Vietnam

WORKFORCE DEVELOPMENT

SABER Country Report
2012

Status

Strategic Framework

Strategic framework is assessed at a high "emerging" level. Vietnam's leaders are strongly committed to enhancing skills as part of its strategy for economic development. The government recognizes the challenges of aligning the workforce development system to the needs of a rapidly growing economy and has articulated an explicit set of policies and strategies, with specific targets and operational plans, to strengthen the system. Yet many of the new initiatives are at an initial stage of implementation and lack the support of in-depth analyses.

Emerging
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System Oversight

System oversight is assessed at the "emerging" level, reflecting the fact that while articulation mechanisms enable training institutions to create diverse learning pathways they do little to assure the quality of training programs; that funding for vocational training is not based on explicit criteria with performance indicators; that partnerships between WfD authorities and other stakeholders are *ad-hoc*; that training providers lack incentives to seek and retain accreditation; and that occupational standards required for competency-based testing and certification are still a work-in-progress.

Emerging
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Service Delivery

Service delivery is assessed at the "emerging" level, consistent with the fact that while the government's policy of encouraging non-state provision of vocational training has stimulated an impressive expansion in the number and diversity of private vocational training institutions, the quality of service provision remains low. In addition, the monitoring and evaluation system is not well developed; and training institutions are not adequately motivated to respond to employers' demand for skills.

Emerging
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Systems Approach for Better Education Results

THE WORLD BANK

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1. Executive Summary

An Opportunity to Advance Vietnam's Skills Agenda

Since Vietnam launched its economic reforms in 1986, the country has enjoyed more than two decades of rapid economic growth with concomitant reductions in poverty. In the coming years, as Vietnam looks to strengthening its global competitiveness and sustaining its record of rapid growth, it faces critical challenges. Poor labor market outcomes and low productivity remain important concerns that stem in part from the paucity of job-relevant skills among workers and the limited opportunities for workers to acquire or enhance their skills. The government's response to these challenges is encapsulated in two key documents which align closely with the country's Strategy for Socioeconomic Development approved by the National Assembly. The first is the Human Resource Development (HRD) Strategy (2011—2020), approved in 2011, which defines strategic targets for workforce development and offers guidance and solutions to meet the targets. The second document, the Vocational Training Development (VTD) Strategy (2011—2020), approved the following year, sets forth a roadmap for achieving specific targets in vocational education and training (VET).

In an effort to deepen dialogue on Vietnam's challenges in workforce development, a research team comprising the Central Institute for Economic Management (CIEM) and staff at the World Bank used a new diagnostic tool, the SABER-WfD, to assess the institutional bottlenecks that stand in the way of progress. The results of the assessment presented in this report are expected to help clarify priorities among the actions identified in the HRD and VTD Strategies. They classify the WfD system according to four stages of maturity in policy and institutional development, as follows: (1) latent, (2) emerging, (3) established and (4) advanced.

Prioritizing Next Steps for Impact

The SABER-WfD assessment results, summarized on the cover of this report, rates Vietnam's system at the emerging level for all three functional dimensions of policies and institutions in the SABER-WfD analytical framework: Strategic Framework, System Oversight

and Service Delivery. These findings mask nuances revealed by closer examination of the underlying scores. They show that the Strategic Framework dimension is somewhat more developed than the other two, reflecting a very strong political commitment to align workforce development to the country's national economic priorities. The slightly lower scores on the System Oversight and Service Delivery dimensions indicate that while workforce

> *"…while the political commitment for enhancing workforce skills is very strong, the system's capacity to deliver results remains weak."*

development is a high political priority in Vietnam, the system's capacity to deliver results remains weak. To the government's credit it acknowledges these challenges and has articulated specific policies and strategies to expand access and equity, to foster a demand orientation in the VET system, to enhance training quality and to secure funding for the sector. Based on the SABER-WfD assessment, advancing these goals will require attention to selected strategic priorities, including (a) ensuring that the VET reform is integral to the system-wide effort to strengthen the education system at all levels; (b) focusing on a few key economic sectors with high growth prospects; (c) encouraging genuine partnerships between training providers and industry; (d) specifying minimum accreditation standards to ensure quality; and (e) strengthening monitoring and evaluation by establishing instruments and indicators for assessing VET institutions' performance.

Putting Vietnam's SABER-WfD results in a comparative perspective provides additional insights. In particular, the Strategic Framework dimension in Vietnam's WfD system in 2010 is rated at level that is comparable to both Singapore's and South Korea's in 1970. These countries' experience suggests that, starting with a strong Strategic Framework, it is possible to make significant progress on all three functional dimensions identified in the SABER-WfD framework. Vietnam can moreover take advantage of their experience as well as that of other countries to accelerate the development of a strong and responsive WfD system as part of its socioeconomic strategy in the coming years.

2. Introduction

Over the last two decades, the Vietnamese Government has followed a successful policy of modernization of the economy that has produced impressive results in terms of economic growth and poverty reduction that have resulted in an expansion in employment. However, the employment situation of large parts of the population is still precarious and their income is low. Poor labor market outcomes and low productivity are often attributed to workers either lacking the skills or having limited opportunities to enhance their skills and productivity through training. This is a major challenge for Vietnam to be able to strengthen its competitiveness in the global economy. Therefore, education and training is recognized in Vietnam as a priority area of development intervention.

This report takes advantage of a new World Bank diagnostic tool to establish a baseline for implementing the Vocational Training Development Strategy that will be approved this year and its underlying policy architecture. This benchmarking tool will assist Vietnam with measuring its progress and monitoring the implementation of the vocational training development strategy in the context of international experience and global good practice. The findings are intended to contribute to the on-going policy dialogue on workforce development and support the improvement of productivity, competitiveness and faster and sustainable economic growth.

A New Diagnostic Tool

The tool, known as SABER-WfD, is a product of the World Bank's initiative on Systems Approach for Better Education Results (SABER), which focuses on several policy domains, including workforce development (WfD).[1] SABER-WfD aims to document and assess a country's policies and institutions in light of global good practice. It focuses on three broad functional dimensions of policies:

(1) **Strategic framework** which refers to the praxis of advocacy, partnership, and coordination in relation

to the objective of aligning WfD in critical areas to priorities for national development;

(2) **System Oversight** which refers to the arrangements governing funding, quality assurance and learning pathways that shape the incentives and information signals affecting the choices of individuals, employers, training providers and other stakeholders; and

(3) **Service Delivery** which refers to the diversity, organization and management of training provision, both state and non-state, that deliver results on the ground by enabling individuals to acquire market- and job-relevant skills. (see Figure 1).

Figure 1: Functional Dimensions of WfD Policies
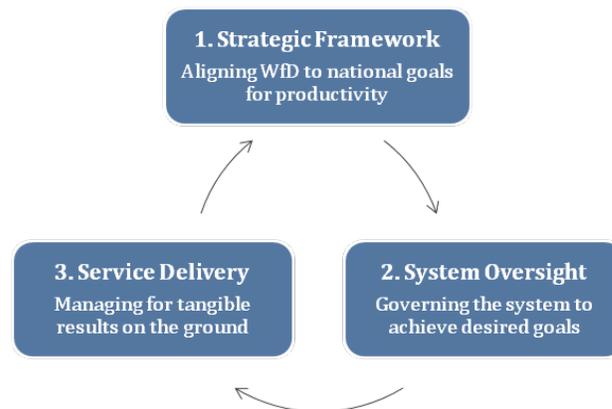
Source: Tan *et al.* 2012.

From the perspective of the line ministries, typically education and labor, strategy is about sensing, influencing, and responding to the external environment for WfD; oversight is about governing the activities of all stakeholders with a direct interest in WfD activities; and delivery is about managing the activities of those responsible for training provision.

These three dimensions constitute a closed policy-making loop and, when taken together, allow for analysis of the functioning of a WfD system as a whole. Each functional dimension is composed of Policy Goals (see Figure 2) spanning three broad areas governance, finance and information. Each of the Policy Goals is in turn further defined by three tangible Policy Actions, making a total of nine Policy Goals and 27 Policy Actions.

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[1] For details on SABER see
http://www.worldbank.org/education/saber

Figure 2: Analytical Framework of SABER-WfD
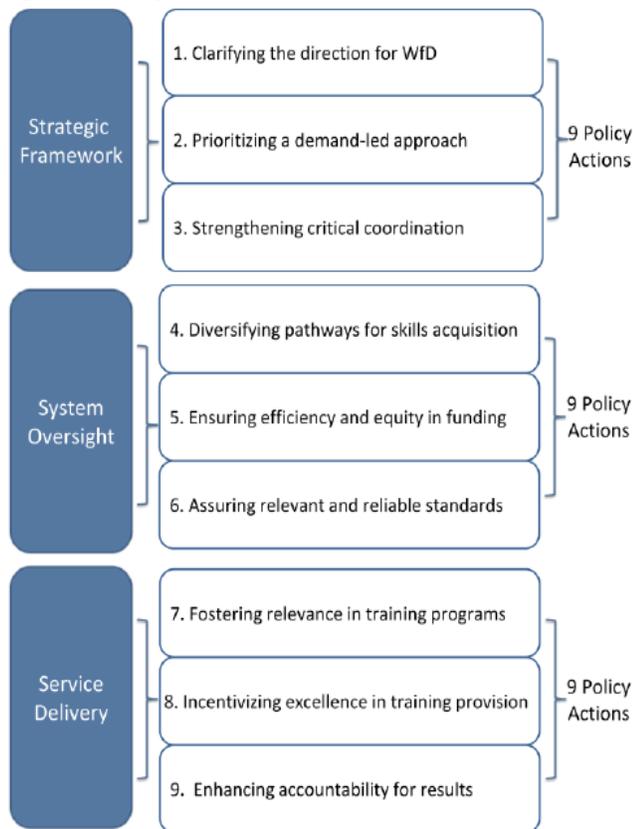
Source: Tan et al. 2012. See Annex 1 for more details.

The SABER-WfD tool uses the foregoing analytical framework to create a structured data collection instrument for gathering information on a country's policies and institutions for WfD. For each of the 27 Policy Actions, the Data Collection Instrument (DCI) poses a set of questions relating to the corresponding aspect of the WfD system. Each question is answered by choosing from a list of closed options corresponding to stages of development. The choice is substantiated either by documentary evidence or by information supplied and corroborated by knowledgeable and credible informants. As in the other countries selected for this pilot phase, the collection of data using the SABER-WfD instrument was led by Principal Investigators (PIs) [2] who rely on documentary

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[2]For Vietnam, a team of three PI's worked together. Dr. Nguyen Tu Anh, who hasdone studies on human resources, wage structure, was assigned with collecting data for Dimension 1; Mr. Phan Duc Hieu, who has had very close collaboration with employers and had many contributions to policy making for improving business environment, was assigned with collecting

evidence as well as interviews with knowledgeable informants.

Data Processing and Scoring: For each of the 27 Policy Actions, the information gathered by the PIs is scored according to standard rubrics. These rubrics correspond to four stages of maturity in policy and institutional development for WfD, as follows: (1) latent, (2) emerging, (3) established and (4) advanced. A summary description of the rubrics appears in Figure 3 while the details are explained in Annex 6.

Box 1: A Note on Documentary Sources
This report is based on data from various documents collected through a desk study. The most important of these are:
□ Decision No 630/QD-TTg dated 29/5/2012 on approving the Vocational Training Development strategy for the period of 2011-2020;
□ Draft Education Development Strategy for the period of 2011-2020, proposed by the MOET and MPI;
□ Decision No 579/QD-TTg dated 19/4/2011 on approving the Human Resource Development Strategy for the period of 2011 – 2020;
□ Decision No 1216/QD-TTg dated 22/7/2011 on approving the Master plan of Human Resource Development for the period of 2011-2020;
□ Education Law (2005) and Vocational Training Law (2006);
This report is also based a survey of vocational training institutions implemented by CIEM. Information on the methodology used in the survey is available in Annex 5.

Complete information on all sources appears in Annexes 2 and 3.

The scores on the Policy Actions form the basis for scoring the nine Policy Goals. The approach involves the application of simple weights to aggregate the scores on the Policy Actions that relate to each Policy Goal, typically 1/3 for information relating to policy concepts and design and 2/3s to information relating to policy implementation. In the interest of parsimony in data collection, the SABER-WfD study accepts reviews and evaluations of policies and related follow up actions as evidence of implementation. Finally, to obtain the scores for the

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data for Dimension 2; and Dr. Nguyen Thi Tue Anh, who has led studies on human resource, was entrusted with collecting data for Dimension 3.

three functional dimensions considered in the SABER-WfD framework, the scores for the Policy Goals that relate to each dimension are aggregated with equal weights. This algorithm yields composite scores on a 1-4 scale for every level of aggregation in the data; naturally, the composite scores are rarely whole numbers.

Figure 3: Rubric for Benchmarking WfD

Emerging
Some instances of good practice

Established
Systemic good practice

Latent
Limited Engagement

Advanced
Systemic good practice meeting global standards
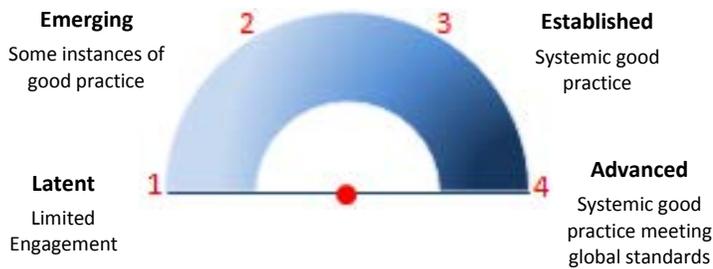
Source: Tan et al. 2012

Note that in order to conform to standardized presentation of reports under the overall SABER initiative the dimension-level SABER-WfD categorical ratings shown on the cover of this report are based on the corresponding composite scores which have been converted to the relevant categories.[3] In the rest of the report, the composite scores are presented in the form of a dial, as shown above, in order to retain the detail they reflect.

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[3] For a given composite score, X, the conversion to the categorical rating shown on the cover is based on the following rule: $1.00 \leq X \leq 1.75$ converts to "Latent"; $1.75 < X \leq 2.50$, to "Emerging;" $2.50 < X \leq 3.25$, to "Established;" and $3.25 < X \leq 4.00$, to "Advanced."

3. Country Context

The success of reform and international economic integration of Vietnam over the past 20 years has been widely recognized both domestically and internationally. The economic structure has been gradually modernized and the socio-economic infrastructure has been significantly improved in terms of both access and quality. The adjustment of the economic structure requires investments in workforce development to meet the increasing demand for skilled workers. Below we review key aspects of the economic and social context in which the skills issue has emerged in Vietnam.

Economic Trends

Growth. Over the past two decades, Vietnam's GDP has been growing rapidly. The average annual growth rate of the period 2000-2010 was 7.26%; the GDP at current prices in 2011 was over 3.8 times higher than in 2000 (see Figure 4). GDP per capita in real terms has also increased substantially, from about US$400 in 2001 to US$1,224 in 2010.

**Figure 4: GDP growth and GDP per capita growth (% per annum)**
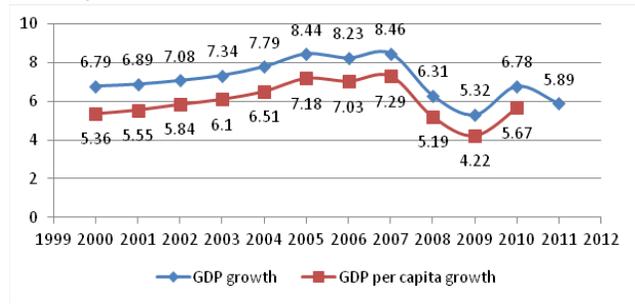
Source: GSO, World Development Indicators (World Bank database)

Vietnam is now considered a lower middle income country and is on-track to meet the Millennium Development Goals. The development gap between Vietnam and other regional economies has narrowed. For example, the difference between Vietnam's and Thailand's GDP per capita in PPP (current US$) has decreased from 4.4 in 1995 to 2.7 times in 2010. Similarly, the gap with Singapore was reduced from 33 to 18 times, with Indonesia - from 2.2 to 1.3 times, and with South Korea - from 12.4 to

9.1 times[4]. However, GDP per capita in Vietnam remains low compared to other countries. In 2010, Vietnam ranked 128th in a total of 181 countries, and it is still among the poorest countries in East Asia.

Poverty reduction. Rapid economic growth has been the main driver of poverty reduction in Vietnam. Vietnam's sustained and rapid growth has increased the size of the domestic market and the national economy and improved most indicators of social development. On average, each percentage point of GDP growth accounts for a 0.37% reduction in the poverty rate[5]. As the results of Vietnam Household Living Standards Survey (VHLSS) show, Vietnam continues to make progress in improving the living standards of the population. Vietnam's poverty rate reduced rapidly from 1993 to 2010 both in urban and rural areas (see Figure 5).

Figure 5: Poverty rate, 1993-2011
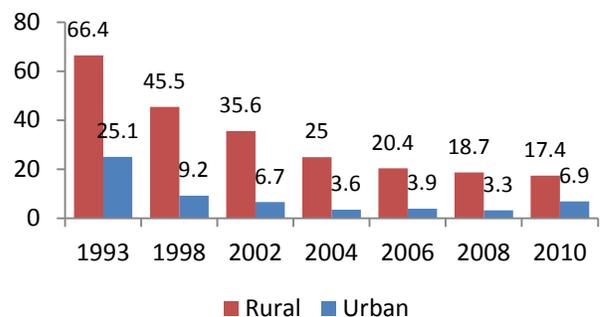
Source: VHLSS 1993-2010, GSO

Vietnam has already achieved its Millennium Development Goal of poverty reduction with a total of about 30 million people escaping poverty over the last two decades[6]. However, it is worthwhile noting that while the country's successes in poverty reduction have been significant, they are not completely stable since 'vulnerability-to-poverty' is high. A considerable number of households in Vietnam who may not be poor in a specific year nonetheless remain vulnerable to falling into poverty

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[4] Source: CIEM's calculation from World Development Indicators (World Bank database)
[5] Ministry of Planning and Investment (2010), The Vietnam's Socio-Economic Development Review No.64, December 2010. Available at: http://english.tapchicongsan.org.vn/Home/Print Story.aspx?distribution=154&print=true
[6] Oxfam and Action Aid (2011), Participatory Poverty Monitoring in Rural Communities in Vietnam, May 2011

at some point in time. A WB analysis of households across three rounds of the VHLSSA shows that at the national level, only 7 % of panel households were among the chronic poor (poor in all three years), despite an end period (2008) poverty rate of 13 %.[7]

Demographics and Employment

Demographics. Vietnam has a large and young population, with 90% of it below or within working age (15-64 years). At the end of 2011, Vietnam's population was estimated at 87.84 million of which 30% live in urban and 70% in rural areas[8]. Population growth rate has been gradually reducing from 1.17% in 2005 to 1.04% in 2011[9]. Still, Vietnam is the third most populous country in South East Asia and the 13th in the world. Data from 2010 shows a young population with 24% aged 14 and younger, 70% of working age and only 6% aged 65 and older[10]. Vietnam has a "gold population structure" in which the working age population is nearly the double of the dependent population. However, the country will face rapid aging in the near future.

