



Concept Paper

# Business Sector Involvement in TVET Delivery and Governance in Viet Nam

Current Situation and Policy Implications

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## Abbreviations

|               |  |
|---------------|--|
| <b>ADB</b>    | <b>Asian Development Bank</b>  |
| <b>BMZ</b>    | <b>German Federal Ministry of Economic Cooperation and Development</b> |
| <b>DoLISA</b> | <b>Department of Labour, Invalids and Social Affairs</b>               |
| <b>GDVT</b>   | <b>General Directorate of Vocational Training</b>                      |
| <b>GoV</b>    | <b>Government of Vietnam</b>   |
| <b>GTZ</b>    | <b>Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH</b>  |
| <b>HCMC</b>   | <b>Ho Chi Minh City</b>  |
| <b>HE</b>     | <b>Higher Education</b>  |
| <b>JICA</b>   | <b>Japan International Cooperation Agency</b>                          |
| <b>LLL</b>    | <b>Life-long Learning</b>  |
| <b>MoET</b>   | <b>Ministry of Education and Training</b>                              |
| <b>MoLISA</b> | <b>Ministry of Labour, Invalids and Social Affairs</b>                 |
| <b>MoTI</b>   | <b>Ministry of Trade and Industry</b>                                  |
| <b>NQF</b>    | <b>National Qualification Framework</b>                                |
| <b>RIVT</b>   | <b>Research Institute of Vocational Training</b>                       |
| <b>SOE</b>    | <b>State-owned enterprise</b>  |
| <b>TVET</b>   | <b>Technical and Vocational Education and Training</b>                 |
| <b>UNIDO</b>  | <b>United Nations Industrial Development Organization</b>              |
| <b>UTE</b>    | <b>Universities of Technical Education</b>                             |
| <b>VCCI</b>   | <b>Vietnam Chamber of Commerce and Industry</b>                        |
| <b>VT</b>     | <b>Vocational Training</b>   |
| <b>VTC</b>    | <b>Vocational Training Centre</b>                                      |
| <b>VVTA</b>   | <b>Vietnam Vocational Training Association</b>                         |

# 1 Introduction

The Vietnamese government has repeatedly formulated the necessity to increase the involvement of the private sector in Technical and Vocational Education and Training (TVET) as one key instrument to raise additional resources for TVET implementation, and thus to improve quality and relevance of the training outcome. Accordingly, engaging the business sector in TVET is one of the core approaches to the planned privatization (so-called “socialization”) of TVET in Vietnam. Progress so far, however, has been somewhat slow indicating that current promotion strategies, or their implementation, are not sufficiently effective to attract companies and private investors participate in TVET.

In general, there are different models and types of participation by the business community within the TVET sector. For further policy development in Vietnam, we may distinguish between the following different modes of business sector involvement in TVET delivery and governance, namely:

1. Enterprise-based TVET institutes (under governance of either state-owned enterprises, private enterprises, or sector associations)
2. Cooperative (dual) training delivery combining practical workplace training in enterprises with theoretical training in TVET institutes
3. Commercial TVET offers, understanding and executing TVET as a business
4. Other business sector involvement in respect to TVET policy formulation, standards development, assessment, etc.

All these modes of business sector involvement in TVET, which do usually occur in parallel, can be effective in raising quality and relevance of training outcome, and contributing additional resources to the TVET system. Most of them already exist in Vietnam. However, a comprehensive overview about the current business sector involvement in TVET is not yet available.

In this context special attention is paid by the Government of Vietnam to the role of enterprise-owned TVET institutes. This is documented in various recent publications and public statements.<sup>1</sup> These enterprise-owned institutes were heavily supported by public budget in the past, but the subsidy was consecutively reduced from 1998 to 2006, and now most of these institutes have to fully cover their cost by their own means. Nevertheless, the government has high interest that the enterprise-owned institutes will maintain their vocational training offers, which are known as comparatively labour market-oriented and which do not necessarily debit the public budget.

Therefore, it would be necessary to analyze various actually practiced or planned types of cooperation and means of business sector engagement in TVET. Such analysis should include investigations on the preparedness of enterprises to cooperate as part of the TVET system, related constraints, opportunities and potential benefits.

While the current policy discussion in Vietnam focuses predominantly on the promotion and regulation of enterprise-based TVET institutes, other forms of cooperation, notably

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1 Recent statements and documents related to this issue are: Conclusions by Deputy Prime Minister Nguyen Thien Nhan at the Workshop “Vocational training of enterprise-based institutions”, Announcement published by Office of the Government, Ref. No. 34/TB-VPCH, Hanoi, Feb. 2009; MoLISA: Report on Vocational Training at Enterprise-owned schools, Hanoi, Jan. 2009; RIVT/GDVT: Issues concerning enterprise-owned VT institutions, in: VVTA Bulletin, Dec. 2008, author: Mac Van Tien; as well as respective notations at the MoLISA website.



cooperative training delivery, are not taken up to relevant extent. It is recommended, however, to expand the discussion to a wider range of business sector / TVET cooperation options. Therefore, it is necessary to analyse existing practice and experience and to identify constraints and strengths in a comparative manner in order to finally support GDVT in preparing recommendations to government on how best to activate the potential of business sector involvement in TVET.

The specific objectives of this Draft Concept Paper are to:

- Provide an overview on framework conditions for business sector involvement in training provision, and identify potentials and constraints of a further development of a private training market;
- Improve the understanding about the extent, characteristics, constraints and potentials of enterprise-based TVET institutes in Vietnam;
- Provide an overview about existing forms of cooperative TVET delivery (internships and other cooperation between TVET institutes and business sector);
- Analyse the business sector representation in TVET governance (e.g. standard setting, assessment and governing of institutes) and to assess how this involvement can be further improved;
- Identify knowledge gaps and recommend further research.

The Draft Concept Paper is based on a rapid appraisal of the subject carried out by PLANCO in Vietnam in March 2009. The rapid appraisal focussed on qualitative interviews with a limited number of sector experts, companies and TVET institutes. Due to the limited scope of the appraisal, the paper does not claim to cover all relevant aspects. However, the analysis was sufficient to come up with some significant statements and recommendations related to the issue how to strengthen the role of the business sector and to improve the cooperation of enterprises with TVET institutes of various kinds.

## 2 Formal status of the business sector within the TVET system

### 2.1 Structure and capacity of the TVET system

The Vietnamese TVET system is under state administration of MoET, MoLISA and other line ministries at the central level. On decentralized levels, the system is partially controlled by provincial and local authorities. In 1998, the institutional responsibility for the vocational training and education in Vietnam was transferred from the Ministry of Education and Training (MoET) to the General Department of Vocational Training (GDVT) under the Ministry of Labour, Invalids and Social Affairs (MoLISA), but the responsibility for the Technical Secondary and Higher Education (HE) level remained in MoET. The Universities of Technical Education (UTE) under MoET supply teachers for their own and other providers' institutions.

