



Australian Government

Department of Foreign Affairs and Trade



Australia-Vietnam

Feasibility Study
of
Vietnam TVET - Private Sector Linkages
November 2014

List of acronyms

ADB	Asian Development Bank
AEI	Australian Education Institute (Part of DFAT)
ASEAN	Association of South East Asian Nations
AusCham	Australian Chamber of Commerce & Industry
CEO	Chief Executive Officer
DFAT	Australian Department of Foreign Affairs and Trade (formerly AusAID)
DOLISA	Department of Labour, Invalids and Social Affairs
GDVT	General Department of Vocational Training
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GoV	Government of Vietnam
HCMC	Ho Chi Minh City
ILO	International Labour Organization
KOICA	Korean International Cooperation Agency
JICA	Japanese International Cooperation Agency
MoHA	Ministry of Home Affairs
MoET	Ministry of Education and Training
MoF	Ministry of Finance
MOLISA	Ministry of Labour, Invalids and Social Affairs
MOU	Memorandum of Understanding
MPI	Ministry of Planning and Investment
NGOs	Non-Government Organisations
OH&S	Occupational Health and Safety
RMIT	Royal Melbourne Institute of Technology
TAFE	Technical and Further Education (Australia)
TVET	Technical Vocational Education and Training
USAid	United States Aid
VC	Vocational College
VCCI	Vietnam Chamber of Commerce & Industry
VNQF	Vietnam National Qualifications Framework
VTC	Vocational Training Centres

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Executive Summary

Introduction

Improving the quality of technical and vocational education and training (TVET) is one of the key reform agendas being addressed by governments throughout South East Asia. With a few notable exceptions, skills training has been essentially supply-led and is often based on out-dated curricula that do not adequately prepare trainees for today's job market.

To address this there is a pressing need to bring employers in the region closer to the planning and delivery of TVET, as part of the process of making TVET delivery demand-driven and more adaptable to change and progress. Currently in Vietnam employers and industry have limited involvement in the education sector and consequently modest influence on the training that young people receive. This situation is mirrored in countries throughout the region.

Over the past four decades Australia has transformed its TVET system. Central to this has been the involvement of business, especially through the creation of Sector Skills Councils and Industry Training Advisory Boards, which has led to enhanced vocational curriculum development, accurate and relevant benchmarking of skills, improved labour market intelligence and accreditation of skills development. These advances have helped to ensure that TVET evolves and remains relevant, year on year.

Other countries in the region are also now beginning to develop mechanisms that can help promote and support greater employer involvement in the design, development and delivery of VET programs. For example, good practice has begun through recent work undertaken in Singapore and Malaysia which, alongside Australia, can offer valuable insight into the different approaches that can secure TVET reform.

Viet Nam has set its sights on joining the club of modern industrialised nations by 2020. To make that happen and ensure that Vietnamese products are competitive in the international marketplace, its industry needs a skilled workforce. Around 70% of vocational institute graduates are currently able to find work. Most of the jobs however are poorly paid, because the skill levels are not up to the standards that companies need. Too much emphasis is placed on theoretical instruction, and training content is not calibrated with occupational standards. Many teachers lack practical experience. Most TVET institutes do not have adequate tools and machines, or what they have is not functional.

Background

The Department of Foreign Affairs and Trade (DFAT) Vietnam aid program has identified the need to engage a study team to undertake a Feasibility Study into establishing initiatives under DFAT's Vietnam HRD Strategy (2014-2020) to improve the Vietnamese TVET sector's responsiveness to industry needs through enhancing TVET-private sector engagement.

Over the last 40 years Australia has been a medium-size donor in support of Vietnam's HRD. Australia's support has centred on higher education scholarships, and this has contributed to our strong reputation and education ties with Vietnam. It is in Australia's national interest to continue supporting Vietnam with its HRD needs to help meet its economic development goals. Education and training, including skills and technical training, scholarships, in particular for women, are key priorities for the Australian aid program.

From 2014-20 Australia will spend around AUD 220 million in official development assistance to help Vietnam reach its HRD goals. Australia's HRD investment will be targeted to areas and organisations relevant to Australia's interest and expertise, and activities that complement the support of whole-of-government and development partners in Vietnam. Australia will continue to provide higher education scholarships for Vietnamese and build on this support with scholarships for industry skills training, short course training, and support for equity and women's leadership in the workforce. Australia will actively pursue Vietnam and Australian business and government partnerships and increase our policy dialogue at the national level.

Current situation and future needs of the business sector

The GoV intends to apply international standards for some occupations to enable workers to compete in the world market. National or regional standards and examinations set the norm in other occupations. Bringing companies on board is one of the key objectives, as employers are at the heart of the skills equation. They can be empowered to take responsibility for workforce development within their sectors and to help create solutions that respond to their own evolving needs while creating high quality skills which are genuinely valued. Success rests upon forging strong partnerships between employers, employees, trade unions and training providers supported by government.

Employers in Vietnam have identified a number of internal and external barriers to employer engagement, including:

- Lack of a strong business case to convince top management that skills are central to future business viability
- Limited time, resources and capacity to analyse their own skills needs, engage with training providers and offer high quality apprenticeships – especially among small and medium-sized enterprises (SMEs)
- Employers' reluctance to invest in in-house training or collaborate with other businesses to develop skills given the risk that competitors will "poach" trained employees
- Many young people lack the basic "employability" skills and are not ready for work or apprenticeships
- The limited flexibility and responsiveness of education and training institutions to employers' fast-changing needs
- The complexity and inconsistency of government policy design, delivery and funding

There will also be a need to improve the level of TVET teachers by providing colleges offering TVET skills training, the tools they can use to motivate teachers to improve their standards, to be involved in continual education (self improvement) and also performance evaluation.

Developing strategies to promote the benefits of VET and encourage participation

Key problems will need to be addressed in the following way:

Establish and broaden partnerships with the representatives of relevant stakeholders of the sector or sub sector (in the form of sector skills councils or industry advisory boards) to examine the existing GDVT curricula, incentives, and skills training mechanisms in order to develop proposals for the solution of key problems.

The vocational curriculum does not adequately reflect the needs of industry and focuses almost entirely on theory, rather than giving learners the practical experience they need to acquire the skills for work. In addition, the curriculum is not updated frequently enough – the law currently requires the curriculum to be updated every 5 years, which is not sufficient to ensure that it takes account of the changing needs of industry.

There is an absence of **appropriate diagnostic tools** that can help to identify skills needs at a sectoral and regional level. Individual companies also lack the tools and expertise that can help them identify the skills they need to compete successfully in both national and global economies.

Poor communication has led to a lack of awareness and understanding for communities and parents about the benefits of TVET and the mechanisms relating to the development and delivery of TVET programs. In addition, there is a lack of **high quality careers guidance** available to young people.

There is a general lack of **competence in training institutions**. In particular, trainers need the necessary 5 to 10 years of relevant and recent industry experience, the technical and pedagogical skills they need to undertake their role, and the motivation to acquire and maintain these skills on an on-going basis.

The quality of TVET across institutions is generally inconsistent and in some cases quite poor. The development of **a set of minimum standards, along with mechanisms to ensure adherence to these standards** will be an important consideration if the quality of TVET is to be guaranteed in the future.

Key Findings

During interviews with stakeholders in the business community, ways of involving the business sector in TVET were discussed, and the most important aspects from the companies/employer perspective were the urgent need for:

Practical Skills upgrading for Teaching Personnel

Currently any internships or on-the-job work experience that is being offered are dedicated to trainees of TVET institutes, as required by the curriculum or training program. The teachers within the TVET organisation are very rarely – if ever – provided the opportunity of upgrading their practical skills. This represents a major failing of the current TVET system, as teachers within any TVET system need to keep themselves up to date with any changes in technology or work practises, and businesses consulted were of the opinion that frequent skills upgrading internships should be a mandatory part of professional development for teachers within TVET institutes.

Participation in the development of occupational standards and curricula

Current practise within MoLISA / GDVT is to invite management of both public and private TVET institutes, as well as representatives from enterprises and the “world of work” to occupational standards and curriculum development workshops organised by MoLISA / GDVT. However a number of participants expressed the opinion that their input was not valued by the government officials, as the results show very little change in the implementation of new curricula or the establishment of National Skills standards. They also expressed the need for more frequent consultation with larger companies and industry leaders, and for the process to be driven by industry.

Representation of enterprises and major industries in management or advisory boards of TVET institutes

Participation of enterprise and industry representatives at regular meetings of management or participation on advisory boards of TVET providers is regarded as a very effective mechanism to strengthen cooperation between companies and TVET institutes and would lead to the facilitation and implementation of “cooperative” training approaches. Currently this practise of representation does not appear to be in the process of being institutionalised by MoLISA/GDVT and the TVET institutes consulted during the study expressed the view that they currently receive no guidance in how to approach industry to be involved in the process, and are liaising with companies and industry through their own pro-active strategies and the realisation that in order to improve their skills training, they must involve companies and industries in the development of their training program content.

Feasible options to support TVET

The study resulted in four feasible options:

Option 1 - The “Top Down” approach:

Although this is a feasible option, this approach requires the traditional government regulated authority imposing the standards for curricula, occupational standards, quality control, teacher selection and student assessment without any involvement of industry or employers. It relies heavily on the human resources and capacity of MoLISA and particularly GDVT personnel to develop and implement the required systems and modalities, This has been a common method of implementation conducted by a number of international donors, with limited success, due to the tight control exercised by MoLISA and GDVT. **It is not a stand alone recommended option.**

Option 2 - The “Bottom Up” approach

Another feasible option with the added benefit being the ability to directly liaise with Australian business’ in Vietnam who are seeking to recruit skilled labour with recognised qualifications and skills similar to those expected from trade workers in Australia.

However working in isolation through the enterprise / industry sector may be interpreted by MoLISA / GDVT as encroaching on their authority and thus they may purposely create barriers to decision making and program implementation. Also current government policies to involve industry are overly complex and do not provide any substantial financial incentives for industry to become involved, and governance of TVET across several ministries, as well as governance through local People’s Committees, would increase the constraints on colleges. **It is not a stand alone recommended option.**

Recommended feasible options to support TVET and private sector engagement

Option 3 - The “Dual” Approach

This option requires that the implementation mechanisms and resource requirements will be jointly put in place by both the regulating government authorities, colleges and industry in unison, bringing together the Ministries and training providers *to agree on a common national framework* for evaluating and assessing craft, trade, vocational and technical competences and developing standards of occupational competency with the full participation of leading practitioners in commerce and industry for occupations within the four sectors selected. This option would be lead by the *establishment of Sector Skills Councils* who would be responsible for developing the industry-led qualifications which make up the relevant levels of the Qualifications Framework.

Enabling mechanisms to be implemented by colleges to engage Government (GDVT) and TVET Colleges with Industry (SSCs) would greatly reduce the risk that the active role of TVET colleges in partnering with industry could be delayed or obstructed if the program were totally managed through GDVT, who lack the necessary human resources to administer such a program. Many of the colleges recommended for participation in this option have already established links with a number of Australian TAFE institutes, and coordination with these establishments would be expanded and strengthened through a TAFE contracted technical assistance program with some DFAT oversight, thus ensuring more positive outcomes.

Development of SSCs is an area that only one other international donor is currently involved in (The British Council). It would extend Australia's influence and impact by promoting industry performance, involvement and links and would provide cost effective opportunities to partner with Australian TAFE institutes and other development partner projects as the principles to establish SSCs cuts across all TVET development programs as well as the Development Partnerships Forum action plan. The establishment of SSCs would by default have to include the skills development that are gender sensitive and disability inclusive.

Establishment of SSCs would also promote the relevance of the sectors chosen by DFAT as leaders in linking with industries in those sectors.

Option 4 - Australian Awards for TVET teachers (with short term industry placements)

Short Term Industry Placements for TVET Teachers in the four sectors selected;

Development and Implementation of a program to select proactive, industry focused TVET teachers from selected colleges - to attend Australian TAFE Institutes for Certificate IV Workplace Training and assessment courses - together with an intensive period of embedded work experience within their specialist sector to provide them with the requisite practical skills required within their specific industry. This program could also be implemented through an in-country scholarships program to be undertaken through any Australian accredited organisation (eg. RMIT Vietnam or others), that is accredited to deliver the proposed Cert IV program. The industry work experience component could be provided by the larger Australian companies and corporations currently operating in Vietnam, within the four sectors selected.

The Way Forward

Business engagement with TVET can take different forms, ranging from basic funding of operations and/or provision of equipment for practice to more sophisticated relations, including their participation in curricula development and occupational skill standards, and their involvement with the board and management of TVET institutions.

Summary of next steps for program implementation

Recommendations for the design team regarding program implementation.

There will be a need to:

- Promote and secure the continuing professional development of TVET trainers
- Build the capacity of organisations within the system to support TVET reform
- Ensure the curriculum reflects the needs of businesses, sectors and regions
- Develop mechanisms to help identify skills needs at company, sector and regional level
- Ensure funding supports the development and delivery of VET programmes
- Develop strategies to promote the benefits of VET and encourage participation
- Encourage partnership and collaboration between key agencies and organisations.

Provide Information:

- Even if businesses wanted to engage with TVET institutions, there is currently no mechanism for them to find clear, easy-to-access and up-to-date information about the centres that operate in their proximity or in their area of interest, the type and level of courses they provide, the quality of trainers, and the impact training has had in terms of graduates' employment and quality of employment. Furthermore, the complexity of the system makes it extremely hard for companies to identify the right person at the right level to engage with for potential partnerships. There is a need for MoLISA / GDVT to establish a "one stop shop" where companies can access all this relevant information, and where interested parties can be guided through the bureaucratic procedures.
- The GoV needs to implement regulations ensuring employer / industry representation on TVET institutes advisory boards and involvement in the development occupational standards and curriculum.