Employment. Employment growth in Vietnam lags behind GDP growth. Total employment increased from 44 million in 2006 to 50.6 million in the first nine months of 2011. The annual employment growth for the period of 2006-2010 was 2.5%.

Figure 6: Labor force and total employment (millions of people)
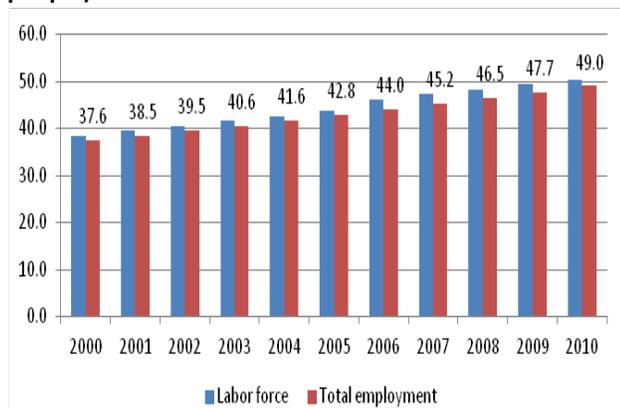
Source: GSO

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[7] World Bank, "Well Begun, Not Yet Done: Vietnam's Remarkable Progress on Poverty Reduction and the Emerging Challenges"
[8] CIEM's calculations from GSO database
[9] Source: GSO
[10] Source: World Development Indicators (World Bank database)

Employment rate in the population segment of 15 years and older is high, at 75.1% (in the early 6 months of 2011). The labor force participation rate of youth (15 – 19 years) increased from 37.1% in 2007 to 43.8% in 2009 which has been indentifies by the Ministry of Labor, Invalids and Social Affairs (MOLISA) as a sign of a high school dropout rate among teenagers.[11]

Even though the proportion of labor force in urban areas has considerably increased over the past three decades, the majority of the labor force (71.5%) still lives in rural areas. The largest sector of employment in Vietnam remains agriculture, forestry and fisheries (average annual share of 51.4% for the period 2005-2011) but the share of this sector has been declining (see Figure 7).

Figure 7: Employment Structure by economic activities
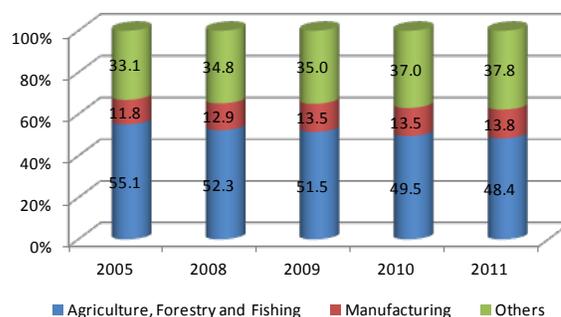
Source: GSO

Unemployment and underemployment rates. For the period of 2006-2011, the unemployment rate in Vietnam slightly increased from 2.1% in 2006 to 2.2% in 2011, while the unemployment rate in urban areas decreased from 5.31% in 2005 down to 3.6% in 2011. Underemployment rate in 2011 is estimated at 2.96%. However, given that Vietnam has a high proportion of self-employment and informal employment, unemployment and underemployment rates may be underestimated. According to the ILO–Employment Trends Report 2009, salaried employees in the formal sector account for only 23% of the total number of workers. The remaining 77% are self-employed or unpaid family workers who work in informal sector, including unregistered small-firms and households. In addition, as demonstrated by the MOLISA (2010), the proportion

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[11] MOLISA (2010), The Vietnam Employment Trends Report 2010

of vulnerable employment decreased to 4.3% due to an increase in the number of wage and salary paid employment (2.9%) and self-employed work (8.2%).

Employment structure by economic sector. Even though the state sector absorbs nearly half of total investment (40.2% of total investment for the period of 2005-2011) its contribution to employment is small (annual average of 10.9% of total employment for the period of 2005-2011) and its contribution to job creation is decreasing (see Figure 8). In contrast, the non-state (domestic private) sector contributes to 86% of total employment with only 36.4% of investment. This sector has played the major role in generating jobs and reducing unemployment and underemployment. Employment contribution of the foreign investment sector was modest (3.3% for the period of 2005-2011).

Figure 8: Employed population at 15 years and older (as of annual 1 July, by types of ownership)
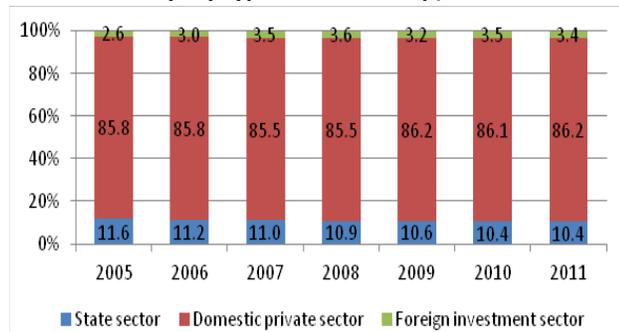

Source: GSO

Demand for skills

Economic structure. Over the past 20 years, Vietnam has been moving towards a modern economic structure, with an adjustment from agriculture to industry and services (see Figure 9). The industrial growth has been a key factor for economic growth and increase in income through job creation. However, the decline in the share of the agricultural sector has been relatively small (with the average annual share over the past 10 years still as high as 38.3%).

Exports. Vietnam has rapidly integrated into the world economy, especially after the conclusion of the bilateral trade agreement with the US in 2001. The value of exports increased 5.63 times between 2000 and 2011, from US$17.2 billion to US$96.9

billion (estimated). With an annual growth of 21.1% for the period 2005-2011, the export sector has contributed considerably to job creation. Besides crude oil which accounts for a share of 1/5 of all exports, exports are dominated by agricultural and labor-intensive low-tech products, such as footwear, apparel and electronics. Most of non-oil exporters are small and medium enterprises and foreign firms. Export contribution of state owned enterprises is limited.

Figure 9: GDP structure by economic sector
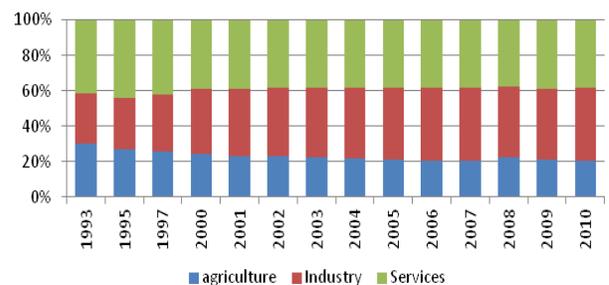
Source: GSO

Skills shortages. According to the General Statistics Office (Table 1), out of 50.4 million workers, (including those in the informal sector and/or self-employed) only 7.7 million are trained, which accounts for 15.2%[12]. Only 3.7% of the working population has received formal vocational education and training and there is a gap between urban and rural in terms of access to training.

Table 1: Structure of working population by training types (as of July 1, 2011)

	Untrained	Vocational training level	Academic training		
			Technical secondary school	College	University
Total	**84.8**	**3.7**	**3.7**	**1.7**	**6.1**
Male	83.1	5.6	3.4	1.2	6.7
Female	86.6	1.7	4.0	2.3	5.4
Urban	68.9	6.5	6.0	2.9	15.8
Rural	91.0	2.7	2.8	1.3	2.3

According to the employer survey (CIEM-World Bank 2012), the majority of surveyed firms have had problems with the recruitment of new workers. The

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[12] Source: GSO's report on Labor and Employment Survey (2011)

picture varies by type of firm but the problem of "Applicants lacked required skills" is commonly experienced for all occupations. This shows that skills gaps are a major challenge to firms. In addition, the CIEM-World Bank's employer survey 2011 indicates that the surveyed employers appreciate their employees' soft-skills, including team-work, communication and time management skills, which are generally missing from WfD programs in Vietnam. The findings from CIEM's training institution survey (CIEM-World Bank 2012) further confirm that practical activities are limited in vocational training institutions due to a lack of instructional facilities, equipment/machinery and collaboration between institutions and employers.

Research from MOLISA (2007)[13] also reports that 44% of foreign investment firms have had to organize re-training courses for their employees, and 25% of vocational training graduates did not satisfy their skills and knowledge requirements.

Supply of skills

Education. Despite a high literacy rate, not all new labor market entrants in Vietnam are well educated. In 2010, the gross enrollment ratio was 77% in secondary school but only 22% at tertiary level (figure 10). The low levels of education and skills development of the Vietnamese workforce negatively affect the competitiveness of the economy. The ILO (2007) shows that, despite rapid growth, the productivity of the Vietnamese workers

is very low at about half the Asian average.

VET. In this report the term "VET" covers all kinds of skills development initiatives: public and private, formal, and informal training provided by any kind of provider. The reform of the VET system started in 1986 as part of the process of economic reform. Since then, the network of Vocational Training institutions in Vietnam has rapidly developed in terms of quantity, diversity of ownership and areas of training.

Figure 10: Gross enrollment ratio
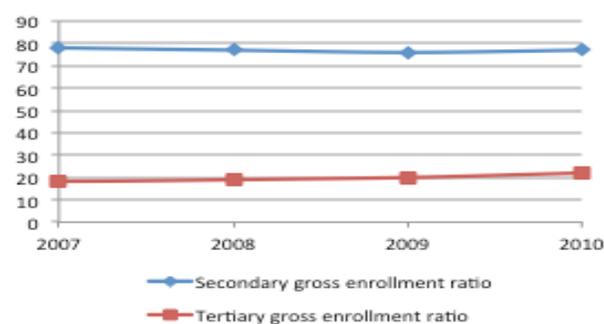
Source: World Development Indicators (database).

As of June 2011, there were 128 vocational colleges, 308 vocational secondary schools, 908 vocational training centers and over 1000 other institutions providing vocational training (such as VET units in traditional trade villages and centers for community learning) [14] (table 2). According to the General Department of Vocational Training (GDVT), the Vocational Training institutions in the country are capable of providing training for 1.7 million students

Table 2: Number of vocational training institutions and enrolment

		2005	2006	2007	2008	2010	2011 *
Number of vocational training institutions		> 1,640	> 1,869	> 1,936	> 2,028	2,052	>2100
Vocational school	College	236	262	62	90	297	436
	Secondary			104	214		
	Others			138	40		
Vocational training centers		404	607	632	684	632	908
Others		> 1,000	> 1,000	> 1,000	> 1,000	1,123	> 1,000
Approximate number of students		1,207,000	1,340,000	1,436,000	1,538,000	1,748,000	740,000

*as of June 2011
Source: Data for 2005-2008 cited in Mori et al. (2009); Data for 2010: GDVT, cited in Nguyen Tien Dung (2012); Data for 2011: GSO, see at http://gdtd.vn/channel/2762/201109/Ca-nuoc-co-10999-truong-hoc-dat-chuan-quoc-gia-1953414/)

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[13] Source: vietnamnet 10/7/2011, available at http://www.vietnamnet.vn/vn/giao-duc/29744/chat-luong-lao-dong-bat-dau-tut-hau.html

[14] Source: GSO, see at http://gdtd.vn/channel/2762/201109/Ca-nuoc-co-10999-truong-hoc-dat-chuan-quoc-gia-1953414/

annually. However, the current supply of vocational training is not sufficient to satisfy the vocational training needs. Just for rural areas, the number of untrained rural labor force was 28 million people (2005)[15] and the objective of the Government is to increase the proportion of trained rural laborers to 50%.

Training provision

Institutional framework. Since 1998, the responsibility for vocational training was transferred from the Ministry of Education and Training (MOET) to the GDVT under the MOLISA. However, according to the law on vocational training from 2006, academic educational institutions under the MOET including universities, colleges and professional secondary schools are eligible to provide vocational training if they register their instruction level and programs with the MOLISA. Thus, training institutions in Vietnam consist of both vocational training institutions under the MOLISA and academic educational institutions under the MOET that registered their vocational training with the MOLISA. At local levels, some VET institutions can also be partly managed by provincial/local agencies. In

summary, vocational training can be provided by various institutions established by various ministries and local provinces regardless of ownership, but they must follow the Law on Vocational Training and are under the State management of the MOLISA. The national education system of Vietnam is presented in the figure 11.

According to the Law on Vocational Training (2006), there are three levels of VET under the management of MOLISA: (i) vocational college training; (ii) vocational secondary training; and (iii) elementary vocational training (short-term training) (see Table 3).

Apart from vocational training centers, all types of educational and vocational training institutions as well as enterprises can deliver elementary level of instruction once they have registered for provision of this level with MOLISA. Only vocational colleges/vocational secondary schools and universities, are allowed to offer vocational training at the secondary level.

Figure 11: The Education and Training System in Vietnam
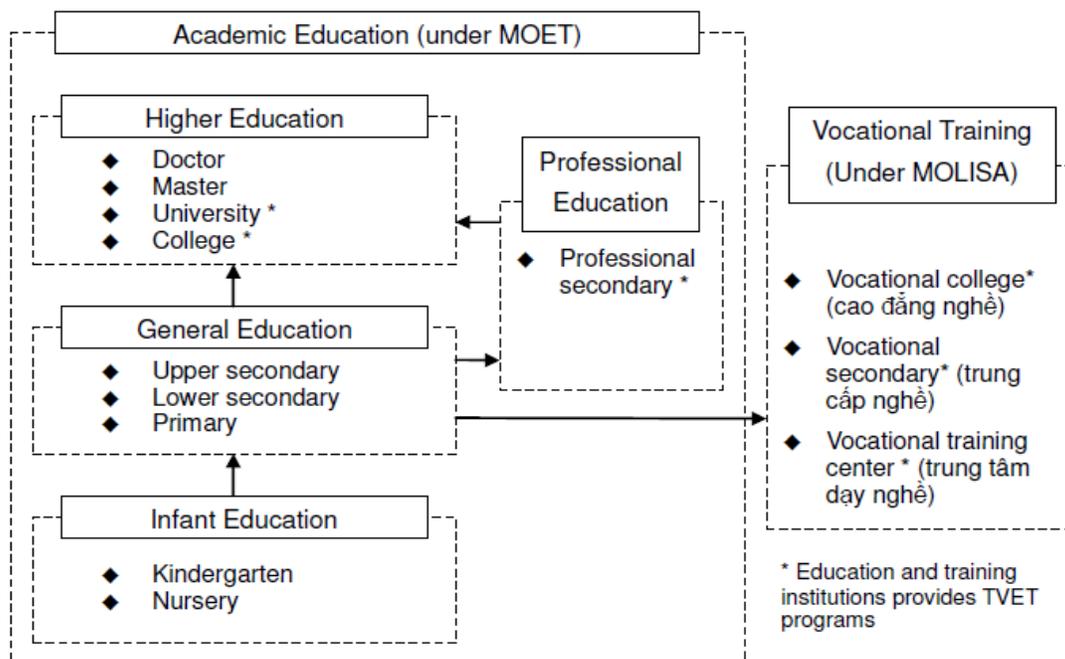
Source:The Education Law (2005) and the Law on Vocational Training (2006), cited in Mori et al. (2009)

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[15] Dang Kim Son (2008)

Legal framework. The important legal documents for workforce development include:

☐ Decision No 630/QD-TTg by the Prime Minister, dated 29/5/2012 on approving the Vocational Training Development Strategy for the period of 2011 – 2020. This strategy mentions specific targets on vocational training development for the period of 2011-2020 and presents guidance

viewpoints as well as solutions for achieving targets.

☐ Decision No 579/QD-TTg by the Prime Minister, dated 19/4/2011 on approving the Human Resource Development Strategy for the period of 2011 – 2020. This strategy provides specific targets on human resource development by 2015 and 2020; presents guidance viewpoints as well as solutions for achieving targets.

Table 3: Vietnam's VET system

Vocational training level	Vocational training institutions	Other institutions	Required time	Entry requirement	Degree	Management agencies
College	- Vocational colleges	University/Colleges registered for vocational college training	1 - 2 years	graduates from vocational secondary schools	Diploma	MOLISA, MOET and other ministries/ agencies
			2 -3 years	graduates from high schools		
Secondary	- Vocational colleges registered vocational secondary training - Vocational secondary schools	University/ Colleges/ Professional secondary schools registered for vocational secondary training	1 - 2 years	graduates from high schools	Diploma	
			3 - 4 years	graduates from junior secondary schools		
Elementary	- Vocational colleges registred for vocational elementary training - Vocational secondary schools registered for vocational elementary training - Vocational training centers/ other VET institutions	- University/ colleges/ Technical Professional secondary schools registered for Vocational elementary training - Other VET institutions	3 - 12 months	- appropriate qualification that depends on the training levels - health	Certificate	

Source: CIEM's summary from the Law on Vocational Training (2006)

☐ Decision No 1216/QD-TTg by the Prime Minister, dated 22/7/2011 on approving the Master plan of Human Resource Development for the period of 2011-2020. This Plan provides specific targets for Human Resource Development.

☐ The Master Plan for the Development of a Network of Vocational Colleges, Vocational Secondary Schools, and Vocational Training Centers until 2010, and orientation to 2020 (approved at Decision No 07/2006/QĐ-BLĐTBXH

by MOLISA, dated 2/10/2006). This decision sets the focus on developing a network of vocational training institutions to provide skilled labor force to meet the market demand in terms of quantity, quality and on the basis of sectoral structure and regional structure. It also stipulates building of vocational skills standards-based curricula and adoption of module-based training programs.

□ The Vocational Training Law (2006) stipulates organization and operation of vocational training institutions. The significant reform introduced by this law is that vocational training is now categorized into three levels (college, secondary and elementary levels).

Financing Skills development. Funds for skills development are contributed by various sources:

□ State budget. Over the past 12 years (1998-2010), public spending on education in total government expenditure increased from 13% to 20%.[16] The proportion of education and training funding of the Government for vocational training has also been increasing gradually from 4.9% in 2001 to 9% in 2010. Vietnam is among the countries with the highest ratio of public spending on education in total government expenditure.

□ Funds from non-state participation in the cause of education. Vietnam has opened vocational training to non-state provision according to Resolution No 05/2005/NQ-CP by the Government, dated 18/4/2005, on promoting social participation in activities of education, health care, culture and sport. The Government encourages and offers favorable conditions for domestic and international individuals and organizations to establish private and foreign VET institutions; and for the development of cooperation between domestic and foreign VET institutions under the forms of joint training and technology transfer.

□ Funds from development partners (ODA). The key players providing development aid for VET are the Asia Development Bank and the governments of Germany, Singapore, Korea, Japan, Austria, Luxembourg and Denmark.

The amount of state and social investment in education, training and vocational training has considerably increased, from VND15,609 billion in 2001 to VND145,120 billion in 2011[17]. The National Target Program of Employment and Vocational Training in 2011 has been actively implemented with a total of investment funds of VND2,894 billion.

