Institutionalizing student-centered Career Guidance practice in secondary schools in Vietnam

Nguyen Thi Chau, Nguyen Thi Thuy & Filip Lenaerts
VVOB Vietnam

Outline

1. Introduction
2. Context
3. Institutionalization process
4. Results
1. Introduction

**What?**
Student-centered & gender-sensitive Career Guidance

**When?**
2011-2015

**Where?**
Nghe An & Quang Nam province

**With whom:** MOET and Vietnam Women’s Union

2. Context: cultural practice

**From a more ‘traditional’ practice of Career Selection**
- High value for academic achievements
- Low perception TVET
  - 6.4% secondary students in TVET (ADB, 2014)
- Families’ decisive role
- Students lack information & awareness
- Teachers and school leaders advisory role
- Demand vs supply mismatch
  - 1/10 graduates unable to find jobs (GSO, 2013)

References:
2. Context: changes and reforms

Towards a student-centered approach?
• Renovation in Education and Training
• From content to competency-based curriculum
• From teacher-centered to student-centered
• In line with 3 competencies of a student-centered Career Guidance:
  – Knowing yourself
  – Exploring the system
  – Planning your career
3. Institutionalization process

Material development

Advocacy

Material development

Capacity development

Vision

Documentation

Practice

- Materials for School Leaders to plan, implement and strengthen teachers in doing so
- Materials for Teachers to teach students about Career guidance and to facilitate counseling sessions
- Scenario’s for parents to develop and practice counseling skills and to address gender issues
Capacity Development

• Of provincial core trainers for in-service teachers and school leaders
• Of provincial Women’s Union trainers, to train community club facilitators
• Of national core trainers, from MOET and National Women’s Union to expand the programme reach to a nationwide coverage.

Practice

• Sharing and self-learning by managers and teachers
• Activities with students, parents
• Integration with other education activities
• Teaching plan competition
• Expand network and maximize local resources (alumni, local companies, parents and schools)
“My most memorable moment was when I coordinated a ‘whole group career and enrolment counseling event’ for grade 12 students in my school. After all the worries and efforts, I was happy to see 406 male and female students actively participate in this group counseling event. Also 30 principals from neighboring schools joined and gave me compliments. They want to see similar activities in all the schools in Quang Nam province in the future.”

Upper Secondary Teacher, Phu Ninh district, Quang Nam province
Sharing and documentation

Using different resources:
- Monitoring and evaluation reports
- Learning and reflection
- Lesson plan analysis
- Photo voice
- Documentation of good practices
Advocacy

- Linking schools and community
- Partnership between provincial Departments of Education and Training and provincial Women's Union
- At national level
  - Exposure to local practices
  - International exposure

4. Results

Results captured at 3 levels:
- In **schools**, changes in the way teachers and school leaders implement career guidance
- In **provinces**, changes in provincial support to student-centered career guidance practice
- **National** recognition and endorsement
A changed Career Guidance practice in schools

Upper Secondary Teacher, Phuoc Son District, Quang Nam province

“I am more and more interested in career guidance activities at my school. I found the content not only useful for me to teach education of general professions but I also apply it in my own daily life.

It’s great to see my students participating actively and effectively in the career guidance activities.”

Beyond the programme area

Upper Secondary School Leader, Duyen Hai district, Tra Vinh province

“At first, I was confused to formulate solutions in my career guidance plan. But with the career guidance material for school leaders, I found a lot of new initiatives.”
Motivating, also for “unpopular” choices

Grade 9 student, Tan Ky district, Nghe An province

“I'm in grade 9. My family has a cattle farm. I really like cows, but do not dare to express this feeling because I am afraid that others would laugh at me.

By participating in the career guidance activities in our class, I came to a decision to study well and complete my lower secondary. And then go to an Agriculture and Forestry technical school to be able to work at my family’s farm.”

And reflecting on your own strengths

Grade 10 student, Phu Ninh district, Quang Nam province

“When I was 4 years old, my mother had surgery. When I visited her, I had a wish to become a doctor and cure her.

Our career guidance teacher helped me realize that we must base our career choice on our abilities and interests.

I am not so good at Chemistry, Physics and Biology. So I should not choose for a Medical University. But I’m good at Maths, Literacy and English and one of the tests pointed me towards teaching, it helped me shape my career path.”
With the support of parents and community members

Club facilitator, Nui Thanh district, Quang Nam province

“I met with parents to ask them to join activities on parenting and career guidance.

We learned that families play an important role in career guidance for our children. We shouldn't force them to follow our wishes or impose choices.”

Key factors for success?

- Align with guidelines and policy
- Ownership
- Facilitate bridges between local, provincial and national levels
- Address capacities needed
- Document and capture innovation
- Advocacy will lead to acknowledgement and recognition
- Exposure to local and international practice
XIN CÀM O'N

THANK YOU

Filip.Lenaerts@vvob.be
Chau.nl@vvob.be