

**SYNTHESIS REPORT ON SUPPORT IN**  
**Building career guidance vision for secondary education**  
**in Quang Nam and Nghe An provinces**

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# **VISION ON CAREER GUIDANCE FOR PROVINCIAL SECONDARY EDUCATION IN NGHE AN AND QUANG NAM PROVINCE**

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## **I. Introduction**

Under the career orientation programme which seeks to support the improvement of career guidance activities in secondary education in Quang Nam and Nghe An provinces, VVOB has cooperated with the Institution for Educational Research (IER), of the Ho Chi Minh city University of Pedagogy in providing technical support to both provinces to develop their career guidance visions. Three workshops involving all related stakeholders have been organized in March and May 2012 aiming to discuss, consult on and agree on a career guidance vision for each partner province.

As a first step, two workshops on the development of a provincial secondary career guidance vision took place on 16 March 2012 in Vinh city and on 21 March 2012 in Hoi An city, Quang Nam province, with representatives from Departments of Education and Training (DOETs), Provincial People's Committees (Nghe An Province), Provincial Women's Unions, Department of Labour, Invalids and Social Affairs (DOLISA) – Quang Nam/ Centre for General Techniques and Career Guidance (CGTCGs) – Nghe An, Bureau's of Education and Training (BOETs), and lower- and upper-secondary schools (see detailed participant lists in annex 1 and 2). The objective of the workshops was to clarify how partners see the concept of career guidance, what they wish to achieve with career guidance in their provinces and how this translates to the operational level. The workshop results do not include opinions of VVOB and IER, who acted merely as facilitators during the workshops. After the workshops, consultants helped translating the discussion results into vision documents on career guidance for secondary education of Nghe An and Quang Nam provinces. The documents were shared during a national consultation workshop on 3 May 2012 in Hanoi. Aim of the consultation workshop was to inform international and national stakeholders about and seek their feedback on the visions which have been developed by Nghe An and Quang Nam provinces. Besides the two provincial delegations, participants were representatives of the Ministry of Education and Training (MOET), the Ministry of Labour, War Invalids and Social Affairs (MOLISA), national research institutes (including the Vietnam Institute of Educational Sciences (VNIES)) and development partners (including the Belgian Embassy, Plan International and Handicap International).

During the workshop, the Institute for Educational Research (IER) of the Ho Chi Minh City University of Pedagogy and VVOB introduced the process and background of developing the provincial visions and how they can guide and inform interventions in and beyond the VVOB programme. The Lego Serious Play method was used to facilitate the discussion session.

Below are the results of the three workshops.

## **II. Career Guidance Concept**

Although career guidance education was introduced to the provincial educational system based on directives of the Ministry of Education in early 2000s, it has not been implemented effectively by any of the stakeholders, including students, parents, teachers, school administrators, and community organizations. The reasons include lack of funding, lack of training, lack of collaboration, and most importantly lack of a common vision. Career guidance should go beyond university student recruitment services, study advising, or occupation choice guidance.

Despite difference in time and location, final outcomes of the two workshops are very much in common. For that reason, we would like to introduce similarities and then differences between two provincial visions.

## **III. Similarities between career guidance vision of two provinces**

### **A. Aims**

Career Guidance (CG) in secondary education in Nghe An and Quang Nam provinces aims to build the following competencies:

1. At Lower Secondary Education (LSE), students are able to discover who they are, and as a result, the students are able to select a specific stream of study for Upper Secondary Education (USE) (sciences, humanitarian, or else) and eventually have a career plan after graduating. Those who could not enter USE, have the confidence and capacity to select the appropriate vocational school/training program after graduation.
2. At USE, students are able to discover who they are in terms of **skills/strengths/abilities**. After that students understand the national and local industry, including labour market, needs of society, characteristics of careers, scale and structure of human resource at local region, etc. The most important is that students understand clearly the impact they receive from the society, family, and other influences on their career decision making/planning. Students are able to gradually determine their career goals, make appropriate career decisions, and finally evaluate and implement their own career planning at their best.