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[16] Source: Interview with Mr. Nguyen Van Ngu (Head of Planning and Finance Department, MOET) by Dantri (2010), available at http://dantri.com.vn/c25/s25-392976/viet-nam-thuoc-nhom-nuoc-co-ty-le-chi-cho-giao-duc-cao-nhat-the-gioi.htm

[17] Source: Doanh nhan Sai gon cuoi tuan, cited at http://tuanvietnam.vietnamnet.vn/2011-07-08-lao-dong-cua-chung-ta-bat-dau-tut-hau

4. Summary | Benchmarking Results

The SABER Workforce Development (WfD) benchmarking results reveal that Vietnam is on the right track with its policies and institutions for WfD. However, critical gaps remain between the demand for and supply of skilled and qualified workforce. The analysis reveals issues in specific aspects of policies and institutions pertaining to the WfD system's strategy, oversight and service delivery.

Overview of Results

Vietnam's overall scores for each of the three functional dimensions in the SABER-WfD framework appear in Figure 12. Simple aggregation of the scores that feed into each functional dimension point to the following results: the scores for Strategic Framework (2.5), System Oversight (1.9) and Service Delivery (2.1) are at the emerging level.

Figure 12: Benchmarking Results – Dimension Level

Strategic Framework   **System Oversight**   **Service Delivery**

Note: the above composite scores are the same as the categorical ratings shown on the cover of this report. They have been converted using the rules indicated in footnote 3 on page 6.

As elaborated in the introduction, the score for each functional dimension is an aggregation of the scores for the underlying Policy Goals associated with it (see Figure 13).

Implications of the Results

In response to the rising demand for a more skilled workforce, Vietnam's government has developed a set of policies and strategies to strengthen the WfD system. Most recently, the Government approved the Vocational Training Development (VTD) Strategy for 2011-2020. This strategy sets targets to: meet the requirements of the labor market in both quality and quantity; improve Vietnam's competitiveness; increase incomes; and ensure sustainable poverty reduction and social welfare. These policy objectives will contribute to narrowing the gaps revealed by the SABER-WfD benchmarking results. However,

reforming the WfD system needs to be seen as a long-term process that should be implemented step by step; requiring efforts from authorities at all levels. Among the goals of the VTD strategy, some actions (such as developing a demand-oriented VET system which expands the participation of employers and industry stakeholders) can be selected as priorities in reforming WfD.

Figure 13: Vietnam Benchmarking Results, 2011
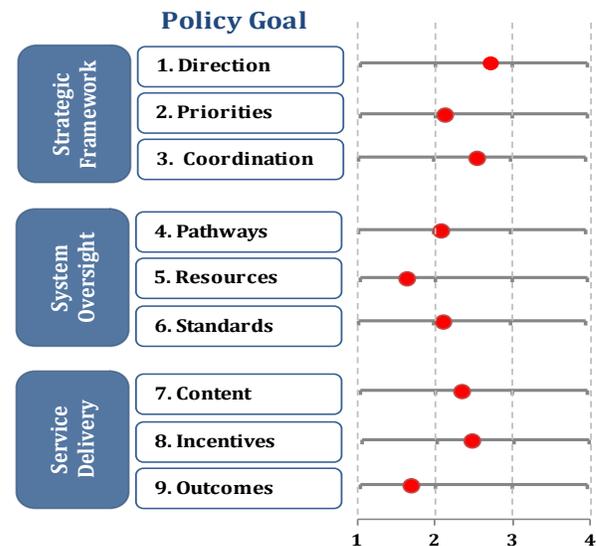
Vietnam's government is aware of the challenges within its current WfD system to respond to the needs of a rapidly growing economy and recognizes WfD as a priority area of development intervention. It has therefore developed a set of policies and strategies to increase access and equity; develop a demand-oriented VET system; improve training quality, as well as mobilize various financial resources. With these objectives in mind, the following actions are important for strengthening current policies and institutions for WfD:

On Strategic Framework:

□   The education system in Vietnam needs to be reformed across all levels: basic education, VET, and tertiary education. Vietnam's Workforce is lacking quality and short of quantity. In CIEM's recent survey nearly 50% of employers claimed that the education system does not meet their skills needs both non-cognitive that are established in basic education and technical that are established in VET and tertiary education.

The needs of reforming Vietnam's education system across all levels are also asserted in: the Vocational Training Strategy in period 2011-2020; the Master plan for Vocational Training in period 2011-2020; the Master plan for Human Resource Development; and the Education Strategy.

□ The voice and the participation of business and industry in establishing and implementing WfD priorities is passive, *ad-hoc* and quite limited. Vietnam could start effective partnerships with industry at strategic level by setting up a national coordination body consisting of businesses, government and key training institutions. This type of mechanism could also be replicated at provincial and local levels to increase its reach.

□ Expand the scope of new training, re-training and upgrading of the workforce by encouraging the private sector to participate in vocational training activities and by transforming state-owned vocational training institutions into units of public service delivery that take responsibility for their spending.

□ State management mechanisms on vocational training need to be in accordance with market demand and the specific requirements of employers.

□ Support the training of high-quality workforce, especially technicians, for prioritized industries.

On System Oversight:

□ Renovate the qualification structure by establishing a set of national occupational skills standards and standard-based curricula.

□ Continue to improve the quality by ensuring that VET institutions are accredited and meet at least minimum service standards, and by encouraging the support of professional associations in developing relevant standards for their members.

□ Encourage non-state provision with financial and non-financial incentives.

On Service Delivery:

□ Introduce VET delivery schemes in conjunction with industry

□ Strengthen the monitoring and evaluation of VET institutions by establishing instruments and indicators for assessing VET institutions' performance.

□ Reform state management of VET through the decentralization of state management authorities, and ensuring autonomy and accountability for action, self-motivation and creativity at various levels.

5. Detailed Results | Strategic Framework

Policy Goal 1 | Articulating a Strategic Direction for WfD

The results of the SABER-WfD benchmarking exercise indicate that for Policy Goal 1 Vietnam's score is at the established level. Detailed results for the three underlying Policy Actions are shown below and highlight the degree to which the country prioritizes WfD, whether its priorities are based on assessments of future economic prospects, and whether existing policies take such analyses into account.

◙ Advocate for WfD as priority for economic development
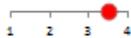
This Action is scored at the advanced level. The high score reflects the abiding awareness of Vietnam's leaders regarding the key role of WfD in economic development.

The political leadership at all levels is highly committed to enhancing the skills of the labor force. From one generation to the next, Vietnam's leaders have emphasized that "education is the leading national policy". The Party Congress defines the orientation and direction for economic development, including workforce development (every five years) and they have repeatedly affirmed that "Education and training are the top priority in national policy[18]" in economic development.

The Strategy for Socio-economic Development places human resource development as one of three main pillars for Vietnam's economic growth.[19] It envisions an ambitious agenda for WfD that includes strengthening foundational skills and formal pre-employment training, expanding training for vulnerable populations, and responding effectively to specific priorities for economic growth. However,

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[18] See "Documents of Tenth National Congress of Vietnam Communist party", "Documents of Eleventh National Congress of Vietnam Communist party"
[19] The other two pillars are market institutions and infrastructure.

clarifying the specific areas for focus to achieve a breakthrough in WfD remains a challenge.

The top political institutions such as Central Communist Party, Governments, and political leaders all provide sustained leadership and direction on issues of WfD. September 2008 marked the establishment of the "National Steering Committee on Training towards Society's Demand" (NSCTSD)which is headed by the Deputy Prime Minister. Members of the Committee are deputy Ministers from various Ministries including Ministry of Planning and Investment (MPI), MOET, MOLISA, Ministry of Finance, Ministry of Industry and Trade, Ministry of Transportation, Ministry of Health Care, Ministry of Agriculture and Rural Development, Ministry of Culture, Sports, and Tourism and Ministry of Information and Communications, the State Bank of Vietnam, the Office of the Government, and two Vice presidents of the People's committees from Hanoi and Ho Chi Minh City. The mandates of the committee are to consult the Prime Minister in making and implementing policies in training towards society's demand. Although broad-based consultation within the government is commonplace, industry and business have not played a significant role in identifying and implementing WfD policies.

◙ Evaluate economic prospects and implications for skills

This Action is scored at the emerging level. Policy makers in Vietnam appreciate the role of WfD in economic development and rely on numerous studies to inform their assessment of the country's economic prospects and related skills implications. However, the *ad-hoc* and general nature of the studies limits their utility. More in-depth analysis and more targeted studies would be an important tool to better inform policies and implementation. This score also reflects the fact that many promoted WfD polices are still at initial stage of implementation.

The three key government agencies involved in WfD are the MPI, the MOET, and the MOLISA. These agencies collect information through their provincial affiliates and through *ad-hoc* surveys. On the basis of these data as well as input from development partners, the various ministries assess the WfD

situation in Vietnam as part of the process for policy development. Input from employers and industry champions are sought mainly through seminars and occasional surveys. Relevant examples are: the survey on electrical, electronic, motorcycle and automobile sectors conducted by the University of Hiroshima, Japan in cooperation with UNIDO in Vietnam and the Vietnam National Economics University for the study "Skill development for Vietnam's industrialization" (2009); and the study "Higher education and Skills for growth"(2008) produced by the World Bank in cooperation with the Institute of Labor Science and Social Affairs. These surveys usually focus on specific issues such as the cooperation between FDI enterprises and TVET, or shortage of labor with higher education or improving quality of higher education in Vietnam, they are necessary but not sufficient for identifying the right policies for workforce development.

◉ Develop policies to align skills demand and supply

This Action is scored at the emerging level reflecting a lack of in-depth and comprehensive analyses of the skills gaps and mismatches.

Various surveys and reports have identified skills imbalances as a major issue in Vietnam. GDVT under MOLISA conducts annual assessments on the gap between the supply and demand for skills; these reports have tended to be descriptive rather than analytical in nature. There are also ad-hoc studies conducted by MPI, the World Bank, JETRO and other international organizations in cooperation with various Vietnamese agencies.

The various reports and studies sponsored by MOLISA, MOET and provincial governments inform the deliberations of the NSCTSD. Based on these studies as well as consultations with schools, universities, industry, corporations, and local authorities, the Committee issued the Vocational Training Strategy and Master Plan for Human Resource Development for the period 2011-2020. The Strategy and Plan envision curricula reform to respond to demand for skills by specifying that only 60% of curricula is to be determined by MOET or MOLISA with the remaining 40% to be decided by the training institutions. It also requires that training institutions publicly announce the criteria for graduation and for certification of skills.
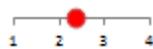
Box 2: Development of Policies to align the gap between supply and demand of skills

| National congress of Vietnam Communist Party	National Assembly	
Approved Resolution that mentioned guideline on human resource development	Approved Strategy for Socio-Economic Development	
MPI in cooperation with MOET and MOLISA		National Steering Committee on Training towards Society's demand (NSCTSD)
Prepare Strategy for human resource development	Prepare Masterplan for human resource development	
MOET and MOLISA in cooperation with MPI		
Prepare strategy for education development / Materplan for Education developmet	Prepare strategy for vocational training / Masterplan for vocational training	
Implementation		
Related ministries, Province People's committees implement plans promote training and education schools	Training and Education Schools; Corporations	

Policy Goal 2 | Prioritizing a Demand-led Approach

Policy Goal 2 examines the important role that users of skills play in influencing WfD outcomes. The Policy Actions under this Goal focus on the following: employers' engagement at the strategic level; government incentive programs for skills upgrading; and efforts to address future skills challenges. The overall score for this Policy Goal is at the emerging level.

▣ Promote demand-driven approach
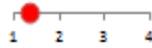
This Action is scored at the latent level reflecting the limited participation of business and industry in establishing and implementing WfD priorities. Business and industry are involved as passive participants in surveys and seminars conducted by government think tanks, affiliated agencies or foreign organizations (e.g. JETRO, WB, Japanese Universities). These channels enable business and industry to bring their priorities into the policy making process. They contribute information to inform policy decisions through *ad-hoc* channels, including by submitting their concerns directly to the NSCTSD or to the Training Support and Human Resource Development Centre (see box 3). These agencies may take these concerns into consideration when recommending policies for government action. However, the voice of business and industry is inevitably passive and *ad-hoc* because they lack formal representation in the agencies.

▣ Strengthen firms' demand for skills to improve productivity
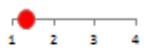
This Action is scored at latent level reflecting the fact that programs providing incentives for skills upgrading are new and therefore have not yet been evaluated for their impact on skills and productivity.

In the last two years Vietnam promulgated a number of policies to narrow the gap between skills supply and demand. These policies are contained in three key documents: a) Strategy for Human Resources Development in Vietnam issued by the XI Communist

Party Congress; b) Strategy for Education development in Vietnam 2011-2020; c) Master plan for Vocational training 2011-2020. The policies encourage the development of workforce skills through targeted incentive programs and other measures.

Incentive programs under the National Targeted Programs for Poverty Reduction include: a) Program for Rapid Reduction of Poverty in 61 poor Districts (Decree 30a/2008/NQ-CP); and b) the Project on Training for Rural Workers to 2020 (Decision 1956/QĐ-TTg dated 27/11/2009). More generally, the government encourages skill upgrading by reimbursing at the rate of 50%-100% of training cost, enterprises that recruit and train unskilled rural workers. Furthermore, firms that establish a vocational school or university are granted land, tax reductions and other fiscal benefits.

▣ Address critical challenges in the future supply of skills
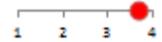
This Action scores at the advanced level in light of concerted government effort, including explicit assignment of responsibility for implementation, to address skills shortages identified as impediments to Vietnam's long-term vision for economic and social development.

MPI, MOET and MOLISA are all involved in evaluating challenges in the future supply of skills to support industrialization and modernization of Vietnam's economy up to 2020. MPI prepared the Strategy and Master Plan for Human Resource Development (2011-2020) which formally assessed the future supply of skills in eight economic sectors, covering many industries as well as the state sector; these include ICT (Information and Communication Technologies), Finance, Banking, Tourism, Environment and Natural Resources and Transportation. In preparing the Master Plan for Vocational Training for the period 2011 – 2020, MOLISA conducted formal assessments of constraints in the supply of skilled workers. MOET's assessment of critical skills challenges focused on the future supply of teacher and lecturers, engineers and other highly skilled workers in science and technology.

Addressing the skills gaps identified in the assessments made by MPI, MOLISA and MOET will require significant investments by the government.

Support from development partners, through financial and technical assistance, could help facilitate the government's effort.

Box 3: Entities focusing on assessing skills demand and supply

National Steering Committee on Training towards Society's Demand

- Created in September 2008
- Headed by Deputy Prime Minister
- Organizes series of conferences on demand and supply for skills
- Participants: representatives of Ministries, local authorities, industry leaders, managers from Industrial Parks, universities and training institutions
- Results from seminars are used as inputs for the Committee to formulate policies to meet Society's demand for training

Training Support and Human Resource Development Center

- Established February 2007
- Directed by MOET
- Mandates are: formulate strategies, policies, and plans for training towards Society's demand; establish database on demand of training human resources for all industries; cooperate with training and education institutions to train labor under orders from employers; explore market for labor exports

Manpower Training Needs Analysis and Forecast Center

- Afiliate to The Institute for Education Science, MOET
- Established to conduct research, analyses, and forecast on WfD.
- Also acts as a pool of information on education and human resources

National Centre for Forcasting and Information on Labor Market

- Established on October 2008
- Under MOLISA
- Goal: collect, analyze and forecast information on domestic and international labor market

Policy Goal 3 | Strengthening Critical Coordination

Policy Goal 3 examines the strength of critical coordination among key stakeholders to ensure effective WfD. The first Policy Action associated with this Goal is concerned with the quality of coordination mechanisms among WfD leaders; the second, with how formally roles and responsibilities are defined; and the third, with the existence and quality of regular interaction among stakeholders. Vietnam's score for this Policy Goal is at the established level.

## ▣ Ensure coherence of key strategic WfD priorities

This Action scores at the established level reflecting the fact that a formal mechanism exists linking decision making at the central level to policy action in the provinces, thus ensuring coherence of key strategic WfD priorities.

Key leaders at the apex level are actively involved in strategic WfD matters through formal structures such as the NSCTSD and the Human Resource Development Centre. MPI presides over the formulation and implementation of overall strategy and coordinates with provincial authorities, MOET, MOLISA and other Ministries to specify related action plans; it consolidates the targets and solutions in these action plans into the Master Plan for Human Resource Development (2011-2020) and into the country's five year plan for socio-economic development. MOET and MOLISA preside over the development and implementation of strategies for education development and vocational training, respectively, in coordination with other ministries and local authorities.

Deliberations on WfD challenges at the apex leadership level have led to positive outcomes. Not only have they clarified the overall strategy and action plans but they have also set specific targets and goals for budget allocation. These plans are currently being implemented. Sustaining coherence in the implementation of the key strategic WfD

priorities requires active cooperation among the various entities involved and collaboration with other stakeholders. The mechanisms for doing so are at a nascent stage of development particularly for the cooperation between enterprises/schools and state's agencies.

▣ Institutionalize the structure of WfD roles and responsibilities
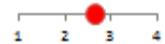
This Action scores at the established level. Many legal documents specify the roles and responsibilities of WfD stakeholders but there are significant overlaps and the roles and responsibilities of employers and industry are not clearly specified.

The Vocational Training Act (2006), the Education Act (2005 and amended in 2009), and the Tertiary Education Act (2012) define legal responsibilities of the relevant government authorities involved in WfD. In addition, specific implementation responsibilities have been defined for the relevant Ministries and the Provincial People's Committee under the Master Plan for Human Resource Development (2011-2020), and the Master Plan for Vocational Training (2011-2020). The relevant entities have, moreover, received allocations from the State Budget and National Targeted Programs to carry out their functions.

MPI, MOLISA, MOET and Provincial People's Committees publish annual reports on WfD but these are available only internally. The mass media can sometimes access these documents through informal channels.

In contrast to the clarity of roles and responsibilities within government those of business, industry, and employees have not yet been institutionalized.

▣ Facilitate communication and interaction among all WfD stakeholders
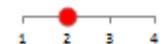
This Action scores at the emerging level given that the mechanisms for communication and interaction among all WfD stakeholders remain informal and somewhat sparse. At present, only representatives of industry, among the various stakeholders, have access to policy makers through a formal mechanism.

The communication among the stakeholders occurs mostly through mechanisms of institutional and administrative hierarchies. Thus, training providers communicate their concerns and input through Provincial People's Committees and the relevant Ministries, which in turn consolidate and pass on these concerns and input to the MPI and the Office of the Government.

Communication between business, industry and employees and the relevant government agencies occurs mainly through informal channels, including *ad-hoc* research, seminars and surveys. For example, NSCTSD organizes conferences on skills supply and demand and invites the participation of industry leaders, managers of industrial parks, as well as representatives from universities and training institutions. In addition, the Training Support and Human Resource Development Centre serves as a bridge linking industry to policy making agencies and to training institutions (see box 3).

