

Assessment of the implementation of the Vietnamese Vocational Training Strategy 2011-2020 and recommendations for the Vietnamese Vocational Training Strategy 2021-2030

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Division: International Advisory Services / Cooperation with Partner Institutions

Michael Schwarz (Deputy Head of Division)

Janina Meyer (Research Associate)

Michael Wiechert (Head of Division)

Nadine Augst (Assistant of the Division)

Division: Research Coordination

Dr. Sandra Liebscher (Head of Division)

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1. Introduction

The development of the vocational education and training (VET) system is a key solution for tackling the challenge of skilled labour shortage in Viet Nam. To improve the performance of the VET system, it is crucial to meet the needs of the labour market in terms of quantity, quality, occupational structure and qualifications. In 2012, the Prime Minister of Viet Nam issued the approval of the Vocational Training Development Strategy (VT Strategy) for the period 2011-2020. Specific objectives of the strategy include national competitiveness in the ASEAN region and poverty reduction.

As the decade of the 2011-2020 strategy is coming to an end, it is essential to assess the implementation of the strategy, to recognize the achievements in VET as well as the shortcomings and challenges still to address. The results of this assessment are the foundation for recommendations on the VET Strategy for the period of 2021–2030.

For this purpose, this study was developed within the framework of the trilateral cooperation agreement between the National Institute for Vocational Education and Training (NIVT), the German Federal Institute for Vocational Education and Training (BIBB) and the Programme “Reform of TVET in Viet Nam” (TVET Programme). This programme is implemented in cooperation with the Directorate of Vocational Education and Training (DVET) of the Ministry of Labour, War Invalids and Social Affairs (MoLISA) by the *Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH* on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ).

The TVET Programme in Viet Nam supports DVET in its reform efforts of the VET sector. The TVET Programme has been accompanying the development of the VT Strategy 2011–2020 and the development of the current VET Law, enacted in 2015. In 2018, DVET requested the TVET Programme to support the analysis of the status quo of specific issues in the Vietnamese VET sector with special regard to the achievements in frame of the VT Strategy 2011-2020 and the development of the VET strategy 2021-2030. DVET assigned the responsibility of this task to NIVT. The TVET Programme in Viet Nam commissioned the BIBB to conduct a study on the status quo of specific issues in the VET system and formulate respective recommendations towards the new VET Strategy 2021–2030.

The respective report builds on the findings of 59 interviews with key stakeholders of the Vietnamese VET system (see Appendix 2: List of Key Informant Interviews) from the public sector, business sector and other VET stakeholders like VET Colleges, selected intermediate VET Schools and VET Centers, social-political organizations and international development partners.

BIBB experts designed a standardized questionnaire with closed and open-ended questions for the interviews based on a preceding analysis of the relevant literature, especially strategic and legal documents related to the VET system in Viet Nam (see Appendix 1: References). Vietnamese consultants conducted the stakeholder interviews addressing the following topics:

- Assessment of status quo, developments and main achievements of selected issues in the VET sector 2011-2020 according to the perception of interview partners;
- Assessment of the contribution of the TVET Programme to the development of the Vietnamese VET sector;

- Main challenges for the VET system regarding the next 10 years
- Recommendations for the VET Strategy 2021-2030

The questionnaire combines open- and closed-ended, quantitative and qualitative questions. Due to the high number of questions of interest for the study, the questionnaire combines 50 questions that were summarized in one, rather long questionnaire. Therefore, not every interviewee was able to answer every question. Furthermore, the opinions of the stakeholders do not necessarily reflect the official position of the respective institutions to which the interviewees are affiliated.

The national consultants transcribed, translated and summarized the results of the individual interviews, which were subsequently evaluated by the BIBB experts. The BIBB presented the key findings of the stakeholder interviews at a virtual consultation workshop with DVET on June 9th 2020. The results of the workshop (discussions) have also been taken into account in this report.

The report consists of four chapters. The following chapter 2 (Literature Review and Analysis) elaborates the method and results of the literature analysis of relevant VET documents in detail. Chapter 3 (Summary of Interview Results) provides a comprehensive summary of the stakeholder interview results with regard to each of the focal topics of this study. Chapter 4 (Recommendations) includes the recommendations developed by BIBB experts based on the literature analysis and on the results of the stakeholder interviews. The appendix includes the references (Appendix 1), the list of interviewed stakeholders (Appendix 2), the questionnaire (Appendix 3), the figures of the quantitative questions (Appendix 4) and selected quotes from the interviews (Appendix 5).

For the assessment of the interview results, some limitations in design and implementation of the study have to be considered (see Chapter 3, p. 14 for further explanation of limitations). Due to the COVID-19 pandemic, the interviews had to be conducted via skype or phone. This circumstance may have had an impact on the quality of the interview results in terms of depth and precision of the answers provided. Furthermore, the sample size of 59 stakeholder interviews clearly does not yield results that could be considered as representative for the whole VET sector in the country. However, it does shed light on key stakeholder opinions in different areas of the VET system in Viet Nam. The decision to use one questionnaire as well as the length of the questionnaire also led to limitations in terms of detailed answers to open-ended questions.

2. Literature overview and analysis

The analysis of the implementation of the Vietnamese Vocational Training Development Strategy 2011-2020 (VT Strategy) is based on the study of relevant strategic and legal documents. The TVET Programme in consultation with NIVT provided these key documents to the BIBB (see Appendix 1).

The analysis focuses on selected strategic focal topics, which the BIBB defined together with the GIZ and the NIVT. Based on these, BIBB experts created an analytical framework with the purpose of evaluating the legal situation and the status of implementation of the VT Strategy in Viet Nam. The analytical framework consists of seven focal topics, for which specific indicators were formulated for the analysis of documents.

I. Governance

I.1. VET legal framework and VET-system management

When assessing the Vietnamese VT Strategy via strategic and legal documents, it is essential to take into consideration that the Law on Vocational Education and Training (Law No. 74/2014/QH13), hereinafter referred to as VET Law, was passed in 2014. However, the VT Strategy has not been adapted after the introduction of the VET Law.¹

During the period 2011-2020, the government modified the VET legal system fundamentally, first on a structural level in 2014, passing the new VET Law. The new VET Law aimed at an overall quality improvement in the VET system by focusing on standardization, international integration and permeability.² The government tackled shortcomings in cooperation and coordination by streamlining the responsibility for the VET system in the hands of one ministry, MoLISA, as the state management agency for VET in 2016. MoLISA issued a large number of normative documents to guide the implementation of the VET Law, aiming at resolving inconsistencies and prioritization of objectives. Regarding the financing of VET, the VET Law specified that the budget for VET would be prioritized within the total budget for education and training.³

One of the challenges and shortcomings identified in the management of the VET-system concerns cooperation and coordination issues, for example an inadequate and ineffective cooperation between MoLISA and other line ministries and among line ministries and localities in VET management and in the implementation of the VT Strategy.⁴ Furthermore, a lack of consensus especially in decentralization of personnel and finance was identified. Another perceived challenge was the inconsistent or inadequate implementation and lack of prioritization in resource allocation in education and training and the absence of specific programmes for promoting lifelong learning, for strengthening the

¹ Summary of Draft Report on VT Strategy Implementation Results (NIVT 2019), p. 4.

² VET Law (2014), Art. 6, in: Selected Normative Documents (GIZ ed. 2017).

³ VET Law (2014), Art. 6, in: Selected Normative Documents (GIZ ed. 2017).

⁴ Summary of Draft Report on VT Strategy Implementation Results (NIVT 2019), p.9.

demand-orientation of VET or for capacity building and skills development of the elderly population⁵, which the introduction of the VET Law aimed to address.

Future VET reform activities during the coming period should focus on the improvement of VET legal documents and policies. The aim is to ensure the consistency and conformity of the practical requirements that are defined for VET teachers, managers and learners, VET institutes, and engagement of enterprises in VET, as well as to strengthen VET research. Enrolment numbers in VET and the training quality will serve as basis for the state budget-allocation mechanism. The target is to increase annual enrollment in VET to 6.3 million individuals by 2030 of which at least 90% of the learners will subsequently find a job.⁶ Information technology is to be implemented in the VET state management and the capacity of staff in administration and officials of the sector should be strengthened.⁷

1.2. Cooperation with the business sector in VET-system management

A continued challenge of the VET system in Viet Nam over the last decade has been the institutionalized involvement of employer representatives and/or sectoral organizations in VET policy development and implementation.

The VET Law has addressed this issue. It focuses on work exposures in the production and service sector to strengthen professional competencies of the workforce.⁸ Furthermore, it defines the rights and obligations of enterprises in VET. For instance, enterprises can deduct their expenses for VET training activities from the taxable income; enterprises are obliged to participate in curricula development and organization of training; enterprises should pay wages for learners and teachers participating directly in the production process.⁹ The Labour Code 2019, which provides a definition of apprenticeship, also suggests the above-mentioned forms for employers to participate in VET and allows for an institutionalized relationship between VET institutes and enterprises.¹⁰ Nevertheless, guiding documents are necessary in order to put legal implementation arrangements and processes in effect. This concerns in particular the enactment of the cooperative training system and skills councils.¹¹ In this regard, it is planned to pilot Sectoral Skills Councils in some priority sectors as well as to set up further public-private partnership (PPP) models in the field of VET.¹²

⁵ Vietnam's National Voluntary Review on Implementation of Sustainable Development Goals (MoPI 2018), p. 37.

⁶ Resolution No.617 on Quality in VET (MoLISA 2018), p. 3.

⁷ Ibid, p. 6.

⁸ VET Law (2014), Art. 4, in: Selected Normative Documents (GIZ ed. 2017).

⁹ VET Law (2014), Art. 51 and 52, in: Selected Normative Documents (GIZ ed. 2017).

¹⁰ Labour Code (2019), Art. 61.

¹¹ Labour Code (Law No. 45): Summary of key changes (Programme "Reform of TVET in Vietnam" 2019); Labour Code (2019), Art. 59, Clause 2.

¹² Resolution No.617 on Quality in VET (MoLISA 2018).

The issues still to be addressed in the near future concern questions such as how to foster the institutionalization of employers' involvement on national level, how to strengthen standardization of enterprise-based training and how to enhance participation of the business sector in the VET system.¹³

I.3. Sector monitoring and reporting

When enacting the VT Strategy, the lack of a comprehensive national VET management information system was an issue that impeded evidence-based decision-making. In fact, periodical VET reporting was not systematically implemented.¹⁴ Stronger monitoring and inspection of VET outputs based on defined indicators and related research were defined as a goal in several strategic papers.¹⁵ The VET Law defines central tasks for sector monitoring.¹⁶ These tasks include the implementation of statistical surveys and the development of a database on VET. DVET was assigned to carry out those tasks.¹⁷ In addition, the VET Law stipulates to conduct and strengthen research on the development of the VET system through international cooperation activities.¹⁸ Overall, these measures aim at strengthening a systemic sector monitoring approach.

The TVET Programme 2015 – 2019 defined improvement of the system monitoring as one of its goals and implemented the 2010 trilateral cooperation with NIVT and BIBB that focused on the development and publication of the Viet Nam annual VET reports.¹⁹

However, despite the recorded measures to improve the VET reporting system, the current state of data collection appears not sufficient to enhance evidence-based policy-making. Thus, consistent monitoring of the VET system that is linked to systematic research on VET remains a challenge.

I.4. Financing VET

The VET Law defines that investment in VET will be prioritized in the socio-economic development plan and the human resources development plan.²⁰ In addition, the VET Law also defines other financial sources for VET, such as investment of, or offers from domestic and foreign organizations and individuals, tuition and enrolment fees, revenues from activities of cooperative training and grants or gifts.²¹

Nevertheless, the financial administration of VET has been criticized generally for an undersized budget and to lack prioritization in resource allocation.²²

¹³ Vietnam TVET Sector Assessment (ADB 2020), p. 103.

¹⁴ Draft Report: Evaluation of Implementation of Vocational Training Strategies 2011-2020 (NIVT 2019), p. 79.

¹⁵ Decision No. 630 on Approval of VT Strategy (Prime Minister 2012); Decision No. 710 on Green Growth Strategy Action Plan (MoLISA 2019); Review on Implementation of Sustainable Development Goals (MoPI 2018); DVET priority tasks for 2020 (GIZ PR 2019).

¹⁶ VET Law (2014), Art. 71 f. and k., in: Selected Normative Documents (GIZ ed. 2017).

¹⁷ Decision No. 29, Art. 2, Item 12 and Item 14 on DVET tasks (2017), in: Selected Normative Documents (GIZ ed. 2017).

¹⁸ VET Law (2014), Art. 47, No. 3, in: Selected Normative Documents (GIZ ed. 2017).

¹⁹ Cooperation in TVET 2015 - 2019 (GIZ PR 2018), p. 7.

²⁰ VET Law (2014), Art. 6, in: Selected Normative Documents (GIZ ed. 2017).

²¹ VET Law (2014), Art. 28, in: Selected Normative Documents (GIZ ed. 2017).

²² Summary of Draft Report on VET Strategy implementation results (NIVT 2019), p. 83.

The reform of VET financing policies aims to promote different financial sources for VET funding from the state, enterprises, learners and domestic and foreign investors, with state budget funding still constituting an important source. The envisioned ratio for VET is 12 – 13 % of the total state budget for education and training.²³ The aim is to shift from the state budget-allocating mechanism to a contracting-and-bidding mechanism that allows the state to assign or procure training services based on training capacity and training quality.²⁴ If funding from other social sources can be mobilized for training in an occupation, the government budget shall only be provided to support VET for beneficiaries of incentive social policies, ethnic minorities people and for talent promotion.²⁵

It remains to be seen what changes in the state budget support for VET institutes will take place when guiding documents for financial autonomy of VET institutes are officially adopted and come into effect.

I.5. Inclusive VET system

The proportion of the population with vocational training at all levels varies widely by gender and geographical area (urban/rural). Specifically, the proportion of the population in rural areas with college or lower levels of VET is very low.²⁶

The VET Law specifies that ‘special attention [is] to be given to the development of vocational education and training in socio-economically disadvantaged areas, ethnic minority, border, island and coastal areas’.²⁷ The government consequently aims at broadening participation in VET by stipulating exemptions from or reductions of tuition fees and granting other allowances for ethnic minority, students living in remote areas and/or from poor households and for other disadvantaged groups (including disabled individuals).²⁸

One of the challenges to consider is the lack of appropriate infrastructure and facilities in many locations across the country, especially those located in remote and isolated areas. The policies on training and re-training regarding gender equality however remain general and not in line with the objectives and targets of the Law on Gender Equality.²⁹ VET for rural workers is still not effective in some locations and the number of unemployed graduates is still high and tends to increase.³⁰ In addition, the growing disparity between male and female workers in VET programmes poses a challenge for appropriate policies and solutions to reduce gender gaps.³¹

II. VET teachers, VET managers and in-company trainers

The VET Law defines the term ‘vocational teacher’ while the term of in-company trainer is not specifically mentioned. The ‘teacher standards’ were defined in 2017.³² However, these standards do

²³ Decision No. 630 on Approval of VT Strategy (Prime Minister 2012), p. 4.

²⁴ Resolution No. 617 on Quality in VET (MoLISA 2018), p. 6.

²⁵ Resolution No. 29 (Communist Party 2013), p. 8.

²⁶ Vietnam TVET Sector Assessment (ADB 2020), p. 28.

²⁷ VET Law (2014), Art. 6, in: Selected Normative Documents (GIZ ed. 2017).

²⁸ Vietnam TVET Sector Assessment (ADB 2020), p. 29.

²⁹ Vietnam TVET Sector Assessment (ADB 2020), p. 40.

³⁰ Summary of Draft Report on VET Strategy implementation results (NIVT 2019), p. 80.

³¹ Review on Implementation of Sustainable Development Goals (MoPI 2018), p. 38.

³² Circular No. 8 on Standards in qualifications of VET teachers (2017), in: Selected Normative Documents (GIZ ed. 2017).

not emphasize actual work experience and real industry practice.³³ Regarding regulations on further training, the law declares that it is the duty of trainers (vocational teachers) to “*participate in an internship in enterprises in order to update, improve professional skills, and approach new technology as regulated.*”³⁴ There are however no further specifications on implementation, duration or content of these internships.

The same issue applies to managers of VET institutes: VET regulations oblige VET managers to undergo standardized training in VET management.³⁵ So far, VET management staff lacks certification of management skills, and only a fraction of VET managers participated in training on school management standards.³⁶ The regulation on recruitment puts an emphasis on actual work experience: “*It is prioritized to recruit people who have practical experiences in production and service relevant to the training occupation.*”³⁷

The assessment of the VT Strategy 2011 – 2020 concludes a shortcoming in “*quantity and quality of standardized teachers, lecturers and managers.*”³⁸ It also states that due to the merging and restructuring of the VET system, targets for teacher quantity will require substantial modification, including teachers’ qualifications and standards.³⁹

Additionally, numerous documents mention the objective of standardization of training for VET teachers, managers and in-company trainers⁴⁰, thus the government appears to attribute greater importance to standards for enhancing the quality of the VET system. It is however not clear if the objective of trainers standardization refers to occupational skills and practical work experience. The critical point remains: the deployment system still favors academic qualifications of teachers more than work-relevant practical skills and expertise.⁴¹

³³ Vietnam TVET Sector Assessment (ADB 2020), p. 12.

³⁴ VET Law (2014), Art. 55, in: Selected Normative Documents (GIZ ed. 2017).

³⁵ Decision No. 899 Approval of Target programme for Vocational Education (Prime Minister 2017), p. 6f.

³⁶ Vietnam TVET Sector Assessment (ADB 2020), p. 12.

³⁷ VET Law (2014), Art. 56, in: Selected Normative Documents (GIZ ed. 2017).

³⁸ Draft Report on VET Strategy implementation results (NIVT 2019), p. 80.

³⁹ Ibid.

⁴⁰ See Decision No.899 Approval of Target programme for Vocational Education (Prime Minister 2017); Decision No. 630 on Approval of VT Strategy (Prime Minister 2012); Resolution No.617 on Quality in VET (MoLISA 2018).

⁴¹ Vietnam TVET Sector Assessment (ADB 2020), p. 12.

III. Efficient VET Institute Network

III.1. Efficient VET Institute Network

The VET institute network in Viet Nam has been undergoing significant changes since 2016, when the MoLISA assumed the responsibility for the VET system as the main state agency for VET management. In the course of the reorganization process, professional colleges and professional secondary schools under the authority of the Ministry of Education and Training (MoET) were merged with the MoLISA VET institutes system. As a result, the number of VET institutes exceeds the targets of the 2011-2020 Strategy. Therefore, the strategy assessment cannot be applied to these originally defined quantitative targets. Despite of that, the assessment of the VT Strategy still mentions the expansion of the network as an achievement.⁴² However, the VET institute network is still characterized by an inadequate distribution among regions, occupations and training levels. Furthermore, it lacks VET institutes that meet regional and international standards.⁴³

The VET Law determines the planning of the network of VET institutes in line with socio-economic and human resources development plans of the country, sectors and localities and the investment capability of the state and the ability to mobilize resources from the society. Furthermore, the VET Law ensures the structure of occupations, training levels and areas through the network of VET institutes.⁴⁴ The establishment of non-public VET institutes and cooperation in VET should be a priority; particularly the establishment of VET institutes with foreign investment shall be encouraged.⁴⁵

Due to the fundamental restructuring process of the VET institute network, the government needs to finalize conceptual planning. For the upcoming VET Strategy 2021-2030, DVET aims at completing the restructuring and re-planning of the VET network by merging and reorganizing the institutes and abolishing ineffective institutes.⁴⁶

III.2. High-Quality VET Institutes

MoLISA pursues the goal to strengthen and develop some institutions of higher education and institutions of vocational education to reach regional and international standards, which are denominated High-Quality VET Institutes.⁴⁷ The quantitative objective is to have 40 High-Quality Colleges⁴⁸ by 2020, and 70 High-Quality Colleges by 2025. The requirements for those are to foster a high-quality workforce strengthening integration and socio-economic development of the country, and to contribute to the fundamental and comprehensive reform of VET in Viet Nam.⁴⁹ Resources for

⁴² Summary of Draft Report on VET Strategy implementation results (NIVT 2019), p. 82.

⁴³ Ibid. p. 79.

⁴⁴ VET Law (2014), Art. 8, in: Selected Normative Documents (GIZ ed. 2017).

⁴⁵ Decision No. 630 on Approval of VT Strategy (Prime Minister 2012), p. 5.

⁴⁶ DVET priority tasks for 2020 (GIZ PR 2019).

⁴⁷ Resolution No. 29 (Communist Party 2013), p. 6.

⁴⁸ The majority of High-Quality VET Institutes are colleges. Therefore, within this report either the term institute or college is used interchangeably.

⁴⁹ Decision No. 1363 on Development of high-quality colleges (Prime Minister 2019).

investment should be concentrated on High-Quality Colleges and VET institutes teaching focal occupations as identified by the government.⁵⁰

The installation of high-quality vocational training (High-Quality VET Colleges) and piloting vocational training with international and ASEAN standards under the transferred training programs from abroad is still slow. The NIVT draft assessment report lists the establishment of a network of 40 High-Quality VET Institutes, and the identification of key national, regional and international occupations for each region, locality, institute and training level as a main achievement. It also mentions the successful initiation of a high-quality training model of international standards through transferred training programmes.⁵¹ In the future, DVET will focus on continuing the development of learning outcomes, assessment procedures and criteria for High-Quality Colleges.⁵²

III.3. Autonomy of VET institutes

The VET Law entitles VET institutes to be autonomous in terms of its organization and personnel, finance and assets, training and technology, international cooperation and VET quality assurance. A condition for comprehensive autonomy is that the institute can ensure its regular expenses and investment spending.⁵³ The government attempts to steer VET institutes to be independent and market-economy oriented entities that are completely separated from state management in terms of administration.⁵⁴

Apart from being autonomous, VET institutes should also be self-responsible for the development or selection and approval of their training curricula and textbooks at all VET levels. Therefore, state management will not provide a framework curriculum, and VET institutes will be required to modify their training curricula.⁵⁵

NIVT's draft assessment of the VT Strategy 2011 – 2020 evaluates the results of the autonomy pilot of three VET institutes. In conclusion, autonomy is regarded as the driving force for the VET institutes to innovate and adapt to the labour and employment markets. Autonomy, associated with the process of reviewing and re-planning vocational schools, is a targeted solution to improve the quality of vocational training. However, the implementation of autonomy for VET institutes is rather slow.⁵⁶

One of the priorities for DVET is to review and complete the draft autonomy policy for VET. They need to concretize policies in order to promote further autonomy in academic affairs for VET institutes.⁵⁷ While autonomy may be an accelerator for innovation and a measure to improve quality of vocational training, it is also crucial to maintain a comprehensive quality assurance system for training curricula. Additionally, the ability of VET institutes to be financially autonomous will have to be assessed carefully in the future.

⁵⁰ Resolution No. 617 on Quality in VET (MoLISA 2018).

⁵¹ Summary of Draft Report on VET Strategy implementation results (NIVT 2019), p.7.

⁵² DVET priority tasks for 2020 (GIZ PR 2019).

⁵³ VET Law (2014), Art. 25, in: Selected Normative Documents (GIZ ed. 2017).

⁵⁴ Resolution No. 29 (Communist Party 2013), p. 6.

⁵⁵ Summary of Draft Report on VET Strategy implementation results (NIVT 2019), p.6.

⁵⁶ Draft Report: Evaluation of implementation of Vocational Training Strategies 2011-2020 (NIVT 2019), p. 27f.

⁵⁷ DVET priority tasks for 2020 (GIZ PR 2019).

IV. VET quality assurance system

Quality in VET is given when VET institutes are able to deliver training on required skills. Inadequate learning outcomes and assessment standards influence the productivity and competitiveness of enterprises. At the time when formulating the VT Strategy 2011-2020, the authorities perceived the provision of graduates with sufficiently appropriate skills as a matter of concern in Viet Nam. In order to better match supply to demand, there was a need for consistent data on the labour market orientation of VET institutes, but also for a more participatory approach for the implementation of VET.⁵⁸

The Viet Nam Socio-Economic Development Strategy for the period 2011-2020 set the strong development and improvement of the quality of education and training as goals. As strategic breakthroughs, the strategy includes the timely development of human resources, especially high-quality human resources, and focus on the comprehensive reconstruction of the national education system.⁵⁹

Accordingly, the VT Strategy clearly defines the responsibility for quality assurance and puts it into hands of the state agency who was supposed to take '*overall control of VET quality nation-wide*'.⁶⁰ The efforts were channeled in two directions: first, the improvement of sector monitoring by improving the data situation by defining responsibilities and processes of data collection (see Chapter 1.3.); second, the definition of standards for quality accreditation for VET. To develop vocational education accreditation and support the introduction of VET quality assurance systems, accreditors were supposed to be trained and accreditation centers should start to work. The implementation of regional accreditation centers in three regions was defined as a goal.⁶¹ In 2014, the VET Law defined objectives, principles and minimum standards of accreditation for VET institutes and VET programmes.⁶²

Quality self-evaluation of VET institutes became compulsory for colleges, VET secondary schools and VET centers. These institutes have to conduct quality self-evaluation of curricula of VET qualifications on an annual basis, for curricula of national, regional, international focal occupations to meet the VET accreditation standards.⁶³ At the end of the strategic period 2011-2020, DVET formulates stronger monitoring and inspection of VET outputs as a priority task for 2020. DVET aims to continue and complete the implementation of quality assurance such as compulsory quality assurance/accreditation

⁵⁸ Vietnam TVET Sector Assessment (ADB 2020), p.91.

⁵⁹ Socio-Economic Development Strategy 2011 (2011).

⁶⁰ Decision No. 630 on Approval of VT Strategy (Prime Minister 2012), p.6.

⁶¹ Ibid.

⁶² VET Law (2014), Art. 65, in: Selected Normative Documents (GIZ ed. 2017); See also Decree No.143 on investment and operation in VET (2016), Article 14, in: Selected Normative Documents (GIZ ed. 2017); Condition for issue of registration defines specific minimum standards for each type of VET institute that have to be fulfilled to have access to registration for VET activities.

⁶³ Circular No. 28 on stipulating QA system in VET (2017), in: Selected Normative Documents (GIZ ed. 2017); Circular No.47 on charter of intermediate schools (2016), in: Selected Normative Documents (GIZ ed. 2017).

for all VET institutes, completion and updating standards of VET teachers/trainers, in-company trainers, VET managers and effective application of the transferred training programmes.⁶⁴

V. National Occupational Skills Standards (NOSS) and learning outcomes

National Occupational Skills Standards (NOSS) are important for curriculum development.⁶⁵ They serve as the basis to define relevant practice-oriented learning outcomes based on which VET institutes can develop demand-driven training programmes and curricula to improve the labour market-oriented training quality. For employers NOSS can serve as a reference for employment, job allocations and competence-based salaries for workers.

Since 2015, the NOSS development and National Occupational Skills (NOS) assessment is regulated in the Employment Law.⁶⁶ According to the new regulation, NOSS is based on units of competency and job positions, which can be used as a reference for benchmarking and the mutual agreements on skills recognition between Viet Nam and other ASEAN countries and in the world.⁶⁷

After 9 years of applying the system of NOSS development and NOS assessment at the end of 2017, 193 NOSS were developed. Until 2017, the assessment of - 41 occupations under NOS took place.⁶⁸

In 2017, the NOS multiple-choice and practice examination tests database was modified and updated further for different sectors and occupations.⁶⁹ As of the end of 2017, there were 41 licenced NOS assessment agencies in total. Although legally possible, companies had not applied for the NOS assessment certificate yet. In 2017, the training of 391 NOS assessors took place and all of them received a NOS assessor's card. Currently, these assessors can only perform skills assessment up to level 3.⁷⁰

Due to a small number of NOSS developed and a low number of people taking NOS examination, strengthening the process of NOSS development and NOS assessment is important. In this aspect, the key success factors are the involvement of all relevant stakeholders, especially the business sector, the contribution to the quality assurance of VET in Viet Nam, and the labour mobility in the context of regional and international labour market integration.⁷¹

Furthermore, it is important to communicate to all relevant stakeholders the purposes, processes and benefits of NOS, and at the same time, to issue policies and regulations on the rights and responsibilities of the business sector for their participation in the NOSS development and NOS assessment in the near future.⁷²

⁶⁴ DVET priority tasks 2020 (GIZ PR 2019).

⁶⁵ Circular No. 3 on the procedures for development, appraisal and issuance of the curriculum (2017), in: Selected Normative Documents (GIZ ed. 2017).

⁶⁶ Employment Law (2013), Chapter IV, Art. 29-35.

⁶⁷ Circular No. 56 on NOSS (2015), in: Selected Normative Documents (GIZ ed. 2017).

⁶⁸ Draft VET Report Viet Nam 2018, chapter 6.

⁶⁹ Ibid.

⁷⁰ Government Decree No. 31 (2015), Article 11, Item 2, in: Selected Normative Documents (GIZ ed. 2017).

⁷¹ Draft VET Report Viet Nam 2018, chapter 6.

⁷² Draft VET Report Viet Nam 2018, chapter 6.

VI. Cooperation between VET institutes and enterprises

The percentage of enterprises maintaining cooperation with VET institutes remains quite low with approximately 8 % in 2017. The main types of cooperation were internships and practice phases for VET students in about 26,000 enterprises.⁷³

The VET Law extended the rights and obligations of enterprises in vocational education and training⁷⁴. Furthermore, occupational training and skills development became selectable for employers as stipulated in the Labour Code⁷⁵: *‘Employers are encouraged to provide vocational training and skills development for both employees and other workers in the society’*.⁷⁶ Beyond that, it provides a definition of apprenticeship and internship.⁷⁷ The Labour Code 2019 for the first time encourages eligible employers to *‘[...] cooperate with VET institutes in provision of elementary, intermediate, college and other vocational training programmes’*. This enables the sub-law documents to provide comprehensive regulations regarding legal relationships between the three parties of the cooperative training relationship, including VET institutes, companies (employers) and trainees (apprentices). It lays the legal foundation for developing a cooperative training system in the future.⁷⁸

The VT Strategy 2011-2020 aimed at a stronger involvement of employers, chambers, business and professional associations who provide better information on employment demands, facilitate the linkage between vocational training and job placement, and ensure the occupational skills of the employees.⁷⁹ Furthermore, it can be a starting point for an improved Labour Market Information System and the forecasting of labour demand. A closer relationship between VET institutes and employment service centers when organizing job opening spaces and career fairs to support learners in seeking jobs after graduation and focusing on the development of entrepreneurship in VET is another solution for VET for decent work.⁸⁰

Especially colleges⁸¹ and VET secondary schools⁸² shall cooperate with enterprises and training providers in making training plans, developing curricula and textbooks, providing teaching, instructing practices and internships, and assess learners’ performance. They should align the teaching and

⁷³ Draft VET Report Viet Nam 2018, chapter 6.

⁷⁴ VET Law (2014), Art. 51 and 52, in: Selected Normative Documents (GIZ ed. 2017).

⁷⁵ Labour Code (2019).

⁷⁶ Labour Code (2019), Art. 59.

⁷⁷ Labour Code (2019), Art 61: Apprenticeship means that individuals will be provided with vocational training at the workplace. The duration of apprenticeship is determined by the training programme for each level as stipulated in the VET Law. Internship means an employer's recruitment of trainees who will be provided with practical and job-specific training at the workplace. The duration of apprenticeship is not longer than 3 months.

⁷⁸ Labour Code (2019).