MOET's *secondary schools* offer skills training as an alternative to the general academic secondary education path. The objective is to "develop (students') basic knowledge and introduce technical and vocational skills (junior/secondary I) so that they can follow their future studies at high schools (senior/secondary II schools), vocational colleges or go to work". However, this kind of school-based training is often not sufficiently practice-orientated and matches the requirements of the "world of work" only in exceptional cases.

The *various types of TVET institutes* under the governance of MoLISA's General Depart-

ment of Vocational Training (GDVT) provide the majority of institution-trained graduates for the labour market. The Law on Vocational Training, Law No. 76/2006/QH11, regulates the organization and operations of vocational training institutions, and outlines three training levels<sup>2</sup>:

- Primary training level offered at vocational training centres (for 3 months to 1 year),
- Intermediate training level offered at Vocational Schools (3-4 years for junior/secondary I graduates, and 1-2 years for senior/secondary II graduates), and
- Higher training level offered at Vocational Colleges (2 years for Vocational School Certificate holders, and 2-3 years for senior/secondary II graduates).

Under the regulations of MoLISA/GDVT, quite a number of providers such as MoLISA's provincial departments DoLISA, MoET, enterprise-owned institutions, private providers and line ministries (industry, construction, agriculture etc.) offer vocational training in all forms, at all levels and of varying duration.

MoLISA indicated that in 2007, the TVET system (except informal training) hosted about 1.44 million trainees/students. The TVET system's infrastructure currently consists of:

- 454 registered TVET institutions offering *long-term training* courses in 236 skill areas (62 vocational colleges, 180 intermediate vocational schools, and 212 technical secondary schools) and
- 656 registered vocational training centres and about 1,000 institutions, organisations and companies implementing *short-term training* courses and seminars to further qualify the labour force.

According to MoLISA statement more than 100 vocational schools and colleges (intermediate and higher level of vocational training) and about 250 vocational training centers (primary level) are run by enterprises. These *enterprise-owned TVET institutes* represent a share of approx. 40% of the total number of registered formal TVET institutes. At intermediate and higher level, approx. 48% of these enterprise-owned institutes are considered to be private institutes, while at primary level approx. 67% are considered as private.

An *apprenticeship system*, through which a significant proportion of practical training would be delegated to the enterprises, is not yet existent in Vietnam, although related provisions are included in the Vocational Training Law (Article 35) and the Labour Code (Chapter III). So far, practical training in the world of work is limited to internships, which are part of the formal curriculum.

Probably the largest input into the overall TVET system is *informal training*, i.e. on-the-job training within the enterprises, so far without any formal recognition of the acquired competences. No statistical figures could be found about it, but its capacity and potential is acknowledged by the government. The envisaged reform of the system should tackle the recognition of informal training through an outcome-based training and assessment concept based on occupational standards.

According to the Labour Code the enterprises are responsible for *further training* of their employees, which might be sufficient to upgrade the skills of firm's own labourers to carry out enterprise-specific tasks. However, since not all enterprises have the opportunity, capacity and/or capability to provide further training for their employees, and employees wish to further develop their competence in accordance with the concept of *lifelong learning (LLL)*,

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2 SRV, National Assembly, Law No.: 76/2006/QH11: Law on Vocational Training.

respective training opportunities must be offered by the TVET institutes.

## 2.2 Legal framework

The most important law for TVET is the Law on Vocational Training, which regulates in Article 1 the organisation and operation of vocational training institutions, but recognizes, among as well<sup>3</sup>:

- The importance of “practical capability” (Article 12), cooperation with enterprises, and implementation of production lines,
- The advantage of private and enterprise-based training informal learning (Article 55),
- The flexibility of TVET provision (public, private, enterprise-based, schools, colleges and universities on different levels etc.).

An important step in reform is the classification of TVET levels (primary, intermediate and higher level), which seems much more labour market and demand oriented than the past structure. The envisaged vertical permeability (moving from one level to another) is, however, not guaranteed by law for graduates of the Vocational Training Centres (primary level; refer to Article 18).

By-law No. 07/2006/QHBLDTBXH of October 2006 provides for permission to develop a network of vocational centres, schools and colleges up to the year 2010 and orientation up to 2020.<sup>4</sup> The document outlines the focus on the development of outstanding institutions at the intermediate and higher vocational training levels. In addition, the by-law determines curricula development based on occupational standards and workplace requirements (job analysis), application of modular curricula and national certification. The latter is planned for 20 occupations by 2010 and another 150 occupations by 2020. In that regard, the by-law refines and complements the chapters IX and X of the Law on Vocational Training. Of particular importance is the by-law’s text on TVET financing. The plan is to increase public spending on education and TVET to reach 11% of the Government’s budget by 2010, and to generate 25% of costs through institutional production and services. Nevertheless, the document suggests that training models, where costs shall be jointly covered by government and enterprises shall be piloted and implemented successively.

By-law 01/2007/QDBLDTBXH of 4/1/2007 regulates the framework curricula for vocational schools and colleges.<sup>5</sup> Basic curricular requirements are mentioned, appropriately covering practical orientation (65 to 85% for immediate and 60 to 80% for college level), demand for high technology level training, organisational flexibility to meet labour market technology needs, modular training, permeability, etc.

Other relevant by-laws studied, i.e. No. 02/2007/QD-BLDTBXH of 4/1/2007 and No. 05/2006/QDBLDTBXH of 10/7/2006, provide information on internal organization and establishment of vocational schools and vocational colleges.

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3 Socialist Republic of Vietnam, National Assembly: Law No.: 76/2006/QH11: Law on Vocational Training

4 MoLISA: Entscheidungsschreiben über „Genehmigung der Planung zur Entwicklung eines Netzes der Berufsschulen, Berufsschulen der Mittelstufe und Trainingcenters bis zum Jahr 2010 und Orientierung bis zum Jahr 2020, Hanoi, 2006

5 MoLISA: Festlegung der Rahmencurricula der Mittelstufe und der College-Stufe der Berufsbildung, Erlass am 4.1.2007 zusammen mit Nr: 02/2007/QDBLDTBXH



## 2.3 Policy statements

Policy statements by government or its representatives that are dealing with the integration and role of private and enterprise-owned training providers are of special importance for the business sector involvement in the Vietnamese TVET system. Herein, particularly regulations regarding financial incentives and other support measures attract high interest (refer also to chapter 2.4). One of the most recent statements in that regard is the statement of the Deputy Prime Minister about enterprise-owned TVET institutes.