6. Detailed Results | System Oversight

Policy Goal 4 | Diversifying Pathways for Skills Acquisition

Policy Goal 4 examines the diversity of programs and ease of movement between them, whether or not the system facilitates skills upgrading by providing information on emerging trends and recognition of prior learning, and how well the system is able to adapt to changing skills demand. The score for this Policy Goal is at emerging level.
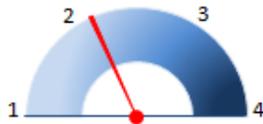
▣ Foster articulation across levels and programs
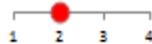
This Action scores at the emerging level. Pathways for students that graduate from vocational programs at the secondary level to progress to higher education are defined by law[20]. Graduates from vocational secondary institutions are allowed to apply to both vocational and academic colleges. In many cases, students who meet certain conditions set by the admitting institution are also allowed to place out of courses on subjects that they have already taken.

Government regulation empowers heads of vocational training institutions to establish formal relationships with other institutions to create pathways for students' progression to higher education, though it provides no specific incentives for them to do so. Heads of institutions enjoy considerable freedom when designing this type of partnership [21], however, programs established jointly with colleges or universities under MOET require a license from the Ministry[22].

Some critics argue that such programs are not effective[23]. One reason is that it is difficult to attract students because few graduates of vocational

programs are sufficiently prepared to pursue academic higher education. As a result, universities and colleges seeking to increase enrolment admit students with little regard for whether or not they are qualified. One possible remedy is closer cooperation between secondary vocational training programs and universities in program curricula design to facilitate students' transition to higher education.

▣ Promote life-long learning
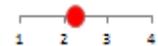
This Action scores slightly above the emerging level. Lifelong learning is not a new concept in Vietnam. "Learn, learn more and forever" is a slogan that everyone hears from their first year of school. However, a coherent system to support lifelong learning has yet to be realized.

Universities and technical secondary schools are mandated to provide students with career services. [24] These services focus on providing information about training programs and job opportunities after graduation as well as providing job-matching services. At the secondary level, career services comprise job training and career guidance, which is a mandatory course provided to students in their final year. In addition, organizations such as newspapers and youth unions often organize job consultation conferences that also provide *ad-hoc* career counseling. Family and personal contacts are another source of information about training and job opportunities.

However, job-mentoring services seem to have limited impact on students' career decisions. According to an online survey of 30.648 people conducted by the MOET in 2010, 57% of those surveyed said that their choice to take their current job was based solely on their own information and inclinations and only 31% said that they were influenced by advice from family and teachers.[25]

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[20] Decision 53/2008/QD-BLDTBXH and Inter-circular 27/2010/TTLT-BGDDT-LDTBXH
[21] Decision 53/2008/QD-BLDTBXH
[22] Article 4&7 Inter-circular 27/2010/TTLT-BGDDT-LDTBXH
[23] Tran Huynh, Ha Binh (2011): Articulation programs from vocational training programs to college and university: too easy. Published on the Tuoitreonline. 31 October 2011.

[24] Technical Secondary School is translated from Vietnamese: Trung cap chuyen nghiep. Decision 68/2008/QD-BGTDT of the Minister of Education and Training
[25] Interview Mr. Hoang Ngoc Vinh – Head of Technical Secondary Training, MoET, by Thanhnien online dated 11 September 2010.

In addition to programs of vocational training institutions, a number of publicly-funded training programs are made available for disadvantaged groups such as farmers living in rural areas, women and war-invalids. For example, the program on job training for rural laborers aims to provide training for approximately one million people per year by 2020. The total budget for this training program is estimated to be VND 25.980 billion.[26]

◉ Set policies and procedures to renew programs

This Action is scored at the emerging level. Procedures for introducing or adjusting vocational training programs are done in accordance with the Regulation on Registration of Vocational Training.[27] The GDVT is responsible for reviewing applications from vocational colleges, colleges and universities while the Provincial Department for Labor, War Invalids and Social Affairs (DOLISA) is in charge of handling applications from technical secondary schools, vocational training centers, vocational schools and other vocational training institutions. However, procedures for closing vocational training programs are not clearly laid out in the law, leaving decisions to close programs to training providers.

Results from the Vocational Training Institutions survey show that the majority of new programs are opened at the direction of government agencies while few are opened at the request of business and industry (see figure 14).

**Figure 14: Reasons for introducing new programs (%)**
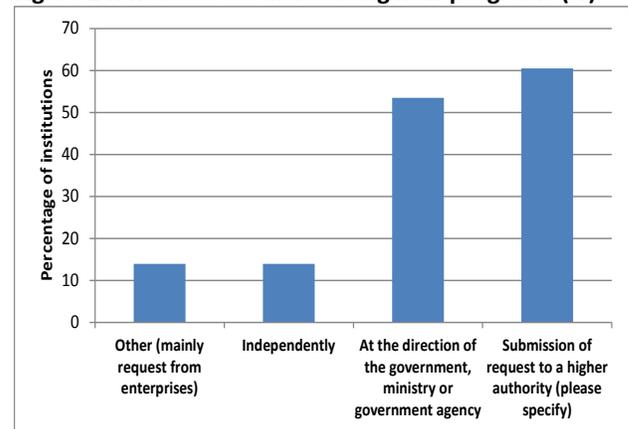
Source: Vocational Training institutions Survey. CIEM.

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[26] Decision No. 1956/QD-TTg of the Prime Minister dated 27 October 2011 on approving program on job training for rural workers by 2020.
[27] Circular No. 29/2011/TT-BLDTBXH

Policy Goal 5 | Ensuring Efficiency and Equity in Funding

Policy Goal 5 focuses on the government's role in funding WfD, ensuring efficient and effective use of available funds, and in fostering partnerships that can multiply the resources available to encourage and support investment in WfD by individuals and employers. This Policy Goal scores at a high latent level.
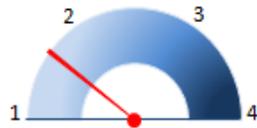
◉ Articulate funding strategy

This Action is scored at the emerging level. The responsibility of developing an annual national training funding plan lies with the GDVT. The GDVT solicits anticipated budgetary needs from individual vocational training institutions, which forward their institutional training plans to the provincial DOLISA. DOLISA consolidates these requests into a provincial training funding plan, which is then submitted to the GDVT to serve as an input into the fiscal planning process at the national level. The GDVT then takes the consolidated national funding plan to the Ministry of Finance (MOF) to be used in the annual budget allocation.

Funding for vocational training is included in the budget line for education, which accounted for more than 18% of total state expenditure from 2010 to 2012, an increase of 2 percentage points from the previous period (see figure 15). The portion of education funding devoted to vocational training has been increasing gradually from 4.9% in 2001 to 9% in 2010.[28]

The state budget provides approximately 60% of the total operating budget of vocational training institutions in Vietnam. Another 20% comes from student fees.[26] However, the relative importance of different sources of funding varies considerably across institutions, with some training institutions relying heavily on the government funding while

student fees and charges are the main source of funding for others. Training providers are also allowed to generate and retain revenues though this accounts for a small proportion of institutions' total budget (see figure 16). Some argue that incentive mechanisms to encourage providers to generate revenues or seek additional financial support from the business community are inadequate.[29]

Public VET institutions at secondary and post-secondary level receive public funding through the trainee-quota system, which allocates funding to institutions based on student enrolment at an average rate of VND 4.3 million per trainee per year.[30] Vocational training centers do not receive funding from the annual government budget but rather from specific program funding.

Figure 15: State budget expenditures on education, training and vocational training from 2008-2012
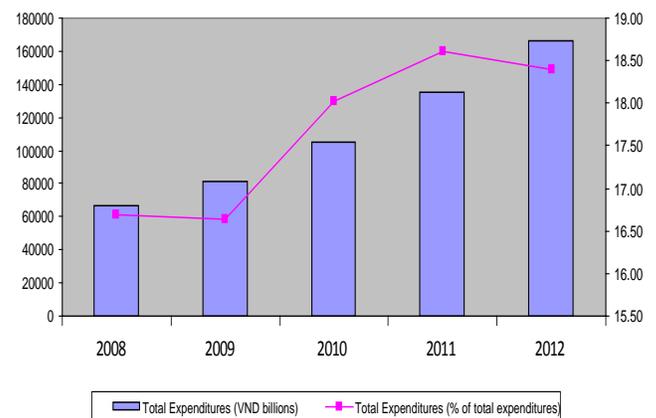
Source: Government statistics

Selected publicly-funded programs, such as the program for vocational training of rural laborers, also receive support in the form of earmarked funding for training materials and equipment.

◉ Allocate funds to achieve efficient results

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[28] Nguyen Tien Dzung (2012): Reforming and developing vocational training to meet human need of industrialization process.
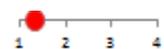
[29] Interview with Headmaster of Thang Long Vocational College
[30] GDVT-GTZ (2007): Financing of Technical and vocational Education and training (TVET), Vietnam. This funding norm was set on the basis of a cost calculation in 1998.

This Action is scored slightly above the latent level. Decisions on the allocation of funds to training institutions are made by the organization that oversees them (direct management). In cases where institutions are owned or managed by provincial and district bodies, funds are channeled through the provincial government and allocation decided as part of the provincial budgeting process that involves the DOF, the DOLISA and the Provincial People's Committees[31].

However, fund allocation decisions are not based on explicit criteria. Nor is there evidence that the decisions take into account WfD priorities, efficient resource use and outcomes achieved by training institutions. For instance, indicators such as graduations rates and employment outcomes of graduates are not taken into account when determining fund allocation[32].

Figure 16: Average percentage of funding mobilized by training institutions by type of source (%)
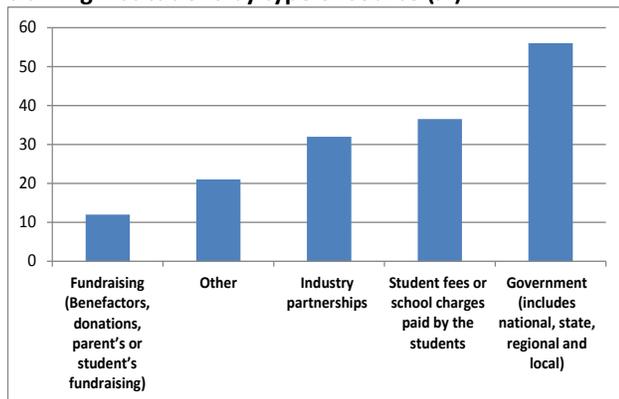
Source: Vocational Training institutions Survey. CIEM.

◻ Foster partnerships
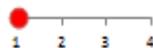
This action is scored at the latent level because there are no explicit and systematic arrangements for partnerships between WfD authorities and other stakeholders to provide resources for the WfD system. Stakeholder input is generally confined to providing comments during the policy consultation process when required by relevant laws and

statutes, but even then their participation is more often a procedural formality than it is done to make substantive contributions.

The Vietnam Association of Vocational Training was founded in 2007[33] to bring together organizations and individuals who are interested in promoting development of vocational training. However, the effectiveness of this new association in promoting partnerships between the WfD authorities and stakeholders has not yet been demonstrated.

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[31] GDVT-GTZ (2007): Financing of Technical and vocational Education and training (TVET), Vietnam.
[32] Interview with headmaster of Thang Long Vocational College

[33]Decision No. 996/QD-BNV dated 30/7/2007 of the Ministry of Home Affairs

Policy Goal 6 | Assuring Relevant and Reliable Standards

This Policy Goal examines how the system can assure the quality of both the services offered by training providers and of the skills acquired by individuals through reliable procedures for accreditation and skills certification. The score for this Policy Goal is at the emerging level.

▣ Specify accreditation standards

This Action is scored right at the emerging level. According to the Law on Vocational Training, all institutions offering vocational education and training need to be accredited periodically.[34]While accreditation procedures are the same for all institutions [35], separate laws set accreditation standards for vocational training center [36], vocational secondary schools [37] and colleges. [38] Figure 17 illustrates the four steps in the accreditation process.

Accreditation is done by a committee comprised of five to seven members who are appointed by the General Director of the GDVT. This committee assesses the self-accreditation reports submitted by training institutions and conducts field surveys and interviews with related stakeholders, including teachers, instructors and students. Accreditations standards define three levels that are delineated by the degree to which institutions meet accreditation criteria. Only training institutions that meet the threshold for the highest level of compliance, set at having received at least 80% of total possible points, are certified by MOLISA.

According to the Law on Vocational Training, accreditation is valid for five years but may be withdrawn if training institutions are found to no

longer meet accreditation standards. However, procedures for renewal of accreditation after the five year period are not explicitly defined in the law. The first nine colleges have been accredited successfully by GDVT in 2009[39].

▣ Strengthen skills testing and certification
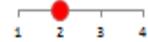
This Action is scored at the emerging level because regulations setting procedures for skills testing and certification have only recently been issued[40].

National skills testing includes components that test both theory and practical competencies. Only applicants that pass the theoretical component can take part in the test of practical knowledge. National skills testing is administered by specialized testing centers or vocational training institutions licensed by the GDVT[41]. The GDVT is responsible for certifying results submitted by testing centers and issuing certificates to those who pass. The GDVT is also in charge of developing a test bank and certifying examiners. Cost for testing is fully supported by the GDVT[39].

However, testing according to these new procedures has just begun in December 2011. The first test was organized by the Hong Cam Mining College with the participation of 75 applicants from member companies of the Vietnam Mining and Coal Group. The second round of testing under this new regime was administered by the Hung Vuong Technical Secondary School[42] in Ho Chi Minh to pilot testing in the areas of art and design and electro mechanics.

The content of skills testing is based on a national framework of occupational standards. Each ministry is charged with developing occupational standards for sectors for which it has responsibility in consultation with the GDVT.

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[34] Chapter VIII of the law on vocational training
[35] Decision No. 8/2008/QD-BLDTBXH
[36] Circular 19/2010/TT-LDTBXH
[37] Decision No. 1/2008/QD-BLDTBXH
[38] Decision No. 2/2008/QD-BLDTBXH

[39]See www.vietNamNet.vn. dated 07/03/2009 - 03:37
[40] Circular No. 15/2011/TT-LDTBXH for skills testing and Decision No. 9/2008/QD-BLDTBXH on the development of national skills occupational standards.
[41] Circular No. 15/2011/TT-LDTBXH
[42] http://www.hungvuongtech.edu.vn

Figure 17: Accreditation process
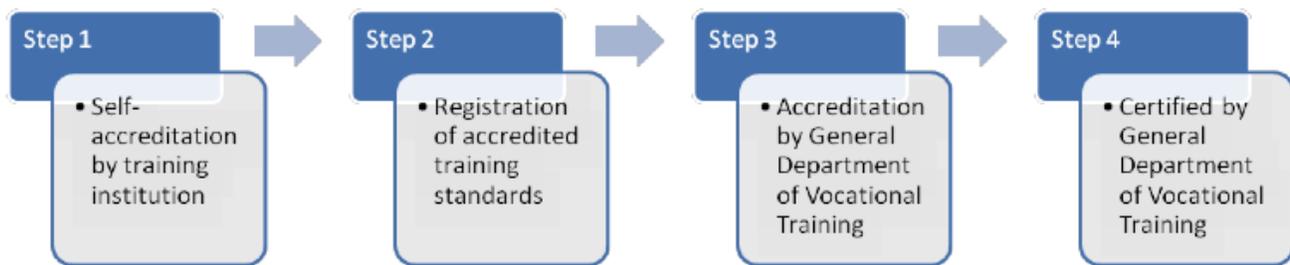
However, the development of occupational standards has only been completed for a few occupations such as mining exploitation, electro mechanics and underground mining. This is a very small number in comparison to the 301 and 385 occupations for which training is offered by vocational colleges and secondary schools, respectively[43].

☑ Assure credibility of accreditation and of skills certification
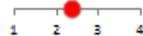
This Action is scored at the emerging level, reflecting the limited scope of the implementation of accreditation up to now. There have been only 76 training institutions accredited during the period from 2008 to 2010. There are several reasons that explain why a relatively low number of institutions have sought accreditation. First, accreditation is not a requirement for operation [44]. Second, accreditation does not yet serve as a public signal of institutional quality. Instead it is done primarily for the purpose of helping vocational training providers diagnose areas that need improvement. Also, a large number of training institutions are simply not ready to go through the accreditation process. Finally, the GDVT does not have the human resources to accredit and audit all training providers annually. As a result, training providers do not have strong governmental incentives to seek and retain accreditation. Indeed, the training institutions survey shows that currently the greatest benefits of

accreditation are the opportunity to attract better students or teachers and to provide a wider range of programs (see figure 18).

Figure 18: Benefits perceived by accredited training institutions (%)
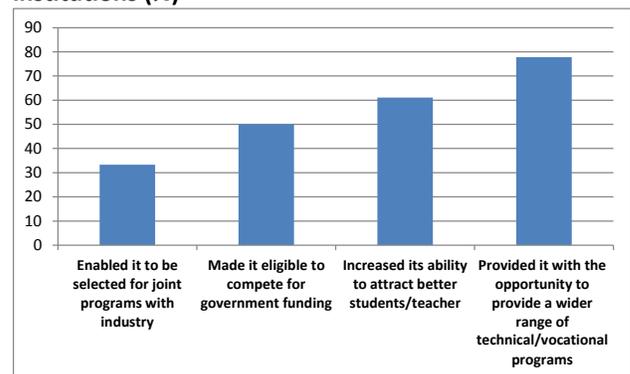
Source: Vocational Training institutions Survey. CIEM.

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[43] Interview with Mr. Duong Duc Lan, vice director of GDVT, by baomoi.com on 9 December 2011.

[44] It is expected that accreditation requirement will be mandatory for all training providers by 2020, GDVT said on a newspaper.

7. Detailed Results | Service Delivery

Policy Goal 7 | Fostering Relevance in Training Programs

Policy Goal 7 focuses on strengthening linkages with industry and research institutions, integrating industry inputs into the design of training programs, and enhancing the competence of administrators and instructors in training institutions. Vietnam's score for this Policy Goal was above the emerging level of development, indicating positive changes in all three Policy Actions.
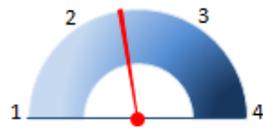
◉ Link training, industry, and research institutions

This Action scores at the emerging level as there is some cooperation between industry, research institutions and training institutions to improve training relevance and quality. Also, training delivery by industry is legally encouraged and has expanded in recent years[45]. For example, the Law on Vocational Training stipulates that private and public enterprises are eligible to establish vocational training school to provide training services (Article 55). Also, an enterprise's investment and expenses associated with training activities provided for its employed workers can be deducted from taxable income (Article 56).

In Vietnam links between training, industry and research institutions are often established on a contract basis, thus the scope of cooperation varies widely by case and usually depends on existing relationships between training institutions and their partners. According to the Law on Vocational Training, institutions have the right to provide joint training with the enterprise sector. The Law, however, does not specify the form of linkages. Most state-owned business groups in Vietnam have their own vocational

training schools and are involved directly in training programs.

According to CIEM's Institution's Survey, the most popular form of collaboration between training institutions and industry is the provision of internships for students followed by cooperation in securing job placement for recent graduates (see figure 19). Linkages in other areas are weaker.