## **B. Implementation Strategy**

### **1. Online information provision**

The online resource should:

- provide sufficient and qualified information on career guidance (CG) including
  - detail university recruitment information
  - local and national labor market information
  - local and national industry information
- be implemented consistently and coherently with the national level
- be updated regularly.
- serve not only the CG teachers, parents, and students, but also provides beneficial information to the national educational leaders, and the CG researchers as well

### **2. Human Resources Development and Training:**

- Improve the professional skills for staff in the career guidance area. There are two different opinions (depending on budget availability):
  - Option 1: set up a **Career Guidance Committee** that is in charge of career guidance for a group of schools as well as the local institutions that lie within the assigned area. Nghe An participants think that the Committee Staff should come from the local Women's Union and the Career Training Centre.
  - Like Nghe An, Quang Nam participants believed that training programs should be developed to core staff (leaders of DOETs, BOETs, management boards of LSS and USS, Director boards of centres for career guidance, responsible staff of youth union in the schools etc.) so that these people will in turn provide multiplication training of newly learned CG knowledge to local form teachers on skills of career guidance.
  - Quang Nam participants state that the core staff must know about CG because they are the vision leaders at local level. Only with their support, the implementation of CG in Education in local schools has a higher chance of success. The form teachers, on the other hand, are those who interact with the students on a daily basis, hence have the opportunity to understand them in-dept, and

more than anyone have the capacities to help students to make appropriate career decisions.

Note: Previously, under the guidance of MOET, career guidance committees at all level were set up, this model is still in existence now, especially in Quang Nam, though with low efficiency. In Vietnam, any community organization has difficulty in terms of finance, mechanism, and salary. This is one big issue, thus this option is unsurely feasible to implement, and even if it is implemented, the effectiveness is still uncertain.

- Option 2: provide profession on career guidance at large scale to all School Administrative Officials, form teachers, and Career Guidance teachers who work directly with students in the career guidance area.

### **3. Society's Career Guidance Awareness Building**

- Build Career Guidance awareness among parents to help them support their children in career guidance decision making. Parents have the strongest impact/influence on their children, especially in terms of important decision making; therefore, it is of crucial importance to build CG awareness among parents.
- Establish CG awareness among local and national multimedia channels, including newspapers, magazines, TV, online periodicals, etc. to introduce accurate CG information to people.
- Create CG activities in the region by collaborating with local and national social agencies such as DOLISA and WU for grass-roots movement.
- Collaborate with industry and employers to improve knowledge on CG and create work opportunities for fresh graduates

## **C. Role of Different Actors**

### **1. External Support**

One of the conditions for all the strategies to be implemented successfully depends on the external support of partners that have knowledge and capacities for CG development. Request for technical support for training and guidance in this new area of knowledge, career guidance education, is most important.

### **2. DOET**

It is important that the DOET leaders support and reinforce the CG action plans. Without their leadership, there will be problems in implementing CG education in the local schools.

### **3. School Administrators**

The school leaders play an important role in implementing the career guidance vision and action in their own school as well as supporting the form teachers and CG teachers in various ways, including time and resources.

### **4. Form Teachers / Career Guidance Teachers**

Beside parents, the form teachers have strong impact/influence on their students (not to say in many cases even more impact/influence on their students). Therefore, in order for CG to be effective, form teachers should receive more training, time, and resources to carry their role out effectively.

The same applies to the CG teachers.

### **5. Local Social Agencies (Department of Labour Invalids and Social Affairs - DOLISA, WU)**

The local agencies play an important role in reaching out to parents who otherwise cannot be reached via school. For example, the Women Union has such a strong network from local to national level. Thus, CG to parents through the local social agencies is a must, not an option, for effective CG to take place.

### **6. Parents**

Last but not least, parents should be placed among the most important actors in effective CG education for secondary students. Once parents are clear about what need to be done for a good career decision to be made, they will do anything to support their children. Therefore, having parents know clearly what CG is and how to pursue it should become one of the priorities for CG Human Resource Development.

## **IV. Difference**

Above the similarities between the two provincial career guidance visions are introduced; what follows is the only difference between them. In the implementation strategy, Quang Nam participants added the provision of career guidance materials.

### **Career Guidance Materials**

- A teachers' manual (in support of the existing CG book written by the MOET) with detailed illustrations, images, theories, and framework to help CG teachers

to fulfill their tasks easier and more effective. The materials should be relevant to the local context.

- CG programs (in the form of CG workshops and classes for both students and teachers).
- Collection of lesson plans and CG teaching resources to improve the quality of CG.