Provide Incentives:

- A study by GIZ (Delivery & Governance – 2012) surveying private companies in Vietnam found that most companies express the opinion that recent graduates have neither the level of technical skills to match the job requirements nor the *soft skills (employability skills)* necessary for integrating successfully into their workplace. Consequently, many businesses have opted to establish their own training units, but a common concern amongst them is the fact that once workers are trained, they often leave to pursue better job opportunities. This has caused the private sector to be cautious if not reluctant to invest in TVET.
- here needs to be legislation for contracting graduates to companies and enterprises when these organisations have invested considerable funding into the training of the graduate.

Increase Capacity:

- The most common complaint among TVET institutions involves the quality of trainers. A high proportion of technical trainers are not industry qualified or up to the vocational teaching standards, and a large number of them have not received advanced training to update their knowledge and skills, particularly in the development of modern production lines for companies/factories. The low quality of trainers represents a serious constraint in terms of capacity to establish proactive and creative partnerships with the private sector. There is a need for central GoV regulations that stipulate regular in-company or industry practical skills upgrading for TVET teachers.
- There needs to be a radical "re-think" within MoLISA and GDVT on the criteria for selection and recruitment of TVET teachers. Currently the primary criteria requires that a TVET teacher be qualified to a BSc level. The failing of this strategy is that a graduate of a University with a Bachelor degree will very rarely have had any on the job industry or practical skills training and would therefore be at a huge disadvantage if they are then expected to teach / transfer the practical skills required within industry .
- Countries that have successful TVET systems in place all have one quality in common – The teachers / instructors who are selected *are drawn directly from industry* and generally have a minimum requirement of between 5 and 10 years industry practical experience.
- Another quality issue is in relation to remuneration for teachers: To establish a "cadre" of loyal, motivated, industry experienced teachers the salary level offered to teachers must be equitable to that which they could expect within industry, and there must be legislated recognition stipulating that TVET teachers who have obtained the required pedagogical training in "how to teach" are then recognised as equal in social stature to primary and secondary school teachers.

Introduction & Background

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Over the last 40 years Australia has been a medium-size donor in support of Vietnam's HRD. Australia's support has centred on higher education scholarships, and this has contributed to our strong reputation and education ties with Vietnam. It is in Australia's national interest to continue supporting Vietnam with its HRD needs to help meet its economic development goals. Education and training, including skills and technical training, scholarships, in particular for women, are key priorities for the Australian aid program.

From 2014-20 Australia will spend around AUD 220 million in official development assistance to help Vietnam reach its HRD goals. Australia's HRD investment will be targeted to areas and organisations relevant to Australia's interest and expertise, and activities that complement the support of whole-of-government and development partners in Vietnam. Australia will continue to provide higher education scholarships for Vietnamese and build on this support with scholarships for industry skills training, short course training, and support for equity and women's leadership in the workforce. Australia will actively pursue Vietnam and Australian business and government partnerships and increase our policy dialogue at the national level.

Objective

The objective of the assignment is to undertake a feasibility study of options for the Australia aid program in promoting increased collaboration between TVET institutions and the private sector (including Australian and Vietnamese businesses) in Vietnam, and specifically to:

- identify and assess feasible options for supporting TVET provider and private sector engagement
- identify the incentives to motivate the private sector to collaborate with TVET institutions
- articulate the theory of change for the recommended engagement options
- outline implementation and delivery mechanisms for the recommended options.

Risks and assumptions that had an impact on the study were:

- the availability of relevant literature, documents and contact persons
- the accuracy and reliability of data
- the limited time available to complete tasks and limited follow-up meetings
- the time available to verify views, opinions, activities or reported actions.

Methodology

The approach and methodology involved:

- Interviews with number of 'stakeholders' and key decision-makers. Follow-up meetings when necessary.
- Site visits and observations.
- A desk review of available reports and other documentation collected prior to and during the study.
- Internet reviews and research.

Assessment coverage consisted of:

- Rapid assessment of labour market needs for long term sustainable development.
- Assessment of the four sectors / areas for long term sustainable economic growth and the skills needed to achieve growth.
- The status of a selected number of technical and vocational education institutions.

Current situation of the Business sector within the TVET sector

Structure and capacity of the TVET system

Despite GOV's efforts, the technical and vocational education and training (TVET) system remains complex, with multiple stakeholders operating at different levels, which has led to many inefficiencies and duplication of efforts.

VietNam has set its sights on joining the club of modern industrialised nations by 2020. To make that happen and ensure that Vietnamese products are competitive in the international marketplace, its industry needs a skilled workforce.

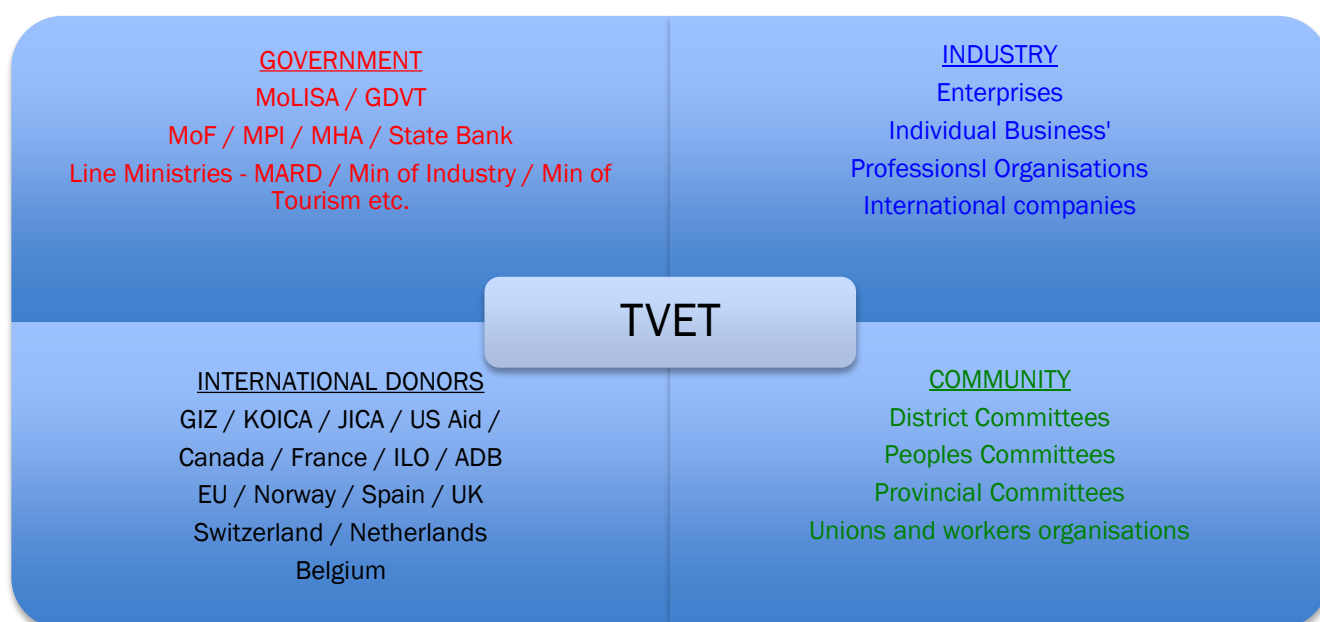
Around 70% of vocational institute graduates are currently able to find work. Most of the jobs however are poorly paid, because the skill levels are not up to the standards that companies need. Too much emphasis is placed on theoretical instruction, and training content is not calibrated with occupational standards. Many teachers lack practical experience.

Most TVET institutes do not have adequate tools and machines, or what they have is not functional.

Viet Nam has created a long to-do list. The country plans to expand its network of TVET institutions which will operate to international, national and regional standards. Instructors will receive further training which will enable them to deliver relevant course content.

To overcome the skill gaps in Vietnam's workforce which currently hinder its private sector growth and global competitiveness the country needs to focus on developing a quality, demand-led TVET system that is responsive to the needs of business and the private sector. The GoV has recently accelerated its efforts in improving TVET quality by establishing a system of vocational colleges that aim to meet ASEAN and international standards, comprising 26 colleges by 2015 and 40 colleges by 2020 respectively. However, the current funding, design and implementation of training programs is still government controlled and centrally regulated with only very limited participation of industry, and is therefore not market driven.

Figure 1: Key stakeholders in TVET



Key Government of Vietnam stakeholders in TVET provision

MOLISA (GDVT) and Ministry of Education and Training (MoET): - Responsible for the state management of TVET – MOLISA for the vocational training stream through GDVT, and MoET for the technical secondary education stream. These two ministries work together with other relevant government ministries/agencies to develop policies and mechanisms related to the TVET system.

Overseeing ministries: Ministry of Planning and Investment (MPI), Ministry of Finance (MoF), State Bank of Vietnam (SBV), Ministry of Home Affairs (MoHA), etc. work together with MOLISA and MoET to develop policies on TVET.

Line ministries, economic groups, corporations: Own and manage their TVET institutions; prepare development plans for their TVET institutions; develop policies and mechanisms within their mandates

Peoples Committees of cities and provinces: Own and manage their TVET institutions; prepare development plans for their TVET institutions; develop policies and mechanisms within their mandates.

Other key challenges to the TVET sector include the variance in the quality of training and graduates. Pressure on the regulating authorities to meet the ASEAN mutual recognition framework to promote regional labour mobility by 2015.

There is a general lack of competence in training institutions. In particular, trainers do not have the necessary 5 to 10 years of relevant and recent industry experience, the technical and pedagogical skills they need to undertake their role, or the motivation to acquire and maintain these skills on an on-going basis.

Additionally, inefficiencies in the regulation of the training and employment of trainers, and poor communication has led to a lack of awareness and understanding for communities and parents about the benefits of TVET and the mechanisms relating to the development and delivery of TVET programs.

There is also a lack of high quality careers guidance available to young people.

Capacity of the TVET system

The TVET infrastructure requires modification, especially in more disadvantaged areas. For example, equipment used for training is either non-existent, out of date or needs replacing. The capacity of many organisations to adapt to meet changing needs and demands is also a significant issue.

The vocational curriculum does not adequately reflect the needs of industry and focuses heavily on theory (70%), rather than providing learners with the practical experience they need to acquire the skills for work. In addition, the curriculum is not updated frequently enough – the law currently requires the curriculum to be updated every 5 years, which is not sufficient to ensure that it takes account of the changing needs of industry.

There is an absence of appropriate diagnostic tools that can help to identify skills needs at a sectoral and regional level. Individual companies also lack the tools and expertise that can help them identify the skills they need to compete successfully in both national and global economies.

There is a lack of knowledge and understanding about the availability of funding, or how it can be accessed and used to benefit companies in supporting TVET.

Poor communication has led to a lack of awareness and understanding on the part of communities and parents about the benefits of TVET and the mechanisms relating to the development and delivery of TVET programs. In addition, there is a lack of high quality careers guidance available to young people.

There is a general lack of competence in training institutions. In particular, trainers lack relevant and recent industry experience, the technical and pedagogical skills they need to undertake their role, or the motivation to acquire and maintain these skills on an on-going basis.

The quality of TVET across institutions is generally inconsistent and in some cases quite poor. The development of a set of minimum standards, along with mechanisms to ensure adherence to these standards will be an important consideration if the quality of TVET is to be guaranteed in the future.

There is a distinct lack of engagement by employers in the development and delivery of TVET programmes – there is certainly a lack of practical training in companies, either through work placement or other types of in-company training. Most companies are unable to provide individuals to coach and mentor trainees and there is generally no provision in companies to follow-up on any external training that has been provided. In some cases, companies are reluctant to train their employees on the basis that they will claim a higher salary or

leave the company immediately after the training ends.

There has been a lack of partnership and collaboration between different stakeholders, resulting in no shared values or objectives for TVET.

In responding to the various development needs geographically, ranging from traditional to more sophisticated work areas, workers' skills in both Vietnam's rural and urban areas need to be upgraded. There is a particular need to support more inclusive access for tertiary education and professional development opportunities to support those with disability and those from disadvantaged rural areas. Enrolments by the majority Kinh are almost four times higher than enrolments by ethnic minority groups, reflecting the lower enrolment rates at primary and secondary levels. Improving educational levels and technical expertise of ethnic groups in remote, disadvantaged areas will contribute to poverty reduction and reduce education inequality. People with disability are generally excluded from vocational education, employment and enterprise development sectors. 46 per cent of people with disability have never attended school, and as a result, have a much lower literacy rate. As a consequence, unemployment rates are higher (30 per cent) and 32 per cent of households with a family member who has disability live below the poverty line.

Legal Framework

The Law on Vocational Training is currently under review and will be discussed at the National assembly in late November 2014. However the present Law on Vocational Training (Law No. 76/2006/QH11) regulates the organisation and operation of Vocational Training Institutes and recognises:

- The importance of 'practical capability' (article 12), in *the cooperation with enterprises*, and implementation of production lines.
- The advantage of *private and enterprise based* informal learning and training (article 55).
- The flexibility of TVET provision (public, private, enterprise based, schools, colleges and universities of different levels).

TVET levels are currently classified as Primary, Intermediate and Higher level, but there is no guarantee of progression from one level to the next (as for example, in a national qualifications framework). By-law No. 07/2006/QHBLDTBXH of October 2006, provides for permission to develop a network of vocational centres, schools and colleges between 2010 and 2020 with a focus on developing "centres of excellence" and the *development of curricula based on occupational standards and workplace requirements* (job analysis) and *development of national certification*, for 20 occupations by 2010 and another 150 occupations by 2020.