Figure 19: Forms of collaboration between TIs and industry /employers (% of institutions)
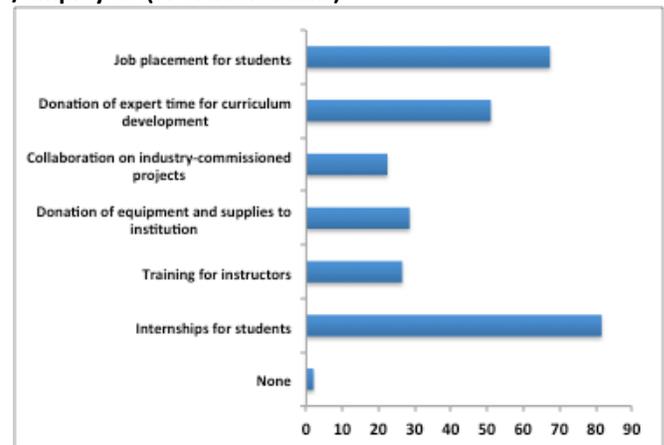
Source: Vocational Training institutions Survey. CIEM.

In general, not many institutions are able to attract industry and research institutions for partnerships. Also, for those engaging in cooperation with industries and research institutions, the scope of cooperation is still limited, partly due to the lack of clear-defined policy incentives in Vietnam.

◉ Design training with industry inputs

This Action is scored exactly at the emerging level as industry stakeholders do not usually participate in the management boards of public institutions and, therefore have little direct influence over the identification and prioritization of training offerings. Special cases, where employers join the management board, can be observed only in training institutions owned by State-owned Corporations.

Industry can provide some inputs for the design of formal training programs through participation in the Appraisal Boards of the Vocational Training program frame for secondary and post-secondary education at

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[45] No formal database exits. However, an estimated number of a thousand enterprises and business establishments and educational institutions established by the enterprise sector were providing vocational training services in 2010 (Tran Thi Tuyet Mai, 2011).

the national level (see box 4). At the elementary level, such program frame is not required, which means that headmasters of institutions have the right to take full responsibility for designing training programs.

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Box 4: Appraisal of Vocational Training program frame for secondary and college education

The Vocational Training program frame for secondary and college instruction shall be developed by MOLISA in collaboration with relevant ministries. In order to do that, the MOLISA shall establish a Directory Board for development of the VT program frame for each professional occupation at secondary and college level. A VT program frame for each training field should be designed and then appraised by the Appraisal Board as regulated in Decision No. 01/2007/QĐ-BLĐTBXH issued by MOLISA Minister on 4/1/2007 (Article 13 and Article 14).

The MOLISA shall decide on the formation of the Appraisal Board, setting tasks, rights, number of members and their qualification/requirements and working mechanisms.

It is stipulated in Appendix 14 in Decision No. 01/2007/QĐ-BLĐTBXH that members of the Appraisal Board for each occupation shall include: VT instructor; manager in the   the field of VT and technical cadres/expert from industry sector.   The number of members varies from 7 to 9, depending on the requirement for each occupation to be appraised.

The Chair of the Appraisal Board shall be responsible for the appraised result and report it to the General Agency for Vocational Training. Finally, the General Agency for Vocational Training shall complete the appraisal files with the draft program frame and submit it to the MOLISA for approval

Source: Law on VT and Decision No. 01/2007/QĐ-BLĐTBXH issued on 4/1/2007

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The results of the CIEM's training institutions survey indicate that even though many institutions are involved in the development of the curricula of the courses that they offer, the collaboration with industry is limited (see Table 4).

▣ Improve competence of administrators and instructors
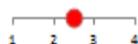
This Action scored at the emerging level as there are minimum standards for recruitment of teachers and

heads of training institutions as well as programs for capacity building of permanent staff (see figure 20).

Table 4: Who develops curricula for courses offered?

	Diploma	Professional
Own institution	34 (over total 49)	31
Another party	23 (over 49)	19
Other party is industry	4	3
If another party, who is involved?	Singapore partner; partner institutions; curriculum frame base from GDVT; enterprises, hotels; Houston University; partners in joint-programs.	Foreign partner; guidance from Ministry of Transport; partner institutions; curriculum frame base from GDVT; enterprises, hotels; Houston University; partners in joint-programs.

Source: Vocational Training institutions Survey. CIEM.

According to the Law on Vocational Training heads and instructors of training institutions must meet minimum academic qualifications, but no regulations on the minimum years of industry experience exist. Moreover, regulations on minimum years of teaching or managing experience are applicable only to headmasters in secondary and post – secondary institutions and not to those of vocational training centers[46].

[46]Article 46 regulates that headmaster of secondary and college TIs must have at least five years of experience in teaching or management of vocational training.

Recruitment and retention of instructors and headmasters in public training institutions are said to be based on the past performance. However, criteria for identifying "performance" are still lacking, thus many instructors meet the required academic qualifications, but do not meet the teaching requirements. This issue has been exacerbated by the drastic increase in the number of institutions after the Law on Vocational Training came into effect in 2007[47].

Several in-service programs for professional development have been launched for instructors and headmasters (see figure 20), however they tend to be limited in content and scope. Training courses for administrative staff and instructors are often short-term, focusing on theory rather than practice, and not well coordinated by vocational training – related State agencies at local and central level. The industry experience of administrators and instructors is still lacking and is increasingly an obstacle for many training institutions except those owned by industries.

The renovation and development of vocational training is one of the six key areas under the National-Targeted Program on Employment and Vocational Training for the period from 2012 to 2015. Together with the Strategy for Vocational Training Development from 2011 to 2020[48], this promises to improve instructor qualifications and skills, but is still in the kick-off phase. Support from international organizations has contributed to strengthen the competence of a limited number of instructors.

Figure 20: **Opportunities offered for professional development at institution level**
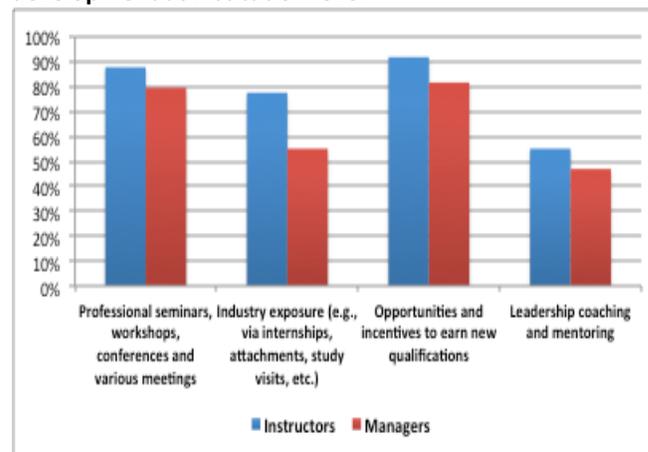
Source: Vocational Training institutions Survey. CIEM.

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[47]The number of instructors in VTIs increased 5.6 times from 5,849 in 1999 up to 33,000 in 2010 due to the large expansion of VTIs in the last 10 years. This caused an imbalance between supply and demand of qualified instructors and many instructors are lacking in industry experience required for VT (Nguyen Minh Duong, 16/4/2012. http://gdtd.vn/channel/3006/201204/

[48] Decision No. 630/QD-TTg dated 29 May 2012.

Policy Goal 8 | Fostering Relevance in Training Programs

Policy Goal 8 examines the diversity in training provision and the incentives to both encourage private providers to meet WfD standards, and motivate public institutions to respond to the evolving demand for skills. Vietnam's score for this Goal is at the emerging level.

### ▣ Promote diversity in training provision
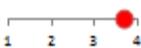
This Action scored as advanced, which reflects the openness to non-state participation in education and training in place since the early 90s, as well as the existence of a system of incentives in place for promoting private training provision. The number of non-state training institutions increased only after the Law on Vocational Training took effect in 2007. The Law encourages the establishment of domestic and foreign private institutions and promotes linkages between them in service delivery[49] that include joint training programs and research. The Law also provides a unified framework for service provision regardless of ownership of training institutions.

In general, vocational training institutions provide diversified training services at all levels of instruction. By June 2011, there were 128 Vocational colleges, 308 secondary VTIs, 908 vocational training centers and over 1000 training institutions with attached vocational training classes[50]. Experts estimate that around 30% of the vocational training institutions licensed by MOLISA and 25% of the institutions licensed by MOET with vocational training attachment have private ownership[51]. Like in other developing countries, the high rate of private provision does not reflect the actual impact of the Government incentives, but rather the ease of entry into the training market. In fact, few private providers have access to financial incentives and programs and the benefits tend to be limited. Also, incentive schemes

have not been reviewed and renewed based on effectiveness due to the lack of evaluation criteria.

▣ Incentivize private providers to meet WfD standards
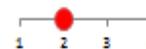
This Action is scored exactly at the emerging level as a system of incentives for capacity building of institutions exists across all types of providers. The Law on Vocational Training includes regulations on training quality and defines national skills standards for qualification of each training field that apply to both private and public providers. However, not many private providers are capable of meeting all criteria of training quality since they are often small-sized, lacking in managerial staff, teaching facilities, school buildings and grounds (see figure 21).

Figure 21: The most important constraint for delivery of effective training services (% of institutions)
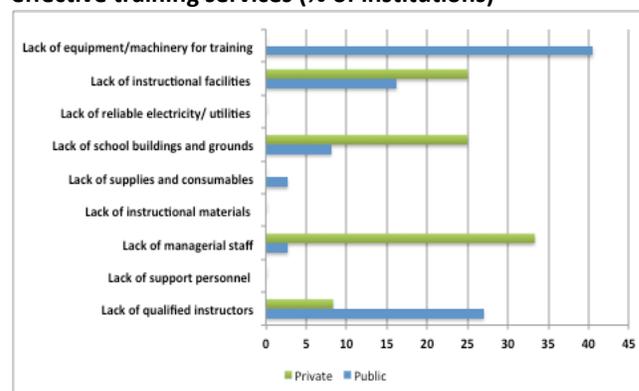
Source: Vocational Training institutions Survey. CIEM.

In general, incentive schemes to improve training quality are applicable to all providers in the national vocational training system, but most of the beneficiaries of the financial incentives have been state-owned training institutions. For example, recently, the MOLISA approved the Project on Development of focal/key occupations and the list of selected vocational training institutions to offer this particular training in the period 2011-2015 [52]. According to this policy, 246 vocational colleges and secondary schools have been selected for the Project, of which 200 are public. The selected vocational schools are provided with support from the central

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[49]Article 50, paragraph 1c of the Law on VT.
[50]http://www.gdtd.vn; ngay 26/9/2011.
[51] This figure is estimated for 2008.

[52] Decision No. 826 /QĐ-LĐTBXH dated on 7, July, 2011. Attached into this Decision is the list of 120 focal/key 120 occupations approved by MOLISA.

government, aimed at enhancing training quality by upgrading instructional facilities, equipment, training programs, curricula, instructors and managers (Article 2, Decision No. 826 /QĐ-LĐTBXH). On the other hand, the implementation of the Project on Vocational Training for Rural Laborers, in place through 2020 is expected to provide opportunities for private institutions to receive financial support to enhance the quality of training.

▣ Motivate public institutions to respond to demand for skills
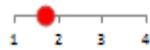
This Action scored at latent level due to the absence of a strong mechanism to motivate public training institutions to improve their training outcomes and meet the demand for skills.

Despite the existence of a reward system for well-performing training institutions that includes the payment of bonuses to employees, a defined set of output targets for performance is missing. In fact, the evaluation of the performance of public providers is mainly based on quantitative indicators such as enrollment and graduation rates, with little attention paid to qualitative criteria such as training qualifications and employer satisfaction. Finally, it is difficult to evaluate the capability of staff in public training providers as no defined job description and outcome requirements for positions exist.

In reality, many public institutions have responded positively to quick changes in the labor market by improving their training services to meet the evolving demand for skills. This, however, is driven more by the increasing competition in the training market than by an established system for outcome improvement.

Policy Goal 9 | Enhancing Accountability for Results

Policy Goal 9 is concerned with systemic monitoring and evaluation of the demand for skills; procedures for data collection and management; and attention to outcomes, efficiency and innovation in service delivery. This Goal scores slightly below the emerging level.
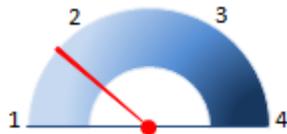
▣ Strengthen monitoring and evaluation
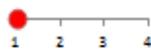
This Policy Action scored exactly at the latent level due to the limited attention that monitoring and evaluation (M&E) receives in Vietnam's WfD policy.

The Vietnamese Law on Vocational Training does not comprise any article on M&E. In general, the demand for skills is monitored and evaluated by the MOLISA at the central level and by the DOLISA at the local level, mainly based on annual operation reports collected from training institutions. Occasionally, ad-hoc reports and survey data are used by management authorities for M&E of publicly- sponsored programs such as the Project on Vocational Training for Rural Laborers until 2020. While a large number of *ad-hoc* studies and surveys exist, the absence of a systematic database on WfD has been an obstacle for several years both at the central and local level. The annual survey on Labor and Employment has been conducted by GSO since 2007 and is accessible to the public, but data on skills demand are still limited.

▣ Specify reporting requirements by training institutions
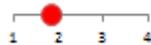
This Action scores at the emerging level because data at the institutional level are collected, but not maintained and managed in an integrated information system and publically available for analysis. According to the Law on VT, institutions must provide necessary data requested by State management authorities whenever an inspection for training quality takes place.

Apart from administrative data, graduation statistics and budget reports, public training providers are required to collect data related to staff such as position and level of qualification, wage level and report these to their respective management authorities. Data on assets accumulated through state investment such as land are also maintained and reported. Client feedback is not regulated, but many public institutions have established informal links with employers and graduates with the aim of improving their service quality and meet skills demand. For example, some providers such as the Viettronics Technology College (http://caodangvtc.edu.vn) get feedback from employers and graduates through Alumni associations. Others have established a department for enterprise and graduates relation or graduates association, for example the Information Technology College HCM city (http://itc.edu.vn).

Figure 22: Share of TIs collecting data
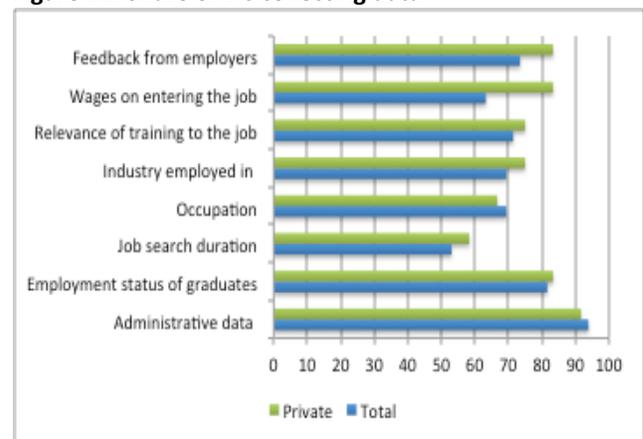
Source: Vocational Training institutions Survey. CIEM.

Non-state providers are required to collect and report data on enrollment and staff. They are also encouraged to collect data on graduation and client feedback. Figure 22 shows that, according to CIEM's training institutions survey, private providers have paid more attention to data on job search duration, graduate wages and feedback from employers in comparison public institutions. However, the main uses of the data are for marketing purposes and performance assessment at the institution level, rather than for reporting data to the government or producing publicly available reports (see figure 23).

Figure 23: Use of collected data at the institution level
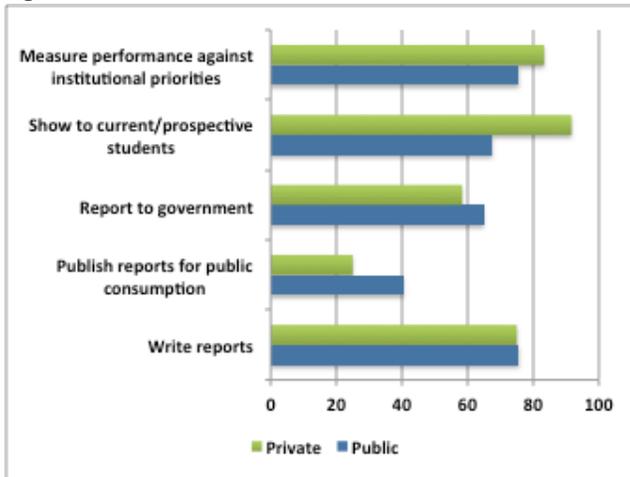
Source: Vocational Training institutions Survey. CIEM.

In general, public and private institutions are required to submit their operation reports to the relevant authorities such as the DOLISA and/or their owners, often for State management purpose. However, there are no regulations on the number of reports to be submitted. Surprisingly, according to CIEM's institution's survey, 73.3% of respondents (33 over 45) claimed to have submitted more than six reports to the relevant ministries over the last school year (figure 24).

Figure 24: Number of reports submitted to the ministry last school year
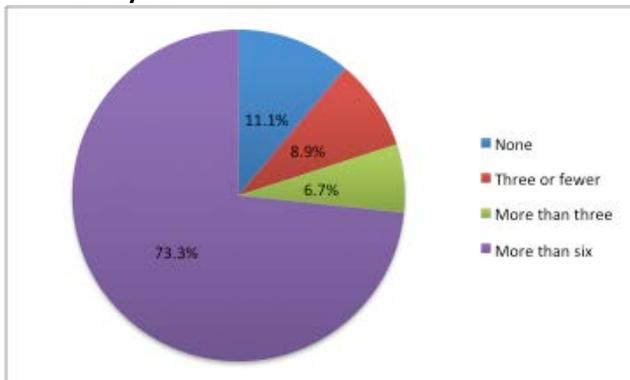
Source: Vocational Training institutions Survey. CIEM.

◉ Increase focus on outcomes, efficiency and innovation
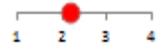
This Policy Action scored at the emerging level as there are *ad-hoc* and institutionalized arrangements in place for M&E of training service delivery, but there is little evidence on the use of the results to improve skills development policies.

M&E of the delivery of training programs financed by the state budget is often conducted through *ad-hoc* studies and performance audits. Similarly, monitoring and evaluation of training service delivery at the institution level is *ad-hoc* and can be done in different ways: regular assessment of institutional performance through internal evaluation conducted annually by the institutions or analysis of selected issues by management authorities.

The influence of existing M&E arrangements over the efficiency and innovation of service delivery is still limited since M&E results fail to provide sufficient information for improvement of service delivery. Furthermore, a clear set of criteria for M&E is lacking.

8. Vietnam's Results in Comparison with those for Singapore and South Korea

Vietnam's SABER-WfD scores may be compared with those for South Korea and Singapore, two countries for which data were collected for 1970, 1990, and 2010 using the same version of the SABER-WfD data collection instrument.[53] To allow for differences in level of development and to put the comparison in an appropriate frame of reference, the discussion below focuses on Vietnam's ratings for 2010 in relation to those for the other two countries in 1970. It highlights key contextual indicators for the three countries before comparing scores across the three countries.

