

BEDUCATION AND TRAINING

SOCIALIST REPUBLIC OF VIETNAM

Independence - Freedom - Happiness

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CIRCULAR

Regulations on career counseling, employment and start-up support in educational institutions

Pursuant to the Law on Education dated June 14, 6;

Pursuant to the Law on Higher Education dated June 18, 6; Law amending and supplementing a number of articles of the Law on Higher Education dated November 2012, 19;

Pursuant to the Government's Decree No. 69/2017/ND-CP dated May 25, 5 stipulating the functions, tasks, powers and organizational structure of the Ministry of Education and Training;

At the request of the Director of the Department of Political Education and Student Affairs;

The Minister of Education and Training promulgates a Circular regulating career consultancy, employment and start-up support in educational institutions.

CHAPTER I

GENERAL PROVISIONS

Article 1. Scope of adjustment, subjects of application

1. This Circular stipulates tasks, forms of implementation and conditions to ensure the implementation of career consultancy, employment and start-up support in educational institutions.

2. This Circular applies to: primary, lower secondary, upper secondary and upper secondary schools with many education levels, specialized schools and other educational institutions implementing general education programs (hereinafter collectively referred to as general education institutions); universities, academies, universities, pedagogical colleges and educational institutions with teacher training (hereinafter collectively referred to as higher education institutions); relevant organizations and individuals.

Article 2. Interpretation of terms In this text, the terms below are construed as follows:

1. Career and employment counseling in educational institutions: Activities aimed at supporting learners to discover their abilities and aptitudes in order to orient their learning and professional development, career and employment in accordance with their abilities, interests, fortes and health.

2. Start-up support in educational institutions: Activities aimed at helping learners accumulate knowledge and skills to promote innovative thinking, creativity to form new

ideas and solutions to create value for themselves, their families, communities and society.

3. Partners: Being agencies, units, enterprises, educational institutions, production establishments, organizations and individuals having relationships and cooperating with educational institutions to invest, construct and renovate works, provide equipment, materials, organize training and support, develop services for career consulting, employment and start-up support.

Article 3. Principle of implementation

1. The application of this Circular must ensure conformity with awareness, qualifications and meet the needs of learners for each education and training level.

a) For primary school: The content is identifiable.

b) For lower secondary school level: Experiential content.

c/ For upper secondary level: The contents are practical and career-oriented.

d/ For pedagogical universities and colleges: Contents focusing on career and employment development.

2. The training and fostering of knowledge, skills and start-up training prescribed in this Circular shall be consistent with the education and training programs and shall not change the time frame of the school year of educational institutions.

3. To encourage socialization in career consultancy, employment and start-up support in educational institutions in accordance with the provisions of law.

Chapter II

CAREER AND EMPLOYMENT COUNSELING

Article 4. Tasks of career and employment counseling

1. Career orientation for primary school

a/ Educating pupils to recognize jobs, occupations and jobs of their parents and relatives, local traditional occupations and some basic occupations.

b) Educating pupils to form cognitive, managerial, self-discovery, financial management and communication skills.

c/ Detecting, fostering and developing aptitudes for pupils.

2. Career and employment orientation for lower secondary school level

a/ Educating pupils to have a positive awareness and attitude towards labor, occupation and employment; Guide students to explore their interests, abilities, strengths, career aspirations.

b) Educating students to form and develop social skills, time management, coping with stress, crisis, cooperation and sharing.

c/ To create an environment and organize for students to get acquainted with and experience a number of basic occupations and jobs suitable to the conditions of the school.

d) Consulting, orientation and fostering knowledge about occupations and jobs for students suitable to the proposed industries and professions.

dd) Provide students with information, learning materials and documents related to career and employment counseling.

3. Career and employment counseling for upper secondary school level

a/ Educating pupils to develop their own qualities and capacities and determine their professional aspirations and interests.

b) Provide students with information about higher education institutions, training programs and advise students on job positions after graduation.

c/ To provide students with information and development trends of branches and professions in society.

- d) Educating students to form and develop skills in teamwork, presentation, leadership, planning, self-study and problem solving.
- dd) Organize for students to learn and experience practical occupations and jobs according to students' interests and aspirations and in accordance with the conditions of the school.

4. Career and employment consultancy for higher education institutions

a) Develop a database of information on employment, recruitment, requirements on skills and attitudes of occupational and employment groups; information on labor market needs related to the training sector.

b/ Training and fostering to help students practice and develop cognitive skills, social skills, emotional management and occupational and employment skills.

c) Support students to experience and get acquainted with practical work at partner units; Guide students to participate in part-time jobs in accordance with the study time and according to the school's regulations.

d) Disclosure of information on the employment status of students after graduation; update student employment statistics data into the industry database software of the Ministry of Education and Training.