⁷⁹ Decision No. 630 on Approval of VT Strategy (Prime Minister 2012), in: Selected Normative Documents (GIZ ed. 2017); VET Law (2014), Art. 7, in: Selected Normative Documents (GIZ ed. 2017).

⁸⁰ Resolution No. 617 on Quality in VET (MoLISA 2018).

⁸¹ Art. 8, Circular No. 46 on charter of colleges (2016), in: Selected Normative Documents (GIZ ed. 2017).

⁸² Art. 8, Circular No. 47 on charter of intermediate schools (2016), in: Selected Normative Documents (GIZ ed. 2017).

learning with the actual production and enable teachers and learners to visit and practice technology application in production processes.⁸³

The most important issue in this respect is the question how greater enterprise-based training can be stimulated and how employer representatives, chambers and sector associations can be more involved in curriculum design and training delivery in cooperation with the VET institutes in the near future.⁸⁴

VII. Increasing VET attractiveness through awareness raising and international cooperation

VII.1. Increasing VET attractiveness through awareness raising

VET enrollment is facing difficulties because of the common preference for higher education degrees. Parents want their children to go to university. VET enrollment is disproportionate. While enrolment to elementary and less-than-three-month training accounts for more than 75% enrolment in intermediate and college training accounts for only 25%.⁸⁵

Increasing the attractiveness of the VET - and achieving higher enrolment is a prominent topic in Viet Nam's VET policies. To strengthen the attractiveness of VET in general, one solution defined in the VET Law is to encourage craftsmen and highly skilled people to participate in VET, as well as to support training of traditional occupations and trades in rural areas.⁸⁶ Another measure is aiming to improve the permeability of the VET system, so that trainees get credit for the contents they have already covered when moving to a higher level or different occupation.⁸⁷ While the promotion of access to VET remains a core topic in the policy framework, it will be crucial for the attractiveness of VET to improve the permeability of the system, especially regarding the linkage between non-formal short-term courses and the formal VET system.⁸⁸

Job orientation and advice for students of upper-secondary schools and vocational schools is also a focused measure to increase awareness for and attractiveness of VET.⁸⁹ For the purpose of job orientation and streaming students into VET, it is necessary to develop a website on VET orientation, and to establish a database of jobs and labour market information related to different occupations and industry sectors.⁹⁰

⁸³ VET Law (2014), Art. 8 and Art. 35, in: Selected Normative Documents (GIZ ed. 2017); Circular No.47 on charter of intermediate schools (2016), in: Selected Normative Documents (GIZ ed. 2017).

⁸⁴ Vietnam TVET Sector Assessment (ADB 2020), p. 103ff.

⁸⁵ Draft Report: Evaluation of implementation of Vocational Training Strategies 2011-2020 (NIVT 2019), p 79.

⁸⁶ VET Law (2014), Art. 7, in: Selected Normative Documents (GIZ ed. 2017).

⁸⁷ VET Law (2014), Art. 9, in: Selected Normative Documents (GIZ ed. 2017).

⁸⁸ Vietnam TVET Sector Assessment (ADB 2020), p. 109.

⁸⁹ Decision No. 899 on Approval of Target programme for Vocational Education (Prime Minister 2017).

⁹⁰ Decision No. 522 on Career guidance and streaming of students (Prime Minister 2018).

MoLISA intends to establish a close relationship between VET institutes with the employment service centers in organizing job opening spaces and career fairs to support the learners in job placement after graduation.⁹¹

Raising awareness for VET and promoting the VET image is one of the first priority tasks for the coming period.⁹² In 2020, DVET plans to continue the existing cooperation with the Vietnam Association of Vocational Education and Training and Social Work (VAVET & SOW) in the areas of job information and career orientation.⁹³

VII.2. Increasing VET attractiveness through international cooperation and practices

International cooperation in the Vietnamese VET system has the objective to improve the quality of VET towards modernization, with a focus on training cooperation development.⁹⁴ Especially the High-Quality Colleges have the purpose to provide training with standards recognized by advanced countries in the ASEAN and international community. The implementation of pilot training in several vocational disciplines according to training programmes from abroad is one of the measures to reach this objective.⁹⁵

As an overall objective, the administration intends to strengthen the cooperation with international organizations (including multilateral and bilateral organizations and non-governmental organizations) in technical support, experience and finance for development of VET, labour market, labour supply and demand.⁹⁶

NIVT/DVET evaluated the enhancement of international cooperation in VET in terms of scope, efficiency and form with the diversification of activities as a main achievement during the period 2011-2020. This especially applies to the fields of scientific VET research, transfer of management tools, quality assurance and internationalized standards of occupational skills. The Vietnamese state management has pro-actively strengthened bilateral cooperation with agencies and organizations from various countries.⁹⁷ DVET aims to continue and further promote bilateral and multilateral cooperations in order to develop new projects and to ensure the implementation of activities agreed upon in Memorandums of Understanding (MoUs).⁹⁸

The questionnaire design for the stakeholder interviews considered the findings of the literature analysis presented in this Chapter. The following Chapter 3 summarizes the interview results. The recommendations in Chapter 4 are developed on the combination of interview results and findings from the literature analysis.

⁹¹ Resolution No. 617 on Quality in VET (MoLISA 2018), p. 6.

⁹² Resolution No. 617 on Quality in VET (MoLISA 2018).

⁹³ DVET priority tasks for 2020 (PR GIZ 2019).

⁹⁴ VET Law (2014), Art. 46, 47, 48, 49, in: Selected Normative Documents (GIZ ed. 2017).

⁹⁵ Decision No. 1363 on Development of high-quality colleges (Prime Minister 2019).

⁹⁶ Decision No. 899 on Approval of Target programme for Vocational Education (Prime Minister 2017).

⁹⁷ Summary of Draft Report on VET Strategy implementation results (NIVT 2019), p.9.

⁹⁸ DVET priority tasks (GIZ PR 2019).

3. Summary of interview results

This chapter summarizes the results of the 59 stakeholder interviews conducted in May and June of 2020 on the current situation of the preselected areas (see literature overview and analysis, Chapter 2) in the VET system in Viet Nam, and on the upcoming VET Strategy 2021-2030. Furthermore, questions to assess the impact of the TVET Programme on the developments in the Vietnamese VET sector during the past ten years were also included in the interviews.

Stakeholders were selected from the groups of line ministries (9 interviews), DoLISAs (4), VET institutes and other training and education institutions (17), associations and social organizations (9), Enterprises (13) and development partners (7). This sample of interviewees intentionally covers a wide range of positions and viewpoints in the VET system in Viet Nam. Key Interview partners came from the following locations: Hanoi, Ho Chi Minh City, Long An, Dong Nai, Ninh Thuan, Hue, Vinh, Nha Trang, Bac Ninh. Interviews lasted 1.5 – 2 hours on average.

The limitations for the design and implementation of the study are as follows:

- At the time of the interviews, due to the Covid-19 pandemic - the consultants to conduct most of the interviews via skype or phone (additional communication took place via e-mail). It can be assumed that the quality of survey results may differ with regard to depth and precision of the answers compared to the quality of answers if face-to-face interviews had been conducted.
- A purposive sampling approach (rather than a random sampling approach) was followed that focused on obtaining answers from key stakeholders. The interviewees were chosen via existing contacts of the GIZ and the interviewers on site. Hence, the sample of interviews from 59 stakeholders cannot be considered representative for the whole VET sector in Viet Nam. Nevertheless, the sample sheds light on stakeholder opinions from key areas of the VET system in Viet Nam: government and VET institutes, the business sector and enterprises, associations and social organizations as well as development partners. The opinions of the stakeholders do not necessarily reflect the official position of the respective institutions to which the interviewees are affiliated. Nevertheless, they provide insights into the current state of the VET system in selected areas. Furthermore, they provide ideas for the respective improvement within the framework of a future strategy.
- Four preselected interview partners from DoETs and schools refused to take part in the interviews. They could however be replaced partially by other organizations from the same category, which led to a response rate of 92%.
- The length of the questionnaire also sets some limitations. It contains 50 questions, covered in a time span of 1 to 2 hours, thus it has not allowed giving sufficient time for an in-depth interview of all open questions. The collected information might not be as extensive as a more focused interview with fewer questions. However, due to the range of the field a rather broad than in-depth approach was chosen. The structure and length of the questionnaire integrated all focal topics in accordance with the TVET Programme and considering the requests of NIVT

and DVET. Thus, the questionnaire is a combination of a broad range of areas and an interest in open-ended answers.

The questionnaire contains two scales with different response options for questions that require respondents to rate a given aspect. The first scale option ranges from 1 to 10, 1 being the lowest and 10 the highest rating. The scale option, aiming at ratings that have a medium value, ranges from 1 to 5, where 1 is the lowest and 5 is the highest rating.

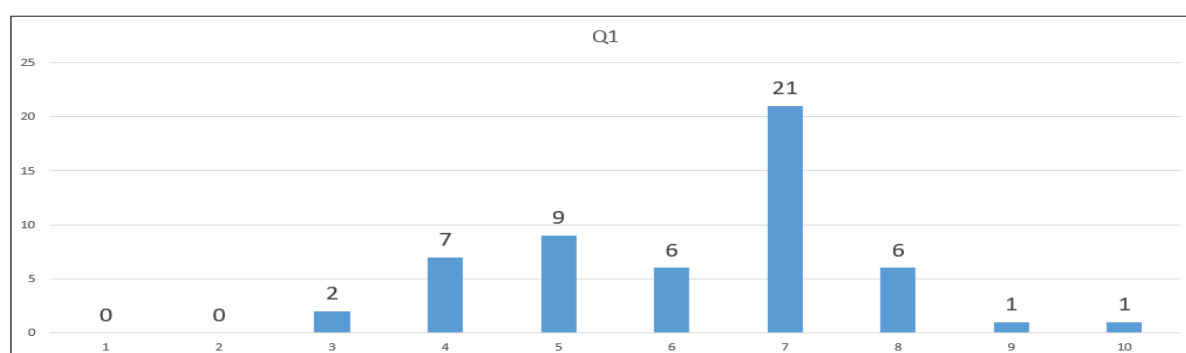
I. Governance

I.1. VET legal framework and VET-system management

VET Governance is concerned with how the funding, provision, ownership and regulation of VET systems are coordinated, which actors are involved, and what their respective roles, responsibilities, and level of formal competence are – at the local, regional, national and supranational level.⁹⁹ The first part of the questionnaire focuses on the development and implementation of the VET legal framework and the VET-system management in Viet Nam (Question 1-3¹⁰⁰).

The survey respondents state that the development and implementation of VET policies and strategies do not reflect the participation of the demand side (business sector and socio-political organizations). At the same time a small proportion of respondents (N=8) rates the existing coordination mechanism in place as positive. Some respondents also state in their explanation that MoLISA and DVET have acknowledged the importance of stakeholder feedback to draft policies. All respondents evaluate coordination mechanisms between different VET stakeholders rather effective (N=53 give an arithmetic mean of just 6.2 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating), however they name lack of legal guiding regulations, lack of clear definitions and lack of procedures for stakeholder feedback as options for improvement.

Figure 1: Rating of the existing coordination mechanism between different stakeholders in development and implementation of VET policies and strategies



Source: BIBB

⁹⁹ UNESCO, Guideline for TVET Policy Review, 2010.

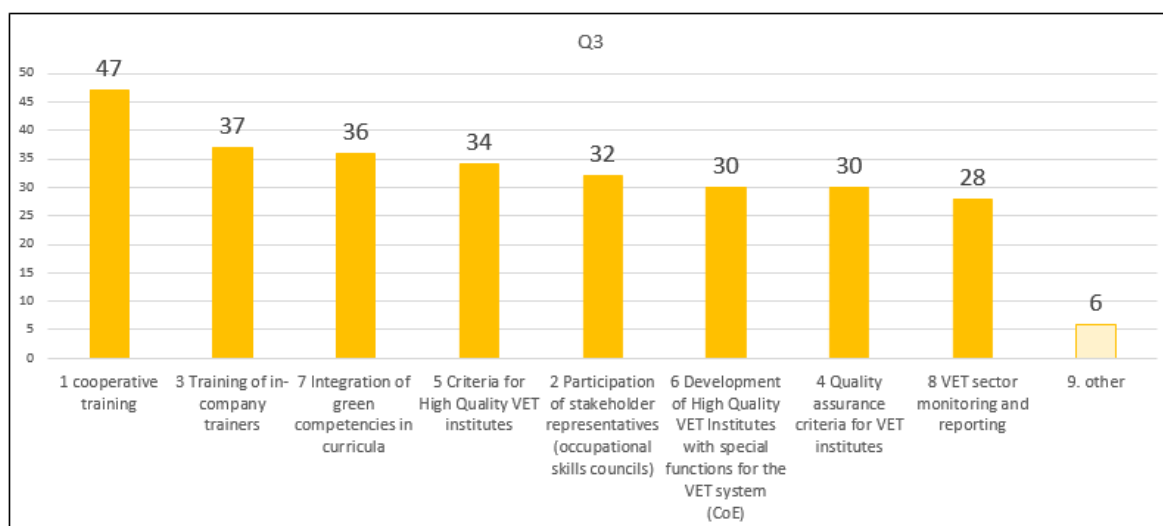
¹⁰⁰ Q= Question.

54 out of 55 (98%) respondents think that the involvement of representatives of relevant stakeholders on national and provincial level is beneficial for drafting and implementing legal guidelines and policies in VET. Furthermore, participants state that relevant stakeholders' involvement and coordination is important for regional flexibility, demand-orientation (practical side through business associations and social side through socio-political organizations), increasing feasibility (bottom-up approach), higher quality and a more realistic implementation of policies and legal regulations. Especially when it comes to the phase of implementation, stakeholder cooperation can achieve better results and mobilize additional resources.

Concrete proposals in this respect from the side of associations and socio-political organizations is mapping the stakeholders by defining what state management agencies and other stakeholders are involved and what mechanism of coordination and cooperation should be developed, both at national and local levels. Another suggestion is the establishment of a legal documents development team with the participation of other line ministries, among them the Ministry of Finance, and the establishment of VET policy consultation and debating channels.

The respondents consider the contribution of the TVET Programme to VET policy making especially relevant in the fields of cooperative training (N=47), training of in-company trainers (N=37), the integration of green competencies in curricula (N=36), the development of criteria for High-Quality VET Institutes (N=34) and the participation of stakeholder representatives in skills councils (N=32).

Figure 2: Contributions of the Vietnamese-German Programme “Reform of TVET in Viet Nam” to VET policy making:



Source: BIBB

I.2. Cooperation with the business sector in VET-system management

Cooperation between the state (government) and the industry (business sector) secures the innovative potential of a VET system. This part focusses on the benefits, challenges and opportunities in the cooperation between government and business sector in the VET-system management (Q 4-5).

Respondents evaluate the cooperation between public sector (government) and the business sector (associations, chambers, enterprises, etc.) as beneficial (N=58 give an arithmetic mean of 6.2 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating), especially in regard to improved training programmes. In the open-ended answers respondents argue that the cooperation between public sector and business sector is difficult (especially for small and medium-sized enterprises), still limited and often regarded as only theoretically beneficial; but a positive development (N=21) has started that needs to be supported by further information, encouragement of enterprises and some time to increase workers' skills and benefits for enterprises.

Furthermore, respondents stress that better cooperation between the public sector and the business sector in the field of VET management requires an improved legal framework, concrete policy regulations and cooperation mechanisms, showing clear responsibilities and benefits for each party (public and business sector), to increase their willingness to engage. Respondents estimate that this can lead to a win-win-win investment in the end with improved skills for trainees/students, increased training quality of VET institutes and skilled workers for the enterprises.

Other respondents consider cooperation between the public sector (government) and the business sector in VET management still as a challenge. The low participation of companies in VET is due to the low quality of training (low demand-orientation) and to too general training programmes by VET institutes (named by N=41) which leads to a mismatch of VET graduates' competencies and employers' requirement in terms of theoretical knowledge and occupational skills.

Furthermore, respondents state that VET institutes lack the skills and experiences necessary to establish a cooperation relationship with enterprises. Respondents explain the reasons why enterprises are unwilling to cooperate: Complicated administrative procedures, related costs, a lack of awareness and communication regarding the training possibilities and benefits, the fear that trainees leave the enterprise (especially SME) after training and a lack of differentiated approaches for different types of enterprises.

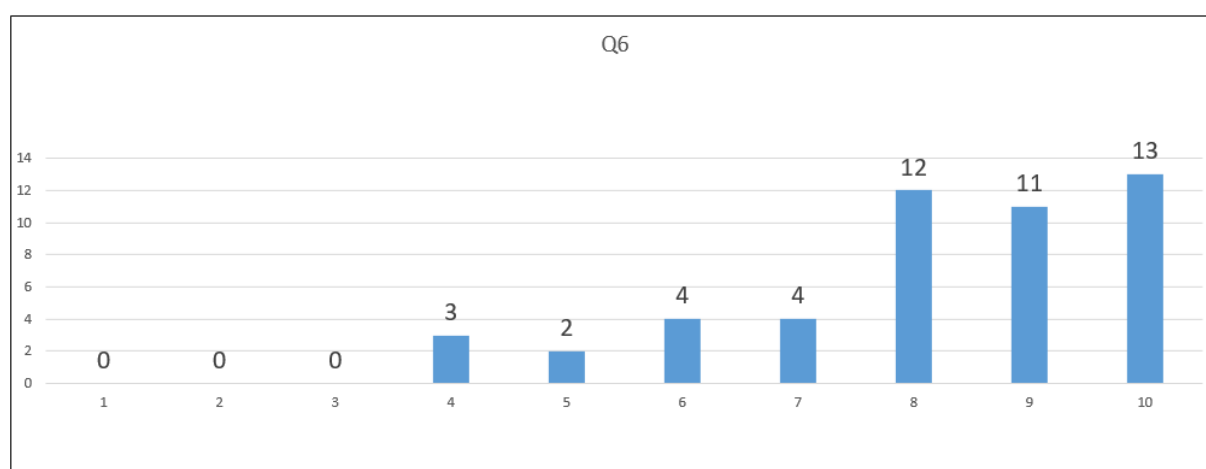
To overcome those challenges, respondents state that all stakeholders should become active and establish close relationships between each other. VET institutes should improve their training capacity and training programmes and inform the business sector about cooperation practices. Enterprises should develop long-term HR plans together with VET institutes, inform about recruitment and re-training needs and provide financial and technical support (consultation, equipment) to VET institutes. State agencies should develop supervision mechanisms for the cooperation between enterprises and VET institutes and adopt policies to oblige/convince enterprises to participate in training - especially through tax incentives or tax deduction as mentioned by interviewees (N=20).

I.3. Sector monitoring and reporting

Monitoring of VET systems plays an important role in ensuring its dynamics, which builds on matching supply and demand. A range of different stakeholders conduct research, which feeds into the monitoring and the development and management of the VET system. In this part, the importance, availability and sufficiency of VET-related data in Viet Nam, is in the focus (Q 6-9).

The importance of reliable VET-related data and information for decision-making is rated high by most of the respondents (N=49; arithmetic mean of 8.1 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating).

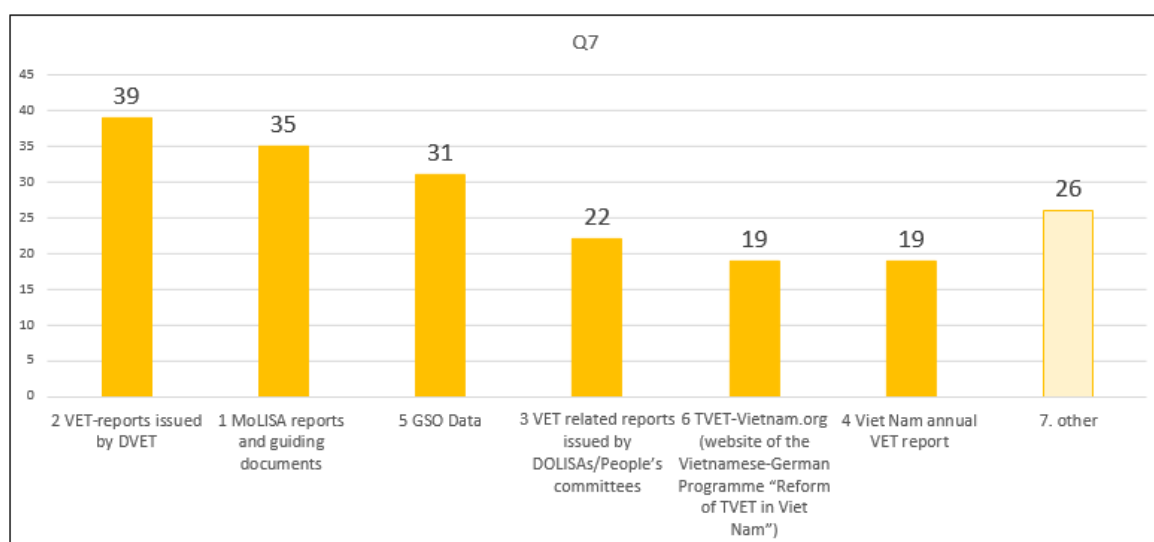
Figure 3: Importance of reliable VET-related data/information for stakeholders' decision-making



Source: BIBB

VET-related data and information for VET stakeholders' decision-making are most frequently found in the reports issued by DVET (N=39), in the reports and guiding documents issued by MoLISA (N=31) and in the database of the General Statistics Office (GSO) (N=31). Further sources that respondents consult are the VET-related reports issued by DoLISAs and the People's Committees (N=19), the website www.tvet-vietnam.org (N=19) and the annual VET Report Viet Nam issued by NIVT (N=19). Respondents also indicated other sources like reports of VET institutes, business associations, international organizations (ADB) and donors.

Figure 4: Sources of VET-related data/ information for stakeholder decisions in VET



Source: BIBB

The majority of respondents indicate at the same time that VET-related information provided by the above-mentioned sources is not sufficient (N=33). Only a smaller proportion of respondents (N=8) is satisfied with the information given. The majority states that VET-related data and information is too general, not regional, not timely, of low quality and mainly administrative. Especially reliable information on labour force demand, labour market needs and transitions into/in the labour market, job vacancies and graduates, training needs of enterprises and sectors as well as for sector monitoring and reporting are missing. Furthermore, respondents state that there is a lack of a common database and data collection system on VET and each DVET department has different collection and reporting requirements.

VET-related data provided by the interviewees' institutions for VET management contains information on enrolment, occupations trained, graduates employed, staff and equipment of VET institutes. Enterprises provide information on training needs on the local level, reports to the management board of the industrial zone and enterprise reports provided to the DoLISAs.

Interviewees largely state that the provision of VET-related data/information can be improved by a standardized data collection procedure for the different stakeholders (state agencies/ enterprises/ VET institutes) and an online reporting software which ensures regular and precise updates with primary data.

I.4. Financing VET

The government's national budget framework aims to earmark 20% of the total public expenditure for education. In 2015, the share of the education budget was only 15.9%. Over the past 6 years, MoLISA estimates suggest that the share for VET out of the public education and training budget has been around 8%.¹⁰¹ In this part, the sufficiency of public VET financing and the financial contributions of other VET stakeholders is in focus (Q 10-12).

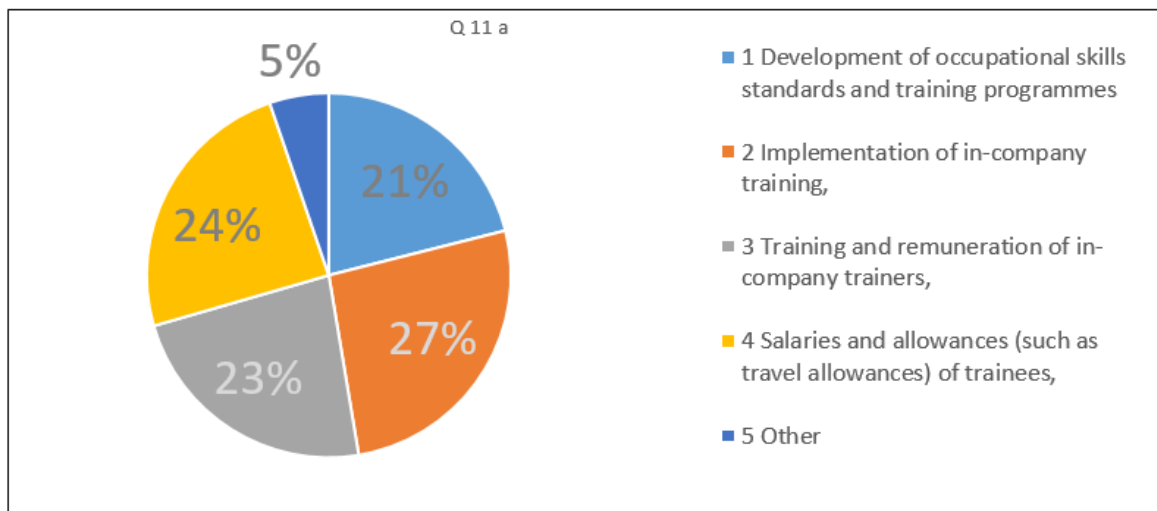
The current rate of public VET funding in Viet Nam is rated rather not sufficient by the respondents (N=46, arithmetic mean =2.5 where 1 is the lowest, 3 is sufficient and 5 is the highest rating).

The answers indicate that focused investment and appropriate internal state budget allocation is needed, especially for the infrastructure and equipment of VET institutes, as VET institutes use state budget and other sources mainly for operating costs. Additional funding is important for VET staffs' salary and teacher training, for the training of female workers, especially in urban areas and for enterprises engaging in VET. Altogether, respondents indicate the need for more public funding to increase the training quality of the VET system as training costs are expensive and payment of tutors is low, due to the financial background of most of the students (that cannot afford high tuition fees). Respondents also state that in other ASEAN countries a larger share of the available budget appears to go into recurring costs, particularly for VET staff.

Concerning the question whether the business sector can contribute to VET financing, respondents think that the business sector should participate in cost sharing in certain areas. On a five category question, where multiple answers in terms of several fields of action were possible, the slightly highest rating was given to cost-sharing through implementation of in-company training (N=50). This is followed by contributions to salaries and allowances of trainees (N=46), by contributions to training and remuneration of in-company trainers (N=44) and by cost sharing for the development of occupational skills standards and training programmes.

¹⁰¹ ADB: TVET assessment Vietnam 2020.

Figure 5: VET financing of business sector – areas of contribution

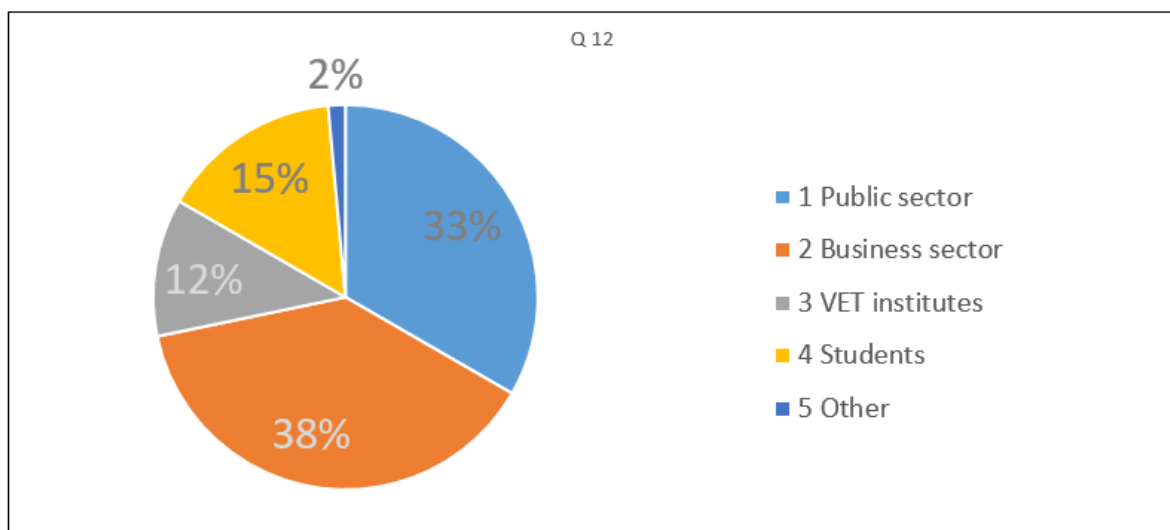


Source: BIBB

Furthermore, respondents state (N=6) that the business sector should contribute by active participation in the VET system, but not through funding. As there is a lack of confidence in the VET system, an active contribution from the business sector is considered more beneficial to the system than a financial contribution

About the question who should participate more in the funding of VET in the future, respondents think that financing of VET has to be shared between public sector (infrastructure, equipment and partially operating cost), business sector (internal training, retraining and training at VET institutes) and students (tuition fee). The largest number of respondents suggests that VET funding should be increased by the business sector in the future (N=53) and the public sector (N=46), followed by students (N=21) and VET institutes (N=16).

Figure 6: Evaluation of stakeholders that should increase participation in VET funding in the future



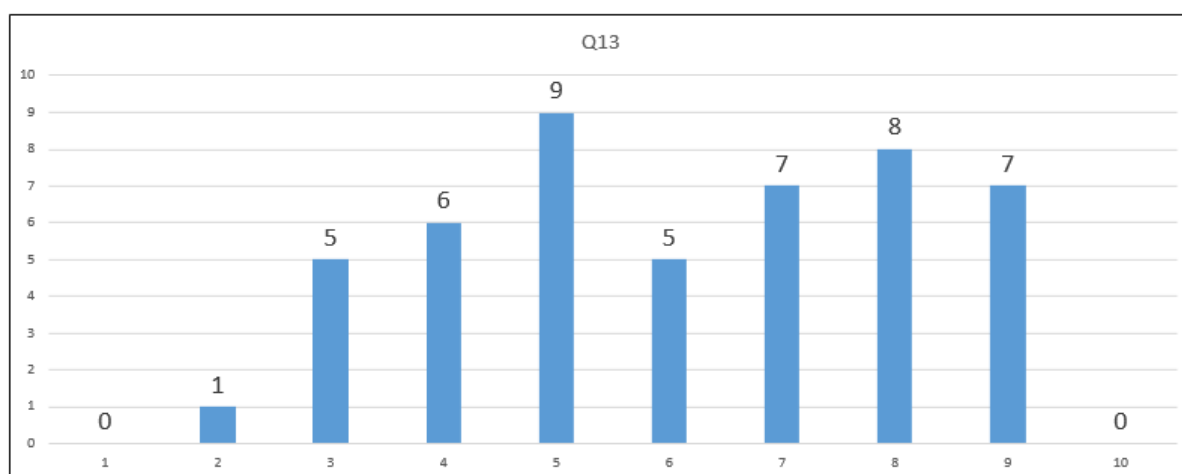
Source: BIBB

I.5. Inclusive VET system

An inclusive VET system is accessible for everyone regardless of individual disposition like gender, economic status, ethnic affiliation or disabilities.¹⁰² Vulnerable groups in VET in Vietnam are rural workers from poor and nearly poor households, individuals with disability, ethnic minorities, people who lost land due to urbanization and poor women. This part focusses on the opportunities and effectiveness of the Vietnamese VET policies for vulnerable groups (Q 13-16).

The evaluation of VET opportunities for vulnerable groups in Viet Nam seems to be rather positive (N=48; arithmetic mean of 6.1 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating). While 21 respondents rate VET opportunities as rather negative, 27 respondents rate VET opportunities as rather positive.