Country context in Vietnam, Singapore and South Korea

According to table 5, Vietnam's economic indicators in 2010 lag behind those of both South Korea and Singapore in 1970. For example:

- Vietnam's GDP per capita in 2010 (constant 2005 PPP $) is on par with Korea's in 1970 but much below Singapore's in that year;
- Vietnam's GDP per worker, a measure of worker productivity, in 2010 was less than a fourth of Singapore's and less than half that of Korea's in 1970; and
- Vietnam's economy grew at an impressive 7.2% a year in the decade prior to 2010, but both South Korea and Singapore grew even faster in the decade prior to the reference year, at, respectively, 10.0 and 8.2 % a year.

Vietnam's human development indicators in 2010 are much better, however, compared with the corresponding statistics for Singapore and South Korea in 1970. For example:

- Vietnam's life expectancy in 2010 is significantly longer than that in Singapore and South Korea in 1970;

- Vietnam's mean years of schooling, at 5.5 years in 2010, lies between Singapore's surprising modest 3.7 years (even in 1980) and South Korea's 7.3 years (also for 1980); and
- Vietnam's public spending on education, at nearly 5% of the GDP in 2010, exceeds by a large margin the shares of 3.2 % and 3.5 % for Singapore and South Korea, respectively, in 1970.

Table 5: Selected socio-economic indicators for Singapore, South Korea and Vietnam

	Singapore 1970	Korea 1970	Vietnam 2010
GDP per capita (USD 2005 PPP)[1]	7,218	2,808	2,780
GDP per worker (in USD 2005 PPP)[1]	20,404	9,722	4,761
Average growth rate of last 10 years (% p.a.)[2]	10.0	8.2	7.3
Life expectancy (years)[3]	68	61	75
Mean years of schooling of adults[3]	3.7	7.3	5.5
Public expenditure on education (% of GDP)[3]	3.2	3.5	4.98

[1] Data are from the Penn World Tables.
[2] Figures refer to the compound average growth rate from 1961-1970 for Singapore and South Korea, and from 2001 to 2010 for Vietnam, all based on the World Bank's World Development Indicators.
[3] The data are from the UNDP's International Human Development Indicator; data for Singapore and South Korea refer to 1980.
Source: authors' construction based on sources cited in the footnotes.

Overview of SABER-WfD Ratings

The SABER-WfD analytical framework focuses on three functional dimensions of the WfD system: Strategic Framework, System Oversight and Service Delivery. Vietnam's WfD system in 2010 scores at the "Emerging" level for all three functional dimensions, compared with Singapore's and South Korea's systems in 1970 which both scored at the "Established" level for Strategy and at the "Emerging" level for the other two dimensions. While the results put Vietnam in a slightly unfavorable light, the gap is modest and the prospects for improvement are good given Singapore's and South Korea's success over the years in strengthening their systems on all three fronts. Vietnam is fortunate because it can benefit from the

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[53] The instrument has since been revised based on feedback from its application in the pilot countries which included Chile, Ireland, Republic of Korea (referred to as South Korea in this report), Singapore and Uganda. See Tan et al. 2013 for the updated instrument.

examples of these and other countries that have successfully reformed their WfD systems. It is reasonable to expect that Vietnam will have a much shorter learning curve and that it will be able reach

an advanced level in much less than 40 years. Below follows an explanation of areas of strength and weaknesses in Vietnam's system that may warrant attention in light of the cross-country comparisons.

Figure 25: Evolution of SABER-WfD ratings in Vietnam, Korea and Singapore
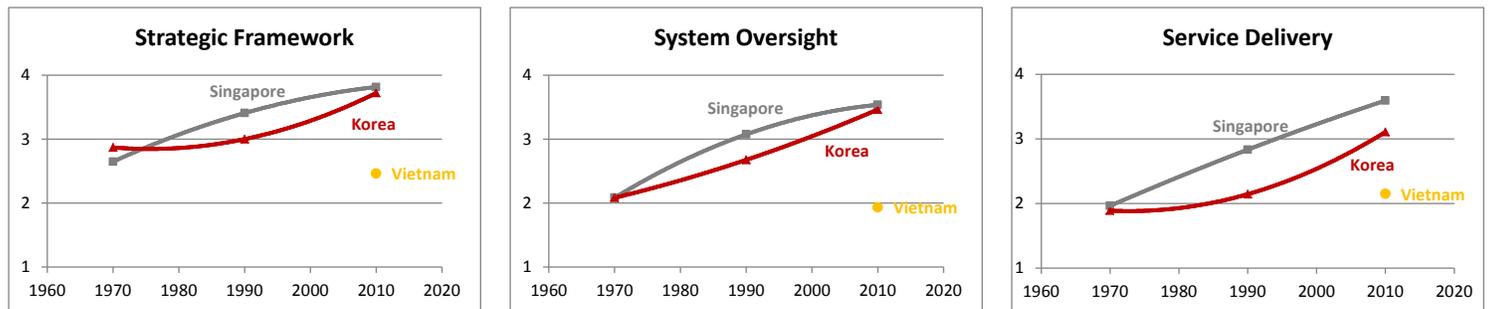
Comparing Ratings on the Strategic Framework Dimension

In the SABER-WfD analytical framework the rating for strategic framework reflects the status of policies and institutions associated with the following three policy goals: (a) articulating a strategic direction for WfD; (b) prioritizing a demand-led approach for WfD; and (c) fostering critical coordination among the key stakeholders. The scores for these components, along with the overall rating, appear in figure 26.

Figure 26: Comparing SABER-WfD Ratings on Strategy
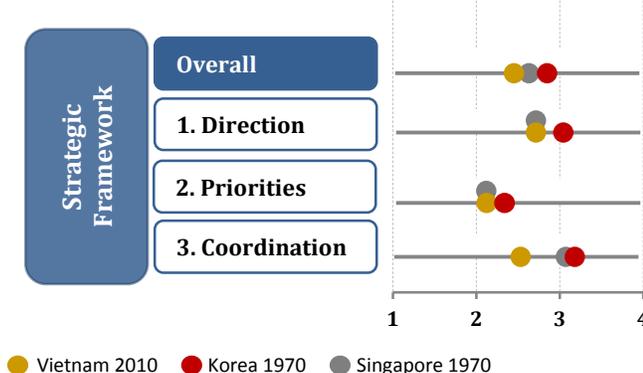
Two aspects of the Strategic Framework in Vietnam's WfD system in 2010 earn high marks: the very strong advocacy of apex-level leaders and the explicit actions taken by policy makers to address critical challenges in the future supply of skills. The ratings for these two features put Vietnam in at least as favorable a position as both Singapore and South Korea in 1970. In addition, measures are in place to

ensure coherence of strategic WfD priorities and there is evidence that roles and responsibilities for WfD are being institutionalized. These two features again put Vietnam on par with or just slightly behind the level of maturity of Singapore's and South Korea's systems in 1970.

Other aspects of the Strategic Framework dimension rated less well. Efforts are at a latent level with regard to strengthening firms' demand for skills to improve productivity; and they are at an emerging level for facilitation of communication and interaction among all WfD stakeholders. While modest, these ratings are nonetheless no worse than those for Singapore and South Korea in 1970, perhaps pointing to the difficulty or lower priority of developing these aspects at the early stages of aligning the WfD system to the country's economic strategy. Where Vietnam's scores are weaker than Singapore's and South Korea's in 1970 is in area of skills assessment and policy design, including the design of incentives to strengthen firms' demand for skills to improve productivity. Raising Vietnam's modest scores on these aspects of the strategic framework would require efforts to make assessing the country's economic prospects and its implications for skills building a routine practice in policy development. Doing so effectively means institutionalizing analytical activities that now occur on an *ad hoc* basis. One option would be to formalize these activities in the work of local think tanks. In South Korea and Singapore today such work is carried out by various national institutions

that were established and nurtured over the years, including the Korea Research Institute for Vocational Education and Training and the Institute of Adult Learning in Singapore.

Comparing Ratings for the System Oversight Dimension

The ratings on system oversight reflect the status of policies and institutions associated with the following policy goals: (a) diversifying pathways for skills acquisition; (b) ensuring efficiency and equity in funding; and (c) assuring relevant and reliable standards. The scores for these components, along with the overall rating, appear in figure 27.

Figure 27: Comparing SABER-WfD Ratings on System Oversight

Vietnam 2010   Korea 1970   Singapore 1970
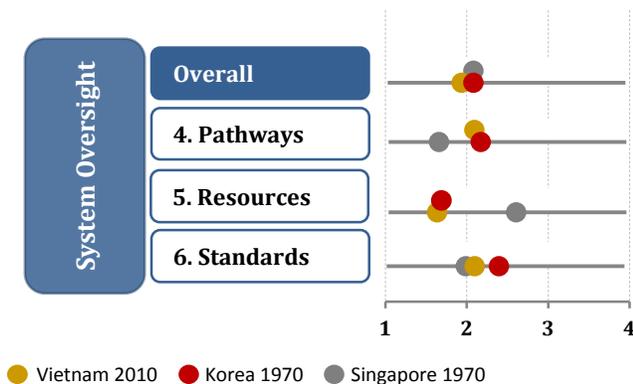
On the policy goals relating to pathways and to standards, Vietnam's WfD system in 2010 scores at the "emerging" level, the same level as in Korea and Singapore in 1970. On closer examination, the scores indicate that some aspects of the system are more developed than others. The introduction of new programs and adjustment to existing ones, for example, are governed by explicit procedures in Vietnam whereas in Singapore and South Korea in the 1970s such decisions were generally decided on an *ad hoc*, case-by-case, basis. Vietnam's system in 2010 is also better articulated across levels and programs than Singapore's in 1970 but less so than Korea's. Nonetheless, there remains significant room for improvement given the public's continued perception of vocational programs as a second-best option, one that serves merely as a stepping stone toward an academic education. Singapore has successfully tackled this issue over the years (as

reflected in an "Advanced" level score by 2010), in the process creating a system with "ladders and bridges" that offers students multiple routes to the labor market. In terms of quality assurance, Vietnam's system in 2010 shows no clear pattern of weakness vis-à-vis Singapore or South Korea in 1970. Vietnam recently set up a competent-based testing system, beginning with a limited coverage of occupations. South Korea also started off modestly in 1970, using standards borrowed from abroad, for only 15 occupations. Sustained effort over the years has created South Korea's strong national competency standards system today—one with standards defined for at least 250 of the occupations in the country's leading and emerging industries.

On the policy goal of ensuring efficiency and equity of funding, Vietnam's system in 2010 generally lags behind Singapore's and South Korea's in 1970, in that order. Unlike in Singapore and Korea, explicit criteria are not routinely used to ensure alignment between funding allocation and WfD priorities and to foster efficiency in the use of resources. Routine use and evaluation of such criteria can be expected to become more important as Vietnam's spending on vocational training grows from its currently small share of public spending on education and training. The gap in system maturity between Vietnam in 2010 and Singapore in 1970 is also substantial in the area of partnership with stakeholders in industry and business. Such partnerships in Vietnam today are organized on an *ad- hoc* basis between individual institutions and firms. South Korea's system in the 1970s was also rated at the latent level for partnerships but the situation has evolved in subsequent years. Today, both South Korea and Singapore have robust levy schemes that formalize employer contributions to fund investments in worker training.

Comparing Ratings for the Service Delivery Dimension

The rating for service delivery reflects the status of policies and institutions associated with the following policy goals: (a) fostering relevance of training programs; (b) incentivizing excellence in training provision; and (c) enhancing accountability for results. The scores for these components, along with the overall rating, appear in figure 28.

Figure 28: Comparing SABER-WfD Ratings on Service delivery
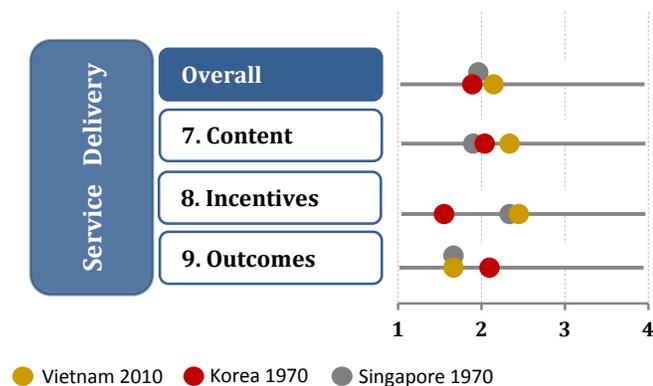
Vietnam's overall score for the service delivery dimension puts the system at an "emerging" level of development in 2010, which is comparable to the rating for Singapore and South Korea in 1970. Closer inspection reveals common challenges as well as differences across the three countries. Scores were modest in all three with regard to designing training programs with industry input and to increasing the demand-responsiveness of public training institutions. In a few areas Vietnam in 2010 was ahead of either Singapore or South Korea in the 1970s. It had an edge over Singapore in having practices that systematize the recruitment and retention of appropriately qualified and motivated administrators and instructors; and in requiring some form of routine data reporting from public training institutions. Compared with South Korea, Vietnam did better in taking steps to increase training institutions' focus on outcomes and other measures of performance in service delivery.

However, Vietnam's system lags behind the other two countries in benefiting from routine arrangements that generate data and analysis for continuous monitoring and evaluation of the status of skills demand and supply.

The prospects for improvement in Vietnam are good if the experience of Singapore and South Korea is any guide. In the decades since 1970, both countries have put in place routine, system-wide processes that boost the relevance, dynamism, and accountability of training provision. South Korea's score did not improve until after the 1990s and remains lower than Singapore's in 2010, reflecting the country's historically more centralized approach to training provision. In the early decades of state-led industrialization, the government took an active role in defining training curricula and in managing training institutions in an effort to align the supply of skills with the requirements envisaged in successive Five-Year Development Plans. Today, this top-down approach has begun shifting toward one in which institutions have more autonomy to respond to industry demand while they are also monitored against performance targets (e.g., labor market outcomes of graduates and employer satisfaction). Singapore has moved more rapidly in this direction and has managed by 2010 to create an efficient, diversified and responsive system of training provision. Its more decentralized approach of granting training institutions authority over curricula and other operational matters is part of an economic strategy that emphasizes the system's agility in supplying skilled workers to meet the requirements of foreign and domestic industries.

Annex 1 | Analytical Framework of SABER-WfD

Dimension 1: Strategic Framework
Aligning WfD to national goals for productivity, growth and poverty reduction
    Policy Goal 1: Articulating a strategic direction for WfD
        Policy Action 1: Advocate for WfD as a priority for economic development
        Policy Action 2: Evaluate economic prospects and its implications for skills
           Policy Action 3: Develop policies to align skills demand and supply
    Policy Goal 2: Prioritizing a demand-led approach to WfD
        Policy Action 4: Promote demand-driven approach
        Policy Action 5: Strengthen firms' demand for skills to improve productivity
        Policy Action 6: Address critical challenges in the future supply of skills
    Policy Goal 3: Strengthen critical coordination
        Policy Action 7: Ensure coherence of key strategic WfD priorities
        Policy Action 8: Institutionalize WfD roles and responsibilities
        Policy Action 9: Facilitate interaction among all WfD stakeholders

Dimension 2: System Oversight
Governing the system to achieve desired goals
    Policy Goal 4: Diversifying pathways for skills acquisition
        Policy Action 10: Foster articulation across levels and programs
        Policy Action 11: Promote life-long learning
        Policy Action 12: Set policies and procedures to renew programs
    Policy Goal 5: Ensuring efficiency and equity in funding
        Policy Action 13: Articulate funding strategy
        Policy Action 14: Allocate funds to achieve efficient results
        Policy Action 15: Foster partnerships
    Policy Goal 6: Assuring relevant and reliable standards
        Policy Action 16: Specify accreditation standards
        Policy Action 17: Strengthen skills testing and certification
        Policy Action 18: Assure credibility of accreditation and of skills certification

Dimension 3: Service Delivery
Ensuring tangible results on the ground
    Policy Goal 7: Fostering relevance in training programs
        Policy Action 19: Link training, industry, and research institutions
        Policy Action 20: Design training with industry inputs
        Policy Action 21: Improve competence of administrators and instructors
    Policy Goal 8: Incentivizing excellence in training provision
        Policy Action 22: Promote diversity in training provision
        Policy Action 23: Incentivize private providers to meet WfD standards
        Policy Action 24: Motivate public training institutions to respond to demand for skills
    Policy Goal 9: Enhancing accountability for results
        Policy Action 25: Strengthen monitoring and evaluation
        Policy Action 26: Specify reporting requirements by training institution
        Policy Action 27: Increase focus on outcomes, efficiency and innovation

Annex 2 | Benchmarking Scores 2011

Dimension			Policy Goal			Policy Action	
Strategic Framework	2.5		Direction	2.7		Advocate for WfD as priority for economic development	3.5
						Evaluate economic prospects and their skills implications	2.3
						Develop policies to align skills supply and demand	2.3
			Priorities	2.1		Promote a demand-driven approach to WfD	1.3
						Strengthen firms' demand for skills to improve productivity	1.3
						Address critical challenges in the future supply of skills	3.7
			Coordination	2.6		Ensure coherence of key strategic WfD priorities	3.0
						Institutionalize the structure of WfD roles and responsibilities	2.7
						Facilitate communication and interaction among all WfD stakeholders	2.0
System Oversight	1.9		Pathways for Skills Acquisition	2.1		Foster articulation across levels of instruction and types of programs	2.0
						Promote life-long learning with recognition of prior learning	2.3
						Set policies and procedures for introducing, adjusting or closing publicly-funded programs	2.0
			Resources	1.6		Articulate a strategy for funding WfD	2.5
						Allocate public funds for WfD to achieve results with efficiency	1.3
						Foster partnership between WfD authority(s) and stakeholders	1.0
			Standards and Quality Assurance	2.1		Specify accreditation standards for training providers	2.0
						Strengthen skills testing and certification	2.0
						Assure the credibility of accreditation and of skills certification	2.3
Service Delivery	2.1		Content	2.3		Strengthen linkages among training institutions, industry and research institutions	2.5
						Integrate industry inputs into the design of training programs	2.0
						Enhance competence of WfD administrators and instructors	2.5
			Incentives	2.4		Promote diversity in training provision	3.7
						Incentivize private providers to meet WfD standards	2.0
						Motivate public training institutions to respond to the demand for skills	1.7
			Outcomes	1.7		Strengthen the WfD monitoring and evaluation system	1.0
						Specify reporting requirements by training institutions	1.8
						Increase focus on outcomes, efficiency and innovation in service delivery	2.2

Source: authors' calculdations; see Tan et al. 2013 for an updated rearragnement of the policy goals in a later version of the SABER-WfD tool.