Article 5. Forms of implementation of career and employment counseling

1. For primary school

a/ To integrate and integrate into subjects and educational activities of the school.

b) Organize for students to learn about a number of popular occupations and jobs in Vietnam through learning tools, labor tools, images, video clips and theatrical activities suitable to the regional nature of each locality.

c) Create an environment and support students to identify occupations and jobs through activities of visiting and experiencing reality at the community, enterprises, agencies, units and partners at least 01 time/school year to ensure conformity with the conditions of the school.

d) Detecting and fostering aptitudes and skills training for students through the learning process, club activities, activities outside of class, coordination activities with partners.

2. For middle school level

a/ To integrate and integrate into subjects and educational activities of the school.

b) Organize for students to learn and grasp the trend of career and employment mobility through images, video clips, documents, learning tools and labor tools on occupation and employment.

c) Create an environment and support students to experience, practice and learn about industry groups and jobs through activities of visiting and experiencing at communities, enterprises, agencies, units and partners at least 01 time/school year, ensuring compliance with the conditions of the school.

d) Consulting, guiding students to discover, identify and develop aptitudes, abilities, fortes and aspirations for careers and jobs through the process of learning and training.

dd) Organize knowledge fostering, professional and employment skills training for students through club activities, after-school activities and coordination activities with partners.

3. For high school level

a/ To integrate and integrate into subjects and educational activities of the school.

b) Organize for students to find out requirements on qualities, capacity, expertise and professions for professions and jobs through learning tools, labor tools, documents on occupations and jobs.

- c) Organize knowledge fostering, professional and employment skills training for students through club activities, after-school activities and coordination activities with partners.
 - d) Organize for students to experience and practice for groups of professions and jobs that have been consulted through activities of visiting and experiencing at communities, enterprises, agencies, units and partners at least 01 time/school year to ensure compliance with the conditions of the school.
 - dd) Organize enrollment, career and employment counseling days for students, at least 01 time/school year.
4. For higher education institutions
- a) Guide students to exploit the database of recruitment information of employers, information on labor market demands.
 - b) Provide tools, methods and guide students in assessing skills, attitudes and adaptability to the labor market.
 - c) Organize professional skills and employment training for students through social activities and extracurricular activities.
 - d) Organize training and fostering knowledge and skills for students through club activities, extracurricular activities and training and experience activities at the employer, coordination activities with partners.
 - dd) Organize job and recruitment fairs for students, at least 01 time/academic year.**

Chapter III

START-UP SUPPORT

Article 6. Tasks of start-up support

1. For middle school level
 - a) Propagate and disseminate to students contents on innovation and entrepreneurship.
 - b) Educating and guiding students in knowledge and skills: Active citizenship, awareness of entrepreneurship, innovation, technology, design thinking, financial thinking.
 - c) Guide and provide learning materials and create an environment for students to form ideas and practice and experience the implementation of start-up ideas and projects.
2. For high school level
 - a) Propagate and disseminate to students contents and activities on innovation and entrepreneurship.
 - b) Educate and guide students to understand and apply knowledge and skills: Active citizenship, awareness of entrepreneurship, innovation, technology, digital transformation, design thinking, business knowledge, financial management, business model and communication solutions.
 - c) Guide and provide materials and learning materials to help students form start-up projects.
 - d) Allocate material foundations and resources, create an environment for students to experience, practice, implement and develop start-up ideas and projects.
 - dd) Connect students' feasible start-up projects with partners, incubators and start-up support organizations.
3. For higher education institutions
 - a) Provide students with information on start-up support programs and policies.
 - b) Promulgate specific regulations on regimes, policies and orientations for innovation and entrepreneurship associated with learning and scientific research activities.

c) Training, fostering and organizing training for students to apply knowledge and skills: Active citizenship, awareness of entrepreneurship, innovation, technology, digital transformation, design thinking, business knowledge, lean start-up, corporate finance, communication, branding, intellectual property, capital raising, corporate governance and other innovative knowledge and skills suitable for training industry groups.

d) Allocate resources, facilities, laboratories, practice workshops, create a common environment and space to support students to start a business.

dd) Develop business incubation programs, support students to form, experience, practice and complete start-up projects and ideas.

e) Consulting, supporting and connecting students' start-up projects with start-up support funds and partners.

Article 7. Forms of implementation of start-up support work

1. For middle school level

a) Organize propaganda for students about innovation and entrepreneurship activities through integration into curricula and educational activities, through materials and media.

b) Fostering and providing start-up knowledge and skills to students through training, fostering and training activities and through documents provided by schools.

c) Develop clubs for scientific research, innovation and entrepreneurship so that students have an environment to form start-up ideas and projects.

d) Coordinate with organizational partners for students to practice, experience and implement start-up projects.