By-law 01/2007/QDBLDTBXH of 4 January 2007 regulates the curricula for vocational colleges and advocates a *practical content of between 60 and 80%* at college level with *flexibility to meet the labour market and technology needs* through modular training.

Other By-laws (02/2007/QDBLDTBXH) and (05/2006/QDBLDTBXH) provide information on the internal organisation and establishment of vocational colleges. (source – GIZ Delivery & Governance – 2012)

Decision No. 630/QĐ-TTg, dated 29/5/2012 by the Prime Minister, approves the Vocational Training Development Strategy for 2011-2020 and sets specific targets on training development for the period.

Under the current strategy the state seeks to promote socialisation and diversification of resources for vocational training development. The strategy states that MOLISA should introduce mechanisms for vocational training institutions to operate independently and autonomously and adopt systems and policies *to attract domestic and foreign resources for vocational training development*. The strategy also establishes that the state *shall provide capital, land and tax incentives* for non-public vocational training institutions. (source – ODI – Dec 2013)

A more recent decision by MOLISA, dated 21/5/2013 approves the Master Plan for the Development of a Network of 40 public Vocational Colleges. The decision emphasises the development of a network of vocational training institutions that will provide skilled labour to meet market demands in terms of quantity, quality and on sectoral and regional structures. (source – ODI – Dec 2013)

The current TVET law which is in the process of review was compiled after only very limited consultation with stakeholders on the changes required, as there was no formal request issued or official channels established for industry and employers to formally submit contributions or opinions. As mentioned previously the revised law is to be debated for ratification by the National Assembly in late November 2014.

Policy Statements

Policy statements by the GoV that are particular to the integration and role of the private sector and enterprise owned training organisations are of specific importance in relation to the involvement of business and industry within the TVET system. Of particular interest are the regulations regarding financial incentives and other support mechanisms. In an announcement by the former Deputy Prime Minister Nguyen Thien Nhan he stated: *“Institutions such as enterprises, and companies, primarily carry out the role’ of providing vocational training for those controlling companies and enterprises. These organisations have to assure budget availability for the training of their needs. These institutions will be financially self managed, independent organisations that will enjoy the state policies of promotion of socialisation of training”*. (Hanoi, Feb 2009)

This policy advocates that for enterprise and company owned TVET institutes, *financial responsibility is not the remit of the state*, and is solely the responsibility of the enterprise or company. However, the state maintains its authority for the development of curricula, setting of standards and supervision of implementation and testing.

Publications by GoV authorities continually indicate the importance of enterprise based training, and the general opinion expressed by MoLISA management is that it is an essential requirement of TVET that further enterprise training institutes should be developed, since enterprise based training meets the specific needs of enterprise job placements (between 80 – 90%). Article 55 of the current Law on Vocational Training legally enables enterprises to establish new self owned training centres and colleges, *but with the proviso that enterprises will cover all training costs*, with some GoV incentive measures such as:

1. Favourable infrastructure leasing opportunities
2. Some tax exemption procedures
3. Reduced insurance premiums and
4. Access to favourable credit financing.

However many of these incentive measures *are not well established or implemented*, and there is an inconsistency between the policy statements issued by MoLISA, for the recognition of the need to further develop enterprise based training, and the lack of effective incentive measures being implemented to achieve this development. (source – GIZ Delivery & Governance – 2012)

The complexity of the current structure has led to confusion, fragmentation and duplication of efforts. The government is aware of the issues and has recently promoted a comprehensive education reform initiative, which proposes an important direction for restructuring the TVET system, merging the technical secondary stream with the vocational secondary stream. However, it is yet to be seen how the restructuring will work at the regional level and what the implications of these efforts will be. (source – ODI – Dec 2013)

Financing of Non-Public TVET Training

No reliable information is available on the investment of training by companies or enterprises, however many companies appear reluctant to contribute to TVET financing in any significant way. This may be due to the confusing inconsistency of the incentive packages being implemented by the GoV. It is generally the larger international and foreign investment companies who are more likely to invest in training specific to their individual needs.

State financial incentives can greatly support the participation of employers in TVET, and the GoV has widely publicised its “Socialisation Policy”, which outlines the strategy that investment and participation in TVET is the responsibility of all sectors of society, and particularly enterprises, companies and individuals. This socialisation encourages far reaching diversification of funding sources and participation of stakeholders and beneficiaries, and serves as further justification for the introduction of fees and support of private investment in TVET, which includes commercially operating TVET institutes, private investors taking control of former state ran public institutes, and investment by companies in training centres and training programs. The GoV encourages the promotion of non-public training providers, who enjoy the same rights and privileges as detailed in the Education Law of 2005, (full educational freedom, autonomy and self accountability as detailed in Article 65), as well as being granted preferential access to land and infrastructure (Article 68). The law also makes provision for the possibility to finance private training through state subsidies and to provide public funding schemes for fee exemptions *to trainees from disadvantaged target groups*.

However, despite this seemingly favourable regulatory environment, the development of private training providers is sporadic, possibly due to the lack of effective implementation of these very support mechanisms

(e.g. actual granting of access to credit and land. (source – GIZ Delivery & Governance – 2012) One of the important ways of facilitating training discussed is through networks and partnerships. These can take many forms. There can for example be networks and partnerships between enterprises, between industry and training organisations, supply chains and many others.

Sustainable TVET financing is generally an important factor in a functioning TVET system. There is in a direct relationship between securing sufficient financial resources, e. g. for skilled TVET teaching staff, TVET learning infrastructure, etc. and the outcome quality TVET is expected to provide in accordance with the occupational standards. Increasing outcome quality normally implies increasing the financial requirements. In Vietnam and other ASEAN countries, a growth in financial requirements has also resulted from expanding TVET systems due to population growth and the increasing demand for a skilled workforce.

Against the background of growing competition for limited public financial resources, increasing financial requirements for expanding the quantity and improving the quality of TVET based on demand mean that securing sustainable TVET finance constitutes a major challenge and key issue in TVET related development efforts. In this regard, dealing with the financial requirements for demand-oriented TVET is an important issue. It includes, for example, information on actual costs and major cost drivers as well as containing costs as far as is feasible. Another main issue is mobilising funding sources in addition to public funding, with the main focus on financial contributions from companies and trainees (and/or their parents) as TVET stakeholders and beneficiaries. A third major issue is administration and the allocation of funds with the focus on transparency and accountability as well as efficiency and effectiveness, for example, through performance-based allocation mechanisms.

With regard to the current state of the TVET finance system in Vietnam, it has been calculated that the public budget is still the main source of finance for the TVET system, covering approximately 60% of overall expenditure with an increasing share reserved for TVET within the overall budget for education. Public funds on their own are insufficient to satisfy the financial requirements of the Vietnamese TVET sector which needs to increase the quantity and improve the quality of training delivery. The allocation of public funds to TVET providers has to date been mainly input-based – in other words, factors such as training facilities, staffing, etc., are financed according to *enrolment figures only, regardless of the outcome of training in terms of quality and suitability* for the labour market. This system lacks the necessary incentives for TVET providers to improve the quality of training. Public funds are allocated without clear prioritisation and without differentiation between the occupations, as costs arising for courses differ considerably.

To reform the TVET finance mechanisms in Vietnam, will require a strategy in strengthening the diversification of funding sources. In particular, the business sector – the stakeholder currently with the lowest financial contribution (~5%) needs to participate more in financing TVET in the future. TVET institutions will also be expected to generate more of their own revenue, in partnership with government who should maintain its leading role in the financing of TVET.

Revenue from tuition fees paid by individuals is not to be increased for social reasons. There is also a need to improve financial planning in TVET by allocating funds based on successful outcomes. The financial requirements for TVET delivery should be calculated separately for each occupation and training level. The necessary overall expenditure can then be realistically calculated for a mid-term view of approximately every 3 years. The government should focus on financing TVET in occupations which are a high priority for the socio-economic development of Vietnam while also taking social aspects into consideration, such as support for poor regions.

A more outcome- based finance system needs to be established. For example; through the purchase and commissioning of vocational training services and by implementing bidding mechanisms, or the introduction of a National Training Fund.

Dawe and Nguyen (2007), in a systematic review on training needs for small businesses, found evidence that a personalised approach through a recognised local facilitator was an essential strategy in training for businesses which may not be positive about training. Some of the factors mentioned that contribute to this strategy include personal contact with business managers to analyse their business needs and providing ongoing business-specific support. The facilitator could come from a business organisation or the training institute.

Foreign and international companies often face considerable bureaucratic procedures when trying to develop company training centres, and the effectiveness of tax deductibility as a training incentive seems doubtful. A TVET levy scheme as an accompanying instrument to stimulate investment is currently under review.

Feasibility Study findings

Semi structured interviews and consultations were conducted with various stakeholders involved in the TVET system, including representatives from GDVT / MoLISA, VCCI, JICA, KOICA, US Aid, Industry associations, Public/Private TVET providers and enterprise based TVET providers (see Annex 3 - Meetings held). Although this limited sample does not allow for a thorough statistical analysis, the opinions expressed are highly relevant due to the experience and expertise of the persons interviewed. The interview questions were structured to gain an analysis of the current influence of the business sector within the TVET sector, the current positive elements in operation and the perceived barriers to industry involvement.

The situation of Enterprise owned TVET Institutes

Information from MoLISA / GDVT indicate that they have over 1000 vocational schools and colleges at the intermediate and higher level, and approx. 250 vocational training centres at primary level that are operated by enterprises. These represent approximately 40% of the total number of registered formal TVET institutes.

At the intermediate and higher level 48% of these enterprise owned institutes are considered to be private, and at the primary level 67% are considered to be private. GDVT emphasise that enterprise owned TVET institutes provide a close link with their individual parent company (industry), student on the job training and the real world of work for graduates. (source – GIZ Delivery & Governance – 2012)

Whilst a large percentage of the training conducted by enterprise owned institutes is conducted primarily for the parent company, a considerable share of the training is conducted on behalf of other local employers in close cooperation with those local employers. This generally takes the form of training contracts between the parent company and the external employers, and the number of trainees and level of qualification required for them is generally agreed in advance between the enterprise and the TVET institute. As there are very close links between the parent company and the enterprise institute, the parent company has a strong influence on the content (curricula) of the training being provided by the institute, and therefore training provided by enterprise owned institutes provides a direct link in meeting the local labour market needs of both the parent company and other employers in the area. However, the training provided for the external employers can be limited to the optional elements of the curriculum designed by the institute and parent company, and this may limit the influence of the external employers on the content of the training provided.

Although the GoV has repeatedly stressed the vital role that enterprise owned TVET institutes have played in advancing industry links with the TVET sector, financial support measures have been significantly reduced since 2009, and this could have a significant impact in reducing the training capacities of enterprise TVET institutes at the very time when it is a stated policy of the GoV to increase future TVET capacity. However, further analysis indicates that those enterprise owned institutes in what the GoV determines are “*strategic industry sectors*” have had no reduction in public funding. Additionally many of the enterprise operated institutes are completely autonomous in establishing their fee levels, and those enterprise institutes visited have indicated that they are actually intending to expand their enrolments. However, the issue of possible reduction in quality as a consequence of reduced public funding and increased class / workshop teacher / student ratios should be a consideration in any future policy formulation.

Current cooperation between enterprises and TVET institutes in training delivery

The state alone is no longer able to tackle the numerous challenges relating to achieving ambitious TVET reform and development goals. Therefore, the active involvement of other TVET stakeholders, particularly the business community, is vital and is receiving growing attention.

In Vietnam, the majority of vocational training is implemented by Public and Non-Public TVET institutes that are not enterprise based (approximately 60% of the total number of registered formal institutes at the various levels) (GIZ – 2012). The quality of training and graduates in and from these institutes does not meet the requirements of employers or the labour market. The reasons for this are often quoted as being:

- The low industry practical skill and pedagogical skill levels of teachers / instructors

- Poorly resourced workshops, out-dated industry equipment
- Workplace relevant training programs / curricula
- Lack of demand driven skills programs, etc

It is a common complaint from MoLISA / GDVT that vocational institutes and enterprises / industry do not have effective links and that employers are not aware of their responsibility for training or the benefits of TVET. The TVET institutes interviewed emphasised their “cooperation” with the “world of work” and expressed the view that feedback received from graduates who gain employment is generally positive in relation to the appropriateness of their practical skills levels. However the response from employers / industry is that many TVET graduates are not equipped with the required practical skills and lack *appropriate workplace specific behaviour and attitude*. For these reasons many employers express the need to invest in skills upgrading for newly employed TVET graduates before they are capable of fulfilling their required work tasks.