“Institutions of enterprises [...], companies, primarily carry out the role of providing vocational training for the governing companies/enterprises [...]. Enterprises, companies have to assure budget for the training for the enterprises’ needs [...]. These institutions will be financially self-managed, independent organization enjoying the State policies promoting socialization of training.”<sup>6</sup>

This policy also leads to continuously shifting the financial responsibility for enterprise-owned TVET institutes from the state to the governing companies. The state, however, maintains its role on for standard-setting, supervision of implementation, and development of framework curricula.

On the other hand, publications by government representatives repetitively indicated the importance of enterprise-based training, also naming their advantages and the necessity to increase their training capacity. As per MoLISA statements, it was “indispensable” to establish and further develop respective institutes, since enterprise-based training would meet very well the needs of enterprises (job-placement rates between 80% and 90%).<sup>7</sup> Therefore, Article 55 of the Law on Vocational Training legally enables enterprises to establish new own training centers or even colleges. However, also MoLISA statements follow the official trend that enterprises generally shall fully cover the training cost by themselves. Some incentive measures such as

- Favourable infrastructure leasing opportunities,
- Certain tax exemption procedures,
- Certain insurance premiums,
- Access to favourable credits

are established particularly for private enterprises’ TVET institutes;<sup>8</sup> but even MoLISA states that these measures do “not really encourage” the enterprises to strengthen their involvement in TVET. In addition, it is seen by MoLISA that despite the respective legal basis, some TVET institutes of state-owned enterprises are in fact “not yet free to promote the rights of their autonomy”. So even in official policy statements it is widespread opinion that there is an inconsistency between the recognized necessity to further develop enterprise-based training on the one hand, and the lacking implementation of effective

6 Refer to Office of the Government: Announcement Ref. No. 34/TB-VPCH, Conclusions by Deputy Prime Minister Nguyen Thien Nhan at the Workshop “Vocational training of enterprise-based institutions”, Hanoi, 4 Feb. 2009.

7 Refer to MoLISA: Report on Vocational Training at Enterprise-owned schools, Hanoi, Jan. 2009.

8 Reference is made to Resolutions No. 90/CP (21/08/1997), No. 05/2005/ND-CP (25/05/2006) and Decree No. 69/2008/ND-CP (30/05/2008), as well as to Article 47 of the Business Law (1995) and Article 9 of Law on Business Income Tax (1997). From the issuance dates of these regulations, it can be seen that respective incentive measures have not been established within the last years.

incentive measures in reality on the other hand.

Further financial regulations regarding private TVET institutes are also described in the following chapter.

## 2.4 Financing regulations for non-public TVET activities

There is no aggregated overview available neither about state funding nor private resources available for TVET delivery in Vietnam. No systematic information is available on investment of companies in training.<sup>9</sup> Private spending, mainly through training fees, is difficult to estimate as no respective figures are available. However, companies generally do not seem to be prepared to significantly contribute in TVET financing.<sup>10</sup> A reason might be that attractive incentive packages for enterprise-based training provided by the government (see below) are not yet fully applied.

Financial incentives by the state can support the participation of employers in TVET.<sup>11</sup> The Government of Vietnam has already defined the respective “*socialization policy*”: Socialization of TVET means investment and participation in TVET by all forces of the society, in particular organizations, companies and individuals. The government has advertised in respective policies to support and encourage such investment. Such socialization is calling for a far-reaching diversification of funding sources and participation of beneficiaries. It further serves as a justification for the introduction of fees and the support of private investment in TVET.

Private investment includes both: commercially operating TVET institutions (including private investors taking over formerly public schools) and investment of companies in training centers and training programs.

In this context, it was advertised by the Government of Vietnam to promote the establishment of non-public training providers: they enjoy rights and privileges as codified in the Education Law of 2005 (full educational freedom, autonomy and self-accountability within the usual limits (Art. 65), being granted preferential access to land and infrastructure by the state (Art. 68). Tax exemption and credit support are also foreseen. The law also makes provision for the possibility to finance private training through state subsidies, and to integrate private providers into public compensation schemes for fee exemptions to trainees from disadvantaged target groups. However, despite this relatively favourable regulatory environment, the development of private training providers (which are usually fully self-financing and do not receive any regular state funding) seem to fall short of expectations, resulting in uneven operating conditions of private providers compared to public institutes. Reasons might be lacking effective implementation of existing support policies (e.g. actual access to credit and land).

Companies are not yet contributing to financing formal TVET offers in a noteworthy extent, which indicates either a rather insufficient acceptance of the TVET system among employers. This is also underlined by the fact that some companies rather set up own internal training facilities instead of relying on the formal training market. In an attempt to increase on-the-job training, GDVT currently pilots incentive schemes with four companies. Other types of cooperation between TVET institutions and companies are also explicitly encouraged. Furthermore, costs incurred in staff training can be deducted from corporate income tax as operational expenses.

However, it seems that implementation of a supportive framework falls short of inten-

9 Refer to J. Franz: Financing of Technical and Vocational Education and Training Vietnam - Draft Report of a Fact Finding Mission, Dec. 2007

10 Large and often foreign companies are more likely to invest in training, either through company-based training facilities or through buying staff upgrading programs on the training market.

11 However, it has to be considered that many financing instruments can only be successful in correlation with the implementation of other elements of the TVET reform.

tions. Foreign companies are often facing considerable bureaucratic burdens when trying to open company training centers. Also the effectiveness of the tax deductibility as an incentive for training investment is doubtful. A TVET levy scheme as an accompanying instrument to stimulate real investment is currently being discussed.<sup>12</sup>

### 3 Rapid appraisal findings: Existing forms of cooperation and interests of various stakeholders

Semi-structured interviews were conducted with different decisive TVET system experts, including representatives of GDVT/MoLISA, MoET, VVTA, VCCI, specific industry associations as well as selected public and private TVET providers, enterprise-based TVET institutes and enterprises, which are conducting on-the-job training for their employees. Though the limited sample of interviews within this rapid appraisal does not allow for a thorough statistical analysis, the statements found are of high relevance due to the expertise of interviewed persons in the related topics.

The respective results and key messages are summarized in the following sub-chapters. This aims at analyzing the effective influence of the business sector in reality: Whilst the formal status of TVET institutes and enterprises is described in section 3, here the existing forms of cooperation and stakeholders' interests in TVET are shown.

Based on the statements made by various interview partners, positive elements of business sector involvement in TVET as well as existing obstacles for the development of co-operative training will be pictured.

#### 3.1 *The situation of enterprise-owned TVET institutes*

According to MoLISA statement more than 100 vocational schools and colleges (intermediate and higher level of vocational training) and about 250 vocational training centers (primary level) are run by enterprises. These institutes represent a share of approx. 40% of the total number of registered formal TVET institutes. At intermediate and higher level, approx. 48% of these enterprise-owned institutes are considered to be private institutes, while at primary level approx. 67% are considered as private. The enterprise-owned TVET institutes are said to provide a close linkage between training and the world of work, which improves the relevance of training for the labour market and results in a higher employability of graduates.