2. For high school level

a) Organize propaganda for students about innovation and entrepreneurship activities through integration into curricula and educational activities, through materials and media.

b) Fostering and providing start-up knowledge and skills to students through training, fostering and training activities and through documents provided by schools.

c) Develop clubs for scientific research, innovation and entrepreneurship so that students have an environment to form start-up ideas and projects.

d) Organize forums, seminars, exchanges to inspire and entrepreneurship for students, at least 01 time/school year.

dd) Coordinate with partners to create a start-up support environment; Organize practice, implement start-up projects and connect students' feasible start-up projects with business incubators.

3. For higher education institutions

a) Organize propaganda about innovation and entrepreneurship activities for students through training activities, extracurricular activities, documents and the media.

b) Develop training programs and seminars to foster entrepreneurship knowledge and skills for students in compulsory or elective directions.

c) Educating, raising awareness and instilling entrepreneurial spirit to students through the implementation of the "Citizenship Week - Students and Students".

d) Organize fostering, training and training to raise awareness, knowledge and skills on innovation and entrepreneurship for students through training programs, researching documents, extracurricular activities, information technology facilities, coordinating activities with partners.

dd) Support and create conditions for the establishment of student clubs for scientific research, innovation and entrepreneurship.

e) Organize practice and implement start-up projects for students through coordination with partners; organize for students to participate in competitions, fairs, exhibitions, displays, introduction of scientific and technical achievements, start-up projects.

Chapter IV

RESPONSIBILITIES OF AGENCIES, ORGANIZATIONS AND INDIVIDUALS

Article 8. Responsibilities of the Ministry of Education and Training

1. To assume the prime responsibility for, and coordinate with ministries, branches and localities in, directing the implementation of this Circular; periodically preliminary and summary assessment of the results of the implementation of the Circular.
2. To direct and guide educational institutions, relevant agencies, organizations and individuals to elaborate contents, documents, practice programs and experiences on career counseling, employment and start-up support for students to use in educational institutions specified in this Circular.
3. To direct and guide relevant agencies, organizations and individuals in formulating programs and organizing professional training for staff engaged in career consultancy, employment and start-up support in higher education institutions. Develop training programs for part-time teachers to provide career counseling, employment and start-up support for students in general education institutions.
4. Preside over the organization of the annual "National Startup Day of students and students" and the contest "Students with startup ideas".

5. To direct and guide higher education institutions to make statistics on the number of graduates who have jobs and the number of start-up students after graduation annually; synthesize and publish annual employment data.

6. To coordinate with relevant agencies and units in guiding higher education institutions to build and develop start-up innovation hubs, formulate business incubation programs and connect with business incubation centers of ministries, branches and localities to incubate ideas, start-up projects of students, students and faculty.

Article 9. Responsibilities of People's Committees of provinces and centrally-run cities

1. To direct educational management agencies at all levels, departments, branches and local business associations to formulate plans and organize the implementation of relevant contents specified in this Circular.
2. To direct the integration of career consultancy, employment and start-up support activities of educational institutions in their localities into local socio-economic development plans, programs, schemes, projects and start-ups.
3. To ensure funding sources for local educational institutions to implement the contents specified in this Circular.
4. To formulate mechanisms and policies to encourage enterprises to coordinate with and support educational institutions in providing career and employment consultancy and start-up support. Encourage businesses to build experience spaces, start-up creative spaces for educational institutions.

Article 10. Responsibilities of the Department of Education and Training, Department of Education and Training

1. To advise provincial/district-level People's Committees on formulating plans for implementation of career consultancy, employment and start-up support in the locality; advise on the promulgation of regimes and policies for educational administrators, teachers, staff and students with excellent achievements in implementing the contents of this Circular.

2. To direct educational institutions in their localities to coordinate with partners in organizing activities on career counseling, employment, innovation and entrepreneurship for students.
3. To take responsibility before provincial/district-level People's Committees for managing activities of career guidance, employment consultancy and start-up support of educational institutions under their management.
4. Coordinate with partners to build experience spaces, start-up creative spaces for educational institutions.
5. To periodically report the implementation results to provincial/district-level People's Committees and higher-level educational management agencies at the end of the school year or irregularly when requested by competent agencies.

