



DIRECTORATE OF VOCATIONAL EDUCATION AND TRAINING
National Institute for Vocational Education and Training



VIET NAM VOCATIONAL EDUCATION AND TRAINING REPORT 2019

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DIRECTORATE OF VOCATIONAL EDUCATION AND TRAINING
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VIET NAM
VOCATIONAL EDUCATION
AND TRAINING REPORT
2019

FOREWORD

In 2019 the VET sector introduced several new policies and regulations to define important development milestones and lay down the foundation for their achievement in the years to come. The mainstreaming of lower-secondary education graduates was anchored in the legal framework and sub-law documents while regulations on student recruitment and admission were revised to facilitate access to VET. VET institutes' autonomy was reaffirmed and enhanced as the application of nationally uniform curriculum frameworks was officially removed. The reorganization of the network of VET institutes continued with a view to improving institutional performance and the quality of VET offers. The regulatory framework for VET teachers was also enhanced.

With the approval from the Directorate of Vocational Education and Training (DVET), the National Institute for Vocational Education and Training (NIVT) has compiled the Viet Nam Vocational Education and Training Report 2019 to provide relevant VET data and information to policymakers, VET practitioners, researchers, enterprises and employers, workers and learners, and other parties and individuals with an interest in the Vietnamese VET sector.

Besides the foreword and key findings, the report consists of the following nine chapters:

1. Overview of VET policies
2. VET for the labour market
3. Network of VET institutes
4. VET admissions and graduations
5. VET teachers and management staff
6. National occupational skills standards, assessment and certification of national occupational skills
7. VET quality assurance and accreditation
8. VET finances
9. VET-industry linkages

The Viet Nam VET Report 2019 was conducted based on the analysis of data provided by relevant authorities including the General Statistics Office of Viet Nam (GSO), the Ministry of Labour, Invalids and Social Affairs (MoLISA), DVET, MoLISA's Department of Employment, and the Ministry of Education and Training (MoET). It also includes data presented in previous Viet Nam VET reports from 2011 to 2018.

The Viet Nam VET Report 2019 was developed within the framework of the trilateral cooperation agreement between NIVT, the Federal Institute for Vocational Education and Training (BIBB) in Germany and the Vietnamese-German Programme "Reform of TVET in Viet Nam" implemented jointly by DVET and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). The development of the report benefited from consultations with representatives from various departments and units of DVET, and other related experts.

As in the previous reports, remarks and assessments presented in this report are based on scientific and objective research methods, and do not necessarily reflect the official viewpoints of state management agencies.

This report will also be published on the website of NIVT (www.nivet.org.vn) and on the website of the Vietnamese-German Programme “Reform of TVET in Viet Nam” (www.tvet-vietnam.org). The copyright of the report belongs to NIVT/DVET.

Due to limited capacities and resources, shortcomings in the Viet Nam VET Report 2019 are inevitable. Your comments and suggestions are welcome and will assist us in continuously improving our work. Please send your feedback to our NIVT office or email us at khgdnn@molisa.gov.vn and/or nivet@molisa.gov.vn.

The Editors’ Board

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The Viet Nam VET Report 2019 is an annual publication produced by NIVT researchers with the technical assistance from the Vietnamese-German Programme “Reform of TVET in Viet Nam”, the Federal Institute for Vocational Education and Training (BIBB) in Germany and in consultation with external VET experts. The publication was developed on the basis of the Viet Nam VET reports of 2011, 2012, 2013-2014, 2015, 2016, 2017 and 2018.

The core group of the NIVT researchers that compiled the Viet Nam VET Report 2018 includes Dr Nguyen Quang Viet (Editor), Pham Xuan Thu (MA), Nguyen Thi Luyen (MA), Phung Le Khanh (MA), Dr Nguyen Duc Ho, Nguyen Quang Hung (MA), Phan Thi Hang (MA), Dang Thi Huyen (MA), Le Thi Thao (MA), Dinh Thi Phuong Thao (MA), Le Thi Hong Lien (MA) and Dr Tran Viet Duc.

The NIVT would like to thank Dr Truong Anh Dung, Director General of DVET, and Dr Pham Vu Quoc Binh, Deputy Director General of DVET for their valuable support in the development of the report. Our thanks also go out to the leaders and staff from relevant departments and offices under DVET and MoLISA who helped us during the report development process.

We would like to extend our sincere gratitude to Dr Jürgen Hartwig, Director, and Britta van Erckelens, Deputy Director and Senior Technical Advisor of the Vietnamese-German Programme “Reform of TVET in Viet Nam”, for their technical contributions and support in the development of the report. Furthermore, we would like to thank Nguyen Thi Kim Chi, Vu Minh Huyen, Nguyen Minh Cong, and other staff and experts of the Vietnamese-German Programme “Reform of TVET in Viet Nam” for their fruitful contributions in the development, translation, design and publication of the report.

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I personally would like to take this occasion to thank the President of BIBB, Prof. Dr Friedrich Hubert Esser, and Birgit Thomann, Head of the International VET Department of BIBB, for their in the overall development of NIVT, and the improvement of the quality of the Viet Nam Vocational Education and Training Report. I hope to continue this fruitful cooperation with BIBB in the future.

We would like to convey our gratitude to everyone who contributed to the development of this report. Your remarks and comments have enabled us to successfully compile the Viet Nam VET Report 2019.

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DIRECTOR OF NIVT

Dr Nguyen Quang Viet

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LIST OF ABBREVIATIONS

ASEAN	Association of Southeast Asian Nations
BIBB	Bundesinstitut für Berufsbildung - Federal Institute for Vocational Education and Training
DoLAB	Department of Overseas Labour Management
DoLISA	Department of Labour and Social Affairs
DVET	Directorate of Vocational Education and Training
GDP	Gross Domestic Product
GDVT	General Directorate of Vocational Training
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
GSO	General Statistics Office
IT	Information Technology
ILO	International Labour Organisation
JAVADA	Japan Vocational Ability Development Association
JICA	Japan International Cooperation Agency
MoET	Ministry of Education and Training
MoF	Ministry of Finance
MoHA	Ministry of Home Affairs
MoLISA	Ministry of Labour, Invalids and Social Affairs
NIVT	National Institute for Vocational Education and Training
NOS	National Occupational Skills
NOSS	National Occupational Skills Standards
ODA	Official Development Assistance
OHS	Occupational health and safety
TVET	Technical and Vocational Education and Training
VCCI	Viet Nam Chamber of Commerce and Industry
VET	Vocational Education and Training
VETA	Viet Nam Vocational Education and Training Accreditation Agency
VT	Vocational Training

KEY FINDINGS

In 2019 the VET sector continued to put in place policies and practices geared towards empowering VET stakeholders e.g., VET students, VET institutes and VET teachers. The main findings of this report provide a summary of policy developments, major achievements, and outstanding issues of the VET sector in 2019.

- 1. The 2019 Education Law allows lower secondary education graduates the possibility to continue their general education at VET institutes while being enrolled in VET programmes.** This provision gives learners greater education and training options and creates greater permeability for learners to move more easily between different types and levels of education. As a result, it is expected that the streaming and enrolment of lower secondary education graduates into VET will increase.

In 2019, the VET sector officially put an end to the application of 'curriculum frameworks' which had been in place uniformly nationwide for ten years, and thus gave VET institutes full autonomy and accountability over curriculum and training programme development.

2019 also saw the strengthening of the regulatory framework to create more favourable working and professional development conditions for VET teachers.

- 2. Responding to the needs of employers and the labour market continues to be a top priority of the VET sector.** Although achieving a 5% annual increase between 2015 and 2019, the percentage of the labour force aged 15 and over with a three-month training qualification or above remained low at 23.68%. Meanwhile, jobs that require no professional qualifications still accounted for over a third (34.18%) of the employed workforce.

The average monthly income of wage earners with elementary VET qualifications (VND7.84 million or ≈USD340) continued to be better than that of college graduates (VND7.26 million or ≈USD315) and intermediate-level VET graduates (VND6.98 million or ≈USD303).

Among the unemployed working-age population, those with an elementary qualification accounted for the smallest percentage (8.1%), followed by intermediate-level graduates (14.7%), college graduates (24.4%) and university graduates (52.8%).

- 3. The ongoing restructuring of the network of VET institutes resulted in fewer VET institutes than 2018.** Local governments and ministries are the two main stakeholders in the restructuring of the network of VET institutes. VET institutes under the management of the same local government were often merged together to form a newly established college. Likewise, ministries also carried out the merger of VET institutes under their management that are located in the same geographical areas.

By end of 2019, there was a total of 1,907 VET institutes nationwide, 41 less than in 2018. The number of VET colleges increased by three, while secondary VET schools fell significantly by 56 and VET institutes increased by 12. By type of ownership, the number of public VET institutes continued to fall while non-public ones continued to increase slowly but steadily. There were 44

fewer public VET institutes, and 10 more non-public ones compared with 2018.

4. VET enrolments benefited from positive policy developments and exceeded the planned targets. Nevertheless, elementary VET programmes and other short-term vocational training courses continued to account for the vast majority of enrolments.

The 2019 Education Law and new circulars issued by MoLISA in 2019 created favourable conditions for student recruitment into VET. Specifically, the admission process is simplified, and lower-secondary education graduates are allowed to register for college programmes and to continue pursuing their general education at VET institutes while following their VET courses.

Student enrolments in VET continued to be on the rise. In 2019 a total of 2,338,000 learners were enrolled in VET programmes, which represented a 5.8% increase from 2018. Elementary programmes and other short-term vocational courses accounted for ≈75.7% of all VET enrolments, followed by intermediate programmes (14.2%) and college programmes (10.1%). This distribution is quite similar to 2018 and 2017.

5. 2019 saw a stronger emphasis on capacity development for VET managers while the standardization and further training for VET teachers continued.

As of June 2019, there was a total of 20,627 VET managers nationwide, of which 6.97% (1,438 persons) were working for state management authorities and 93.03% (19,189) were management staff at VET institutes. 11.5% of management personnel from VET institutes (2,200 persons) were

reported to have received management training in 2019, of which 60% were from colleges, 30% from secondary VET schools and 10% from VET and continuing education centres.

In 2019, the total number of VET teachers was 84,302 persons, down 3% from 2018. Close to 97% of VET teachers were assessed against the regulated professional standards, of which 92.7% were found to be adequately qualified.

6. The assessment and certification of national occupational skills (NOS) remained limited with little participation from workers and enterprises. A total of 58,894 workers took part in NOS assessments between 2011 and 2019, of which 51,132 people were successful. This represents only 0.6% of the target set forth in the VET development strategy for the 2011-2020 period¹ whereby an estimated eight million workers would be assessed and certified.

NOS assessment is currently applicable for a total of 51 occupations but available only for the three first of five levels. Actual assessments are concentrated in a small number of occupations only e.g., underground mining, automotive engineering and industrial electrics. There is no enterprises among the total 41 licensed NOS assessment agencies.

In 2019, two new sets of NOS tests were developed and promulgated², and another six sets of NOS tests were updated³.

7. Only 26.22% of VET institutes submitted their institutional quality self-assessment reports in 2019, down 1.24% from 2018. Around 7.2% of VET

¹ Prime Minister Decision 630/QĐ-TTg issued on May 29, 2012 promulgating the VET development strategy for the 2011-2020 period.

² Universal milling and railway freight

³ Hotel management, car technology, freshwater fisheries, seafood processing, decorative carpentry & household carpentry

institutes nationwide (139 schools) carried out self-assessment of a total of 666 VET programmes. Only 7.8% of VET institutes (149 schools) have established an internal quality assurance system.

In 2019, two independent VET accreditation bodies were licensed to perform the assessment and accreditation of VET institutes and VET programmes according to existing accreditation criteria and regulations. One of these two accreditation bodies is a private enterprise.

- 8. State budget remains the main funding source for VET and annual allocations are steadily on the rise.** The total state budget allocation for recurrent expenditures in VET amounted to VND19,708 billion (≈USD856 million), which represented a 2.19% increase from 2018. However, as a percentage of the total state funding for recurrent expenditures, this figure has decreased to 1.97% from 2.05% in 2018. As a percentage of the total state funding for recurrent expenditures in education and VET, it has decreased to 8.05% from 8.42% in 2018.

State budget funding for VET through two projects under National Target Programmes i.e., project “Reform and improvement of VET quality” and project “Improvement of the quality of vocational training for rural workers” increased steadily since 2016, amounting at VND2,690 billion (≈USD117 million) in 2019. This figure is 38.4% higher than 2018 and 2.5 times higher than 2016.

Between 2016 and 2019, a total of VND5,361.5 billion (≈USD233 million) was disbursed to the project “Reform and improvement of VET quality”, representing 43.96% of the committed budget. Funding from the national state budget accounted for 90.5% of the total disbursed amount and reached 63.4% of the committed national state budget funding. Disbursements from other sources remain small. Ministries and

local governments in particular have been able to disburse only 3% of their committed funding to the project. Meanwhile, the project’s spending structure showed a heavy concentration on training infrastructure and equipment, curriculum development and pilot training, while activities to ensure and enhance VET quality e.g., VET teachers’ development, VET quality assurance and accreditation, NOS assessment, etc. received relatively small funds. Sustaining this spending structure in the long run would undermine efforts to raise the quality of VET in Viet Nam.

Disbursed funding for the project “Improvement of the quality of vocational training for rural workers” reached about VND1,300 billion (USD56.5 million) between 2016 and 2019, which represented 47.1% of the committed budget for the period.

Between 2011 and 2019, a total of USD235.54 million was committed to ODA-funded projects for the VET sector, of which ODA grants accounted for 3.8% (USD8.94 million) and the remaining 96.2% (USD226.6 million) are ODA loans. By 2019, 61.2% (USD144.13 million) of the committed ODA funding for the period had been disbursed.

In addition to ODA funding, the VET sector benefited from another 30 projects funded by international NGOs between 2015 and 2019 with a total value of USD4.137 million.

- 9. Cooperation with industry has been widely recognized as a key component of market-oriented VET programmes that are needed to ensure high-quality human resources for the economy. The number of enterprises having cooperation ties with VET institutes is on the rise.**

In 2019 Vietnam has a total of ≈685,000 enterprises, 7.7% of which reported having cooperation ties with the VET sector, up 0.1% from 2018. Non-state enterprises

continued to show the lowest percentage of cooperation with VET institutes (6.2%) compared with 10.6% of foreign-invested enterprises and 19.4% of state-owned companies. The most common areas of cooperation include: i) the provision of information about enterprises' human resources needs, ii) the provision of internship placements for VET students and teachers and iii) further training for enterprises' workers at VET institutes.

31.62% (216,780) of enterprises provided training for their employees, 0.52% less than in 2018. Over half of state-owned enterprises (50.74%) and 47.75% of foreign-invested

enterprises reported having provided training for their employees, against only 27.03% of non-state enterprises.

According to employers' assessment, foreign language and computer skills are two most severe areas of skills deficiencies among workers.

In 2019, Vietnam was ranked 70th out of 129 economies worldwide by the Global Innovation Index (GII)⁴ on the "Firms offering formal training" indicator, and 102 out of 141 countries by the World Competitiveness Report⁵ on the "quality of vocational training" indicator.

⁴ World Intellectual Property Organization (WIPO), INSEAD and Cornell SC Johnson College of Business (2019), *Global Innovation Index 2019*. Available at <https://www.globalinnovationindex.org/userfiles/file/reportpdf/gii-full-report-2019.pdf>

⁵ World Economic Forum (2019), *The Global Competitiveness Report 2019*. Available at http://www3.weforum.org/docs/WEF_TheGlobalCompetitivenessReport2019.pdf

CHAPTER 1

OVERVIEW OF VOCATIONAL EDUCATION AND TRAINING DEVELOPMENT POLICIES

By allowing lower-secondary school graduates to continue their general education at VET institutes, the 2019 Education Law provides a legal framework that facilitates the streaming of students after their completion of lower secondary education and allows for better permeability between VET and other educational and training levels within the national education system.

In 2019, the system of nationally uniform VET curriculum frameworks created by MoLISA was ended after ten years in use. Instead, VET institutes were given full autonomy and accountability in the development of their respective training programmes.

Various policies for the development VET teachers and the betterment of VET quality were also made available in 2019.

1.1. Permeability between education and training levels and the possibility for lower secondary graduates to pursue general education at VET institutes

Clause 4 of Article 34 of the 2019 Education Law⁶ specifies that “holders of certificates of lower secondary education graduation who continued their higher secondary education at VET institutes and successfully passed their higher secondary education graduation examinations thus demonstrating that they fulfilled the knowledge requirements set forth by MoET shall be awarded a higher secondary education completion certificate. The higher secondary education completion certificate is to be issued by the person in charge of the educational service provider that delivered the higher secondary education programme and can be used for the pursuit of higher levels of VET or other purposes regulated by law”. This new development opened up the possibility for a greater number of lower secondary education

students to pursue both vocational training and general education at VET institutes. It also gives learners a greater variety of choices e.g., to find employment after completing their combined vocational training and general education programmes at VET institutes, start their own businesses, or pursue higher levels of training.

Articles 9 and 10 of the 2019 Education Law are devoted to defining and providing basic regulations of permeability, streaming and career orientation in education, thus creating a legal framework for implementation that could ease the path to VET and contribute to meeting the goals set forth in the national scheme for career orientation and streaming of students for the 2018 – 2025 period.

1.2. Policies to facilitate access to VET

To facilitate student recruitment for VET institutes and simplify access to VET for

⁶ Education Law 43/2019/QH14 issued on June 14, 2019 by the National Assembly

prospective learners, MoLISA issued Circular 07/2019/TT-BLDTBXH to adapt several student recruitment regulations⁷ to the current context. The amendments focused on simplifying the admission process and adding greater variety of admission routes and enrolment locations. Specifically, the admission form was modified to accommodate both online and offline enrollments and can be used for all VET institutes nationwide. Prospective learners can submit their admission forms at their junior high schools or senior high schools, at MoLISA offices, or at VET institutes of their choices. Only filled out admission forms are required as the first step, and students can submit their complete admission packages later upon notifications from VET institutes.

Another highlight of VET student recruitment in 2019 was the possibility for lower secondary graduates to enrol in college programmes while continuing to complete their higher secondary education as required by MoET.

1.3. Official removal of nationally uniform VET curriculum frameworks

In May 2019, MoLISA issued Circular 09/2019/TT-BLDTBXH to annul 43 circulars prescribing the curriculum frameworks of intermediate-level and college-level training programmes. These curriculum frameworks were developed since 2009 and had been in use until the 2014 VET law came into effect in July 2015 and granted VET institutes full autonomy in the development of training programmes. Training programmes development by VET institutes has since

been guided by the national qualifications framework, which sets out expected learning outcomes for each qualifications level. MoLISA also issued a series of circulars to stipulate the minimum level of knowledge and competency requirements to be achieved by learners upon graduation from intermediate and college-level VET programmes in specific training occupations. In 2018, minimum requirements were issued for 160 training occupations. In 2019, another five circulars were issued to prescribe minimum requirements for 50 training occupations in the fields of: i) arts, journalism and communications⁸, ii) business, management and law⁹, iii) computer science, information technology, and technology¹⁰, iv) engineering¹¹, and v) agricultural production and processing¹².

In addition to regulations on the minimum level of knowledge and competency requirements to be achieved by VET graduates, MoLISA also continued to issue economic-technical cost norms which define the cost per trainee for 58 training occupations. The issued cost norms are in the fields of i) technology and engineering, agriculture, forestry and fisheries¹³, and ii) electrical engineering and electronics, information technology, construction, architecture and services¹⁴. Compulsory training equipment lists were also issued for 58 training occupations in the fields of i) electronics and electrical engineering, information technology, agriculture, forestry, services and processing¹⁵ and ii) technology and engineering¹⁶.

⁷ Circular 05/2017/TT-BLDTBXH issued on March 2nd, 2017 regulating student recruitment and quota for college and intermediate level training programmes

⁸ Circular 19/2019/TT-BLDTBXH issued on December 23, 2019 by MoLISA

⁹ Circular 20/2019/TT-BLDTBXH issued on December 23, 2019 by MoLISA

¹⁰ Circular 21/2019/TT-BLDTBXH issued on December 23, 2019 by MoLISA

¹¹ Circular 22/2019/TT-BLDTBXH issued on December 23, 2019 by MoLISA

¹² Circular 23/2019/TT-BLDTBXH issued on December 23, 2019 by MoLISA

¹³ Circular 24/2019/TT-BLDTBXH issued on December 24, 2019 by MoLISA

¹⁴ Circular 25/2019/TT-BLDTBXH issued on December 24, 2019 by MoLISA

¹⁵ Circular 26/2019/TT-BLDTBXH issued on December 25, 2019 by MoLISA

¹⁶ Circular 27/2019/TT-BLDTBXH issued on December 25, 2019 by MoLISA

The development and delivery of VET programmes was also informed by NOSS policy updates. In 2019, four new sets of NOSS in the tourism and hospitality sector, and seven in the field of engineering were promulgated. MoLISA also prescribed the lists of physical facilities and equipment requirements for the assessment of NOSS in the occupations of software technician¹⁷ and industrial electronics technician¹⁸. New adjustments and updates – mainly administrative – in the process of NOS assessment and certification were promulgated in Circular 41/2019/TT-BLDTBXH¹⁹.

1.4. Policies for VET teachers' development

In 2019 MoLISA issued several circulars aimed at promoting teachers' development and ensuring their rights and benefits. In particular, Circular 12/2019/TT-BLDTBXH²⁰, Circular 31/2019/TT-BLDTBXH²¹ and Circular 32/2019/TT-BLDTBXH²² followed up very closely on Circular 03/2018/TT-BLDTBXH issued in 2018²³ on the classification and professional titles of VET teachers. Specifically, Circular 12/2019/TT-BLDTBXH prescribes the calculation of VET teachers' salaries on the basis of their professional titles. Circular 31/2019/TT-BLDTBXH regulates the testing for VET teachers' promotion to higher classifications, while Circular 32/2019/TT-BLDTBXH promulgates standards applicable for service providers of in-service training programmes that prepare VET teachers for their promotion tests.

1.5. Policies for the promotion of entrepreneurship in VET

MoLISA issued Decision 929/QĐ-LĐTBXH²⁴ to launch the Programme "Student entrepreneurship support by 2025" and Decision 959/QĐ-LĐTBXH²⁵ to approve the Programme's 2019 annual operational planning. These developments showed increased efforts to equip VET students with additional skills and competences that could enhance their employment prospects after graduation and are expected to contribute to greater success in streaming students into VET.

Conclusions

The development of VET policies and normative documents in 2019 focused on creating favourable conditions for VET stakeholders. Prospective students enjoy better access to VET through enhanced recruitment regulations, and benefit from greater permeability between general education and VET. Regulations on career promotion, capacity building and salary schemes for VET teachers are expected to enhance their status and hence their commitment to the VET sector. For VET institutes, the autonomy to develop training programmes is reaffirmed by the official removal of curriculum frameworks previously applicable uniformly nationwide. MoLISA continued to support the training programme development process carried out by individual VET institutes through regulations on minimum level of knowledge and competency requirements to be achieved by learners upon graduation, as well as other technical and economic standards.

¹⁷ Circular 39/2019 TT-BLDTBXH issued on December 30, 2019 by MoLISA

¹⁸ Circular 40/2019 TT-BLDTBXH issued on December 30, 2019 by MoLISA

¹⁹ Circular 41/2019/TT-BLDTBXH issued on December 30, 2019 by MoLISA

²⁰ Circular 12/2019/TT-BLDTBXH issued on August 12, 2019 by MoLISA

²¹ Circular 31/2019/TT-BLDTBXH issued on December 30, 2019 by MoLISA

²² Circular 23/2019/TT-BLDTBXH issued on December 23, 2019 by MoLISA

²³ Circular 03/2018/TT-BLDTBXH issued on June 15, 2018 by MoLISA

²⁴ Decision 929/QĐ-LĐTBXH issued on June 28, 2019 by MoLISA

²⁵ Decision 959/QĐ-LĐTBXH issued on July 5, 2019 by MoLISA

CHAPTER 2

VOCATIONAL EDUCATION AND TRAINING FOR THE LABOUR MARKET

Aligning VET with the demands of the labour market continues to be the primary focus of both VET state management agencies and VET institutes in 2019. On top of the regular use of data obtained from the GSO's quarterly labour and employment surveys, and from the annual "Enterprises' demand for workforce" survey conducted by MoLISA's Department of employment, this chapter also analyses data collected from NIVT's 2019 study on "demand for market-oriented VET".

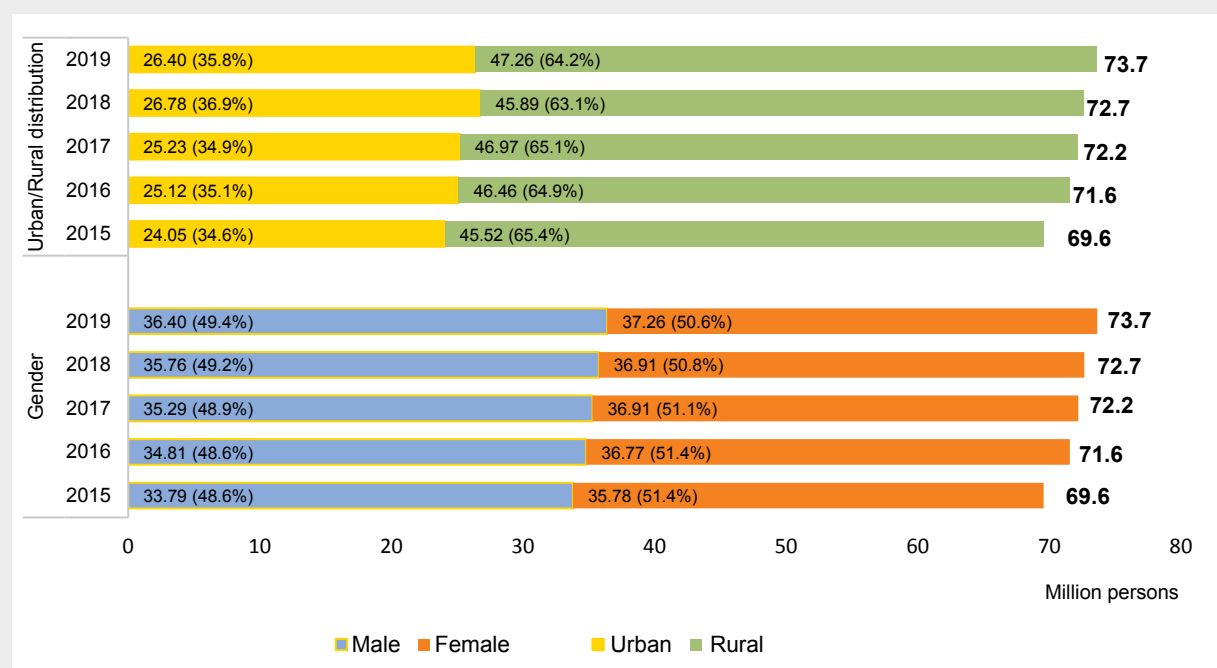
2.1. Labour supply

2.1.1. Population aged 15 and over

By quarter four of 2019, the population aged 15 and above was 73.66 million persons, representing a 5.9% increase compared with quarter four of 2015. 50.6% of the total population

aged 15 and over (37.26 million persons) were females and 49.4% (36.40 persons) were males. Urban residents accounted for 35.8% (26.40 million persons) of the total population, against 64.2% (47.26 million persons) of rural inhabitants (Figure 2.1).

Figure 2.1. Population aged 15 and over by gender and urban/rural distribution, 2015 – 2019



(Source: Calculations based on the Labour and Employment Survey, Q4 2015; Q4 2016; Q4 2017, Q4 2018, Q4 2019, GSO)

2.1.2. Labour force

In quarter four of 2019, the labour force included 56.12 million people, up 2.8% from 54.59 million people in quarter four of 2015. Female workers account for 47.8% (26.82 million) of the total labour force, against 52.2% (29.30 million) of male workers. Urban workers

account for 33.6% (18.87 million persons) against 66.4% (37.25 million persons) of workers from rural areas. The labour force participation rate among the country’s population aged 15 and over was 76.6% (56.45 million persons) (Figure 2.2).

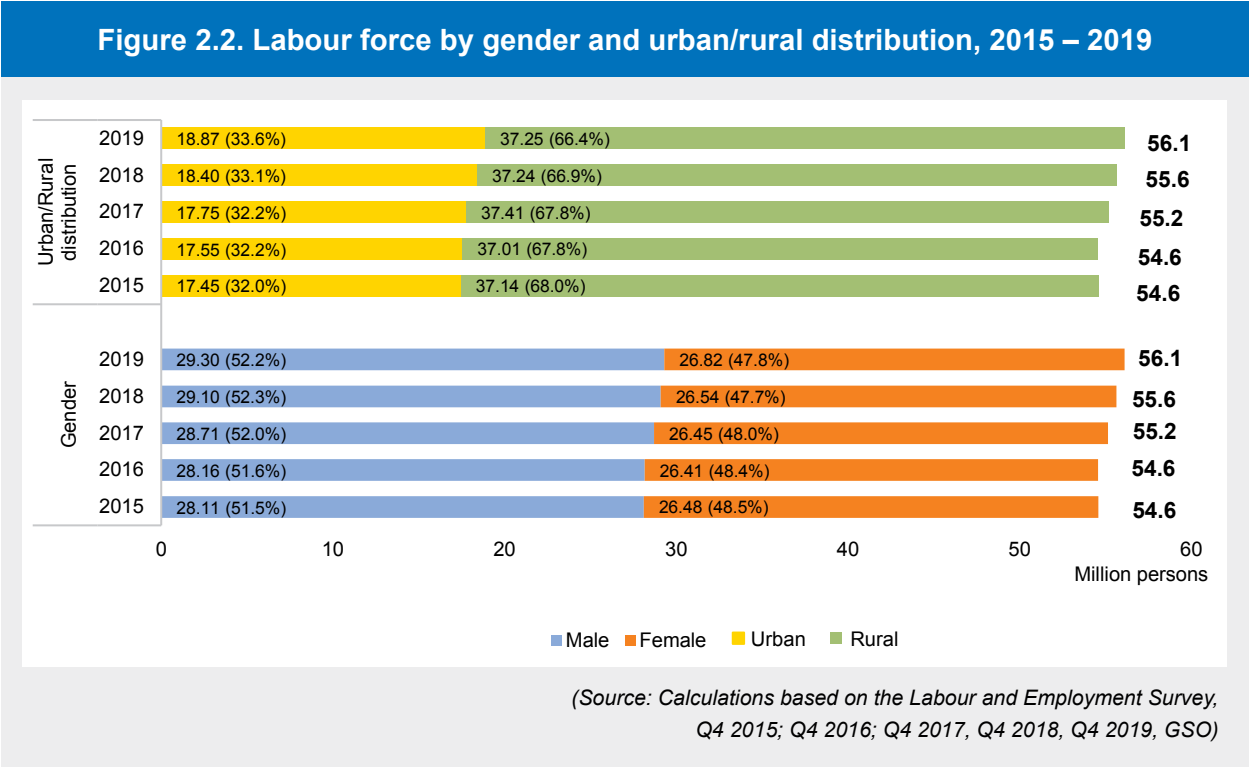
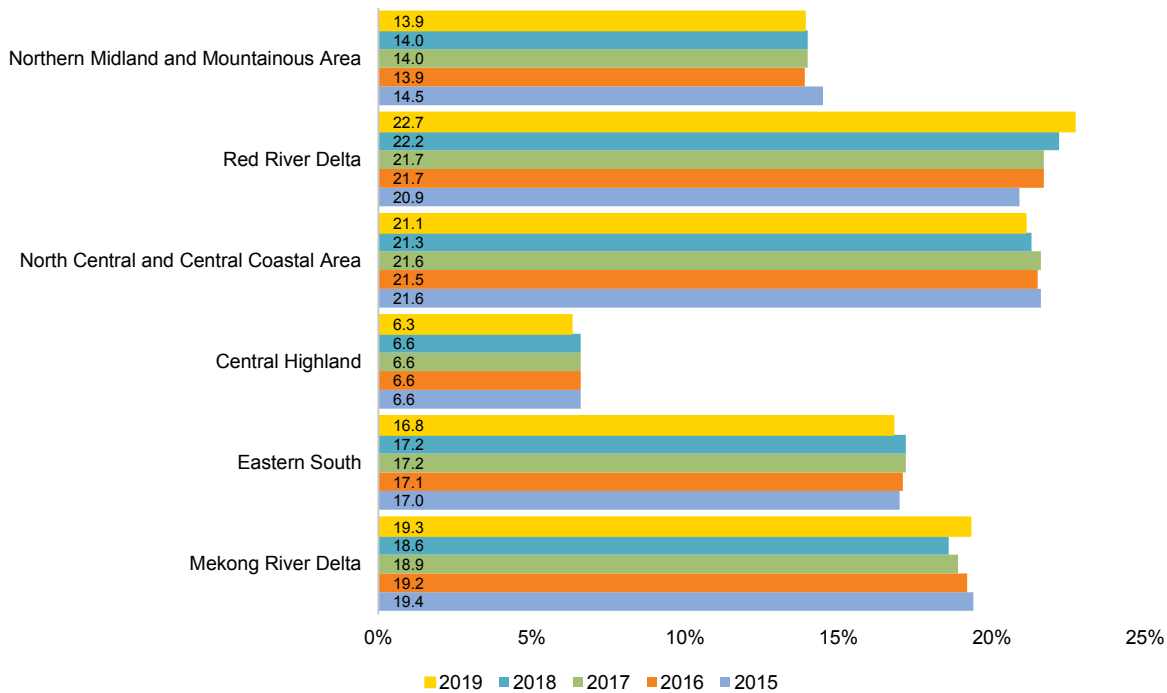


Figure 2.3 shows the distribution of the labour force by socio-economic region. The Red River Delta and North Central and Central Coastal Area remained the two regions with the largest shares of workers, accounting respectively for 22.7 % and 21.1% of the country’s workforce. The Mekong Delta continued to come third

with 19.3% while the Central Highland stayed at the bottom with 6.3%. The Red River Delta and the Mekong Delta are the two regions whose shares in the country’s labour force increased in 2019, while all the remaining four socio-economic regions experienced a downturn (Figure 2.3).