Annex 3 | Documents

- CIEM-World Bank (2012), The employer survey report
- Duong Duc Lan (2011), *Skill enhancement for labor force in Vietnam up to 2020*
- GDVT-GTZ (2007), *Financing of technical and vocational education and training in Vietnam*
- GDVT-GTZ (2009), *Business Sector Involvement in VET Delivery and Governance in Viet Nam: Current Situation and Policy Implications*
- GTZ (2008), *Technical and Vocational Education and Training (VET) in Vietnam: A Brief Overview*
- Gunnar Specht (2011), *Presentation on Aspect of VET financing: contribution of enterprise and cost-benefit of VET*.
- Gunnar Specht (2011), *Presentation on Enterprise involvement in VET delivery and Governance in Vietnam*.
- ILO (2007), *Labour and Social Trends in ASEAN*
- MOLISA (2010), *The Vietnam Employment Trends Report 2010*
- Mori, Junichi, Nguyen Thi Xuan Thuy, Pham Truong Hoang (2009), *Skills development for Vietnam's industrialization: Promotion of Technology Transfer by Partnership between VET Institutions and FDI Enterprises*, Hiroshima University.
- Philipp Phan Lassig (2011), *A diagram on national education system in Vietnam*
- Specht, Gunnar and Clemens Aipperspach (2009), *Role of enterprises in organizing an managing vocational training in Vietnam: real situation and necessary policies*, General Department of Vocational Training – GTZ.
- Tan, Jee-Peng, Kiong Hock Lee, Robert McGough and Alexandria Valerio (2012), *What Matters in Workforce Development: An Analytical Framework for the Pilot Phase,* Human Development Network, World Bank (mimeograph).
- Tan, Jee-Peng, Kiong Hock Lee, Alexandria Valerio and Joy Yoo-Jeung Nam (2013), *What Matters in Workforce Development: A Framework and Tool for Analysis,* SABER Working Paper Series Number 6, Education Department, Development Network, World Bank, available at http://go.worldbank.org/32GZWRY8Z0.
- World Bank (2012), *Well Begun, Not Yet Done: Vietnam's Remarkable Progress on Poverty Reduction and the Emerging Challenges,* Report No. 70798-VN, East Asia and Pacific Region, Hanoi.

Legal documents:

- the Resolution of the Party's National Congress (2011);
- the Socio-Economic Development Strategy for 2011-2020;
- the Socio-Economic Development Plan for 2011-2015;
- Decision No 630/QD-TTg dated 29/5/2012 on approving the Vocational Training Development strategy for the period of 2011-2020;
- The draft Education Development Strategy for the period of 2011-2020, proposed by the MOET and MPI;
- The Law on vocational training No. 76/2006/QH11 dated 29 November, 2006;
- The Education Law 2005, amended in 2009 No 44/2009/QH12 dated 25, November 2009;
- Decision No 579/QD-TTg dated 19/4/2011 on approving the Human Resource Development Strategy for the period of 2011 – 2020;
- Decision No 1216/QD-TTg dated 22/7/2011 on approving the Master plan of Human Resource Development for the period of 2011-2020;
- Decision No 07/2008/QD-TTg dated 10/1/2008 on approving the National Targeted Program on Education and Training by 2010;
- Decision No 2406/QD-TTg dated 18 December 2011 on the Approval of National- Targeted Programs for the period 2012-2015 in general and Approval of National – Targeted progtam on Employment and Vocational Training in particular 2012-2015 in particular. Project No 1. on renovation and Development of Vocational Training;
- the Master Plan for the Development of a Network of Vocational Colleges, Vocational Secondary Schools, and Vocational Training Centers until 2010, and orientation to 2020 (approved at

- Decision No 07/2006/QĐ-BLĐTBXH dated 2/10/2006);
- Decree No 70/2009/ND-CP by the Government, dated 21/8/2009 on responsibility of state management for vocational training;
- Decion No 01/2007/QĐ-BLDTBXH by MOLISA, dated 4/1/2007, on vocational training frameworks for college level and secondary level;
- Decision No 02/2007/QD-BLĐTBXH by MOLISA, dated 4/1/2007 on regulations of vocational colleges;
- Degree No 69/2008/NĐ-CP dated 30/05/2008 on the promotion policies of socialisation in the fileds of education, vocational training, health, culture, sport and envinronment;
- Project "Vocational Training to Rural Labour in Vietnam" issued based on the Decision No. 1956/QD-TTg dated 27/11/2009;
- Decison No 42/2008/QD-BGD&DT dated 29/7/2008 on the link in professional secondary education, university and college education;
- Decree No 43/2006/ND-CP issued by the Government dated 25/4/2006 on the self-autonomy and self-responsibility in public service units;
- Law on Public servants No 58/2010/QH12 dated 15 Novemeber 2010;
- Law on Emulation and Reward 2003 and the amended Law in 2006;
- Decision No 1956/QD-TTg dated 27/11/2009 on approval of the project of vocational training for rural labourer until 2020;
- Decision No 05/2006/QD-BLDTBXH by MOLISA, dated 10/7/2006, on procedures of establishing and registering vocational training for vocational colleges and vocational secondary schools;
- Circular 42/2011/TT-BLDTBXH of MoLISA dated 29 December 2011 on procedure for accrediation;

- Decision 68/2008/QD-BGDDT of MoET dated 9 December 2008 on job consulation and preference in university and Technical secondary school;
- Circular 19/2010/TT-BLDTBXH of MoLISA dated 7 July 2010 on accreditaion standards for vocational training centres;
- Circular 29/2011/TT-BLDTBXH of MoLISA dated 24 October 2011 on registration of vocational training;
- Circular 15/2011/TT-BLDTBXH of MoLISA dated 10 May 2011 on management and organization of evaluation and issuance of national skill certficate;
- Decision 09/2008/QD-BLDTBXH of MoLISA dated 27 March 2008 on principle and procedure for developing national skill standards;
- Decision 53/2008/QD-BLDTBXH of MoLISA dated 6 May 2008 on inter-disciplinary training;
- Inter-circular No. 27/2010/TTLT-BGDDT-LDTBXH of MoLISA and MoET dated 28 Nov 2010 on inter-disciplinary training from secondary and college level to university;
- Decision 2/2009/QD-BLDTBXH of MoLISA dated 17 January 2008 on accreditaion standards for vocational training college;
- Decision 2/2009/QD-BLDTBXH of MoLISA dated 17 January 2008 on accreditaion standards for vocational school;
- Decree 139/2006/ND-CP of the Government dated 20 November 2006 on details of a number of articles of the Law on vocational training;
- Other legal regulations on vocational training.

Websites:

- www.chinhphu.vn
- http://www.gdtd.vn
- http://www.tvet-vietnam.org

Annex 4 | Informants

No	Name of informants	Ministries/ Agencies/ VET institutions	Position of informants
1	Ms. Nguyen Thi Lan Huong	National Institute of Education Management	Deputy of Division of International Cooperation and Project Development
2	Ms. Pham Minh Thu	Institute of Labor Science and Social Affairs	Vice-director of industrial relationship division
3	Mr. Nguyen Chi Truong	Directorate of Vocational Training, MOLISA	Deputy Director
4	Mr. Tran Xuan Thuy	Department for Professional Education - MOET	
5	Dr. Tran Van Xuyen	Technical Technology College	Headmaster
6	Mr. Pham Duc Vinh	Hanoi Industrial Vocational College	Headmaster
7	Mr. Nguyen Binh Minh	Power Vocational College	Headmaster
8	Dr. Bui Ton Hien	Institute of Labor Science and Social Affairs (ILSSA, MOLISA)	
9	Dr. Dao Thanh Huong	Institute of Vocational training	Vice director
10	Mr. Dao Quang Tien	Song Da Simco vocational college of technique - technology and economics	Vice director
11	Mr. Nguyen Tri Truong	GDVT	Vice Head of Occupational skill standards Department
12	Mr. Nguyen Hong Minh	GDVT	Head of Public Vocational training Department
13	Mr. Tran Xuan Thuy	Department for Technical secondary school, MOET	
14	Mr. Pham Quang Vinh	Thanglong Technical College	Headmaster
15	Mr. Pham Van Thanh	Railway Technical College	Headmaster
16	Mr. Thanh	Department for Science, education, natural resource and environment, Ministry of Planning and Investment	

Annex 5 | Vocational training institutions survey

Sampling. The survey was designed to provide statistically valid baseline data. The sample of vocational training institutions was selected by types of ownership, across sector activities and geographical regions. Table 1 shows a summary of the 49 VT institutions that were randomly chosen.

Table 1. Sample of surveyed vocational training institution

Type of institution		Type of ownership		Geographical regions	
		Public	**Private**	**Hanoi+**	**Hochiminh+**
Vocational secondary school	18				
Vocational training institute	2				
Community college	1	37	12	28	21
Polytechnic	23				
Other types (technical professional secondary school/colleges/ universities providing vocational training)	5				
TOTAL	49	49		49	

Fieldwork. Before starting the VT institution survey, the CIEM team reviewed the questionnaire designed by the World Bank team and translated the questionnaire into Vietnamese. The CIEM team also conducted pilot tests in 3 VT institutions in Hanoi (consisting of 1 vocational college, 1 vocational secondary school and 1 vocational training center). The interviewers conducted face-to-face interviews with directors/deputy directors of the pilot VT institutions.

The CIEM established an interviewer team with four members of which one was assigned to be data entry operator (see complete list of members below). After completing an interview, the interviewers intermediately revised and cleaned the filled questionnaire to ensure that all questions could be answered with obtained information.

Data cleaning and entering. Data cleaning was double-checked by interviewers and the data entry operator. The template for data entry was designed in Excel by the data entry operator. Interviewers carried out data entering for their cleaned questionnaires on the template. The data was then transferred into STATA by the data entry operator.

Table 2. The survey management team

No	Name	Task
1	Dr. Nguyen Dinh Cung	Team leader/ Supervisor
2	Nguyen Minh Thao	Survey management staff

Table 3: The interviewer team

Locations of interview (provinces)	Name of interviewers	Notes
Hanoi+	Nguyen Minh Thao	Survey management staff/ Interviewer
	Phan Duc Hieu	Interviewer
	Hoang Thi Hai Yen	Interviewer
	Pham Thi Thu Hien	Interviewer
Hochiminh+	Nguyen Minh Thao	Survey management staff/ Interviewer
	Phan Duc Hieu	Interviewer
	Hoang Thi Hai Yen	Interviewer

Table 4: Data entry operators

No	Name	Notes
1	Dr. Nguyen Dinh Cung	Team leader/ Supervisor
2	Nguyen Minh Thao	Data entry operator/ designing data entry template

Table 5: Complete list of surveyed vocational training institutions

No	Name of institutions	Address	Name of respondents	Position of respondents	Contact details
	Technical/ Vocational secondary school				
1	19-5 Handicraft and Fine Arts Vocational Secondary School	Bai Bo Street, Tan My Commune, YenDung, Bac Giang Province	Mr. Nguyen Van Thao	Staff of Training Department	0240.3859921
2	Automobile Technology Vocational Secondary School	No 83, Trieu Khuc Street, Thanh Xuan District, Hanoi	Pham Thi Hai	Staff of Training Department	0914581617
3	Vocational Secondary School of transport and civil engineering	Nguyen Xa Hamlet, Minh Khai Commune, Tu Liem, Hanoi	Nguyen Thanh long	Vice director	0903252999
4	Vietnam-Australia Vocational Secondary School	No. 42, 55 Alley, Dich Vong Hau, Cau Giay District, Hanoi	Pham Thi Kieu Hoa	Head of Training Department	0977865359
5	Vocational Secondary School No 10	101 To Vinh Dien, Khuong Trung, Thanh Xuan, Hanoi	Trinh Thi Thu	Teacher	0989584167
6	Thai Binh Transport Vocational Secondary School	134 Quang Trung, Thai Binh	Tran Thi Thu Hang		0912455198
7	Thai Binh Vocational Secondary School for disabled people	Hamlet 8, Dong Hoa, Thai Binh	Bui Thi Luyen		
8	Binh Duong Vocational Secondary School	Hoang Hoa Tham Str., Thu Dau Mot town, Binh Duong	Vu Trong Toan	Vice Head of Training Department	0909204372

9	Binh Duong professional vocational Secondary School	K1/28A, Hoang Hoa Tham, Thu Dau Mot town, Binh Duong	Le Ngoc Huy	Member of the management Board of Institution	0908792900
10	Vocational secondary school of Binh Duong Industrial Zone	Di An, Binh Duong	Pham Van Hung	Head of Training Department	0650.3737289
11	26/3 Vocational Secondary School	Str. 13, Ho Nai, Bien Hoa, Dong Nai	Nguyen Viet Khoa	Head of Training Department	0913674836
12	Southeast Electromechanics Vocational Secondary school	No 453A, road 768 Thien Tan, Vinh Cuu, Dong Nai	Vo Duy Chuc	Vice director	0908450322
13	Viet Giao Vocational Secondary School	No 193 Vinh Vien, Hochiminh	Ho Thi Hong	Head of Administration Department	0975748284
14	Khoi Viet Vocational Secondary School of Tourism	No 553/73 Nguyen Kiem, Phu Nhuan, Hochiminh	Huynh Huu Duc	Assistant of Director	0939792402
15	International Tourism and Marketing School	27 Phan Dang Luu, Hochiminh	Mr. Thu	Vice director	08.35109207
16	Hung Vuong Technology and Technical Vocational Secondary School	161-165 Nguyen Chi Thanh, Hochiminh	Nguyen Ngoc Hanh	Vice director	0906668898
17	Vietnam - Australia hotel management vocational secondary school	160 Nam Ky Khoi Nghia	Tran Thi Xuan Khuyen Ms. Chung - secrectary	Head of Training Department	0977196116
18	Ba Ria Vung Tau Transport Vocational secondary school	Road 3/2, Ba Ria-Vung Tau	Nguyen Ho Bao Hung	Head of Training Department	064.3501164
Vocational training institute					
1	Tu Liem Vocational orientation and Training Centre	No. 18 Nguyen Co Thach Street, Tu Liem, Hanoi	Vu Duc Thang	Vice Head of Training Department	
2	Thanh Xuan Vocational orientation and Training Centre	90 Alley, Nguyen Tuan Street, Thanh Xuan District, Hanoi	Hoang Ba Quyen	Director	0942587588
Community college					
1	Southern Agriculture College	Tan My Chanh, My Tho, Tien Giang	Trinh Ba Bien	Vice Head of Department of Equipment Management and Control	0919747607
Polytechnic					
1	Bac Ninh Vocational College of Electromechanics and construction	Nguyen Dang Dao str., Area No 10, Dai Phuc, Bac Ninh	Dang Dinh Ve	Vice Head of Faculty of Construction	0982177471

2	Vocational College of Trade and Industry	Lai Cach, Cam Giang, Hai Duong	Vu Thi Thanh		03203786840
3	Hai Duong Vocational College	Tien Trung, Ai Quoc, Hai Duong	Nguyen Duc Truong		03203751758
4	Vocational College of maritime transport No 1	Nam Dong, Hai Duong	Nguyen Van Luc		03203752457
5	Song Da Simco vocational college of technique - technology and economics	Bình Minh, Thanh Oai, Hanoi	Mr. Dao Quang Tien	Vice Director	0912503916
6	Hanoi College of Technology and Business (Hacotab)	Phuc Ly - Minh Khai - Tu Liem - Hanoi	Dr. Vu Van Thoai	Vice Director	
7	Viet Duc - Vinh Phuc Vocational College	Nguyen Tat Thanh - Administrative area 15 - Lien Bao - Vinh Yen - Vinh Phuc	Mr. Tran Quoc Hung	Vice Director	983209149
8	Hanoi Electromechanics Vocational College	No.160, Mai Dich Street, Mai Dich, Cau Giay District, Hanoi	Dong Van Ngoc	Vice director	0903228145
9	Phu Chau Vocational College	No. 121, Alley 3, Cau Dien Street, Phu Dien, Tu Liem, Hanoi	Tran Thi Tien	Vice director	09041667464
10	Hanoi Economic and Technical College (hanetco)	233 Khuong Trung Moi, Thanh Xuan, Hanoi	Ta Viet Hung		0983588125
11	Tran Hung Dao Vocational College	Phu My, My Dinh, Tu Liem, Hanoi	Nguyen Duy Hung	Director	
12	Hanoi Vocational College of Electromechanics and Food Technology	Phu Minh, Phu Xuyen, Hanoi	Truong Vinh Thinh	Head of Faculty of Electricity and Computer Science	
13	Viet Bac Industrial Vocational College (Vinacomin)	Son Cam, Phu Luong, Thai Nguyen			
14	Thai Nguyen Vocational College of Metallury and Electromechanics	Tich Luong commune, Thai Nguyen	Pham Xuan Binh		0915207412
15	Vietnam - Singapore Vocational College	Highway 13, Thuan Giao, Thuan An, Binh Duong	Nguyen Thanh Tri	Vice director	0913824023
16	Can Tho Vocational College	No 57, Cach Mang Thang 8 Str., An Thoi, Can Tho	Nguyen Van Duc	Head of Training Department	0909720603
17	Vocational College of Irrigation and Mechanics	Km44, Highway 1A	Le Thi Dao	Dean of faculty of economics	0989117224
18	Vocational College No 8	Highway 15, Long Binh Tan, Dong Nai	Pham Hoai Bac	Vice director	0918314498

19	Ho Chi Minh City Maritime Vocational College	232 Nguyen Van Huong, District 2, Hochiminh	Phung Trong Hieu	Head of International Relation Department	0862818705/0903339444
20	Saigon Vocational College (Saigon tech)	Quang Trung software part, District 12, Hochiminh	Thuy Tien	Head of Training Department	0913147848
21	Central vocational college of transport No3	73 Van Cao, Hochiminh	Nguyen Duc Thieu	Vice director	08.38605088
22	Ba Ria Vung Tau Vocational College	Dat Do town, Ba Ria - Vung Tau	Truong Huynh Nhu	Vice director	01682001061
23	Hong Lam International Vocational College	Truong Chinh road, Phu My town, Ba Ria - Vung Tau	Pham Thi Trang	Assistant of the management Board of Institution	064.3923196
Other types (Professional secondary schools/colleges having vocational trainings)					
1	Viet Duc Industrial College	Song Cong, Thai Nguyen	Luong Thanh Tam	Vice Head of Training Department	0913559115
2	Northen Thang Long Economic - Technical Secondary School	Kim Chung, Dong Anh, Hanoi (km2 Thang Long - Noi Bai road)	Pham Quang Vinh	Director	0913.537.881
3	College of Printing Industry	Phu Dien, Tu Liem, Hanoi	Luu Dinh Quyet & Tran Van Son	Vice Head of Training Department & Vice Director	
4	Hanoi College of Electronics and Refrigeration vocational college	Alley 86, Chua Ha Street, Dich Vong, Cau Giay, Hanoi	Nguyen Thi Hang Nga	Head of Training Department	04.38349644
5	Hanoi College of Tourism	Hoang Quoc Viet Road, Cau giay District, Hanoi	Le Anh Tuan	Head of Training Department	04.37560745

Annex 6 | Benchmarking Rubrics

Functional Dimension 1: Strategic Framework					
Policy Goal	**Policy Action**	**Level of Development**			
		Latent	**Emerging**	**Established**	**Advanced**
1. Articulating a Strategic Direction for Workforce Development	*Advocate for WfD as a priority for economic development*	▪WfD is **not prioritized** in national economic development.	▪Political and other leaders **recognize the importance** of WfD for economic development; economic development plans have identified a few WfD priorities.	▪Political and other key leaders in industry provide **sustained support** for WfD; economic development plans assess and specify several WfD priorities that are being implemented.	▪WfD is fully integrated into national policies and strategies, reflecting a holistic approach[54] to WfD; economic development plans formally assess and specify a wide range of WfD priorities that are supported by implementation plans and budgets, these are subject to **continuous evaluation and improvements**.
	Evaluate economic prospects and its implications for skills	▪The concept of a demand-driven approach[55] to WfD has **yet to emerge**.	▪A demand-driven WfD strategy is **beginning to take shape** but policy reforms are often impeded by various difficulties.	▪A demand-driven WfD strategy **informed by appropriate analyses** is accompanied by some policy reforms that have been implemented.	▪A well-informed demand-driven WfD strategy with **continuous evaluation and improvements** has been internalized as a standard practice.
	Develop polices to align skills demand and supply	▪Policies are being developed but are **not based on formal analyses** of skills demand.	▪A few policies have been developed on the basis of **occasional assessments** to address imbalances between skills demand and supply; these policies and interventions are subject **to in-house reviews**.	▪A range of policies based on **occasional and routine assessments** by government and independent WfD stakeholders have been implemented to address skills imbalances; these are subject to **routine in-house reviews and independent external evaluations**.	▪Policies are formulated on the basis of **well-informed analyses**, including assessments by independent organizations, and they are **routinely reviewed and updated** with inputs from relevant stakeholders to ensure program offerings fit the economic climate and demands for new skills.