In order to evaluate the overall impact of this institutional setting and to derive predictions about general opportunities for the cooperation between TVET institutes and the world of work, the training offers of such enterprise-owned TVET institutes for other than the mother companies also need be examined. It was observed that at enterprise-owned TVET institutes, a considerable share of training is indeed conducted directly for or on behalf of other employers or at least in close cooperation with them. Training contracts are partly concluded with external companies, or the number of employees and their required level of qualification are agreed upon in advance between enterprises and the TVET institute.<sup>13</sup>

With regard to the training itself it can be observed that the governing mother companies have a strong influence both on the capacity and the content of training offered by the enterprise-owned institutes. To a smaller extent this relates also to the other com-

12 Refer to the GDVT/GTZ Workshop on TVET Financing, Hanoi, 10-11 April 2009.

13 All in all the share of trainees, which are trained for the demand and purpose of mother companies only, normally ranges from 75% to 80%, thus leaving 20-25% of the institutes' capacities for training of "external" trainees.

panies, which send their trainees for training at a particular institute. Influence on the training content is however limited to the optional elements of the framework curriculum, which may be freely designed by the institute itself.<sup>14</sup>

Similar to other formal TVET institutes, the trainees being trained at enterprise-owned TVET institutes are mostly school leavers receiving initial vocation training of the respective level. The institutes do offer further training for employees of the enterprises, but the utilisation of further training offers is still limited.

During training the enrolled trainees are treated equally notwithstanding to which company they are assigned upon graduation. Therefore, training at enterprise-owned TVET institutes seems to play a considerable role in meeting the labour demands not only of the mother companies, but also of the external world of work. It is most likely that the already established close cooperation with the mother company has a positive impact on the effective establishment of cooperations with other enterprises, too.

Apart from making use of the institute's training capacity and influence on training content, both the governing and other cooperating enterprises normally offer internships for the trainees of the respective institute. Such internships are supposed to be practice-oriented, however in which way the trainees are really exposed to practical work experience on the job could not be examined during this rapid appraisal.

Although official declarations by the Government of Vietnam have repetitively stressed the increasing importance of enterprise-owned TVET institutes in the national TVET training sector,<sup>15</sup> respective financial support measures by the state have been significantly reduced.<sup>16</sup> Hence, it was questioned whether enterprise-owned TVET institutes will reduce their training capacities as a reaction to the withdrawal of public support measures; this of course would be contradictive to the government's intention to increase TVET capacities. But in contrast thereto, through this analysis a different situation became evident:

1. The reduction of governmental support does not affect all enterprise-owned institutes to the same extent. For some of them all support was completely withdrawn but others – mostly operating in so-called strategic industry sectors – are not suffering from any reduction of public budgets.
2. Additionally, some institutes seem to be almost completely autonomous in the definition of their fee levels, whilst others are bound to certain official restrictions.
3. However, the decreasing of training capacity is not at all planned by the enterprise-owned TVET institutes visited in the course of this rapid appraisal; rather an *expansion* of enrolment figures is commonly planned.

Presumed that decreasing public funds will be balanced with growing fee revenues through capacity expansion,<sup>17</sup> this leads to the assumption that the training quality might be rather endangered than its quantity (e.g. by establishment of inadequate class sizes or missing

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14 According to information gained from the interviewees, 30% of the framework curriculum are optional and open for demand-oriented design, while 70% are mandatory.

15 Recent statements and documents related to this issue are: Conclusions by Deputy Prime Minister Nguyen Thien Nhan at the Workshop "Vocational training of enterprise-based institutions", Announcement published by Office of the Government, Ref. No. 34/TB-VPCH, Hanoi, Feb. 2009; MoLISA: Report on Vocational Training at Enterprise-owned schools, Hanoi, Jan. 2009; RIVT/GDVT: Issues concerning enterprise-owned VT institutions, in: VVTA Bulletin, Dec. 2008, author: Mac Van Tien; as well as respective notations at the MoLISA website.

16 Details see MoLISA: Report on Vocational Training at Enterprise-owned schools, Hanoi, Jan. 2009

17 Particularly in those cases where the increasing financial burden for enterprise-owned TVET providers is not completely offset by the related mother companies.

access of trainees to machinery). However, this effect does not occur with all institutes, since they are not dependent on fees for covering their current cost to the same extent.<sup>18</sup> Nevertheless, the issue of loss of quality as a consequence of withdrawal of public funds should be considered in further policy formulation.

In general, according to this rapid appraisal it is a widespread common feedback of employers and graduates that the relevance of training provision by enterprise-owned TVET institutes is relatively high, due to the above-mentioned linkage to the world of work. Mother enterprises generally benefit most from this form of TVET provision (also training courses / skill upgrading for employees of mother companies are widely conducted), but even “external” enterprises do actually benefit from the operation of enterprise-owned TVET institutes. In that regard, cooperation between TVET institutes and enterprises is already existing in a noteworthy extent. The willingness is clearly shown by all institutes to maintain and further improve this cooperation, but the financial concepts and incentives in order to facilitate this are not yet existent.

Key statements at a glance:

- Enterprise-based institutes have established various cooperations with enterprises, not only limited to cooperation with the mother company.
- Employment-relevance of training offered by enterprise-based TVET institutes seems to be comparatively high.
- Mechanisms of providing internships are properly implemented, presumably to greater extent than by other TVET institutes.
- There are no intentions signaled that training capacities shall be reduced.
- Reduced public support is compensated by increase of enrolment, which might negatively affect the training quality.

### 3.2 *Current cooperation between TVET institutes and enterprises in training delivery*

In Vietnam, the major share of vocational training is executed by public and non-public TVET institutes, which are not enterprise-based (approx. 60% of total number of registered formal institutes at various levels). It is known that the training quality particularly in these institutes often does not meet the demand of the labour market due to various reasons.<sup>19</sup> One reason is the lack of practical and pedagogical skills of vocational teachers, another reason are poorly equipped workshops and out-dated equipment. Both reasons are determined by deficiencies of the existing TVET system and a respective limitation of funds.

The question is, whether the lack of demand-orientation and restrictions in providing practical, workplace-relevant skills training can be resolved by a greater involvement of the business sector within the TVET system. It is often stated by the government that presently vocational training institutions and enterprises are not effectively linked to each other and that employers are not aware of their responsibility and benefits in TVET. Therefore, the existing and possible future forms of cooperation between TVET providers and

18 The cost coverage through fees so far varies between a share of 15-30% and 95%. The rest is mainly covered by governmental support (less relevant) or by transfers of the respective mother companies. Other revenue-generating activities such as Training with Production do not play a major role for most of the interviewed enterprise-owned institutes.