Figure 2.3. Labour force distribution by socio-economic region, 2015 – 2019 (%)

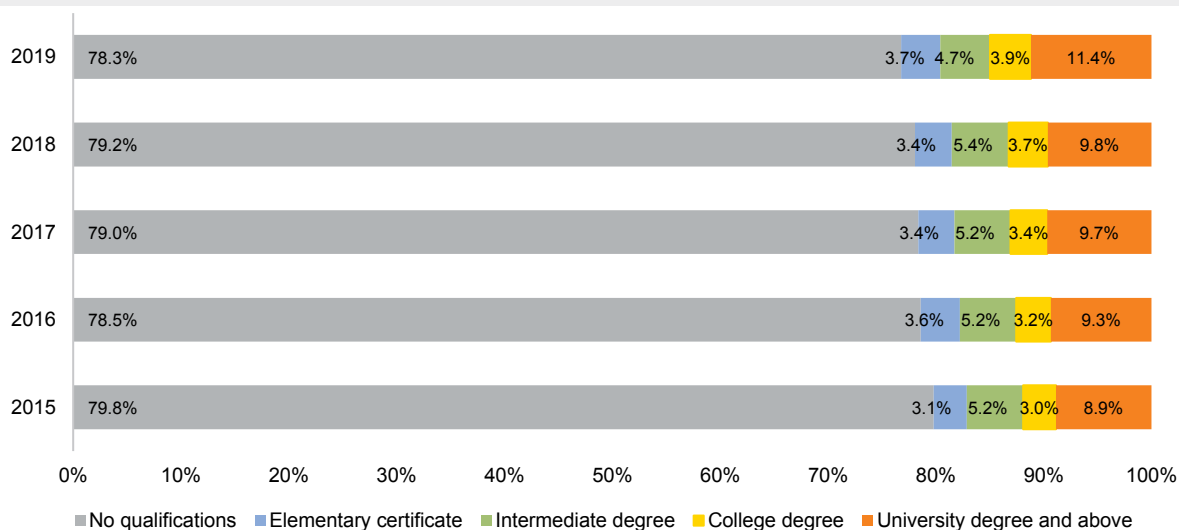


(Source: Calculations based on the Labour and Employment Survey, Q4 2015; Q4 2016; Q4 2017, Q4 2018, Q4 2019, GSO)

In quarter four of 2019, 23.68% (13.29 million persons) of the labour force aged 15 and above had a qualification of at least three months of training or above, up from 20.2% (11.0 million persons) in 2015. By level of training, 11.3%

(6.4 million persons) had a university degree or above, 3.9% (2.2 million persons) had a college degree, 4.7% (2.6 million persons) and 3.7% (2.1 million persons) had an elementary certificate (Figure 2.4).

Figure 2.4. Labour force by professional qualification, 2015 – 2019 (%)



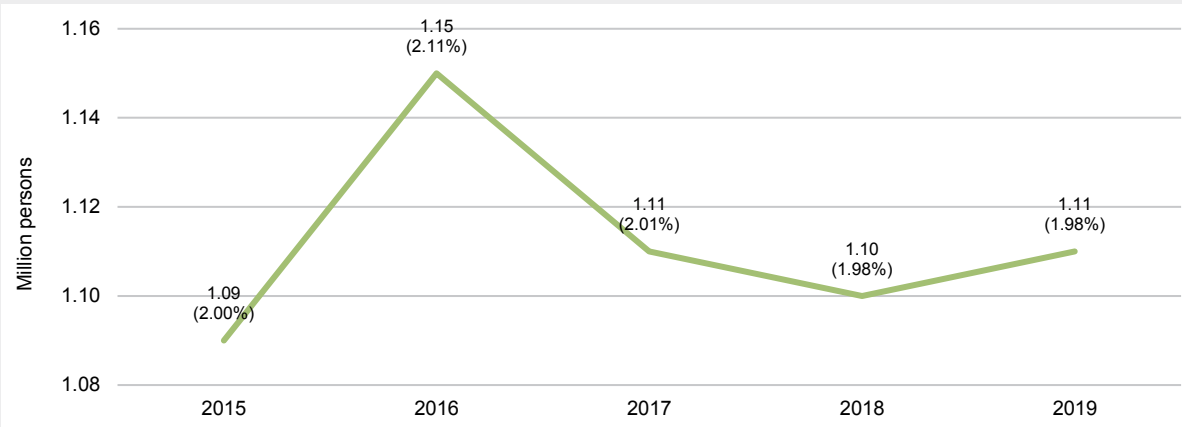
(Source: Vietnam Labour Market Updates, Issue 8 - Q4 2015, Issue 12 - Q4 2016, Issue 16 - Q4 2017, Issue 20 - Q4 2018, Issue 24 - Q4 2019, MoLISA)

Among the population of trained workers, the correlational distribution by level of training i.e., university and above, college, intermediate and elementary qualifications stood at 100 – 34 – 41 – 33 in 2019.

2.1.3. Unemployment

In quarter four of 2019, unemployed people accounted for 1.98% (1.1 million people) of the total population aged 15 and above (Figure 2.5).

Figure 2.5. Number of unemployed people

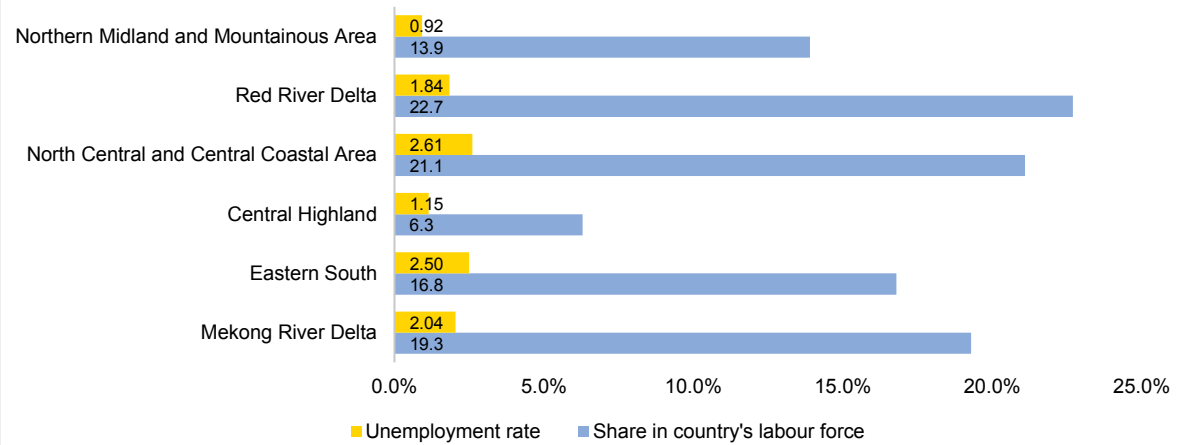


(Source: Calculations based on the Labour and Employment Survey, Q4 2015; Q4 2016; Q4 2017, Q4 2018, Q4 2019, GSO)

The unemployment rates differed quite greatly among the six socio-economic regions. The two regions with the smallest shares in the country's labour force i.e., the Northern Midland and Mountainous Area and the Central Highlands held the lowest unemployment rates of 0.92% and 1.15% respectively (Figure 2.7).

The Northern Central and Central Coastal Area had the highest unemployment rate (2.61%) while the Red River Delta had the combination of a large labour force (22.7% of the country's total) and a relatively low unemployment rate of 1.84% (Figure 2.6).

Figure 2.6. Unemployment rate by socio-economic region (%)

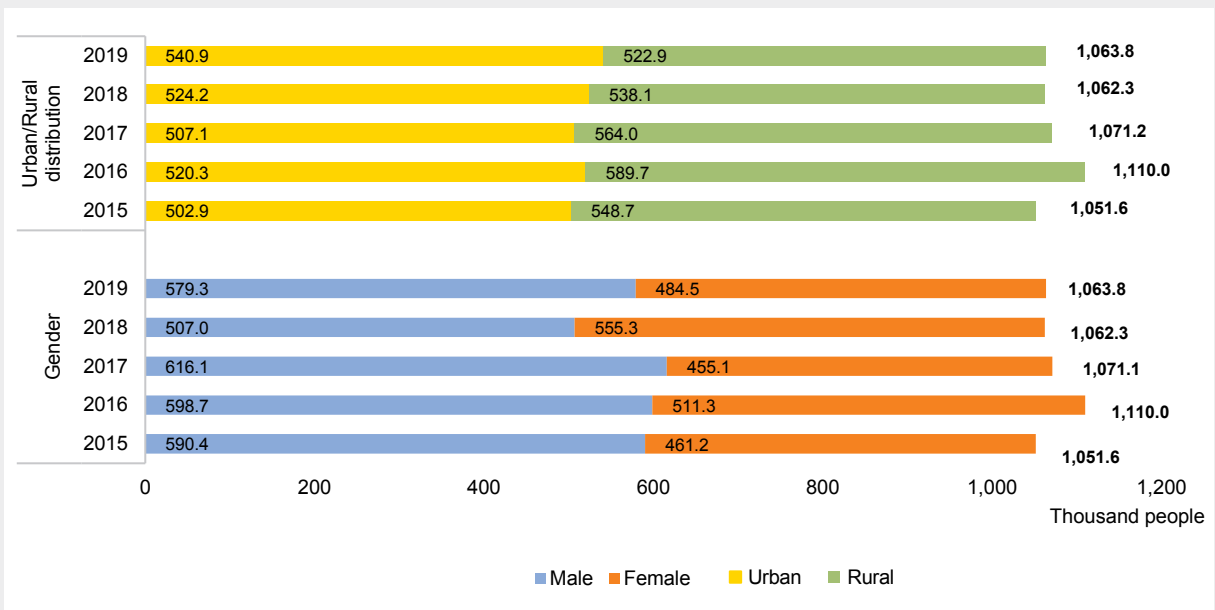


(Source: Calculations based on the Labour and Employment Survey, Q4 2019, GSO)

In quarter four of 2019, the unemployment rate among the working age population was 2.15% (1,063,000 people). The figures were

respectively 3.1% for urban areas, 1.64% for rural areas, 2.15% for males and 2.16% for females (Figure 2.7).

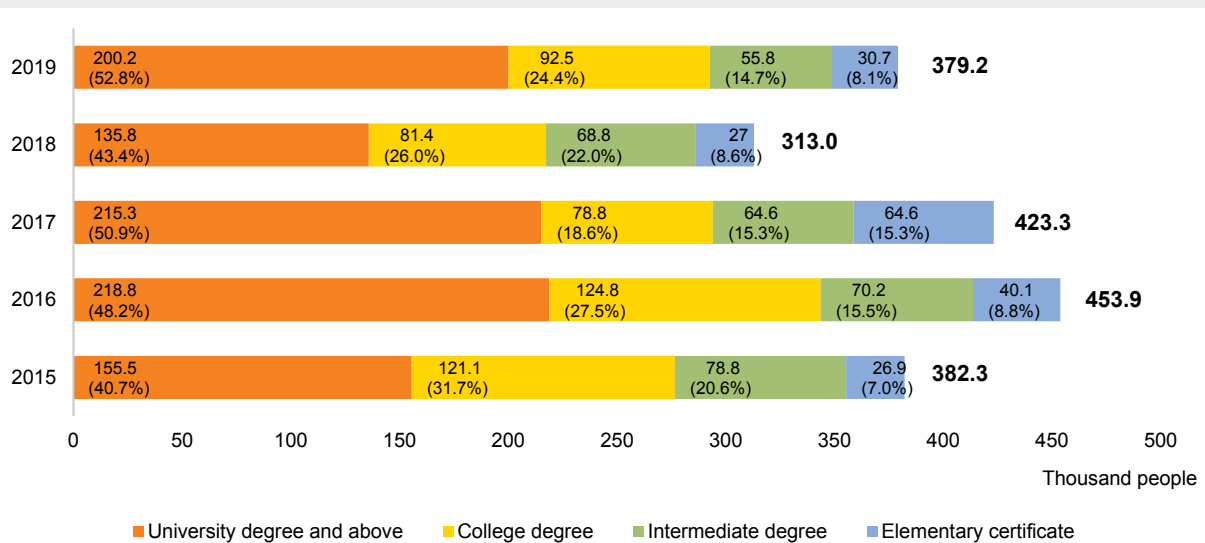
Figure 2.7. Number of the working age unemployed



(Source: Vietnam Labour Market Updates, Issue 8 - Q4 2015, Issue 12 - Q4 2016, Issue 16 - Q4 2017, Issue 20 - Q4 2018, Issue 24 - Q4 2019, MoLISA - GSO)

Among the working-age unemployed, 35.7% (379,200 persons) had elementary and higher qualifications, against 29.5% in 2018. Within this subgroup of unemployed people with professional qualifications, graduates from university and above training programmes account for 52.8% (200,200 persons), followed by college graduates (24.4% or

92,500 people), intermediate-level graduates (14.7% or 55,800 persons) and elementary certificate holders (8.1% or 30,700 persons) (Figure 2.8). The correlational distribution of unemployed people with university and above qualifications, college degrees, intermediate-level degrees and elementary certificates stood at 100 – 46 – 28 – 15.

Figure 2.8. Working age unemployment by qualification level

(Source: Calculations based on the Labour and Employment Survey, Q4 2015; Q4 2016; Q4 2017, Q4 2018, Q4 2019, GSO)

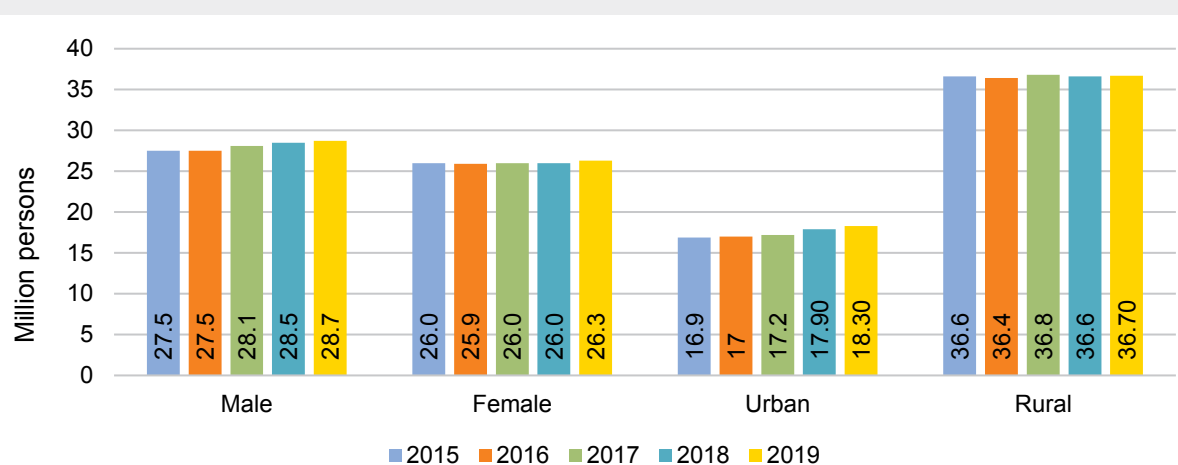
2.2. Labour demand

2.2.1. Domestic labour demand

Persons in employment

In quarter four of 2019, 55 million people were being employed, representing a 2.82%

increase compared with quarter four of 2015. Male workers accounted for 52.2% of the employed population, outnumbering female workers (47.6%). 66.7% of the country's employed workers were in rural areas, against 33.3% in urban areas (Figure 2.9).

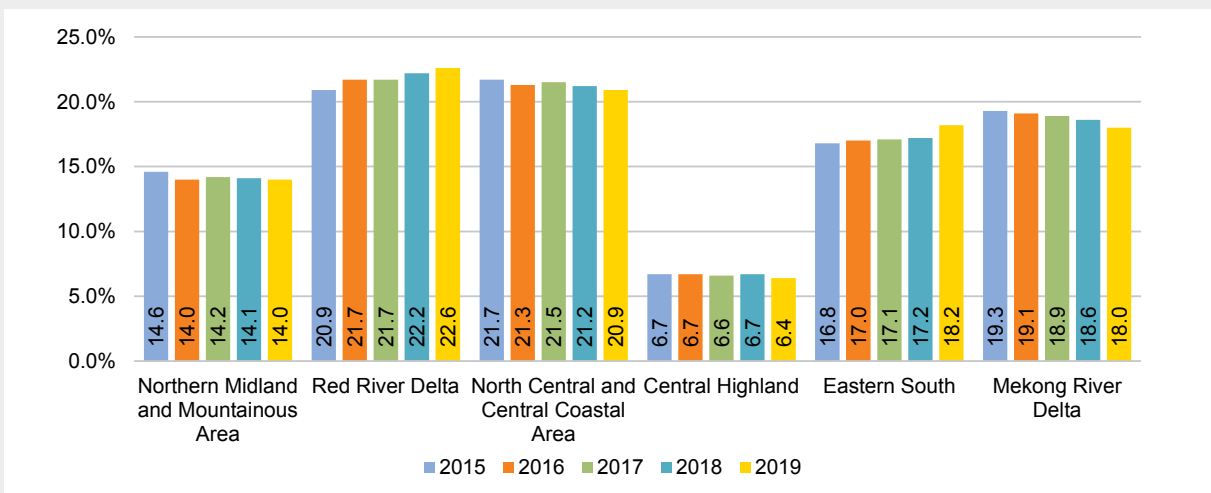
Figure 2.9. Employed workers aged 15 and over distributed by gender and urban/rural

(Source: Calculations based on the Labour and Employment Survey, Q4 2015; Q4 2016; Q4 2017, Q4 2018, Q4 2019, GSO)

In 2019 the Red River Delta and the North Central and Central Coastal Area continued to be the two regions with the largest shares of the country's employed workforce (22.6% and 20.9%, respectively). The Eastern South experienced a spike in 2019 and replaced

the Mekong River Delta as the third largest concentration of employed workers. The Mekong Delta's continued downturn trend, and the decrease observed in the Central Highlands are both noteworthy developments in 2019 (Figure 2.10).

Figure 2.10. Employed workforce by socio-economic region (%)

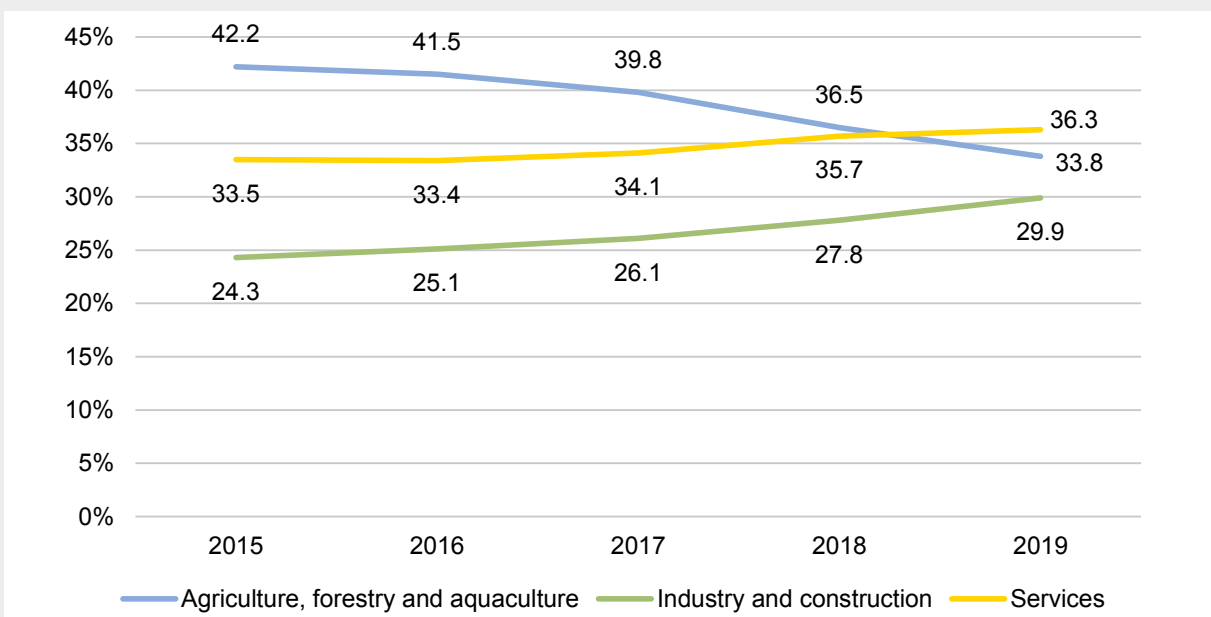


(Source: Calculations based on the Labour and Employment Survey, Q4 2015; Q4 2016; Q4 2017, Q4 2018, Q4 2019, GSO)

In quarter four of 2019, the services sector accounted for 36.3% of the total employed workforce, overtaking for the first time since 2015 the agriculture, forestry and aquaculture

sector (33.8%) as the biggest employer. The industry and construction sector employed 29.9% of the country's workers (Figure 2.11).

Figure 2.11. Employed workforce by economic sector (%)

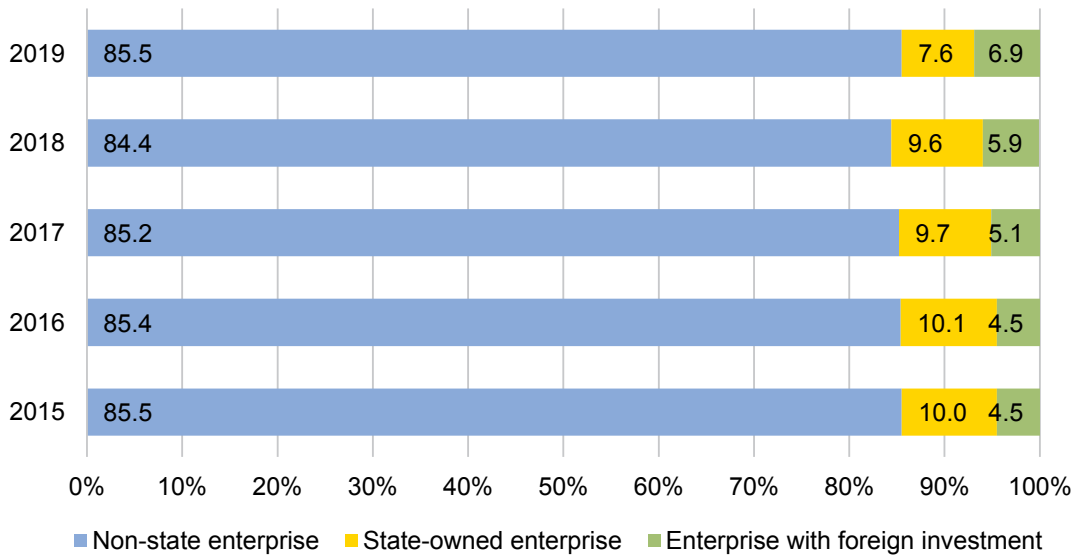


(Source: Calculations based on the Labour and Employment Survey, Q4 2015; Q4 2016; Q4 2017, Q4 2018, Q4 2019, GSO)

The non-state sector was by far the largest employer, accounting for 85.5% of the employed workforce, followed by the state-

owned sector (7.6%) and the foreign-invested sector (6.9%) (Figure 2.12).

Figure 2.12. Employed workers by type of enterprise ownership

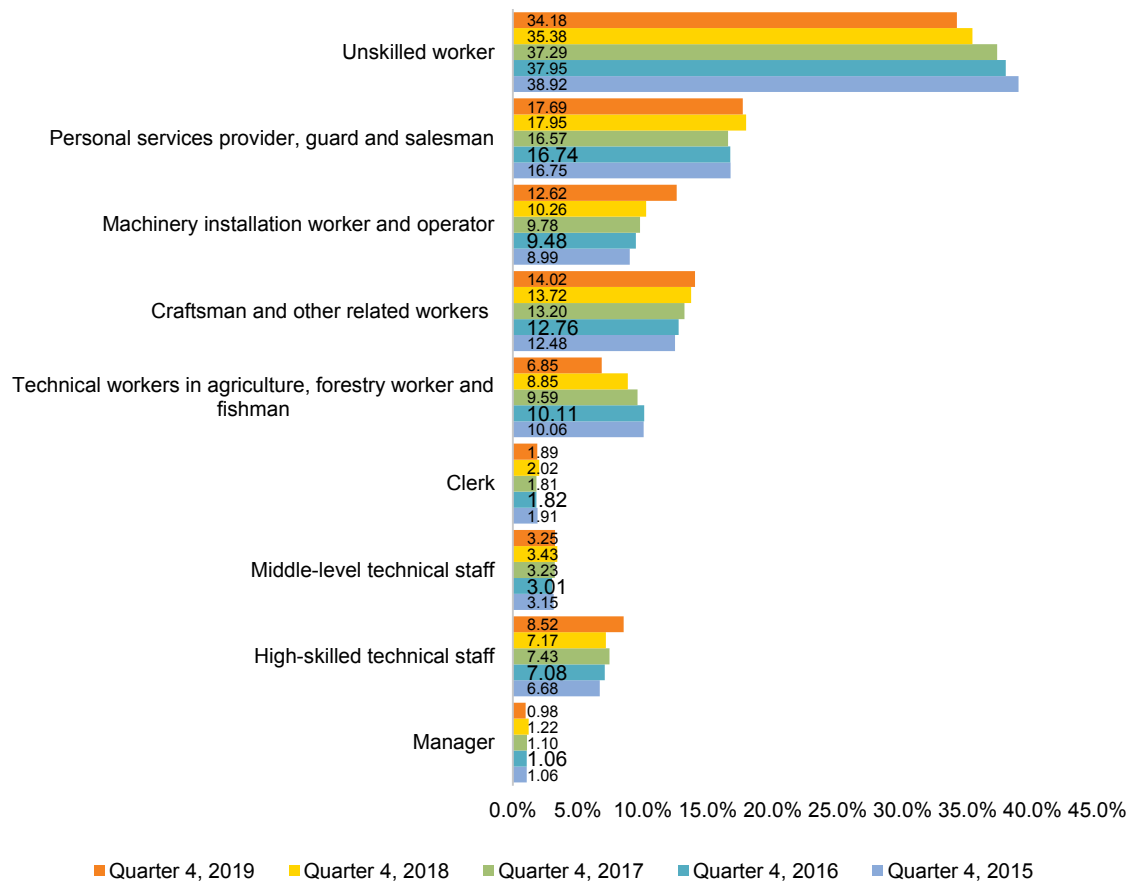


(Source: Calculations based on the Labour and Employment Survey, Q4 2015; Q4 2016; Q4 2017, Q4 2018, Q4 2019, GSO)

Jobs that require no professional qualifications still accounted for over a third (34.18%) of the employed workforce, although this trend has been declining consistently between 2015 and 2019. Employments as machinery installation

workers, craftsmen, and high-skilled technical staff are occupying a steadily increasing proportion of the employed workforce over the same period (Figure 2.13).

Figure 2.13. Employed workers distributed by occupation



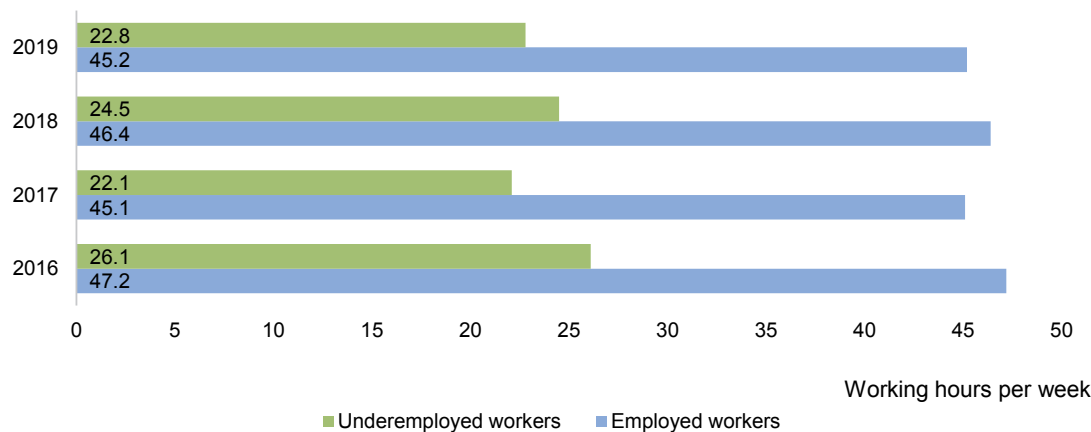
(Source: Calculations based on the Labour and Employment Survey, Q4 2015; Q4 2016; Q4 2017, Q4 2018, Q4 2019, GSO)

Underemployed workers

In quarter four of 2019, the average underemployed worker worked 22.8 hours per

week, which is the equivalent of 50.4% of the national average for employed workers (45.2 hours per week) (Figure 2.14).

Figure 2.14. Average weekly number of working hours of an underemployed worker

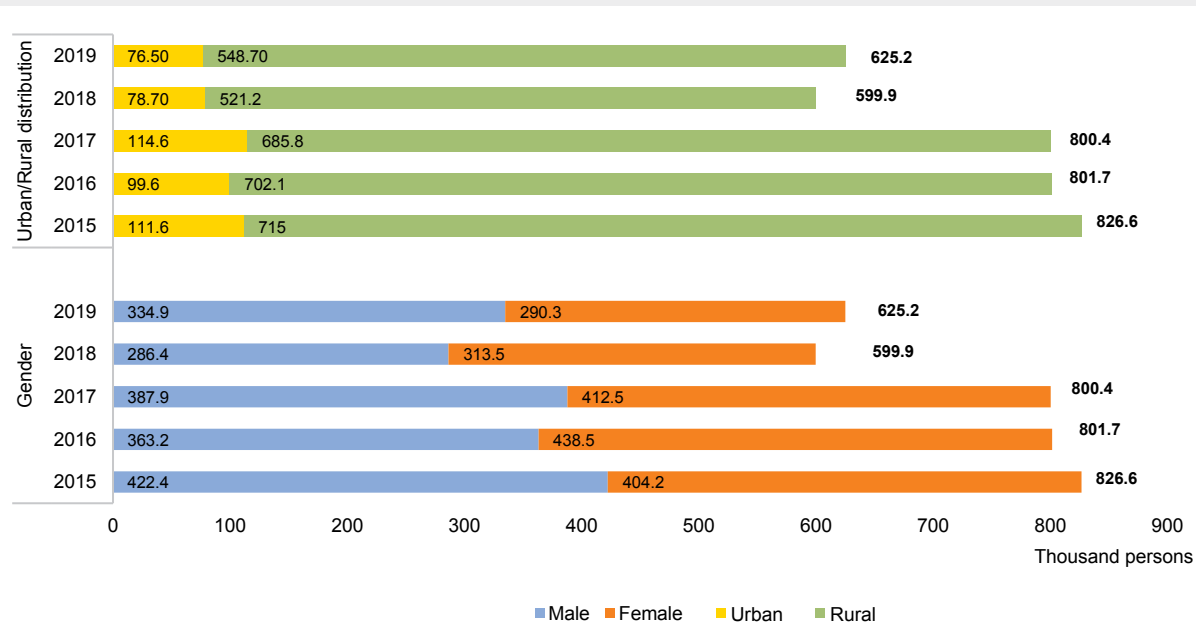


(Source: Vietnam Labour Market Updates, Issue 12 - Q4 2016, Issue 16 - Q4 2017, Issue 20 - Q4 2018), Q4 2018, MoLISA - GSO)
Calculations based on the Labour and Employment Survey, Q4 2019, GSO)

In quarter four of 2019, a total of 625,200 persons were in underemployment in Viet Nam,

of which the vast majority (87.8%) were in rural areas, against only 12.2% in urban areas.

Figure 2.15. Underemployed workers by gender and rural/urban distribution

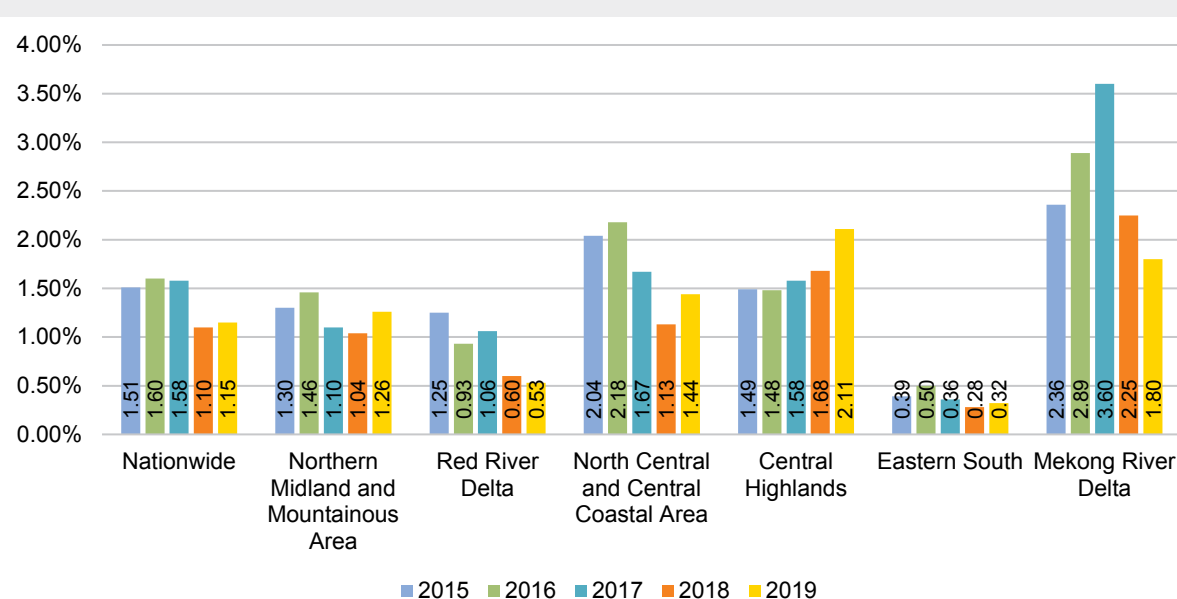


(Source: Calculations based on the Labour and Employment Survey, Q4 2015; Q4 2016; Q4 2017, Q4 2018, Q4 2019, GSO)

The underemployment rates varied quite significantly between different socio-economic regions. The Eastern South continued to maintain a relatively low underemployment rate

(0.32%) while the Central Highlands reached 2.11%, almost doubling the country's average (1.15%) (Figure 2.16).