Figure 7: VET opportunities for vulnerable groups in Viet Nam

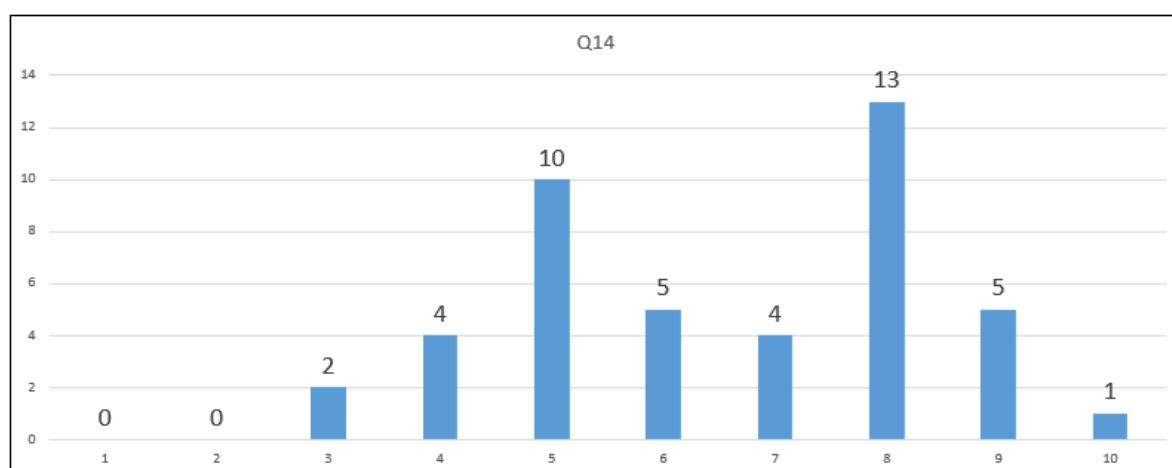


Source: BIBB

The effectiveness and benefits of VET policies for vulnerable groups are rated rather positive by the respondents (N=44; arithmetic mean of 6.6 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating). While 16 respondents rate effectiveness and benefits as rather negative, 28 respondents rate VET policy benefits as rather positive.

¹⁰² <https://www.bibb.de/en/697.php>

Figure 8: Effectiveness/benefits of VET policies for vulnerable groups



Source: BIBB

Respondents state that the project on vocational training for rural workers and its objectives show the effort of the government to support vulnerable groups. Yet, it has not met the regional training needs of the target groups and the changing demands of the regional labour market (N=26). Due to this, many respondents see the need for improvement in the design of this project.

Regarding the improvement of the inclusiveness of the VET system in terms of market-oriented training, respondents stress a close coordination between local state administrations, enterprises and VET institutes in training needs analysis, training provision, post-training employment and sales of agricultural and other products. Furthermore, an inclusive employment framework with specific training programmes should be designed together with enterprises and linked to job counseling, guidance services and self-employment or job opportunities, including measures to raise awareness for the target groups.

II. VET teachers, VET managers and in-company trainers

VET staff includes VET teachers, VET managers and in-company trainers. Especially teachers and trainers should be well versed in practical industry experience, trainer-industry collaboration in programme design, and/or the development of business sector partnerships.

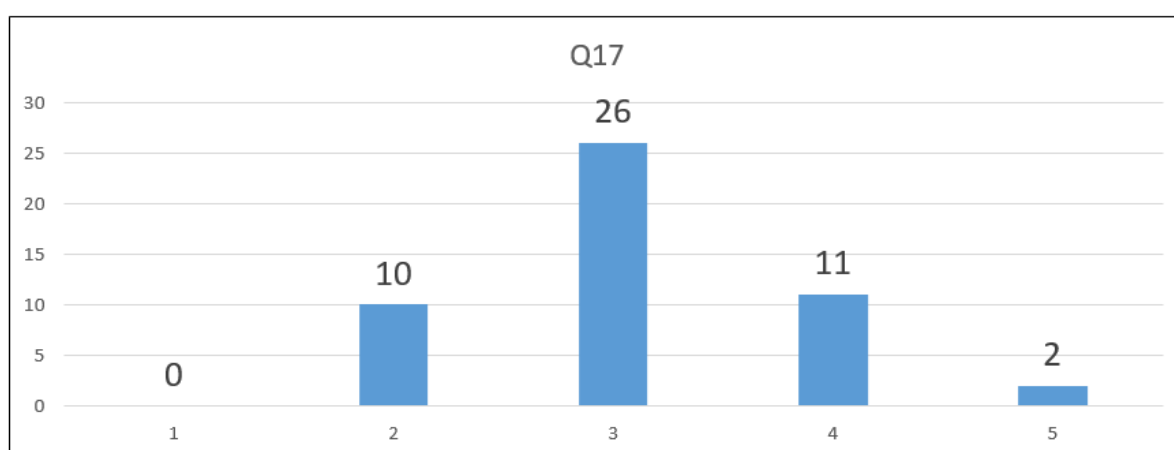
II.1 VET teachers and training programmes

II.1.1 VET teachers

This subchapter focuses on VET teachers in the Vietnamese VET system and their performance regarding practical occupational skills. (Q 17-18)

The quality of VET teachers in Viet Nam in terms of occupational practical skills is rated as sufficient or better by 39 out of 49 respondents (N=49, arithmetic mean of 3.1 on a scale from 1-5 where 1 is the lowest, 3 is sufficient and 5 is the highest rating).

Figure 9: The quality of VET teachers in Vietnam in terms of occupational practical skills



Source: BIBB

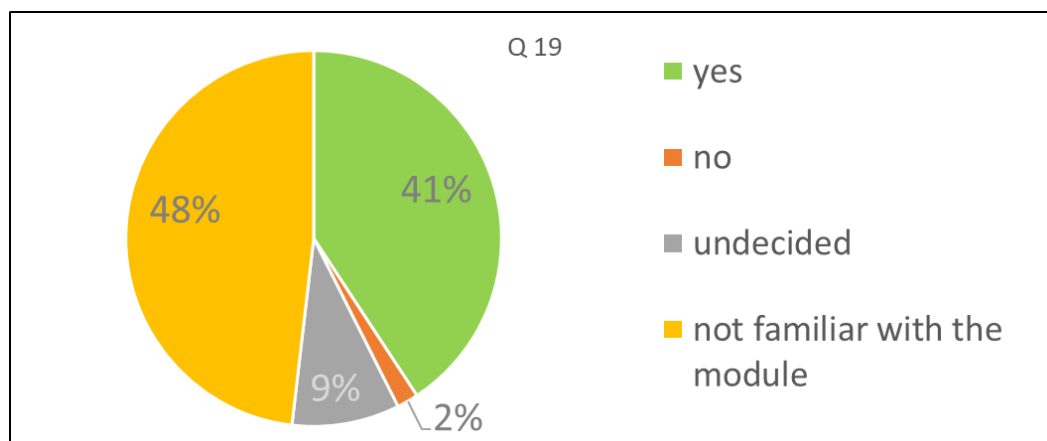
As improvement measures in terms of VET teachers' occupational practical skills (e.g. in the field of digitalization, Industry 4.0 and greening VET), many respondents (N=34) propose the implementation of advanced training, teacher qualification regulations, self-learning and continuing VET (CVET) for teachers. Several respondents (N=15) suggest approaching enterprises to support teacher training, attract experts from the field to teach, and enhance industry practice. Furthermore, some respondents (N=8) think that funding for VET teachers and infrastructure (centers of excellence) should be increased.

II.1.2 Training programmes

This subchapter aims at assessing two training modules developed by the TVET Programme: The Industry 4.0 training module and the training module on environmental protection, energy and resource efficiency (Q 19-20).

41% of respondents (22 out of 54) think that the Industry 4.0 training module that is piloted at LILAMA 2 and at nine other VET institutes can be integrated into the training programmes at all VET colleges. The majority of respondents (N=26, 48%) is not familiar with this module.

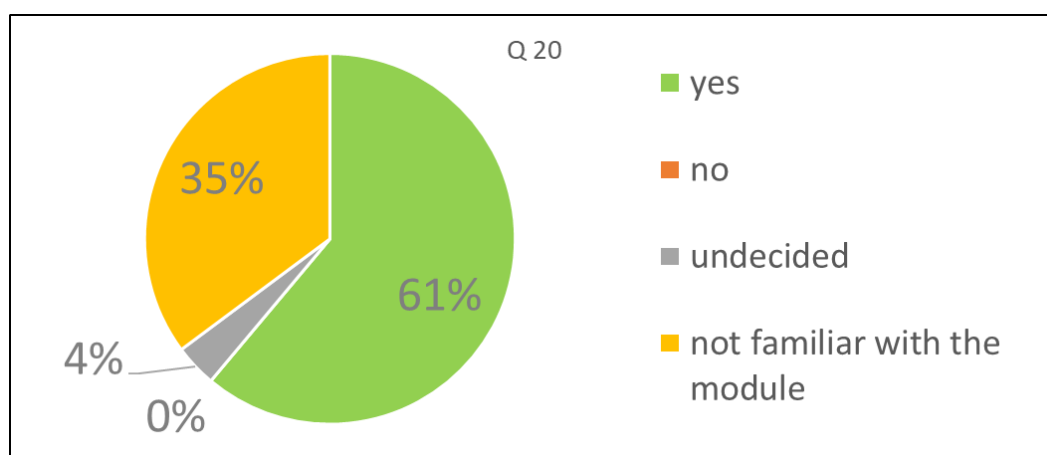
Figure 10: Evaluation of integrating the Industry 4.0 training module (piloted at LILAMA 2 and nine other VET institutes) into the training programmes at all VET colleges



Source: BIBB

A slightly higher approval (33 out of 54 respondents = 61%) becomes apparent on the question if the training module on environmental protection, energy and resource efficiency developed by the TVET Programme should be integrated into all VET programmes. 19 respondents are not familiar with the module, while 2 respondents are undecided.

Figure 11: Evaluation of integrating the training module on environmental protection, energy and resource efficiency into all VET programmes



Source: BIBB

II.2. Managers

This subchapter relates to VET management staff at VET institutes and to staff in charge of VET at DVET and in different ministries, manufacturing and business corporations and associations, VET management staff in DoLISAs and districts (Q 21).

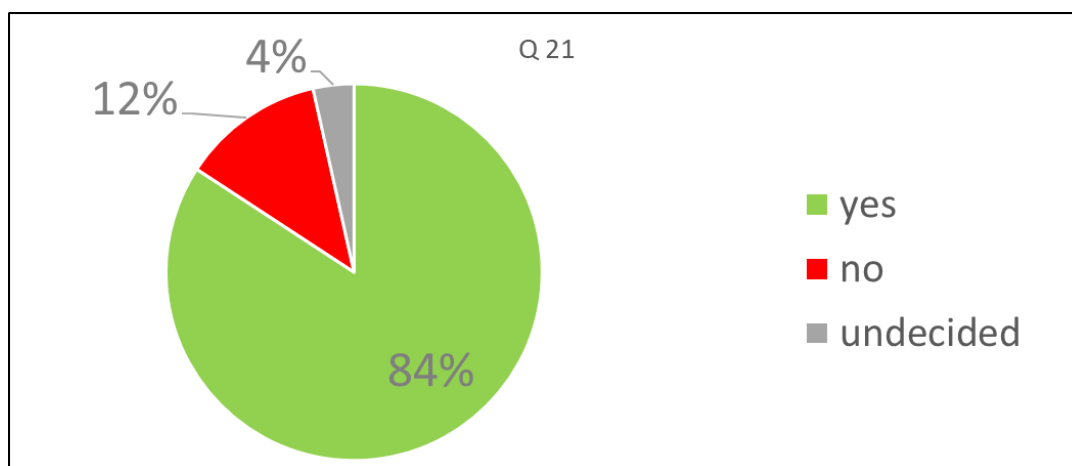
Asked about recommended measures to improve the qualifications/competence of VET managers in the coming period, many respondents (N=33) recommend organizing advanced training, including the defined standards of required management competencies. Furthermore, respondents mention the implementation of a regulation about management staff and performance evaluation. Several respondents (N=17) recommend developing a common manual on VET management standards and including good and international practices and practical experiences/exchange of experiences. Some respondents (N=6) suggested developing a common recruitment procedure for managers. Also, a few respondents (N=7) proposed strengthening the link to the industry and enhance autonomy to focus on practical work.

II.3. In-company trainers

This subchapter (Q 22-23) refers to in-company trainers, defined as internal trainers (employed by the company) who provide internal training. In Viet Nam, the term also includes trainers that train students from VET institutes during practical cooperative training phases or internships in companies.

Concerning the topic of standardized training, 84% of respondents (48 out of 57) support the implementation of standardized training for in-company trainers.

Figure 12: Approval of implementation of standardized training for in-company trainers



Source: BIBB

The cooperation between enterprises and VET institutes in terms of resourcing and allocating trainers/trainers for training activities is rated as comparatively low (arithmetic mean of 5 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating) by interviewees (N=54). A large number of respondents (N=21) explain that cooperation is not yet a common practice; an approach should be developed and a standard should be defined. Several respondents (N=12) explain their rating by stating that enterprises are not aware, are not ready, are afraid of costs and influence, have no training policies and personnel, or rate participation as Corporate Social Responsibility and not feasible. Several respondents (N=9) explain that cooperation is good, effective and beneficial. Some respondents (N=7) think that cooperation is at a piloting stage, bearing opportunities and potential.

III. Efficient VET Institute Network

III.1. Efficient VET Institute Network

Art. 8 of the Vietnamese VET Law defines the planning of the network of VET institutes. In this subchapter, respondents had to name the criteria necessary to build up a demand-oriented VET institute network (Q 24).

The answers of the vast majority of respondents (N=47) indicate that a demand-oriented VET institute network has to be connected with local socio-economic development plans (including labour market demand, industry focus, VET institute infrastructure, VET institute focus, population characteristics) and regional demand. Very few respondents (N=3) indicated that this alignment is often difficult for VET institutes under line ministries.

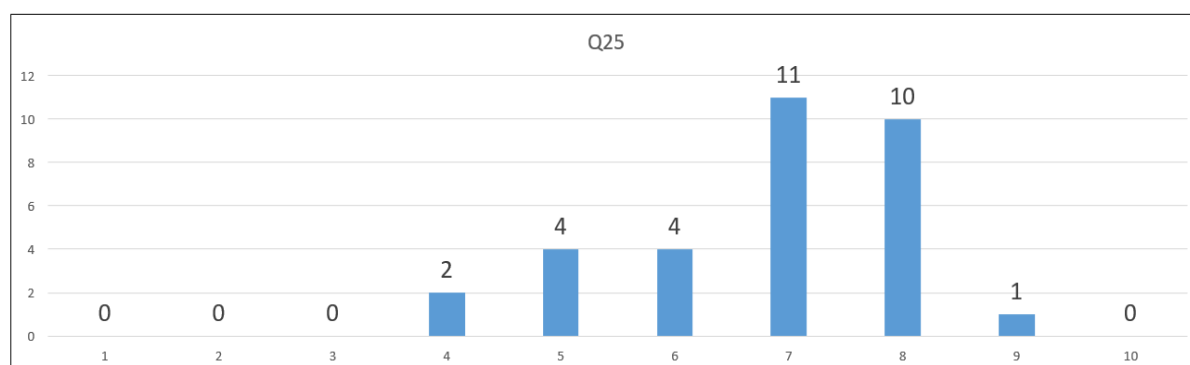
Some concrete suggestions from respondents include the implementation of joint activities to maintain the network, to establish means for exchanging experiences between VET institutes, and the specialization of trades and occupations taught at VET institutes. Another proposal suggests reducing the number of VET institutes, and setting efficiency of VET institutes as a criterion for this.

III.2. High-Quality VET Institutes

This subchapter addresses the role and assessment of High-Quality VET Institutes, stipulated by Decision 761 in 2014 (Q 25-27).

Respondents (N=32) consider market responsiveness and demand-orientation of training programmes, currently offered by potential High-Quality VET Institutes, as rather positive (arithmetic mean of 6.8 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating).

Figure 13: Evaluation of market responsiveness and demand-orientation of potential High-Quality Institutes

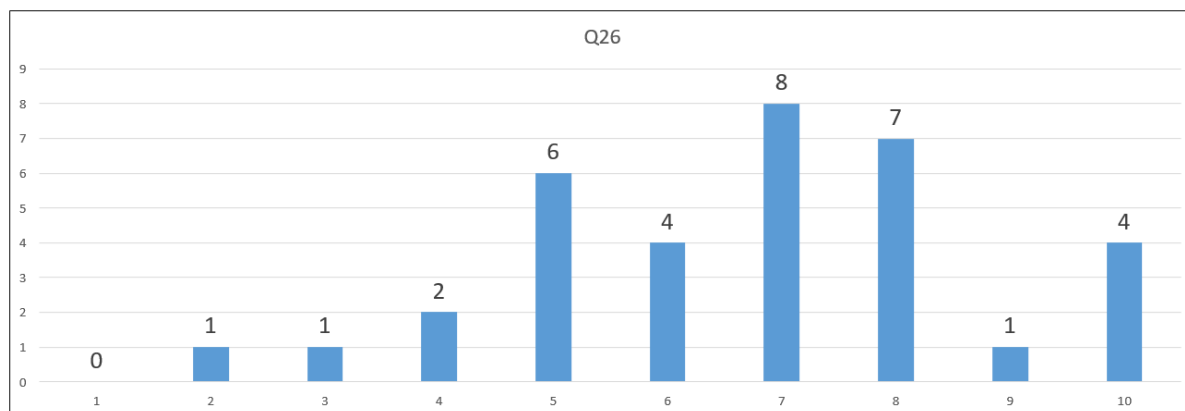


Source: BIBB

Interviewees' explanations show that characteristics of demand oriented training programmes by potential High-Quality VET Institutes are enterprise involvement, good training infrastructure and international experiences.

Thirty-four respondents evaluate the role of the High-Quality Colleges as VET quality hubs that disseminate good experiences and lessons learnt to other VET institutes as rather positive (mean arithmetic mean of 6.7 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating).

Figure 14: Evaluation of High-Quality Colleges role as VET quality hubs that disseminate good experiences and lessons learnt to other VET institutes



Source: BIBB

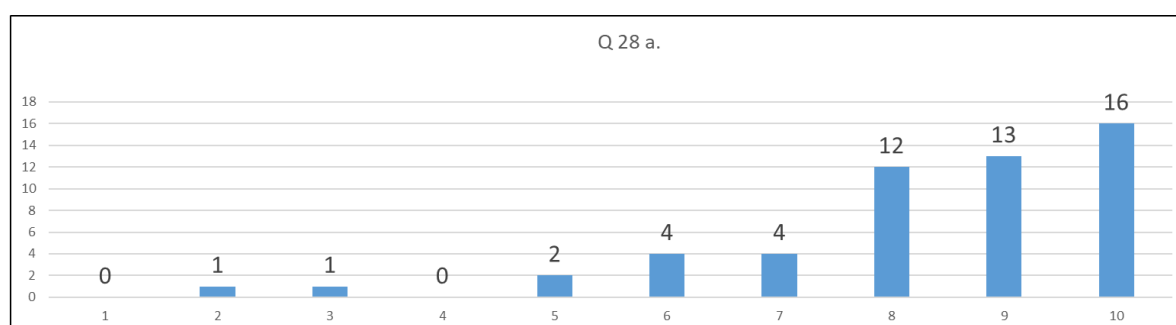
Explanations of respondents' rating indicate that High-Quality Colleges have an important role, but reputation, cooperation and experience exchange between VET institutes is low. In addition, High-Quality Colleges do not share enough their capacity for training of teachers with other institutes.

III.3. Autonomy of VET institutes

The degree of autonomy of VET institutes in Viet Nam is a much-debated issue. In this subchapter, the respondents rated the importance of autonomy in different areas for VET institutes (Q 28).

41 of 53 respondents assess the importance for VET institutes to take autonomous decisions in the field of organization and human resources as high (8 or higher with an arithmetic mean of 8.3 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating).

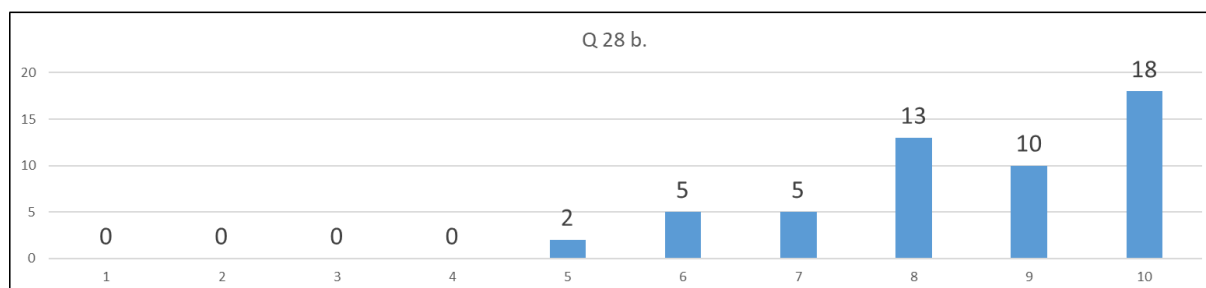
Figure 15a: Evaluation of the importance for VET institutes to take autonomous decisions in organization and human resources



Source: BIBB

Similar high rating applies for the scope of training and training cooperation (N=53 with an arithmetic mean of 8.5 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating) (Q 28b).

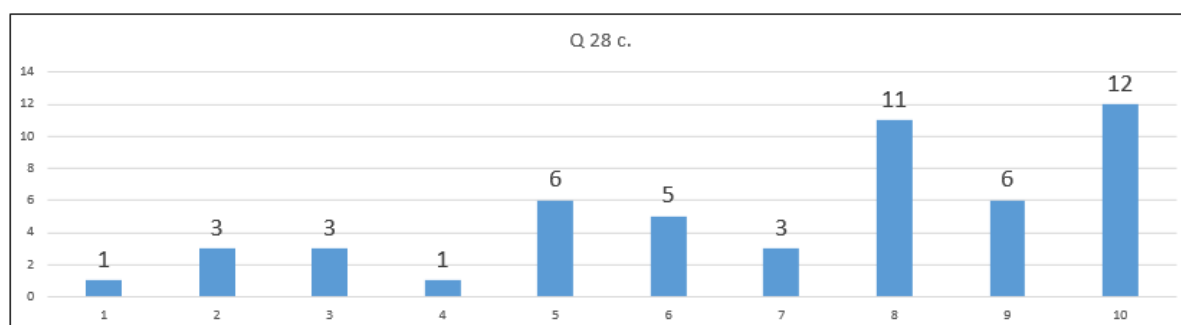
Figure 15b: Evaluation of the importance for VET institutes to take autonomous decisions in scope of training and training cooperation



Source: BIBB

Furthermore, respondents (N=51) assess the importance of financial autonomy for VET institutes as rather high (arithmetic mean of 7.1 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating).

Figure 15c: Evaluation of the importance for VET institutes to take autonomous decisions in scope of financial autonomy



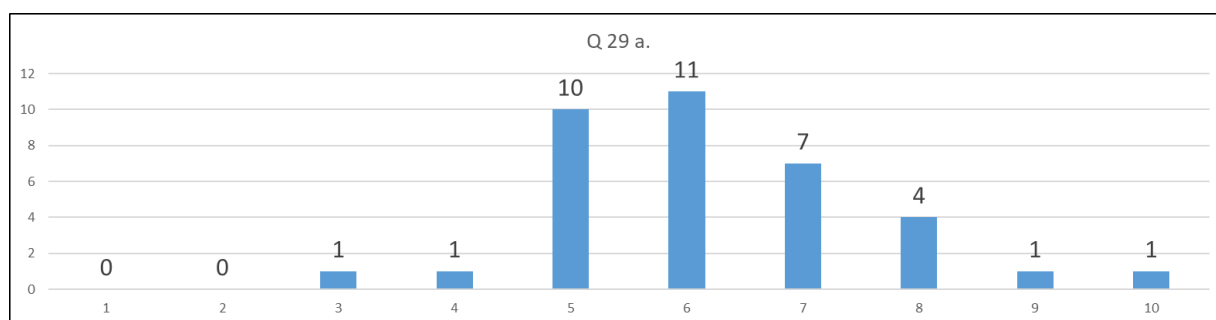
Source: BIBB

IV. VET quality assurance system

Quality assurance is a shared responsibility between public authorities, social partners and VET institutes, and takes place at all system levels. In this subchapter, respondents assess different instruments of quality assurance (Q 29-Q 32).

Respondents (N=36) evaluate the effectiveness of self-accreditation in an intermediate range but rather positive (arithmetic mean of 6.2 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating). Eighteen respondents explained that self-accreditation is only a formality, too complicated, only assessed through quantitative criteria, of low participation and not objective.

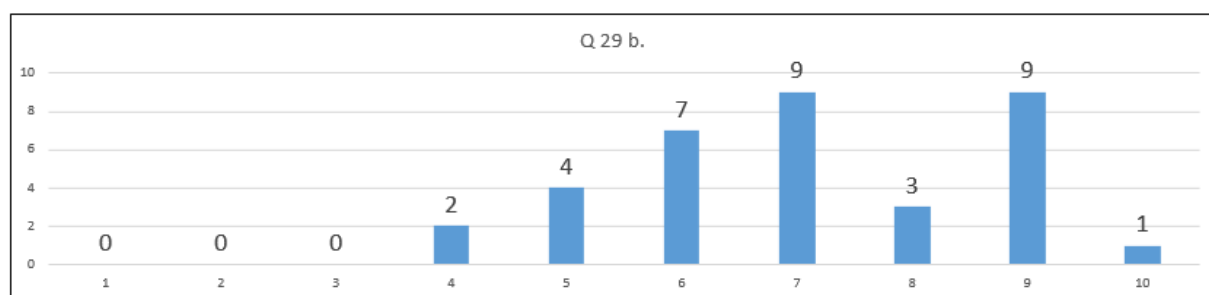
Figure 16a: Effectiveness of VET institutes' self-accreditation in 2011-2020



Source: BIBB

Conversely, respondents evaluate the effectiveness of independent external accreditation as high (N=37, arithmetic mean of 7.1 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating).

Figure 16b: Effectiveness of independent external accreditation in 2011-2020

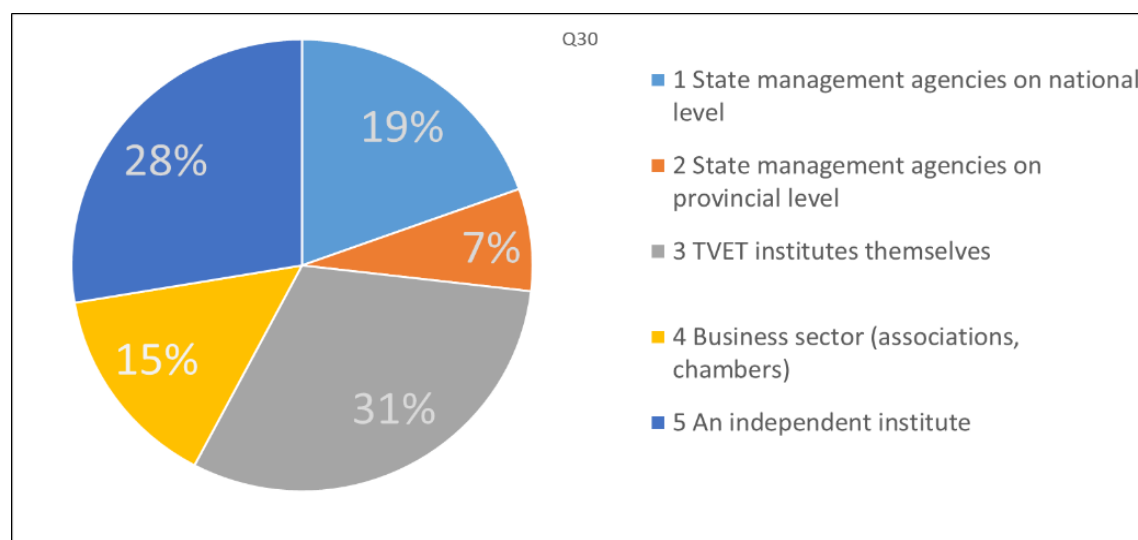


Source: BIBB

Specific suggestions state that external accreditation conducted by an independent organization would be more objective. This organization should not be state-owned. The government should set up criteria for this independent accreditation institute to assume the responsibility of quality assurance. Another suggestion is that accreditation should be linked to evaluation of the performance of VET institutes, and that the principles of integrity and transparency should be ensured in accreditation.

Accordingly, asked for who should be responsible for quality assurance, most respondents opted for the VET institutes themselves (31%, N=38) or an independent institute (28%, N=34). They stated that independent external accreditation is recommended and could provide information on the status quo, but is not in place so far.

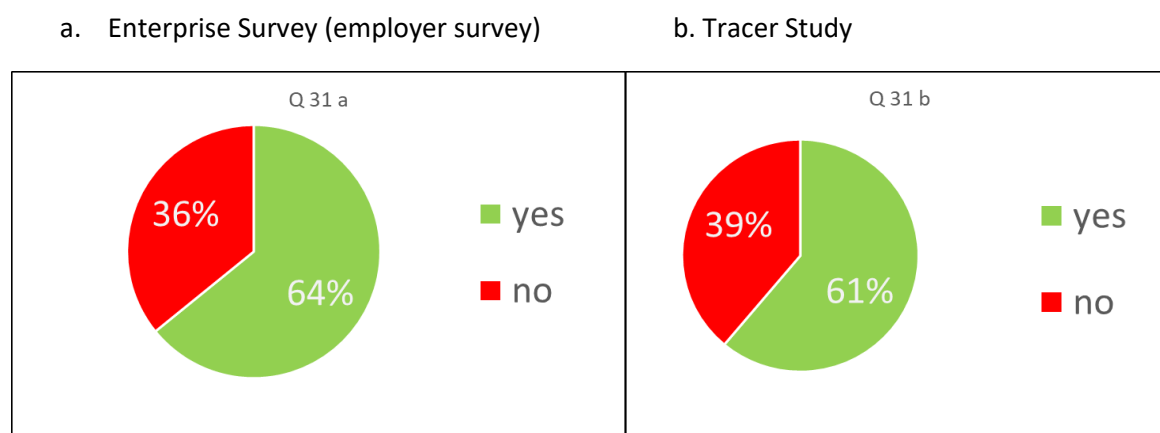
Figure 17: Selection of institutions that should be responsible for quality assurance by respondents



Source: BIBB

Furthermore, respondents were asked if they knew the quality assurance instruments ‘enterprise survey’ and ‘tracer study’ developed by the TVET Programme. Sixty-four percent of interviewees (N=34) indicated that they are familiar with the ‘enterprise survey’ and 61% (N=33) with the ‘tracer study’. Most respondents (N=38) think that these instruments should be applied to enhance the demand-orientation of VET institutes.