Cooperation with the business community – comprising individuals, public and private companies and their representative bodies – includes several sectors and has many positive effects. Due to the importance of occupational standards as an outcome (quality) requirement for TVET delivery from the employers’ perspective, the development of occupational standards is a field where the involvement of the business sector in a leading role is essential. Another important field of cooperation is TVET provision based on cooperative modes of delivery. In these modes of delivery, parts of an agreed TVET program - typically training in practical skills - are completed in a company. Ideally, this is organised in the form of work placements and work process integrated learning. The benefits of such an approach range from increased demand orientation and increased cost effectiveness (as investment in workshops in TVET institutes and the related operational costs can be reduced) to familiarising learners with the real world of work and bringing them and potential employers into contact with each other. Other fields of cooperation include the involvement of the business sector in the development of TVET teaching staff. The key issue with regard to a working results-oriented collaboration, is how to engage the business community actively in TVET. Approaches that have proved successful in this regard focus on equal partnership and persuasion based on mutual interests and benefits. This includes involving business sectors as appropriate in TVET policy and strategy development. Enterprises have clearly expressed their concerns regarding the importance of practical skills training, and have expressed a willingness to organise, implement and finance this practical training. However they also see the need for this engagement to have a number of pre-conditions addressed by both policy makers, TVET providers and the industry. These include:

1. Leadership by the Industry (not just participation) in the development of standards and curricula
2. Extended periods of internship / apprenticeships and practical training
3. Establishment of legal mechanisms to “bond” (by having training “contracts”) employees who have benefitted from employer training

Cooperative training as mentioned above is generally more cost effective, however additional incentives to motivate companies participation in TVET should be investigated. The implementation of a National Training Fund (possibly financed from a payroll levy paid by employers) has been discussed at a government level as a possible approach in the past. (Training Funds - GIZ workshop – April 2009)

Meetings with the VCCI indicated they would welcome such a proposal in principle, as an effective instrument in providing incentives, but expressed the reservation that it could create another level of bureaucracy and it would need to be highly transparent to minimise the possible misuse of the fund’s resources

Other forms of Business sector involvement in TVET

During interviews with stakeholders in the business community, ways of involving the business sector in TVET were discussed, and the most important aspects from the companies / employer perspective were the urgent need for:

a) Practical Skills upgrading for Teaching Personnel

Currently any internships or on-the-job work experience that is being offered are dedicated to trainees of TVET institutes, as required by the curriculum or training program. The teachers within the TVET organisation are very rarely – if ever – provided the opportunity of upgrading their practical skills. This represents a major failing of the current TVET system, as teachers within any TVET system need to keep themselves up to date with any changes in technology or work practises, and businesses consulted were of the opinion that frequent skills upgrading internships should be a mandatory part

of professional development for teachers within TVET institutes.

b) Participation in the development of occupational standards and curricula

Current practise within MoLISA / GDVT is to invite management of both public and private TVET institutes, as well as representatives from enterprises and the “world of work” to occupational standards and curriculum development workshops organised by MoLISA / GDVT. However a number of participants expressed the opinion that their input was not valued by the government officials, as the results show very little change in the implementation of new curricula or the establishment of National Skills standards. They also expressed the need for more frequent consultation with larger companies and industry leaders, and for the process to be driven by industry.

c) Representation of enterprises and major industries in management or advisory boards of TVET institutes

Participation of enterprise and industry representatives at regular meetings of management or participation on advisory boards of TVET providers is regarded as a very effective mechanism to strengthen cooperation between companies and TVET institutes and would lead to the facilitation and implementation of “cooperative” training approaches. Currently this practise of representation does not appear to be in the process of being institutionalised by MoLISA/GDVT and the TVET institutes consulted during the study expressed the view that they currently receive no guidance in how to approach industry to be involved in the process, and are liaising with companies and industry through their own pro-active strategies and the realisation that in order to improve their skills training, they must involve companies and industries in the development of their training program content.

How to strengthen Business & Private sector linkages

Securing an enabling environment

As indicated in previous chapters, companies and enterprises would be willing to take more responsibility for TVET development provided that there were legally binding frameworks in place. A key recommendation therefore would be further policy formulation to design an enabling environment and provide appropriate incentives for the future involvement of the business sector and industry in TVET.

Priority actions employers and industry could take:

1. Encourage leadership and ownership of the skills agenda among top management and a strategic approach to recruiting apprentices and young people which is linked to business objectives
2. Establish legal mechanisms requiring leadership by the Industry in the development of standards and curricula by the involvement of leading industry organisations (eg. VCCI, Industry leaders)
3. Ensure larger firms exercise leadership in promoting collaboration among SMEs in their supply chain in order to develop joint training solutions which boost skills levels and share costs
4. Identify leaders and trusted brokers who can raise awareness and promote skills investment within the SME community (e.g. sector skills councils, local business associations, chambers of commerce)
5. Build quality apprenticeships which are valued by youth and employers alike
6. Encourage employers of all sizes to play an active role in steering and actively supporting national, regional and local skills development
7. Share concrete examples of good practice in employer-led skills investment
8. Establish adequate enterprise representation by the establishment of skills advisory boards

Priority actions government could take:

9. Clarify, simplify and stabilize government policy initiatives for skills development
10. Leverage any public funding for employer-led skills development to secure equivalent levels of sustainable business investment, while ensuring accountability for results
11. Provide SMEs with targeted support, network opportunities and tailored services to address their skills needs (e.g. expert advice, simplified interfaces, one-stop shops)
12. Focus on ensuring all young people have the basic *foundation skills of literacy and numeracy*, while setting targets and quality standards that are challenging and internationally competitive
13. Promote excellence in technical and vocational education and training (TVET) to strengthen recognition, status, career pathways and bridges to higher education
14. Include *employability skills training* as one of the performance measures for education and training institutions
15. Clarify a National Qualifications Framework and make it intelligible and meaningful for employers
16. Allow local flexibility in education and training provision to meet the skills needs of local employers
17. Establish effective legally binding mechanisms to contract employer trained graduates to the enterprises / companies that have invested in the training provided to them.
18. Further Policy discussion on the formulation of a TVET financing concept (National Training Fund)

Recommendations to be considered by the GoV / GDVT / MoLISA

Ensure qualifications have currency and the endorsement of employers

- (i) Ensure that the position regarding the National Qualifications Framework is clear
- (ii) Encourage co-certification abroad to ensure work mobility
- (iii) Encourage systematic validation by enterprise as well as the Ministry

Implement mechanisms that can ensure the provision of high quality TVET

- (i) Conduct further research, as appropriate, to evaluate the quality of training provision
- (ii) Introduce a minimum quality standard relating to the systems, procedures and expertise of TVET Centres and avoid thinking solely in terms of figures and numbers of trainees registered
- (iii) Implement an independent system of pedagogical advice, support, mentoring, inspection and audit to ensure adherence to these minimum standards
- (iv) Recognise adherence to the minimum standards through an appropriate form of endorsement or certification

Ensure training courses incorporate work placement

- (i) Review the legal framework for work placement to consider the interests of all parties
- (ii) Develop the capacity of training centres and enterprises to implement training courses that incorporate work placements
- (iii) Encourage TVET Centres to develop a commercial department for the placement of learners based on their business skills, needs and availability

Emphasise Institutional cooperation between TVET institutes and enterprises

The benefits of employer- provided training

Investment in training is seen to vary by structural factors such as firm size, occupation and industry, and employment arrangements. There is an abundance of literature in Australia and overseas which indicates that small businesses are less likely to engage in formal training than larger industries. The standard reasons given by small business for not engaging with formal training is a 'time is money' type of argument. Dawe and Nguyen (2007), in a systematic review of the education and training needs of small business, found that two-thirds of small businesses in Australia do not provide structured training for their employees. They discovered that small business is concerned specifically with business needs, and formal training often does not meet that need. They are more likely to engage with informal or on-the-job learning.

Employers invest in training presumably because it benefits them. Ultimately these benefits will result in increased productivity and a financial return. There are also other benefits of investing in training that will eventually lead to increased productivity.

A synthesis publication (NCVER 2011) summarised some of the earlier research on returns to investment in training. These studies painted a positive picture, showing that returns could be very high and were not dependent on firm size or industry. Rather, it was the nature of the training program and its relevance to business needs that were seen as being the important factors. The returns were seen to come in many forms, such as increased flexibility among employees, reduced overhead costs (due to increased efficiencies) and a greater ability to innovate.

Some more recent literature discusses benefits that can be obtained from employer-provided training. These benefits do not directly discuss productivity gains, but are clearly factors that would assist in making these gains. In particular, *nationally recognised training* was found to assist employers to engender a *structured approach to training and career progression for employees*. Furthermore, because the training was nationally recognised, employers had *confidence in the quality of the training* and this was perceived to be a benefit. It also meant that, when tendering for contracts, employers could demonstrate the skills of the staff to contractors.

Table 1 - Reasons for providing training Source: Cully (2008)

	Push factors	Pull factors
External	Occupational licenses	Incentive payment/grants
	Equipment licenses	Skill shortages
	Safety standards	
Internal	Contractual requirements	Productivity improvements
	Industrial agreements	Quality assurance
		Introduction of new technology
		Workplace change
		Managing risk & Employer of choice

Observation of the internal pull factors in the table, shows that factors such as productivity improvements, being the employer of choice and being able to effectively use new technology are definitely benefits of employer training.

Private sector involvement in TVET

The Law on Vocational Training (Chapter V) establishes the rights and obligations of enterprises in vocational training. The Labour Code also has a chapter on apprenticeship, training, improvement of occupational skills which defines the responsibilities of enterprises to provide training and improvement of occupational skills for workers.

According to Thuc (2013), there are approximately 210 enterprise-owned training institutions, of which 129 are technical secondary schools (TSSs), vocational secondary schools (VSSs) and vocational colleges (VCs). Most of the large corporations and economic groups own their training institutions in order to meet their human resources requirements and at the same time provide training for the general public. Foreign companies and large private companies are active in providing training and upgrading of skills to help meet their labour needs. Training institutions owned by private companies account for 67% of total enterprise-owned training institutions.

Partnerships between training institutions and enterprises take many different forms including funding for training, donation of equipment, teaching assistance, acceptance of teachers and students for training, involvement in curriculum development and occupational skill standards, signing of training contracts, joint scientific research, etc. However, involvement of enterprises in TVET is still limited compared to potential. (source ODI report Dec 2013)

Fundamentally, the main way of encouraging employer engagement in Vietnam is through competency-based training. This approach largely manifests itself through a system of training packages, which are developed by industry to meet the needs of industry. Intermediary organisations such as sector skills councils or industry advisory boards also play an important role in facilitating this approach. They manage the development of training packages and also provide advice on skill needs. Training packages are a critical component in encouraging employer involvement in the training system. They can be defined as:

“A set of nationally endorsed standards and qualifications used to recognise and assess people’s skills in a specific industry, industry sector or enterprise. Training packages describe the skills and knowledge that individuals need to possess to perform effectively in the workplace.” (source – International Labour Organisation.)

A crucial aspect of training packages is that their development is industry-driven in order to meet the needs of industry. Training packages are generally reviewed every three years. While training packages may seem prescriptive in terms of skills and knowledge, they can be achieved in many ways and the delivery of the package is up to the discretion of the training organisation.

Specific recommendations related to enterprise owned and private TVET institutes

Mechanisms

There are formal and informal mechanisms which enable training providers to link up with industry. Formal

linkages have a direct impact on what happens in the classroom / workshop by specifying what must be delivered. Informal mechanisms are often those arrangements established to enable the implementation of certain policies and legislation. Apart from its leadership role in the development of training packages, industry has also been required to assist in delivering these competencies. This means that it has had to be responsive to requests by training providers to provide work experience and work placements for institution-based students. In addition it has to provide facilities, expertise and time to recognise and/or update the skills of the existing workforce and to prepare job seekers for entry-level positions.

Methods and best practice models of involving industry

By ensuring training courses incorporate some form of work placement such as:

Group training companies

Group training companies were first established to assist in the employment of apprentices and are bodies which are often sponsored by a particular industry to hire apprentices and trainees, and to establish a program of off- and on-the- job training for these trainees. The company is responsible for their wages, work- cover costs, sick pay, holiday pay etc. and for locating enterprises that will host the apprentice or trainee and provide them with on-the-job training and experience in the workplace.

Group training companies also work in conjunction with schools to provide opportunities for students to be involved in part-time traineeships and apprenticeships. This means that they take responsibility for setting up the on-the- job training components while schools take responsibility for the off-the-job training components.

Public and private providers of vocational training are also involved in preparing students for the world of work. Apart from delivering the specific vocational training required by the training packages or national curricula, these institutions also have in place departments whose role it is to assist students to seek employment; for example, these units may have facilities for providing students with skills in preparing applications, in developing appropriate interview techniques, in seeking career options, in developing specific employability skills and in locating possible placements. Industry representation on governance structures and program advisory groups also ensures that providers maintain industry awareness and keep their practical skills and knowledge current.

Apprenticeships and traineeships

An apprenticeship or traineeship refers to a training arrangement covered by a legal contract between employers and apprentices or trainees (or their guardians) where individuals are indentured to employers for a specific amount of time. Employers and employees who would like to be involved in an apprenticeship or traineeship arrangement must sign a contract of training or training agreement (formerly called indentures). A contract of training or training agreement specifies the obligations of employers for training delivery as well as the responsibilities of apprentices and trainees to undertake the training that has been agreed to. It also specifies the term of the contract and other responsibilities of employers and apprentices and trainees with respect to *how they behave in the workplace*.

The training program would allow apprentices and trainees to obtain a national qualification under the proposed Vietnam National Qualifications Framework through paid work and through structured on-and off-the-job training. In addition it makes allowances for some traineeships to be delivered fully at the workplace. However, employers must work in partnership with a training organization or college for the development of the training program, and the assessment of competencies. Qualifications are then awarded by the college, with endorsement from either the industry or relevant government body.

Previously apprenticeships concentrated mainly in the traditional trades attached to manufacturing, hospitality, electrical, engineering, building and construction and automotive industries. However, apprenticeships can now be undertaken in a range of industries as well as in service and business industries. Previously apprentices were engaged in a full-time training program. Now, individuals may be involved on a part-time basis, and even while they are still at school. The most important aspect of the contract of training is that it refers specifically to the qualifications of the relevant training package.