Figure 2.16. Underemployment by socio-economic region



(Source: Calculations based on the Labour and Employment Survey, Q4 2015; Q4 2016; Q4 2017, Q4 2018, Q4 2019, GSO)

Labour demand from enterprises

As of 30 June 2019, the total number of people working in enterprises was approximately 15 million, about 27.3% of the country's total

employed population. Unskilled workers continued to make up the largest proportion (28.8%) of enterprises' workforce, followed by workers with university degrees and above (21.1%) (Figure 2.17).

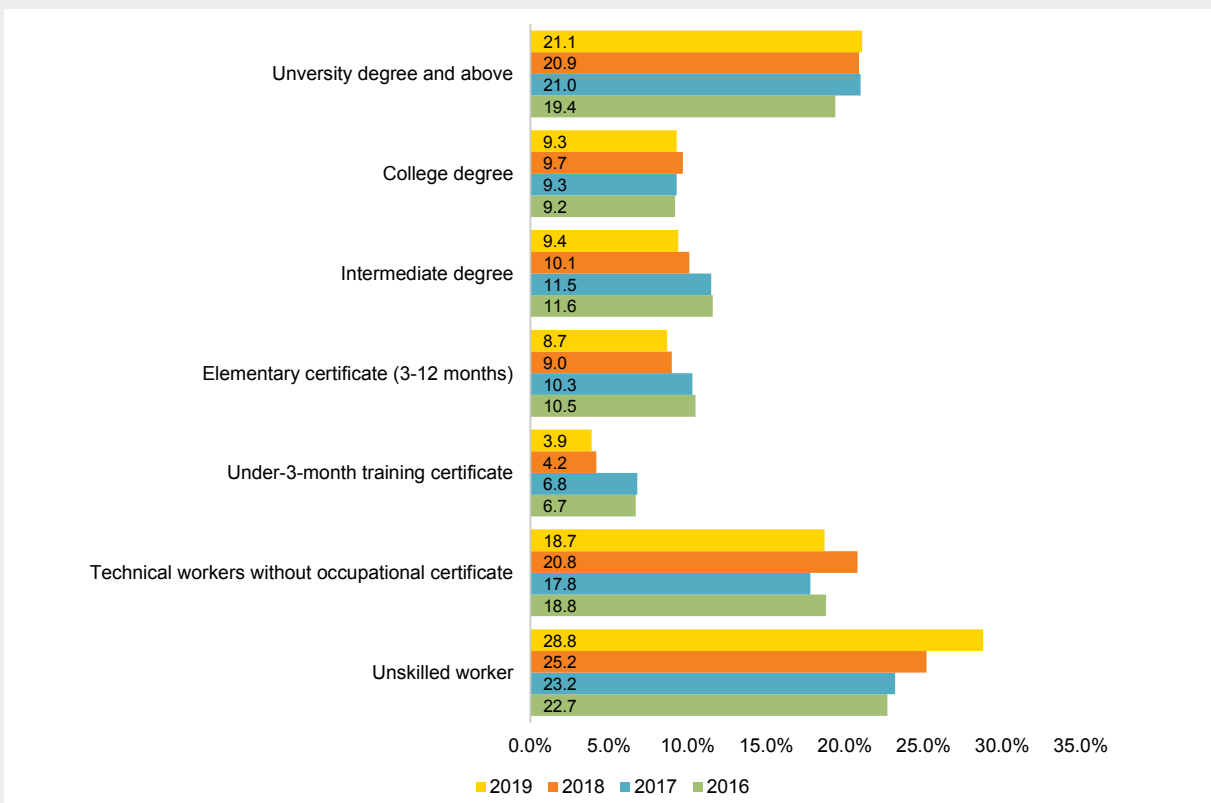
Box 2.1. Trained workers

The GSO defines trained workers as:

- Workers that had received training for at least three months from an educational/ VET institute within the national educational system, had successfully graduated from the training programme, and holds a certificate/diploma/degree recognizing a specific level of professional/technical qualification including the elementary level, the intermediate level, the college level, and university level and postgraduate levels (master and PhD)
- Workers that had not received any formal training but through self-learning or other forms of vocational transmission had acquired professional/technical competencies equivalent to level one of a technical worker of the same occupation and had accumulated a minimum of three years of relevant working experience. These workers are referred to as technical workers without occupational certificate.

Source: GSO (2016). Available at <https://www.gso.gov.vn/du-lieu-dac-ta/2019/12/htcttkqg-ty-le-lao-dong-da-qua-dao-tao/>

Figure 2.17. Enterprise workforce by qualification level (%)

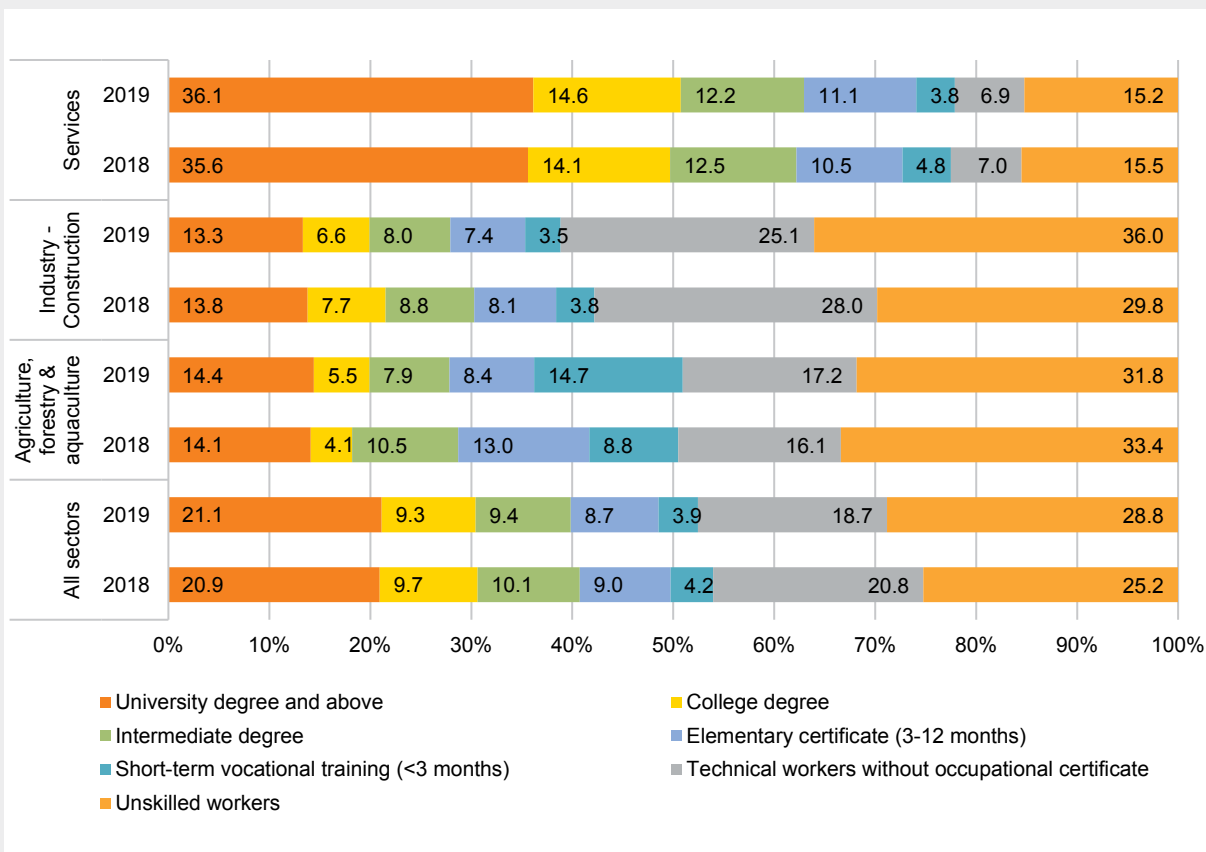


(Source: Calculations based on the Annual Survey on Demands for Workers in all Types of Enterprises in 2017, 2018 and 2019 by the Department of Employment, MoLISA)

Enterprises operating in the service sector had the highest percentage of employees with university degrees or above (36.1%) while the industry-construction sector showed the largest percentage of unskilled workers (36.0%). For all sectors combined, unskilled

workers continued to outnumber workers with professional/vocational qualifications and as a percentage of the workforce employed by enterprises had risen from 25.2% from 2018 to 28.8% in 2019 (Figure 2.18).

Figure 2.18. Enterprise workforce by qualification and economic sector (%)

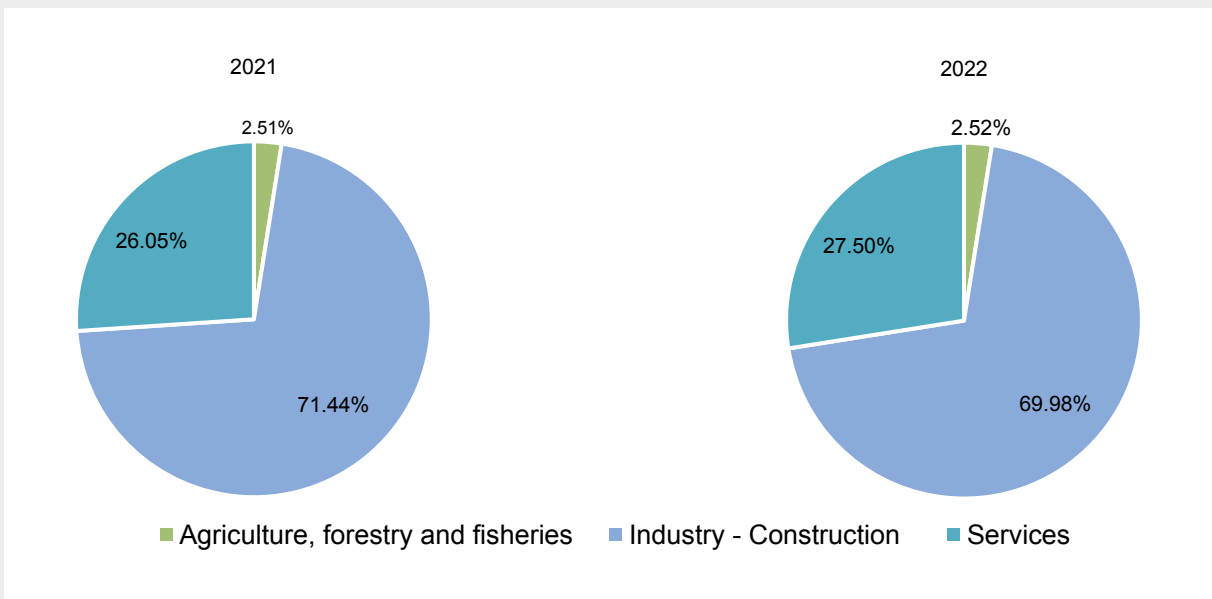


(Source: Calculations based on the Annual Survey on Demands for Workers in all Types of Enterprises in 2018 and 2019 by the Department of Employment, MoLISA)

Results from MoLISA's 2019 annual survey on demands for workers showed that enterprises in Vietnam would need to recruit approximately 1,777 million of additional workers by 30 June

2021 and another 1,940 million by 30 June 2022, of which the majority will be absorbed by the industry-construction sector (Figure 2.19).

Figure 2.19. Forecasted demand for workers by economic sector (%)



(Source: Calculations based on the Annual Survey on Demands for Workers in all Types of Enterprises in 2019 by the Department of Employment, MoLISA)

Enterprises’ demands for trained workers in key occupations

Box 2.2. Key occupations

MoLISA’s Decision 1836/QD-LDTBXH issued on 27/11/2017 prescribes the list of key occupations and VET institutes eligible for investments to provide training in key occupations. The list gives priority to four broad groups of occupations including i) the sub-group of occupations in technology, industry, and agriculture, especially occupations with a direct relation to Industry 4.0, ii) the sub-group of 08 occupations for which a mutual recognition agreement for skilled labour movement within the ASEAN Economic Community (AEC) exists i.e., engineering, nursing, architecture, medicine, dentistry, tourism, surveying and accountancy; iii) the sub-group of arduous, hazardous occupations, and occupations that are in demand but hard to recruit learners, and iv) the sub-group of occupations needed for socio-economic development, national defence and security requirements.

NIVT’s 2019 survey on vocational education and training needs in relation to the labour market showed that in 2021, the labour market will need approximately new 815,000 workers with training in key occupations,

and another 817,000 workers in 2022. The demand is strongest for workers with college qualifications. Industries with large demands for workers include garment, food processing, construction machine operations (Figure 2.20).

Figure 2.20. Labour need forecast for twenty occupations (2020 – 2021)

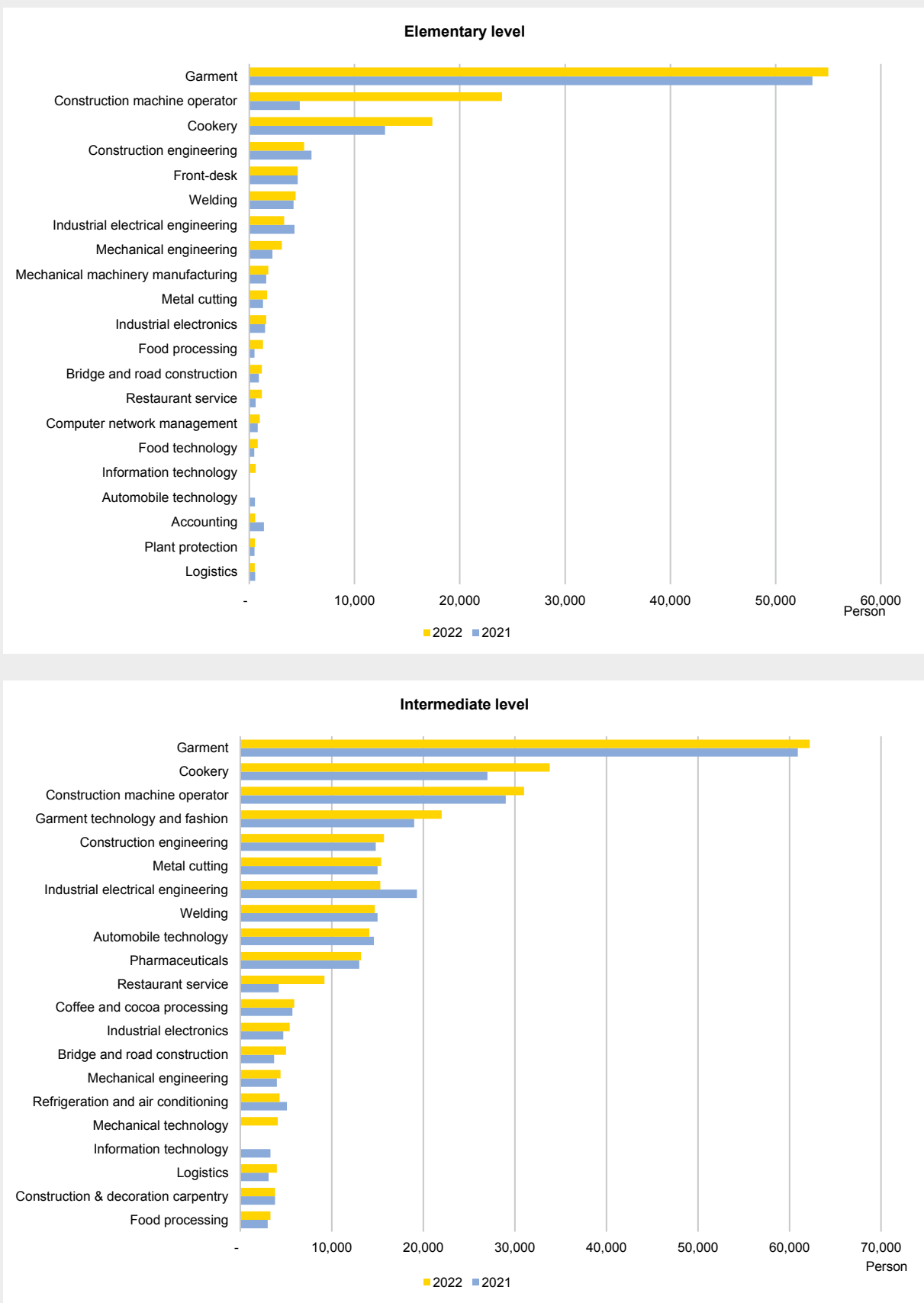
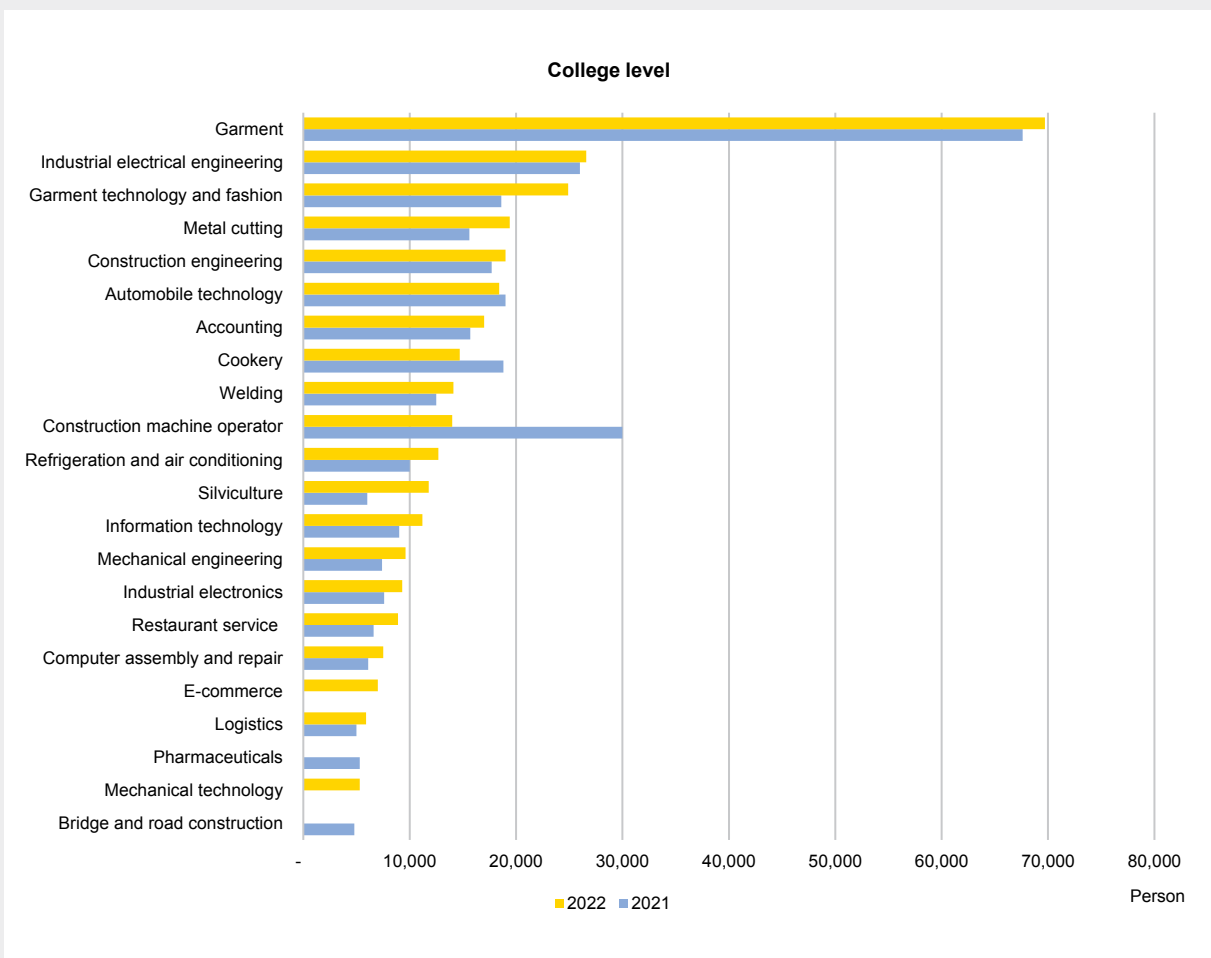


Figure 2.20. Labour need forecast for twenty occupations (2020 – 2021)



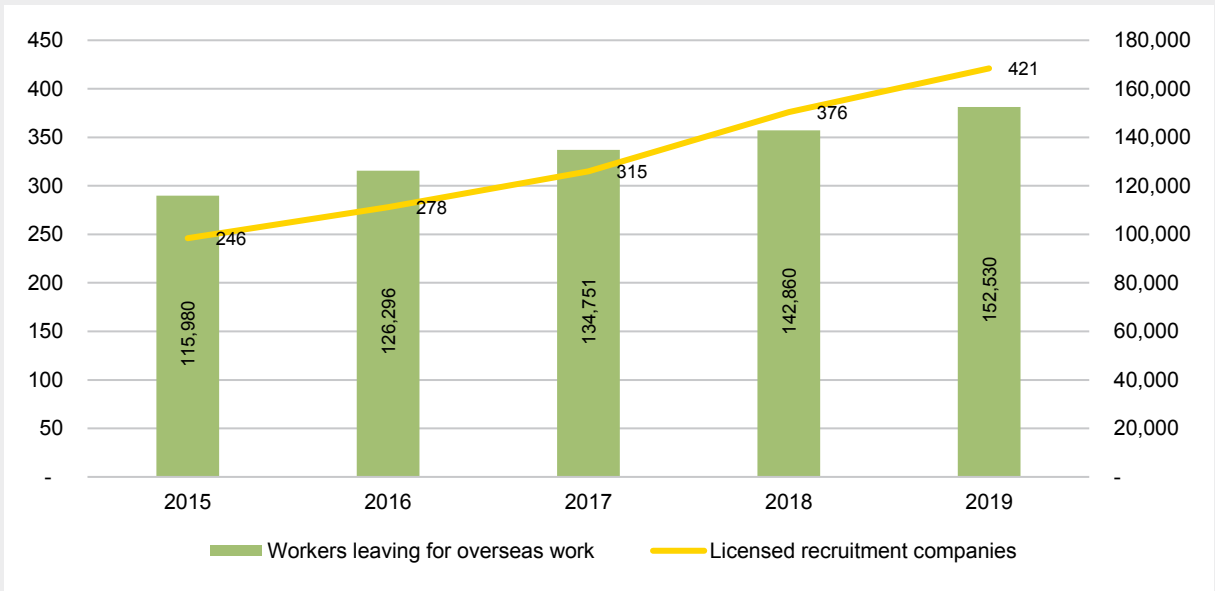
VET needs in relation to the labour market

2.2.2. Labour demand from overseas markets

By the end of 2019, there was a total of 421 companies licensed to recruit Vietnamese nationals to work for overseas, up 71.1% from 2015. The number of Vietnamese workers

recruited for overseas work also increased by 31.5% from 2015, and reached 152,530 persons in 2019, of which 39.4% are females (Figure 2.21).

Figure 2.21. Overseas Vietnamese workers and companies licensed to recruit Vietnamese nationals for overseas work

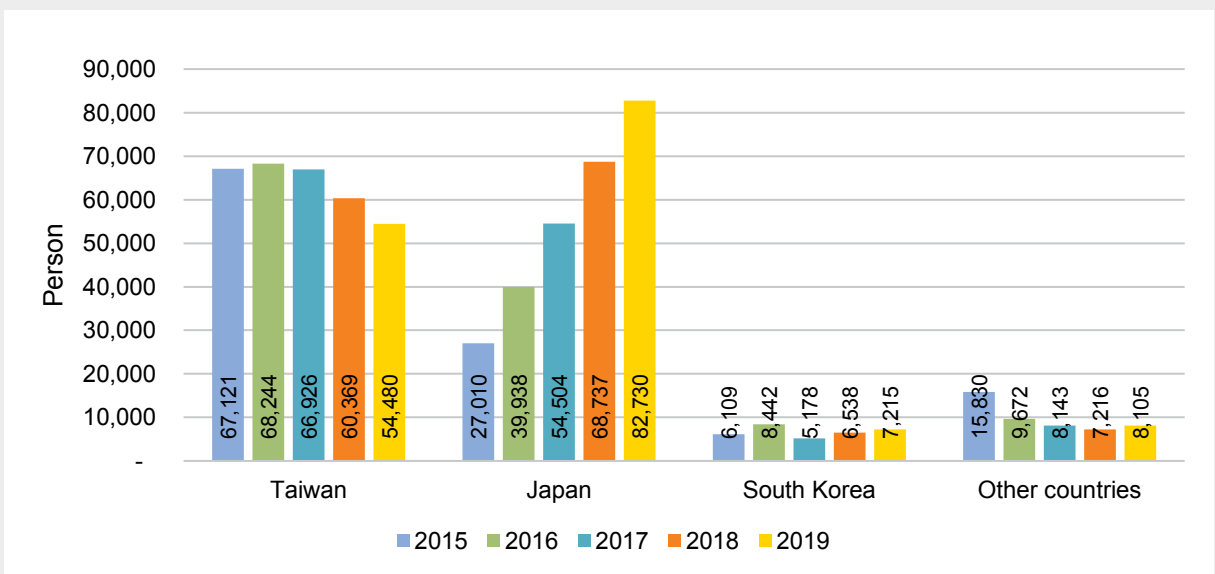


(Source: www.dolab.gov.vn)

Japan remained the largest market for overseas Vietnamese workers in 2019, hosting 82,703 Vietnamese nationals, followed by Taiwan with

54,480 persons, and South Korea with 7,215 persons (Figure 2.22).

Figure 2.22. Vietnamese guest workers with working permits



(Source: www.dolab.gov.vn)

Box 2.3. Recruitment of Vietnamese workers for Germany

The recruitment of Vietnamese workers to work in Germany focuses mainly on the nursing profession as is carried out on the basis of the agreement signed on March 8th, 2012 between MoLISA, GIZ and the Federal Employment Agency on the implementation of the ‘Triple win migration programme’. The numbers of Vietnamese nationals recruited to work in nursing Germany are as follows:

Year	Number	Occupation
2015	102	Aged care
2016	76	Aged care
2017	72	Patient care
	82	Aged care
2018	77	Patient care
	110	Aged care
2019 (recruited)	391	Patient care & aged care

TOTAL 519 workers left Vietnam for Germany and 391 are learning German

The number of recruited nursing workers has now met the set quota. However, the requirement for workers to obtain a B2 level certificate in German was considered inappropriate and was replaced by the obtention of a B1 level certificate and evidence of completion of a B2 level course in German. Feedback on the quality of Vietnamese nursing staff working in Germany includes the following:

Work attitude: Hard working, industrious

Knowledge: Limited knowledge of the German language

Skill: Improvements needed. Lack of special skills required by German employers

In addition to nursing, occupations with potential for work in Germany include: Mechanical engineering, mechatronics, engineering, information technology, industrial electrical engineering, food and beverages.

Source: NIVT report on the recognition of skills and qualifications of Vietnamese workers on German standards

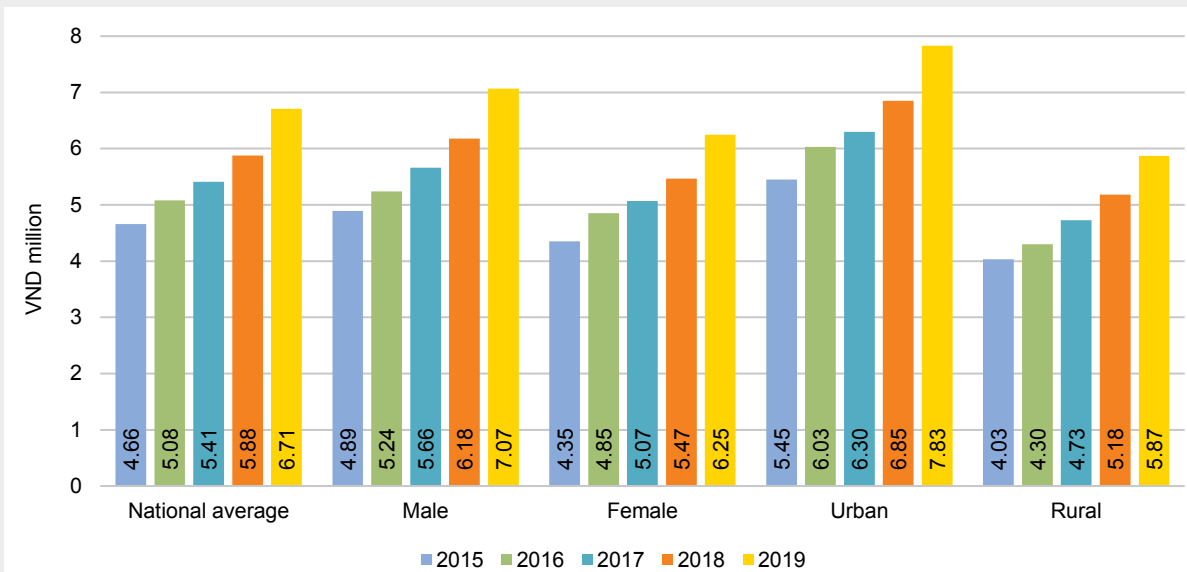
2.3. Salaries and wages

This section reports only on the income of employed salary earners, including salaries/wages, bonuses and work allowances (overtime payment, hazardous work, etc.).

In quarter four of 2019, the average monthly income from the main job of the employed salary earners was VND6.71 million (≈USD291). This

represents a 43% increase as compared with quarter four of 2015. Male workers received VND7.07 million(≈USD307) per month while female workers received VND6.25 million (≈USD271) per month. Urban workers earned VND 7.83 million (≈USD340) while their rural counterparts took home VND5.87 million (≈USD255) per month (Figure 2.23).

Figure 2.23. Average monthly income of a wage earner

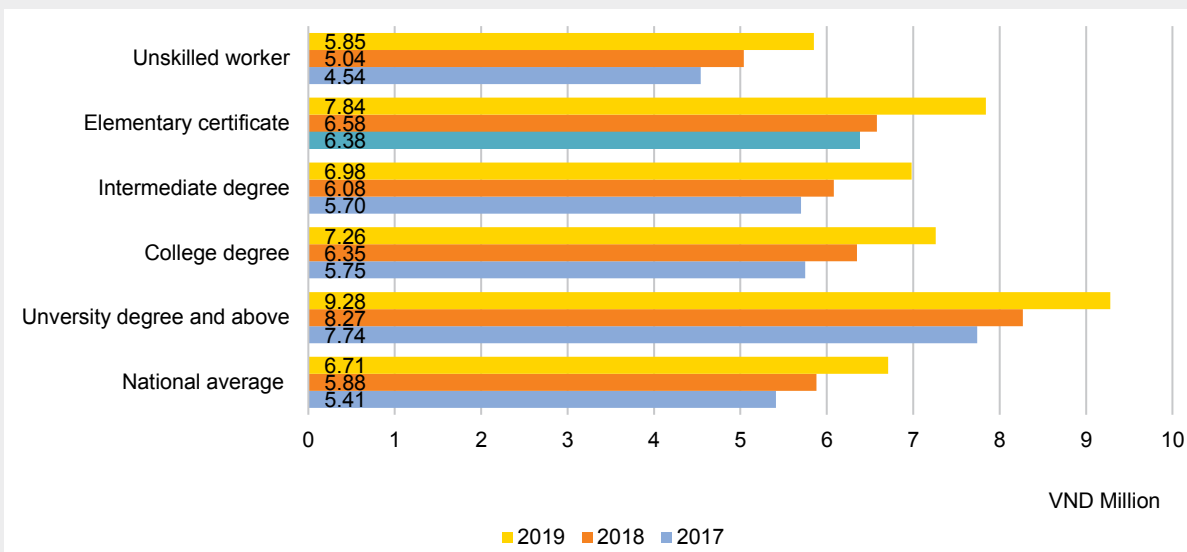


(Source: Calculations based on the Labour and Employment Survey, Q4 2015; Q4 2016; Q4 2017, Q4 2018, Q4 2019, GSO)

The pay gap between different levels of qualifications remained significant. Unskilled workers earned VND 5.85 million (≈USD254) per month while university graduates' average monthly income was 1.59 times higher, reaching VND9.28 million(≈USD403) per

month. The average monthly income of workers with elementary vocational qualifications (VND7.84 million or ≈USD340) was better than that of college graduates (VND7.26 million or ≈USD315) and intermediate-level graduates (VND6.98 million or ≈USD303) (Figure 2.24).