Figure 18: Respondents’ knowledge of the quality assurance instruments developed by the TVET Programme



Source: BIBB

In order to enhance the competitiveness of the Vietnamese VET system in comparison to other VET systems in the ASEAN region (Q 32), respondents think the most crucial aspects are the following: To strengthen occupational skills (N=14) and soft skills (N=17) for learners; to strengthen skills of teachers

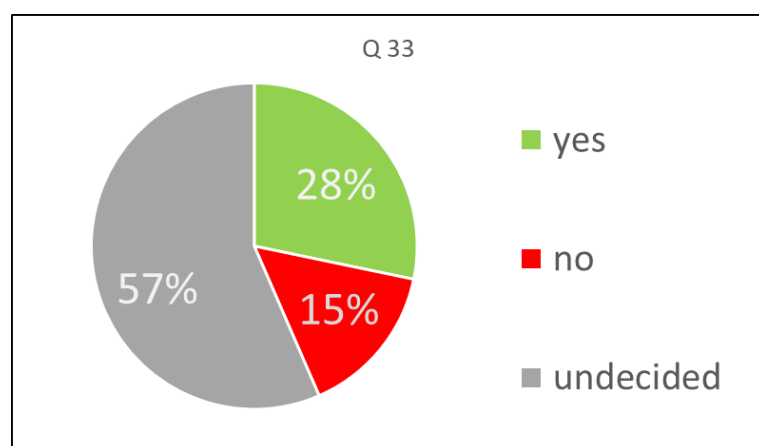
and management staff (N=26); to increase the investment for VET (N=5) and to increase participation of enterprises in VET (N=6); to have a good legal VET framework, strategy and infrastructure, including an information system (N=7).

V. National Occupational Skills Standards (NOSS) and Learning Outcomes

National Occupational Skills Standards (NOSS) serve as the basis to define relevant practice-oriented Learning Outcomes (LO) based on which VET institutes can develop demand-driven training programmes and curricula to improve the labour market-oriented training quality. In this subchapter, the harmonization of NOSS and Learning Outcomes and the contribution of NOSS to the ASEAN integration is in focus (Q 33-34).

The results of the question whether respondents consider the complementary documents of the NOSS and Learning Outcomes (LO) as sufficiently harmonized show that most respondents were hesitant in evaluating this matter and opted for “undecided” (N=26). Of those respondents who were not undecided, most voted “yes” (N=13) and a smaller number voted “no” (N=7). In the explanations, respondents emphasize that enterprises should have a stronger role in the NOSS development process.

Figure 19: Evaluation of harmonization between complementary documents of the National Occupational Skills Standards and Learning Outcomes



Source: BIBB

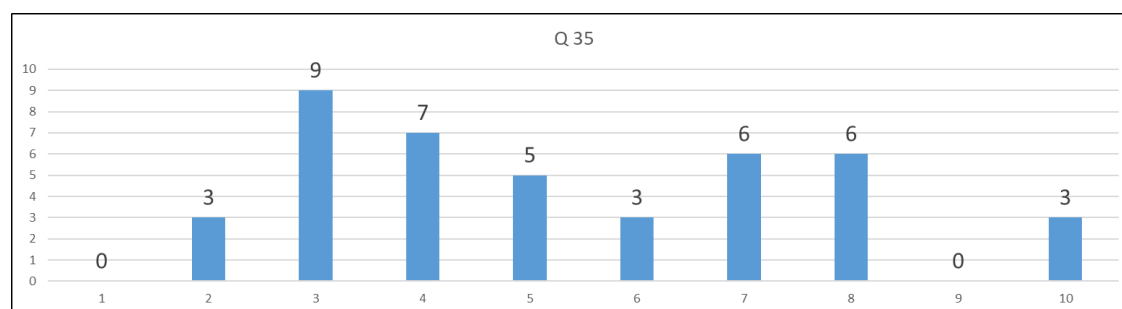
Regarding the contribution to ASEAN integration, the majority (N=30) of respondents who answered this question think that the NOSS are contributing to the ASEAN integration regarding mutual recognition, transparency, and mobility, at least in some trades (tourism, welding). Generally, respondents view the NOSS as a good basis for skills evaluation. Only one respondent stated that NOSS were not contributing to ASEAN integration, explaining that ASEAN countries still have barriers to importing labour force from other countries. Few respondents (N=3) were uncertain about the question, many respondents did not answer this question (N=25).

VI. Cooperation between VET institutes and enterprises

The cooperation between VET institutes and enterprises on an operational level is an important topic in the development of the Vietnamese VET system. The state encourages VET institutes and enterprises to cooperate in demand-driven training provision. In this subchapter, respondents assess the status quo and impact of the cooperation (Q 35-42).

Most respondents rate the impact of legal documents on the engagement of enterprises rather low (N=42, arithmetic mean of 5.3 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating).

Figure 20: Impact of current legal regulations¹⁰³ on enterprises' engagement in VET



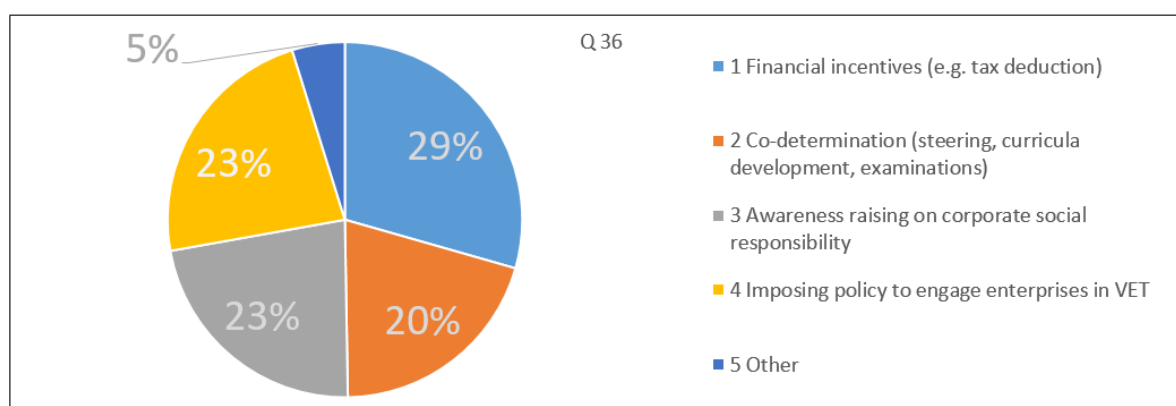
Source: BIBB

Many respondents (N=16) state that legal documents have only promotional character and are not yet put into practice, there are no implementation guidelines, many enterprises do not know about the documents. Additionally, it is a widespread opinion (N=15) that enterprises are not interested and do not want to participate in VET because the benefits and obligations are unclear to them. Some respondents (N=6) stated that legal documents pave the way for enterprises or business sector engagement and already made an impact.

Out of the suggested measures and policies to improve the engagement of enterprises in VET, the most frequently chosen one was 'Financial incentives' (e.g. tax deduction)' (N=51), followed by 'Imposing policies to make enterprises engage in VET' (N=43) and 'Awareness raising on corporate social responsibility' (N=42).

¹⁰³ i.e., VET Law, Decree 48/2015, Articles 59-62 of Labour Code, Decree 15/2019

Figure 21: Recommended measures and policies to improve engagement of enterprises in VET

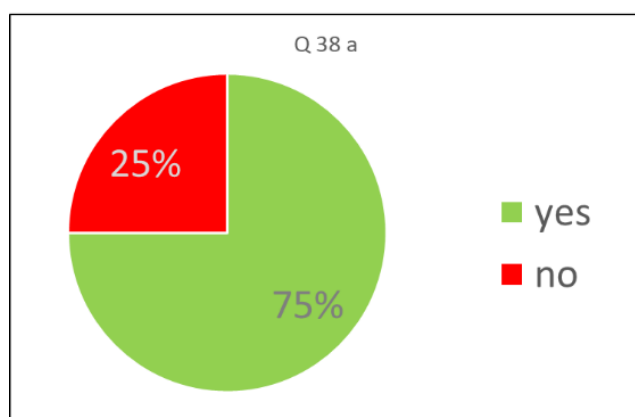


Source: BIBB

Asked about recommendations to improve the tripartite cooperation (government, VET institutes and the business sector), a large amount of respondents (N=26) proposed to develop an appropriate mechanism/framework to engage enterprises in training, providing incentives for enterprises and linking graduates to enterprises that provided training. Many respondents (N=18) also indicated that the commitment of all three parties has to increase. Concrete suggestions entail the establishment of a system of tripartite councils on the national level (establishment of councils at sectoral level) and on the provincial level/local level. Respondents also stated that the government should play a bridging role in connecting VET institutes with the business sector, and that business associations should play the coordination role to gather systematically information on the skills needs of its member enterprises and establish a database.

The majority of respondents (N=42) are familiar with the pilot cooperative training approach at LILAMA 2, HVCT and VCMI.

Figure 22a: Familiarity with the cooperative pilot training approaches for Sewage Engineering Technicians implemented at the HCM City College of Technology No 2 and Industrial Technical Occupations at LILAMA 2

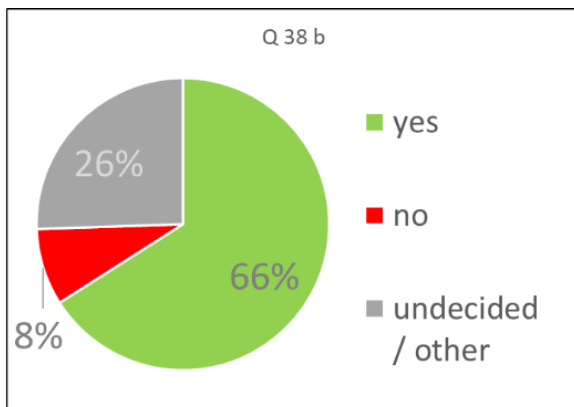


Source: BIBB

The majority of respondents (31 out of 42) think that a countrywide dissemination of this approach and the application to other VET schools is beneficial. The respondents mainly think that piloting

cooperative training models is beneficial and a good practice, and has the potential for multiplication. The respondents that answered “no” or “undecided/other”, justified their answer with the necessity to consider the context, suitability, conditions, ability and resources at each institute. Perhaps cooperative training is successful at one place but not suitable for other places. Not all institutes are able to apply the approach. It was also indicated that the state-owned sewage industry may not be the most plausible or appealing example to convince other industries of the relevance of the results. The reason is the peculiarity of this industry, which has only a small number of plants controlled by the government (natural monopoly).

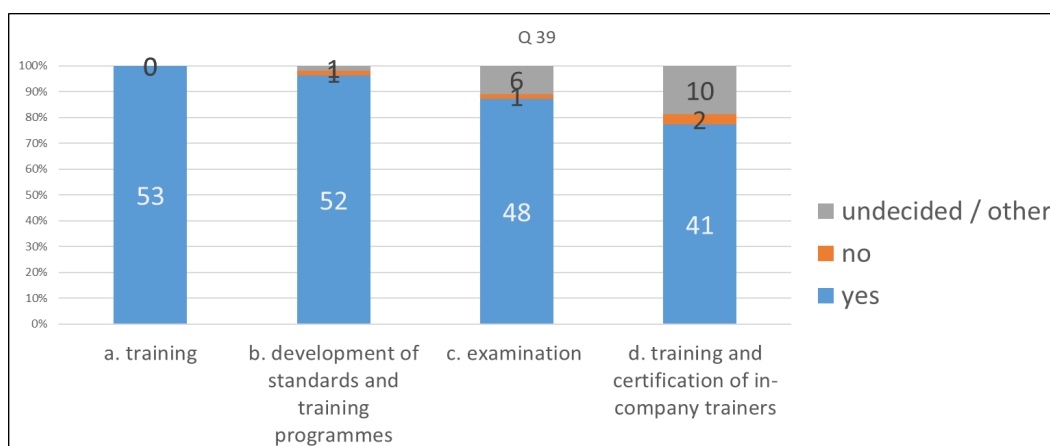
Figure 22b: Evaluation of the cooperative training approach for countrywide dissemination and application for other occupations



Source: BIBB

Respondents unanimously (N=53) think that the business sector should play a role in training, closely followed by participation in the development of standards and training programmes (N=52). Examinations (N=48) and training and certification of in-company trainers have a slightly lower approval rate (N=42) but is still high.

Figure 23: Evaluation of areas in VET that the business sector should play a role in

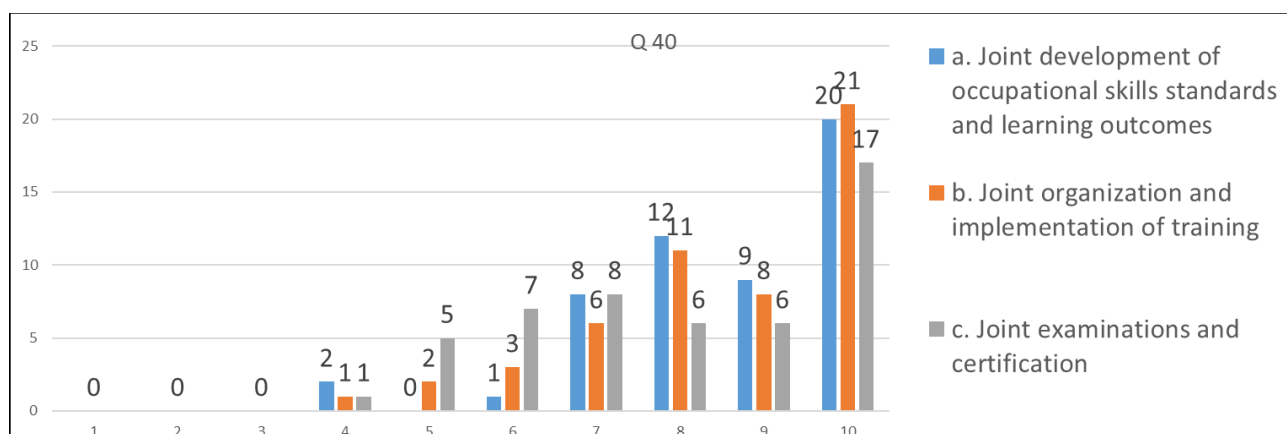


Source: BIBB

The majority of respondents (N=52) think that cooperation between VET institutes and the business sector in the ‘joint development of occupational skills standards and learning outcomes’ is important (arithmetic mean of 8.6 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating).

Furthermore, respondents (N=52) rate the 'joint organization and implementation of training' as equally important (arithmetic mean of 8.5 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating). The importance of 'joint examinations and certification' is rated slightly lower (arithmetic mean of 8.0 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating) by respondents (N=50).

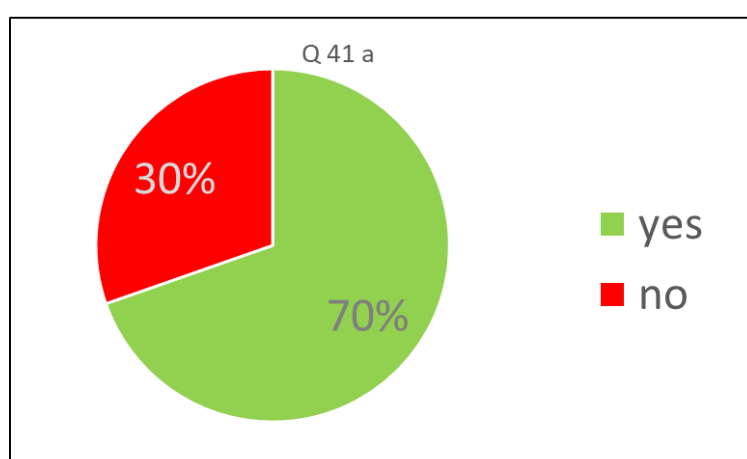
Figure 24: Evaluation of importance for the following areas of cooperation between VET institutes and the business sector



Source: BIBB

In addition, respondents assess the contribution of the TVET Programme regarding the cooperation between VET institutes and business sector. The examples at LILAMA 2, HVCT and VCMI, where occupational standards and training programmes have been developed in close cooperation between VET Institutes and the business sector, are widely known to more than two thirds of the respondents (N=39).

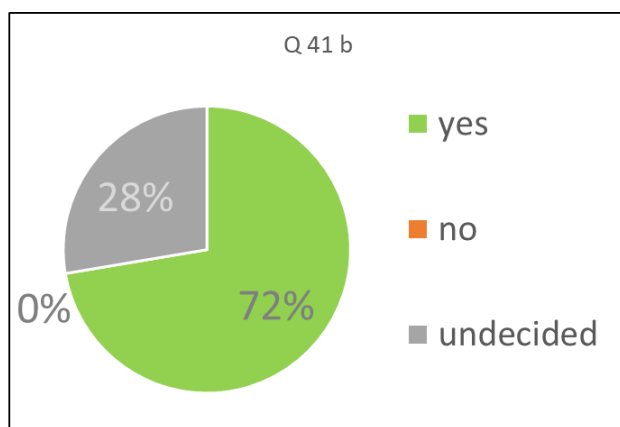
Figure 25a: Respondents' familiarity with the examples at LILAMA 2, HVCT and VCMI



Source: BIBB

Most of the respondents (N=34) think that the approach of joint development of occupational standards and training programmes can be disseminated country-wide and applied to other VET Institutes.

Figure 25b: Respondents' evaluation of joint development of occupational standards and training programmes for countrywide dissemination and application to other VET schools

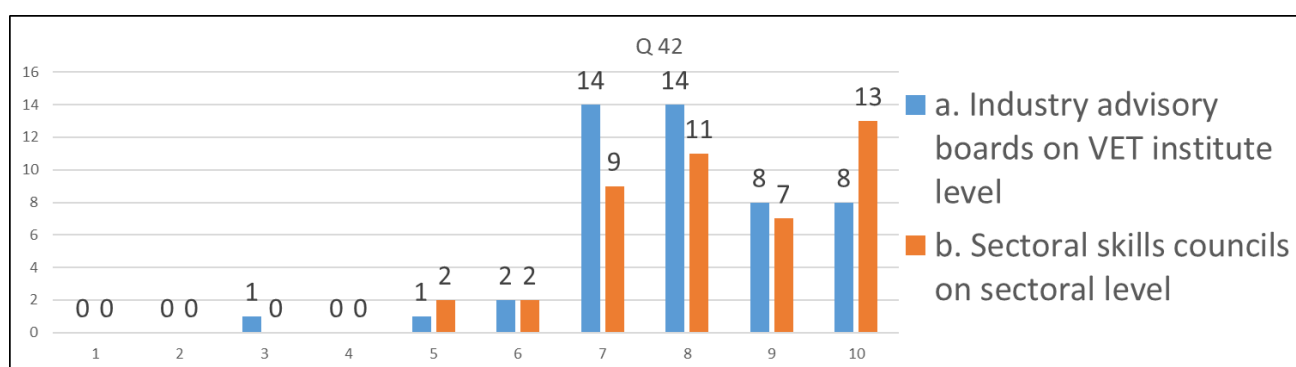


Source: BIBB

The respondents consider stakeholder boards as an important way to cooperate. Respondents (N=44) rate stakeholder boards on a sectoral level slightly more important (arithmetic mean of 8.3 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating) than on a VET institute level (N=48) (arithmetic mean of 8.0 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating).

Many respondents (N=22) think that industry advisory boards are important for demand identification and harmonization between stakeholders and should be multiplied in the future. Several respondents (N=5) indicate that stakeholder boards are still in a pilot phase and do not operate on a regular basis and in an efficient way or are non-existent in Viet Nam.

Figure 26: Evaluation of the importance of stakeholder boards as a way to cooperate



Source: BIBB

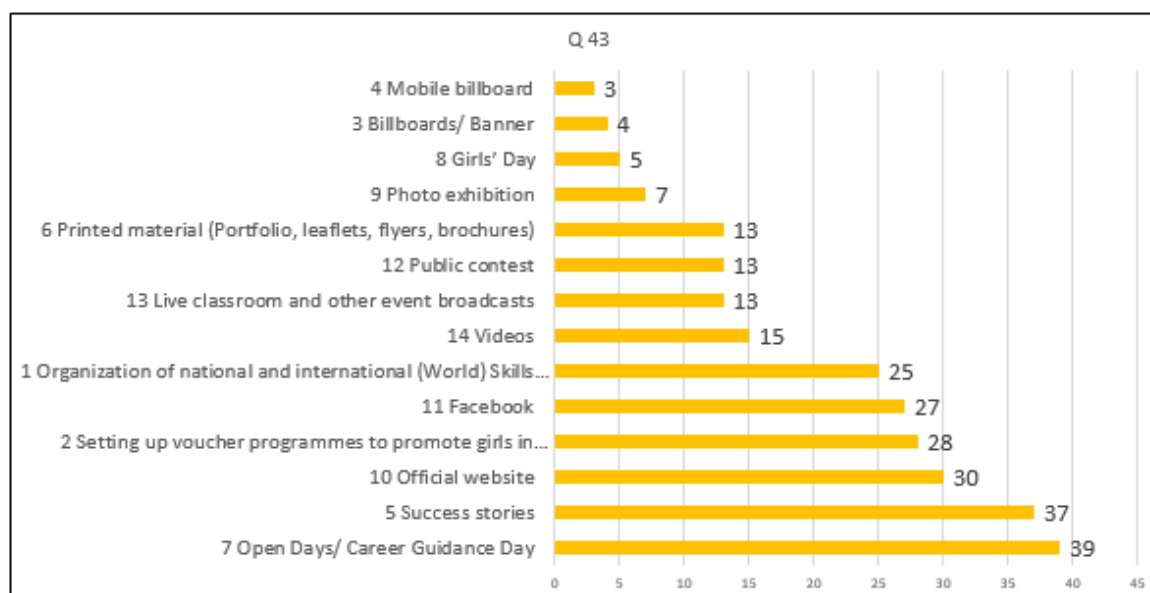
VII. Increasing VET attractiveness through awareness raising and international cooperation

VII.1. Increasing VET attractiveness¹⁰⁴ through awareness raising

In Viet Nam, vocational training is less attractive than education at universities. Thus, it is important to bring VET into the light, make it attractive and give young people a better understanding of VET. In this subchapter, respondents indicate instruments that should be fostered to raise awareness for young people, their parents and the community (Q 43-44).

From multiple answers ‘open days/career guidance day’ were rated (N=39) as the best instrument that should be strengthened to raise awareness for young people, their parents and the community. The instrument ‘success stories’ has nearly as many votes (N=37).

Figure 27: Most appropriate instruments to be strengthened to raise awareness for young people, their parents and the community

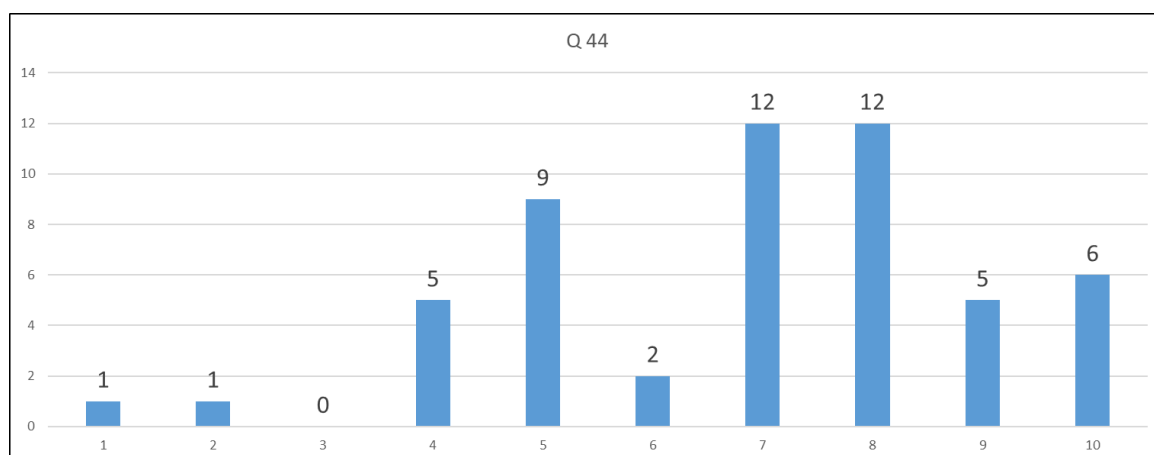


Source: BIBB

¹⁰⁴ The attractiveness of the VET system is represented by the capacity of VET: to encourage individuals to deliberately choose vocational education and training; to offer quality qualifications that open up career prospects; to persuade employers to recruit holders of VET certificates. (CEDEFOP 2014, Terminology of European education and training policy)

Asked about the importance of promoting girls in technical trades through 'Girls' Days' or communication activities about scholarships, most respondents (N=53) rated this as rather important (arithmetic mean of 6.9 on a scale from 1 to 10 where 1 is the lowest and 10 is the highest rating).

Figure 28: Evaluation of importance of promoting girls in technical trades (e.g. through Girls' Days or scholarships communication activities)



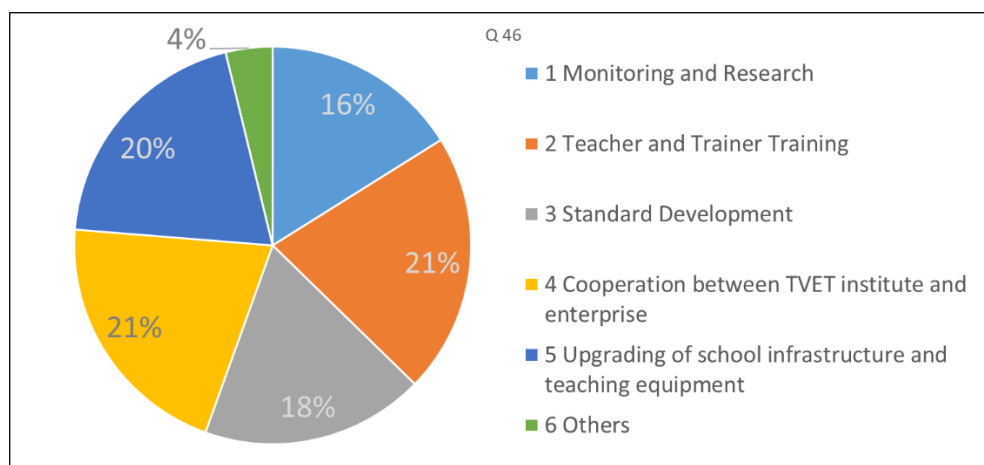
Source: BIBB

VII.2. Increasing VET attractiveness through international cooperation and practices

International cooperation can enhance the attractiveness of the VET system, e.g. by exchanging best practices. In this subchapter, respondents were asked to assess the contribution of international cooperation in this field (Q 45-46).

Respondents rate international cooperation in VET contributing to the improvement of the VET system in Viet Nam in all five suggested areas as evenly distributed. Twenty-one percent of respondents (N=49) state that international cooperation contributes to the collaboration between VET institutes and enterprises, another 21 % of respondents (N=50) sees a contribution to teacher and trainer training. Twenty percent of respondents (N=47) name the upgrading of school infrastructure and teaching equipment, 18% of respondents (N=43) the field of standard development, and 16% (N=38) the field of monitoring and research as contributions of international cooperation. One respondent comments that 'lessons learnt' from international projects are crucial for the Vietnamese partners and should be disseminated to the national VET system.

Figure 29: Selection of areas in which the international cooperation in VET contributes to improving the VET system in Viet Nam



Source: BIBB

Respondents state that the TVET Programme has contributed to improving VET in the fields of policy advise, training for teachers and management personnel, cooperation with enterprises, piloting cooperative training, quality improvement and VET greening and training of wastewater treatment technician.

The GIZ programme is the international programme/project which is known to most (N=42) participants, followed by other international cooperation programmes from ADB (N=9), AFD (N=6), JICA (Japan) (N=5), and KOICA (Korea) (N=4).

VIII. Development of VET Strategy for 2021-2030

The last chapter of the questionnaire focuses on the respondents' views on the new VET Strategy 2021-2030. All questions are open-ended questions about the main opportunities and challenges for the VET system, the most important and breakthrough VET objectives/targets of the strategy, and potential areas of intervention by the TVET Programme (Q 47-50).

Main opportunities and challenges for VET

The greatest number of respondents (N=31) list the improvement of training quality and competences (occupational skills and attitudes) for workforce and teachers in order to meet labour market demands, cooperation with the business sector and job counseling as main challenges for the next ten years. Respondents name the high number of unskilled workers as a major obstacle. In addition, respondents observe a serious skills shortage and mismatch of labour demand and supply. Another challenge that was stated is the low level of education of un-skilled workers, which limits their learning capacity. Concerning the skill competence of teachers, respondents state that higher requirements in IT, foreign language, and soft skills of teachers and training staff will be necessary.

The second most frequently mentioned (N=22) area of concern is related to digitalization and Industry 4.0 requirements (equipment, technology, training) and related qualifications in VET. While most respondents name this topic as a challenge (N=18), some respondents (N=5) also see it as an opportunity. The challenges consist of having outdated training equipment, teachers lacking qualifications in digitalization, and the integration process of Viet Nam and its participation in supply chains in Industry 4.0. Respondents also name the shift to a knowledge-based economy as a necessary development for digitalization in VET. As an opportunity, respondents mention that, with the current development of IT, the access of the Vietnamese VET system to new technologies and new trades in the world has become broader. The possibility of Viet Nam learning from other countries in this regard is also mentioned.

Another much-related issue is the national and international competitiveness of the VET system, labour migration and international integration (N=17). Predominantly perceived as a challenge (N=16), a few (N=2) respondents referred to the issue as an opportunity, as the intensive global integration process enhances access to new VET management trends, knowledge, standards and new external resources. Respondents mention high competition in employment with imported high-skilled workers, rising international standards and lack of adjustment to international standards as challenges.

Many respondents (N=17) consider the improvement of governance mechanisms and investments in VET/improvement of cooperation mechanisms as a main challenge. A lack of industry involvement and partnerships with workers' organizations, socio-political and professional organizations and local authorities is observed. To increase cooperation with the business sector, respondents suggest that the new strategy should emphasize the necessity of engagement of enterprises in VET and stress the needs for concrete incentive policies and measures to encourage enterprises. Another suggestion states that VET management agencies should cooperate with other line ministries in the development of the VET strategy to ensure that the VET strategy is linked to the related industry development strategies.

The improvement of the image of VET is named as a challenge by some respondents (N=11), while a few (N=3) also see an opportunity in this area. Challenges in this regard are the low numbers of individuals interested in VET, especially VET at intermediate or college levels, and insufficient career orientation that fails to motivate young people to join vocational training. Respondents also name the placement of VET graduates in decent jobs as a challenge to the VET image. In terms of an opportunity, respondents acknowledge that there already is a positive change in the perception of the importance of VET.

A last topic brought up repeatedly is population aging, demographic trends and the general economic development. While four respondents see the aging population and unstable economic development as a challenge, two respondents think that the large number amount of youth entering the VET system will benefit the economy.

Breakthrough VET Objectives

The respondents named different VET targets that should be included as 'Breakthrough VET Objectives' into the new VET Strategy 2021-2030.

The most frequently mentioned objective (N=34) is to increase the quality of standardized VET training (demand-orientation) to achieve better practical skills and competencies of trainees and a better work attitude. Furthermore, to improve the quality and remuneration of teaching and management staff, through setting standard and establishing international cooperation in order to achieve ASEAN- and international skills standards.

Respondents (N=26) state that the increased VET's involvement in and cooperation with the business sector is key for the new VET strategy. This includes the cooperation between enterprises, VET institutes and state through concrete policies on cooperation (financial incentives for enterprises, remuneration policies for employees) and clear mechanisms of how cooperation can work. Therefore, a comprehensive legal framework for the cooperation between VET institutes and enterprises has to be established. Furthermore, some respondents (N=4) state that cooperation with the business sector is key for linking VET to Industry 4.0 training requirements. Work-based training has to become the dominant mode of provision for advanced training programmes in this field.