Enterprise training

Enterprises are heavily involved in preparing job seekers for the future, by the provision of work experience and work placement opportunities for students undertaking TVET courses in other institutions. Currently many enterprises work in conjunction with training organisations to provide what have been called on-the-job traineeships where the great majority of the training (practical and theoretical) takes place on the job.

To increase the participation of enterprises in the training of young people for employment, the GoV would need to make special monetary incentives available to enterprises. These incentives could include reduced trainee wages and special monetary rewards. In return, employers must promise to release trainees for structured training at a TVET college. This ensures that time during working hours is set aside for training.

Benefits that can be derived from collaboration between Vietnam TVET institutions and the private sector

New structured work placements should be established where students go into the workplace to master a list of industry-standard competencies. These new structured placements will require significant demands on the companies involved. There are costs in time, effort and sometimes money. The placements can last for a semester or longer. However, programs of this type have the potential to deliver significant benefits to the company. A company's involvement in structured work placements is, in principle, no different from any other investment a company makes. There are costs and there are benefits, but these vary somewhat with the industry and substantially with the company's own horizon. However, few businesses actually think of their involvement with students as an investment. They view it more as an act of charity - the cost as a donation which is not expected to be repaid. Eg:- "Helping the students is our way of being a good citizen, of putting something back into the community." Companies and employers are often surprised to 'discover' that they can realise substantial benefits from their involvement with the work placements. For example:

Productivity

While students on work placements could be seen as diverting the person supervising or mentoring them from their other duties, with proper planning and scheduling this need not be the case. Many enterprises involved in placement of students have reported an overall increase in productivity when students are on site. There are several reasons for this:

- staff are freed to do other work
- students can do useful things
- students can and often do contribute new ideas

The critical determinant in obtaining a productivity benefit from a student placement is the ability to find tasks for the students which permit them to learn and practice required competencies which simultaneously are useful to the business.

Enhancement of the Company's Skill Base

Involvement with student work placements can improve a company's skill base in several ways:

- many school-industry programs have the potential to provide formal and accredited supervisory training to the individuals supervising and mentoring the students at no cost to the company;
- individuals working with the students, even those without formal training, have the opportunity to re-think their own jobs and this can result in them generally working more energetically;
- a shift takes place across the organisation, or a part of it, leading towards a 'learning organisation' culture and improved work practices;
- the success of the placements serves as a "magnifying glass" for assessing company procedures and/or 'testing' employees' performance.

Recruitment can be more Efficient and Effective

Having the students onsite for extended periods and engaged in industry-specific work gives businesses an opportunity to identify students who are good prospects for later employment either as casuals, apprentices, or full-time staff. This 'try before you buy' opportunity delivers measurable savings in avoiding the traditional costs of recruitment (advertising, time) and circumventing notoriously unreliable selection procedures. Companies which are not themselves recruiting can refer 'their' students to preferred suppliers. Many employers realise that competency-based vocational education programs will eventually lead to improvements in the quality and size of the recruitment pool for their industry.

Community Recognition

Almost every business says it wants to be recognized as being "a good community and corporate citizen" and this can be a great motivator for them to become involved with structured student placements. Employers do not necessarily expect a reward for doing this, but many businesses boost their image by working with students and welcome PR benefits from their contribution. In some communities - especially those facing severe economic problems - the local businesses have used school-industry programs in a spirited and pro-active way to counter the employment disadvantages facing their young people.

Personal Satisfaction

The personal satisfaction which many employers and staff feel from working with the students may be intangible, but it can nonetheless be very highly valued. It is also a 'legitimate' benefit to aim for. In fact, it may be the single necessary benefit because if the staff do not enjoy having the students around, none of the other benefits will be realised and the program will falter. The sense of personal satisfaction comes from the adults' being able to talk about their own beliefs and values with the next generation and from being able to help students. It feels especially good when the students acknowledge and appreciate the experience.

Improving Teacher Awareness of Industry Developments

Having teachers involved in programs which include workplace training and assessment and requires close liaison with employers and regular visits to industry, also has benefits for providers in terms of professional development for teachers. It increases teacher awareness of the issues important to employers, and helps teachers update their expertise in their chosen fields. Teacher visits to industry also help them to develop networks with employers and to use these contacts to help them ensure better learning experiences and skill development for their students. Return-to-industry programs, involvement in commercial activities related to their field, and networks with employers also help teachers to update their knowledge and expertise and to maintain the currency of their skills.

The Bottom Line

Many employers and companies often do not calculate precisely their costs in providing structured work placements nor do they measure the dollar benefits which accrued to them. Consistently, however, employers have acknowledged that they believe their business was profiting - in cold, hard, dollar terms - from their engagement with students. They have emphasised that most of their previously listed benefits (eg, enhanced workforce skills, recruitment, productivity, have a direct impact on the bottom line. They also have reported that even the less tangible outcomes (eg, personal satisfaction, corporate citizenship) may have an indirect effect on business profitability. (Source - NCVER & AAAJ)

Businesses however, need help from Colleges

Schools need to help businesses 'capture' the potential benefits of the placements and, by doing so, ensure that the business stays loyal to the program. These techniques may also help new businesses come on board.

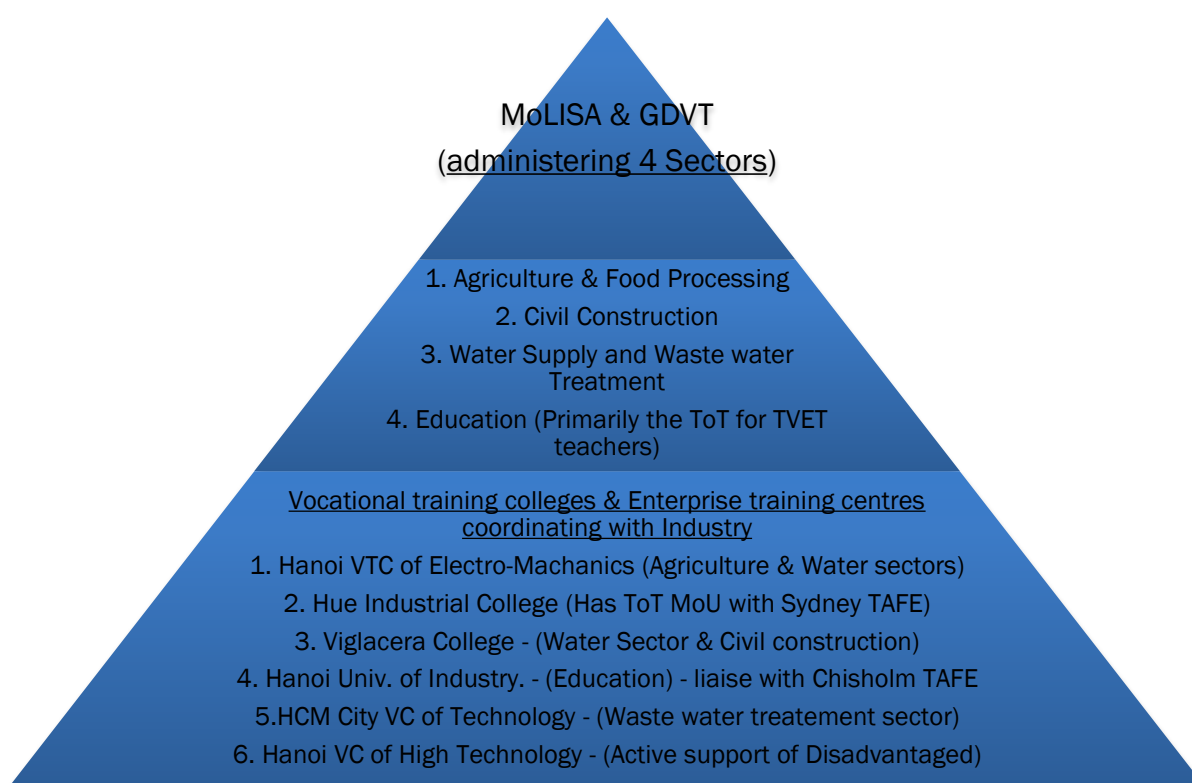
So what can colleges do?

- assist the enterprise to identify tasks for the student which both help the student master the required competencies and are useful to the business;
- ensure the students are cooperative and willing to learn in the workplace and present themselves well to the employer. Personal presentation and attitude are critical to creating a positive impression.
- identify and encourage the 'champions' of training in the enterprise- these may be the workers on the shop floor rather than senior management;
- send the most effective advocate to the company;
- recognize that every business is not going to benefit in the same way - for example, some may not recruit from the student pool, others may already have such a long tradition of training apprentices or school students that they believe their workplace supervisors are unlikely to further enhance their mentoring skills by taking on another student;
- help the business think strategically about the range of potential benefits and the most appropriate ones for them to select and aim for;
- anticipate issues and solutions;
- be available at all times;
- give the enterprise feed back about their students :what happened to them after the placement; how the placement contributed to the students' development;
- encourage students to stay in touch with the companies where they had placements;
- recognise that schools are businesses, too, with financial power - and the school might look on companies which provide their placements as potential suppliers;
- publicise the businesses which provide placements;
- design placements which help strengthen the whole local community;
- provide feed back to employers.

Feasible engagement options

Option 1 - The “Top Down” approach

Although this is a feasible option, this approach requires the traditional government regulated authority imposing the standards for curricula, occupational standards, quality control, teacher selection and student assessment without any involvement of industry or employers. It relies heavily on the human resources and capacity of MoLISA and particularly GDVT personnel to develop and implement the required systems and modalities, This has been a common method of implementation of TVET projects conducted by a number of international donors, with limited success, due to the tight control exercised by MoLISA and GDVT. It is **not a stand alone recommended option**.



Advantages / Opportunities

- Involving government in the early stages of the development, would ensure that they were committed to the overall concept, and ensure their support.
- The colleges and enterprises selected would receive direct funding and assistance from the ministry and this would provide an incentive for the management to ensure positive results.
- Apart from Viglacera all of the colleges listed are in the select group of the top 45 TVET centres in Vietnam, and have very progressive and enthusiastic management who have demonstrated their pro-active attitude.
- The Director of GDVT (Prof. Duc Lan) has previously established firm cooperation with Chisholm TAFE, through the purchase of twelve trade specific training packages.

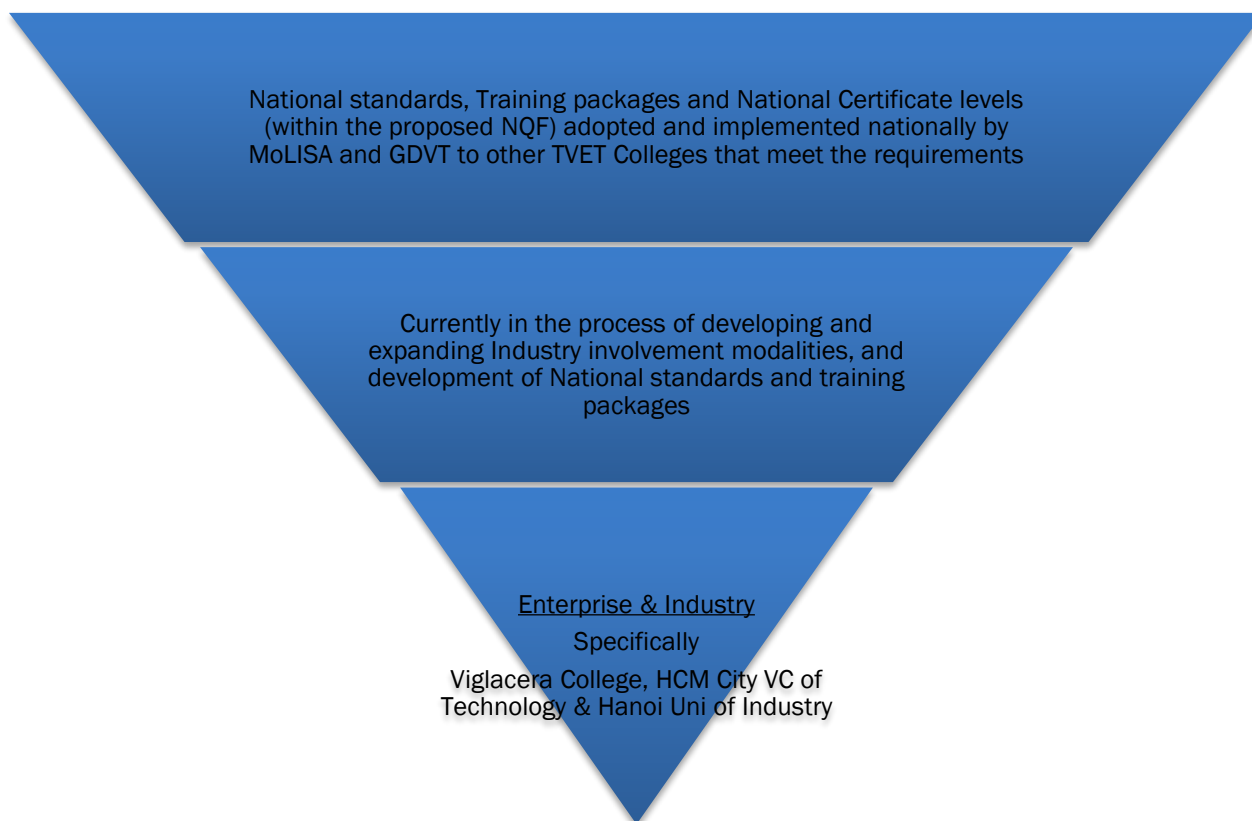
Challenges / Risks

- The lack of qualified and experienced human resources available within MoLISA / GDVT, and their limited capacity to administer and implement such a program would greatly influence the chances of success.
- The inadequate number of experienced staff working on donor funded programs within MoLISA and particularly GDVT has created a situation where current staff are already burdened with an insurmountable level of work, and the addition of one more program would inevitably result in long delays in decision making and thus delays in implementation.
- Current government policies to involve industry are overly complex and do not provide any substantial financial incentives for industry to become involved, and the governance of TVET across several ministries, as well as governance through local People's Committees, increases the constraints on colleges.