Figure 2.24. Average monthly income of employed salary earners



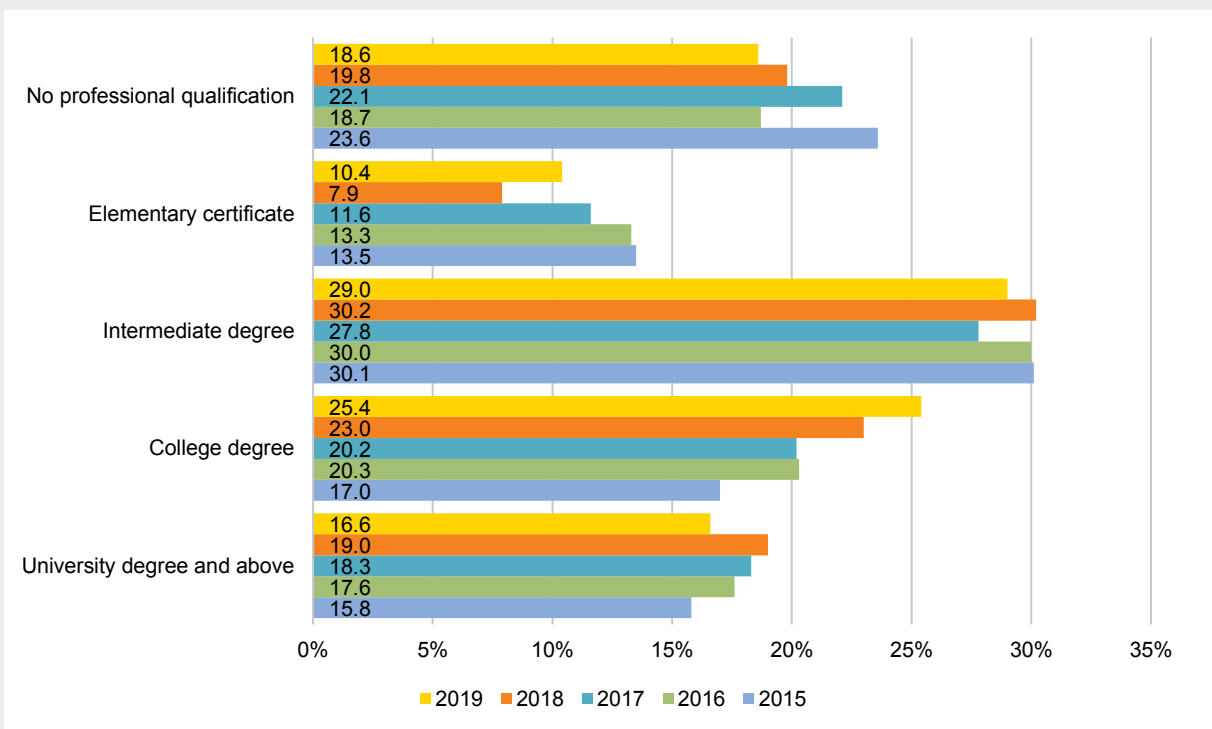
(Source: Calculations based on the Labour and Employment Survey, Q4 2017, Q4 2018, Q4 2019, GSO)

2.4. Job market

By the end of quarter four of 2019, a total of 89,500 vacancies were listed by enterprises on MoLISA's E-portal, 23.7% less than in 2018 (117,300 vacancies). Vacancies targeting female applicants made up 63.1% of the listing, and those published by non-state enterprises accounted for 73.4%. A

total of 30,100 job seekers registered on the e-portal, 4.4% less than in 2018 (31,500 job seekers), of which 43.4% were females. By qualification, job seekers with intermediate degrees accounted for the largest proportion (29%), followed by college graduates (25.4%) and those with university degrees or higher (16.6%) (Figure 2.25).

Figure 2.25. Job seekers on MoLISA e-portal by qualification



(Source: Vietnam Labour Market Updates, Issue 8 - Q4 2015, Issue 12 - Q4 2016, Issue 16 - Q4 2017, Issue 20 - Q4 2018, Issue 24 - Q4 2019, MoLISA - GSO)

Conclusions

The proportion of trained workers increased steadily by about 5% annually between 2015 and 2019 but remained relatively low and represents only 23.68% of the national workforce. At the same time, over one third (34.18%) of the employed workforce – including trained workers were doing unskilled jobs.

Among the working age unemployed, university graduates represented the highest percentage (52.8%), followed by college graduates (24.4%),

intermediate-level certificate holders and (14.7%) and elementary-level certificate holders (8.1%).

Among the workforce employed by enterprises, 28.8% were unskilled workers.

Among waged workers with VET qualifications, the average monthly income of workers with elementary-level qualifications (VND7.84 million or ≈USD340) was better than that of college graduates (VND7.26 million or ≈USD315) and intermediate-level graduates (VND 6.98 million or ≈USD303).

CHAPTER 3

NETWORK OF TVET INSTITUTES

As the result of the implementation of Resolution 19-NQ/TW issued by the Central Committee of the Communist Party of Vietnam on October 25, 2017 on the continued reform of the organizational and managerial structure of public service providers and enhancement of their quality and productivity, in 2019, the number of VET institutes continued to fall. Ministries and localities carried out the scanning of VET institutes under their management in line with Government's Decree 143/2016/ND-CP²⁶ and Decree 140/2018/ND-CP²⁷. VET institutes that failed to fulfil the prescribed requirements or underperformed had to undergo the restructuring process. Several ministries carried out the merger of VET institutes located in the same geographical areas, while local governments merged secondary VET schools into colleges and dissolved underperforming ones. Other ministries and localities continued the scanning process while waiting for instructions from relevant responsible authorities.

Chapter 3 gives an overview of the network of VET institutes, and analyses its distribution by type, socio-economic region and ownership.

3.1. The network of TVET institutes

Resolution 19-NQ/TW asks for “the merging of secondary VET schools into colleges, and the dissolution of underperforming secondary VET schools and colleges” and instructs that “in principle, there should be only one focal point for public VET per province. At the district level, continuing education centres, career orientation centres and VET centres should be merged into one single VET centre”. In line with this instruction, in December 2019, the total number of VET institutes was 1,907, down 41 from 2018 and 73 from 2017 (Figure 3.1).

Between 2017 and 2019, the numbers of colleges and secondary VET schools grew in opposite directions. An increase of five colleges was recorded for this period, while the number of secondary VET schools fell significantly by 22 in 2018, and by another 56 in 2019.

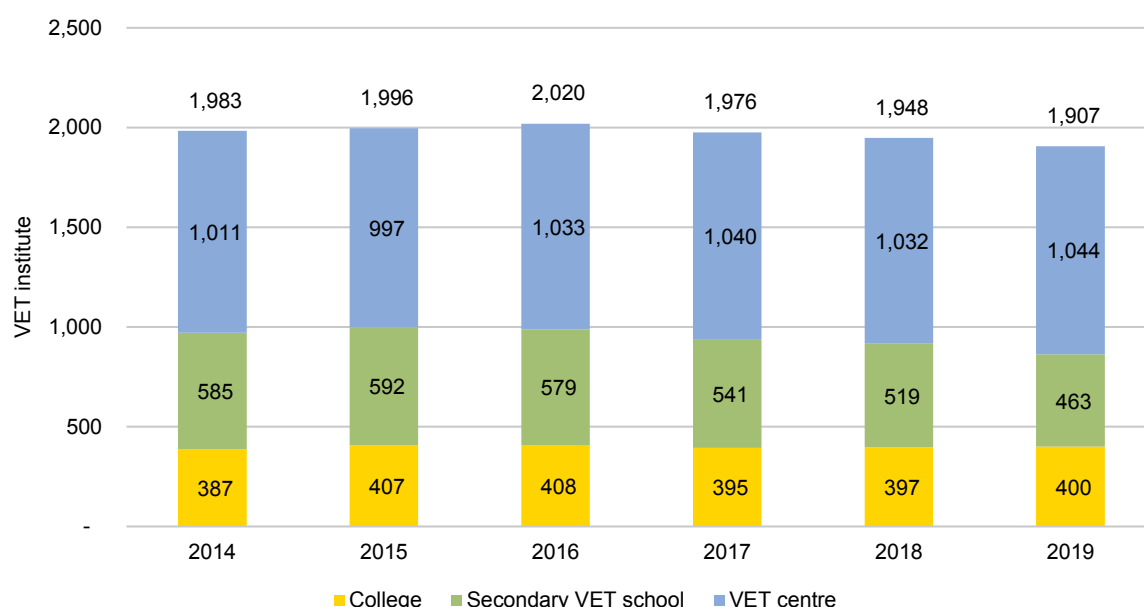
For ministries, the restructuring of the VET network was carried out in the direction of merging VET institutes located in the same geographical areas and offering similar training programmes. For instance, under the management of the Ministry of Industry and Trade, the Cam Pha College of Industry was merged with the College of Industry and Construction. Under the management of the Ministry of Agriculture and Rural Development, the Secondary College of Fisheries was merged into the Southern College of Agriculture. For several local governments e.g., Hung Yen, Soc Trang, Binh Phuoc, Vinh Long, Lao Cai, the restructuring process was carried out to merge teacher training colleges with other VET institutes. Another restructuring trend carried out by local governments was the merging of several secondary VET schools and colleges into one new college. This process is a main contributing factor in the sharp decline of secondary VET schools in 2019.

²⁶ Decree 143/2016/ND-CP prescribing the conditions for investments and operations in the VET sector

²⁷ Decree 140/2018/ND-CP specifying the amendments and additions to Decrees pertaining to business investment conditions and administrative procedures under MoLISA's state management

Box 3.1. Restructuring the network of VET institutes in 2019

Hung Yên province:	Hung Yen community college was established from the merger of Hung Yen teacher training college and Hung Yen college of arts, culture and tourism;
Sóc Trăng province:	The teacher training college, the secondary school of arts and culture, and the secondary school of medicine were merged into the Soc Trang community college ;
Bình Phước province:	Binh Phuoc college was established on the basis of the merger of the province's teacher training college, vocational college and medical college;
Vĩnh Long province:	Vĩnh Long College was established from the merger of Vinh Long teacher training college, Vinh Long secondary school of medicine, and Vinh Long community college;
Trà Vinh province:	The Tra Vinh boarding secondary VET school for ethnic minorities and the Tra Vinh secondary school of arts and sports were merged into the Tra Vinh vocational college ;
Lai Châu province:	The boarding secondary VET school for ethnic minorities and the secondary school of medicine were merged into the Lai Chau community college ;
Nam Định province:	Nam Dinh college of economics and technology were established from the merger of i) Nam Dinh secondary school of trade, tourism and services, ii) Nam Dinh secondary school of agricultural technology and economics, iii) Nam Dinh secondary school of mechatronics, iv) Nam Dinh secondary school of traditional crafts, v) Nam Dinh secondary school of technology and communications, and vi) Nam Dinh college of technology;
MIT:	Cam Pha college of industry was merged into the college of industry and construction;
MARD:	The secondary school of fisheries was merged into the Southern college of agriculture ;

Figure 3.1. Number of VET institutes by type, 2014 – 2019

(Source: DVET)

3.2. Network of VET institutes by socio-economic region

The network of VET institutes is widely present throughout the country, and includes a great variety of types, training levels, and operational models. A system of high-quality VET institutes was formulated. In 2019, MoLISA also issued the list of key occupations at the national, regional, and international levels, and identified VET institutes eligible for investments to deliver the training of such key occupations²⁸.

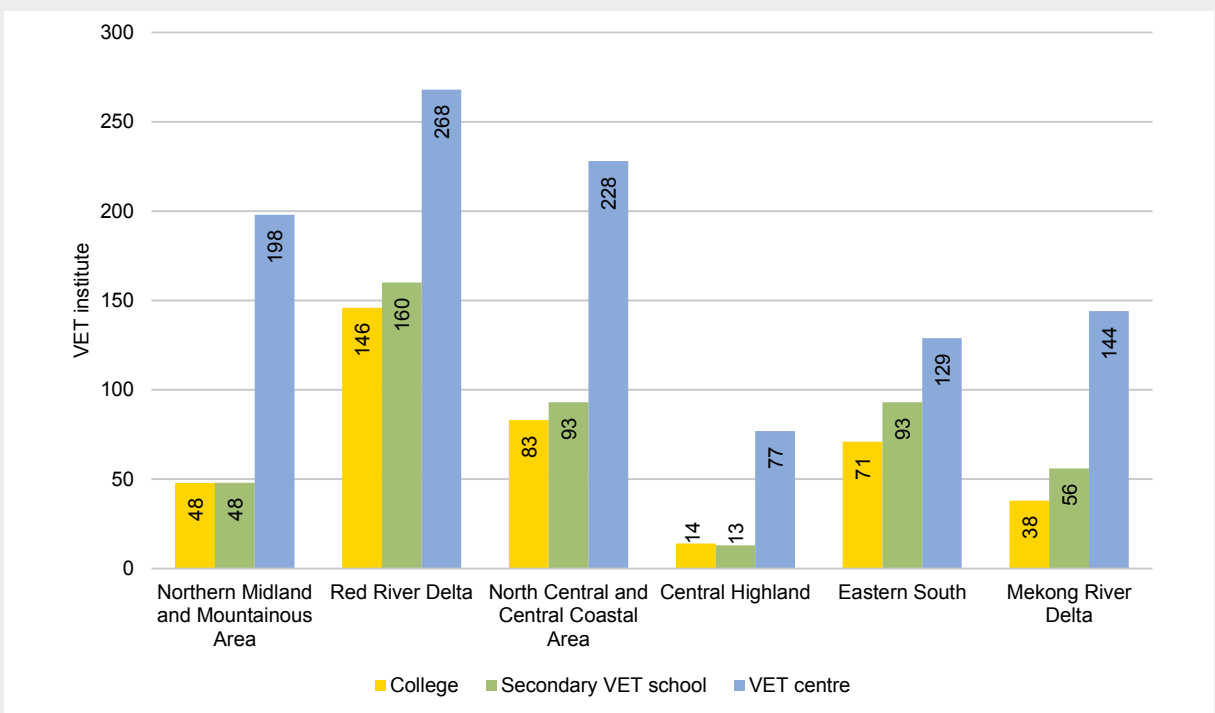
2019 saw the establishment of VET institutes that cater specifically for students from ethnic minority groups, and students with disabilities. Several VET institutes for the gifted in areas such as arts and sports were also established, along with VET institutes specializing in political studies.

The current distribution of VET institutes among the country's six socio-economic

regions is not without inadequacies. Over 50% of Vietnam's VET institutes are concentrated in two regions i.e., the Red River Delta and the North Central and Central Coastal area, which account respectively for 30.09% (574 VET institutes) and 21.18% (404 VET institutes) of the country's total. The distribution of colleges is particularly uneven: The Central Highlands and the Mekong Delta account respectively for only 3.5% (14 colleges) and 9.5% (38 colleges) of the country's total. Given that regional economic development and successful investment attraction require the timely supplies of quality human resources, it would be necessary to act on the current imbalance of VET institute distribution. One potential approach would be the development of colleges into high-quality VET institutes/centres of excellence, as well as the identification and subsequently investment in the training of region-specific key occupations.

²⁸ Decision 1769/QĐ-LĐTBXH issued on November 25, 2019 on the approval of key training occupations and VET institutes permitted to select key training occupations for the period 2016-2020 with vision to 2025

Figure 3.2. Number of VET institutes by socio-economic region



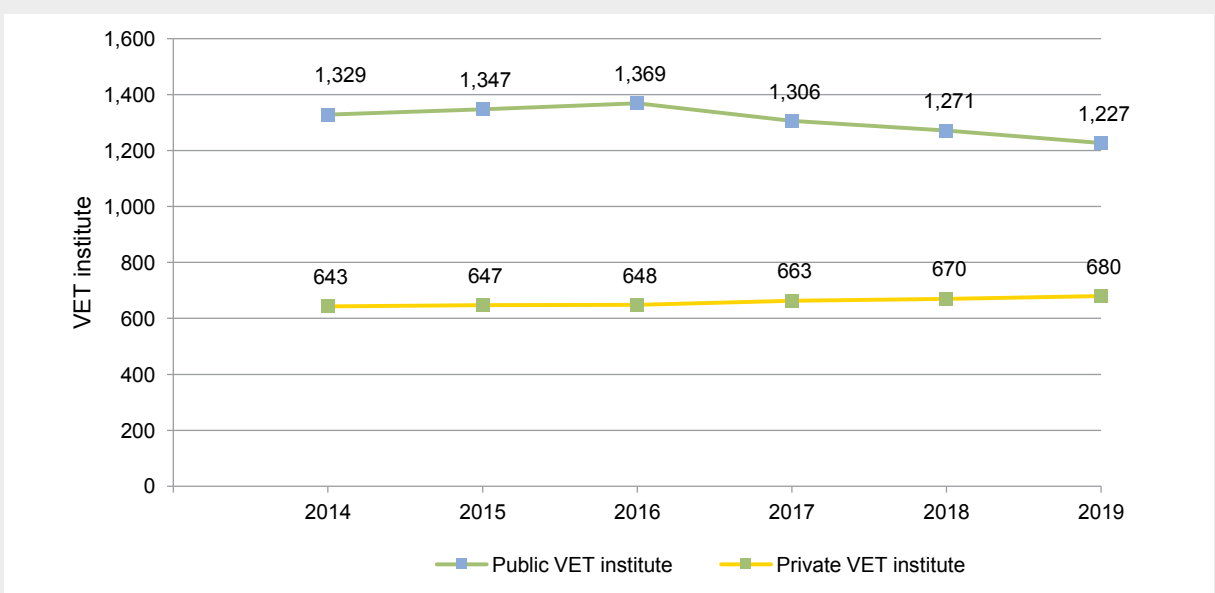
(Source: DVET)

3.3. Network of VET institutes by ownership

Since the VET law took effect in 2015, there had been divergent fluctuations in the number of VET institutes by type of ownership (Figure 3.3). The number of public VET institutes declined by 120, from 1,347 in 2015 to 1,227 in

2019 while non-public VET institutes increased by 33, from 647 to 680 over the same period. The number of foreign-invested VET institutes remained unchanged at seven institutes including four colleges, one secondary VET school and two VET centres.

Figure 3.3. VET institutes by type of ownership, 2014 – 2019

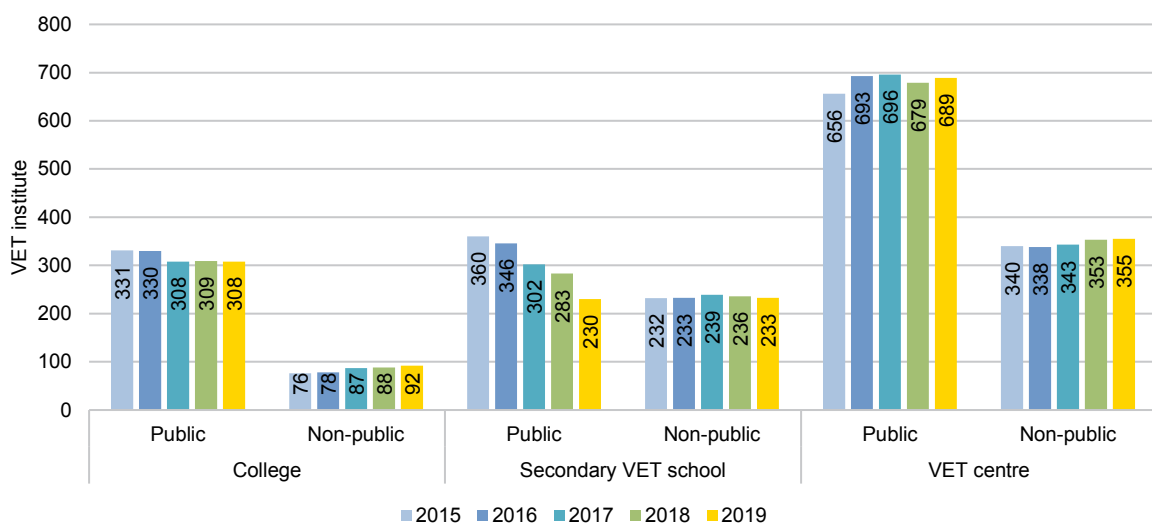


(Source: DVET)

With regards to training levels, over the past five years, non-public colleges and VET centres both increased slowly but quite steadily, and in 2019 attended respectively for 23% (92 colleges) and 34% (355 VET centres) of the country's total. Despite a slight increase, non-public secondary VET schools

still outnumbered public ones, accounting for 50.3% (233 schools) of the country's total (Figure 3.4). The consistent shares of non-public VET institutes proved the viability of private sector's involvement in the restructuring of the VET network.

Figure 3.4. Number of VET institutes by ownership, 2015 – 2019

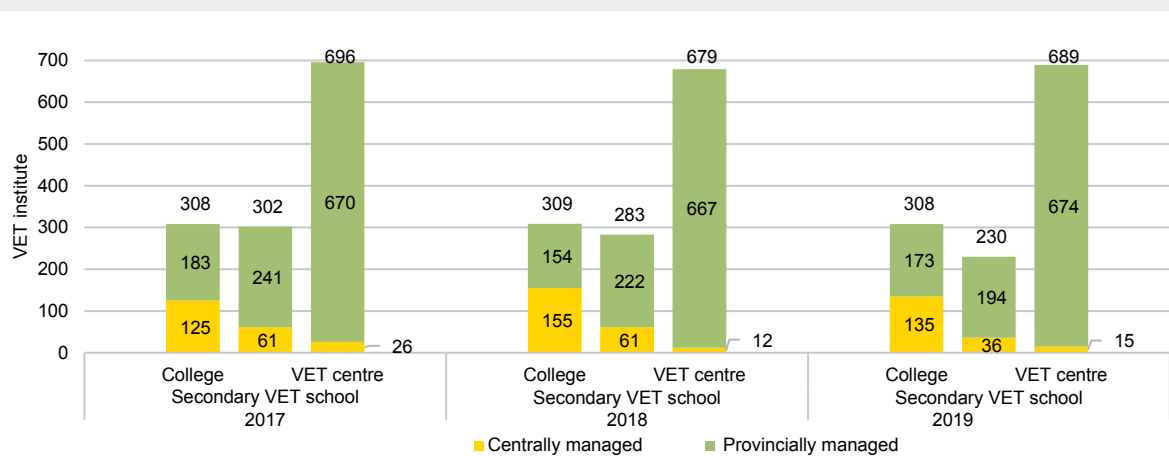


(Source: DVET)

In terms of management, the restructuring of the network of VET institutes contributes to tackle the overlap between centrally managed and provincially managed institutes offering the same training programmes in the same geographical areas. Geared towards fewer management layers, the restructuring process is also expected to bring about more focused investments and avoid scattering resources, thus improving the performance of a VET

system where many institutes are still falling behind the regulated standards. However, most VET institutes that underwent the restructuring process in 2019 were provincially managed while the restructuring of centrally managed ones proved to be slow and had not moved beyond the planning phase. Currently, 44% of public colleges, 16% of public secondary VET schools and 2.2% of public VET centres are under central management (Figure 3.5).

Figure 3.5. Number of public TVET institutes by management level in 2019



(Source: DVET)

Conclusions

In 2019, the restructuring of VET institutes was carried out in line with the instructions provided by Resolution 19-NQ/TW issued on 25/10/2017 by the 6th Congress of the 12th Central Committee on the continued reform of the organizational and managerial structure of public service providers and improvement of their quality and productivity.

The restructuring process followed the regulations laid out in Decree 143/2016/ND-CP and Decree 140/2018/ND-CP. Nevertheless, several localities mechanically adopted the tasks and solutions set forth in Resolution 19-NQ/TW as the objectives of the restructuring process and thus caused a disconnect between the restructuring outcomes and the human resources and socio-economic demand of their regions in the next ten to ten years. There have also been several instances of VET institutes with completely unrelated training occupations being merged together e.g., medical colleges being merged with arts and culture/engineering/teacher training/sports colleges.

In 2019, the trend continued down for public VET institutes, and up for non-public ones although not at the same pace across different provinces. No new foreign-invested VET institutes were established, and the existing ones are concentrated only in bigger cities and key economic zones. Overall, enterprises and other socio-economic organizations were not actively engaged in the VET sector.

Recommendations

The following measures could be considered in the restructuring of the VET network:

- A roadmap for the merger of public secondary VET schools into public colleges could be rolled out with priority being given to the merger of those located in the same geographical areas and offering similar training programmes.
- VET institutes managed by ministries and other central-level organizations/agencies should be gradually handed over to local governments. The handover should be applicable first to centrally managed VET institutes offering similar training programmes to their locally managed counterparts in the same geographical areas.

- The restructuring process should apply a suitable roadmap and be aimed primarily at improving the quality and performance of individual VET institutes while contributing to common efforts to reform the VET sector.
- Investment attraction in VET should be accelerated to expand the development and delivery of training programmes in technical and geographical areas where non-public VET institutes can perform well.

CHAPTER 4

VET ADMISSIONS AND GRADUATIONS

2019 marked three years since the entire VET system carried out admissions and training activities in accordance with the VET law. In 2019 there were several developments in the realm of normative documents and policies to facilitate learner's access to VET. This chapter provides information on admissions to VET, graduations from VET and employment of VET graduates.

4.1. VET admissions

4.1.1. New policies to facilitate admissions to VET

Circular 07/2019/TT-BLDTBXH issued on 07/03/2019 allows for lower-secondary education graduates to enroll in college-level training programmes and to continue pursuing their general education as regulated by MoET while following VET programmes. This Circular also allows for a simplified admission process and easier identification of admissions targets by VET institutes. Specifically, the admission form was modified to accommodate both online and offline enrollments. Prospective learners can submit their admission forms at their junior or senior high schools, DoLISA offices, or at VET institutes of their choice. Full admission packages can be submitted later upon notifications from VET institutes. The responsibilities of provincial People's Committees, DoLISAs and VET institutes in the admission process are specified with the view to giving prospective VET learners the best possible support in accessing VET,

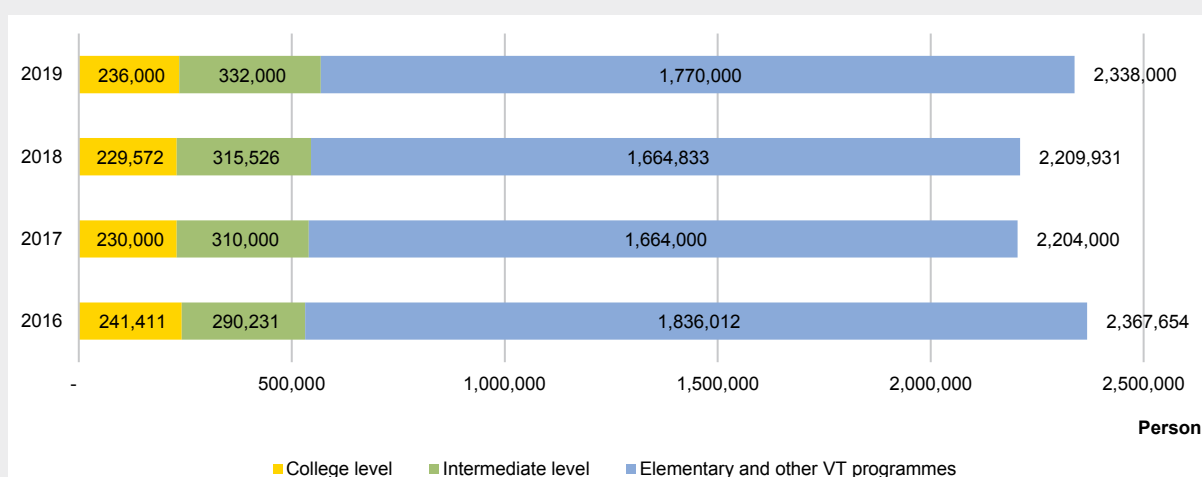
thus achieving the targets for the streaming of secondary school graduates set forth in Prime Minister's Decision 522/QĐ-TTg issued on 14/5/2018²⁹.

4.1.2. National VET admissions figures

According to DVET's report on the assessment of VET enrolments, graduations, and job placements in 2019 and orientations for 2020, a total of 2,338,000 learners enrolled in VET in 2019. Enrolment figures by level of training are as follows:

- College programmes accounted for 10.1% of total VET enrolments in 2019 (≈236,000 learners);
- Intermediate programmes accounted for 14.2% of total VET enrolments in 2019 (≈332,000 learners);
- Elementary programmes and other vocational training programmes accounted for 75.8% of total TVET admissions in 2019 (≈1,770,000 learners).

²⁹ Decision 522/QĐ-TTg signed by the Prime Minister on 14/5/2018 to approve the Project "Career orientation and streaming of students in general education for the period 2018-2025"

Figure 4.1. Admissions to VET, 2016 – 2019

(Source: DVET)

4.1.3. VET admissions by socio-economic region

The Red River Delta, the North Central and Central Coastal Area and the Eastern South continued to be the three leading regions in terms of VET enrolments, accounting respectively for 29.1% (675,483 students),

20.1% (467,835 students) and 27.0% (627,496 students) of Vietnam's total VET enrolments in 2019. These three regions combined accounted for 76.2% of the total VET enrolments nationwide and 66.6% of the country's total VET institutes, against 62.9% of the national population (Figure 4.2).

Box 4.1. Population by socio-economic region

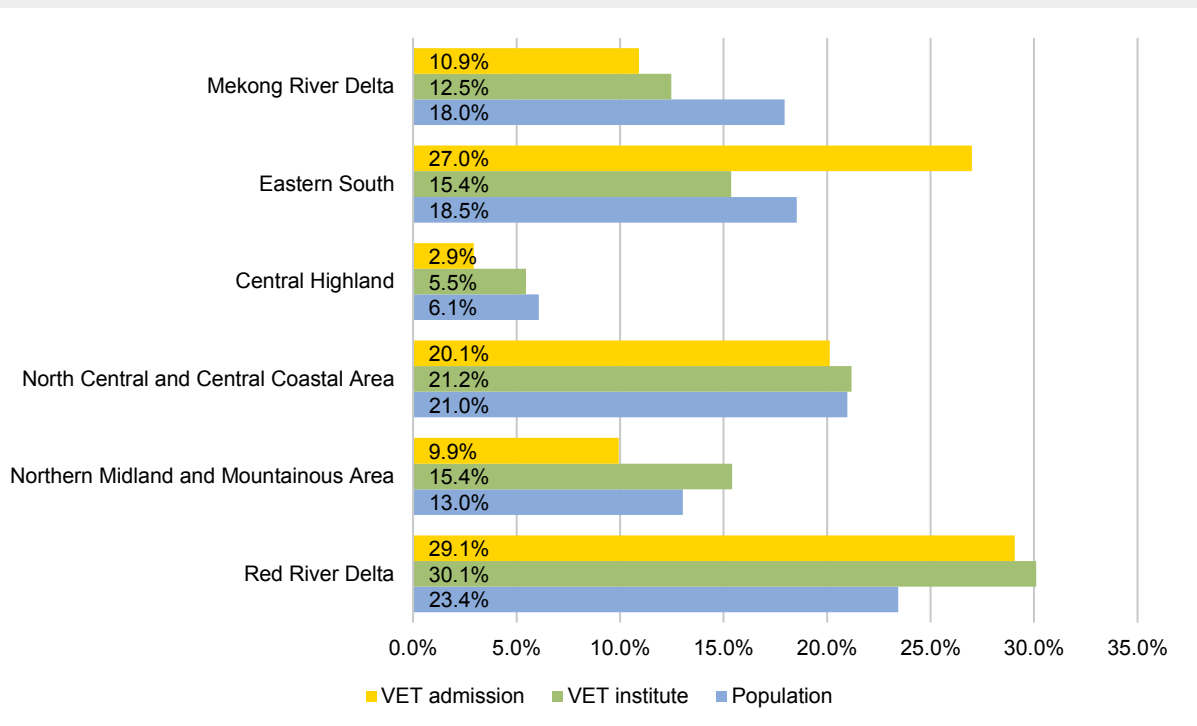
Northern Midland and Mountainous Area	12,532,866
Red River Delta	22,543,607
North Central and Central Coastal Area	20,187,293
Central Highland	5,842,681
Eastern South	17,828,907
Mekong Delta River	17,273,630
Total	96,208,984

Source: Population and housing census 2019, GSO

The three remaining regions i.e., the Northern Midland and Mountainous Area, the Central Highland and the Mekong River Delta accounted respectively for 9.9% (231,078 students), 2.9% (68,320 students) and

10.9% (253,784 students) of the country's total admissions to VET in 2019. These are also three regions where the percentages of admissions to VET are significantly smaller than the shares in the national population.

Figure 4.2. Share of country's population, VET admission and VET institute by socio-economic region in 2019 (%)



(Source: DVET)

4.1.4. Admissions to high-quality training programmes

In line with Prime Minister's Decision 371³⁰, MoLISA's Decisions 926/QĐ-LĐTBXH³¹ and 934/QĐ-LĐTBXH³² pertaining to the application of training programmes transferred from Germany in the piloting of 22 international-level key occupations, in 2019, DVET provided instructions to prepare 45 colleges for the student recruitment and training delivery scheduled to take place in 2020.

Thanks to productive career counselling and communications activities, student recruitment

results were successful. By end of 2019, 1,040 students were admitted for 21 occupations against the quota of 1,056 students.

4.1.5. Admissions to the three VET institutes piloting the autonomy approach

Since 2016, there have been three colleges that pilot the autonomy mechanism i.e., the College of Technology II, Quy Nhon College of Engineering and Technology and Lilama II International College of Technology. Student recruitment at these three colleges encounter both new opportunities and challenges. The results are as follows:

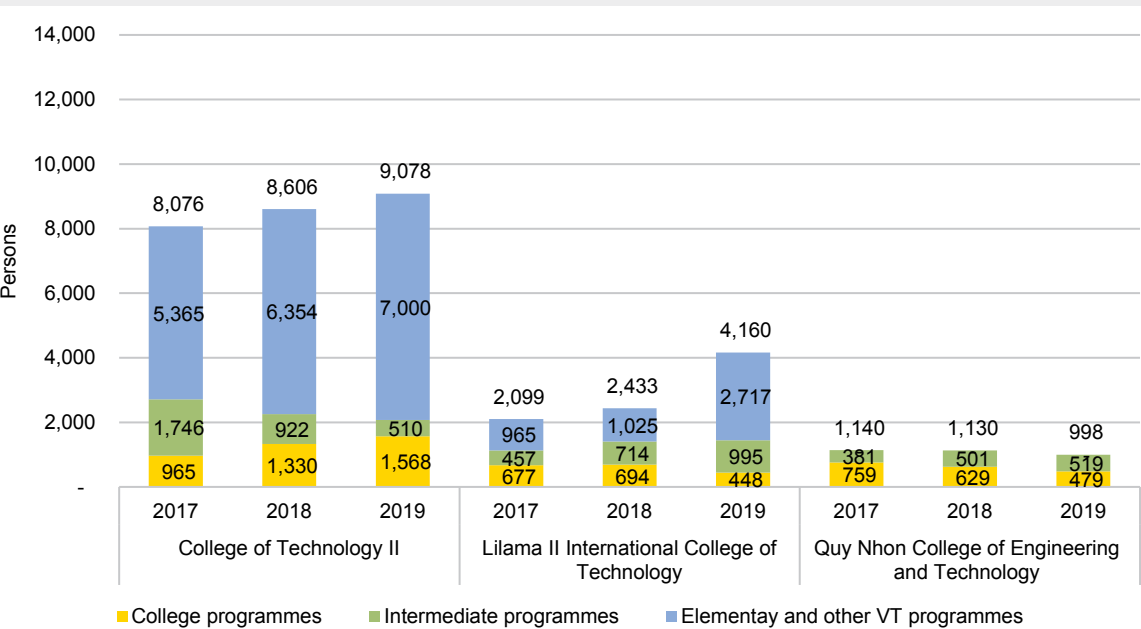
³⁰ Decision 371/QĐ-TTg issued on February 28, 2013 by the Prime Minister on the approval of the Project "Transfer of training programmes; Training and capacity development for VET teachers and managers; Pilot implementation of key occupations at the ASEAN and international levels for the period 2012-2015".