19 MoLISA: Proposal for Vocational Training Innovation and Development in the Period 2008-2015, Hanoi, Sept. 2008, p. 7ff



enterprises need to be further analysed and discussed.

One of the most conspicuous results of the conducted interviews is that TVET providers and enterprises see the current situation quite differently. TVET institutes usually state that they had established considerable and widely appreciated cooperation with the world of work.<sup>20</sup> Partly even direct training contracts between TVET institutes and enterprises exist, clearly defining type, duration and cost of training. Only in exceptional cases no noteworthy cooperation with companies was admitted. As per statements made by TVET institutes, the prevailing feedback of enterprises and graduates regarding practical appropriateness of their training is generally positive.<sup>21</sup> Furthermore, there is widespread willingness of public TVET institutes to further deepen the existing cooperation.<sup>22</sup>

In contrast, according to statements made by the interviewed enterprises, TVET graduates are mostly not equipped with sufficient practical skills, knowledge on the flow of work in the production process and workplace-specific behaviour. For this reason, many employers need to invest into skills upgrading for freshly employed TVET graduates before they are able to fulfil their tasks at the workplace. This skills training is taking place on the job and tends to compensate the lack of practical skills training at the TVET institute.<sup>23</sup> The most crucial problem mentioned by the employers is the fact that many workers obviously quit their jobs after being trained on the job by the company so that the company could not benefit from this investment.

Mainly for this reason, enterprises are also cautious to spend significant financial and non-financial means into the cooperation with TVET providers. They often do not expect a direct benefit from such cooperation under the given framework conditions. Instead, some enterprises have already established their own in-company training section, providing practically oriented, tailor-made training focussing on their specific workplace requirements.

The existing form of cooperation between TVET institutes and enterprises is mainly demonstrated in providing internships for trainees. The relevance and impact of these internships are judged differently by enterprises and TVET institutes, corresponding to their different perception of the situation. Internships in their current form are considered useful, highly appreciated and therefore absolutely compulsory as per TVET providers' widespread opinion. Interviewed enterprises instead mainly declared that internships are normally too short to be really effective; furthermore, it was mentioned that trainees would rather disturb the production process than being productive and thus are not generally welcome to the companies.

Nevertheless, enterprises clearly express their awareness of the importance of practical TVET training and are even open to organize, implement, and even finance a significant part of the practical training by own means. But in order to do so the companies claim for certain preconditions, such as:

1. Leadership of the industry (not only participation) in development of standards and curricula, both for practical and theoretical components of vocational training

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20 Areas of cooperation are e.g. internships, joint curriculum development efforts etc.

21 The interviewed representatives of the public TVET institute however admitted that private TVET providers normally conduct training which is rather practically orientated and might be more relevant for the world of work.

22 Nevertheless, certain skepticism of TVET providers could be observed to cede a certain part of practical training, since being equipped with high-technology machines seems also to be important for image cultivation.

23 These statements correspond with the findings of the enterprise survey conducted by UNIDO. Refer to UNIDO / Mori, Junichi: Quality of Technical and Vocational Education and Training in Vietnam – Views from Enterprises. Presentation at VDF-JICA-UNIDO Joint Conference “Skill Development to Accelerate Vietnam’s Industrialization”, Hanoi, 18 March 2009.

2. A considerably extended duration of internships and practical training
3. Establishment of a legal mechanisms that stems the fluctuation of workers who have benefitted from the employers' training efforts

Hence, though the above-mentioned actual deficiencies as expressed by the enterprises have to be taken seriously, a considerable potential to improve and deepen the existing forms of cooperation could be observed – based on the clear declarations of intent from both sides.

The concept of “cooperative training” entails the division of training locations between companies and TVET institutions, resulting in shared responsibility for training delivery. This approach requires a strong commitment by the enterprises to actually contribute a considerable part of the practical training. However, widely extended means for participation of enterprises in defining training structure and content would be certainly necessary to ensure the enterprises' commitment.<sup>24</sup> Enterprise-based training would then be integral part of the curriculum while business owners cover a considerable part of the training cost.

In the case that enterprises would – at least in part – take over the responsibility and cost of the practical training, it is also recommended to establish the legal basis for a mechanism which enables the enterprise to somehow bind the graduates. For instance, this could be achieved by training contracts between trainees and enterprises, clearly defining the trainee's obligation to work as an employee at the enterprise for a certain time span upon graduation.

Though cooperative training is generally more cost-effective for the state, additional incentives are useful and necessary to motivate companies to contribute in TVET as described above. The implementation of a National Training Fund, financed out of payroll levy to be paid by employers, was discussed as a possible approach.<sup>25</sup> While VCCI expressed its doubts that a levy-financed Training Fund be accepted by enterprises and claimed that the government would rather be expected to completely cover the cost of enterprise-based training, the interviewed enterprises generally showed themselves open-minded for such system – if it would work properly. In reality they would expect a very high bureaucratic burden and – all above – worry about a misuse of the fund's resources. However, establishment of a highly transparent Training Fund could be regarded as an effective instrument to provide incentives for the further improvement of enterprises' participation in TVET.

Key statements at a glance:

- Statements of TVET institutes and enterprises related to existing forms of cooperation differ from each other
- Enterprises claim a limited workplace-relevance of formal vocational training and lack of practical skills of TVET graduates. This calls for tailor-made skills-upgrading organized within the enterprise.
- Many enterprises actually do provide vocational training at the workplace for TVET graduates and cover the respective cost

24 TVET institutes, too, partly stated that governmental compulsions to stick to outdated or inadequate curricula are an obstacle for providing appropriate training.

25 Training cost of companies would then be refunded out of this fund. Refer to GTZ/J. Franz: Training Funds, Presentation at GDVT/GTZ Workshop on TVET Financing, Hanoi, 10-11 April 2009; J. Franz: Financing of Technical and Vocational Education and Training (TVET) Vietnam, Draft Report of a Fact Finding Mission, Dec. 2007.

- Enterprises are generally willing to take responsibility and to invest into vocational training if certain framework conditions are in place (leadership in defining standards and curricula, extension of internships/workplace-based training, mechanism to stem early termination of employment by graduates)
- Financial support by the state seems to be less important for attracting enterprises to engage in TVET in relation to above-mentioned framework conditions
- Enterprises show certain reservations against the implementation of a National Training Fund as they are afraid that they might not be able to benefit from such system.