Option 2 - The “Bottom Up” approach

Another feasible option with the added benefit being the ability to directly liaise with Australian business' in Vietnam who are seeking to recruit skilled labour with recognised qualifications and skills similar to those expected from trade workers in Australia.

However working in isolation through the enterprise / industry sector may be interpreted by MoLISA / GDVT as encroaching on their authority and thus they may purposely create barriers to decision making and program implementation. Also current government policies to involve industry are overly complex and do not provide any substantial financial incentives for industry to become involved, and governance of TVET across several ministries, as well as governance through local People's Committees, would increase the constraints on colleges. This particular strategy has never been adopted by international donors funding TVET programs and **it is not a recommended stand alone option.**



Advantages / Opportunities

- Teachers at these institutes are expected to maintain linkages with industry on an individual and collective basis. Often graduates of programs who go on to have their own companies or are in management positions are called on to share their expertise or provide work placements for students. This will, over time, lead to a high proportion of managers in the industries being former graduates, thus ensuring even stronger ties with industry.

- As well as ensuring that teachers develop, renew and maintain networks with industry through informal contacts, these institutes also provide opportunities for teachers to update their skills and knowledge through return-to-industry programs. Teachers are also involved in their own part-time commercial activities which serve to link the institute with the industries it services.
- The colleges listed already have links with a number of Australian TAFE institutes, and coordination with these establishments would be expanded and strengthened ensuring more positive outcomes.
- The outcomes of this program will inform future collaboration between ASEAN countries to build regional workforce capabilities through the development of common occupational standards and benchmarking skills credentials
- An added benefit would be the ability to directly liaise with Australian business' in Vietnam who are seeking to recruit skilled labour with recognised qualifications and skills similar to those expected from trade workers in Australia.

Challenges / Risks

- There is a risk that working through the enterprise / industry sector may be interpreted by MoLISA / GDVT as encroaching on their authority and thus they may purposely create barriers to decision making and program implementation
- VN Vet colleges must provide the will and capability of engaging with industry to meet their needs, and must invest considerable effort and resources to get the colleges up to the skills training standards expected by industry.
- Current government policies to involve industry are overly complex and do not provide any substantial financial incentives for industry to become involved, and governance of TVET across several ministries, as well as governance through local People's Committees, increases the constraints on colleges

Recommended engagement options

Option 3 - The “Dual” Approach

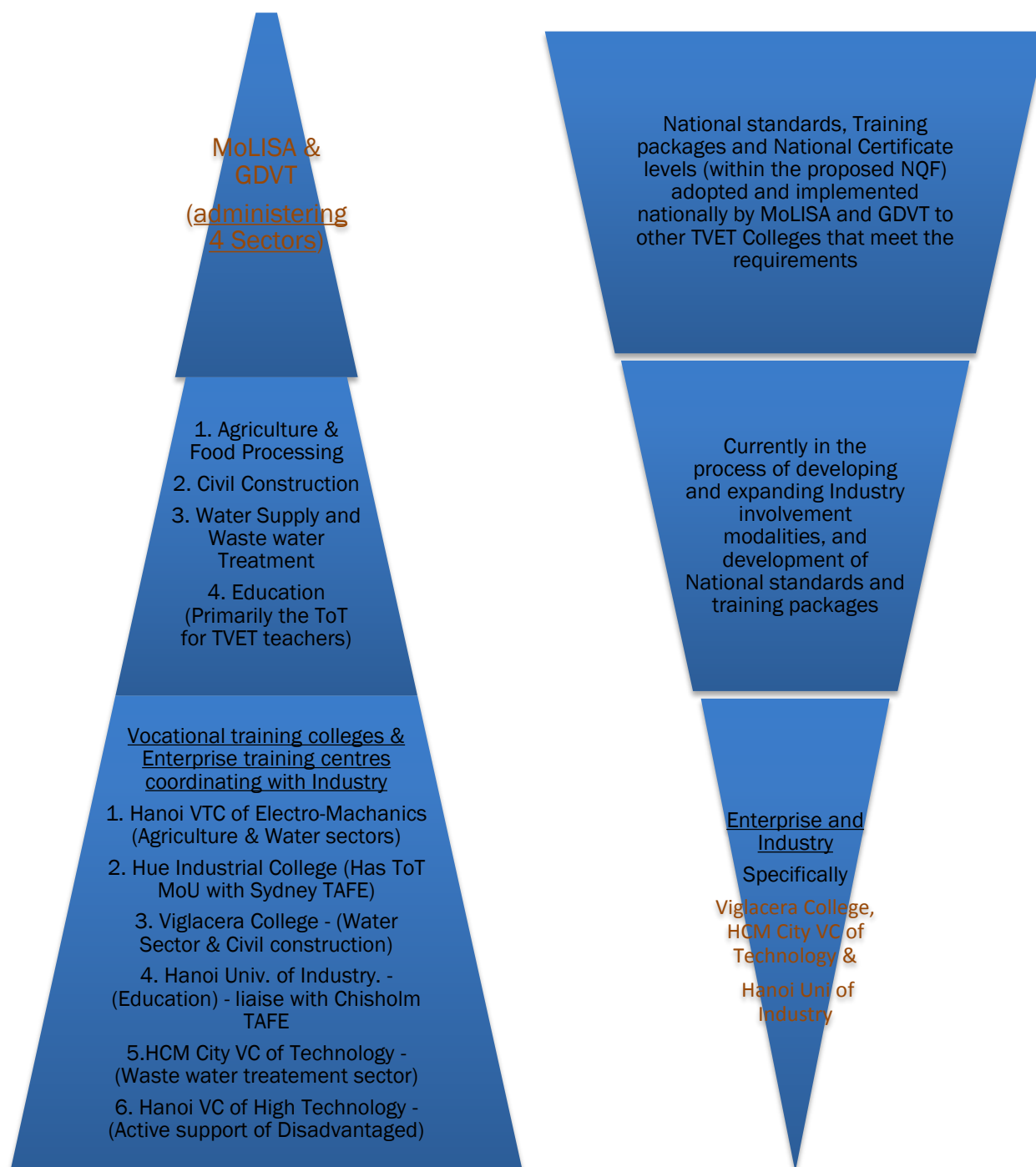
This option requires that the implementation mechanisms and resource requirements will be jointly put in place by both the regulating government authorities, colleges and industry in unison, bringing together the Ministries and training providers *to agree on a common national framework* for evaluating and assessing craft, trade, vocational and technical competences and developing standards of occupational competency with the full participation of leading practitioners in commerce and industry for occupations within the four sectors selected. This option would be lead by the *establishment of Sector Skills Councils* who would be responsible for developing the industry-led qualifications which make up the relevant levels of the Qualifications Framework.

Enabling mechanisms to be implemented by colleges to engage Government (GDVT) and TVET Colleges with Industry (SSCs) would greatly reduce the risk that the active role of TVET colleges in partnering with industry could be delayed or obstructed if the program were totally managed through GDVT, who lack the necessary human resources to administer such a program. Many of the colleges recommended for participation in this option have already established links with a number of Australian TAFE institutes, and coordination with these establishments would be expanded and strengthened through a TAFE contracted technical assistance program with DFAT oversight, thus ensuring more positive outcomes.

Development of SSCs is an area that only one other international donor is currently involved in (The British Council - see Annexes 4 and 5). It would extend Australia's influence and impact by promoting industry performance, involvement and links and would provide cost effective opportunities to partner with Australian TAFE institutes and other development partner projects as the principles to establish SSCs cuts across all TVET development programs as well as the Development Partnerships Forum action plan. The establishment of SSCs would by default have to include the skills development that are gender sensitive and disability inclusive.

Establishment of SSCs would also promote the relevance of the sectors chosen by DFAT as leaders in linking with industries in those sectors.

See Diagram next page.



Advantages / Opportunities

- Involving government in the early stages of the development, would ensure that they were committed to the overall concept, and ensure their support.
- The colleges and enterprises selected would receive direct funding and assistance from their line ministry, and this would provide an incentive for the management to ensure positive results.
- The colleges (apart from Viglacera) are in the select group of the top 45 TVET centres in Vietnam, and have very progressive and enthusiastic management who have demonstrated their pro-active attitude.
- The Director of GDVT (Prof. Duc Lan) has previously established firm cooperation with Chisholm TAFE, through the purchase of twelve trade specific training packages, so retains a positive image of TVET Australia.
- The added value for MoLISA / GDVT of this approach would be the direct technical assistance from Australian TAFE colleges to assist selected local organisations and TVET providers with the development and adoption of competency frameworks; provide advice on innovative human resource practices and access to innovative learning; train-the-trainer facilitation; and as well as providing advice on policy dialogue.

- Teachers at these institutes are expected to maintain linkages with industry on an individual and collective basis. Often graduates of programs who go on to have their own companies or are in management positions are called on to share their expertise or provide work placements for students. This will, over time, lead to a high proportion of managers in the industries being former graduates, thus ensuring even stronger ties with industry.
- As well as ensuring that teachers develop, renew and maintain networks with industry through informal contacts, these institutes also provide opportunities for teachers to update their skills and knowledge through return-to-industry programs. Teachers are also involved in their own part-time commercial activities which serve to link the institute with the industries it services.
- The colleges listed already have links with a number of Australian TAFE institutes, and coordination with these establishments would be expanded and strengthened ensuring more positive outcomes.
- The outcomes of this program will inform future collaboration between ASEAN countries to build regional workforce capabilities through the development of common occupational standards and benchmarking skills credentials
- An added benefit would be the ability to directly liaise with Australian business' in Vietnam who are seeking to recruit skilled labour with recognised qualifications and skills similar to those expected from trade workers in Australia.

Challenges / Risks

- Current government policies to involve industry are overly complex and do not provide any substantial financial incentives for industry to become involved, and governance of TVET across several ministries, as well as governance through local People's Committees, increases the constraints on colleges.
- The current limited DFAT resources for implementation oversight and policy engagement would necessitate the need for contracted Technical assistance from Australian TAFE institute(s) or a Managing Contractor.
- There is a risk that the active role of TVET colleges in partnering with industry could be delayed or obstructed if the program is centrally managed through GDVT, due to the lack of human resources within GDVT to administer such a program.
- Developing strong relationships is a time consuming activity that does not happen quickly and may have no immediate financial returns for employers. Consequently fostering relationships may not be seen as a priority.
- LACK OF TRUST IN THE TRAINING SYSTEM - This is reported to be a major problem for organisations and must not be overlooked.

Relevance to the Australia aid program requirements

This option will include initiatives to improve the Vietnamese TVET sector's responsiveness to industry needs through enhancing TVET-private sector engagement. The establishment of SSCs will also involve working with targeted organisations to implement more industry focussed human resource practices to support effective skills utilisation. The development of this option will promote cooperation with the most motivated and effective partners, including other Australian Government agencies, locally located Australian and Vietnamese companies and a small number of Vietnamese organisations that are prepared to be accountable for change in the workplace, as well as other development partners with common objectives.

Coherence with the HRD strategy

As detailed in the HRD Strategy document, skills utilisation is an important element of workforce development and is increasingly recognised as just as valuable to productivity as skills acquisition. The implementation of this option will contribute to the utilisation of higher level knowledge and skills by improving the enabling environment in organisations, establishing closer links with industry and specifically involving those industry sectors selected. More effective skills utilisation is expected to improve organisational performance (for example in the quality and productivity of policy making, production, innovation and service delivery). It is also expected to increase employee job satisfaction, motivation and commitment through greater access to learning, leadership and career pathways.

Specific Partnership Opportunities and Complementarity

This option would provide cost effective opportunities to partner with Australian TAFE institutes who are

practised in partnering with industry skills and sector skills councils. The establishment of SSCs would require the coordination with other development partner projects as the principles to establish SSCs cuts across all TVET development programs and are complementary to the Vietnam Development Partnerships Forum TVET Network action plan.

By actively developing Vietnam and Australian business and government partnerships, Australia's influence will reach more beneficiaries and will facilitate sustainable and professional/business relationships, beyond the life of the program. Activities under this outcome will support Vietnamese industry and TVET colleges to maintain and expand linkages between Australia and Vietnam, create networks between the different stakeholders, and provide opportunity to further contribute to Australia's engagement in Vietnam.

Inclusion

The establishment of SSCs would by default have to include the skills development that are gender-sensitive and disability-inclusive.

Relevance of the selected sectors

Development of SSCs is an area that none of the other international development partners, except The British Council, are currently involved in. It would extend Australia's influence and impact by promoting industry performance and involvement / links and would provide cost effective opportunities to partner with Australian TAFE institutes AND other development partner projects as the principles to establish SSCs cuts across all TVET development programs as well as the Development Partnerships Forum action plan. Establishment of SSCs would also promote the relevance of the sectors chosen by DFAT as leaders in linking with industries in those sectors.

So - What to do?

For this option the following implementation and resource requirements will need to be put in place. The implementation of the SSCs within the four sectors would be a collective effort by all stakeholders involved (GoV, DFAT, TAFE, other International donor projects) – but be lead by the proposed TAFE team, in close coordination with DFAT for oversight and monitoring.