³¹ Decision 926/QĐ-LĐTBXH issued on July 18, 2018 by MoLISA on the approval of the use of 22 training curricula transferred from Germany in the training delivery of 22 international-level key occupations and pilot awarding of college graduation certificates from both Germany and Vietnam.

³² Decision 934/QĐ-LĐTBXH issued on July 18, 2018 by MoLISA on the approval of the planning and regulations for the pilot training delivery of 22 international-level key occupations at the college level.

- The College of Technology II enrolled 9,078 students, of which college-level programmes accounted for 17.3% (1,568 students), intermediate-level programmes accounted for 5.6% (510 students), elementary-level and other vocational training programmes accounted for 77.1% (7,000 students).
- Lilama II International College of Technology enrolled 4,160 students, of which college-level programmes accounted for 10.8% (488 students), intermediate-
- level programmes accounted for 23.9% (995 students), elementary-level and other vocational training programmes accounted for 65.3% (2,717 students).
- Quy Nhon College of Engineering and Technology enrolled 998 students, of which college-level programmes accounted for 48% (479 students) and intermediate-level programmes accounted for 52% (519 students).

Figure 4.3. Enrolments at the three VET institutes piloting autonomy, 2017 – 2019



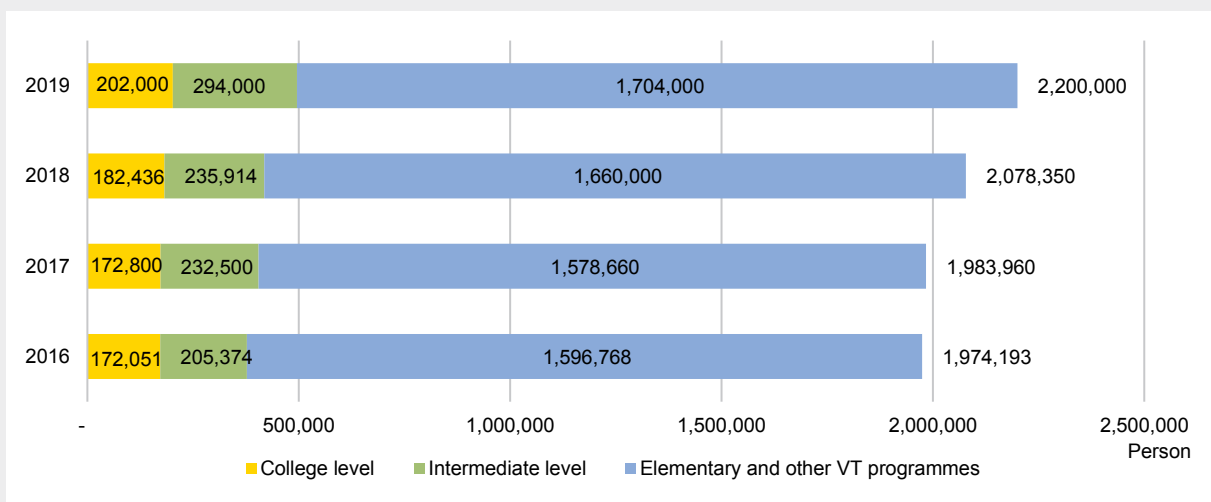
(Source: DVET)

4.2. Graduations

According to DVET’s report on the assessment of VET enrolments, graduations, and job placements in 2019 and orientations for 2020, there was a total of 2,200,000 VET graduates in 2019, of which 77.5% (1,704,000 persons)

were graduates from elementary level and other vocational training programmes, 13.4% (294,000 persons) from intermediate VET programmes, and 9.2% (202,000 persons) from college-level programmes (Figure 4.3).

Figure 4.4. VET graduates, 2016 – 2019



(Source: DVET)

4.3. Job placement upon graduation

According to DVET’s report on the assessment of VET enrolments, graduations, and job placements in 2019 and orientations for 2020, the average job placement rate of VET college graduates in 2019 was 85%. The combined job placement rate for college and secondary VET school graduates was over 80%.

The average starting monthly salary was VND6.0 million for college graduates and VND5.5 million for intermediate-level graduates, same as 2018.

The average starting monthly salary was VND6.0million for college graduates and VND5.5 million for intermediate-level graduates.

Conclusions

VET admission figures in 2019 continued to show the strong dominance of elementary-level training programmes, which accounted for 75.8% of all national admissions to VET. College and intermediate-level programmes accounted for the remaining 24.3%.

Over 80% of graduates from college and intermediate-level training programmes were employed upon graduation.

Recommendations

It is recommended that the government makes available incentives for enterprises that engage in VET activities, create investment credits for VET institutes and preferential loans for the purposes of job creation and start-ups, etc. These measures will enhance the attractiveness of the VET sector and motivate learners to pursue VET.

Relevant ministries and local governments should enhance the provision of instructions and the monitoring of student recruitment and training delivery of VET institutes under their management in order to ensure timely supplies of skilled workers for their localities. It is also highly important to provide timely and relevant labour market forecasts to assist VET institutes in the development of training plans and securing employment for VET graduates.

CHAPTER 5

VET TEACHERS AND MANAGEMENT STAFF

The quality of VET teachers and management staff is a decisive factor that determines the training quality of VET institutes. In 2019, the legal framework regulating VET teachers' professional development was further enhanced. At the same time, the quality of VET teachers and management staff continued to be standardised and upgraded with stronger professional and technical qualifications. The number of VET managers receiving management training increased significantly compared with 2018. Chapter 5 discusses the most outstanding developments with regards to VET teachers in 2019.

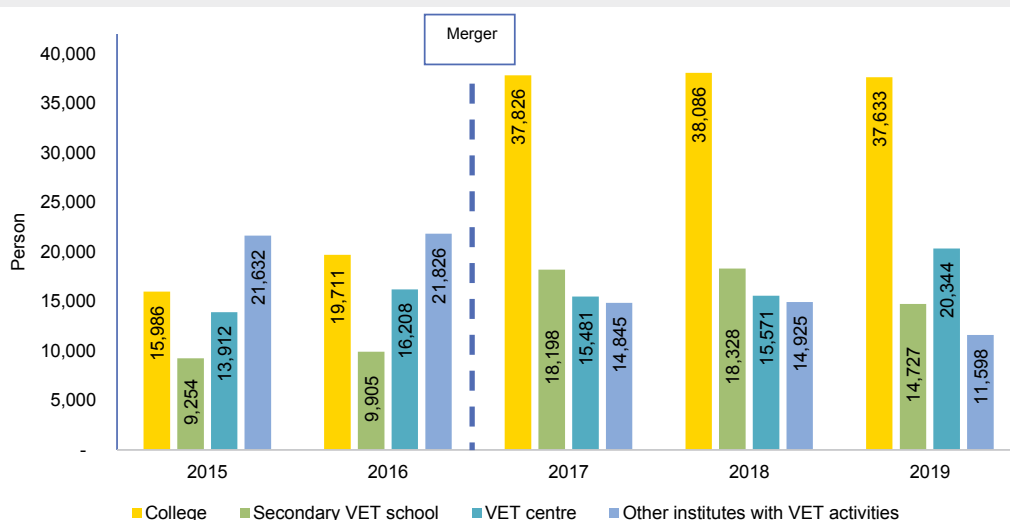
5.1. VET teachers

5.1.1. Distribution of VET teachers by type of VET institutes

In December 2019, there was a total of 84,302 VET teachers (2,608 persons or 3.0% less than 2018) in Vietnam, of which colleges accounted for 44.64% (37,633 persons), secondary VET schools accounted for 17.47% (14,727 persons), VET centres accounted for 24.13% (20,344 persons), and other VET service providers accounted for 13.76% (11,598 persons) (Figure 5.1).

Public VET institutes, which represented 64.3% of VET institutes nationwide, employed 60.12% (50,681 persons) of the total VET teachers. Non-public VET institutes, which represented 35.7% of the country's VET institutes, accounted for the remaining 39.88% (33,621 persons) of VET teachers. Teachers working for centrally managed VET institutes made up 22.59% (19,047 persons) of the total VET teacher's population. Female VET teachers accounted for 25.29% (21,317 persons) of the country's total, and 1.98% (1,669 persons) of VET teachers belonged to ethnic minority groups.

Figure 5.1. Distribution of VET teachers by type of VET institutes, 2015 – 2019



(Source: DVET)

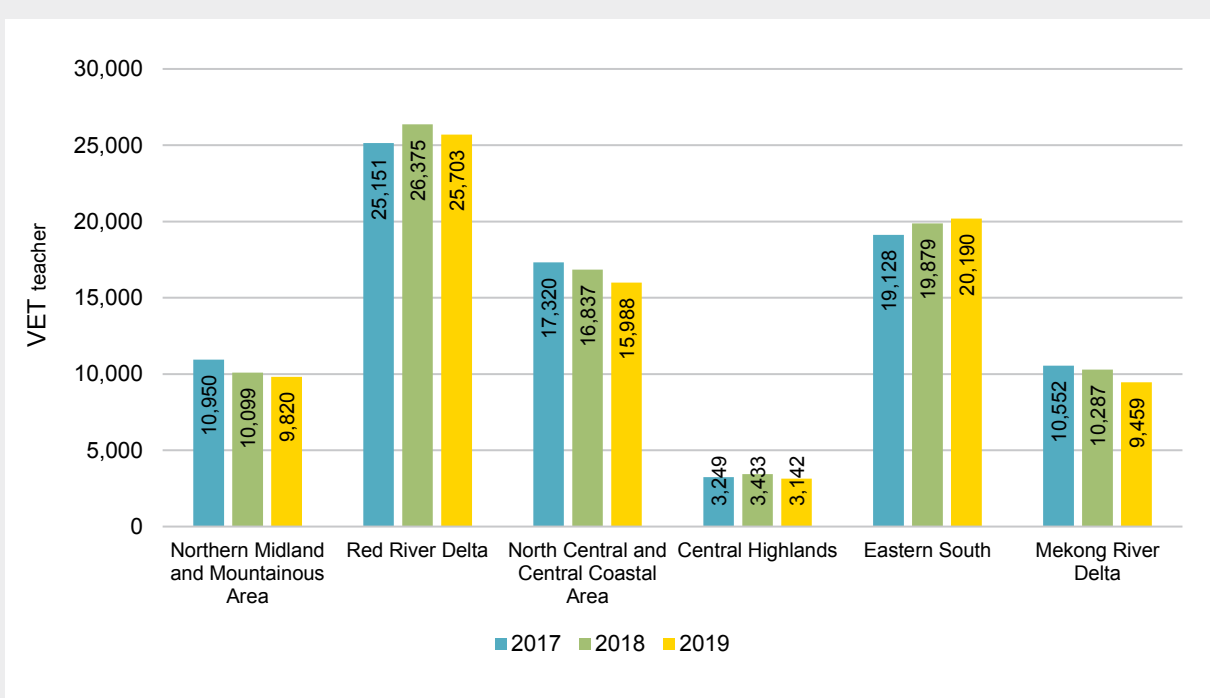
Figure 5.1 shows the numbers of VET teachers in different types of VET institutes over the 2015 – 2019 period. The surge from 2016 to 2017 was due to the merger of VET institutes managed separately by MoET and MoLISA into one unified system under MoLISA³³. Between 2017 and 2019, the number of college teachers remained quite stable. However, 2019 recorded significant fluctuations in the numbers of teachers in secondary VET schools, VET centres and other VET providers. Specifically, the number of teachers in secondary VET school in 2019 fell by 19.6% (3,601 persons) from 2018. This decline was due mainly to the ongoing restructuring of the VET network which consisted of merging secondary VET schools into colleges located in the same geographical areas and dissolving underperforming ones. The number of VET teachers working in other VET providers also

fell by 22.3% (3,327 persons) compared with 2018. On the contrary, the number of teachers at VET centres increased by 30.7% (4,773 persons), from 15,571 persons in 2018 to 20,344 persons in 2019.

5.1.2 Distribution of VET teachers by socio-economic region

The distribution of VET teachers by socio-economic region remained quite stable over the 2017 – 2019 period. The Red River Delta, the Eastern South and the North Central and Central Coastal Area continued to hold the largest numbers of VET teachers, accounting respectively for 30.49% (25,703 persons), 23.95% (20,190 persons), and 18.96% (15,988 persons) of the country’s total. The Central Highlands continued to have the lowest share of VET teachers, accounting for only 3.73% (3,142 persons) of the country’s total.

Figure 5.2. Distribution of VET teachers by socio-economic region, 2017 – 2019



(Source: DVET)

³³ Viet Nam VET Report 2018

5.1.3. Quality of VET teaching staff

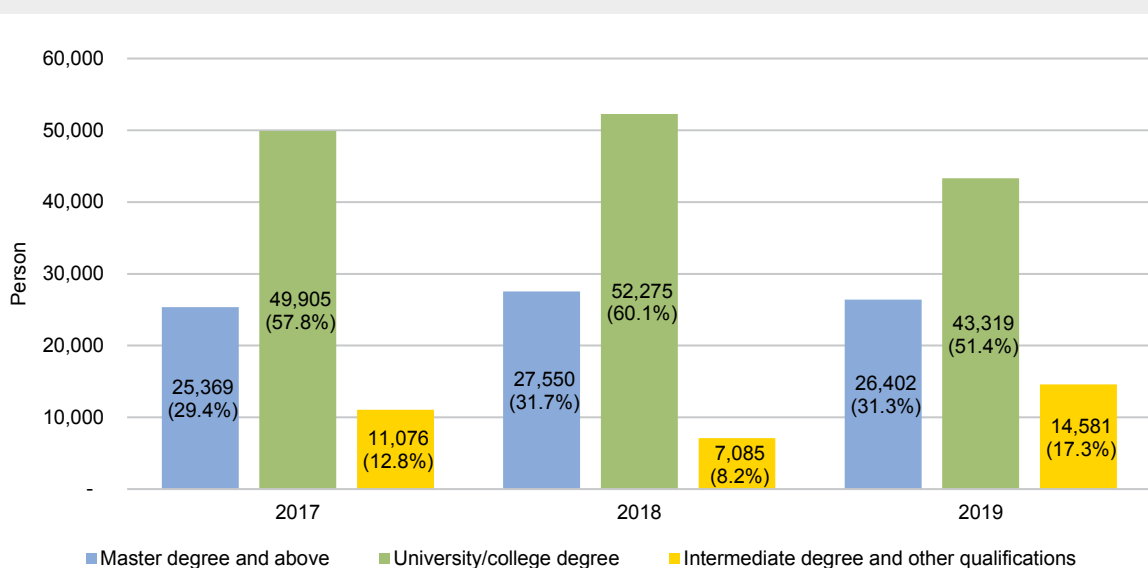
As of October 31, 2019, close to 97% (81,706 persons) of Vietnam's VET teachers were assessed against the professional standards laid out in Circular 08/2017/TT-BLĐTBXH. 92.71% (75,748 persons) were found to be qualified and 7.29% (5,958 persons) underqualified³⁴.

Among the above 81,706 assessed VET teachers, 77% (62,875 persons) were teaching practical and integrated subjects, of

which 91,13% (57,300 persons) were found to have the required occupational skills while the remaining 8,87% (5,575 persons) fell short of the standards.

In terms of academic qualifications, in December 2019, 31.3% of VET teachers (26,402 persons) held a master's degree or above, 51.4% (43,319 persons) had a university or college degree, and 17.3% (14,581 persons) had an intermediate-level degree or other qualifications (Figure 5.3).

Figure 5.3. VET teachers by qualifications level, 2017 – 2019



(Source: DVET)

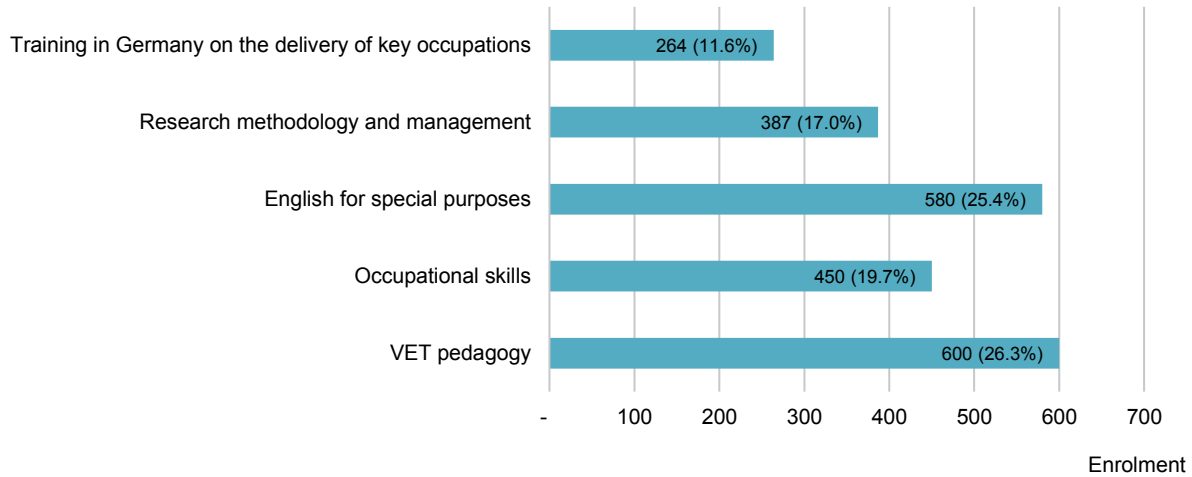
5.1.4. Capacity development of VET teachers

In 2019, the standardisation and capacity development for VET teachers continued to be a priority area for the VET sector. DVET-provided capacity development trainings in Vietnam and overseas recorded a total of 2,281 enrolments from VET teachers, of which courses on VET pedagogy accounted for 600 enrolments (26.3%), courses on occupational

skills accounted for 450 enrolments (19.7%), courses on English for special purposes accounted for 580 enrolments (25.4%), courses on research methodology and management accounted for 387 enrolments (17.0%), and courses organized in Germany to enhance capacity for the training delivering of the 22 international-level key occupations recorded 264 enrolments (11.6%) (Figure 5.4).

³⁴ Document distributed in DVET's Review Conference on Standardized Occupational Skills for VET Teachers during 2017 - 2019, November 2020, Ho Chi Minh City.

Figure 5.4. VET teachers' enrolments in in-service teacher training programmes organized by DVET, 2019



(Source: NIVET/DVET)

The number of VET teacher training providers remains unchanged compared to 2018. A total of 44 providers nationwide are currently providing pre-service and/or in-service training for VET teachers, including eight universities, one research institute (NIVT) and 35 VET institutes.

5.2. VET management staff

In this report, VET management staff includes two categories: i) VET state management staff and ii) managers of VET institutes.

VET state management staff includes personnel working at three government levels: ministerial, provincial and district-level.

At the ministerial-level and equivalent, VET state management staff include officials in charge of VET at different ministries e.g. Ministry of Industry and Trade, Ministry of Agriculture and Rural Development, state-owned corporations and associations e.g. the Viet Nam Association of Farmers, or the Viet Nam Women's Union, and other organizations. These do not include DVET officials.

At the provincial level, VET state management staff include officials in charge of VET at Departments of Labour, War Invalids and Social Affairs (DoLISA).

At the district level, VET state management staff include officials working at Divisions of Labour, War Invalids and Social Affairs that are in charge of providing support to the district level people's committee in the management of VET within the district. These officials could be VET-dedicated staff or have VET management as part of their job responsibilities.

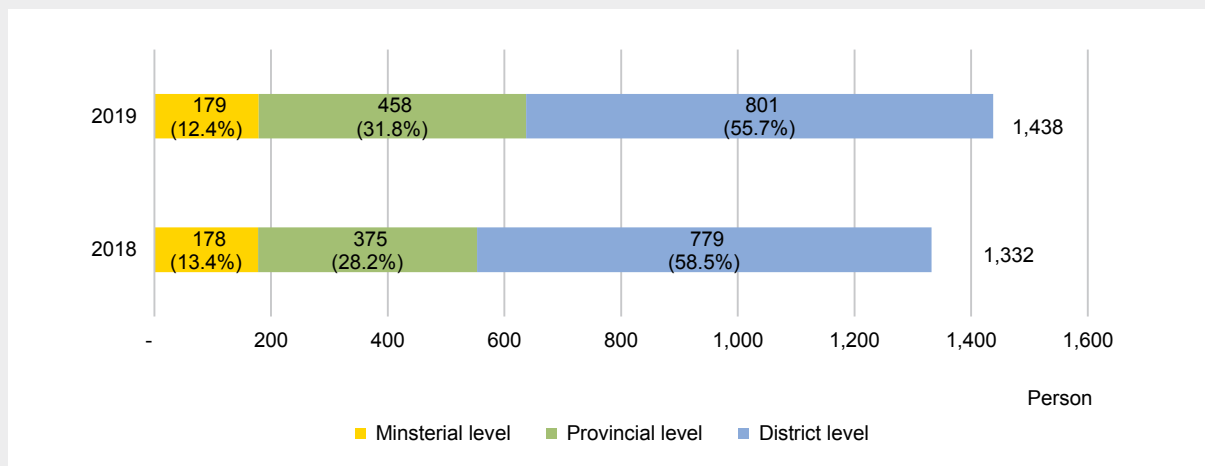
According to statistics from DVET's Department of Organisation and Personnel, by June 1st, 2019, there was a total of 20,627 VET managers nationwide, of which 6.97% (1,438 persons) are VET state management staff, and 93.03% (19,189 persons) are managers from VET institutes nationwide.

Among the 1,438 state management officials, 12.45% (179 persons) are from ministries, corporations and associations, 31.85% (458 persons) are from provincial DoLISA offices and 55.7% (801 persons) work at the district level (Figure 5.5).

Among the 19,189 managers of VET institutes, 53.74% (10,312 persons) are from colleges, 26.93% (5,169 person) are from secondary

VET schools and 19.33% (3,708 persons) are from VET centres.

Figure 5.5. VET state management personnel, 2018 – 2019



(Source: DVET)

In 2019, DVET organized 22 training courses for 2,200 VET institute managers in 22 localities across the country. 60% of participants were from colleges, 30% from secondary VET schools and 10% from VET centres and continuing education centres.

Conclusions

In 2019, the total number of VET teachers was 84,302 persons, less 3% (2,608 persons) than 2018. Colleges, secondary VET schools, VET centres and other VET providers respectively accounted for 44.64%, 17.47%, 24.13% and 13.76% of the country's total.

2019 recorded a sharp fall in the number of teachers at VET secondary schools (19.6% less than 2018) and other VET providers (22.3% less than 2018). On the contrary, the number of VET teachers at VET centres increased by 30.7% while colleges recorded only a small decrease of 1.2%.

Close to 97% of Vietnamese VET teachers were assessed against professional standards, and an overwhelming 92.71% of the assessed teachers were found to meet the required standards. Out of the 5,958 VET teachers that were deemed underqualified, the vast majority (5,575 persons) failed on occupational skills standards.

In 2019, enhancing managerial capacity for VET institutes was also a priority area for the VET sector. 2,200 managers from VET institutes nationwide had access to management training provided by DVET.

Recommendations

To improve the quality of VET teachers, it would be important to create appropriate mechanisms and incentives to facilitate the recruitment of qualified teachers and motivate professionals from craft villages and the business sector to take part in VET. With

regards to underqualified VET teachers, there should be remedial measures such as the provision of further training, or the transitioning to more appropriate positions while maintaining an adequate benefit package for those affected by the adjustments.

With regards to capacity development for VET teachers, the training, assessment and certification of occupational skills standards should be continued with priority being given to teachers in occupations listed as hazardous work³⁵. Overseas training should

also be maintained to bring VET teachers' skills and competences closer to regional and international levels.

Capacity development and the standardization of VET managers should be strengthened, especially in areas such as foreign languages and computer literacy. For managers of VET institutes, school management training, and training on the effective management of physical facilities and teaching and learning equipment are highly needed.

³⁵ Circular 15/2016/TT-BLDTBXH issued on by MoLISA promulgating the list of hazardous and dangerous jobs

CHAPTER 6

NATIONAL OCCUPATIONAL SKILL STANDARDS, ASSESSMENT AND CERTIFICATION OF NATIONAL OCCUPATIONAL SKILLS

National Occupational Skill Standards (NOSS) are of special importance for curriculum development based on learning outcomes and labour market demands. The assessment and certification of national occupational skills (NOS) is aimed at recognising workers' occupational skills and thereby helping workers improve their knowledge and skills to meet job requirements. NOS assessment and certification is also required for the standardisation of VET teachers teaching practice and integrated subjects in VET institutes. These issues and 2019 NOS-related performance will be analysed in this Chapter.

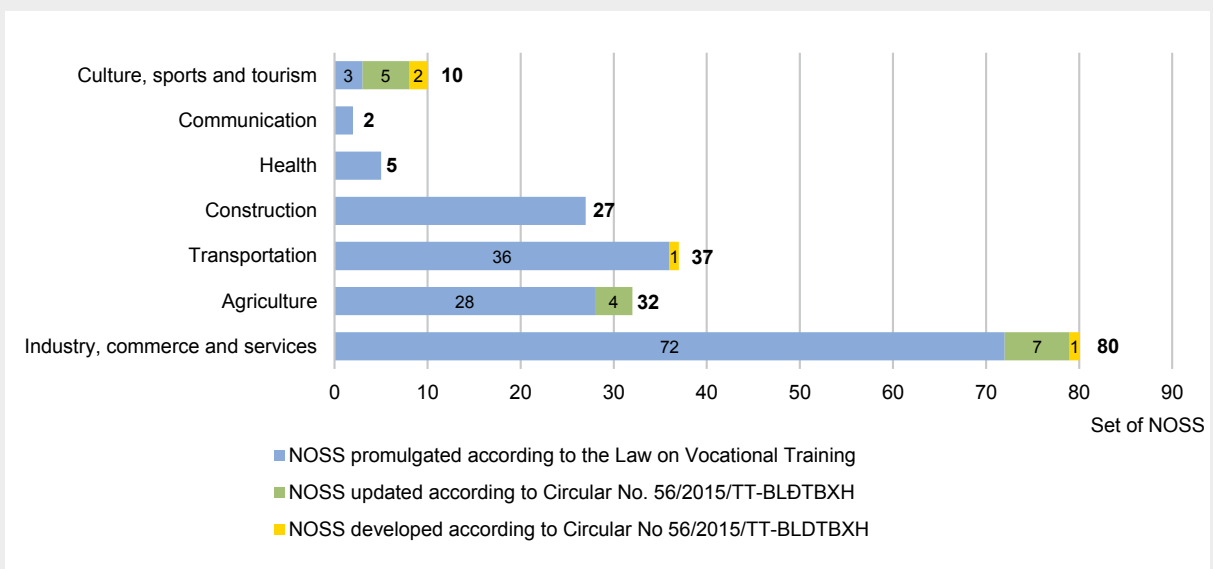
6.1. National Occupational Skill Standards (NOSS)

Since 2015, NOSS have been structured into units of competencies relevant to job positions. Not only does this approach better reflect the actual requirements of the labour market, but it also helps facilitate the benchmarking and referencing for mutual recognition of qualifications between Vietnam and other countries. NOSS and NOS assessments are regulated by the Law on Employment.

In 2019, two new sets of NOSS were developed for two occupations i.e., i) freight train operators and ii) metal cutting – lathing technicians. Another six occupations got their NOSS updated, including: i) hotel management, ii) automotive technology, iii) freshwater aquaculture, iv) aquatic product processing and preservation, v) handicraft carpentry and vi) civil carpentry³⁶. By December 2019, a total of 193 sets of NOSS were promulgated, of which two were newly developed and 19 were updated as required by Circular 56/2015/TT-BLDTBXH (Figure 6.1).

³⁶ The NOSS development was done in accordance with Circular No. 56/2015/TT-BLDTBXH.

Figure 6.1. Number of NOSS promulgated by sector as of 2019



(Source: DVET)

6.2. NOS assessment and certification

6.2.1. NOS assessment test development

The compilation of NOS tests has been conducted on the basis of the NOSS that had been promulgated since 2009. In 2016 and 2017, no NOS tests was compiled or updated due to the revision and updating of NOSS test development guidelines. In 2018 and 2019, the updating and development of new NOS tests was resumed for several occupations.

In 2019, six sets of multiple-choice and practice questions were developed and promulgated for six occupations i.e., i) tour operator, ii) cookery, iii) tour guiding, iv) restaurant services, v) industrial electrical installation

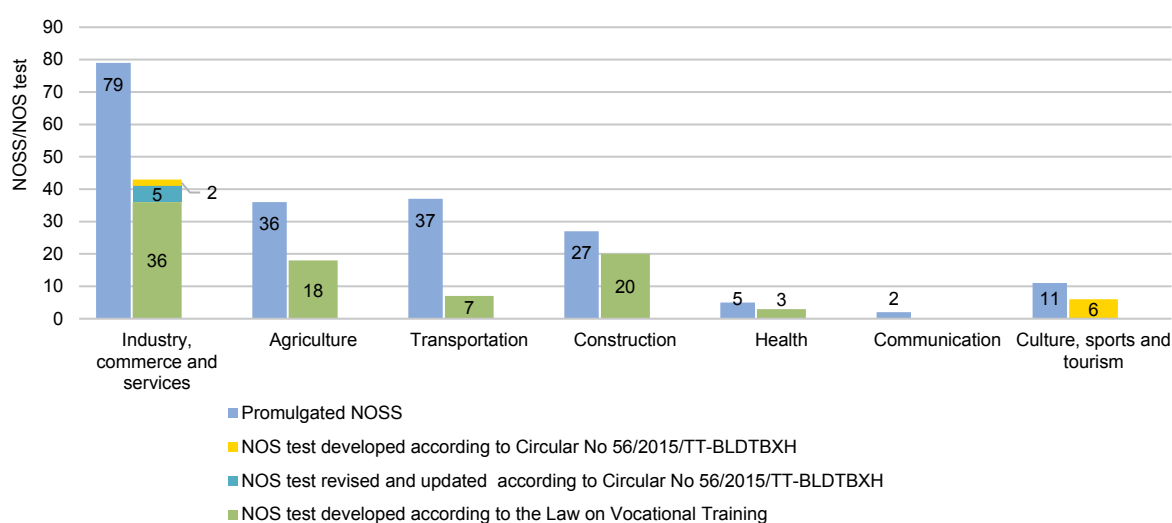
and control, vii) computer-based drawings and design. Another two sets of NOS tests developed jointly by DVET and ILO in 2018³⁷ were also promulgated in 2019.

By the end of 2019, a total of 97 sets of test questions and practice exercises was available, of which two were developed on Japanese standards i.e., multi-purpose lathing and multi-purpose milling (Figure 6.2).

Further NOS multiple-choice and practice tests databases will be updated and modified in the coming time to accommodate the updates of NOSS and better align with actual NOS assessments.

³⁷ Viet Nam VET Report 2018

Figure 6.2. Number of NOS tests complied as of 2019 by sector



(Source: DVET)

6.2.2. NOS assessment agencies

In order to be licensed for NOS assessment and certification, NOS assessment agencies have to satisfy specific physical infrastructure, human resources and financial resources requirements³⁸. As of 2015, NOS assessment licenses are granted by MoLISA. Although not having an expiry date, these licenses could be revoked, and NOSS assessment agencies could be required to suspend their operations in the event of breach of regulations³⁹.

No new NOS assessment licenses was granted in 2019. By December 2019, there was a total of 41 licensed agencies, same as 2018. Most of NOS assessment agencies were licensed to assess skills levels one, two and three. Only two assessment agencies had the licence to assess skills level four, i.e., Nam

Dinh University of Technical Education and Hanoi University of Industry. One agency i.e., Hung Vuong Secondary Vocational School of Technology was licensed to perform NOS assessment of skills levels one and two only. All existing NOS assessment agencies are located within universities, colleges or secondary VET schools. No companies had applied for NOS assessment licenses yet (Appendix 4).

6.2.3. Training and certification of NOS assessors

NOS assessors are individuals who directly assess the occupational skills of workers taking the NOS assessment. MoLISA is the authorized agency to issue, re-issue, cancel or withdraw NOS assessors' licenses on the basis of defined requirements⁴⁰.

³⁸ Decree 31/2015/ND-CP regulating the implementation of several articles of the Law on Employment in relation to NOS assessment and certification and Decree 140/2018/ ND-CP specifying the amendments and additions to Decrees pertaining to business investment conditions and administrative procedures under MoLISA's state management.