A smaller number of respondents sees a strengthened VET institute network (N=13) and improved vocational orientation and counseling (N=5) as 'Breakthrough VET Objective' for the new VT strategy. Respondents state, that a reformed network planning and an autonomy framework will improve the VET institute network. Furthermore, VET institutes have to improve their management and investments, and reorganize themselves around focal occupations that are needed in the respective region. Respondents stress that vocational orientation and counseling has to start early and should contribute to streaming secondary school children into VET.

Some respondents (N=6) propose an improved VET image as another 'Breakthrough VET objective'. An improved communication strategy to show attractive VET opportunities in comparison to university education will raise awareness, provide perspectives on relevant training occupations and increase the number of people enrolled in VET. Another issue raised by respondents (N=6) is to set up a supervision,

forecasting, monitoring and evaluation system for the VET-system in Viet Nam. This will help to better analyze and determine the status quo of the VET system through improved forecasting of labour demands and the labour force as well as improved data collection and management. Furthermore, this will help to establish an improved quality assurance system and to link data and research closer to policy development.

The last issue raised by respondents (N=2) is the establishment of a functional cooperation mechanism between MoLISA and other line ministries engaged in VET, especially in the field of VET policy and strategy development.

Areas of intervention for the TVET Programme

Besides focusing on the VET Strategy 2021-2030, respondents gave feedback on the future areas of intervention of the TVET Programme.

Most frequently mentioned by respondents (N=31) is the cooperation between VET institutes and enterprises, also including the state. In this respect, respondents considered several subtopics to improve the capacity development in this thematic area. First, respondents stressed the importance of disseminating the cooperative training approach to enhance practical skills of trainees: The provincial DoLISAs should receive support to convince other VET institutes to follow this approach; preferential loans for VET institutes that follow this approach for upgrading their equipment; promoting the cooperative training approach among enterprises. Second, strengthen the capacity of business associations to follow and support this approach. Third, establish an information system on cooperative training, and document and evaluate this approach in the Vietnamese context. Fourth, support for business start-ups for VET graduates. Fifth, support for pilot projects that establish or centres of excellence. Respondents state that in the end, the cooperative training approach improves competitiveness in the ASEAN and international context and contributes to labour export.

Respondents rate several topics of major importance for the TVET Programme (N=15). Digitalization and Industry 4.0 are a priority where support in the field of digital teaching is crucial. Greening VET is another priority, especially in the fields of curricula development, teacher training and the dissemination of the greening approach. Other topics mentioned by respondents are VET counseling and job orientation, the image of VET or inclusion. In this respect, respondents indicate support for a study on the status quo of different vulnerable groups, their expectations towards VET and the most suitable occupations, respectively.

Another future area for the TVET Programme is the training and capacity building of teachers and management staff (N=12). Respondents state that training has to align with international standards to aim at quality improvement as an ongoing task. Furthermore, competencies in the field of Industry 4.0, curricula implementation and use of training equipment are in need and should be in the focus.

Some respondents (N=7) state that the TVET Programme should continue to focus on priority occupations and the development of standards and curricula that are compatible with international standards. The occupations mentioned are electronics, mechanics, industrial maintenance, automobile-related occupations, environment-related occupations, occupations related to the

operation of buildings, tourism-related occupations, occupations related to food-processing, occupations from the agricultural sector affected by digital change and occupations from the field of regenerative industry.

Monitoring of the VET system is another issue raised by few respondents (N=4) to further focus on in the future by the 'Programme Reform of TVET' in order to provide evidence-based forecasting of training needs, and to establish a reliable information system.

Respondents state that apart from DVET also other partners should be included in the next phase of the 'Programme Reform of TVET' (N=3), such as the Department of Employment of MoLISA, business associations and the Vietnam Chamber of Commerce and Industry (VCCI). Furthermore, MoLISA should receive support in policy development and DVET in the field of re-designing the VET quality assurance system.

4. Recommendations

This chapter presents 14 recommendations for the VET system and the new VET strategy in Viet Nam that were elaborated by the BIBB based on the preceding literature analysis and the results of the stakeholder interviews. The recommendations are structured in line with the corresponding sections of the questionnaire and literature analysis.

I. Governance

→ **Recommendation 1: Improve the mechanisms to involve the relevant stakeholders in designing the legal framework in VET management.**

The survey results show that the mechanisms for cooperation with different stakeholders, particularly with the business sector, are still limited and often regarded as only implemented theoretically. Nevertheless, respondents acknowledge a positive development, and claim support by disseminating further information on cooperation mechanisms and reinforcing encouragement of enterprises.

To overcome the limitations and challenges, all stakeholders have to become active and establish close relationships between each other. To achieve better cooperation practices, VET institutes need to improve their training capacity and training programmes, and provide information about cooperation results. Enterprises should develop long-term HR plans together with VET institutes, inform about recruitment and re-training needs, and provide financial and technical support (consultation, equipment) to VET institutes. State agencies should develop supervision mechanisms for the cooperation between enterprises and VET institutes and support the implementation process.

MoLISA has already started resolving inconsistencies and prioritizing objectives by issuing a large number of guidelines for the implementation of the VET Law. It is recommended to ensure the consistency and conformity with the practical requirements, especially in regard to policies for VET institutes and engagement of enterprises in VET. Stakeholder involvement in the design of the legal framework, and a suitable cooperation mechanism should be a priority.

BIBB comment:

A coordination and supervision mechanism needs to be in place where all relevant stakeholders come together on a regular basis and decide on the main issues of VET. Therefore, it is recommended to create a single tripartite regulating body that integrates the important stakeholders from the state , and the business sector. The national or regional chamber associations as well as the employer organizations and industry associations should become members of this body. In Germany this supervision and coordination is the role of the Main Board (Hauptausschuss) where all relevant stakeholders from government and social partners (employer organizations and trade unions) come together.

→ **Recommendation 2: Define specific roles and mandates of public and business sector in VET-system management and emphasize the benefits for enterprises participating in VET.**

The implementation of clear mandates and processes of public and business sector is important. The main obstacles for enterprises to cooperate, as stated in the interviews, are: Complicated administrative procedures; related costs of training; lack of awareness and communication regarding the training possibilities and benefits; fear that trainees leave the enterprise (especially SME) after training; and lack of different approaches for participating in VET for different types of enterprises.

The government addressed the issue in the VET Law and in the Labour Code amendment from 2019 by providing a definition of apprenticeship, and by defining rights and obligations of enterprises in cooperative training. Nevertheless, it is still necessary to implement specific guidelines to put into effect legal implementation arrangements and processes, especially for the cooperative training system and skills councils.

BIBB comment:

Clear and explicit definitions of roles and responsibilities of each stakeholder in the VET Law and their awareness of responsibilities have to be assured in a guiding document. Decisions will have to be made regarding the role of the business sector in the development of nationally recognized (occupational, training, assessment) standards, curricula and training.

→ **Recommendation 3: Improve VET-related data/information by standardizing the data collection procedure for different stakeholders (state agencies/enterprises/VET institutes) and introduce an online reporting system that ensures regular and precise updates with primary data.**

The importance of reliable VET-related data and information for the own decision-making is highly rated by most of the respondents, as interview results have shown. In addition, it becomes evident that respondents think that the data and information provided by several agencies is too general, not regional, not timely, of low quality and mainly administrative. The implementation of a standardized data collection procedure should also contain reliable information on labour force demands, labour market needs and transitions, job vacancies and graduates, and training needs of enterprises and sectors.

Despite the efforts already taken by MoLISA and DVET to improve the VET reporting system, the current state of data collection is not sufficient to enable evidence-based policy advising. The development of consistent system monitoring linked to systematic research on VET is key for a demand-oriented and evidence-based VET system.

BIBB comment:

Vietnam annual VET reports developed by NIVT can serve as one of important sector monitoring tools; standardized data collection procedures should have clearly defined deadlines so that the compilation of the VET Report Viet Nam will be possible in a timely manner. This should be ensured in a legal regulation.

→ **Recommendation 4: Focus investments and allocate an appropriate internal state budget to VET (e.g. infrastructure and equipment); allocate additional funding for VET staff salary and teacher training as well as for enterprises engaged in VET.**

Interview results show that the current rate of public VET funding in Viet Nam is not sufficient. Respondents indicate the need for more public funding to increase training quality of the VET system as training costs are expensive and teacher salaries are low due to the financial background of most of the students ('that cannot afford high tuition fees'). Generally, the Vietnamese government aims to shift from the state budget-allocating mechanism to a contracting-and-bidding mechanism that allows the state to assign or procure training services based on training capacity and training quality. While these changes may lead to a more focused investment of state budget fostering a higher training quality, state funding is still largely necessary for infrastructure and equipment of VET institutes, VET staff salary and teacher training as well as for the implementation of enterprise cooperation mechanisms.

To prevent severe financial shortcomings of VET institutes, the process of reducing state budget support, while promoting financial autonomy of VET institutes, should be assessed and monitored closely.

BIBB comment:

Align the investment priorities of the government with the skills and competency needs of industry when funding VET institutes. In Germany, the Federal Institute of Vocational Education and Training (BIBB) administers subsidies from the state budget for which inter-company training centres (ICTC) can apply. Equipment or infrastructure financed with those subsidies have to be in line with the demands of the business sector. The adequate capacity utilisation of the equipment purchased via those subsidy funds is closely monitored. In regard to incentives for the business sector, the prevailing tax relief schemes for training expenses in Viet Nam is not attractive to the business sector due to lengthy procedures. An optimized version of the current procedure should be elaborated. .

→ **Recommendation 5: Link an inclusive employment framework with specific training programmes that are designed together with enterprises, feature job counseling/guidance services and self-employment/job opportunities including awareness raising measures for the target groups.**

The VET Law specifies the focused development of VET in socio-economically disadvantaged areas. Thus, the government consequently aims at a broader participation in VET (following the idea of leaving no one behind) by stipulating exemptions from or reductions of tuition fees, and granting other allowances for ethnic minorities, students living in remote areas and/or from poor households and for other disadvantaged groups (including disabled individuals).

While stakeholders rate the effectiveness and benefits of VET policies for vulnerable groups as rather positive in the interviews, they give rather critical statements when assessing the project on vocational training for rural workers. The project and its objectives show the effort of the government to support vulnerable groups, but a matching of the project aims with the regional training needs of the target groups and the changing demand on the regional labour market did not take place. Here, the results did not fully meet the expectations.

It is important for future projects on VET for vulnerable groups to strengthen cooperation with local institutions as well as job counseling and guidance services. Such measures can support the creation of job opportunities or self-employment options for vulnerable groups in a more customized way.

BIBB comment:

An institutionalised exchange mechanism for continuously gaining feedback on the effects of inclusive policies and projects in VET and formulating recommendations is needed. In Germany, the Disabled Persons Committee is part of such a mechanism. The group is a sub-committee of the Main Board (Hauptausschuss) and is comprised of relevant VET stakeholders (employers, employees, organisations of persons with disabilities, training providers, rehabilitation providers among others). The sub-committee meets regularly to discuss effects of previous projects, current issues and future research programmes and to develop resolutions for inclusive VET. It ensures that the needs of persons with disabilities, as one vulnerable group, are taken into account in the development of VET and in the coordination with other services aimed at enabling participation in the work force.

II. VET teachers, VET managers and in-company trainers

→ **Recommendation 6: Raise awareness and support training policies of enterprises. Provide incentives for enterprise participation in teacher and in-company trainer training and communicate this to the business sector.**

For the occupational practical skills of VET teaching staff, cooperating with the business sector and facilitating learning at the workplace is indispensable. While the 'teacher standards' for vocational teachers were defined in 2017¹⁰⁵, these standards do not emphasize actual work experience and real industry practice. It is a problem that in recruiting teachers, academic degrees are more relevant than practical skills and expertise.

Although interviewees rated the quality of VET teachers in Viet Nam in terms of occupational practical skills as mostly sufficient, they gave numerous suggestions to improving these skills. They listed the implementation of advanced training, teacher qualification regulations and an upgrade of teacher training. In addition, respondents proposed approaching enterprises to support teacher training, attracting experts from the field to teach, and facilitating industry practice. The combination of continued improvements in advanced training and its regulations for VET staff, and a close cooperation with enterprises and stronger emphasis on industry practice should result in enhanced occupational practical skills of training personnel and thus a higher quality of training.

BIBB comment:

The role of in-company trainers needs to be strengthened in Viet Nam. On the one hand, experts from the field should be attracted to teach in schools; on the other hand, the business sector should be encouraged to design and participate in in-company training courses which takes into consideration didactical and methodological requirements when teaching in a real work environment. In Germany, an in-company trainer certificate guaranteeing the technical and personal competence is a prerequisite for any person playing an official role in the training process. The

¹⁰⁵ Circular No. 8 on Standards in qualifications of VET teachers (2017), in: Selected Normative Documents (GIZ ed. 2017).

adapted and “Vietnamized” version of the ASEAN In-Company Trainer Standard should be integrated into the Vietnamese legal framework.

III. Efficient VET Institute Network

- **Recommendation 7: Give High-Quality Colleges a leading role in cooperation and exchange of experience between VET institutes, cooperation with enterprises and further training for teachers.**

MoLISA promoted some VET institutes to reach regional and international levels. These so-called ‘High-Quality VET Institutes’ are an ambitious project for quality improvement in VET in Viet Nam. However, the implementation of high-quality vocational training in High-Quality Colleges and piloting vocational training according to international and ASEAN standards under transferred training programmes from abroad is still slow.

Respondents explain that High-Quality Colleges have an important role as a quality hub for disseminating good experiences and lessons learnt to other VET institutes. Nevertheless, results also show that reputation, cooperation and exchange of experiences between VET institutes is low and further training for teachers is not well developed.

Hence, it is key to strengthen the role of High-Quality Colleges, especially in cooperation with enterprises, and to reinforce experience exchange, for example via train-the-trainer-courses, thus enhancing the range of impact of these institutes.

BIBB comment:

High-Quality Colleges should have the role of a local hub, by being specialized in certain occupational fields that are relevant for the given region. In Germany, those hubs are usually inter-company training centres (ICTC) that have a clear profile; here, funding is provided by the business sector, the federal state where the ICTC is located and the federal government to assure that modern and labour market relevant equipment is available.

IV. VET quality assurance system

- **Recommendation 8: Ensure quality assessment of VET institutes by independent external accreditation and by adjustment to ASEAN standards.**

Development and improvement of the quality of education and training were set as goals in the Viet Nam Socio-Economic Development Strategy for the period of 2011-2020. To develop vocational education accreditation and support the introduction of VET quality assurance, training of accreditors was supposed to take place and accreditation centers should have started to work nationwide. Despite the implementation of three regional accreditation centers (goal defined in 2012¹⁰⁶), interview results

¹⁰⁶ Decision No. 630 on Approval of VT Strategy (Prime Minister 2012), p.6.

show that these institutions have not had much impact on the quality assurance processes for VET institutes.

Respondents evaluate the efficiency of self-accreditation in terms of quality, which became compulsory for colleges, VET secondary schools and VET centers, as average, yet with a positive tendency. Nevertheless, explanations show that self-accreditation is regarded as only a formal task, too complicated, only assessing quantitative criteria, of low participation and not objective.

Respondents evaluate the effectiveness of independent external accreditation higher than self-accreditation, but they also state that such a system is hardly in place with only three independent centers in Viet Nam. Interviewees explicitly state that external accreditation conducted by an independent organization would be more objective. The government should however set up criteria for this independent accreditation institution to assume the responsibility of quality assurance.

It is recommended to incorporate an external accreditation institution to ensure objective quality assurance, while also adjusting the quality standards to those of ASEAN countries.

BIBB comment:

It is advisable that Viet Nam defines quality standards on different levels. On the one hand, TVET institutes can start at a basic level and the better ones can move on to higher standard level in a timely manner. The highest level should be aligned to international quality standards. High quality TVET institutes should strive for international quality standards in focal occupations and offer services for other TVET institutes that help to enhance the TVET system.

V. National Occupational Skills Standards (NOSS) and Learning Outcomes

→ **Recommendation 9: Strengthen the role of the business sector in the development of NOSS and definition of Learning Outcomes to ensure and to push ASEAN integration of Viet Nam.**

It seems to be difficult for the interview respondents to assess the harmonization of the complementary documents of National Occupational Skills Standards (NOSS) and Learning Outcomes (LO). While results are ambiguous in this regard, many respondents still emphasize that enterprises should have a stronger role in the NOSS development process.

Interview results show that the majority of respondents think that the NOSS are contributing to ASEAN integration regarding mutual recognition, transparency, and mobility, at least in some trades. Generally, respondents view the NOSS as a good basis for skills evaluation.

So far, only a small number of NOSS is developed and the number of people taking NOS examination is low, thus it is essential to strengthen the process of NOSS development and NOS assessment. The involvement of all relevant stakeholders, especially the business sector, is key to continue developing NOSS, to contribute to the quality assurance of the Vietnamese VET system and labour mobility in the context of regional and international labour market integration. If the business sector is not involved in the process of developing NOSS, the effectiveness and impact of NOSS is expected be considerably lower.

BIBB comment:

The participation of the business sector in NOSS development and NOS assessment is a key factor in increasing the productivity and competitiveness of the Vietnamese economy. The business sector must be an integral part of the NOSS development process in order on the one hand to ensure labour market relevance to add value to the NOS evaluation process and encourage people to take the NOS exam on the other hand. Furthermore, the harmonization of NOSS and learning outcomes should take into consideration existing industry standards as well as the Vietnamese Qualification Framework to establish a coherent and standardized VET system. This will increase the quality standards for the Vietnamese workforce and their chances in the national and ASEAN labour market.

VI. Cooperation between VET institutes and enterprises

→ **Recommendation 10: Develop a framework for a tripartite cooperation, which is feasible and transparent, engages enterprises in training and links graduates to enterprises that provide training.**

In the last few years, the share of enterprises maintaining cooperation with VET institutes was quite low (approximately 8 % in 2017), mainly by offering internships and practice phases to VET students in about 26,000 enterprises. Although the VET Law has extended the rights and obligations of enterprises, cooperation is still limited. Various legal documents mandate VET institutes to cooperate with enterprises - in making training plans, developing curricula and textbooks, providing teaching, instructing practices and internships, and assessing learners' performance.

Interviewees perceive the impact of legal documents on the engagement of enterprises as rather low. Respondents elaborate that legal documents have only promotional character, there are no implementation guidelines for practice, and many enterprises do not know about the documents. Additionally, many respondents believe that enterprises are not interested in cooperating with VET institutes as benefits and obligations are unclear to them.

Financial incentives are the most frequently suggested measure to increase the engagement of enterprises in VET. This proposal, together with the development of an appropriate legal framework to engage enterprises in training, is a pressing issue for the VET Strategy 2021-2030.

A tripartite cooperation framework should stimulate greater enterprise-based training and foster involvement of employer representatives, chambers and sector associations in curriculum design, training provision and examinations in cooperation with the VET institutes. The state plays a bridging role in this, but commitment has to be high by all three parties.

Therefore, strengthening the implementation and role of stakeholder boards on the sectoral level is the right way to formalize tripartite cooperation.

BIBB comment

There are two ways to strengthen the engagement of the business sector. First, by establishing a mechanism of co-determination, and second, by creating financial incentives. Co-determination can be reached through establishing stakeholder boards such as a national stakeholder board, sectoral skills councils, and industry boards at TVET institute level where identification of demand and harmonization between stakeholders can take place. Financial incentives can be created through an optimized operational procedure of a tax relief mechanism for training expenses. Furthermore, a direct wage subsidy scheme, paid either to trainees in form of scholarships or training enterprises, might encourage companies to get involved in training. Measures might also differ from sector to sector. In Germany, all companies in the construction sector pay a training levy of 2,1% of the gross wage into a training fund regardless whether they train or not. Training companies for commercial or technical occupations are reimbursed for large parts of training costs in inter-company training centres according to the increasing productivity of the apprentices (10 months in the first year, 4 or 6 months in the second year and 1 month in the third year). Those measures should be incorporated into Vietnamese legal framework.

VII. Increasing VET attractiveness through awareness raising and international cooperation

→ **Recommendation 11: Increasing awareness for VET by implementing job counselling and career guidance at an early stage of the educational path. Continue to engage in international cooperation quality improvement of VET.**

Most interview respondents think that 'Open days/career guidance days' are the best instruments to raise awareness for young individuals, their parents and the community. The instrument 'Success stories' is a close second choice. The choice of these two instruments shows that it is important to implement career guidance and job counselling comprehensively. Respondents indicate that especially

secondary school students do not receive proper job counselling, which is a crucial time for career guidance in the educational path of young individuals.

Most respondents rate the importance of promoting girls in technical trades (e.g. through Girls' Days or Scholarships communication activities) rather high. In view of the attempts of the government to reduce gender gaps by imposing policies on training and re-training regarding gender equality, it is important to strengthen these instruments and activities.

Furthermore, international cooperation can foster the quality improvement of VET towards modernization. Especially the High-Quality Colleges are a good starting point to provide training with standards recognized by advanced countries in the ASEAN and international community. Interview respondents consider that the international cooperation in VET contributes to improving the VET system in Viet Nam in all five suggested areas: 'Monitoring and Research', 'Teacher and Trainer Training', 'Standard Development', 'Cooperation between TVET institutes and enterprises' and 'Upgrading of school infrastructure and teaching equipment'.

BIBB comment:

Attractiveness of VET is of major importance in Germany. Therefore, government, the business sector and trade unions conduct awareness campaigns together as well as separately. Furthermore, in Germany, the subject of job orientation has been introduced in school curricula from grade 8 onwards to show students the variety of VET. Girls and Boys Days foster the gender balance in the selection of occupations.

VIII. Development of VET Strategy for 2021-2030

- **Recommendation 12: Focus the VET Strategy 2021-2030 on the improvement of training quality and competences (occupational skills and attitude) for workforce and teachers, on reaching the requirements and required qualifications for Digitalization and Industry 4.0 in VET, and on the improvement of governance and cooperation mechanisms with the business sector in VET.**

Interview results show that the challenges of improving quality and competences (occupational skills and attitude) for workforce and teachers, complying with the requirements and qualifications for Digitalization and Industry 4.0 in VET, and the improvement of the governance mechanism and investment in VET are the most relevant topics for stakeholders. Concerning the improvement of quality and competences, it is crucial to tackle the challenge of high number of unskilled workers. In addition, a serious skills shortage and a mismatch of labour demand and supply need to be addressed by focusing on quality improvement measures. These measures should include the introduction of higher requirements in IT, foreign language, and soft skills of teachers and training staff. This is also an important factor for complying with the requirements of digitalization; besides qualified teaching and training personnel, up-to-date training equipment is crucial to integrate the VET system in Viet Nam into a knowledge-based economy.

A major topic for the new VET strategy remains the low level of cooperation with the business sector. The new strategy should emphasize the engagement of enterprises in VET and stress the need for specific incentive policies and measures to encourage enterprises. The cooperation of VET

management agencies with other line ministries in the development of VET strategy is also important and should ensure that the VET strategy is linked with the respective industry development strategies.

Another key issue is the national and international competitiveness of the VET system, including the aspects of labour migration and international integration. The advancement of competitiveness of the Vietnamese VET system should form a focal topic in the new VET strategy, and is closely related to quality assurance and the NOSS. The adjustment to regional and international standards is a precondition to provide Vietnamese workers with the ability to compete with an international workforce.

The improvement of the image of VET is another aspect that stakeholders consider important and that should be included in the new VET strategy. The low number of individuals interested in VET, especially VET at the intermediate or college levels, is a great challenge; measures to enhance and improve career orientation should be implemented to convince young individuals to join vocational training. The successful placement of VET graduates in decent jobs is also a crucial factor to improve the attractiveness of the VET.

→ **Recommendation 13: Include the increase of quality of standardized VET-, an increased involvement and cooperation with the business sector in VET and the reform of network planning and the autonomy framework in the ‘Breakthrough VET Objectives’ of the VET Strategy 2021-2030.**

The ‘Breakthrough VET Objectives’ of the new VET Strategy 2021-2030 as suggested by stakeholders in the interviews closely resemble the challenges that were named most frequently. Thus, one of the priorities focuses on increasing the quality of standardized VET training (demand-orientation) to achieve better practical skills and competencies of trainees and a better work attitude. In addition, increased involvement and cooperation with the business sector in VET was perceived as key for the new VET strategy. This implies an improved cooperation between enterprises, VET institutes and the state through concrete policies on cooperation (financial incentives for enterprises, remuneration policies for employees) and defined mechanisms. Therefore, a comprehensive legal framework for the cooperation between VET institutes and enterprises has to be established.

Furthermore, stakeholders suggest to improve the quality and remuneration of teaching and management staff, to improve the image of VET, to strengthen the VET institute network and to improve vocational orientation and counseling as ‘Breakthrough VET Objectives’. Another objective is to set up a comprehensive supervision, forecasting, monitoring and evaluation system for the VET-system in Viet Nam.

All aspects named in the interviews concerning the VET Strategy 2021-2030 together with the results of the thematic chapters point clearly towards the most relevant issues and shortcomings to be considered for the VET strategy development from the point of view of a broad range of stakeholders in the Vietnamese VET system.

→ **Recommendation 14: Focus on cooperative training between VET institutes and enterprises, capacity building for VET staff, integration of digital and green competencies in curricula, strengthening of skills councils and evidence-based monitoring as future areas of intervention for the TVET Programme**

Respondents consider the contribution of the TVET Programme to VET policy making especially relevant in the fields of cooperative training, training of in-company trainers and teachers, the integration of green and digital competencies in curricula, and the participation of stakeholder representatives in skills councils.

Asked about preferred future areas of intervention, respondents most frequently mention the cooperative training, also including the state. Several subtopics are relevant to improve the capacity development in this thematic area. Those include the dissemination of the cooperative training approach to enhance practical skills of trainees: the provincial DoLISAs should receive support in this area to convince other VET institutes to follow this approach. Another option is to give preferential loans to VET institutes that follow this approach to upgrade their equipment. It is also recommended to strengthen the capacity of business associations to follow and support this approach. In addition, it would be beneficial to establish an information system on cooperative training and to document and evaluate this approach in the Vietnamese context. Respondents state that in the long run the cooperative training approach improves competitiveness in the ASEAN and international context and contributes to labour export. Thus, it is recommended that the TVET Programme continue to focus implementing and further developing the instruments and training programmes that have been successful already.

Another important future area for the TVET Programme is training and capacity building of in-company trainers, teachers and management staff. Respondents state that training has to correspond to international standards to achieve a quality improvement, a task in which the TVET Programme already has been active and where further contribution will be appreciated in the future.

The interview results show that the training programme 'Industry 4.0 Training Module' and the training module on 'Environmental Protection, Energy and Resource Efficiency' developed by the TVET Programme are considered as relevant for implementation in other training institutes. The examples at LILAMA 2, HVCT and VCMi where VET Institutes and business sector jointly developed occupational standards and training programmes, also got a mostly positive rating from respondents, which clearly shows the benefits and is overall seen as a success story. Respondents suggest that the model has the potential for multiplication.

The quality assurance instruments of 'enterprise survey' and 'tracer study' are widely known to nearly two thirds of the interviewees and rated as beneficial for evidence-based monitoring of the VET system that should be carried on by the TVET Programme in the future.

While several topics are of major importance for respondents, a strong priority lies on the topic of Digitalization and Industry 4.0. In this respect, respondents indicate that they would appreciate support of the TVET Programme in the field of digital teaching.

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Appendix 2: List of key informant interviews

No	Interviews
	Line Ministries
1.	Ministry of Labour-Invalids and Social Affairs (MOLISA), Department of Employment
2.	MOLISA, General Directorate of Vocational Education and Training (DVET)
3.	MOLISA, DVET, Department of Formal Training
4.	MOLISA, DVET, Administration Office
5.	Ministry of Industry and Trade (MOIT)
6.	Ministry of Planning and Investment (MPI)
7.	Ministry of Agriculture and Rural Development (MARD)
8.	Ministry of Education and Training (Viet Nam National Institute of Educational Sciences)
9.	Ministry of Construction (MOC)
	Departments of Labour-Invalids and Social Affairs (DoLISA)
10.	DoLISA Hanoi
11.	DoLISA Ho Chi Minh City
12.	DoLISA Dong Nai
13.	DoLISA Ninh Thuan
	Partner Institutes of TVET Programme
14.	Ho Chi Minh Vocational College of Technology II
15.	International College LILAMA 2
16.	College of Machinery and Irrigation (VCMI)
17.	Long An Vocational College
18.	Bac Ninh College of Industry
19.	Ninh Thuan Vocational College
20.	Hue Industrial College
21.	Nha Trang College of Engineering and Technology
	Other education and training institutes
22.	Hanoi College of Electro-mechanics (HCEM)
23.	VET cum Continuing Training Centre District 4, Ho Chi Minh City
24.	Hung Vuong Secondary School of Technology
25.	North Thang Long Secondary School of Economics and Technology
26.	University of Technology Education Ho Chi Minh City (UTE HCM)
27.	University of Technology Education Vinh (UTE Vinh) (2 interviews)
28.	Hanoi University of Science and Technology (HUST)
29.	Hoa Sua Secondary School of Tourism
30.	Hanoi Employment Service Centre

	Associations and social organisations
31.	Vietnam Chamber of Commerce and Industry (VCCI)
32.	VCCI HCMC
33.	Vietnam Association of Vocational Education and Training and Social Work (VAVET &SOW)
34.	Vietnam Water Supply and Sewerage Association (VWSA)
35.	Viet Nam Association of Mechanical Industry (VAMI)
36.	Viet Nam Tourism Association (VITA)
37.	Vietnam Cooperative Alliance (VCA)
38.	Vietnam Women's Union
39.	Viet Nam General Confederation of Labour (VGCF)
	Development partners
40.	Asian Development Bank (ADB)
41.	World Bank (WB)
42.	Australian Embassy in Hanoi and Aus4Skills (2 interviews)
43.	International Labour Organisation (ILO)
44.	KfW
45.	Regional Cooperation Programme to Improve the Quality and Labour Market Orientation of TVET (RECOTVET II)
46.	Programme "Reform of TVET in Viet Nam"
	Enterprises
47.	BOSCH Vietnam
48.	FESTO Vietnam
49.	ISHISEI Viet Nam Co. Ltd
50.	Property and Management Company (PMC-VNPT)
51.	Muong Thanh Group
52.	VinaTak Company Ltd.
53.	Advance Multitech Company Ltd. (Viet Nam)
54.	Hoa Binh Group
55.	C.P. Corporation
56.	Martech Boiler Company Ltd.
57.	BIWASE
58.	HCM City Urban Drainage Company Ltd. (UDC)
59.	Sang Tao Joint Stock Company

Appendix 3: Questionnaire

General information

I. Governance

- I.1 VET legal framework and VET-system management
- I.2 Cooperation with the business sector in VET-system management
- I.3 Sector monitoring and reporting
- I.4 Financing VET
- I.5 Inclusive VET system

II. VET teachers, VET managers and in-company trainers

- II.1 Teachers
- II.2 Managers
- II.3 In-company trainers

III. Efficient VET Institute Network

- III.1 Efficient VET Institute Network
- III.2 High-Quality VET Institutes
- III.3 Autonomy of VET institutes

IV. VET Quality Assurance System

V. National Occupational Skills Standards and Learning Outcomes

VI. Cooperation between VET institutes and enterprises

VII. Increasing VET attractiveness through awareness raising and international cooperation

- VII.1 Increasing VET attractiveness through awareness raising
- VII.2 Increasing VET attractiveness through international cooperation and practices

VIII. Development of VET Strategy for 2021-2030

Assessment of the Vocational Training Strategy 2010-2020 and Recommendations for Development of Vocational Education and Training Strategy 2021-2030:

Questionnaire for stakeholder interviews

General Information

Good morning/afternoon Sir/Madam. I am (name of interviewer), conducting this interview in the frame of the Vietnamese-German Programme “Reform of TVET in Viet Nam” implemented by GIZ on behalf of the German Federal Ministry of Economic Cooperation and Development (BMZ) in cooperation with the General Directorate of Vocational Education and Training (DVET). The study was commissioned to the Federal Institute for Vocational Education and Training (BIBB) in Germany.