(NOTE:-GDVT have very recently (Sept. 2014) produced guidelines for colleges to engage with industry –but it is not known whether these have been widely distributed to TVET institutes) - (see Annex 1)

Enabling Mechanisms to be implemented by colleges to engage Government (GDVT) and TVET Colleges together with Industry.

Issues for the Colleges to consider:

1. Can you explain why and how engaging with industry supports your training activities at a strategic level?
2. How will you resource your activities? (There will be costs attached to engaging with industry. These could be opportunity costs for staff spending the time working with partners or direct cost related to travel and expenses).
3. How does your industry engagement strategy fit with other your other training activities?
4. What are the cost benefits to working with industry?
5. Can you support your strategies over the medium to long term?
6. How will you ensure they continually develop and improve to remain responsive?
7. Who are you engaging with and how does this fit with your image and reputation?
8. What is required to ensure commitment for engagement activities at all levels of your organisation?
9. At what levels should you allocate your resources for maximum benefit?
10. How can you best ensure you are inclusive and meet the broader needs of the sector?
11. What will be your priority engagement activities?
12. Is there an opportunity to involve another partner to support industry engagement?

13. What skills do your staff need to deliver a sustainable industry engagement system?
14. Is your system reliant on key staff members? How can this risk be minimised?

Strategies to be implemented by GoV, and employers to develop an Industry Engagement Action plan

1. Staff Professional Development - To ensure staff have authentic industry experience through partnerships with employers for release time, staff exchange and industry conferences
2. Assisting enterprises with change, innovation, quality, new markets etc thus adding value
3. Mapping of work tasks, policies, internal training etc to the Training Package curriculum
4. Assessment of training and resources to workplace needs
5. Flexibility in terms of time and place for training and assessment
6. Train on-site, to suit the organisations work hours
7. Innovative methods, e.g. web-based, CD-ROM, range of training locations
8. Using naturally occurring evidence for assessment
9. Using workplace tasks as evidence for assessment
10. Employers can be trained as trainers / assessors, to conduct training / assessment on-site
11. Graduate Employment - Finding employment during study and after graduation
12. Maintaining contact with graduates to promote further upgrading of skills
13. Collaboration with other colleges to provide the training needed – cross institute engagement
14. Involve the enterprise in training, e.g. development, delivery and assessment
15. Integration with the local community, e.g. regional development needs
16. Strong and regular communication, ongoing dialogue
17. Building trust and confidence, mutual respect
18. Working together to develop programs
19. Flexibility in training and assessment arrangements
20. Commitment to common goals
21. Sharing of ideas to develop a “common language”

Reasons why Colleges need to engage with Industry

There are many benefits that flow from effective industry engagement to the training institute, students, business, industry and the economy more broadly. The possible benefits of effective industry engagement **for TVET Students** include:

1. Access to current and industry relevant skill development
2. Opportunities for flexible learning – on the job, mentoring, apprenticeships, work placement.
3. Graduates with skills in demand which will lead to improved employability

The possible benefits of effective industry engagement **for TVET institutes** include:

1. Meeting new GoV registration requirements
2. Having staff with current industry skills and knowledge of their industry
3. Strategies in place to engage with employers or others that contribute to learners training
4. Staff development – through activities such as to ‘return to industry’ programs and networking
5. Recognition of courses offered and increased reputation
6. Increased flexibility and responsiveness

7. Increased revenue – through commercial training and consulting opportunities
8. Improved profile and positioning

Barriers to Industry engagement

There are numerous barriers that prevent or limit effective industry engagement. Barriers potentially impact on both training institutes and industry. It is important that institutes consider these potential barriers and resistance to engagement as this may help to develop strategies that will minimise or address them.

Potential Barriers for Training Providers and Colleges

COMPLEXITY OF THE SYSTEM

There are many stakeholders and it is often difficult to determine who can provide assistance at a system level and where best to be involved.

FINANCIAL BARRIERS

Developing strong relationships is a time consuming activity that does not happen quickly and may have no immediate returns. Consequently fostering relationships may not be seen as a priority.

STAFF WITH THE NECESSARY SKILL AND TIME TO DEVELOP RELATIONSHIPS

Redirecting limited staff resources to partnership development may not be possible for some institutes that need to focus on training delivery as their core business.

Potential Barriers for Companies, Enterprises and Industry

FINANCIAL RESTRAINTS

Could prevent industry from entering into partnerships as they may not see training or developing a relationship with an institute as an immediate positive benefit.

LACK OF TRUST IN THE TRAINING SYSTEM

This is reported to be a major problem for organisations and must not be overlooked.

COMPLEXITY OF THE TRAINING SYSTEM

The Industry perception that the sector is difficult to navigate and jargon-ridden.

DISSATISFACTION WITH THE CONTENT OF TRAINING

In order to get a qualification staff may need to undertake training unrelated to their work resulting in an unnecessary expense for students or employers if training is not customised and targeted.

Recommendations for overcoming the barriers to Industry Engagement

1. Bringing together the Ministries and training providers to agree on a common national framework for evaluating and assessing craft, trade, vocational and technical competences;
2. Developing standards of occupational competency with the full participation of leading practitioners in commerce and industry for occupations within the four sectors (SSCs)
3. Staff development which will result in a critical mass of instructors and administrators knowledgeable in Competence Based Training methodology and supportive in its continued use
4. A convergence of standards, curricula, trained teachers and instructional materials and the resulting significant impact on programme completion rates. (In other developing economies the introduction of CBT methodology raised the completion rate from 50% to 90%).
5. Self-employment and entrepreneurship training for trainees.
6. Government loans under the self- employment promotion initiative (of which 50% should be female).
7. Establishment of Sector Skills Councils who are responsible for developing the industry-led qualifications which make up the Qualifications Framework (highlighted in No.1). *Sector Skills Councils are the principal mechanism by which employers can exert influence over a country's education, skills and training systems.*

How to implement an effective sector skills council system:

1. Enable employers to play the key role in identifying skill requirements and designing the competencies required.
2. Secure the consent of employees – unions, professional organisations or employee representatives should be involved.
3. Maximise the use of financial incentives.
4. Use government funding of sector bodies to ensure they take into account longer-term government objectives.
5. Ensure at least some of the funds for public training provision are directed through employer-led sector bodies.
6. Acknowledge and manage the tensions between central and regional government structures.
7. Ensure that the component parts of the system are aligned to the same objectives and that employers are driving it.
8. Be selective about the use of sector bodies
9. Ensure that sector bodies continue to represent real divisions in the economy.
10. Ensure clarity in the functions of sector bodies.
11. Ensure complementarity of research and labour market information between the centre and individual sectors.
12. Ensure effective performance monitoring.

Technical Assistance

Beyond the assistance provided under the global GPF and AVID programs, additional technical assistance by Australian or local specialists will be required to support this option. This could for example, support the design of tailored short courses to meet priority organisation needs; assist organisations with the development and adoption of competency frameworks; provide advice on human resource needs and capacity building; access to innovative learning; train-the-trainer facilitation; as well as providing advice on policy dialogue. Strategy implementation will ensure that value-for-money is achieved in the deployment and remuneration of advisers. Human Resource requirements to enable the implementation of this option and accomplish the necessary tasks as outlined in the diagram above would include the following:

- Six person-months of Australian Sector skills specialist consultants (x 4) for Sector Skills Councils with experience in occupational analysis and the design of competency-based education and training programs for the four sectors selected (Agriculture, Water supply and treatment, Civil construction, and Education).
- Six person-months of Australian consultant services with experience in establishing and guiding the operations of the SSCs.
- Incremental recurrent costs for the salaries of SSCs Chairpersons, HRD Specialists and administrative assistants.
- Incremental recurrent costs for the operations of the four SSCs for the duration of the project.
- Twelve person months of local training facilitation for workshops and professional development of SSC representatives, the secretariat and selected staff

Option 4 - Australian Awards in the TVET teacher sector (with short term industry placements)

Short Term Industry Placements for TVET Teachers in the four sectors selected.

Development and Implementation of a program to select proactive, industry focused TVET teachers from the list of colleges in options 1 to 3 - to attend Australian TAFE Institutes for Certificate IV Workplace Training and assessment courses - together with an intensive period of embedded work experience within their specialist sector to provide them with the requisite practical skills required within their specific industry. This program could also be implemented through an in-country scholarships program to be undertaken through any Australian accredited organisation (e.g. RMIT Vietnam or others), that is accredited to deliver the proposed

Cert IV program. The industry work experience component could be provided by the larger Australian companies and corporations currently operating in Vietnam, within the four sectors selected.

Advantages / Opportunities

- The current Australia Awards program has a track record for effectiveness, reflected in evaluations that highlight benefits including alumni promotions, enhanced institutional governance and broad development impacts. The Australia Awards are, and will continue to be an important economic diplomacy tool in Vietnam. In addition to building critical skills and knowledge, they foster an engaged and influential network of leaders, reformers and advocates and help promote valuable links between Australia and Vietnam. This track record would be further enhanced by the addition of a similar awards scheme for TVET teachers / instructors.
- The delivery of the Australia Awards program in Vietnam, has created a substantial base of experience and lessons learned which could be drawn upon in the design of the new program.
- The Director of GDVT (Prof. Duc Lan) has already established firm cooperation with Chisholm TAFE, through the purchase of twelve trade specific training packages, and currently has 197 TVET teachers attending Chisholm TAFE for training of trainer courses. These have been funded directly by GDVT, which indicates that the director may be keen to involve more teachers in acquiring Australian qualifications.
- The program could incorporate specific measures to ensure women, people with disabilities and those from rural and remote areas can secure access and benefit from the capacity development opportunities
- The program would create opportunities to promote stronger involvement of the private sector and NGOs

Challenges / Risks

- There is a possibility that the program may not attract sufficient interest from TVET teachers who currently possess a bachelor degree qualification.

The Way Forward

While considerable improvements have been achieved in TVET in Vietnam, the system is still in need of further streamlining, with obvious quick gains that could be achieved. Improved engagement with the private sector is definitely one of them. However, evidence from the study conducted indicates that, despite government efforts to promote demand-led TVET, engagement of TVET institutions with the private sector is limited, fragmented and ad hoc.

Business engagement with TVET can take different forms, ranging from basic funding of operations and/or provision of equipment for practice to more sophisticated relations, including their participation in curricula development and occupational skill standards, and their involvement with the board and management of TVET institutions.

Summary of next steps for program implementation

Priority recommendations to be considered by the design team regarding program implementation.

There will be a need to:

- **Promote and secure the continuing professional development of TVET trainers**
 - Ensure trainers (in training institutes and the workplace) receive appropriate and adequate training (pedagogical and technical) to international standards, prior to undertaking their role
 - Ensure that trainers keep up-to-date on curriculum changes and maintain the currency of their knowledge and understanding by having regular hands-on experience in industry
 - Motivate trainers to participate in training sessions, e.g. by providing assistance re logistics and covering costs
- **Build the capacity of organisations within the system to support TVET reform**
 - Establish adequate TVET infrastructures in disadvantaged areas
 - Encourage industry to support TVET Centres by providing equipment (to be used in training) at discounted prices – and consider a regional weighting to help address imbalances in provision between the metropolitan and rural areas.
 - Ensure TVET Centres have the capacity and authority to adapt their programs to meet labour market needs, based on sound market intelligence and advice from employers
 - Ensure companies understand the need to hold follow-up sessions with learners about the training they have received
- **Ensure the curriculum reflects the needs of businesses, sectors and regions**
 - Change legislation to ensure the curriculum is updated every three years as a minimum and that it can adapt to the changing needs of industry
 - Professionalise curriculum development through sectoral committees involving Government, industry and appropriately remunerated trainers
 - Ensure curriculum and associated training is developed and piloted, based on the needs and demands of industry and the priorities of the region in which it is provided
 - Link curriculum development to national occupational standards and ensure all training has a value in terms of its relevance to industry needs and requirements
 - Embed the concepts of the professional and training environment into the middle school curriculum in order to develop an entrepreneurial culture from a young age
- **Develop mechanisms to help identify skills needs at company, sector and regional level**

- Develop diagnostic tools to support the analysis of employment and skills needs at sectoral and regional level
- Develop diagnostic tools to help individual companies identify the skills they need to ensure they remain competitive and, which can support wider analysis at sector or regional levels
- **Ensure funding supports the development and delivery of VET programmes**
 - Review the funding system taking into consideration the results of satisfaction surveys
 - Create a new funding framework with a co- managed fund (administration, professionals) for the collection of the TFP (tax on vocational training)
- **Develop strategies to promote the benefits of VET and encourage participation**
 - Develop an effective communications strategy that addresses all relevant stakeholders (trainers, colleges, schools, employers, government, learners and their parents), in order to raise awareness, improve public perception of the importance and value of TVET, promote TVET programs and encourage active participation in their development and delivery
 - Develop high quality careers information and guidance for each sector, which can be made available through sector websites, schools and by TVET Centres, to include information about:
 - Jobs and skills requirements
 - Relevant qualifications and progression routes
 - Training centres in each region
 - Availability of internships
 - Case studies and success stories
 - Create an information centre at GDVT to guide and help professionals understand the various tools and the funding of training
 - Review and rationalise the TVET colleges and specialities maps
 - Develop incentive measures and raise awareness of investors in the interior of Vietnam
- **Encourage partnership and collaboration between key agencies and organisations**
 - Create a Multipartite Committee (GDVT, DFAT, other TVET Donors and TAFE Australia) to follow up on recommendations
 - Create a forum that brings together all key stakeholders in the TVET sector, which can promote on-going discussion and facilitate development
 - Encourage and support the active participation of employers in the process of training and in the development of professional training programs, working with TVET Centres as appropriate
 - Ensure the system is sufficiently flexible to allow Centres to interact effectively and innovatively with enterprises
 - Promote the success of existing joint mechanisms and social dialogue and use these to provide a basis for expansion into different sectors
 - Create a directory of sector businesses incorporated in the collective agreement
- **Provide Information**
 - Even if businesses wanted to engage with TVET institutions, there is currently no mechanism for them to find clear, easy-to-access and up-to-date information about the centres that operate in their proximity or in their area of interest, the type and level of courses they provide, the quality of trainers, and the impact training has had in terms of graduates' employment and quality of employment. Furthermore, the complexity of the system makes it extremely hard for companies to identify the right person at the right level to engage with for potential partnerships. There is a need for MoLISA / GDVT to establish a "one stop shop" where companies can access all this relevant information, and where interested parties can be guided through the bureaucratic procedures.
 - The GoV needs to implement regulations ensuring employer / industry representation on TVET institutes advisory boards and involvement in the development occupational standards and curriculum.