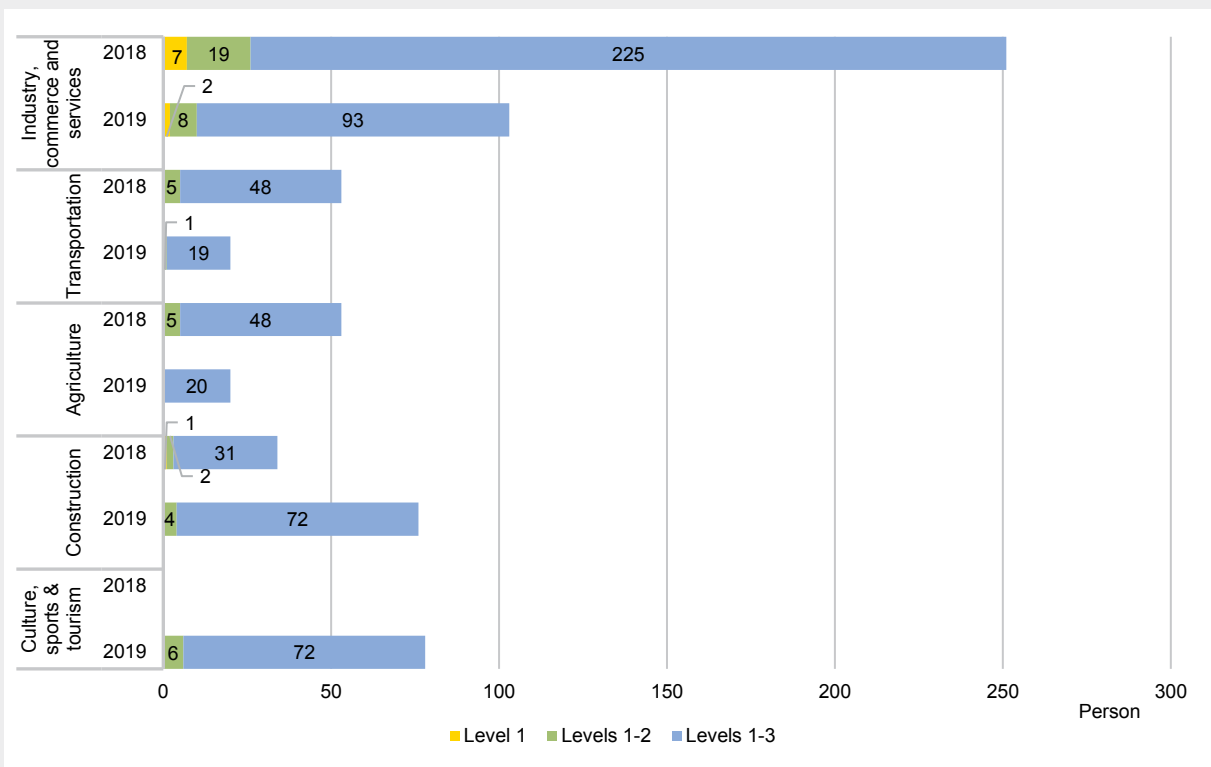
³⁹ Decree 31/2015/ND-CP

⁴⁰ Decree 31/2015/ND-CP and Circular 19/2016/TT-BLDTBXH (refer to Viet Nam VET Report 2016 page 70)

In 2019, 391 NOS assessors were trained and granted with licenses in five sectors (Figure 6.3). While the National Occupational Skills Framework comprises five levels with level five being the highest, the current licensed assessors can perform NOS assessments up to level three only.

According to Prime Minister’s Decision No. 846/QĐ-TTg, the issuance and re-issuance of NOS assessor’s licenses are defined as a level-three online public service. Nevertheless, this online service is not yet available in reality⁴¹.

Figure 6.3. Number of licensed NOS assessors by sector, 2018 – 2019



(Source: DVET)

6.2.4. NOS assessment and certification

NOS certificates serve as the basis to help employers make recruitment, job assignment and remuneration decisions that are relevant and competency-based. Workers with NOS certificates would have an advantage on the labour market and greater job mobility

within the ASEAN region. Depending on their competence, workers can register to be assessed on the one-to-five NOS levels⁴².

By end 2019, NOS assessments had been applicable for nine years. However, the number of workers that registered to be assessed is quite limited and had decreased consistently

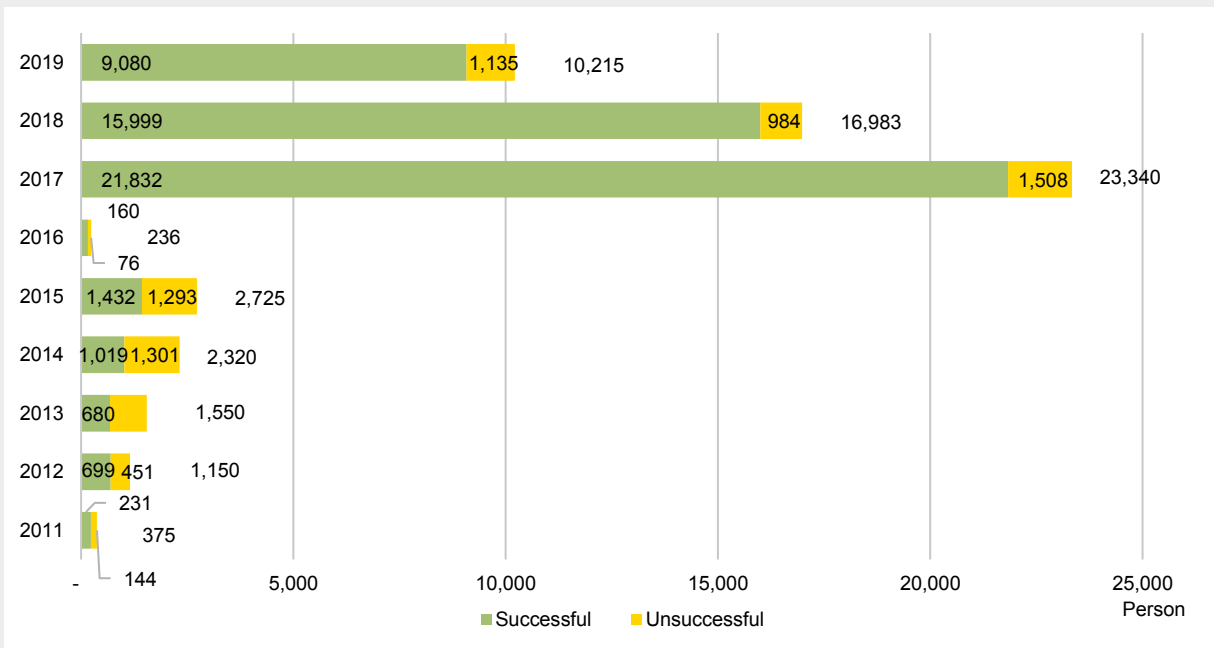
⁴¹ Decision 846/QĐ-TTg issued on 9/6/2017 by the Prime Minister promulgating the list of level-three-and-four online public services and their implementation by ministries and local governments in 2017.

⁴² Refer to Circular 56/2015/TT-BLDTBXH issued by MoLISA on December 24, 2015 for a detailed description of each NOS level and Decree 31/2015/ND-CP issued on March 24, 2015 for the requirements on NOS assessment and certification registration.

from 2017 to 2019. Out of the 58,894 persons that took NOS assessment tests so far, 86.8% (51,132 persons) were successful (Figure

6.4). The number of occupations where NOS assessments are applicable is also rather small, only 51.

Figure 6.4. NOS assessment results, 2011 - 2019

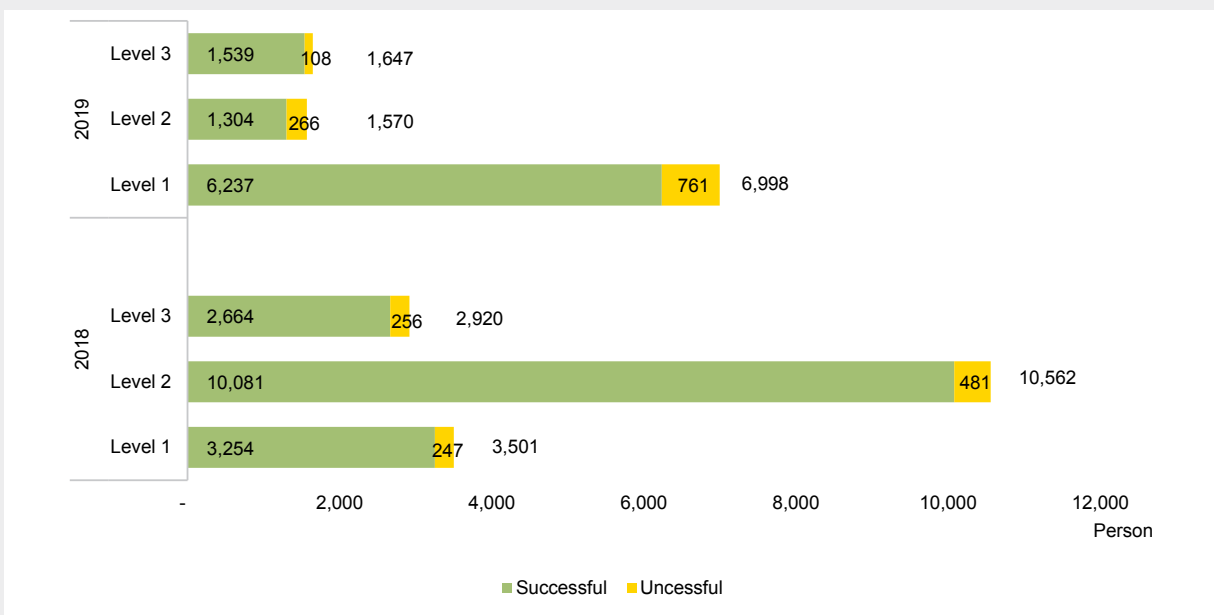


(Source: DVET)

In 2019, NOS assessments from levels one to three were conducted for a total of 10,215 workers, almost 40% (6,768 persons) down

from 2018. NOS assessment results by level for 2019 and 2018 are presented in Figure 6.5

Figure 6.5. NOS assessment results by level, 2018 – 2019



(Source: DVET)

Decree 31/2015/ND-CP⁴³ regulates the equivalency recognition and/or exemption of NOS assessment for medalists and prize winners of national, ASEAN and world skills

contests (box 6.1). Nevertheless no application for such equivalency assessment or exemption had been recorded by end of 2019.

Box 6.1. Requirements for NOS equivalency recognition and exemption of NOS assessment

1. Worldskills medalists are recognized as having the equivalence of and are granted NOS certificates level three in the skills of the awarded medals.
2. ASEAN skills contest medalists are recognized as having the equivalence of and are granted NOS certificates level two in the skills of the awarded medals. In the event of being assessed for NOS certificates level three in the same skills of the awarded medals, the medalists shall be exempted from the practice test and the occupational health and safety test.
3. Winners of the first, second and third prizes of national skills competitions are recognized as having the equivalence of and are granted NOS certificates level two in the skills of the awarded prizes.

Decree 31/2015/ND-CP

6.3. National Skills Competition and WorldSkills 2019

In 2019, the 45th WorldSkills was held in Kazan (Russia), with more than 1,300 contestants from 63 countries and regions competing in 56 skills. The Vietnam team had 19 competitors taking part in 18 skills, including: mechanical engineering CAD, mechatronics, CNC milling, CNC turning, water technology, IT software solutions, bricklaying, electronics, wall and floor tiling, information network cabling, refrigeration and air-conditioning, car painting, plastic die engineering, prototype modelling, construction metal work, 3D digital game art, electrical installations, welding and hairdressing. With one silver medal in CNC Milling, and eight certificates of excellence in seven other skills, Vietnam recorded its best achievement in the history WorldSkills.

Conclusions

The development of NOSS has been ongoing for the past 10 years but had yet to attract the participation from qualified experts and the business sector. The updating of existing NOSS has also been slow.

The system of NOS assessment and certification is limited in scope, technical capacity, infrastructure, and financial resources. The application of information technology in the management and operation of the system is inadequate. Although NOSS assessment and certification has been available for nine years, the number of assessed and certified workers has been small and only restricted to a few certain occupations e.g., underground mining, automotive engineering and industrial electrics.

⁴³ Decree 31/2015/ND-CP issued on March 24, 2015 regulating the implementation of articles on NOS assessment and certification under the Law on Employment

In the context of greater international integration and mutual recognition of qualifications, NOS assessment and certification is of special importance in improving workers' mobility and overseas work opportunities. It would be necessary to establish a reference framework between the NOS framework and the national qualifications framework which can be used for the mutual recognition of qualifications and occupational skills between Viet Nam and other countries in ASEAN and in the world.

Recommendations

In order to improve the performance, quality and relevance of the NOS assessment and certification system, the following solutions could be considered:

- The requirement for mandatory NOS certificates could motivate workers to upgrade their occupational skills while facilitate and improve the transparency of the recruitment and human resources management processes for enterprises. It is suggested that MoLISA update on a yearly basis the list of occupations where NOS certification is required and develop comprehensive policies around this issue.
- Policies guiding the implementation of normative documents on NOS assessment and certification such as the 2013 Law on Employment, the 2019 Labor Code, and

Government's Decree 31/2015/ND-CP need to be further developed with a greater focus on the requirements and benefits of NOS assessment and certification, the operation of the NOS assessment and certification system, and the responsibilities of various stakeholders in this process.

- Enterprises and professional associations should lead and bear the main responsibilities of the process of NOSS development through Sector Skills Councils. Qualified enterprises and corporations should be encouraged to apply for and perform as NOS assessment and certification agencies.
- It is important to communicate to all relevant stakeholders the purposes, processes and benefits of NOS assessment. Policies regulating the responsibilities and incentives of enterprises' participation in NOSS development and NOS assessment should also be made available.
- The application of information technology in the management and operation of the NOS assessment and certification system should be enhanced.
- International cooperation in occupational skills development should be further enhanced
- Future skills forecasts should be strengthened.

CHAPTER 7

VET QUALITY ASSURANCE AND ACCREDITATION

*The VET quality assurance system in Vietnam has been developed with two main components: internal and external quality assurance. **External quality assurance** is conducted by state agencies and external organisations, and includes i) the inspection, supervision, and certification of VET activities; ii) the accreditation and stratified assessment of VET quality; and iii) the assessment and certification of national occupational skills. **Internal quality assurance** is a system of policies, tools and measures developed and operated by individual VET institutes to ensure continuous quality improvement and the attainment of pre-defined objectives. This Chapter provides information on the status quo of VET quality accreditation, including the development of a network of accrediting organisations and the training of VET quality accreditors; and reports on the establishment of quality assurance systems within VET institutes in 2019.*

7.1. VET quality accreditation

Since 2017, MoLISA has issued the standards and criteria, as well as comprehensive guidelines for the accreditation of VET institutes and VET programmes. MoLISA also gives directions to VET institutes to carry out the annual self-assessment process.

Circular 27/2018/TT-BLDTBXH defines the VET quality accreditation process, which includes: i) VET quality self-assessment by individual VET institutes and/or VET service providers; ii) external assessment by an accreditation organization; and iii) recognition of external assessment results and granting of accreditation.

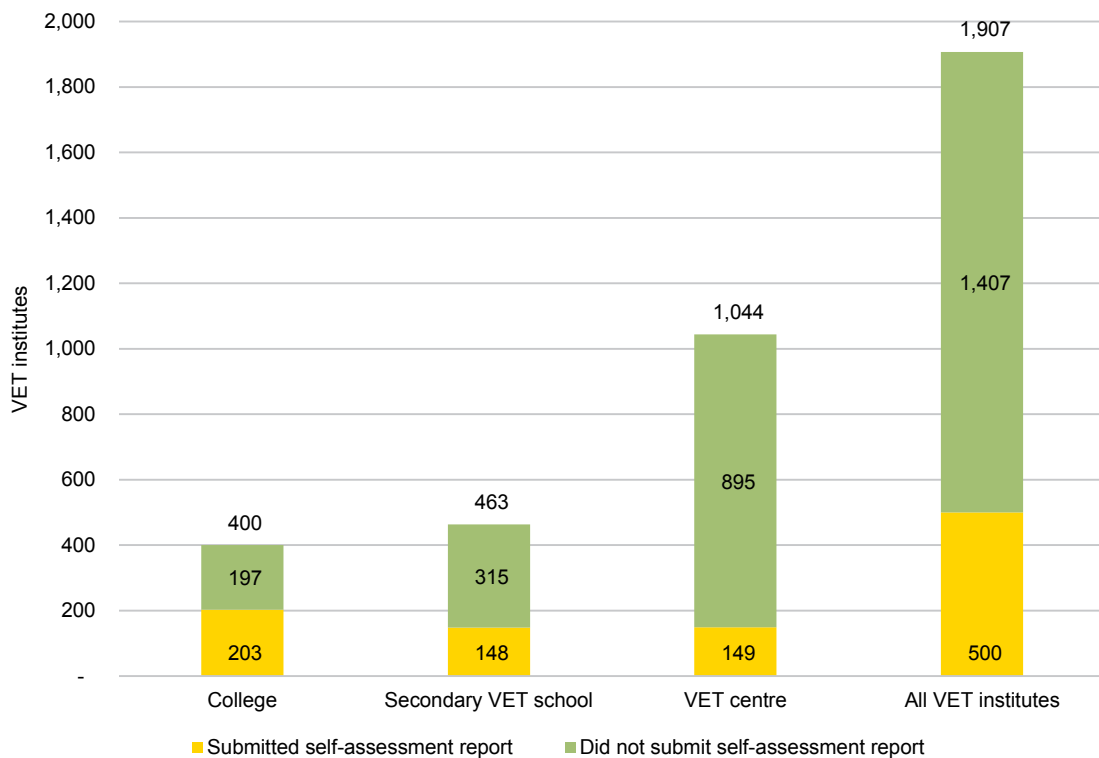
As stipulated in the VET Law, VET quality accreditation is conducted by independent accrediting organizations on the basis of accreditation criteria, standards and procedures issued by MoLISA. During 2017-2019, DVET mainly gave directions for VET

institutes to carry out quality self-assessments. No VET institute was accredited during this period of time.

7.1.1. Results of VET quality self-assessment

In 2019, DVET continued its provision of guidelines on quality self-assessment of VET institutes according to self-assessment criteria and standards set forth in Circular 15/2017/TT-BLDTBXH.

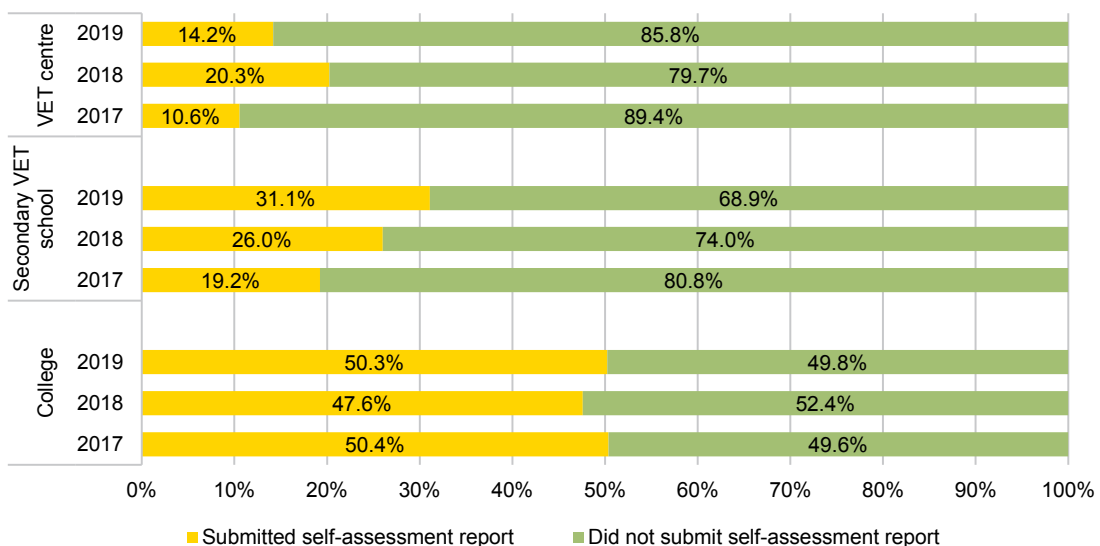
Reports by DoLISAs and VET institutes show that in 2019, out of a total of 1,907 VET institutes nationwide, only 26.22% (500 institutes) carried out and submitted their VET quality self-assessment reports to DVET. Among VET institutes that submitted their self-assessment reports, there were 201 colleges (or 50.29% of total colleges), 144 intermediate schools (or 31% of total intermediate schools) and 148 VET centres (or 14.17% of total VET centres) (Figure 7.1).

Figure 7.1. Submission of self-assessment reports by VET institutes, 2019

Source: Vietnam Vocational Training Accreditation Agency (VETA)

Overall, between 2017 and 2019, VET institutes that carried out self-assessment remain very much in the minority. There has been a slightly upward trend in self-assessment amongst

colleges and secondary VET schools, while the ratio of VET centres that carried out self-assessment dropped quite significantly from 20.3% in 2018 to 14.2% in 2019 (Figure 7.2).

Figure 7.2. Submission of self-assessment reports by VET institutes, 2017 – 2019

Source: Vietnam Vocational Education and Training Accreditation Agency (VETA)

Although mandatory by the VET Law and subsequent normative documents, self-assessment has been carried out by a very small number of VET institutes. There could be multiple reasons for this non-compliance: (1) VET institutes have not given adequate consideration to VET quality accreditation and the need for compliance with accreditation regulations; (2) the ongoing reorganization and restructuring of the VET system in several localities has caused a state of disorder in the organizational structure of VET institutes that have been merged or split. Meanwhile, VET institutes that are on the waiting list for reorganization remain uncertain about the impending organizational and structural reshuffle. This situation is especially common among VET secondary schools, and caused a lot of difficulties to the quality-self assessment process; (3) budget constraints are preventing many VET institutes, especially private, self-financing ones from carrying out self-assessment; (4) The incentives for achieving VET quality accreditation, although prescribed in Clause 3, Article 69 and Clause 4, Article 70 of the VET Law, have not been materialized due to the lack of implementation guidance

from state management authorities. Without adequate support and specific incentives VET institutes do not have the motivation to meet VET quality accreditation standards, which then leads to very few investors wanting to be involved in the business of VET quality accreditation. To resolve these issues, measures should be taken to strengthen the responsibilities of management agencies for supervising and accelerating the implementation of the regulated VET quality accreditation activities at VET institutes.

7.1.2. Self-assessment of training programmes' quality

Circular 15/2017/TT-BLDTBXH defines the criteria and standards for the quality accreditation of VET training programmes at all three levels i.e. elementary, intermediate and college. In 2019, only 139 out of a total of 1,907 VET institutes nationwide carried out self-assessment of their training programmes, of which there were 69 (out of 400) colleges, 53 (out of 463) secondary VET schools and 17 (out of 1,044) VET centres. In total, 666 training programmes were self-assessed by VET institutes.

Box 7.1. Criteria for the assessment of training programmes
(Circular 15/2017/TT-BLDTBXH)

Elementary level

- 1) Objectives, management and finances
- 2) Training activities
- 3) VET teachers, managers and staff
- 4) Training curriculum and training materials
- 5) Infrastructure, training equipment and library
- 6) Students' services
- 7) Monitoring and evaluation of training quality

Intermediate and college levels

- 1) Objectives, management and finances
- 2) Training activities
- 3) VET teachers, managers and staff
- 4) Training curriculum and training materials
- 5) Infrastructure, training equipment and library
- 6) Students' services
- 7) Monitoring and evaluation of training quality.

7.2. Development of a network of accrediting organizations

Article 66 of the VET Law stipulates that accrediting organizations are tasked with assessing and recognizing the attainment of VET quality standards by VET institutes and training programmes.

In 2019, MoLISA issued Decree 1313/VBHN-BLDTBXH dated 5/4/2019 on VET quality accreditation. The Decree defines the requirements, procedures and authorities for i) the issuance, re-issuance, and withdrawal of VET accreditation licenses, and ii) the suspension of VET quality accreditation activities, as well as regulates the functions, tasks, responsibilities and powers of VET accrediting organizations.

Box 7.2. Conditions for the licensing of domestic VET accrediting organizations (Article 4, Decree 1313/VBHN-BLDTBXH)

1. Is established and operates under the provisions of Vietnamese laws
2. Has a registered office for at least two years and sufficient facilities for the purpose of VET quality accreditation
3. The person(s) directly responsible for VET quality accreditation activities meet regulated requirements
4. Has at least 10 full-time accreditors on labour contracts or on work contracts of at least 12 months with the accreditation organization
5. Has a website which contains information/database(s) related to VET quality accreditation

In 2019, MoLISA received and processed VET accreditation license applications from four organisations and companies. In December 2019, two of the four applicants received their licenses. Licensed VET accrediting organizations have the functions to i) carry out the assessment of VET institutes and VET programmes against VET accreditation criteria and standards, and recognize the attainment of VET accreditation standards, and ii) issue and revoke VET accreditation achievement certificates. VET accrediting organizations can also provide services for the establishment of quality assurance systems of VET institutes nationwide.

Decree 313/VBHN-BLDTBXH issued in 2019 and Decree 49/2018/ND-CP issued in 2018 are two important normative documents that promote greater involvement of the business sector in VET accreditation. Specifically,

Decree 313/VBHN-BLDTBXH allows companies and other service providers to operate VET accrediting organizations, while Decree 49/2018/ND-CP provides for people working in industries to be employed as accreditors. The participation of the business sector in VET accreditation is expected to enhance the transparency and objectivity of VET accreditation results, and thus contributes to a strong VET accreditation system that is professional and trustworthy.

7.3. Development of VET accreditors

VET accreditors are those who upon meeting the regulated requirements were granted with an accreditor's card. In 2019, DVET developed training programmes and materials, and offered accreditor training courses to 374 persons. 166 persons were granted accreditor's cards (no assessment was involved).

Box 7.3. Required qualifications of VET accreditors
(Article 9, Decree 49/2018/ND-CP)

1. Have a strong work ethic and good health to meet work's requirements;
2. Possess a university degree or higher;
3. Have a minimum of five years' working experience in management, teaching, research in the education/VET sector, or working experience relevant to the field of training;
4. Have completed the training course for VET quality accreditors organised by DVET or an agency authorized by DVET;
5. Demonstrate level two or above of the MoET six-level Foreign Language Competency or equivalent;
6. Demonstrate basic computer literacy skills or above as per regulations by the Ministry of Information and Communications on computer literacy standards.

7.4. Assessment of high-quality training programmes and VET institutes

7.4.1. Assessment of high-quality training programmes

In 2018, MoLISA promulgated Circular 21/2018/TT-BLDTBXH dated 30/11/2018 prescribing the criteria for high quality intermediate- and college-level training programmes. These criteria include: 1) training curriculum, 2) teachers and trainers, 3) training facilities and equipment, 4) trainees, and 5) training organisation and management. Very few schools have so far registered for the

assessment and recognition of high-quality training programmes.

7.4.2. Pilot assessment against the criteria for high-quality colleges

In response to Prime Minister's Decision 1363/QĐ-TTg dated 11/10/2019 approving the revision/updates of the project "Development of High-Quality Colleges by 2025", DVET cooperated with GIZ to develop the set of criteria, standards and procedures for the assessment and certification of high-quality colleges. A pilot assessment was conducted at eight colleges.

Box 7.4. Assessment of high-quality VET institutes

1. Self-assessment conducted by individual VET institutes
2. Evaluation of self-assessment reports
3. Assessment at VET institutes conducted by external assessors
4. External assessment documentation
5. Appraisal of external assessment documentation
6. Reporting of pilot assessment results

7.5. VET quality assurance system

7.5.1. Development of quality assurance systems at VET institutes

The development of a quality assurance system has become an important task for VET institutes to ensure the consistency and effectiveness of their operations. Many VET institutes have set up their quality assurance and accreditation units and applied quality management systems on the basis of the ISO 9001:2008 standards. These undertakings were reported to have resulted in positive developments. Others have started establishing quality assurance systems following the models provided by bilateral cooperation programmes between Vietnam and international partners such as the British Council in Vietnam and GIZ.

The current approach to VET quality assurance determines that quality assurance systems must be established and operated by individual VET institutes. DVET focuses only on providing capacity development support for VET institutes in this process. In 2019, DVET provided training courses on quality assurance at the basic level for 904 staff and faculties from colleges and secondary VET schools, with training costs being covered by the national target programme for 387 participants. The other 417 participants had their training costs paid for by VET institutes and two DoLISAs. DVET also developed training programmes and materials and provided training at a more advanced level for 58 persons.

Data from 41 out of 63 DoLISAs on the implementation of quality assurance system regulations indicated that 149 secondary VET schools and colleges carried out quality assurance system reporting, of which 130 had established their own internal quality assurance systems.

7.5.2. International cooperation in VET quality assurance

In 2019, DVET continued to cooperate with the Vietnam Skills for Employment Project (VSEP)

which is funded by Global Affairs Canada to deliver training on the design and quality assurance for training programmes.

DVET also nominated five core trainers to attend the training on quality assurance organized by the GIZ's Regional cooperation programme to improve the training of TVET personnel (RECOTVET).

Conclusions

MoLISA has made available comprehensive guidelines for the accreditation of VET institutes and training programmes and has given instructions to VET institutes to carry out annual self-assessment. However, only 25.85% of VET institutes nationwide submitted their self-assessment reports on VET institutes' quality in 2019, 1.61% less than in 2018. On the contrary, the number of VET institutes that carried out self-assessment of training programmes increased dramatically from eight in 2018 to 139 in 2019. A total of 666 training programmes underwent the self-assessment process in 2019.

In 2019, the two first VET accrediting organizations were licensed, one of which is an enterprise. These organizations operate independently in the assessment and accreditation of VET institutes and training programmes against the accreditation criteria and standards regulated by MoLISA.

Despite DVET's continued efforts to promote the establishment of internal quality assurance systems at VET institutes, only 7.8% of VET institutes nationwide (149 out of 1,907 institutes) reported having a quality assurance system in place.

DVET continued to prioritize the training of VET staff and faculties on quality assurance, as well as the training for VET accreditors. Cooperation with international organisations on VET quality assurance was also maintained.

Recommendations

To strengthen VET accreditation and quality assurance, it would be necessary for DVET to sustain the following measures:

- Review and update the system of normative and guiding documents on VET quality accreditation and assurance;
- Enhance internal quality assurance and self-assessment at VET institutes through the provision of capacity development, improved monitoring and inspection, and the application of administrative sanctions against violations;

- Strengthen the network of VET accrediting organizations and accreditors;
- Improve communications and advocacy on VET quality accreditation and assurance;
- Strengthen international cooperation in the field of quality assurance and accreditation.

With regards to VET institutes, it would be important to review the status quo of internal quality assurance, and subsequently establish comprehensive internal quality assurance systems with adequate tools and processes.

CHAPTER 8

FINANCES FOR VOCATIONAL EDUCATION AND TRAINING

The VET sector has been placed at the heart of Vietnam's human resources development policies for its special importance in both ensuring the supply of skilled manpower and in providing a vehicle for workers to achieve higher incomes and better living conditions. Financial resources are of critical importance in maintaining high standards of quality in VET. This chapter provides data on state budget allocations for recurrent expenditures in VET and for target programmes, as well as data on on-going ODA-funded VET projects for the year 2019.

8.1. State budget for VET

State budget is defined as the major and most important financial resource for the development of the VET system. As regulated by the Law on State Budget, VET does not stand alone but is combined with education as one funding item within the state budget. As a result, the reporting of funding for VET can only be done through the process of budget planning and allocation from the higher to the lower levels of administration. State budget funding for VET is currently allocated to three categories: recurrent expenditures, basic construction expenditures and target programmes.

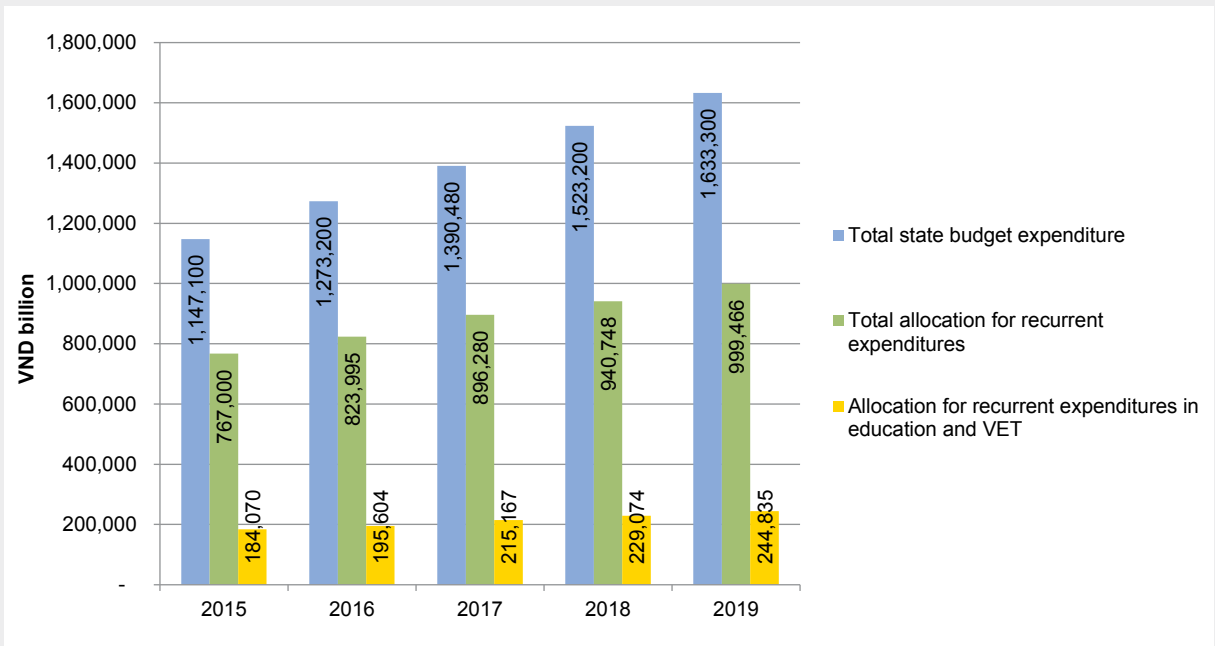
Funding for recurrent expenditures in vocational training represents a major financial resource

for the achievement of VET objectives. It covers the costs incurred on regular tasks by VET institutes that are entitled to be financed by the state budget. Basic construction funding targets the construction of infrastructure and facilities needed by VET institutes. Target programmes aim at achieving specific urgent objectives or addressing major shortfalls in VET within specific periods of time.

8.1.1. Recurrent expenditures in VET

Funding for recurrent expenditures in education and VET as a percentage of the total state budget allocation for recurrent expenditures has increased slightly from 2016, and in 2019 reached VND 244,835 billion or 24.5% of the total state budget allocation for recurrent expenditures (Figure 8.1).

