

TRIPLE HELIX IN TVET AND SKILLS DEVELOPMENT

*Systematic model, Perspectives
on policy and practice*

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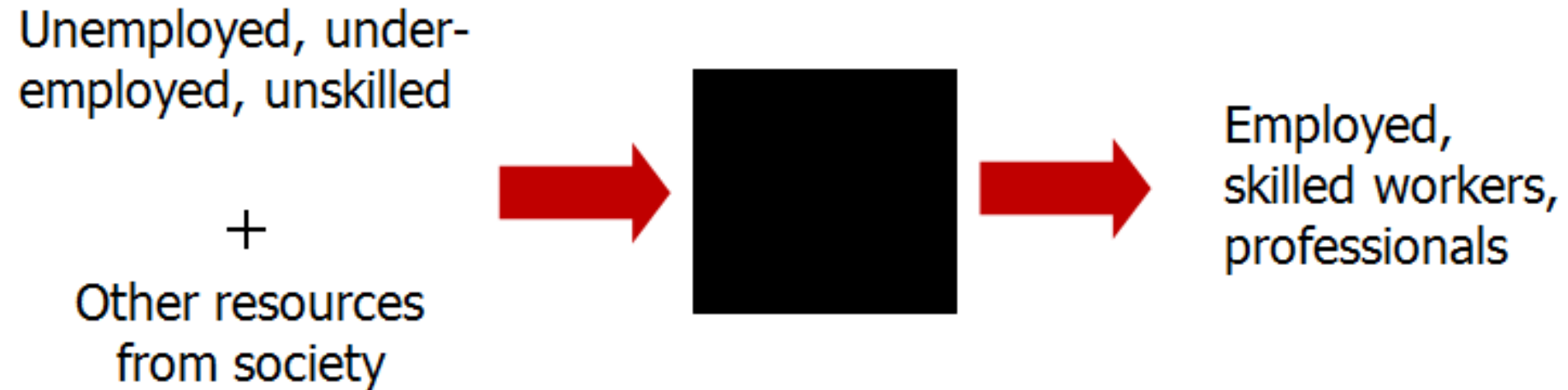
National Institute for Vocational Training (NIVT)

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Why have Triple Helix?

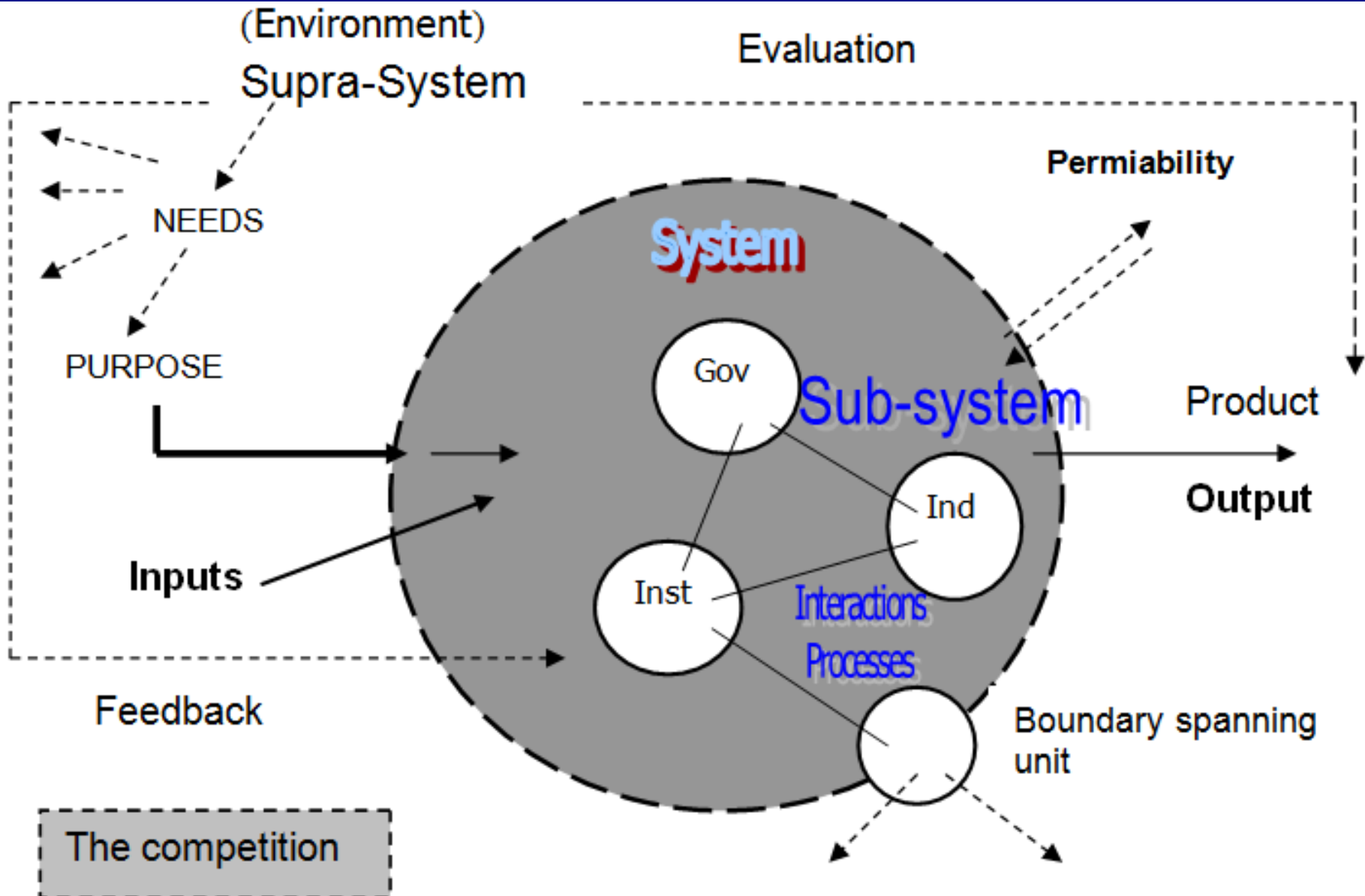
- From academic to TVET system
- From knowledge production to skills development
- From universities to TVET providers

Black Box



TVET and Skills Development

General Systems Model



Perspectives on policy & practice

- Examples of apprenticeship, internship, inter-company training
- Examples of curricula and occupational skills standards development and assessment
- Examples of the Project 1956 on Rural Labour Vocational Training in Viet Nam
- Examples of cooperative training on mechatronics: German companies - Hung Yen UTE – GDVT - GIZ
- ...

Perspectives on policy & practice

- Cost-benefit based development, implementation, monitoring and evaluation
How can we measure costs and benefit?
- Bridging training providers social responsibilities and corporate social responsibilities (CSR)
- Complexity and a desire to be over-comprehensive
– start small but with big ambitions

Perspectives on policy & practice

- Skills matching is a moving target, but skills development takes time
- Can TVET student be trained and encouraged to become entrepreneurs and managers, contributing to economic growth and job creation?

Perspectives on policy & practice

- The other issues to be concerned:
 - i) Sharing information on skills mapping (current and expected skills, mismatch, shortage and surplus)
 - ii) Monitoring and evaluation mechanism
 - iii) Triple Helix Spheres' capacity

Thank you so much!