The results of this survey will be used to support DVET (MoLISA) in evaluating the previous 10-year-strategy and in formulating recommendations for the new VT strategy 2021-2030. It also serves to evaluate the contributions of the Vietnamese-German Programme “Reform of TVET in Viet Nam”

We assure you that all data and information will be treated in strict confidence. During the workshop for presentation of the results of the survey, the answers of the interviewed stakeholders will be presented anonymously. The data and information provided will not be used to draw conclusions about individual respondents.

○ Interview Details

- Name of Interviewer: _____
- Date: _____
- Location: _____
- Duration: _____
- General Remarks (Interview atmosphere, etc.):

○ Interviewee (Stakeholder)

- Name: _____
- Institution: _____
- Function: _____
- Classification of Institution:

Line Ministry ☐	Other training institute ☐	Development Partner ☐
DoLISA/DoET ☐	Other social partner association ☐	Enterprise: FDI (joint venture/Vietnamese) ☐
Direct partner VET Institute ☐	VET-trained employees ☐	Enterprise: local (state-owned/private) ☐

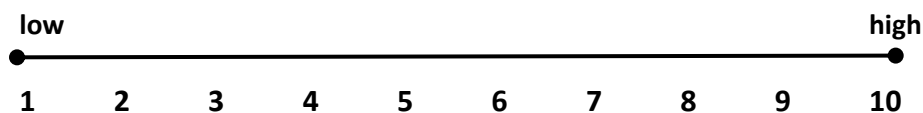
I. Governance

TVET Governance is concerned with how the funding, provision, ownership and regulation of TVET systems are coordinated, which actors are involved, and what are their respective roles and responsibilities, and level of formal competence – at the local, regional, national and supranational level. Whilst in many countries government continues to play the most significant role in coordinating TVET, the distribution of these responsibilities has been changing in response to calls for greater efficiency and effectiveness, particularly to engage employers.

(Source: UNESCO, Guideline for TVET Policy Review, 2010)

I.1. VET legal framework and VET-system management

1. How do you evaluate the existing coordination mechanism between different stakeholders (state management agencies, business sector, VET institutes, social political organizations, etc.) in development and implementation of VET policies and strategies on a scale from 1-10 (where 1 is the lowest and 10 is the highest rating)?



Please explain your rating:

2. Do you think the involvement of representatives of relevant stakeholders on national and provincial level could be beneficial for the drafting and implementation of legal guidance and policies in VET?

☐

Yes

☐

No

☐

Undecided

Please explain:

3. On which of the following aspects did the Vietnamese-German Programme “Reform of TVET in Viet Nam” make a contribution to VET policy making:

Cooperation with the business sector:

- ☐ 1 Cooperative training (joint training between VET institutes and enterprises)
- ☐ 2 Participation of stakeholder representatives (occupational skills councils)
- ☐ 3 Training of in-company trainers

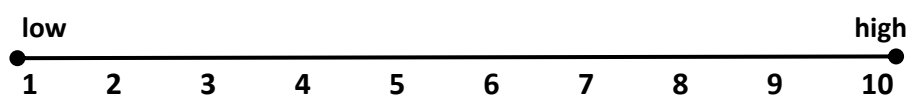
VET institute network:

- ☐ 4 Quality assurance criteria for VET institutes
- ☐ 5 Criteria for High-Quality VET institutes
- ☐ 6 Development of High-Quality VET Institutes with special functions for the VET system (CoE)
- ☐ 7 Integration of green competencies in curricula
- ☐ 8 VET sector monitoring and reporting
- ☐ 9 Other? Please name: _____

I.2. Cooperation with the business sector in VET-system management

The innovative strength of a VET system is secured by cooperation between the state (government) and the industry (business sector). In the German dual VET steering system, employer organizations, unions and government articulate different collective interests in VET in a highly organized and competent way. Co-decision and cooperation by the relevant stakeholders should be implemented through formal mechanisms and a customized legal framework. (Source BIBB/GOVET)

4. On a scale from 1-10 (*where 1 is the lowest and 10 is the highest rating*), how do you evaluate the benefits of the cooperation between the public sector (government) and the business sector (associations, chambers, enterprises, etc.) (if any) in the last 5 years in Viet Nam?



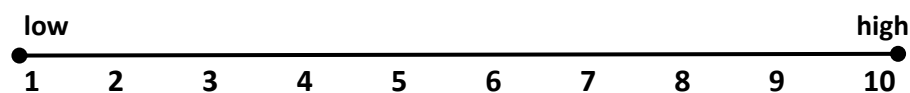
Please explain your rating:

5. What do think are the challenges of the cooperation between the public sector (government) and the business sector in VET management and how could they be overcome?
- a. What are the challenges?
- b. How could the challenges be overcome?

I.3. Sector Monitoring and Reporting

Successful VET systems should be market-driven and demand-led. Monitoring of the systems therefore plays an important role in ensuring its dynamism, which builds on matching supply and demand. A range of different actors including social partners, universities, consultancies and the government undertake research and studies, which feed into the monitoring and the development and management of the TVET system. (Apprenticeship Toolbox, <https://www.apprenticeship-toolbox.eu/governance-regulatory-framework/monitoring-research>)

6. On a scale from 1-10 (where 1 is the lowest and 10 is the highest rating), how important do you consider reliable VET-related data/information for your decision making?



7. Where do you usually find VET-related data/information for your decisions related to VET?

- ☐ 1 MoLISA reports and guiding documents
- ☐ 2 VET-reports issued by DVET
- ☐ 3 VET related reports issued by DOLISAs/People's committees
- ☐ 4 Viet Nam annual VET report
- ☐ 5 GSO Data
- ☐ 6 TVET-Vietnam.org (website of the Vietnamese-German Programme "Reform of TVET in Viet Nam")
- ☐ 7 other, please name: _____

8. Is the information provided by the above-mentioned sources sufficient?

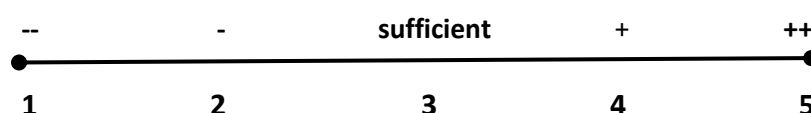
Please explain:

9. a. What VET-related data/information for VET management is being provided by your organization (in a sufficient, reliable and timely manner)?
- b. How could your organization improve the provision of VET-related data/information?

I.4. Financing VET

The government's national budget framework aims to earmark 20% of total public expenditure for education. In 2015, the share of the education budget was only 15.9%. Over the past 6 years, MOLISA estimates suggest that the share for TVET out of the public education and training budget has been around 8%. (Source: ADB: TVET assessment Vietnam 2020)

10. On a scale from 1 to 5 (where 1 is the lowest, 3 is sufficient and 5 is the highest rating), how do you assess the current rate of public VET financing in Viet Nam in terms of sufficiency?



Please explain your rating:

11. a. In the German dual cooperative training model, companies are participating in financing. Cost-benefit calculations show that return on investment increases up to full return already during training. Do you think that the business sector can share costs in terms of (please mark if yes, multiple answers possible)

- | | |
|---|--|
| 1 | development of occupational skills standards and training programmes |
| 2 | implementation of in-company training, |
| 3 | training and remuneration of in-company trainers, |
| 4 | salaries and allowances (such as travel allowances) of trainees, |
| 5 | other _____ ? |

b. If no, please explain:

12. Who should in future participate more in the financing of VET (multiple answers possible)?

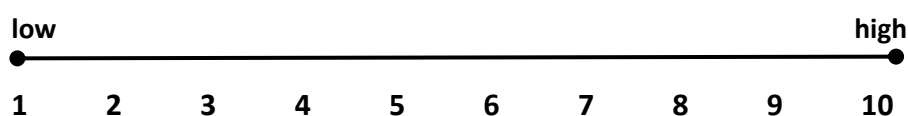
- ☐ 1 Public sector
- ☐ 2 Business sector
- ☐ 3 VET institutes
- ☐ 4 Students
- ☐ 5 Other _____?

Please explain:

I.5. Inclusive VET system

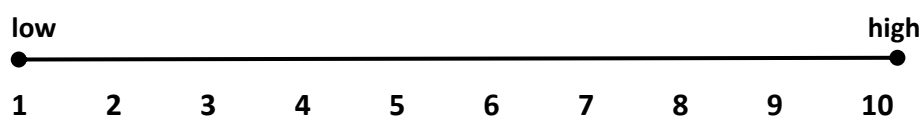
An inclusive VET system is accessible for everyone regardless of individual disposition (gender, economic status, ethnic affiliation, disabilities). It endeavors to establish inclusive educational systems in which diversity is viewed as an opportunity and used as a resource. School education, completion of vocational education and training and access to employment all possess key functions for accessible and equal participation in society. (BIBB, <https://www.bibb.de/en/697.php>)

13. On a scale from 1-10 (where 1 is the lowest and 10 is the highest rating), how do you evaluate VET opportunities for vulnerable groups¹⁰⁷ in Viet Nam?



¹⁰⁷ Vulnerable groups in VET in Vietnam are: rural labourers from poor and nearly poor households, people with disability, ethnic minority people, people who lost land due to urbanization, poor women

14. On a scale from 1-10 (where 1 is the lowest and 10 is the highest rating), how do you evaluate the effectiveness/benefits of VET policies for vulnerable groups (f.e. allowance for VET elementary training, fee deduction, free school boarding for students from ethnic groups, Loans for business start-ups)?



15. In your opinion, what lessons can be drawn from the implementation of the project on vocational training for rural workers (Decision 1956) in terms of course design and training organization?
16. How can the inclusiveness of the VET system for people with disabilities, for minority ethnic groups, for people from poor households in rural areas and especially for women be improved in terms of market-oriented training in cooperation with the business sector?

Please explain:

II. VET teachers, VET managers and In-company trainers

II.1. VET Teachers and Training Programmes

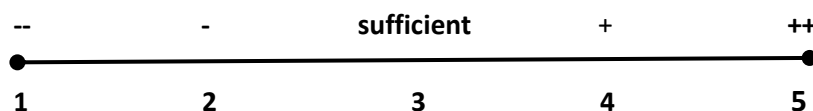
II.1.1 VET teachers

Teachers and trainers should be well-versed in practical industry experience, trainer-industry collaboration in programme design, and/or development of business sector partnerships.

National strategies and incentives for private corporations and organizations can help in this regard.

(ILO 2015, Vocational teachers and trainers in a changing world: the imperative of high quality teacher training systems, p. 14)

17. On a scale from 1 to 5 (where 1 is the lowest, 3 is sufficient and 5 is the highest rating), how do you assess the quality of VET teachers in Vietnam in terms of occupational practical skills?



18. How can VET teachers' occupational practical skills, f.e. in the field of digitalization, Industry 4.0 and greening VET, be improved?

Please explain:

II.1.2 Training programmes

19. Do you think that the Industry 4.0 training module that is piloted at LILAMA 2 and nine other VET institutes can be integrated in the training programmes at all VET colleges?

☐ Yes ☐ No ☐ Undecided ☐ Not familiar with the module

20. Do you think the training module on environmental protection, energy and resource efficiency developed by the Vietnamese-German Programme “Reform of TVET” should be integrated in all VET programmes?

☐ Yes ☐ No ☐ Undecided ☐ Not familiar with the module

II.2. Managers

VET state management staff includes staff in charge of VET at DVET and in different ministries, manufacturing and business corporations and associations, VET management staff in DoLISAs and districts.

To standardize the VET managers, further training courses for VET managing staff and a pool of professional VET managing staff is developed.

(Sources: Vietnam Vocational Education and Training Report 2018 / Solutions for development of vocational training - Strategy for Vocational Training Development 2011-2020.)

21. What measures do you recommend to improve the qualifications/competence of VET managers in the coming period?

II.3. In-company trainers

In-company trainers are defined as internal trainers (employed by the company) who provide internal training (training organized and carried out in and/or by the company for their staff and trainees) and support learning of adults (CVET) in non-formal and informal learning environments within the company. (Source: CEDEFOP 2015, Who trains in small and medium-sized enterprises - Characteristics, needs and ways of support.)

In Vietnam, also included are trainers that train students from TVET institutes during practical cooperative training phases or internships in companies.

22. In-company trainers play an essential role in the in-company training phase under cooperative training model at elementary, intermediate and college level. Do you think a standardized training for in-company trainers should be implemented?

☐

Yes

☐

No

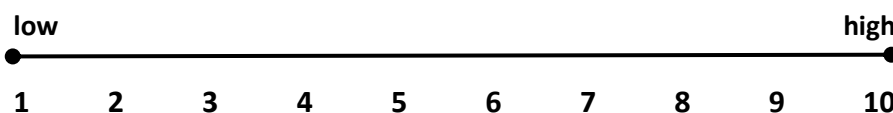
☐

Undecided

☐

Not familiar with the module

23. On a scale from 1-10 (*where 1 is the lowest and 10 is the highest rating*), how do you evaluate the cooperation between enterprises and VET institutes in terms of resourcing and allocating trainers/teachers for training activities?



Please explain your rating:

III. Efficient VET Institute Network

*Art. 8 of the VET Law in Vietnam defines the contents of **the planning of the network of vocational education and training institutions**. They include:*

- a) Structure of vocational education and training network and training scale by occupations, training levels, types of vocational education and training institution;*
- b) Distributing vocational education and training institutions by areas, localities;*
- c) Developing vocational education and training teachers and management staff;*
- d) Investing in physical facilities, equipment for vocational education and training.*

III.1. Efficient VET Institute Network

24. What should be the criteria (f.e. distribution by socio-economic region, scope of training, training occupations, etc.) applied to build up a demand-oriented VET institute network?

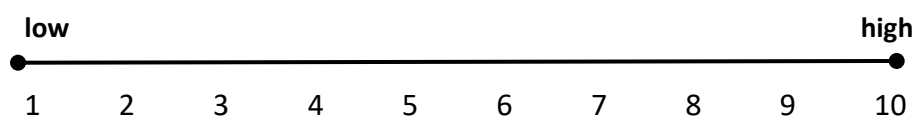
III.2. High-Quality VET Institutes

“High-Quality Colleges to train human resources directly for production, business and services with high knowledge, skills and professional responsibilities; having the ability to create and adapt to the working environment in the context of international integration.”

PM’s Decision 1363

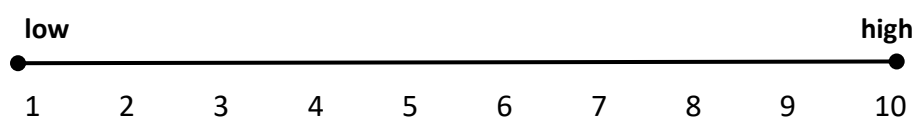
Decision 761 issued by the PM in 2014 stipulated the role of High-Quality VET Institutes: “By 2020 about 40 High-Quality VET Institutes will be able to train occupations with the quality recognized by developed countries in ASEAN region and in the world. These institutes will contribute to the reform of VET in Viet Nam and contribute to market-oriented demand of skilled workers in the country.”

25. On a scale from 1-10 (where 1 is the lowest and 10 is the highest rating), how market responsive and demand oriented do you consider training programmes currently offered by colleges which will be potentially selected for investments to become High-quality colleges ?



Please explain your rating:

26. On a scale from 1-10 (where 1 is the lowest and 10 is the highest rating), how do you evaluate the role of the High-Quality colleges as VET quality hub from where good experience and lessons learnt will be disseminated to other VET institutes?



Please explain your rating:

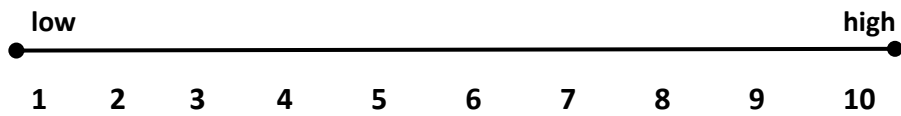
27. Should these High Quality VET institutes in certain occupations or topics (Industry 4.0, Greening TVET) offer further training for TVET teachers of other TVET institutes?

☐ Yes ☐ No ☐ Undecided ☐ Not familiar with the module

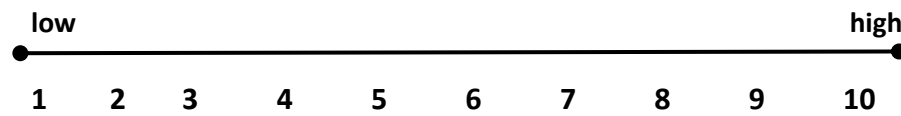
III.3. Autonomy of VET institutes

28. On a scale from 1-10 (where 1 is the lowest and 10 is the highest rating), how do you assess the importance for VET institutes to take autonomous decisions in matters of

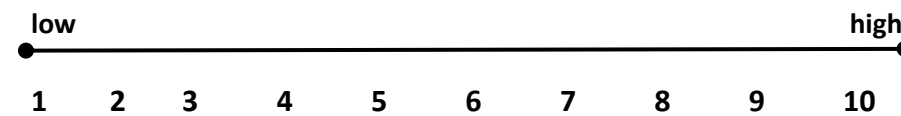
a. organization and human resources,



b. scope of training and training cooperation,



c. finance?

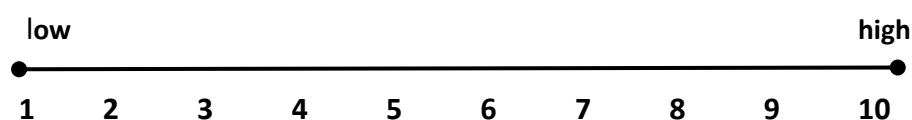


IV. VET Quality Assurance System

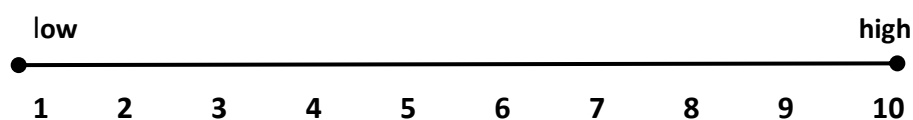
Quality assurance is a shared responsibility between the public authorities, the social partners and the VET schools. Quality assurance takes place at all system levels. It is outcome and result oriented and it is monitored through different mechanisms as specified in the legal act for VET as well as in training ordinances. Increasingly indicators are used to monitor quality over time. (Apprenticeship Toolbox, <https://www.apprenticeship-toolbox.eu/attractiveness-excellence>)

29. On a scale from 1-10 (where 1 is the lowest and 10 is the highest rating), how do you evaluate the effectiveness of the following VET quality assurance instruments during 2011-2020?

a. self-accreditation of VET institutes



b. independent external accreditation



Please explain your rating:

30. Who should be responsible for quality assurance? (up to three answers possible)

- ☐ 1 State management agencies on national level
- ☐ 2 State management agencies on provincial level
- ☐ 3 TVET institutes themselves
- ☐ 4 Business sector (associations, chambers)
- ☐ 5 An independent institute

Please explain your answers:

31. a. Do you know the following quality assurance instruments developed by the Vietnamese-German Programme “Reform of TVET in Viet Nam”?

- *Enterprise survey (employer survey)*

☐ Yes ☐ No

- *Tracer study*

☐ Yes ☐ No

b. If yes, do you think these instruments should be applied to enhance the demand-orientation of VET institutes?

32. What are the most important aspects in order to enhance competitiveness of the Vietnamese VET system in comparison to other VET systems in the ASEAN region?

Please explain:

V. National Occupational Skills Standards and Learning Outcomes

33. Do you consider the complementary documents of National Occupational Skills Standards (NOSS) and Learning Outcomes (LO) as sufficiently harmonized?

☐

Yes

☐

No

☐

Undecided

Please explain why:

34. Are the NOSS contributing to the ASEAN integration regarding mutual recognition, transparency, and mobility?

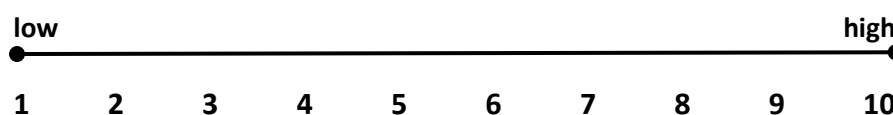
If yes, how?

If no, why not?

VI. Cooperation between VET institutes and enterprises

The State encourages VET institutes and enterprises to cooperate in demand-driven training delivery, which covers identification of learning outcomes, compilation of curricula, development of the contingent of in-company trainers, organization of enrolment/recruitment, organization of in-company training, signing of training contracts with learners, etc.

35. On a scale from 1-10 (where 1 is the lowest and 10 is the highest rating), how have the current legal regulations (f.e. VET law, Decree 48/2015, Articles 59-62 of Labour Code, Decree 15/2019) impacted the engagement of enterprises in VET?



Please explain your rating:

36. What measures and policies do you recommend to improve enterprises' engagement in VET?

- ☐ 1 Financial incentives (f.e. tax deduction)
- ☐ 2 Co-determination (steering, curricula development, examinations)
- ☐ 3 Awareness raising on corporate social responsibility
- ☐ 4 Imposing policy to engage enterprises in VET
- ☐ 5 Other, please explain:

37. Can you recommend a mechanism to strengthen the tripartite cooperation between state, VET institutes and business sector?

38. a. Are you familiar with the cooperative pilot training approaches as piloted for Sewage Engineering Technicians implemented at the HCM City College of Technology No 2 and industrial technical occupations at LILAMA 2?

☐ Yes ☐ No

b. If yes, do you think that this approach can be disseminated country-wide and applied for other occupations?

☐ Yes ☐ No ☐ Undecided/Other

If no/undecided/other, please explain:

39. From your perspective, should the business sector play a role in

a. training ☐ Yes ☐ No ☐ Undecided

b. development of standards and training programmes ☐ Yes ☐ No ☐ Undecided

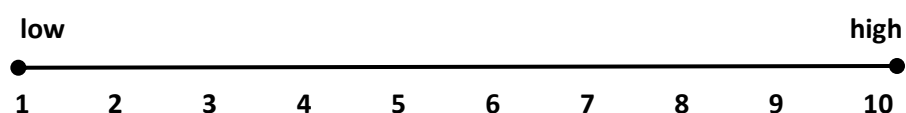
c. examination ☐ Yes ☐ No ☐ Undecided

d. training and certification of in-company trainers ☐ Yes ☐ No ☐ Undecided

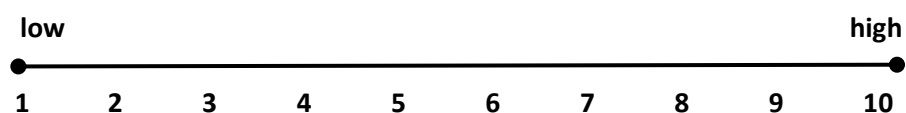
e. other? Please name.

40. On a scale from 1-10 (where 1 is the lowest and 10 is the highest rating), how important do you consider the following areas of cooperation between VET institutes and the business sector?

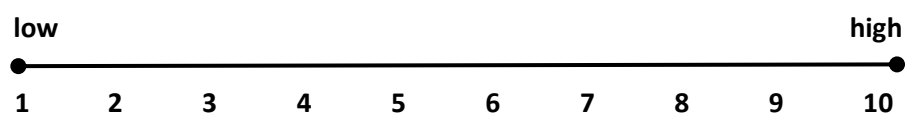
a. Joint development of Occupational Skills Standards and Learning Outcomes?



b. Joint organization and implementation of training?



c. Joint examinations and certification?



d. Other form (please specify):

41. a. Do you know the examples at LILAMA 2, HVCT and VCMI where occupational standards and training programmes have been developed in close cooperation between- VET institutes and business sector?

☐ Yes ☐ No

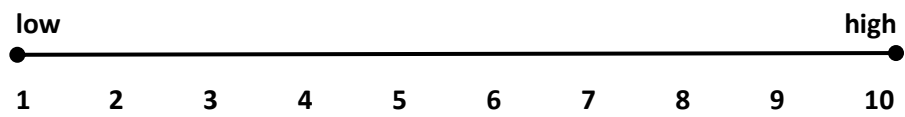
b. If yes, do you think that this approach can be disseminated country-wide and applied for other VET schools?

☐ Yes ☐ No ☐ Undecided

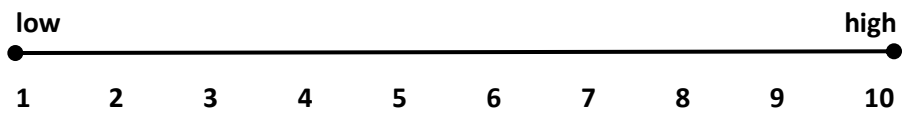
If no, please explain:

42. On a scale from 1-10 (where 1 is the lowest and 10 is the highest rating), how important do you consider the following stakeholder boards as a way to cooperate?

a. Industry advisory boards on TVET institute level



b. Sectoral skills councils on sectoral level



Please explain your rating:

VII. Increasing VET Attractiveness through awareness raising and international cooperation

VII.1. Increasing VET Attractiveness¹⁰⁸ through awareness raising

In many countries, vocational education is the second or third choice career path, as parents usually do their utmost to send their children to university. However, the economy needs well-qualified skilled workers too. Therefore, it is important to bring vocational education out of the shade, make it attractive and give young people a closer understanding of vocational education.

(Source: Vietnamese-German Programme Reform of TVET in Viet Nam 2013, <https://www.tvet-vietnam.org/en/topic/28.awareness-raising.html>)

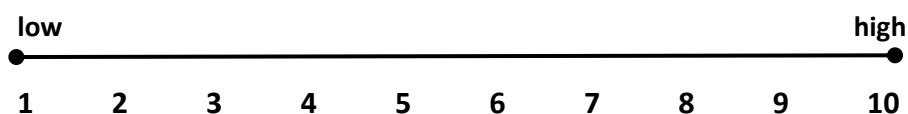
43. Which instruments should be strengthened to raise awareness for young people, their parents and the community? Please mark the 4 most appropriate activities.

- | | | |
|--------------------------|----|---|
| ☐ | 1 | Organization of national and international (World) Skills Competitions |
| ☐ | 2 | Setting up voucher programmes to promote girls in technical trade (Scholarship) |
| ☐ | 3 | Billboards/ Banner |
| ☐ | 4 | Mobile billboard |
| ☐ | 5 | Success stories |
| ☐ | 6 | Printed material (Portfolio, leaflets, flyers, brochures) |
| ☐ | 7 | Open Days/ Career Guidance Day |
| ☐ | 8 | Girls' Day |
| ☐ | 9 | Photo exhibition |
| ☐ | 10 | Official website |
| ☐ | 11 | Facebook |

¹⁰⁸ Attractiveness of the TVET system is the capacity of vocational education and training to: encourage individuals to deliberately choose vocational and training education and training; to offer quality qualifications that open up career prospects; to persuade employers to recruit holders of VET certificates. (CEDEFOP 2014, Terminology of European education and training policy)

- | | |
|----|---|
| 12 | Public contest |
| 13 | Live classroom and other event broadcasts |
| 14 | Videos |

44. On a scale from 1 – 10 (where 1 is the lowest and 10 is the highest rating), how important do you think is promoting girls in technical trades (e.g. through Girls' Days or Scholarships communication activities)?



VII.2. Increasing VET Attractiveness through International Cooperation and Practices

International cooperation can enhance the attractiveness of TVET by exchange of best practices: Management practices and work processes that lead to outstanding or top-class performance and provide examples for others. (UNEVOC/NCVER 2009)

45. Do you know any international programmes/projects that contributed to the improvement of the VET system in Viet Nam?

If yes, what have been their specific contributions?

46. In which areas does the international cooperation in VET contribute to improvement of the VET system in Viet Nam?

- | | |
|---|---|
| 1 | Monitoring and Research |
| 2 | Teacher and Trainer Training |
| 3 | Standard Development |
| 4 | Cooperation between TVET institute and enterprise |
| 5 | Upgrading of school infrastructure and teaching equipment |
| 6 | Others, please specify: _____ |

VIII. Development of VT Strategy for 2021-2030

47. What are in your opinion the main opportunities and challenges for the VET System during the next ten years?
48. What do you think are the most important and breakthrough VET objectives/targets that should be included in the new VT strategy?
49. What areas of intervention would you wish the Vietnamese-German Programme Reform of TVET to strengthen in the future?
50. Do you have any further comments or questions?