Figure 8.1. State budget expenditures, 2016 – 2019

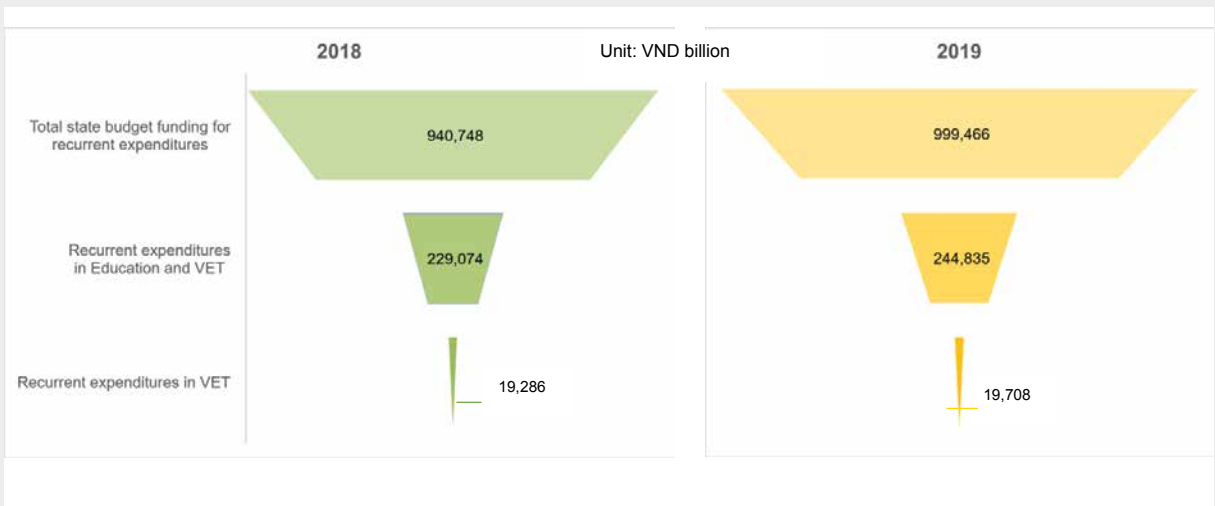


(Source: MoF & MPI)

According to data from the budget and treasury management information system, total state budget funding for recurrent expenditures in VET in 2018 and 2019 combined reached approximately VND 39,000 billion (≈USD1.7 billion). Recurrent expenditures for VET in 2019

increased by 2.2% (VND422 billion or ≈USD18 million) compared with 2018 and accounted for 8.05% of the state budget funding for recurrent expenditures in education and VET combined, or 1.97% of the total state budget for recurrent expenditures (Figure 8.2).

Figure 8.2. State budget funding for recurrent expenditures in VET, 2018 and 2019



Source: MoF

8.1.2. Expenditures for VET target programmes

For the period 2016 – 2020, two National Target Programmes with VET-related undertakings were approved by the Prime Minister. Firstly, the National Target Programme for New Rural Development for the 2016 – 2020 period was approved in Decision 1600/QĐ-TTg issued on August 16, 2016. The Programme included 11 major components, of which “improving the quality of vocational training for rural workers was listed under component three⁴⁴. Secondly, the National Target Programme for Vocational Education and Training-Employment and Occupational Safety for the 2016 – 2020 period was approved in Decision No. 899/QĐ-TTg

issued on June 20, 2017. One of the three projects within the Programme is the Project “Reform and improvement of VET Quality”.

State budget funding for the two VET-related projects within National Target Programmes i.e., “Reform and improvement of VET quality” and “Improvement of the quality of vocational training for rural workers” increased steadily since 2016 and reached VND 2,690 billion in 2019, 38.4% (VND746 billion) higher than in 2018 and 2.5 times higher than in 2016 (Figure 8.3). This significant amount signalled an acceleration in the two projects’ implementation and made 2019 a pivotal year in determining whether the predefined objectives could be achieved.

Figure 8.3. State budget funding for target programmes in VET, 2015 – 2019



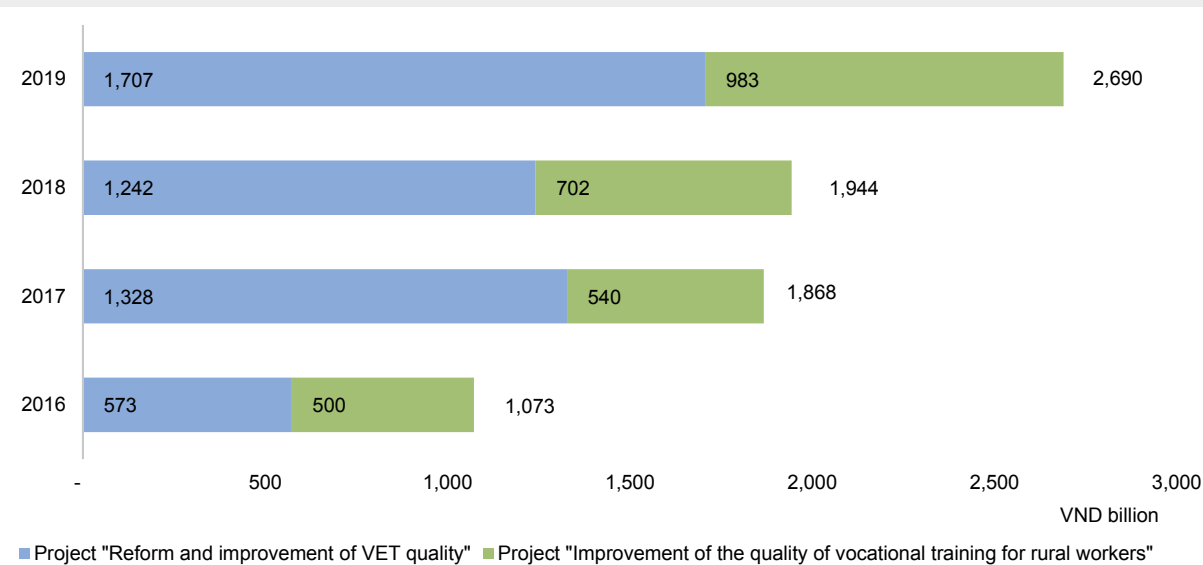
(Source: Project management unit of Vocational training projects under National Target Programmes & DVET)

Funding for the project “Improvement of the quality of vocational training for rural workers” reached VND983 billion in 2019, 40.0% higher than the previous year. Funding for the project

“Reform and improvement of VET quality” was VND1,707 billion, 37.4% higher than in 2018 (Figure 8.4).

⁴⁴ Decision 1600/QĐ-TTg issued on August 16, 2016 by the Prime Minister on the approval of the National Target Programme ‘New Rural Development’ for the 2016 – 2020 period

Figure 8.4. State budget funding for VET projects under National Target Programmes, 2016 – 2019



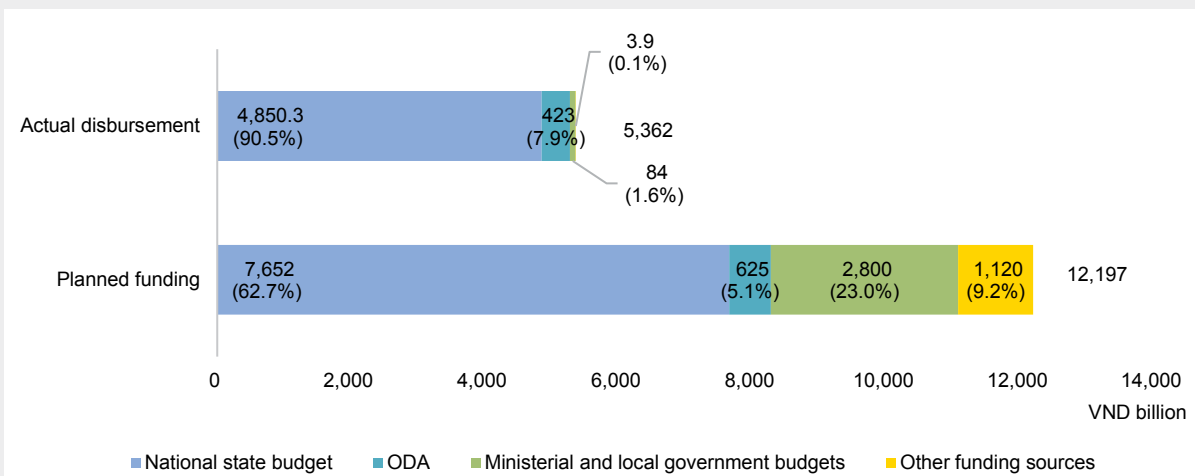
(Source: Project management unit of Vocational training projects under National Target Programmes & DVET)

8.1.3 Project “Reform and improvement of VET quality”

Between 2016 – 2019, a total of VND5,361.5 billion (≈USD233 million) was disbursed to the project, representing 43.96% of the planned disbursement. National state budget allocation made up VND 4,850.3 billion (≈USD210.8 million) of the total disbursed amount, reaching 63.4% of the planned national state budget funding. Ministerial and local government budget allocations contributed VND84.3 billion (≈USD3.6 million) or 3% of the planned funding from ministries and local governments. ODA contributed VND423 billion (≈USD18.3 million), reaching 67.7% of planned ODA funding. Other funding sources contributed

VND3.9 billion (≈USD170,000) or 0.35% of the planned funding from this resource.

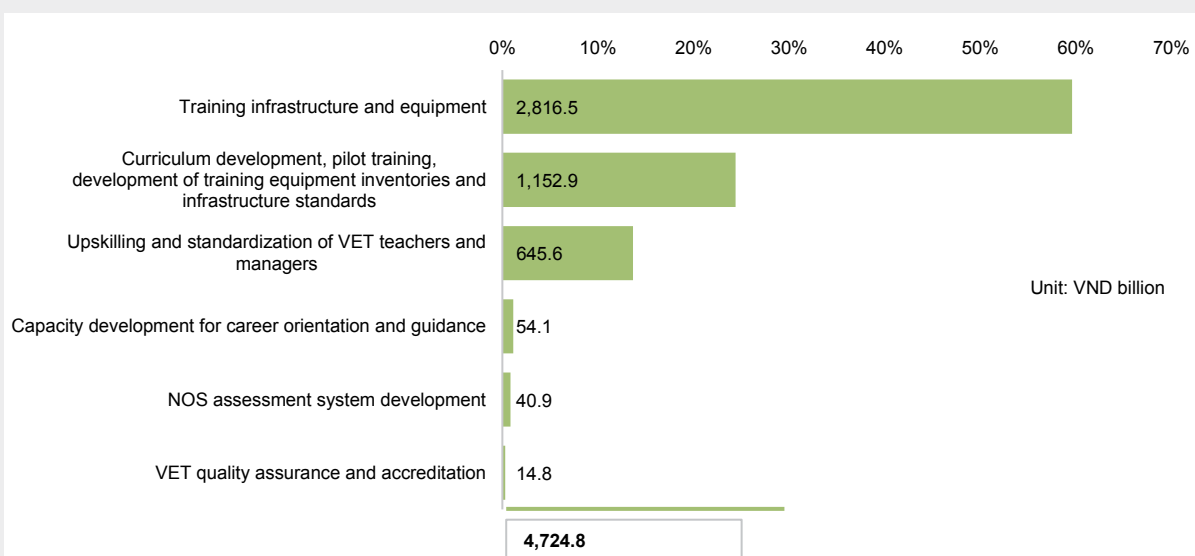
The structure of the disbursed funding shows a significant disparity between the different sources of investments. National state budget is by far the most important contributor, accounting for 90.5% of the total disbursed amount. ODA, ministerial and local government budgets, and other sources contributed respectively for 7.9%, 1.6% and 0.1% of the total disbursement (Figure 8.5). These figures show a failure from ministries and local governments in keeping up with their funding commitments, and significant limitations in mobilizing funding from other sources.

Figure 8.5. Funding structure of the project “Reform and improvement of VET quality”

(Source: Project management unit of Vocational training projects under National Target Programmes & DVET)

Between 2016 and 2019, the national state budget disbursed a total amount of VND4,850.3 billion (≈USD210.8 million) for the project, including an operational budget of VND 4,724.8 billion (≈USD205.4 million) and an investment budget of VND 125.5 billion

(≈USD5.4 million). The biggest operational budget spending was for training infrastructure and equipment, which amounted to VND 2,816.5 billion (≈USD122.5 million) or 59.61% of the total funds (Figure 8.6).

Figure 8.6. Expenditures incurred from state-funded operational budget for the project “Reform and improvement of VET quality”, 2016 – 2019

The current spending structure of the projects operational budget shows a heavy concentration on training infrastructure and equipment, curriculum development and pilot training, while activities related more closely to VET quality assurance e.g., VET teachers' development, VET quality assurance and accreditation, NOS assessment, etc. received relatively small funds. Sustaining this spending structure in the long run would undermine efforts to raise the quality of VET in Viet Nam.

8.1.4 Project “Improvement of the quality of vocational training for rural workers”

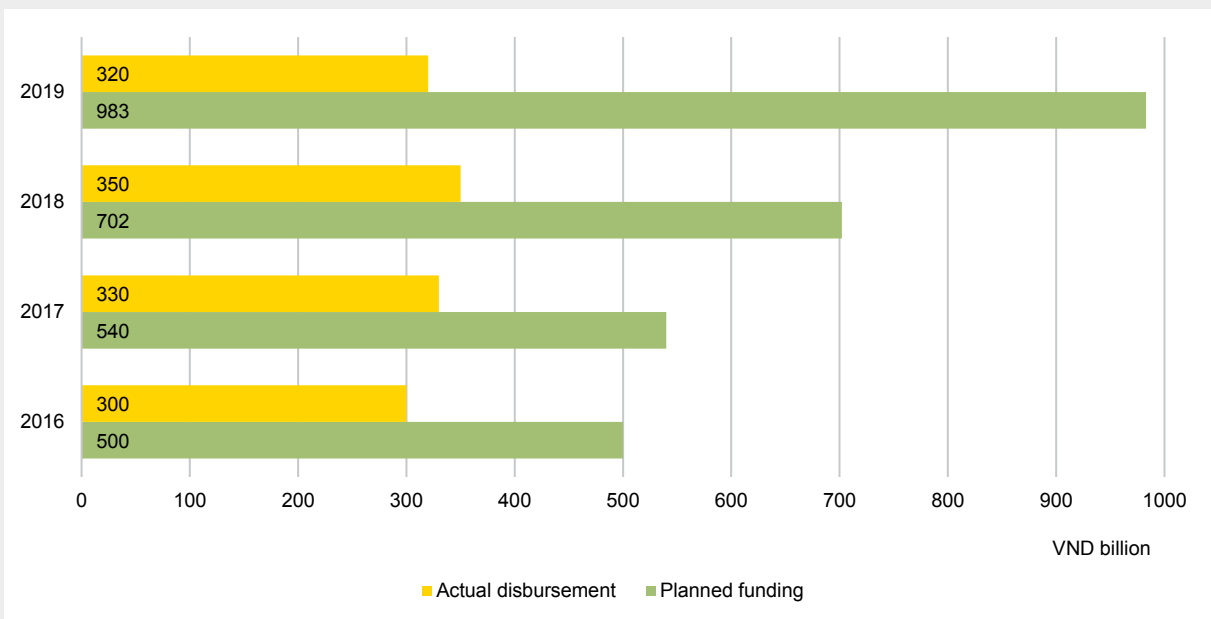
The structure of the National Target Programme for New Rural Development does not allow for budget allocations to be made directly to its component projects. Instead, the Programme is given a common budget from which allocations are made to ministries and local governments who decide how to spend their financial resources on different programme activities.

According to Official Letter No. 9434/BTCNSNN issued by the MoF on 14/7/2017,

a total allocation of VND4,200 billion (≈USD182.6 million) was planned for the Project “Vocational training for rural workers” between 2016 and 2019 from the operational budget of the Target Program for Renovation of Rural Areas. Expected annual allocations stood at VND500 billion (≈USD21.7 million) for 2016, VND540 billion (≈USD23.4 million) for 2017, VND702 billion (≈USD30.5 million) for 2018, VND983 billion (≈USD42.7 million) for 2019 and VND1,475 billion (≈USD64 million) for 2020.

Reports from ministries and local governments show that between 2016 and 2019, the actual disbursement reached about VND1,300 billion (USD56.5 million). Annual disbursements amounted at VND300,000 billion (≈USD13 million) in 2016, VND330 billion (≈USD14.3 million) in 2017, VND350 billion (≈USD15.2 million) in 2018, and VND320 billion (≈USD13.9 million) in 2019. This actual funding represents 47.71% of the planned budget for the 2016-2019 period (VND2,725 billion or ≈USD118.5 million).

Figure 8.7. Planned and actual budget allocation for the project “Improvement of the quality of vocational training for rural workers”, 2016 – 2019



(Source: Project management unit of Vocational training projects under National Target Programmes & DVET)

8.2. ODA for VET development

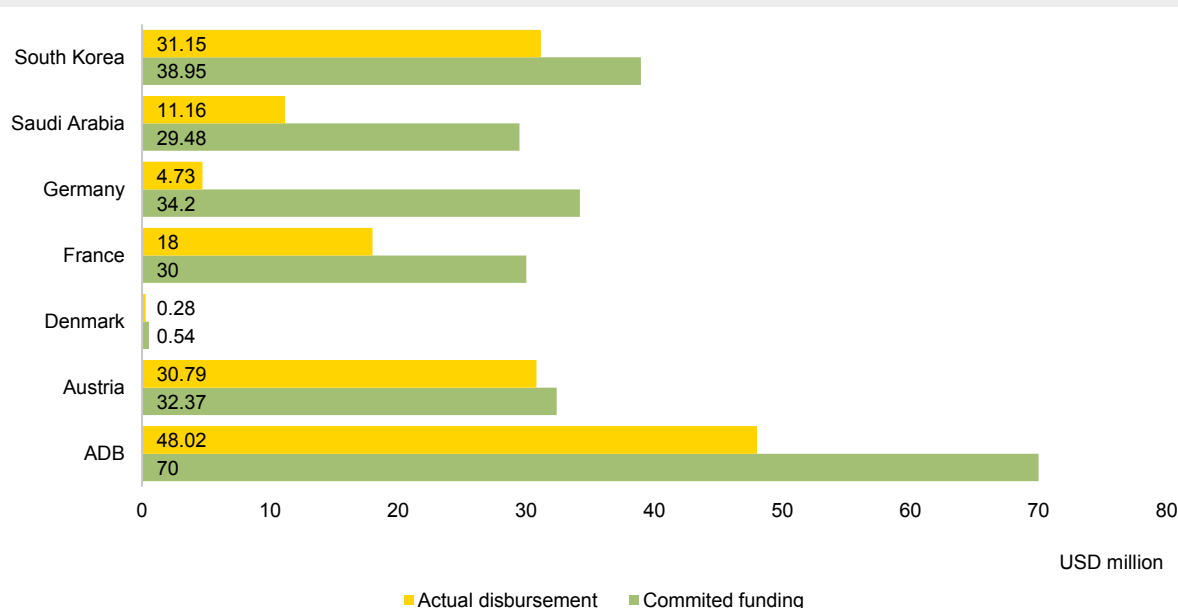
According to data from the MoF, the VET sector had received a total of 13 multilateral and bilateral ODA loan and grant projects between 2011 and 2019. The total amount of committed funding for these projects reached USD235.54 million. Funding partners include Korea (four projects), Germany (two projects), Saudi Arabia (two projects), Denmark, France, Australia and the ADB.

Out of the total USD235.54 million of ODA funding for VET, ODA grants accounted for

3.8% (USD8.94 million) and are provided by Denmark, Korea and France. The remaining 96.2% (USD226.6 million) are ODA loans.

As of 2019, 61.2% (USD144.13 million) of the committed ODA funding had been disbursed, of which USD0.28 million was from ODA grants, and USD143.85 million from ODA loans. These disbursement figures represent respectively 3.1% of the committed ODA grants and 63.5% of the total ODA loans' commitment (Figure 8.8).

Figure 8.8. Committed funding and actual disbursement of bilateral and multilateral ODA loans and grants for VET projects, 2011 – 2019



(Source: Ministry of Finance)

In addition to the above mentioned 13 bilateral and multilateral loan and grant projects, the VET sector benefited from another 30 projects funded by international NGOs between 2015 and 2019 with a total value of USD4.137 million. Nine of these projects, with a total funding of USD1.98 million were implemented by ministries and central agencies. The remaining 21 projects which totalled at USD2.157 million were implemented by local governments (Appendix 8.2).

ODA-funded projects contributed to the improvement of training facilities and equipment for VET institutes, the development of training curricula, and capacity development for VET personnel, as well as provided technical assistance in several other areas. These projects not only aligned closely with the solutions prescribed by the Vocational Training Development Strategy for 2011 – 2020, but also assisted Vietnam's VET sector in the development of new training models and

operational approaches that are on a par with other countries in the region and the world. ODA funding was invested primarily in key occupations and VET institutes selected to become high-quality colleges.

Conclusions

During 2016 – 2020, spending for VET was financed mainly through the projects “Reform and improvement of VET quality” and “Reform and improvement of VET quality for rural workers”. The national state budget represents by far the main source of funding while ministries and local governments are falling behind on their financing commitments. Funding from other sources also remains scarce.

Expenses incurred between 2016 – 2018 from the state-funded operational budget focused mainly on investments in infrastructure, pilot implementation of imported training programmes, curriculum development, development of training equipment lists and economic-technical norms for VET. Activities to ensure VET quality e.g., the upskilling and standardization of VET teachers, VET quality assurance and accreditation, NOS assessment, etc. had not been given adequate funding.

ODA funding for VET between 2011 and 2019 was made available primarily through loans. ODA grants account for only 3.8% of the total ODA funding, and their disbursement had reached only 3.1% of the committed amount.

Recommendations

It is recommended to allocate additional funding from the state budget to the project “Reform and improvement of the VET quality”, as the project’s initial design targeted only vocational training while its actual implementation covers both vocational education and training since MoLISA took over the VET portfolio from MoET and became the sole state management authority in charge of VET. Ministries and local governments should take a more active stance

in the provision of funds for the project, and in mobilising additional non-state financial resources. Public spending efficiency within the project needs to be enhanced and it would be important for beneficiary VET institutes to strengthen their financial management capacity to make the most of the investments and bring about genuine VET quality improvement.

With regards to the project “Improvement of vocational training quality for rural workers, it would be important for the MoF to specify the required budget for different component projects and activities in its annual budget announcements for the National Target Programme for New Rural Development. Clear information on the estimated required budget for specific activities/component projects would allow ministries and governments to allocate their financial resources accordingly to achieve the assigned targets.

It is recommended that the VET sector mobilizes greater funding from bilateral and multilateral donors and international NGOs, and push for a speedy disbursement of the committed funds to maximize their efficiency.

Recommendations from previous VET reports remained current and valid, specifically:

- The current mechanism of state budget allocation for recurrent expenditures of VET institutes should be improved by phasing out the existing input-based system whereby allocations are made on the basis of input criteria (e.g., number of permanent staff, number of enrolments, etc.), and introducing output-based allocations using such output criteria as graduates’ job placement rate and graduates’ income level. State-budget finances for VET should then be disbursed through bidding and other public services procurement procedures that apply transparent performance indicators to ensure the efficiency and effectiveness of VET operations.

- The Decree regulating VET autonomy should be issued soon. At the same time, it is also necessary to develop a list of VET public services with accompanying technical-economic norms, cost norms, and standards applicable for these services. A circular guiding the pricing of state-funded public services in the VET sector would be highly useful.
 - Tuition fee allowances should be made available for eligible VET students, and the student loan scheme coverage expanded.
- Student loans, especially those with income-driven repayment options should be made more easily accessible for students not eligible for state financial aid to increase their chances at a VET qualification.
- VET institutes should be encouraged to set up on-campus production and service centres with the view to enhancing the linkage between production/business and training activities. As public service entities, these centres should be handed over public assets for their use and management.

CHAPTER 9

COOPERATION WITH THE BUSINESS SECTOR IN VOCATIONAL EDUCATION AND TRAINING

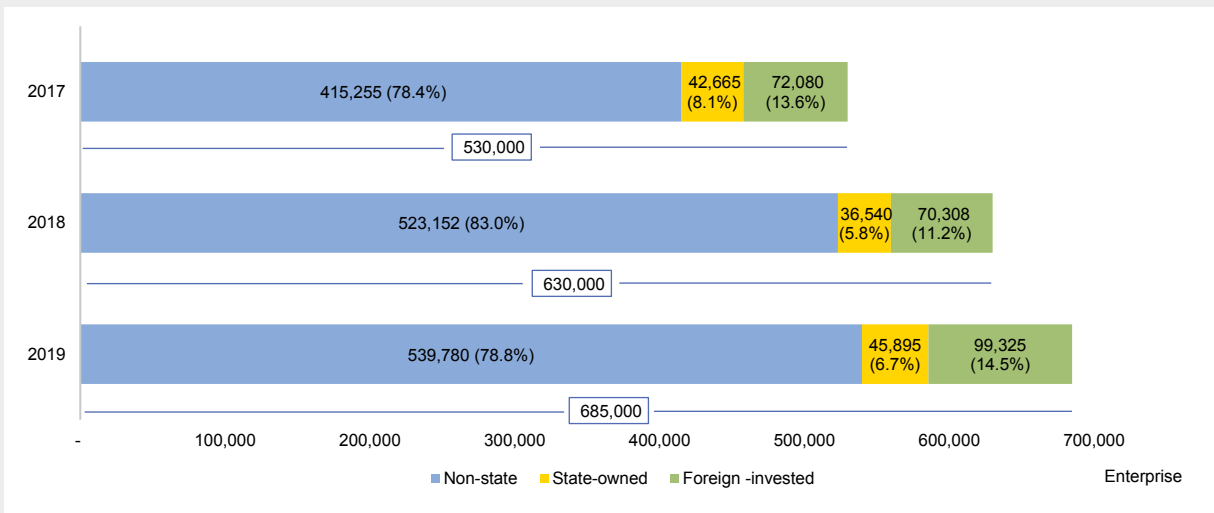
Industry linkages are critically important in ensuring that VET programmes are up-to-date and relevant to industry demands. This chapter presents information on the status quo of industry linkages in the VET sector, employers’ feedback of VET graduates and the provision of training for workers by enterprises.

9.1. Cooperation between industry and VET institutes

As of June 2019, there was a total of ≈685,000 enterprises in Vietnam, up 8.7% (55,000

enterprises) compared to 2018. Non-state, state-owned and FDI enterprises account respectively for 78.81%, 6.65% and 14.54% of the total figure (Figure 9.1).

Figure 9.1. Enterprises by type of ownership, 2017 – 2019

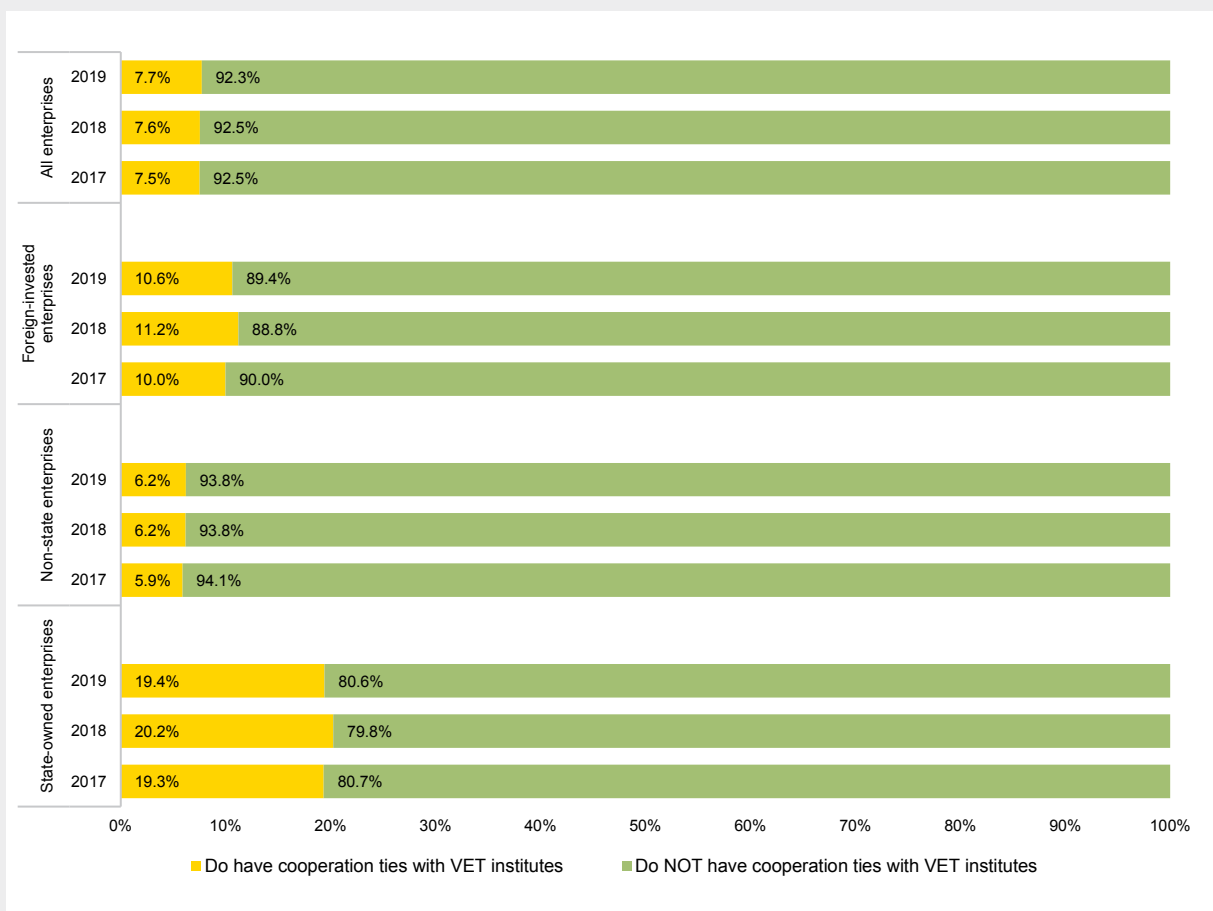


(Source: Calculations from the survey “Enterprises’ demand for workforce in 2019”, Department of Employment, MoLISA)

The percentage of enterprises having cooperation ties with VET institutes stood at 7.7%, up 0.1% from 2018 (7.6%). Non-state enterprises continued to show the lowest

percentage of cooperation with VET institutes (6.2%) compared with 10.6% of foreign-invested enterprises and 19.4% of state-owned companies (Figure 9.2).

Figure 9.2. Percentage of enterprises having cooperation with VET institutes

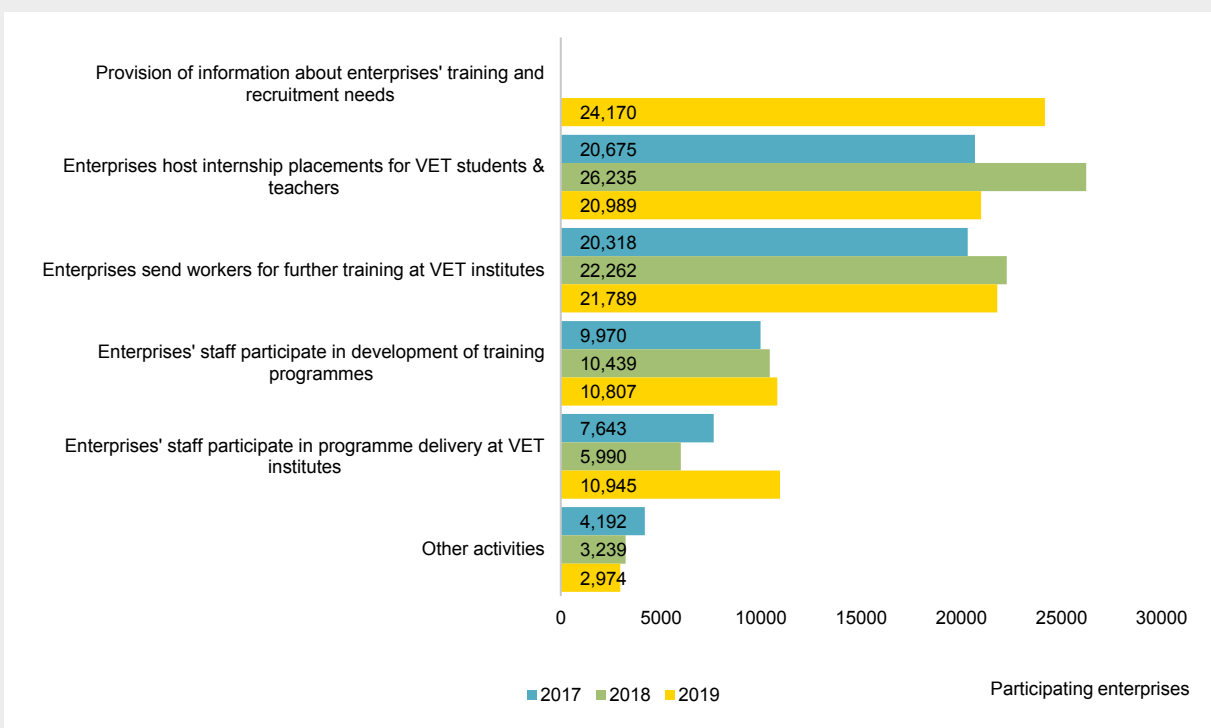


(Source: Calculations from the survey "Enterprises' demand for workforce in 2019", Department of Employment, MoLISA)

The most common forms of cooperation between enterprises and VET institutes included i) the provision of information about enterprises' training and recruitment needs (24,170 participating enterprises), ii) further training of enterprises' workers at VET institutes (21,789 participating enterprises) and iii) the hosting of internship placements for VET

students and teachers (20,989 participating enterprises). Other cooperation activities such as the participation of enterprises' personnel in the development and delivery of VET programmes, in students' assessment, and in the development of occupational standards, etc. remained limited (Figure 9.3).