### 3.3 *Relevance of commercial TVET offers*

From unfolding the market economy and the increasing demand for training, the necessity of a private training market can be derived. The question was raised whether commercially operating TVET institutes significantly contribute to the qualification of the country's workforce and whether it is important to establish an enabling environment so that private/commercial investment in TVET activities would be further facilitated. The number and capacity of commercial training providers in relation to public and enterprise-owned TVET institutes is not known. However, the private training market normally can be seen as a mirror image of the public TVET system, usually quick in reacting to emerging training needs and thus, also indicating deficiencies of public TVET provision.

Typical training areas for private TVET institutes are mainly related business and administration skills or are such technical areas which do not require expensive machinery (e.g. simple car repair or electrical technology). Private contribution in TVET seems to be most profitable in training areas, which are highly demanded by modern industry sectors and require the assignment of well-qualified but rare human resources as trainers and teachers, but where the extensive equipment usage is not indispensable (typical example: teaching of foreign languages). Except some institutes, which were state-owned in former times and meanwhile have turned into private ownership, commercial training providers often shy at high initial investments and are therefore not equipped with high-tech equipment. One must not neglect that the latter thus will require other forms than commercial TVET provision.

As private training institutions have to be competitive, they tend to be more market-oriented and cost-effective than public institutions. A vibrant "private training market" would therefore provide additional TVET capacities without significant burden on the public budget. However, effective incentives for commercial TVET institutions would certainly strengthen their engagement in providing vocational training. During the interviews, it was commonly stated by the private TVET institutes that they have never received significant support by the state although respective advertisements have often been published in the past.<sup>26</sup> All commercial training providers are financially fully independent. At least they do not seem to really suffer from official fee level restrictions but are more or less able to act as free market players.<sup>27</sup>

Therefore, it is questionable whether further considerable financial efforts shall be undertaken to give further incentives for commercial TVET offers: Private institutes play an important role in the national training market but seem to be economically survivable yet

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26 It has to be considered here that the statements might be partly interest-driven, since private TVET providers have an interest in an extension of incentive measures, of course.

27 Hence, the fee level of commercial TVET providers normally is by far higher than the one of public institutes, however fee levels are also limited by already existing competition for TVET services in the Vietnamese market.

even without effective public support measures. If incentives shall however be widely applied for strengthening the operation of private institutes, the most desired ones would be: Free land provision, tax exemptions, favourable credit conditions and grants for start-up equipment. Most of these incentives are in a certain way officially established by law yet. Thus mainly the access to these support measures (meaning the possibility to get use of them) must be improved, not necessarily the establishment of new ones would be required.

In this context, as private training institutions are usually financed through training fees, rather the issue of scholarships, which are needed to ensure the accessibility for poor families, shall be paid attention to. It was observed that the portion of disadvantaged groups trained at private institutes is very uneven: It ranges from zero to 10%. Also differs the opportunity for private institutes to get refunded when scholarship or fee exemption is granted for respective target groups.

Key statements at a glance:

- Certain skills areas are profitable for commercial investment into TVET
- Therefore, in such areas private training providers can contribute to the overall TVET capacity
- Private investment in TVET should be acknowledged but substantial government support seems less important
- As private training offers are mainly funded by fees, scholarships need to be offered to disadvantaged target groups.

### 3.4 *Other forms of business sector involvement in TVET*

With the various interview partners, also other forms of business sector involvement in TVET were discussed. These comprise the following aspects of TVET delivery and governance:

#### Practical skills upgrading for TVET teaching personnel

So far, internships offered by enterprises are mainly dedicated to trainees of TVET institutes as per respective curriculum requirements. TVET teachers are very seldom sent to internships for upgrading of their practical skills due organisational reasons. A major constraint of the current TVET system which lies in the lack of practical skills of current TVET teaching personnel is therefore not being considerably improved.

#### Participation in developing of standards and curricula

Obviously, both private and public TVET institutes as well as enterprise-owned TVET institutes are invited to GDVT/MoLISA workshops for standards and curriculum development. However, it was stated by some participating institutes that the result was not satisfactory to them and thus, for them the participation was not remunerative. Particularly, the participation of representatives from the “world of work” in standard/curricula development seems to be still insufficient and should be improved.

#### Representation of enterprises in management or advisory boards of TVET institutes

The participation of enterprises in regular meetings of management or advisory boards of TVET providers is a very effective measure to generally strengthen cooperation between companies and TVET institutes and would also facilitate approaches of cooperative training. Unfortunately, no case of representation of enterprises in such a management or advisory board could be observed in any TVET institute interviewed. Enterprise-owned

institutes are an exemption, of course, since their governing bodies are companies.

## 4 Options to further strengthen the business sector's participation in TVET

The following chapter summarizes the findings of the rapid appraisal leading to recommendations for policy formulation. Beyond a generally valid summary, special attention shall be paid to the different forms of possible business sector participation.

### 4.1 Securing an enabling environment

At the moment the limited commitment of enterprises seems to be a major “bottleneck” for sustainably strengthening the cooperation in TVET training; at the same time, enterprises cannot be forced to engage in TVET. However, as per results of the rapid appraisal, companies would be willing to enter into a more comprehensive cooperation and to take over responsibility for TVET if respective framework conditions would be ensured: particularly a decisive involvement of companies in defining training content, and effective mechanisms to stem the big fluctuation of graduates. Both would require at least an amendment of the legal TVET framework.

Taking into consideration these very crucial acknowledgements, a key recommendation for further policy formulation is to design the enabling environment and thus to provide appropriate incentives for TVET involvement of the labour demanding business sector:

1. An effective *involvement of employers* (chambers and industry associations) would be essential with regard to the *development of training contents* (curricula) and organization (e.g. division between practical and theoretical training, internships etc.). Not only a participating but even a *leading role* was claimed by the companies in that regard, which also seems to be reasonable. However, respective legal regulations would be required to realize such an involvement.
2. In order to establish and maintain the employers' co-determination it is recommended that all TVET institutes would have to establish *advisory boards* with adequate enterprise representation as a compulsory measure.
3. Establishing *effective mechanisms to bind trained workers* to the enterprises, which have invested into the worker's training, need to be established. Also for the realization of this objective, the respective regulations need to be incorporated either within Labour Law or within the Vocational Training Law.
4. Though enterprises for good cause outline these two major changes as a precondition for their strengthened involvement in TVET, it will probably not be sufficient to fulfill their requirements in regard to widespread co-determination of training contents.
5. A *financing concept for cooperative training* needs to be further discussed. Such a system shall aim at a fair balance of financial efforts between those enterprises, which actively execute TVET training, and others who don't. Therefore, a training fund could be seen as a suitable measure to promote cooperative training,<sup>28</sup>

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28 For further information about different training fund implementation options refer to: Franz, Jutta: Financing of Technical and Vocational Education and Training (TVET) Vietnam, Draft Report of a Fact



however, enterprises are skeptical whether such a system would be efficient and be able to reimburse the enterprises' training expenses with limited bureaucratic efforts. Nevertheless, implementing a training fund that is managed in a highly transparent and efficient way and provides reasonable bureaucratic burdens for the companies is recommended as a complementary financial incentive instrument for enterprises' involvement in TVET. Here, too, respective policy decisions would have to be thoroughly discussed and then be made prior to implementation.

