility of workers. In addition, training programs should apply more practice with modern lines and equipment so that workers gradually become familiar with modern technology lines at enterprises.

The training model implementing three-way linkage (school, enterprise, and state) should also be popularized and given more specific instructions. In addition, vocational training institutions should improve this model.

The Vietnamese government is making efforts to promote digital transformation in all fields, including vocational education, to take advantage of digital skills to improve work ability and labor productivity, aiming to train and create high-quality jobs (Thu Cuc, 2023) ^[8].

3.4 Vocational training results

Currently, there have been more than 400 output standards for intermediate and college levels issued, basically meeting key occupations at national, regional, and international levels. Popular occupations serve as a basis for vocational education institutions to edit training programs to meet the requirements of developing learner capacity and the requirements of the labor market (Thu Cuc, 2023) ^[8].

Statistics from the General Department of Vocational Education show that high-quality vocational training has achieved some positive changes, with more than 75% of students finding jobs or creating their own jobs right after graduation. The schools have received training transfers in 34 key international occupations. High-quality training programs account for over 30% of in-company training time and over 50% of practical training time (Thu Cuc, 2023) ^[8].

4. Conclusions

Through the use of qualitative research methods, this study has reviewed domestic and international research works on vocational training and discussed vocational training in the context of the digital economy and the whole society's digital transformation.

During the process of conducting the research, besides the results achieved, the research still has some limitations, such as: the scope of the research only uses qualitative research methods; not quantitative research methods; has not yet built

a research model; and has not specifically and fully mentioned the contents of vocational training. Future studies can expand the scope of research, use research methods that combine both qualitative and quantitative research methods, build and test research models, etc.

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