Article 11. Responsibilities of general education institutions

1. Formulate plans for implementation of contents of career consultancy, employment and start-up support specified in this Circular.
2. Arrange part-time or full-time teachers to provide career counseling, employment and start-up support for students. Part-time or full-time teachers are responsible for advising the Principal of the school to develop a plan to implement the school's career, employment and start-up counseling; coordinate with homeroom teachers, subject teachers, teachers in charge of teams, youth unions to organize the implementation of tasks. The working regime of part-time or full-time teachers shall comply with regulations of the Ministry of Education and Training on the working regime of general teachers and related regulations; be fostered and trained to improve professional and professional qualifications as prescribed.
3. To provide teachers and students with documents, images, video clips, tools to assess students' capacity and aptitude, contents of practical programs, experiences at enterprises, propaganda and education materials on innovation and start-up education and provide sufficient information on the State's start-up support policies, Education sector, local for students.
4. Support and create conditions for students to participate in activities and events on career counseling, employment and start-up support organized by the Ministry of Education and Training or ministries, branches, localities and schools.
5. Winning students, teachers guiding students to win prizes from encouragement or higher in the contest of students with start-up ideas organized by the Ministry of Education and Training shall be considered, rewarded by localities and educational institutions and enjoy priority policies according to current regulations.
6. Ensure the quality of career counseling, employment and start-up support for students. The process of organizing activities must be physically and mentally safe and have legitimate interests for learners and teachers; take responsibility for and ensure the benefits of participating in risk insurance for learners.
7. Coordinate with partners in organizing the implementation of tasks as prescribed in this Circular and in accordance with the processes and procedures of law.
8. To be subject to the direction and guidance of the authorities and educational management agencies at all levels; full report as required by the higher education authority.

Article 12. Responsibilities of higher education institutions

1. Establish or consolidate units/divisions to provide career counseling, employment and start-up support for students and arrange sufficient personnel to perform the tasks prescribed in this Circular.
2. Personnel engaged in career consultancy, employment and start-up support shall enjoy regimes and policies according to internal expenditure regulations of higher

education institutions, be trained and fostered in professional skills, and be facilitated to participate in training programs on career counseling, jobs and start-ups are organized by central and local agencies. Stipulate support policies for staff and lecturers to guide students to participate in entrepreneurship activities and ensure the rights of staff and lecturers as for instructors of students in scientific research.

3. To prescribe support policies for students when participating in entrepreneurship activities and ensure students' rights as for students participating in scientific research.

4. To provide students with documents and fostering programs on professional skills and jobs for students. Provide managers, lecturers and students with materials on entrepreneurship and innovation.

5. To ensure material foundations and equipment for practical activities, start-up creative spaces, business incubators in schools.

6. Winning students, staff and lecturers guiding students who win prizes from encouragement or higher in the contest of students with start-up ideas organized by the Ministry of Education and Training shall be considered and rewarded and entitled to priority policies according to current regulations.

7. Coordinate with partners in developing training programs on entrepreneurship skills for lecturers and students; coordinate commercialization of research results, registration of intellectual property rights, establishment of innovative start-up enterprises based on students' ideas and projects and other tasks specified in this Circular.

8. Preliminary, summarizing, periodic or irregular reports on career counseling, employment and support for start-up students of the university at the request of the Ministry of Education and Training and direct superior management agencies.

Article 13. Responsibilities of partners

1. To comply with the provisions of this Circular and other relevant provisions of law.

2. To ensure the quality of activities when participating in coordination with educational institutions.

3. To ensure physical and mental safety and lawful interests for learners and teachers in the course of organizing activities; ensure risk insurance benefits for participants.

4. Manage and keep records of organization and activities, including: guidelines, plans, documents, lists of participants, financial records according to current regulations.

Chapter V

ENFORCEMENT TERMS

Article 14. Funding

for career counseling, employment and start-up support in educational institutions is mobilized from the following sources:

1. State budget;

2. Lawful revenues of educational institutions;

3. Sources of funding and aid, from domestic and foreign organizations and individuals;

4. Other sources as prescribed.

Article 15. Validity and Liability

1. This Circular takes effect from July 08, 7.

2. This Circular replaces Decision No. 68/2008/QĐ-BGDĐT dated December 09, 12 of the Minister of Education and Training regulating career guidance and job counseling in higher education institutions and professional secondary education institutions.

3. The Chief of Office, Director of the Department of Political Education and Student Affairs, Heads of relevant units under the Ministry of Education and Training; Presidents of People's Committees of provinces and centrally-run cities; Directors of Departments of Education and Training, Directors of Departments of Education, Science and Technology of Bac Lieu province, heads of higher education institutions and relevant agencies and organizations shall be responsible for the implementation of this Circular.

Recipients:

- Office of Congress;
- Office of the President;
- Government Office;
- Central Committee for Propaganda and Education;
- National Assembly Committee;
- Human Resources Management Council;
- the Supreme People's Procuracy;
- Supreme People's Court;
- State Audit;
- Ministries, ministerial-level agencies and agencies attached to the Government;
- People's Committees of provinces and cities directly under the Central Government;
- Central Bodies of Unions;
- QPPL Document Inspection Bureau (Ministry of Justice);
- As in Article 15;
- Minister;
- Gazette;
- Government e-commerce portal;
- e-commerce portal of the Ministry of Education and Training;
- Save: VT, PC Department, GDCTHSSV Department (5b)