Figure 9.3. Forms of cooperation between the business sector and VET institutes



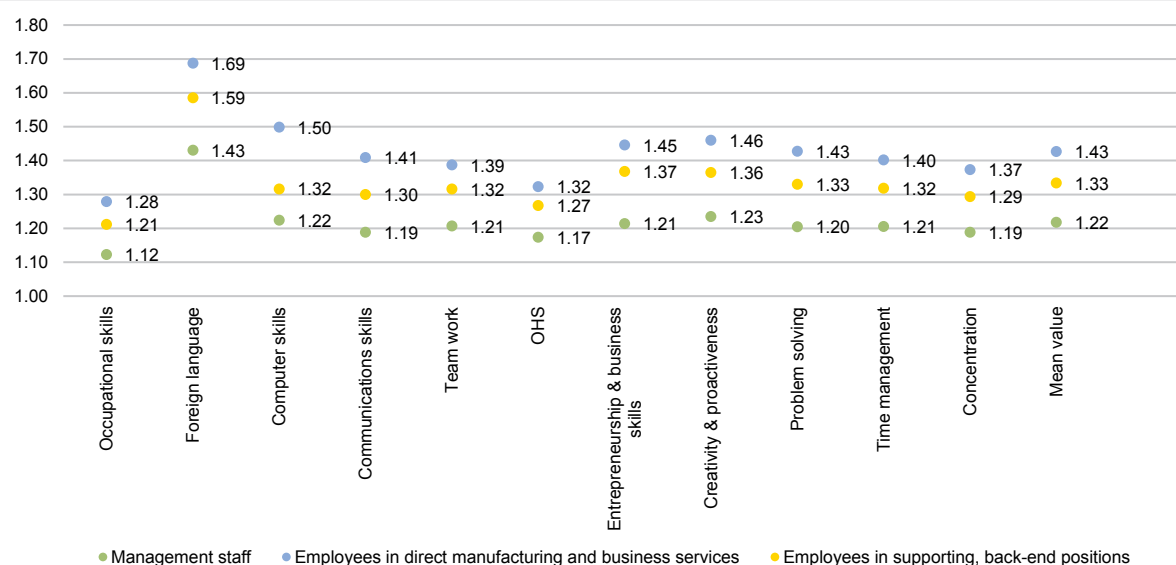
Source: Calculations from the survey “Enterprises’ demand for workforce in 2019”, Department of Employment, MoLISA

9.2. Employee competency rating by employers

Employers’ rating of employees’ knowledge and skills was measured on a scale from one to three where one is understood as completely adequate and three as severely inadequate. It was found out that employees’ language skills are rated most negatively by employers (1.43 – 1.69), followed by IT skills

(1.22 – 1.50), creativity and proactiveness (1.23 – 1.46) and entrepreneurship and business skills (1.21 – 1.45).

On average, the skills gap among employees in direct manufacturing and business services (1.43) was found to be more severe than those in supporting, back-end positions (1.33) (Figure 9.4).

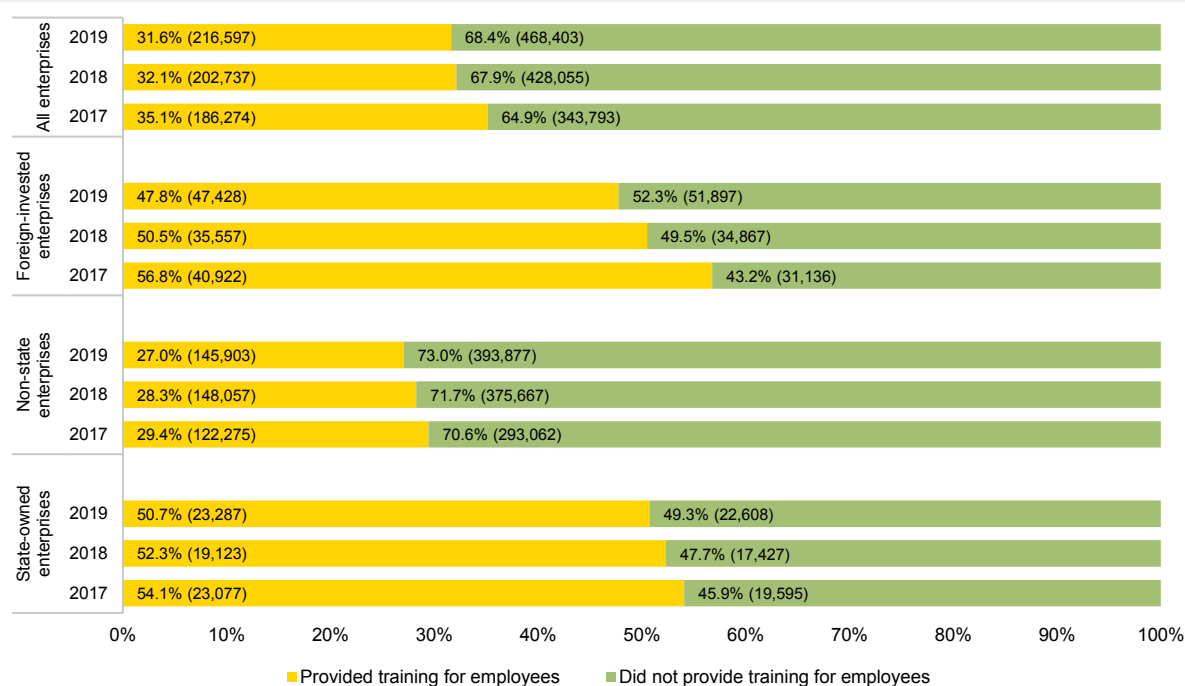
Figure 9.4. Employer's assessment of the employee's competence/skill gaps

Source: Calculations from the survey "Enterprises' demand for workforce in 2019", Department of Employment, MoLISA

9.3. Training provision for enterprises' workers

31.62% (216,780) of enterprises provided training for their employees, 0.52% less than in 2018. Over half of state-owned enterprises

(50.74%) and 47.75% of foreign-invested enterprises reported having provided training for their employees, against only 27.03% among non-state enterprises (Figure 9.5).

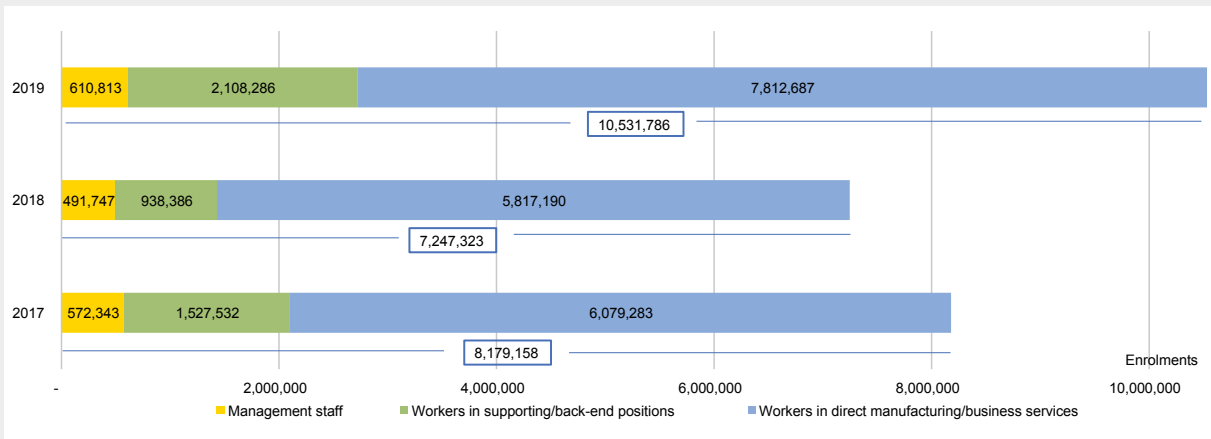
Figure 9.5. Enterprises' provision of training for workers

Source: Calculations from the survey "Enterprises' demand for workforce in 2019", Department of Employment, MoLISA

A total of 10,531,786 enrolments in employer-provided training were recorded in the first half of 2019, of which 74.2% (7,812,687 persons) were enrolments of workers in direct

manufacturing and business services. The remaining were enrolments of management staff (20%), and workers in supporting, back-end positions (5.8%) (Figure 9.6).

Figure 9.6. Enrolment for further training by type of job

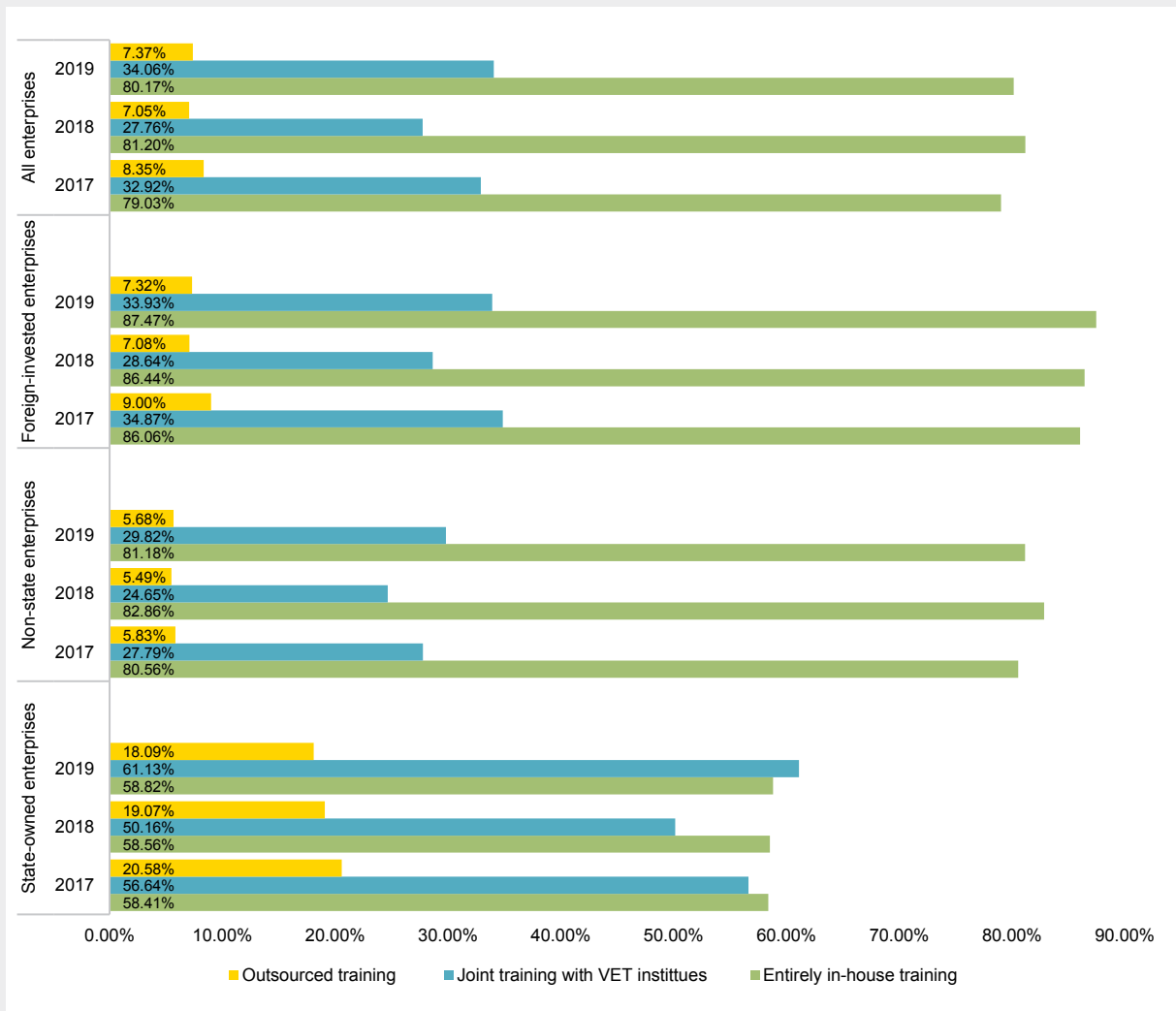


Source: Calculations from the survey “Enterprises’ demand for workforce in 2019”, Department of Employment, MoLISA

In-house training was by far the most popular format used by enterprises for the training of workers, registering an 80.17% application rate from enterprises, followed by joint training with VET institutes (32.92%) and outsourced training (7.37%). State-owned enterprises

are most likely to engage in joint training with VET institutes (61.13%), while non-state and foreign-invested enterprises showed a marked preference for entirely in-house training (Figure 9.7).

Figure 9.7. Training for employees by type of training providers, 2017 – 2019 (%)

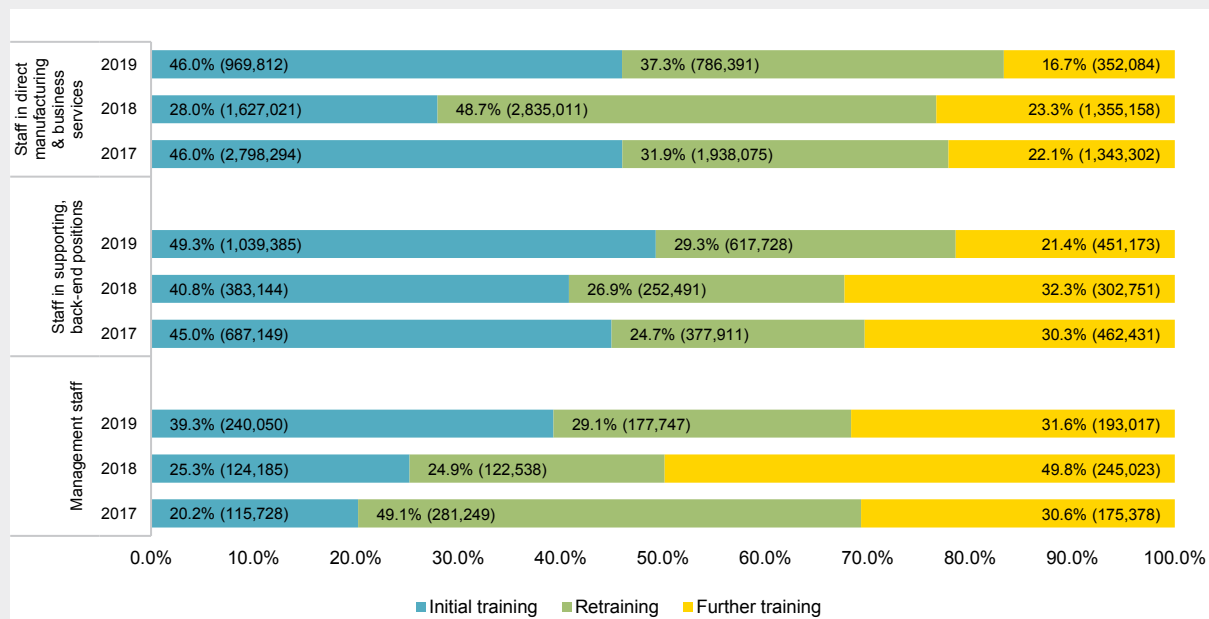


Source: Calculations from the survey "Enterprises' demand for workforce in 2019", Department of Employment, MoLISA

Initial training for those starting a new job was consistently the most prevalent type of employer-provided training among all three categories of workers i.e., management staff, staff in direct manufacturing/business services, and staff in supporting/back-end positions. A

relatively high percentage of workers in direct manufacturing/business services (37.3%) received re-training. Management staff continued to be the category of workers most likely to receive further training (Figure 9.8).

Figure 9.8. Percentage of employees by type of training and type of labour



Source: Calculations from the survey “Enterprises’ demand for workforce in 2019”, Department of Employment, MoLISA

In 2019, Vietnam was ranked 70th out of 129 economies worldwide by the Global Innovation Index (GGI)⁴⁵ on the “Firms offering formal training” indicator, and 73rd out of 149 countries by the World Competitiveness Report⁴⁶ on the “extent of staff training” component.

As a response to the demand for greater industry linkages, several initiatives were implemented at different levels in 2019. At the provincial level, taskforces for the cooperation between VET and the business sector were piloted in some provinces with the participation of DoLISA, VCCI, business associations, enterprises, and VET institutes. At the central level, two sector skills councils were piloted i.e., the Tourism and Hospitality sector skills council and the Agriculture sector skills council. Under DVET’s leadership, the business sector was involved in the development of learning

outcomes, economic and technical norms for VET, and NOS/NOS assessment tests. The business sector also plays an increasingly important role in national, ASEAN and World skills competitions.

Conclusions

Despite a slight increase in 2019, the percentage of enterprises having cooperation ties with VET remained consistently under 8.0% between 2017 and 2019. Only 6.2% of non-state enterprises cooperated with VET institutes against 10.64% of foreign-owned enterprises and 19.42% of state-owned enterprises in 2019.

Workers in direct manufacturing/business services are found to suffer from more severe skills gaps than those in management and

⁴⁵ World Intellectual Property Organization (WIPO), INSEAD and Cornell SC Johnson College of Business (2019), *Global Innovation Index 2019*. Available at <https://www.globalinnovationindex.org/userfiles/file/reportpdf/gii-full-report-2019.pdf>

⁴⁶ World Economic Forum (2019), *The Global Competitiveness Report 2019*. Available at http://www3.weforum.org/docs/WEF_TheGlobalCompetitivenessReport2019.pdf

supporting/back-end positions. Workers' foreign language proficiency is the skill area most poorly rated by employers, followed by computer literacy, creativity and proactiveness, and entrepreneurship and business skills.

As of June 2019, 31.62% of enterprises provided training for their employees, recording a total of 10,531,787 enrolments, of which 74.2% were from workers in direct manufacturing/business services, 20% from workers in supporting/back-end positions and 5.8% from management staff.

Recommendations

2019 saw several positive developments in VET-industry linkages, most notably the pilot establishment of two sector skills councils for Tourism and Hospitality and Agriculture. It would be necessary to monitor the progress

of these two councils to provide evidence for considering the expansion of this model. Similarly, it would be necessary to continue to monitor and evaluate the implementation of the multitude of cooperation agreements that were signed between different VET stakeholders and the business sector over the past few years. Evidence on the outcomes of these cooperation agreements would allow for a better understanding of success factors and existing bottlenecks, provide transparent information for students and the community, and thus help build stronger trust in the VET sector.

Approaches and systems for skills forecast and the identification of skills deficiencies need to be strengthened to provide quality information for policymaking on improving the quality of the labour force in the context of Industry 4.0.

APPENDIX

Appendix 1: List of normative documents and guiding policies on vocational education and training issued in 2019

No	Code	Date of issuance	Type of document	Name of document	Issuing authority
1	01/NQ-CP	01/01/2019	Resolution	Major tasks and solutions for the implementation of the 2019 socio-economic development plan and state budget estimate	The Government
2	03/2019/TT-BLDTBXH	17/01/2019	Circular	Promulgation of the English language syllabus – a general subject applicable in intermediate and college-level training programmes	MoLISA
3	06/2019/TT-BLDTBXH	28/01/2019	Circular	Addition of training occupations to the list of level-four intermediate and college training occupations promulgated in Circular 04/2017/TT-BLDTBXH issued by MoLISA on 02/03/2017	MoLISA
4	15/2019/ND-CP	01/02/2019	Decree	Promulgation of detailed regulations for specific articles within the VET Law and guidelines for its implementation	The Government
5	07/2019/TT-BLDTBXH	7/03/2019	Circular	Amendment to some articles under Circular 05/2017/TT-BLDTBXH issued by MoLISA on 02/03/2017 on admission regulations and admission quotas for intermediate and college-level training programmes	MoLISA
6	09/2019/TT-BLDTBXH	24/05/2019	Circular	Removal of some normative documents issued by and jointly by the Minister of Labour – Invalids and Social Affairs	MoLISA
7	24/CT-TTg	28/5/2020	Directive	On the promotion of skilled human resources with the view to enhancing labour productivity and increasing national competitiveness in new conditions.	MoLISA
8	736/QD-LDTBXH	29/05/2019	Decision	Promulgation of the monitoring and evaluation criteria for the implementation of the programme “Vocational Training for Rural Workers up to 2020”	MoLISA
9	43/2019/QH14	14/06/2019	Law	Education Law	The National Assembly
10	929/QD-LDTBXH	28/06/2019	Decision	Approval of the implementation plan of the project "Support for students' start-ups up to 2025"	MoLISA
11	12/2019/TT-BLDTBXH	12/08/2019	Circular	Guidelines on the re-arrangement of salary in alignment with professional titles for TVET public employees	MoLISA
12	1167/QD-LDTBXH	20/08/2019	Decision	Promulgation of the National Occupational Skills Standards of four occupations in the tourism sector	MoLISA

No	Code	Date of issuance	Type of document	Name of document	Issuing authority
13	1169/QD-LDTBXH	20/08/2019	Decision	Promulgation of the National Occupational Skills Standards of seven occupations in the industrial sector	MoLISA
14	19/2019/TT-BLDTBXH	23/12/2019	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level training programmes in the fields of arts, journalism, and information	MoLISA
15	20/2019/TT-BLDTBXH	23/12/2019	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level training programmes in the fields of business, management, and law	MoLISA
16	21/2019/TT-BLDTBXH	23/12/2019	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level training programmes in the fields of computer science, information technology and engineering technology	MoLISA
17	22/2019/TT-BLDTBXH	23/12/2019	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level training programmes in the field of engineering	MoLISA
18	23/2019/TT-BLDTBXH	23/12/2019	Circular	Promulgation of the minimum requirements of knowledge and competencies to be achieved by learners upon graduation from intermediate and college level training programmes in the fields of agricultural production and processing	MoLISA
19	24/2019/TT-BLDTBXH	24/12/2019	Circular	Promulgation of economic-technical norms for intermediate and college level training programmes in the fields of technology and engineering, agriculture, forestry, and fisheries	MoLISA
20	24/2019/TT-BLDTBXH	24/12/2019	Circular	Promulgation of economic-technical norms for intermediate and college level training programmes in the fields of electrical engineering and electronics, information technology, construction, architecture and services	MoLISA
21	26/2019/TT-BLDTBXH	25/12/2019	Circular	Promulgation of the index of minimum training equipment applicable to intermediate and college training programmes in the fields of electronics and electrical engineering, information technology, agriculture, forestry, services and processing	MoLISA

No	Code	Date of issuance	Type of document	Name of document	Issuing authority
22	26/2019/TT-BLDTBXH	25/12/2019	Circular	Promulgation of the index of minimum training equipment applicable to intermediate and college training programmes in the fields of technology and engineering	MoLISA
23	31/2019/TT-BLDTBXH	31/12/2019	Circular	Promulgation of standards, conditions, contents and formats of examination or consideration for professional promotion applicable to TVET public employees	MoLISA
24	32/2019/TT-BLDTBXH	30/12/2019	Circular	Regulations on the standards applicable to training and research institutes authorized to provide in-service training for the attainment of public employees' titles in the VET sector	MoLISA
25	33/2019/TT-BLDTBXH	30/12/2019	Circular	Regulations on the organisation of sporting, cultural and artistic activities in VET institutes	MoLISA
26	35/2019/TT-BLDTBXH	30/12/2019	Circular	Regulations on the adjustment of monthly salary and income after social insurance contribution	MoLISA
27	38/2019/TT-BLDTBXH	30/12/2019	Circular	Guidelines for the establishment of a safe, healthy, friendly and violence-free environment in VET institutes	MoLISA
28	39/2019/TT-BLDTBXH	30/12/2019	Circular	Promulgation of the list of physical facilities and equipment for the national occupational skill assessment of levels two and three of information technology occupation (software applications)	MoLISA
29	40/2019/TT-BLDTBXH	30/12/2019	Circular	Promulgation of the list of physical facilities and equipment for the national occupational skill assessment of levels one, two and three of the industrial electronics occupation	MoLISA
30	41/2019/TT-BLDTBXH	30/12/2019	Circular	Amendment and modification of articles under Circular 38/2015/TT-BLDTBXH regulating national occupational skills certificates, the issuance and issuance management of national occupational skills certificates and articles under Circular 19/2016/TT-BLDTBXH guiding the implementation of Government's Decree 31/2015/NĐ-CP on the implementation of articles regulating the assessment and issuance of national occupational skills certificates under the Law on Employment	MoLISA

Appendix 2: List of licensed NOS assessment and certification agencies

No	Assessment agencies	No	Occupations	Skills level
1	Viet Nam College of Coal and Minerals Mining (Hong Cam Mining College-Vinacom)	1	Underground Mining Techniques	1,2,3
		2	Mining Construction Techniques	1,2,3
		3	Underground Electro-Mechanical Engineering	1,2,3
		4	Coal Quality and Quantity Inspection	1,2,3
		5	Welding	1,2,3
		6	Industrial Electrics	1,2,3
		7	Automotive Technology	1,2,3
		8	Repair of Mining Equipment	1,2,3
2	Hung Vuong Vocational School of Technology	1	Graphic Design	1,2
		2	Mechatronics	1,2
		3	Operation and Repair of Refrigeration Equipment	1,2
3	Lilama 2 International Technology College	1	Welding	1,2,3
		2	Installation of pipelines	1,2,3
		3	Mechatronics	1,2,3
		4	Industrial Electrics	1,2,3
		5	Industrial Electronics	1,2,3
4	Dong An College of High Technology	1	Mechatronics	1,2,3
		2	CNC Metal Cutting	1,2,3
5	Hanoi College of Mechatronics	1	Industrial Electrics	1,2,3
		2	Welding	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Operation and Repair of Electric Pump Station	1,2,3
6	Hanoi Industrial Vocational College	1	Industrial Electrics	1,2,3
		2	Welding	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Operation and Repair of Refrigeration Equipment	1,2,3

No	Assessment agencies	No	Occupations	Skills level
7	College of Technology II (Ho Chi Minh City Vocational College of Technology)	1	Automotive Technology	1,2,3
		2	Welding	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Industrial Electrics	1,2,3
		5	Industrial Electronics	1,2,3
		6	Graphic Design	1,2,3
		7	Information Technology (UDPM)	1,2,3
		8	Industrial Sewing	1,2,3
		9	Masonry- Finishing	1,2,3
		10	Steel Reinforcement – Welding	1,2,3
		11	Formwork- Scaffolding	1,2,3
8	Viet Nam-Korea Vocational College of Technology	1	Welding	1,2,3
		2	Industrial Electrics	1,2,3
		3	Industrial Electronics	1,2,3
		4	CNC Metal Cutting	1,2,3
9	LILAMA – Technical & Technology College I	1	Mechanical Manufacturing	1,2,3
		2	Electrical Installation and Control Technology in Industry	1,2,3
		3	Welding	1,2,3
10	Long Bien Vocational College	1	Industrial Sewing	1,2,3
		2	Repair of Sewing Equipment	1,2,3
		3	Industrial Sewing production	1,2,3
11	Vinh Long University Of Technical Education	1	Industrial Electrics	1,2,3
		2	Automotive Technology	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Welding	1,2,3
		5	Information Technology (UDPM)	1,2,3
		6	Industrial Electronics	1,2,3
		7	Operation and Repair of Refrigeration Equipment	1,2,3
		8	Mechatronics	1,2,3
		9	Graphic Design	1,2,3

No	Assessment agencies	No	Occupations	Skills level
12	Hanoi University of Industry	1	CNC Metal Cutting	1,2,3,4
		2	Welding	1,2,3,4
		3	Automotive Technology	1,2,3,4
		4	Graphic Design	1,2,3
		5	Information Technology (UDPM)	1,2,3
		6	Industrial Electrics	1,2,3
		7	Operation and Repair of Refrigeration Equipment	1,2,3
		8	Industrial sewing	1,2,3
		9	Industrial Electronics	1,2,3
13	Vinh University of Technical Education	1	Industrial Electrics	1,2,3
		2	Automotive Technology	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Welding	1,2,3
		5	Information Technology (UDPM)	1,2,3
		6	Industrial Electronics	1,2,3
		7	Mechanical Equipment Manufacturing	1,2,3
		8	Computer Network Administration	1,2,3
14	Nam Dinh University of Technical Education	1	Industrial Electrics	1,2,3,4
		2	Automotive Technology	1,2,3,4
		3	CNC Metal Cutting	1,2,3,4
		4	Welding	1,2,3,4
		5	Operation and Repair of Refrigeration Equipment	1,2,3,4
		6	Industrial Electronics	1,2,3,4
		7	Electrical Installation and Control Technology in Industry	1,2,3,4
		8	Computer Programming	1,2,3,4
		9	Computer Network Administration	1,2,3,4
		10	Graphic Design	1,2,3,4

No	Assessment agencies	No	Occupations	Skills level
15	College of Engineering and Technology	1	Industrial Electrics	1,2,3
		2	Automotive Technology	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Industrial Electronics	1,2,3
		5	Information Technology (UDPM)	1,2,3
16	Vinh Phuc Vocational College (Vinh Phuc Viet Nam-German Vocational College)	1	CNC Metal Cutting	1,2,3
		2	Welding	1,2,3
		3	Industrial Electrics	1,2,3
17	Vocational College No. 2- Ministry of Defence	1	Industrial Electrics	1,2,3
		2	Welding	1,2,3
		3	Automotive Technology	1,2,3
18	National College of Transportation 2	1	Industrial Electrics	1,2,3
		2	Welding	1,2,3
		3	Automotive Technology	1,2,3
		4	CNC Metal Cutting	1,2,3
19	Chu Lai - Truong Hai Vocational College	1	Automotive Technology	1,2,3
		2	CNC Metal Cutting	1,2,3
		3	Welding	1,2,3
20	Son La College of Technology	1	Welding	1,2,3
		2	Automotive Technology	1,2,3
		3	Industrial Electrics	1,2,3
21	Da Nang Vocational College	1	Automotive technology	1,2,3
		2	Mechatronics	1,2,3
		3	Industrial Electrics	1,2,3
		4	Industrial Sewing	1,2,3
		5	Electrical Installation and Control Technology in Industry	1,2,3
		6	Computer Network Administration	1,2,3

No	Assessment agencies	No	Occupations	Skills level
22	Vocational College No. 5- Ministry of Defence	1	Automotive Technology	1,2,3
		2	Welding	1,2,3
23	Kien Giang Vocational College	1	Industrial Electrics	1,2,3
		2	CNC Metal Cutting	1,2,3
		3	Metal Cutting- Turning	1,2,3
24	Nguyen Tat Thanh University	1	Industrial Sewing	1,2,3
		2	Industrial Electrics	1,2,3
		3	Industrial Electronics	1,2,3
		4	Information Technology (UDPM)	1,2,3
25	Tuyen Quang College of Engineering and Technology	1	Welding	1,2,3
		2	Industrial Electrics	1,2,3
		3	Automotive Technology	1,2,3
26	Vocational College No. 1-Ministry of Defence	1	Welding	1,2,3
		2	Industrial Electrics	1,2,3
		3	Automotive Technology	1,2,3
		4	CNC Metal Cutting	1,2,3
27	Vocational College No. 3-Ministry of Defence	1	Mechatronics	1,2,3
		2	Industrial Electronics	1,2,3
		3	Automotive Technology	1,2,3
		4	Industrial Electrics	1,2,3
		5	Operation and Repair of Refrigeration Equipment	1,2,3
28	Ho Chi Minh City College of Civil Construction 2	1	Masonry- Finishing	1,2,3
		2	Steel Reinforcement- Welding	1,2,3
		3	Formwork- Scaffolding	1,2,3
		4	Concrete	1,2,3
		5	Water supply	1,2,3
		6	Drainage	1,2,3
		7	Installation of Water Pipes	1,2,3

No	Assessment agencies	No	Occupations	Skills level
29	Dak Lak Vocational College	1	Automotive Technology	1,2,3
		2	Welding	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Industrial electrics	1,2,3
30	Dung Quat College of Engineering and Technology	1	Industrial Electronics	1,2,3
		2	Automotive Technology	1,2,3
		3	Welding	1,2,3
31	South College of Technology and Agro-Forestry	1	Rubber Production	1,2,3
		2	Forestry culture	1,2,3
		3	Planting and Tending Rubber Trees	1,2,3
		4	Planting and Tending Coffee Trees	1,2,3
		5	Fine Art Carpentry	1,2,3
		6	Civil Woodworks	1,2,3
		7	Rural Electro- Mechanical Engineering	1,2,3
32	Da Lat Vocational College	1	Automotive Technology	1,2,3
		2	Industrial Electronics	1,2,3
33	Marine College No 2	1	CNC Metal Cutting	1,2,3
34	Vocational College of Mechanics and Irrigation	1	CNC Metal Cutting	1,2,3
		2	Automotive Technology	1,2,3
		3	Industrial Electronics	1,2,3
35	South Agriculture College	1	Plant Protection	1,2,3
		2	Veterinary	1,2,3
36	Thu Duc College of Technology	1	Metal Cutting (Universal Milling)	1,2,3
		2	Metal cutting (Universal Lathe)	1,2,3
		3	Mechatronics	1,2,3
		4	Automotive Technology	1,2,3
		5	Industrial Electronics	1,2,3
		6	Welding	1,2,3
		7	Graphic Design	1,2,3

No	Assessment agencies	No	Occupations	Skills level
37	Ho Chi Minh City University of Technical Education	1	CNC Metal Cutting	1,2,3
		2	Automotive Technology	1,2,3
		3	Industrial Electrics	1,2,3
		4	Industrial Electronics	1,2,3
38	Nha Trang College of Technology	1	Industrial Electrics	1,2,3
		2	Automotive Technology	1,2,3
39	Ho Chi Minh City Vocational College	1	Metal Cutting (Universal Milling)	1,2,3
		2	Information Technology (UDPM)	1,2,3
		3	CNC Metal Cutting	1,2,3
		4	Automotive Technology	1,2,3
		5	Industrial Electrics	1,2,3
		6	Industrial Electronics	1,2,3
		7	Welding	1,2,3
		8	Electrical Installation and Control Technology in Industry	1,2,3
		9	Computer Programming	1,2,3
		10	Graphic Design	1,2,3
40	Central College of Transportation No 1	1	Road machinery operator	1,2,3
		2	Quality testing and evaluation	1,2,3
		3	Road-bridge quality testing and evaluation	1,2,3
		4	Automotive technology	1,2,3
		5	Industrial electrics	1,2,3
41	College of Machinery & construction	1	Crane operator	1,2,3

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