Appendix 4: Figures (Source: BIBB)

Figure 1: Rating of the existing coordination mechanism between different stakeholders in development and implementation of VET policies and strategies

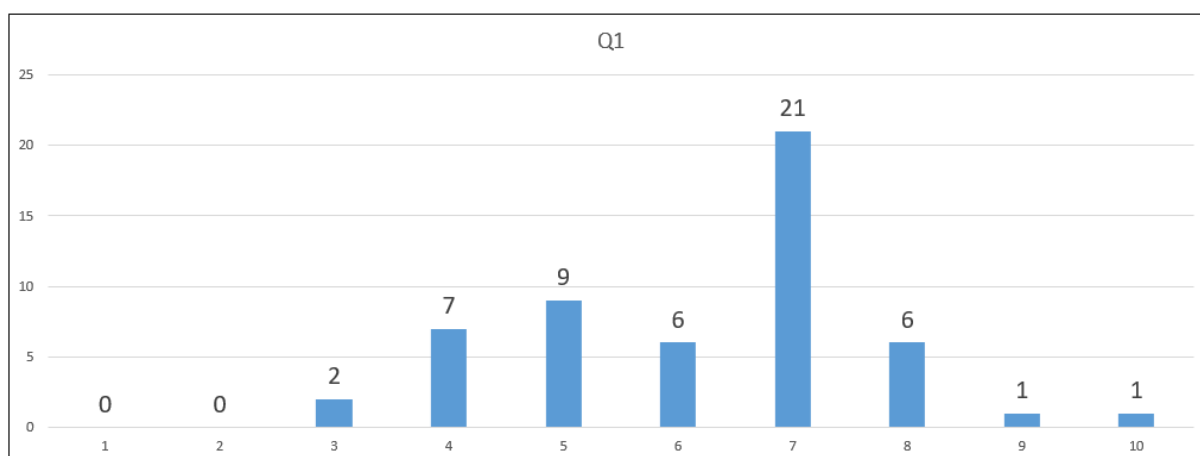


Figure 2: Contributions of the Vietnamese-German Programme “Reform of TVET in Viet Nam” to VET policy making:

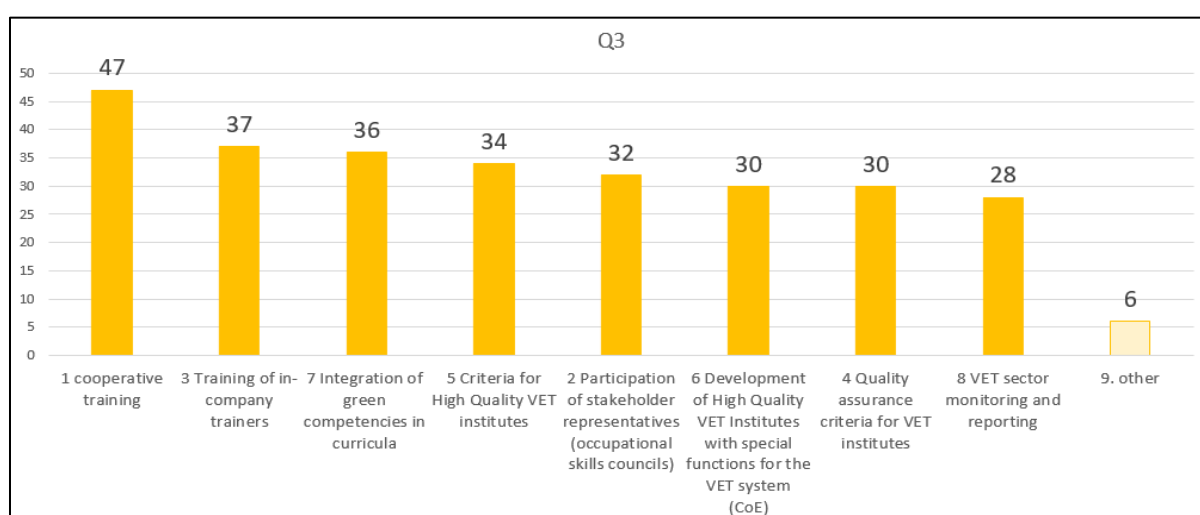


Figure 3: Importance of reliable VET-related data/information for stakeholders’ decision-making

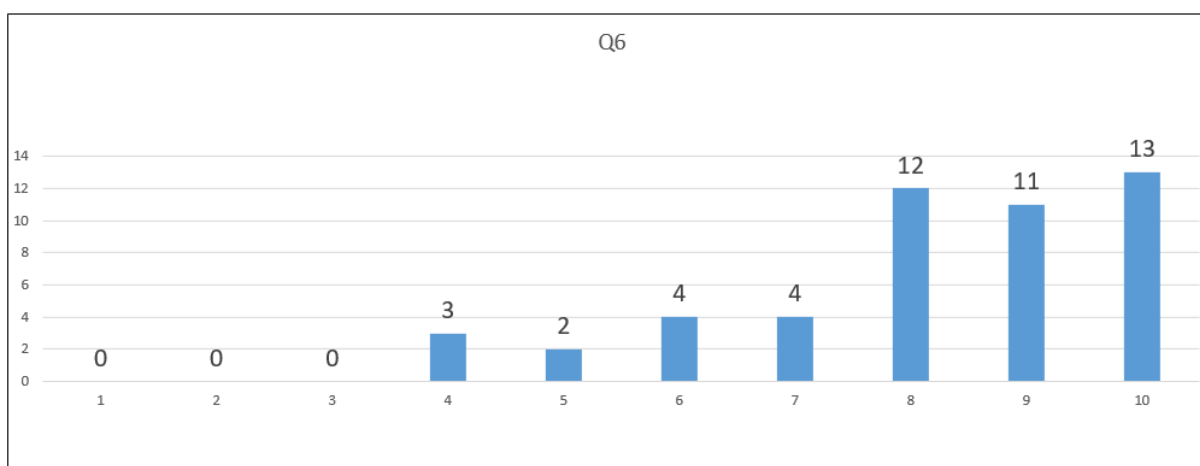


Figure 4: Sources of VET-related data/ information for stakeholder decisions in VET

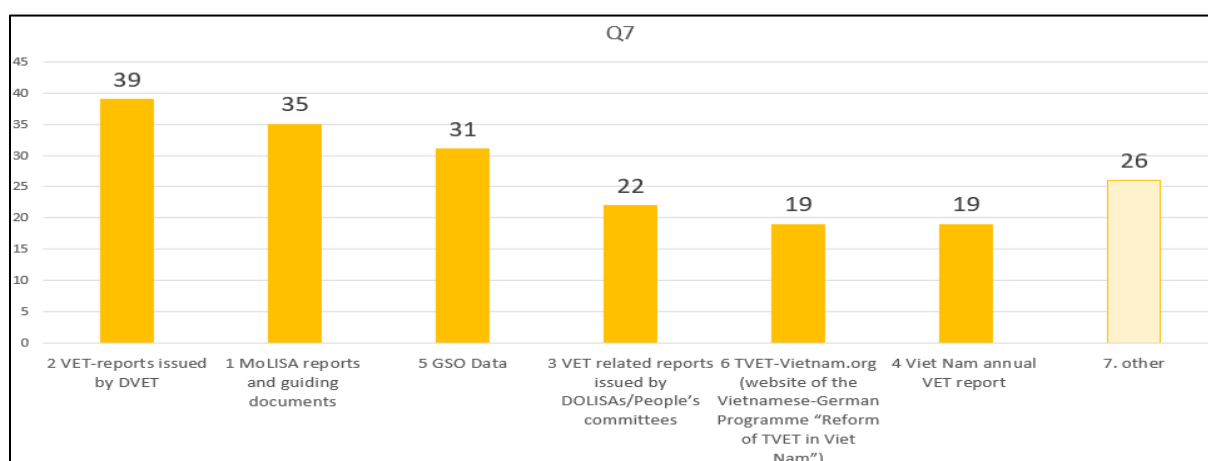


Figure 5: VET financing of business sector – areas of contribution

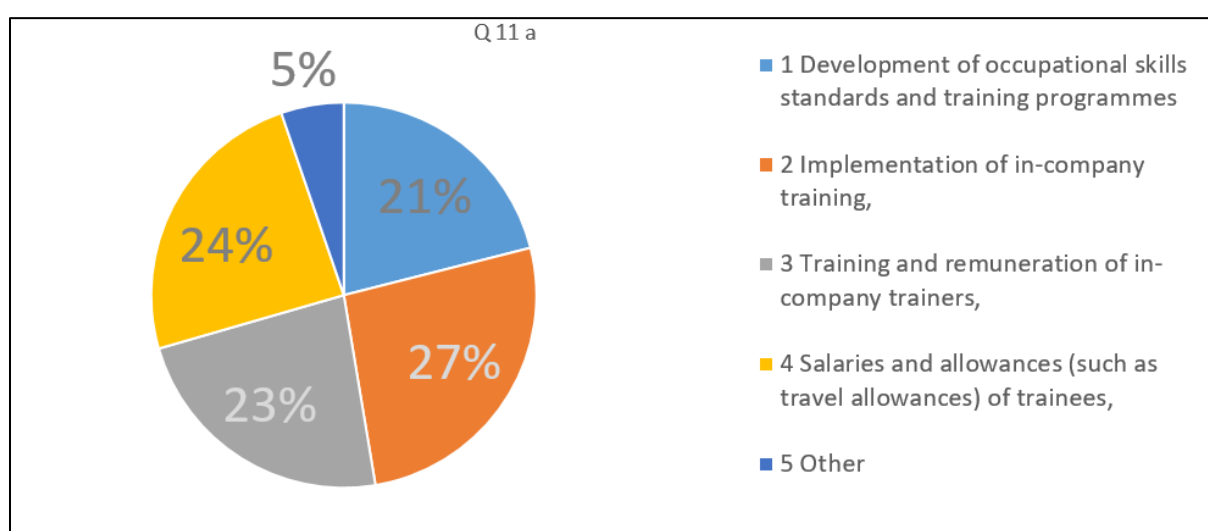


Figure 6: Evaluation of stakeholders that should increase participation in VET fundings in the future

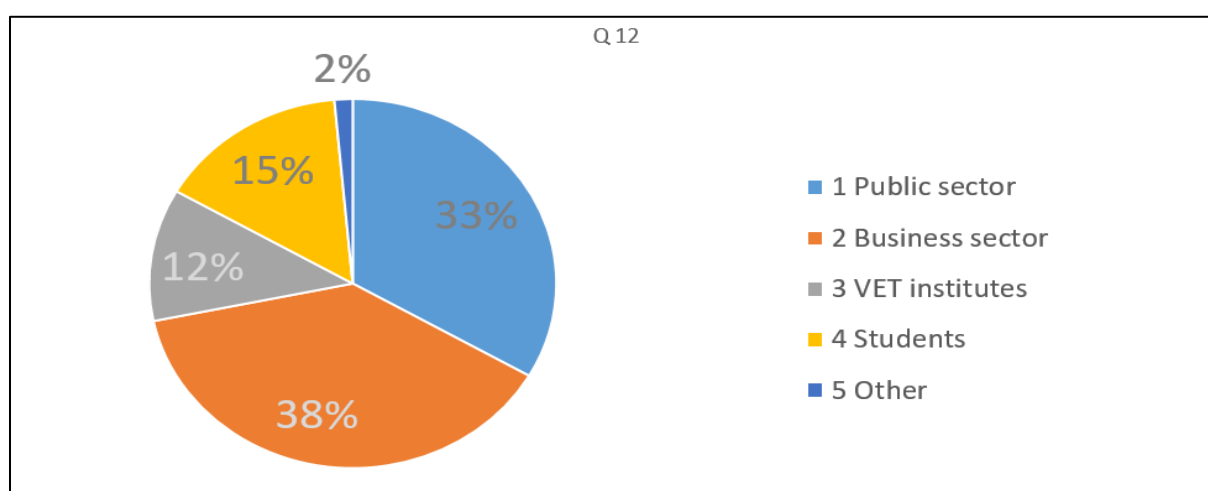


Figure 7: VET opportunities for vulnerable groups in Viet Nam

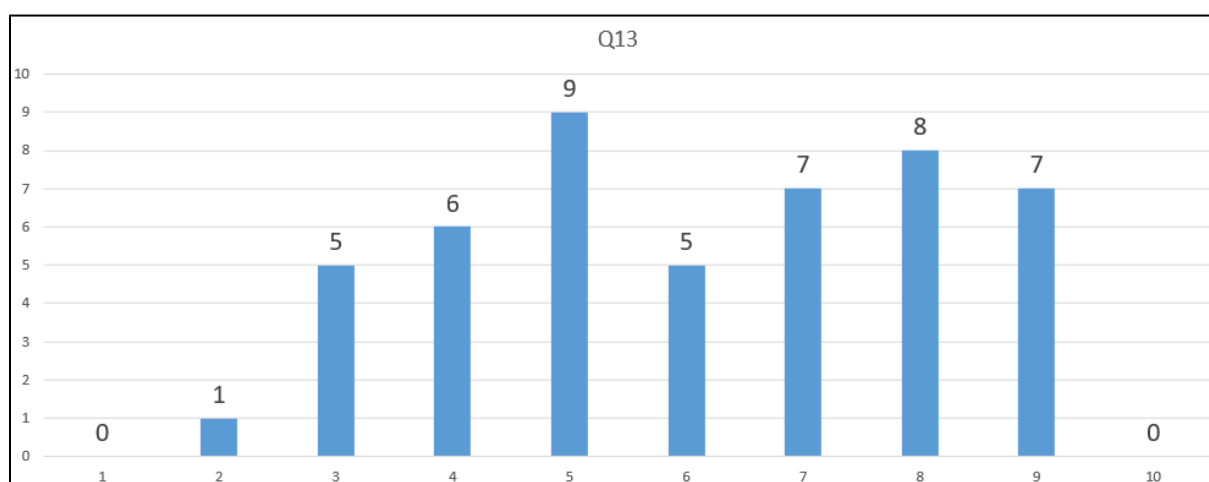


Figure 8: Effectiveness/benefits of VET policies for vulnerable groups

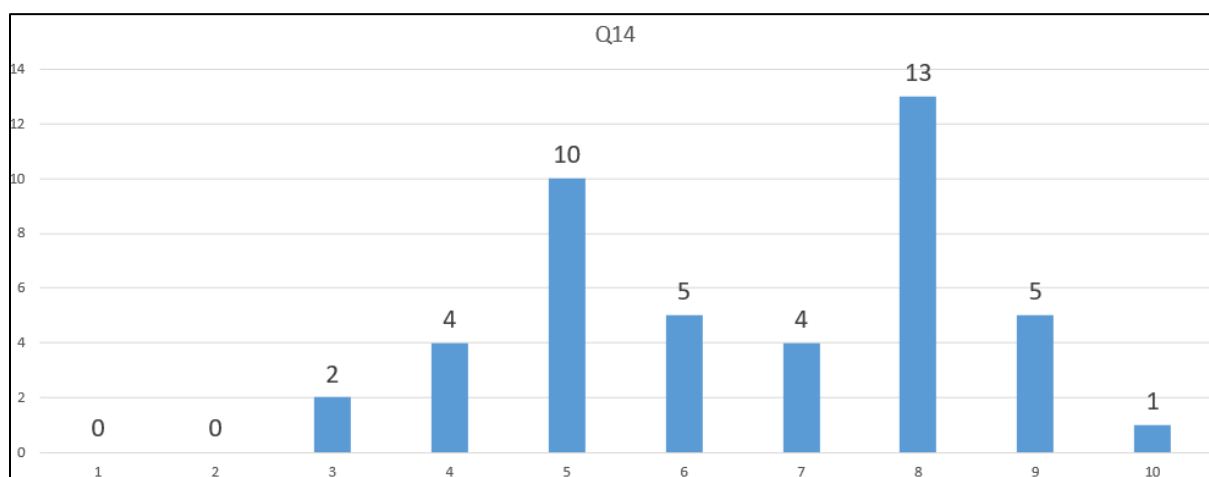


Figure 9: The quality of VET teachers in Vietnam in terms of occupational practical skills

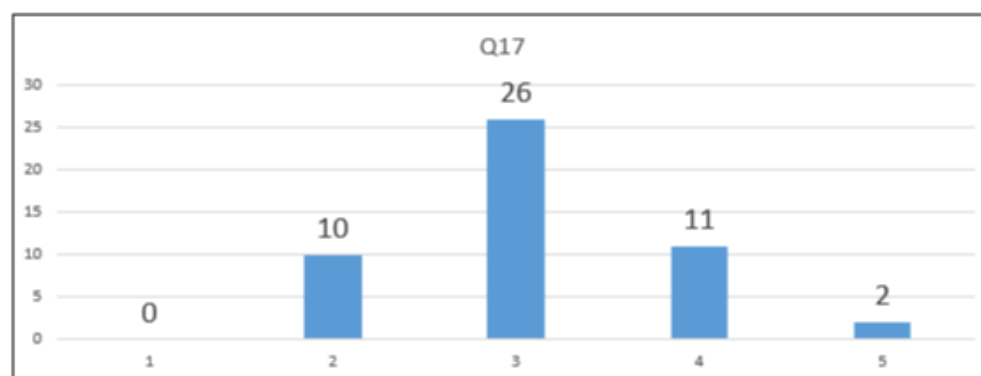


Figure 10: Evaluation of integrating the Industry 4.0 training module (piloted at LILAMA 2 and nine other VET institutes) into the training programmes at all VET colleges

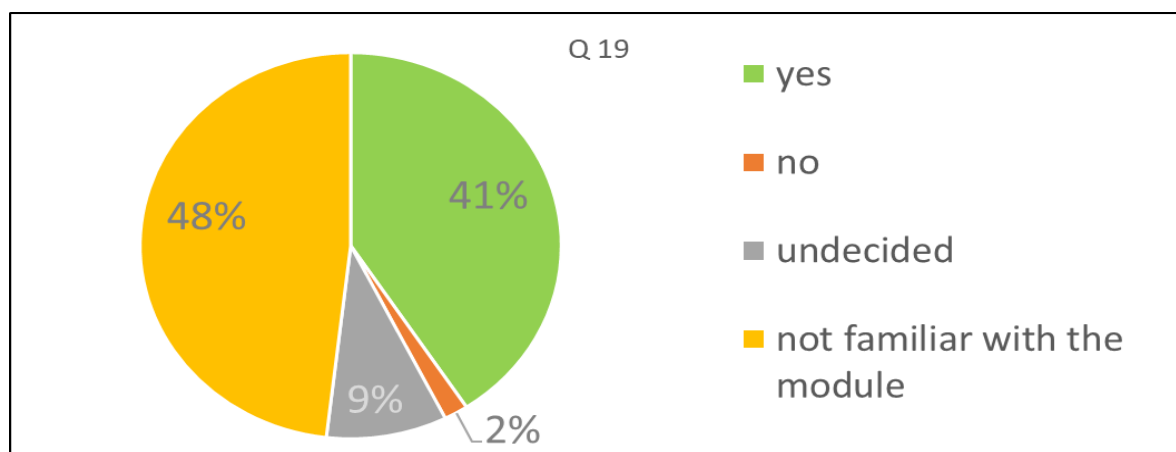


Figure 11: Evaluation of integrating the training module on environmental protection, energy and resource efficiency into all VET programmes

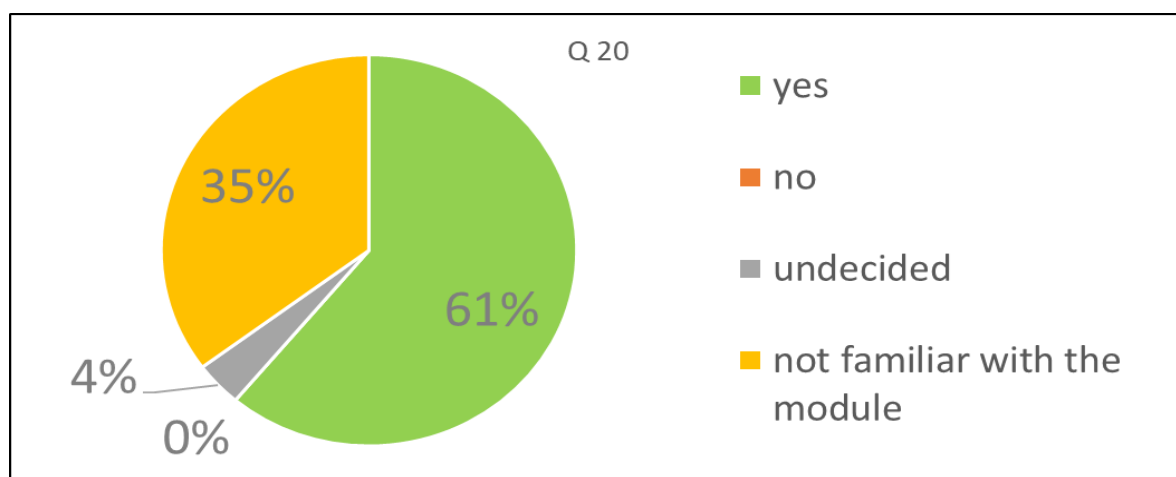


Figure 12: Approval of implementation of standardized training for in-company trainers

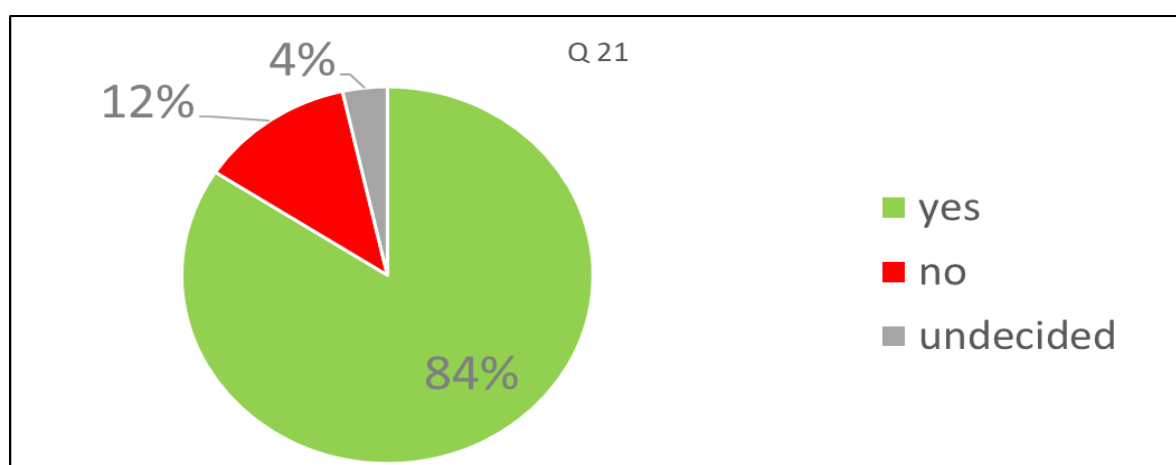


Figure 13: Evaluation of market responsiveness and demand-orientation of potential High Quality Institutes

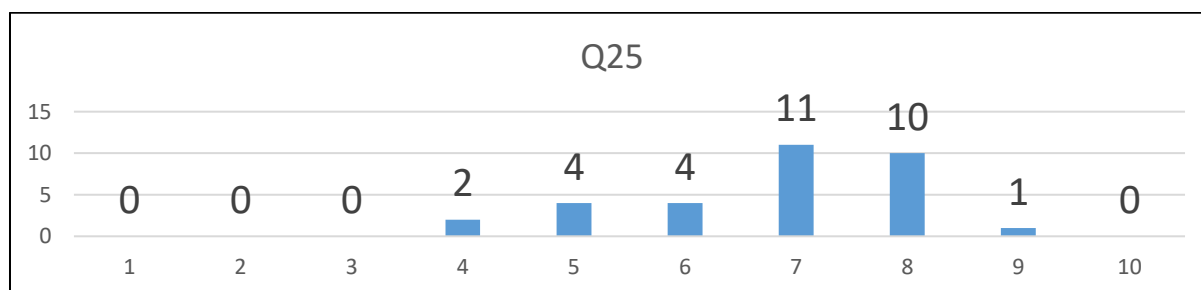


Figure 14: Evaluation of High-Quality Colleges role as VET quality hubs that disseminate good experiences and lessons learnt to other VET institutes

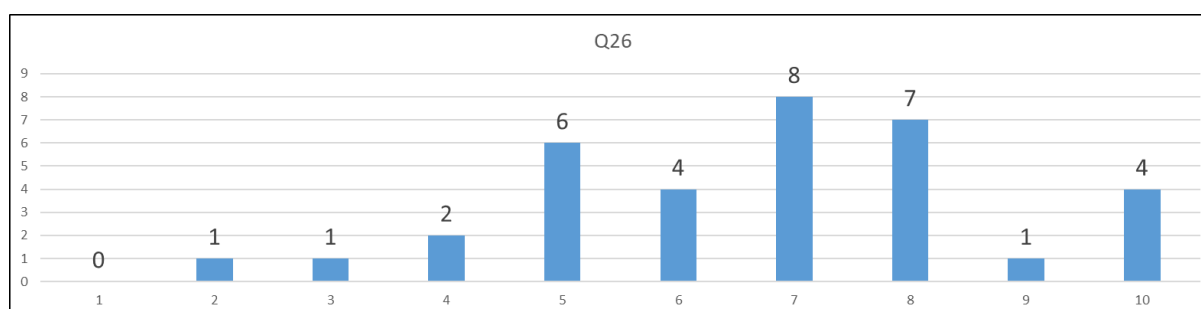


Figure 15a: Evaluation of the importance for VET institutes to take autonomous decisions in organization and human resources

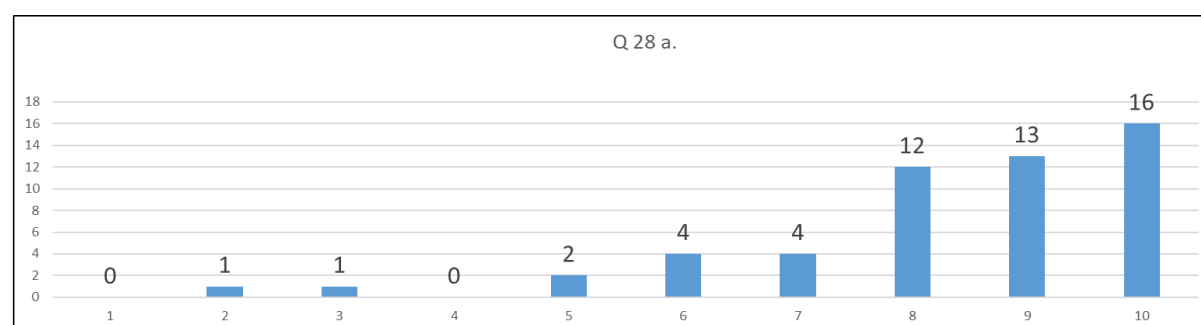


Figure 15b: Evaluation of the importance for VET institutes to take autonomous decisions in scope of training and training cooperation

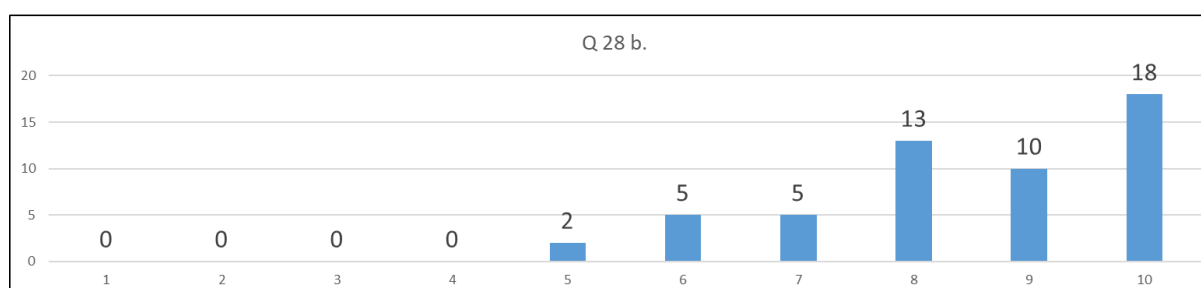


Figure 15c: Evaluation on the importance for VET institutes to take autonomous decisions in scope of financial autonomy

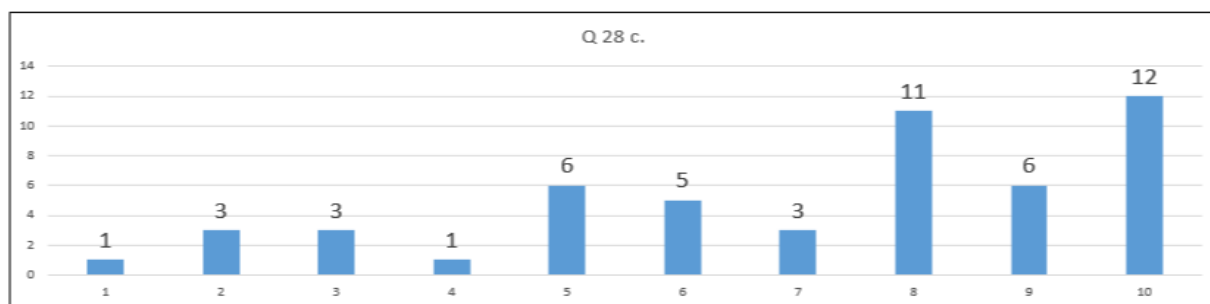


Figure 16a: Effectiveness of VET institutes' self-accreditation during 2011-2020

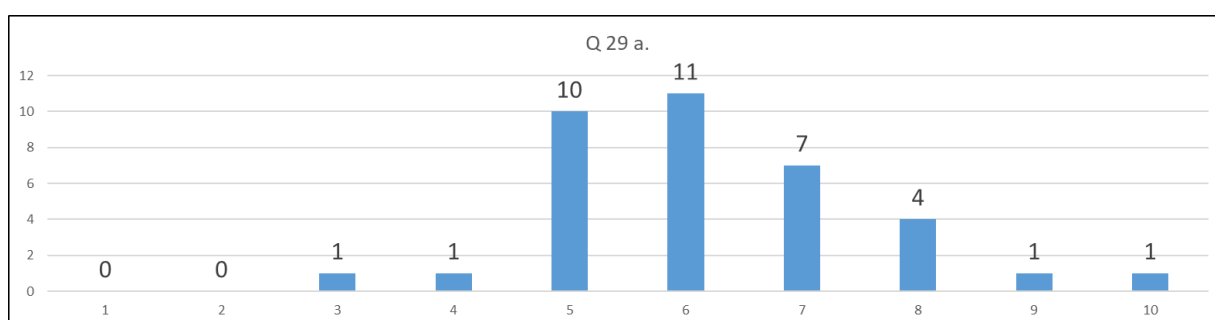


Figure 16b: Effectiveness of independent external accreditation during 2011-2020

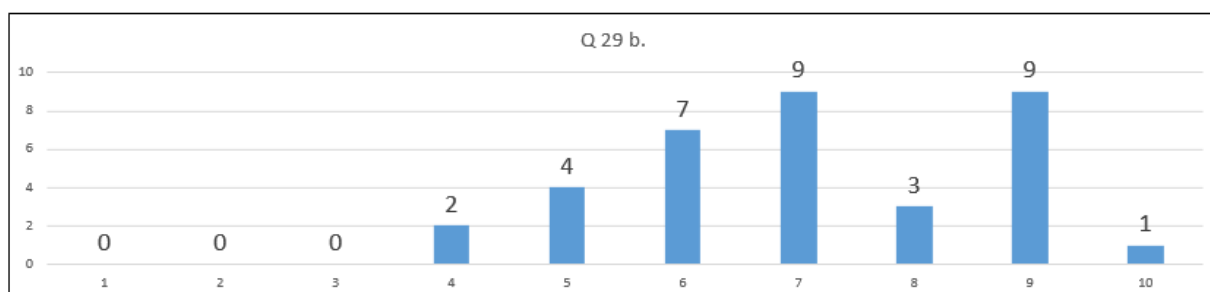


Figure 17: Selection of institutions that should be responsible for quality assurance by respondents

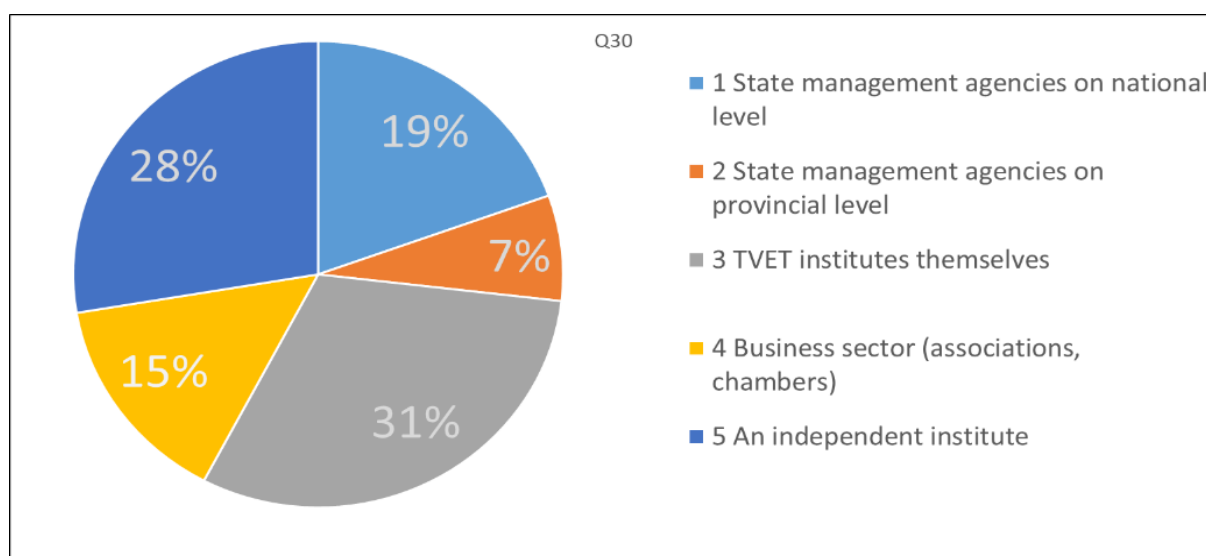


Figure 18: Respondents' knowledge of the quality assurance instruments developed by the TVET Programme