#### 4.2 *Emphasize institutional cooperation between TVET institutes and enterprises*

Vocational training offered by TVET institutes is generally not sufficiently practice-oriented, since institutes can never effectively simulate real workplace conditions; thus, relevant skills related to production processes cannot be acquired in TVET centres, schools or colleges, and graduates often need practical skills upgrading right after being employed. Such training is conducted by the employing enterprises at own cost. It is therefore not surprising that the reputation of formal TVET among enterprises is rather low.

In order to solve this problem, TVET institutes need to offer training of practical skills, which are relevant for the workplace. This could and should be done in close cooperation between TVET institutes and employers, as the advantages of such cooperative training approaches (all above workplace-relevance and practice-orientation) are rather obvious in this context.

Since maintaining high-tech equipment at TVET institutes and respective specialized operational and teaching skills of the personnel is costly and often not available, a sharing of responsibilities between TVET institutes and enterprises would in particular be recommended in the more costly "high tech" training areas. In other cases, expensive technical equipment is in fact purchased by TVET institutes but would anyhow be available at many enterprises. Hence, preserving financial budget for TVET would be an additional advantage of cooperative training.<sup>29</sup>

Cooperative training shall not be designed as a parallel system but must be aligned with the NQF, occupational standards and respective framework curricula. Therefore, the framework curricula might need to be changed in order to allow for cooperative training approaches (see section 4.1: Securing an enabling environment).

At institutional level, such cooperation between institutes and enterprises would ideally include:

1. Establishing TVET institutes' advisory boards with strong enterprise representation,
2. Joint decentralized adaptation of framework curricula based on specific workplace requirements, including definition of training methods and required machinery,
3. Assessing the teaching personnel and its ability to effectively train respective skills as per industry requirements, and consequently upgrading practical skills of teaching personnel at the workplace,
4. Sharing the responsibility for conducting various training components of the curricula according to available training capacity, equipment and personnel,
5. Joint assessment of trainees after termination of training.

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Finding Mission, Dec. 2007

29 Depending on the ownership structure of the TVET institute, this can be both, public or private budget.

If respective measures will not be carefully taken in a step-by-step approach, it seems to be hard to achieve the future target of improving the highly needed improvement of training quality and quantity at TVET institutes. (As mentioned above, currently enterprises do not consider TVET institutes as competent partner for sending their workers to skills upgrading).<sup>30</sup>

Notwithstanding the importance of developing sound concepts for enterprises' involvement in TVET, **positive examples** of cooperation would need to be established as an "entry point" in the short-term perspective. Thereby, a broader community of employers could be convinced by seeing well-functioning cooperation in reality; this idea was also explicitly stated and supported by VCCI. It is therefore recommended to consider establishing a limited number of pilot projects in selected focal sectors (refer also to the following chapter). These projects should aim at dividing practical and theoretical training components between a TVET institute and several enterprises, based on cooperation agreements defining the training content, extent and organization and showing each participant's interests, benefits and responsibilities.

The target should be that in the long-term all TVET institutes would acquire 10-20 enterprises for cooperation in various training areas and levels. The existing internships (currently 2 months) could form a starting point for establishing further more extensive forms of cooperation. In the implementation phase of such pilot projects, those extended cooperation can be started on a voluntary basis within the existing frame of legislation. However, later-on it should be a system-wide approach, particularly when linked with the realization of described formal framework conditions.

#### 4.3 Specific recommendations related to enterprise-owned and private TVET institutes

Generally, the existing policies need to be implemented and applied in a way to explicitly encourage training offered by enterprise-owned institutes. Actual recent deficiencies in that regard were not at least observed by MoLISA itself. As discussed before, the government seeks to further reduce public financing for TVET by shifting the training responsibility to enterprise-based institutes, which may lead to an increase of enrolment figures without enlarging the respective training capability and thus, negative effects on training quality. Therefore, the following issues shall be considered:

- At least, the same catalogue of incentive measures as described for private TVET institutes shall be effectively applied for enterprise-owned institutes, as well.
- As any financial public support has completely been withdrawn from enterprise-based training providers by now, it is indispensable for those institutes to get *full financial independence* in order to compensate these financial lacks by other income sources. This means that fee level restrictions shall be commonly cancelled for all enterprise-based TVET institutes.
- Changing the *legal framework* for both, improving the business sector participation in TVET as well as the opportunity to bind trained workers (as mentioned above) must be highly applicable for all enterprises running an own formal TVET institute, too.

As enterprise-owned TVET institutes have already established relatively well-functioning cooperation relations with enterprises, it would certainly be advantageous to derive some of the proposed pilot projects as described in section 4.1 out of this institutes' sample of (this was also recommended by VVTA).

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30 Concordantly, the UNIDO study recommends to further promote internships and to increase the communication between TVET institutes and enterprises. Refer to UNIDO / Mori, Junichi (2009).

While discussing the involvement and framework conditions for **commercial TVET of-fers**, the following is recommended: Rather than establishing new incentive measures for private TVET providers, equal access to already existing measures shall be ensured through reduction of bureaucratic burden to access *existing* support measures.

In particular, the common opportunity to get refunded for scholarships and fee exemptions to disadvantaged trainee groups should be secured. Otherwise, in general the same key messages as stated for cooperation between TVET institutes and enterprises (see above) are applicable for private training providers, too.

## 5 Next steps

Based on the findings of the rapid appraisal and the above-mentioned recommendations, it would be appropriate to address the issue of private sector involvement in TVET at 2 different levels:

### Policy level

At the policy level, the existing legal regulations need to be reviewed in how far they might preclude the envisaged strengthening of business sector involvement. Based thereon, the legal framework for TVET should be further refined in the following sequence (*mid-term perspective*):

1. Regulations allowing to bind TVET graduates to enterprises when these have invested considerably into training of the graduate.
2. Regulations ensuring *regular* in-company training (practical skills upgrading) for TVET teachers.
3. Detailed regulations ensuring participation of the business sector in standard setting and development of framework curricula (national level).
4. Regulations ensuring employers' representation at TVET institutes' advisory boards plus regulations defining involvement of enterprises in curriculum adaptation, implementation and skills assessment (both policy and institute levels).

*In the long-term*, these reforms should be complemented by:

5. Regulations on the TVET financing system, providing incentives for business sector involvement in TVET implementation.
6. Regulations for the establishment of cooperative training modes ensuring the sharing of responsibility for TVET implementation between enterprises and TVET institutes.