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[54] A holistic approach is one that addresses multiple dimensions of skills development, including: (a) aligning skills training to employers' needs and national goals for productivity, growth and poverty reduction; (b) governing the system to achieved the desired national goals, and (c) ensuring tangible results on the ground.
[55] In a demand-driven strategy, the demand for skills drives the supply of training services. Arrangements to achieve this relationship between skills supply and demand include: the involvement of employers in shaping training policies and provision, financing tied to employment outcomes, etc.

		Level of Development			

<table>
<tr><th colspan="6">Functional Dimension 1: Strategic Framework</th></tr>
<tr><th rowspan="2">Policy Goal</th><th rowspan="2">Policy Action</th><th colspan="4">Level of Development</th></tr>
<tr><th>Latent</th><th>Emerging</th><th>Established</th><th>Advanced</th></tr>
<tr>
<td rowspan="3">2.Prioritizing a Demand-led Approach</td>
<td><i>Promote a demand-driven approach</i></td>
<td>▪There is limited or no attempt to incorporate business and industry inputs in establishing and implementing WfD priorities.</td>
<td>▪Business and industry play an advisory role in establishing and implementing WfD priorities based on occasional studies and assessments.</td>
<td>▪A demand-driven approach to WfD is in place with business and industry providing inputs for setting WfD priorities based on routine assessments provided by government agencies, employers, trade associations and labor unions.</td>
<td>▪A demand-driven approach to WfD has been fully established with business and industry playing both advisory and executive roles supported by routine assessments from government agencies, other key WfD stakeholders and independent organizations.</td>
</tr>
<tr>
<td><i>Strengthen firms' demand for skills to improve productivity</i></td>
<td>▪Few incentives and services exist to support skills development for technology upgrading by firms.</td>
<td>▪Incentives and services are in place to provide selective support for technology-related skills upgrading; incentive programs are subject to occasional reviews but often without adequate follow-up of recommendations.</td>
<td>▪Incentives and services enable firms to expand the skills sets of workers to facilitate technology adaptation and adoption for greater productivity; these measures are supported by routine reviews followed by implementation of some review recommendations.</td>
<td>▪Incentives and services enabling firms to address skills constraints impeding their ability to upgrade technologies and productivity are well established; these are routinely reviewed and adjusted for impact; all key review recommendations are implemented.</td>
</tr>
<tr>
<td><i>Address critical challenges in the future supply of skills</i></td>
<td>▪There is limited or no formal assessment of the future supply of skills.</td>
<td>▪Future supply of skills is assessed on an occasional basis; recommendations from assessments are implemented with some delay, often without adequate funding and assignment of responsibility for implementation.</td>
<td>▪Assessments of future skills supply are routinely conducted for key sectors at the regional and national levels; recommendations are implemented with little delay; responsibilities for implementation of recommendations are made explicit but without explicit attention to monitorable goals.</td>
<td>▪Future skills supply is routinely assessed for multiple industries and sectors at the national and international levels; recommendations are implemented promptly; responsibilities for implementation are clearly spelled out and attention is given to the realization of monitorable goals.</td>
</tr>
</table>

Functional Dimension 1: Strategic Framework					
Policy Goal	**Policy Action**	**Level of Development**			
		Latent	**Emerging**	**Established**	**Advanced**
3. Strengthening Critical Coordination	*Ensure coherence of key strategic WfD priorities*	▪There is **no mechanism** in place to ensure coherence of key strategic WfD priorities among WfD leaders.	▪Coherence of key strategic WfD priorities at the leadership level is achieved through **informal processes** that yield limited WfD outcomes.	▪Coherence of key strategic WfD priorities at the apex leadership level is achieved through **formal and informal mechanisms** that yield positive WfD outcomes.	▪Formal mechanisms overseeing coordination and implementation of WfD strategies are in place and they support strengthening structures of WfD policy development, budget allocations, and assessments of future skills demand and supply.
	Institutionalize the structure of WfD roles and responsibilities	▪Roles and responsibilities for WfD **are not formally defined**, leaving the WfD authority without a clear mandate.	▪Roles and responsibilities of WfD stakeholders are **poorly defined**, leaving the WfD authority with a limited mandate and limited resources to discharge its responsibilities effectively.	▪Roles and responsibilities are **well-defined** and supported by legislation and resources that enable the WfD authority and key stakeholders to discharge their respective functions effectively.	▪Clear WfD roles and responsibilities have been institutionalized through legislation and **the WfD authority has the mandate** to formulate and request resources that are needed for the relevant authorities to discharge their responsibilities in a transparent and effective manner.
	Facilitate communication and interaction among all WfD stakeholders	▪**No formal process** exists for engaging all stakeholders.	▪**Informal structures** exist that facilitate communication and interaction among key stakeholders.	▪**Formal structures** exist in key economic sectors that support extensive communication and interaction among the relevant stakeholders.	▪Formal structures fostering **extensive interactions** among WfD stakeholders that culminate in consensuses on WfD priorities and policies are in place in most sectors.

Functional Dimension 2: System Oversight					
Policy Goal	**Policy Action**	**Level of Development**			
		Latent	**Emerging**	**Established**	**Advanced**
4. Diversifying Pathways for Skills Acquisition	*Foster articulation across levels and programs*	▪**No functioning articulation arrangements**.	▪*Ad hoc* articulation arrangements exist within secondary schools and post-secondary institutions; **only ad hoc incentives** are in place to foster articulation across levels of instruction.	▪*Ad hoc* articulation arrangements exist across institutions at the secondary and post-secondary levels; a **program of incentives** is in place to foster articulation arrangements.	▪**Standardized articulation arrangements** exist across secondary and post-secondary programs as well as between TVET and higher education; a system of incentives is in place to foster articulation across programs and levels of education and training.
	Promote life-long learning	▪**No arrangements or public resources** are in place to support life-long learning, recognition of prior learning, and disadvantaged groups.	▪***Ad hoc* private resources and arrangements** support life-long learning and recognition of prior learning; publicly-funded training programs exist with for disadvantaged groups subject to some restrictions.	▪**School- and community-based resources and arrangements** support life-long learning and recognition of prior learning; publicly-funded training programs with minimal restrictions are available for most disadvantaged groups.	▪**Integrated regional or national system with one-stop online resources and standardized arrangements** support life-long learning and recognition of prior learning; publicly-funded training programs provide open access to all disadvantaged groups.
	Set policies and procedures to renew programs	▪There are **no set policies** to manage program offerings; training providers may introduce, adjust or close publicly-funded programs at will.	▪Introduction, adjustment and closure of publicly-funded programs are made through ***ad hoc*, non-standardized processes**; applications for these changes must be done personally and are vetted by *ad hoc* committees.	▪ Introduction, adjustment and closure of publicly-funded programs are based on a **few explicit and standardized requirements**; applications can be made online and they are vetted by formal committees with some representation from other WfD stakeholders.	▪Management of publicly-funded training programs are made on the basis of **comprehensive and explicit requirements** that include labor market analyses; applications can be made online and they are vetted by formal committees with representation from other WfD stakeholders and they operate with a commitment to act in a timely manner.

Functional Dimension 2: System Oversight					
Policy Goal	**Policy Action**	**Level of Development**			
		Latent	**Emerging**	**Established**	**Advanced**
5. Ensuring Efficiency and Equity in Funding	*Articulate funding strategy*	▪*Ad hoc* funding of WfD by multiple stakeholders; **no evaluation** of funding allocation and strategy.	▪Systematic funding of WfD is determined by government agencies with annual budget appropriations and line-item allocations; **only occasional evaluations** of funding allocation and strategy.	▪Systematic funding of WfD is determined by government agencies with advice from key stakeholders; annual budget appropriations are supported by detailed spending plans; there are **routine evaluations** of funding allocation and strategy.	▪Systematic funding of WfD is determined through consensus building among government agencies and key stakeholders; annual budget appropriations are supported by detailed spending plans to foster improved performance; routine evaluations of funding allocation and strategy are **accompanied by appropriate reforms** as needed.
	Allocate funds to achieve efficient results	▪**No formal process** for allocating public funds for WfD.	▪**A formal process without explicit criteria** is in place; there are no reviews of allocation criteria.	▪A formal process for allocating public funds based on **explicit criteria** exists; there are periodic reviews of the criteria but recommended changes face relatively long implemented lags.	▪Allocation of WfD funds is based on explicit criteria aligned with WfD priorities, including efficiency in resource utilization; there are frequent reviews of the criteria and recommendations are **implemented in a timely manner**.
	Foster partnerships	▪ **Limited or no partnership** between WfD authority and stakeholders in business and industry; key stakeholders provide few, if any, resources toward meeting WfD priorities.	▪**Limited partnership** with business and industry is in place; partners have access to some public resources; key stakeholders contribute a small range of resources toward WfD priorities.	▪**Extensive partnership** between WfD authority and key stakeholders in business and industry; partners have access to some public resources; key stakeholders contribute a broad range of resources for WfD.	▪An **institutionalized partnership network** with open membership for all WfD stakeholders is in place; partners have access to wide range of public resources; key stakeholders contribute an extensive range of resources to meet WfD priorities.

Functional Dimension 2: System Oversight					
Policy Goal	**Policy Action**	**Level of Development**			
		Latent	**Emerging**	**Established**	**Advanced**
6. Assuring Relevant and Reliable Standards	*Specify accreditation standards*	▪**No accreditation standards** have been established; training providers are free to offer any program.	▪ **Some accreditation standards** have been established; standards are infrequently reviewed; accreditation applies to public institutions only.	▪An **accreditation agency has been established** with standards developed jointly with relevant stakeholders; standards are reviewed internally on a regular or as needed basis; accreditation applies to public institutions and non-state providers receiving public funding; **renewal applies to the latter only**.	▪An accreditation agency with standards reflecting international best practices is in place; accreditation standards are reviewed frequently both internally and by independent parties; **accreditation and renewal of accreditation is compulsory for all** public institutions and non-state training providers, regardless of their sources of funding.
	Strengthen skills testing and certification	▪Competency-based testing has **yet to be introduced; testing** is largely based on theoretical knowledge and administered by training providers themselves.	▪Competency-based testing **applies to critical occupations in key sectors**; testing may focus on a mix of theory and practice and is administered and certified by independent third parties.	▪A standardized competency-based testing system is in place and **applies to most occupations**; testing may focus on a mix of theory and practice and is administered and certified by independent third parties.	▪A standardized competency-based testing system has been established for most occupations; **IT-based testing** focuses on theory and practice and is administered and certified by independent third parties.
	Assure credibility of accreditation and of skills certification	▪There is **limited attention** to accreditation standards.	▪Accreditation standards are established through *ad hoc* arrangements; some support is provided to encourage non-state providers to seek accreditation; credibility of skills testing is ensured through explicit **standardized testing protocols**.	▪Accreditation standards established with inputs from WfD stakeholders apply to all institutions and providers receiving public funding; credibility of skills testing is ensured through explicit standardized testing protocols and **accreditation of testing centers**.	▪A license to operate is issued only to institutions and providers meeting accreditation standards determined by key WfD stakeholders; credibility of skills testing is ensured through standardized testing protocols, accreditation of testing centers and **random audits**.

Functional Dimension 3: Service Delivery					
Policy Goal	**Policy Action**	**Level of Development**			
		Latent	**Emerging**	**Established**	**Advanced**
7. Fostering Relevance in Training Programs	*Link training industry and research institutions*	▪**Weak or no links** between training institutions and industry and research institutions.	▪**Informal links** exist between some training institutions and industry and research institutions to improve training relevance and quality.	▪**Formal links** exist between **some** training institutions and industry and research institutions, leading to significant collaboration in several activities.	▪**Formal links** exist between **most** training institutions and industry and research institutions, leading to significant collaboration in a wide range of activities such as the provision of industry internships and training, and the introduction and redesign of training programs.
	Design training with industry inputs	▪**Industry has limited or no role** in identifying, prioritizing and designing publicly-funded programs.	▪**Industry has an advisory role** in identifying, prioritizing and designing publicly-funded programs in some training institutions, usually through informal contacts.	▪**Industry has both an advisory and a decision-making role** in identifying, prioritizing and designing publicly-funded programs in some training institutions.	▪**Industry has a widespread advisory and decision-making role** in identifying, prioritizing and designing publicly-funded programs in most training institutions.
	Improve competence of WfD administrators and instructors	▪**Few or no measures** are in place to enhance the competence of WfD administrators and instructors.	▪Recruitment of administrators and instructors is based on minimum academic qualification(s), with provisions for some in-service training and performance-based recruitment and retention measures based on **occasional evaluations**.	▪Recruitment of administrators and instructors is based on minimum academic qualification(s), with provisions for in-service training and performance-based recruitment and retention measures that are based on **routine evaluations**.	▪Recruitment of administrators and instructors occurs through a competitive process based on **both academic qualification(s) and industry experience**, with a wide range of in-service training programs and performance-based recruitment and retention measures based on routine evaluations.

Functional Dimension 3: Service Delivery					
Policy Goal	**Policy Action**	**Level of Development**			
		Latent	**Emerging**	**Established**	**Advanced**
8. Incentivizing Excellence in Training Provision	*Promote diversity in training provision*	▪Training occurs through **state provision only**, with no incentives to promote non-state provision of training.	▪Training policies allow some private providers to operate; training is provided **mainly** by **non-profit providers** with few incentives in place to foster non-state provision of training.	▪Training policies facilitate participation of non-state training providers; training is offered **mainly by NGOs**, with a system of incentives that are evaluated routinely are in place to foster non-state provision.	▪A **highly-diverse mix of non non-state training providers** offer training within a comprehensive system with a wide range of incentives is in place to foster non-state provision; incentives are subject to evaluations and the recommendations are implemented.
	Incentivize private providers to meet WfD standards	▪**No incentives** are in place to encourage non-state providers to meet WfD standards.	▪**At least one incentive** that is subject to occasional evaluation is in place to encourage non-state providers to meet WfD standards, but no review system exists to ensure continued adherence to WfD standards.	▪A **system of financial and non-financial incentives** that are subject to occasional and routine evaluations is in place to encourage non-state providers to meet WfD standards; periodic audits are conducted to ensure continued adherence to WfD standards.	▪A **comprehensive system of incentives** that are subject to both occasional and routine evaluations and adjustments is in place to encourage non-state providers to comply with WfD standards; periodic audits with penalties for noncompliance are conducted and enforced to ensure continued adherence to WfD standards.
	Motivate public training institutions to respond to demand for skills	▪**No mechanism or process** is in place to ensure training institutions are demand-driven.	▪Training institutions are expected to meet target repetition and graduation rates but **few incentives** are in place ensure they are demand-driven.	▪Training institutions are expected to meet a wider range of WfD outcomes; **some incentives and penalties** that are subject to both occasional and routine evaluations are in place to ensure these institutions respond to the demand for skills.	▪Training institutions are expected to meet a wide range of WfD outcomes; a **robust system of incentives and penalties** that is subject to both occasional and routine evaluations and adjustments is in place to ensure that the training institutions are driven by employers' demands for skills.

Policy Goal	Policy Action	Level of Development			
		Functional Dimension 3: Service Delivery			
		Latent	**Emerging**	**Established**	**Advanced**
9. Enhancing Accountability for Results	*Strengthen WfD monitoring and evaluation*	▪**Limited attention** is placed on the monitoring and evaluation of skills demand and supply; an overview of WfD data is available through informal channels only..	▪**Occasional monitoring and evaluation** of skills demand and supply is in place; an overview of WfD data is available only in government agencies.	▪**Routine monitoring and evaluation** of skills demand and supply is in place; an overview of WfD data is available in published reports and websites.	▪Skills demand and supply are monitored and evaluated through routine surveys and specially commissioned studies; WfD data are available from a consolidated website.
	Specify reporting requirements by training institutions	▪**No specific data collection and reporting** are required; training providers maintain their own data bases.	▪Public institutions and non-state training providers are required to collect and maintain administrative and graduation statistics; **data reporting is voluntary** for non-state providers but they may be notified of non-compliance.	▪Public institutions and non-state training providers are required to collect, maintain and submit a comprehensive list of data through an integrated management information system to the WfD authority; **timely submission is fostered through incentives for compliance** and penalties for non-compliance.	▪Both public institutions and non-state training providers are required to collect, maintain and submit a comprehensive list of data, including client-feedback, to the WfD authority using an integrated management information system; **incentives, penalties and data quality audits are performed to ensure timely reporting of reliable data**.
	Increase focus on outcomes, efficiency and innovation	▪**No system of evaluation and monitoring** is in place to ensure efficiency in delivery of training services.	▪**Occasional evaluation and monitoring of limited aspects** of training services is in place with results used to provide feedback to the training institutions; information on labor market outcomes of graduates is publicly available for some institutions only.	▪**Routine evaluation and monitoring of several key aspects of training services** is in place with results used to provide feedback to training institutions, to prioritize funding allocations, and identify good practices in service delivery; information on labor market outcomes of graduates is publicly available for all institutions.	▪**Institutionalized routine evaluation and monitoring of all key aspects of the delivery of training services** with results used to provide feedback to institutions, to prioritize funding allocations, identify good practices and options for system-level improvements; online dissemination of labor market outcomes of graduates is available to all users.

Annex 7 | List of figures, boxes and tables

Authorship and Acknowledgments

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www.worldbank.org/education/saber

The Systems Approach for Better Education Results (SABER) initiative produces comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems. SABER evaluates the quality of education policies against evidence-based global standards, using new diagnostic tools and detailed policy data. The SABER country reports give all parties with a stake in educational results—from administrators, teachers, and parents to policymakers and business people—an accessible, objective snapshot showing how well the policies of their country's education system are oriented toward ensuring that all children and youth learn.

This report focuses specifically on policies in the area of Workforce Development

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