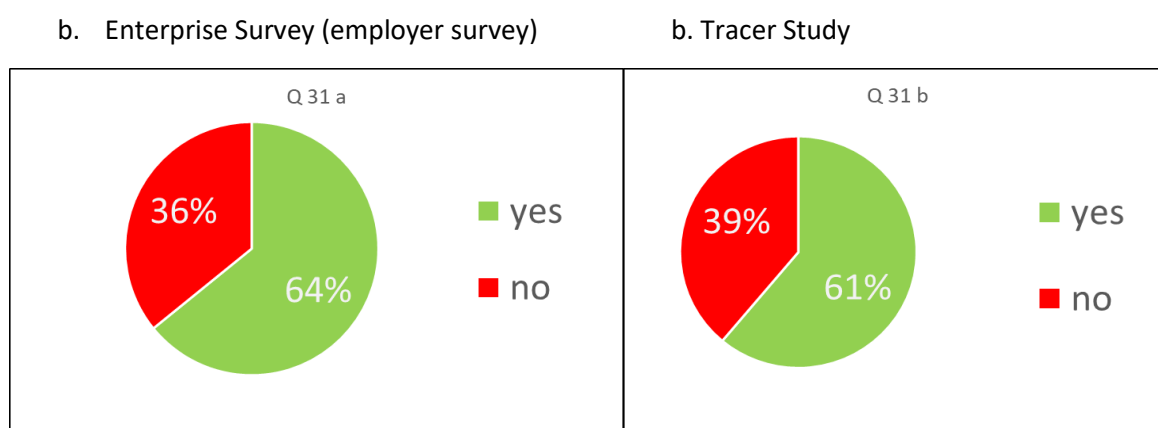


Figure 19: Evaluation of harmonization between complementary documents of National Occupational Skills Standards and Learning Outcomes

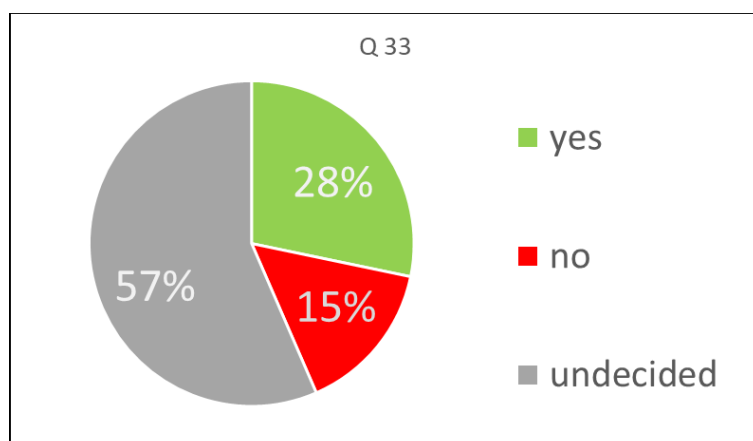


Figure 20: Impact of current legal regulations¹⁰⁹ on enterprises' engagement in VET

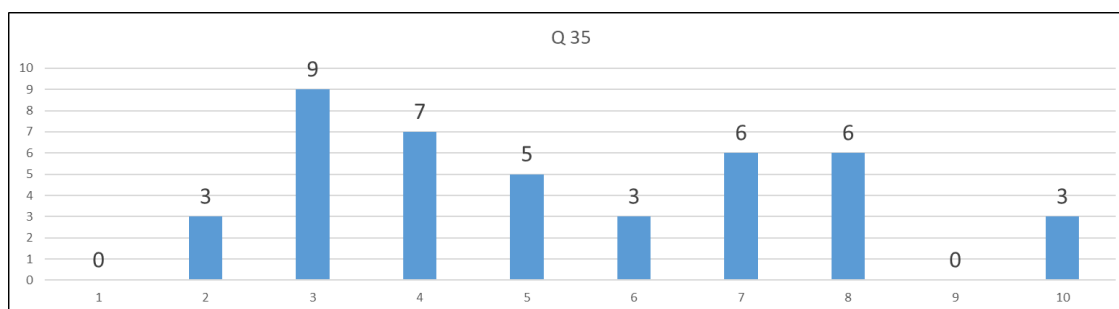


Figure 21: Recommended measures and policies to improve engagement of enterprises in VET

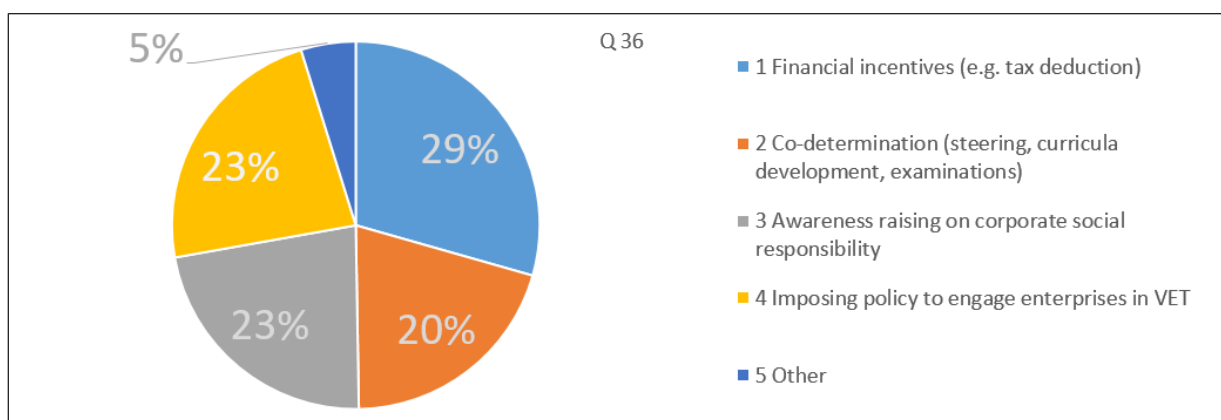
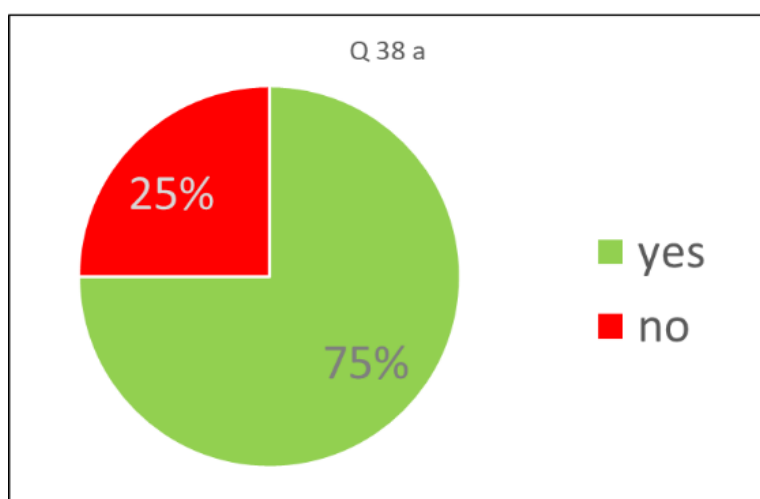


Figure 22a: Familiarity with the cooperative pilot training approaches for Sewage Engineering Technicians implemented at the HCM City College of Technology No 2 and Industrial Technical Occupations at LILAMA 2



¹⁰⁹ i.e., VET Law, Decree 48/2015, Articles 59-62 of Labour Code, Decree 15/2019

Figure 22b: Evaluation of the cooperative training approach for countrywide dissemination and application for other occupations

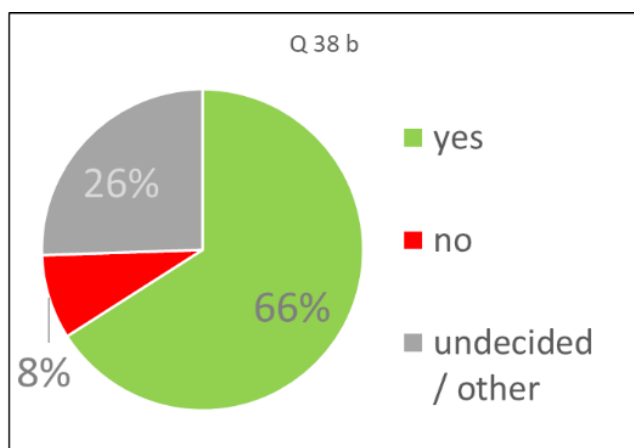


Figure 23: Evaluation of areas in VET that the business sector should play a role in

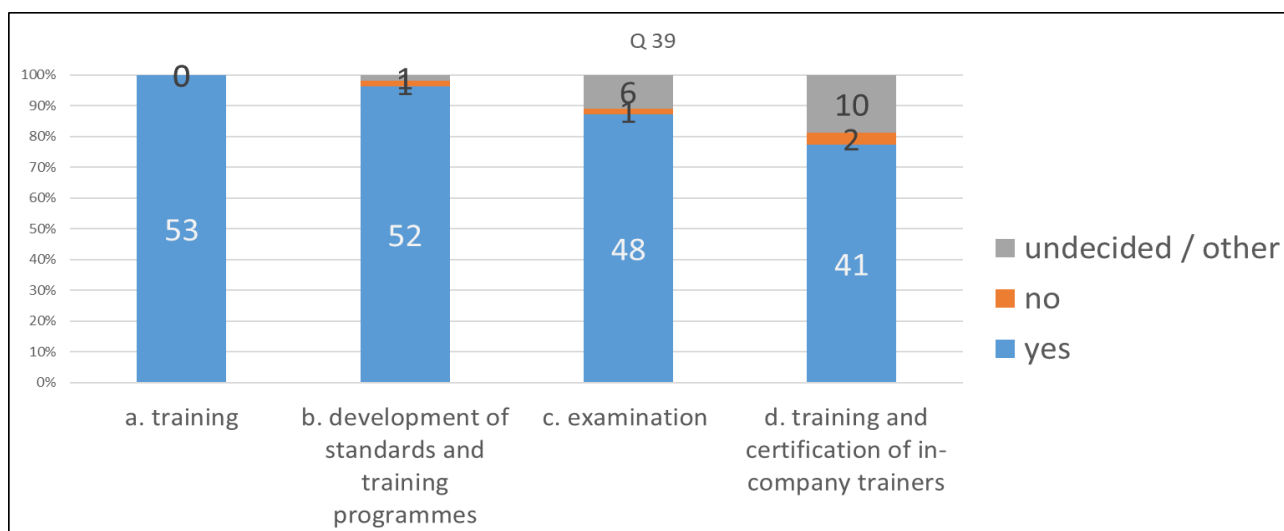


Figure 24: Evaluation of importance for the following areas of cooperation between VET institutes and the business sector

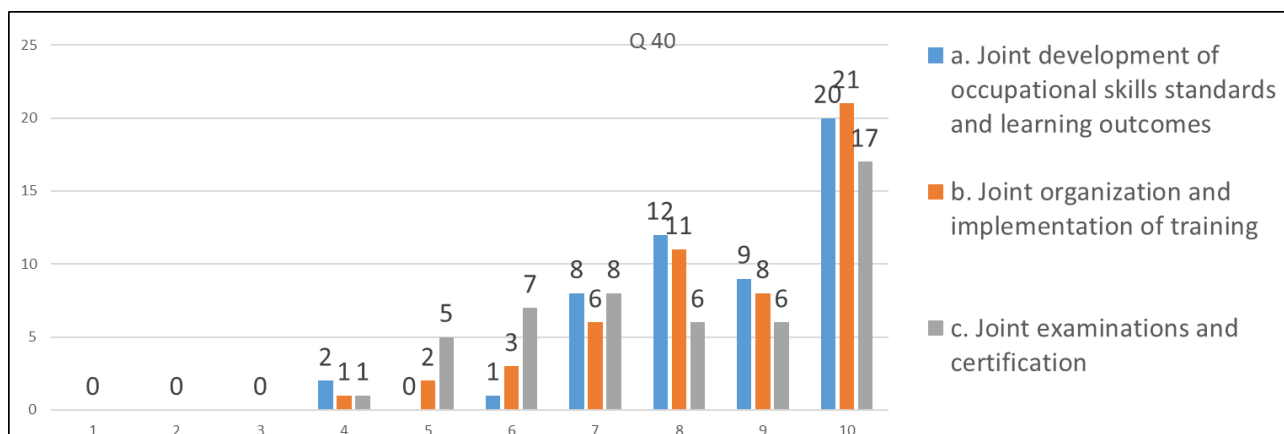


Figure 25a: Respondents' familiarity with the examples at LILAMA 2, HVCT and VCMI

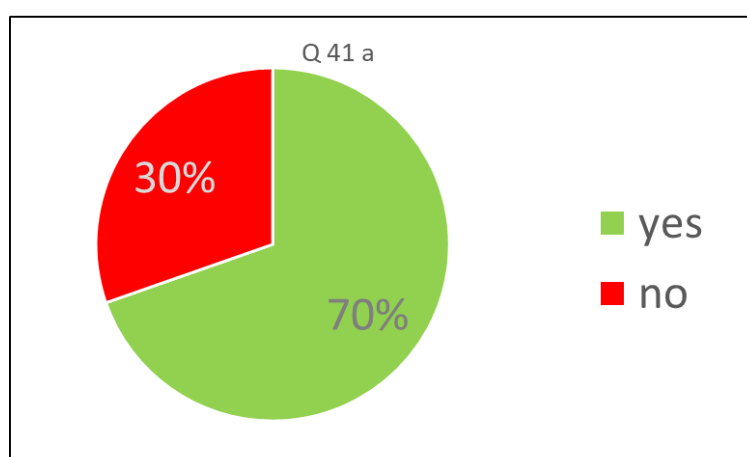


Figure 25b: Respondents' evaluation of joint development of occupational standards and training programmes for countrywide dissemination and application to other VET schools

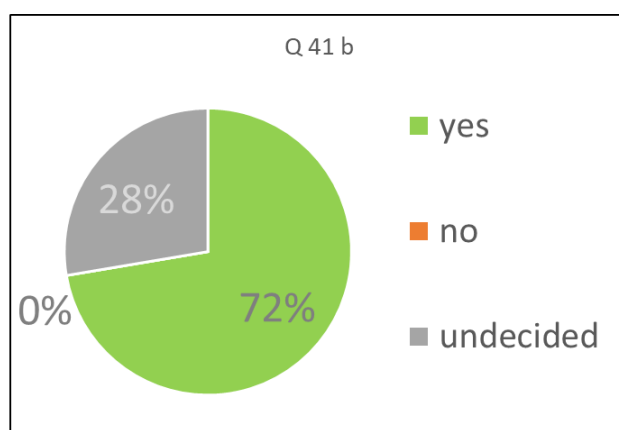


Figure 26: Evaluation of the importance of stakeholder boards as a way to cooperate

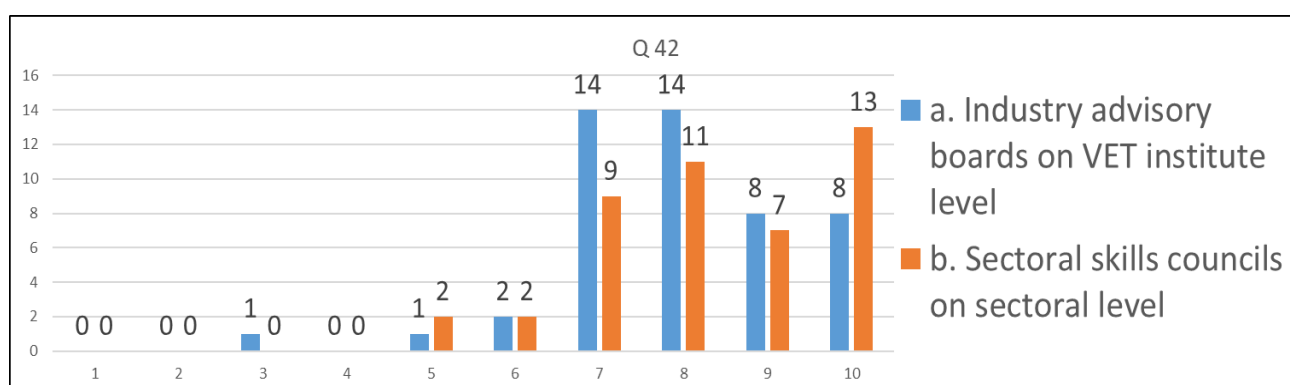


Figure 27: Most appropriate instruments to be strengthened to raise awareness for young people, their parents and the community

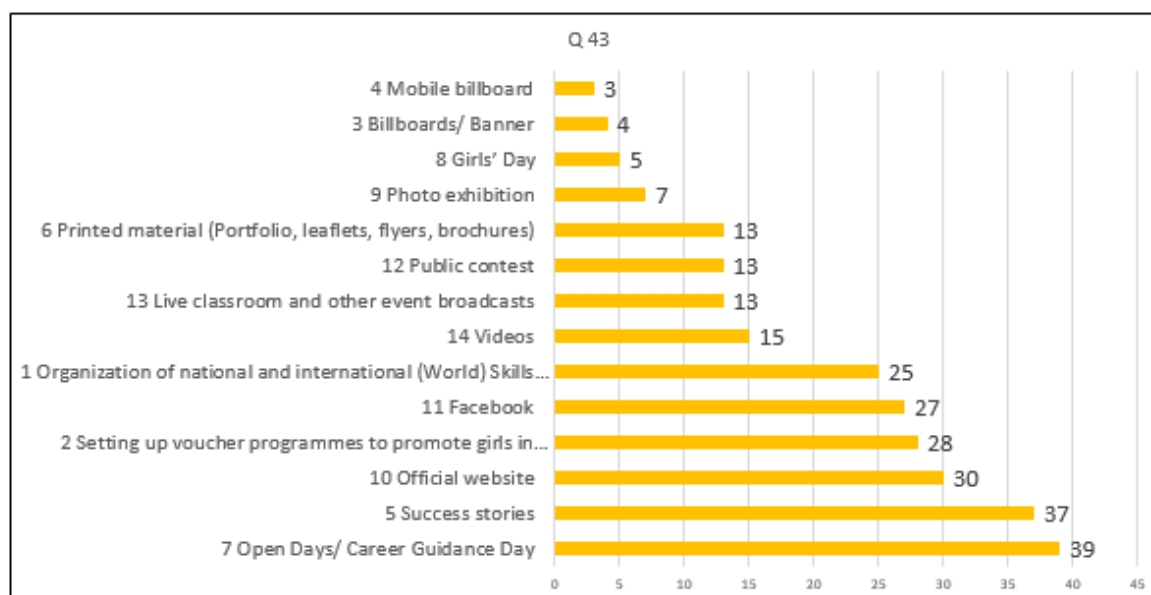


Figure 28: Evaluation of importance of promoting girls in technical trades (e.g. through Girls' Days or scholarships communication activities)

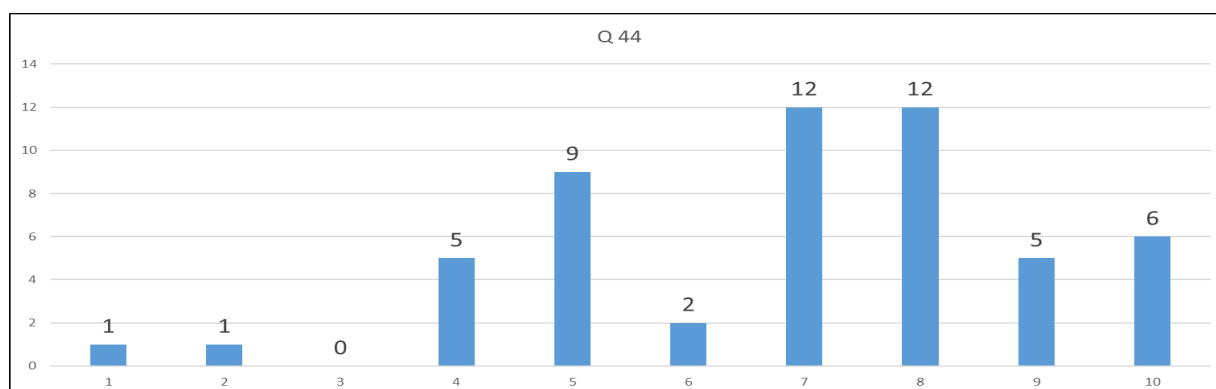
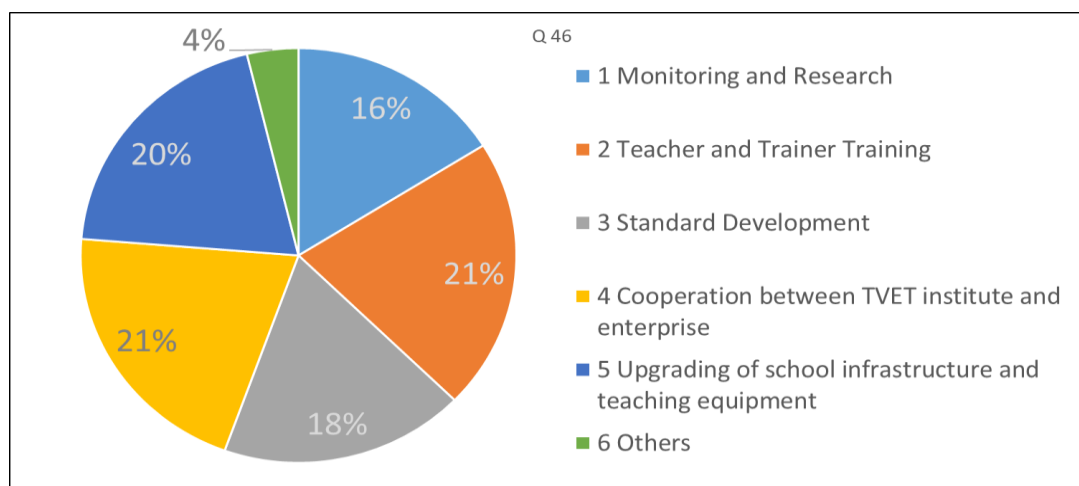


Figure 29: Selection of areas in which the international cooperation in VET contributes to improvement of the VET system in Viet Nam



Appendix 5: Selected quotes from the interviews

I. Governance

I.1. VET legal framework and VET-system management

'At present, there is not a clear coordination mechanism in place. Obtaining feedback to VET drafted documents is required but this practice is still a formality. A special guidance should be developed which specifies:

- who should give feedback to the legal and policy documents*
- procedures for involving/obtaining feedback (f.e. proper time should be given for stakeholders to study the legal documents, collect evidence-based information and give feedback).'*

(DoLISA)

,The connection between State management agencies (SMA) and VET schools seems to be close while the one between SMA/ VET schools with Business Sector are quite loose that results to (i) policy which is not practical and up-to-date and (ii) an irrelevant, not up-to-date training/ skills which cannot meet demand of the market.'

(Development Partner)

I.2. Cooperation with the business sector in VET-system management

'The Government shall take a leading role in drafting legal regulations on cooperation. Enterprises shall inform on the needs of labour force, f.e. number of workers needed by trades and occupation. Business associations shall play the coordination role to compile the skills needs of its member enterprise and establish a database of skills needs. Enterprises are ready to inform the related business association about their skills needs. VET institutes shall develop training curriculum and training plan based on the skills needs provided by the enterprises and business associations.'

(Local Enterprise)

'Our Company has been cooperating with LILAMA since 2016. This is a good approach. This cooperation is beneficial for enterprises, VET institutes and students. If enterprises and VET institutes do not cooperate, VET institutes may produce graduates that cannot satisfy the needs of enterprises.'

(FDI enterprise)

I.3. Sector monitoring and reporting

,I received the VET report only in this year. I find the data and information given in this report interesting and useful.'

(VET institute)

'Collected data must have a purpose, not merely collection.'

(VET Institute)

'The available forecast of the human resources is too general and cannot be used for VET market-oriented enrolment purpose.'

(VET Institute)

I.4. Financing VET

, VET system which is mainly dominated by public entities which have been strongly dependent on budget subsidies, have been suffering for decades of low-financing, now being asked to self-finance while they are not capable yet –in terms of infrastructure, HR, financing, etc and there's no appropriate policy in place to enable them an affordable and sustainable stand alone.'

(Development Partner)

I.5. Inclusive VET system

'Training programme must be relevant to the needs of region; Mobilization of the enterprise, excellent farmers in training need assessment, organization and implementation of training.'

(VET Institute)

'Training courses shall only be organized when jobs or job opportunities are guaranteed for trainees.'

(Line Ministry)

'Along with tutor fee exemption for elementary, intermediate and college training for the targeted vulnerable groups, feasible job placement measures should be taken to ensure that these target groups will find jobs after training.'

(DoLISA)

II. VET teachers, VET managers and in-company trainers

'The only way to improve skills is to practice, and practice. So VET teachers need to have opportunities to practice those skills to improve themselves.'

(Development Partner)

'DOLISA (Dept. of Labour, Invalids and Social Affairs) has to organize training courses and regulate training attendance as compulsory. It is important to put such target as by 2030 x% of VET teachers will be able to use online teaching facilities.'

(VET Institute)

'VET teachers need to learn actively, improve ability and get new knowledge and skill. VET institutes also need to create opportunity for teachers to study and improve knowledge, skill, especially the opportunity at business so that they will get more experience and improvement in teaching.'

(Business Association)

'VET managers should be updated on the VET-related policies and legal regulations; They should learn to be reactive to the labour market needs.'

(Local Enterprise)

'A common practice should be developed for exchanging teaching resources between companies and VET institutes. The resource sharing practice in the Health system should be learnt in VET where well-known doctors who work in hospitals are, at the same time, assistant lecturers in medical institutes: Experienced skills masters from enterprises can be invited to deliver training at VET institutes. Training at VET institutes will give credits to these skills masters. Teaching at VET institutes, at the same time, helps them improve their theoretical knowledge.'

(Business Association)

'Currently, the teachers help enterprises in participating in in-company training process or guiding internship. The enterprises do not yet give teaching, they only guide the students in internship and practical learning (due to fact that in-company staff do not meet the teacher's standard).'

(VET Institute)

III. Efficient VET institute network

'One criteria for the new network can be specialization of occupations by VET institutes according to their strength. It should be avoided that the same occupation is trained by many VET institutes.'

(VET Institute)

'The new VET institutes should not be based on the foundation of the existing network which is not demand-oriented. An analysis of labour demand-supply relationship should be conducted to find out the mismatch of quality skill force. The VET institutes network development should be based on the industry development plan.'

(Business Association)

'Reduce the number of VET institutes, and their allocation should not be dispersed. Efficiency of VET institutes should be a criterion.'

(Line Ministry)

III.2. High Quality VET Institutes

'Training programmes in electro-mechanic occupations are good in meeting the market requirements. However, VET graduates' competence has not fully satisfied the employers.'

(FDI Enterprise)

'[HQ colleges are] only meeting the technical skills, and are limited in foreign language, IT, soft skills and industrial behavior.'

(VET Institute)

'The training quality of these institutes is really higher compared with others. Students have opportunity to practice with more modern equipment.'

(DoLISA)

IV. VET quality assurance system

[On Self-Accreditation:] 'Among the established criteria, there are several quantitative criteria which are not objective. In practice, VET institutes have prepared in advance good reports about their performance showing that they have achieved the required criteria.'

(VET Institute)

'Self-accreditation has a risk of subjective assessment because VET institutes tend to illustrate that they are successful.'

(Local Enterprise)

'At present, external accreditation only evaluates the conditions for organization of training; it does not evaluate the training quality and the quality of VET graduates.'

(DoLISA)

'In general, these instruments are not very effective. The role of accreditation in the QA is not clear. The objectives of accreditation are not clearly defined either. Accreditation should be linked with evaluation of the performance of VET institutes and the decision of their survival (whether their license of operation is still valid with the achieved results of accreditation). Because of the lack of clear objectives of accreditation as a QA tool, the Government cannot apply any punishment measures for those institutes which do not conduct self-accreditation or fail to meet the requirements of accreditation criteria. It is important to re-design the QA system to ensure its comparability with other developed countries.'

(Line Ministry)

V. National Occupational Skills Standards and Learning outcomes

'NOSS must be developed by enterprises, referenced to other countries and integrated in learning outcomes.'

(VET Institute)

'NOSS and LO should be developed on the same basis and aligned with VQF. The permeability between intermediate and college qualification should be enhanced.'

(Development Partner)

'The NOSS with 5 levels are good basis for reference to National Qualification Framework.'

(Local Enterprise)

VI. Cooperation between VET institutes and enterprises

'I heard that enterprises are allowed to provide training if they meet certain requirements and about tax deduction incentives but our enterprise has not benefitted from this incentive policy. Most policies are top-down and formal. They are not realized in practice yet.'

(FDI Enterprise)

'VET law regulates the right and responsibility of enterprise. But the implementation is related to other ministries, like finance ministry, line ministry.'

(VET Institute)

'The law provisions have not been realized in practice; Enterprises do not fully understand their rights and their benefits in using the trained workers; Tax incentives have not been implemented. Though the Government has communication activities to promote enterprises' engagement in training but the impact is still limited.'

(Line Ministry)

'The great concern of enterprise is that they invest for training, but the graduates will not work for them. An appropriate mechanism is necessary.'

(VET Institute)

'The Government shall develop specific financial (including tax) incentives to motivate engagement of enterprises in VET which are accompanied with imposing measures for enterprises which do not provide training (at least for their own employees). Develop incentive policies to promote VET institutes to enter into cooperation with the business sector. Develop communication campaigns about the incentive policies for cooperation between VET institutes and the business sector.'

(FDI Enterprise)

VII. Increasing VET attractiveness through awareness raising and international cooperation

'One of the weaknesses of several international projects is they have not sufficiently documented the lessons learnt of the project piloted approaches so that these approaches can be carefully studied and evaluated by the Vietnamese partners and disseminated in the national VET system.'
(Line Ministry)

VIII. Development of VET Strategy for 2021-2030

'Opportunity: With the current development of IT, the learning access of the Vietnamese VET system to the new technology and new trades in the world has become broader.'

(Local Enterprise)

'There is a serious skills shortage and a mismatch of the labour demand and supply. Many skills that are needed by enterprises are not trained by VET institutes. A lot of training occupations are missing

(f.e. many skills which are needed in the supporting logistics industries are not taught). It is important to define the most important trades to be trained.'

(Business Association)

'Secondary school students are not given proper job counselling, they do not have a good understanding of what they are good at.'

(Local Enterprise)

'The huge training needs require respective development of VET institutes where institutes which cannot meet the demand should be left out of the game.'

(VET Institute)

'Opportunity: VET has become a matter of attention of the Party and Government.'

(DoLISA)

'VET management agencies should cooperate with other line ministries in the development of VET strategy to ensure that the VET strategy is linked with the related industry development strategies.'

(Business Association)

'The new strategy should emphasize the engagement of enterprises in VET and stress the needs for concrete incentive policies and measures to encourage enterprises.'

(Local Enterprise)

[Breakthrough VET objective:] 'Prepare the HR for challenges posed by the 4th Industrial Revolution: Adopt work-based training as the dominant mode of delivery, adapt and adopt international standards for TVET, and improve skills needs anticipation.'

(Development Partner)

'Develop a system of Key Performance Indicators (KPI) which can be used to evaluate a VET institute as an enterprise.'

(Local Enterprise)

'Promote demand-based VET (based on training orders from enterprises) instead of supply-based one.'

(VET Institute)