### Institutional level

At the institutional level, it should be envisaged to develop a number of pilot projects aiming at implementation of cooperative training approaches. Such approaches would ideally be founded on the existing internship system, which could be enlarged and complemented consecutively. In this regard the following sequence of activities could be *implemented immediately*:

1. Analysis of the existing internship system, aiming at gaining more information on the mode of shared responsibility, success factors and risks. Based thereon, more comprehensive forms of cooperative training could be developed.

2. Selection of possible pilot project institutes: 1 enterprise-based institute (e.g. LI-LAMA), 2 institutes supported by the ongoing Vietnamese-German TC/FC projects (e.g. Vocational Training College of Technics and Technology of Ho Chi Minh City, one private provider to be selected), one institute under the public private partnership, 1-2 institutes covered by the new Vietnamese-German 'Program Vocational Training 2008' (N.N.).
3. Identification of cooperating enterprises for each of the pilot projects.
4. Development and negotiation of cooperation agreements referring to the various areas of cooperation (e.g. in-company training for TVET teachers, curriculum adaptation, shared training implementation, joint skills assessment, etc.). In case of the private training provider and PVT 2008 institutes, this cooperation agreement should form an integral part of the institutional Development Plan to be elaborated in due course.
5. Ongoing advisory services at institute's / company's level and monitoring of pilot project implementation.
6. Documentation and feeding back of lessons learnt into process of policy formulation (see above: policy level).

#### Donor coordination

The above-mentioned suggestions need to be further refined and prioritized in discussions between GDVT, VVTA, and GTZ.

MoLISA/GDVT is advised to coordinate envisaged activities among all donors and implementing agencies, which are involved in this field of the TVET reform. These are in particular BMZ/GTZ, ADB, and UNIDO/JICA.

According to their respective project outlines, both GTZ and ADB are following a multi-level approach, combining advisory services targeting national reforms with implementation of pilot projects at institutional level.<sup>31</sup>

Also the results of the UNIDO/JICA enterprise survey<sup>32</sup> are well in line with the statements made in this report. Therefore, a coordination of further activities with UNIDO/JICA is as well highly recommended.

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31 Refer to GTZ: Angebot zur Durchführung des Vorhabens 'Politikberatung und Systementwicklung in der beruflichen Bildung Vietnam', PN 2006.2047.6, Eschborn, 2006 and ADB: Skills Enhancement Project. Proposed Project Design Framework (Draft), Revision #2, Hanoi, April 2009.

32 UNIDO / Mori, J. (2009).

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## Annex 2: Institutions visited and Persons met

|   | Institution   | Name   | Position   |
|---|---|--|--|
| 1 | Association of Canadian Community Colleges (ACCC), PPTA 7086 – VIE Preparing the Skills Enhancement Project | Mr. Jose D. Lacson, Ph.D   | Skills Standards, Testing and Certification and Curriculum Specialist  |
| 2 | College of Garment-Textile Vocational Industry, Nam Dinh  | Nguyen Khac Tuat   | Director   |
| 3 | Doximex Dong Xuan Knitting Sole   | Mrs. Pham Ngoc Diep  | Executive Director of Production   |
| 4 | General Department of Vocational Training (GDVT) / National Institute for Vocational Training               | 1. Dr. Dao Than Huong<br>2. MA Pham Xuan Thu                         | 1. Deputy Director of National Institute for Vocational Training<br>2. Head of Division Vocational Curriculum and Method |
| 5 | Hanoi Technical Training School   | Mr. Nguyen Van Minh  | President  |
| 6 | Ho Chi Minh Vocational College of Technology, Ho Chi Minh City  | 1. Ms. Nguyen Thi Hang<br>2. Mr. Bui Van Tri<br>3. Mr. Tran Duy Dong | 1. Vice Rector<br>2. Office of international cooperation   |
| 7 | ILO Labour Market Project   | John Alexander Stewart   | Consultant, LMI Component  |
| 8 | LILAMA Technical and Technology College 2, Long Thanh District, Dong Nai                                    | 1. Mr. Le Van Hien<br>2. Mr. Luu Van Luc                             | Director<br>Head of Education Department   |
| 9 | Ministry of Education and Training (MOET) / Department of Technical & Vocational Education                  | 1. Dr. Eng. Hoang Ngoc Vinh<br>2. Assoc. Prof. Dr. Nguyen Khang      | 1. Director<br>2. Deputy Director  |

|    | Institution   | Name   | Position  |
|----|---|--|---|
| 10 | Ministry of Labour – Invalids and Social Affairs (MoLISA) / General Department of Vocational Training                 | 1. MA Tran van Lich<br><br>2. MA Nguyen Quang Viet                                 | Vice Director of Department for Vocational Teaching and Managing Staff<br><br>Vice Director of Research Center for Skills Development and Vocational Training Standards |
| 11 | Nguyen Tat Thanh College (NTT), Ho Chi Minh City  | 1. Dr. Nguyen Tuan Anh<br><br>2. Dr. Quan Thanh Tho<br><br>3. Mr. Phan Huu Tan Duc | 1. Vice Rector<br><br>2. Head of Department for Scientific Research and International Relations<br><br>3. Head of Corporate Relations Office                            |
| 12 | Thang Long Industries and Trading General Joint Stock Company   | Mrs. Nguyen Thi Tuyet  | Director  |
| 13 | Vietnam Chamber of Commerce and Industry (VCCI)   | Mr. Phung Quang Huy  | Director General, Bureau for Employers' Activities in Vietnam   |
| 14 | Vietnamese-American Vocational Training College, Ho Chi Minh City   | 1. Mr. Paul Thomas Rubens<br><br>2. Dr. Dinh Thi Anh Nguyet                        | 1. CEO Pan VAT Co.<br><br>2. President  |
| 15 | Vietnam Textile & Apparel Association   | Mr. Le Van Dao   | Vice Chairman   |
| 16 | Vietnam Vocational Training Association (VVTA)  | 1. Mrs. Nguyen Thi Hang<br><br>2. Mr. Nguyen Dinh Thiet                            | 1. Chairperson<br><br>2. Administration Officer, Vice Director of Career Cultural Center  |
| 17 | VINACOMIN – Viet Bac Industrial Vocational College, Son Cam, Phu Luong, Thai Nguyen Province                          | 1. Mr. Duong Xuan Hien<br><br>2. Mr. Nguyen Duc Tho                                | 1. Deputy Principal (Education)<br><br>2. Head of Education Department  |
| 18 | Vocational Training Center for Applied Technologies (VVTA member: “Trung Tam Dao Tao Va Ung Dung Ky Thuat Cong Nghe”) | Mr. Le Binh  | Director  |