- **Provide Incentives**
 - A study by GIZ (Delivery & Governance – 2012) surveying private companies in Vietnam found that most companies express the opinion that recent graduates have neither the level of technical skills to match the job requirements nor the soft skills (employability skills) necessary for integrating successfully into their workplace. Consequently, many businesses have opted to establish their own training units, but a common concern amongst them is the fact that once workers are trained, they often leave to pursue better job opportunities. This has caused the private sector to be cautious if not reluctant to invest in TVET.
 - There needs to be legislation for contracting graduates to companies and enterprises when these organisations have invested considerable funding into the training of the graduate.
- **Increase Capacity**
 - The most common complaint among TVET institutions involves the quality of trainers. A high proportion of technical trainers are not industry qualified or up to the vocational teaching standards, and a large number of them have not received advanced training to update their knowledge and skills, particularly in the development of modern production lines for companies/factories. The low quality of trainers represents a serious constraint in terms of capacity to establish proactive and creative partnerships with the private sector. There is a need for central GoV regulations that stipulate regular in-company or industry practical skills upgrading for TVET teachers.
 - There needs to be a radical “re-think” within MoLISA and GDVT on the criteria for selection and recruitment of TVET teachers. Currently the primary criteria requires that a TVET teacher be qualified to a BSc level. The failing of this policy is that a graduate of a University with a Bachelor degree will very rarely have had any on the job industry or practical skills training and would therefore be at a huge dis-advantage if they are then expected to teach/transfer the practical skills required within industry.
 - Countries that have successful TVET systems in place all have one quality in common – The teachers / instructors who are selected are drawn directly from industry and generally have a minimum requirement of between 5 and 10 years industry practical experience.
 - Another quality issue is in relation to remuneration for teachers: To establish a “cadre” of loyal, motivated, industry experienced teachers the salary level offered to teachers must be equitable to that which they could expect within industry, and there must be legislated recognition stipulating that TVET teachers who have obtained the required pedagogical training in “how to teach” are then recognised as equal in social stature to primary and secondary school teachers.

NOTE ; - The status of vocational qualifications and their place within *the proposed* National Qualifications Framework needs to be confirmed. Vocational qualifications should be *endorsed by employers, provide clear progression opportunities for young people and facilitate workforce mobility.*

Annexes

Annex 1 – GDVT Guidelines for “building effective partnerships with business and industry”

Preface

The Vietnamese government has repeatedly formulated the necessity to increase the involvement of the business sector in Technical and Vocational Education and Training (TVET) to improve the quality and relevance of the training outcome. Engaging the business sector in TVET is also contributing to the so-called ‘socialisation’ of TVET in Vietnam. Progress so far, however, has not reached the expectations of the Government and effective mechanism to attract companies to participate in TVET still has not yet clearly appeared in practice.

Vietnam and Germany are working closely together to advance the Vietnamese TVET system. On behalf of the Federal Ministry of Economic Cooperation and Development the GIZ is implementing in cooperation with the General Department for Vocational Training/Ministry of Labour, Invalids and Social Affairs the Vietnamese-German Programme Reform of TVET in Vietnam. Vietnamese and German experts are supporting the development and implementation of strategies and frame conditions to improve the design and delivery of demand-oriented vocational training. Advisory services and capacity building on standard development, cooperative training modes and effective teacher training models are provided and selected TVET institutions are facilitated in their efforts to improve the quality of TVET. In general, there are many different models and ways of how TVET can be more industrial demand orientated and the business community can get more engaged in the TVET sector.

One possible strategy to involve the industry is through the initiation of active collaboration measures by the TVET institutions. Though this list is not exhaustive, such collaborations could encompass in the following activities:

- Inviting industry representatives to join the board of a TVET institute consulting role
- Working with industry representative to develop curricula and training courses
- Actively supporting the advanced vocational training of teachers
- Providing internship opportunities for students with companies
- Offer project specific collaborations that involve the active participation of students
- Involve students in the manufacturing of products for companies in the colleges
- Sponsoring practical education
- Sponsoring the technical facilities/equipment of a college
- Working with industry representative to develop and conduct examinations.

The benefit for the students must be the first priority for all these collaborations. It can either be a direct benefit (through actively involving students) or an indirect benefit (i.e: better trained teachers pass their knowledge to students; facilities made available by the industry allowing for a better education of students...)

Any cooperation should always be planned long-term, as a win-win situation for both the college and the industry – this is the aim. If college and industry engage on a level playing field, both can profit from the cooperation.

This guideline was developed to make this possible. It is primarily aimed at the college management and the departments and employees who are responsible for collaborating with the industry. The booklet was deliberately designed as a very concise guideline to quickly get started and aid in the practical implementation of the desired collaborations.

It is also a consolidation of successful results and practical experiences expected from implementation of a pilot project in a model of cooperation with business sector in An Giang Vocational College.

We wish all those involved joy and success in this endeavor.

The basics for a successful cooperation with companies

One of the specificities of TVET is the consideration of head and hands. Only if a graduate of the training is capable of utilizing both his mind his manual skills, he will be successful.

Cooperation activities as part of the curriculum

Therefore it must be ensured at each college, that both aspects - head and hands - in the context of the curricula implementation are being served.

Now, not every college has the full infrastructure and experience necessary for practical training needed. The practical experience is best gained in real working life. Therefore, the optimal solution is the support of the college by the industry.

Each activity within the framework of cooperation must be a part of the Curriculum. This consistency ensures that such cooperation produces the greatest benefit for the students. The students must be prepared and informed in lessons about the cooperation activities.

Cooperation activities as a holistic approach

All areas of learning: -technology, safety, hygiene and cleanliness, environmental responsibility and social skills- must be taken into account. This is the only way to get a comprehensive benefit for all students from such a cooperation.

Cooperation with the industry as a long-term commitment

Each collaboration with a company should be geared towards longevity. The longer a cooperation lasts, the better the quality of the activities and thus the benefits for all parties involved. Once such activities have been successfully finished, they can be used as a good example to make similar activities with other companies in the future. Project-oriented cooperation can also be obtained in coordination with companies outside of the specific training sector.

For example, work clothes were sewn for a metal shop by the textile Department of An Giang college. Students of the electrical course can offer maintenance and repair of air condition equipment for banks or hotels.

Thus, once a college has recognized the need for support by the industry after the creation of an respective curriculum, all it needs is a little imagination and creativity and this guideline to come up with a plan for a successful cooperation and to allow for its long-term implementation.

Select and contact the potential partner company

Make sure you are well prepared for selecting a potential partner company

The first crucial step is the selection of a potential partner company. In order to have a reasonably realistic chance of a first visit, the following aspects with regard to the selected company should be critically examined and evaluated in order to make an initial stop or go decision already before an actual company visit.

Why does a college need to cooperate with a company?

As a college, you should **be aware of your shortcomings; in order to complement them you need support contributions of a partner!**

Ask questions and find your answers:

- What are helpful areas for a cooperation with this company?
- Which conditions do we have to set in place for them?
- What do we expect from this company in this and that area?
- What are the benefits our students should get through this cooperation?

Why would a company be interested in a partnership with TVET?

As a college, you should **be aware of your strengths; this can benefit your partner!** Ask questions and find your

answers:

- In what areas do we have the experience to support this company?
- What benefits can we offer to the company in these areas?
- How can we make our strengths visible?
- What are the benefits of this cooperation for our students?

What are the preconditions for a successful relationship?

- Needs and interests of all involved partners complement each other
- “Life is a constant interplay of giving and taking” if you like to get something from someone you have to give him something beforehand
- Realistic expectations regarding the role of partners
- Mutual trust
- Long-term, collaboration; a cooperation is not a onetime action

How to find a potential partner company?

Once it is clear why and for what benefit a cooperation is sought, you can search for a potential partner. There are different strategies. To find the best possible partner, as many sources of information as possible should be used:

- Business associations
- Chamber of commerce - VCCI
- Personal contacts - (not only of management, other employees or students/alumni of the college may also know interested persons in a company ...)
- Directories - Yellow Pages
- Internet
- Other sources

Try to develop a database of potential cooperation partners in order to be able to make use of it whenever you are in need of a cooperation partner.

Establishing a new contact

- Find out who is the decision maker inside the company.
- If someone from your College knows someone from the company, call and explain your interest and ask who is the responsible person to get officially in contact with
- Send a letter of motivation to the company's responsible person

The reason for the visit request must be clearly mentioned

Some days after sending the letter, call the company CEO. This should be done best by the Dean himself.

Dear Company Head

As a TVET College we are in need of a training cooperation with industry for the benefit of our students in order to be able to fulfill the industry's demand. We are sure that your company can contribute a lot to improve the training in the right direction. In return we offer our experience as a college (whatever this is, for example: workshop organization, 5S, Safety aspects, greening ...). Therefore, we would like to visit your company for discussing with your leaders, in particular the top management, and those responsible for personnel and production about the possibilities of a cooperation. At the same time we would appreciate to see your production facilities in order to get an impression about your business and the cooperation possibilities.

Hopefully we have raised your interest and therefore we kindly ask you to suggest a date for a first visit. Many thanks and friendly greetings

College Dean

Ask if they received the letter and what they think about it. If you feel that they didn't understand your aim 100%, take the chance and explain more in detail. At that time focus on the company's benefits! If there is a need you can ask once more for a date to visit and make the appointment binding.

This the first 'stop or go' milestone! Either you have an appointment date now, go ahead or you don't, than let them go and try to find another company!

[How to get prepared for the first visit](#)

Make sure you have everything in place before you attend the first meeting:

[Develop a detailed agenda](#)

- Introduction of college and purpose of visit – expected outcome Introduction of company and expectations
- Guided visit of shop floor
- Discussion about: -possible areas of cooperation -benefits for the company -expected support for college and students
- Other important topics and findings

[Choose the managers and teachers, which will take part in the visit](#)

Make sure that every participant knows his responsibility.

- Who is in charge for the introductory speech?
- Who has to take pictures during the shop floor visit?
- Who has to explain the possible benefits the company shall get from cooperation?
- Who has to present the expected fields of cooperation?
- Other responsibilities

[Make a list of everything you need to take with you for the first visit:](#)

Just to go for a visit and simply talk will most likely not lead to tangible outcomes. To ensure success it needs more. Make sure that all necessary tools and documentations are available.

[Make a list stating who is responsible for what](#)

- Images, leaflets or information folder from the College
- Gifts for the company managers
- Video or Power point introduction of the college highlighting potential benefits for the company
- Photo camera
- Samples, pictures, reports and references of successfully completed collaborations with other companies
- Other items or information

[Visiting the newly selected company](#)

- Be prepared, be aware of your strengths and bring some "benefits" for the company.
- After the introduction ask for a possible shop floor tour before you go into discussion about the cooperation.
- Ask if it's allowed to take pictures during the shop floor visit.
- Try to discover as much as possible as an additional input for the following discussion.
- Bring a photo camera for your tour through the company's workshop
- Ask if it's possible to take as many pictures as possible from areas where you see future potentials to help the company.
- Take as much as possible pictures from areas where you see possibilities for your student's benefits.
- Start a discussion on the Strength you have discovered inside the company
- (technology and inventory, cleanliness, safety aspects, greening, quality of products...)

- Ask if they already have identified some gaps and mention some areas where you have discovered space for improvement and let the company know where you have experience to help them to overcome some of their difficulties.

Discuss potential areas of cooperation you have discovered and find a common understanding.

Make sure there is a general commitment and interest for cooperation (agreement on next step) at the end of the visit.

Decide to come up with a first draft of cooperation activities after maybe two weeks' time.

[First follow-up visit on cooperation potentials - SWOT analyses](#)

To find out in which areas a cooperation with this company makes sense, it can be helpful to analyze the **Strengths and Weaknesses, Opportunities and Threats**.

This so-called SWOT analysis is used in modern management to plan for the future. For the assessment of the cooperation potentials relating thereto, all strengths and weaknesses of the company that were found during the visit, should be listed. Then the opportunities and threats for the cooperation are to be determined.

[Identify possible areas of cooperation](#)

Based on the result of the SWOT analyses, every department should identify possible fields of cooperation. To make sure, every activity shall generate direct or indirect benefits for the students, the following format could be helpful. As mentioned above, on the one hand side the cooperation should be a win-win for both partners, the college as well as the company and on the other hand side it should cover a 'give and take' from both side. So discuss and find a fair consent on everybody's necessary contributions (give) in order to be able to get some kind of benefits (take) for all involved. After filling in the form you'll have a clear picture about the potential value of every proposed action.

Selection of the most promising activities

[Selection criteria](#)

After the collection of possible cooperation activities you should select the most promising ones. Therefore take the following aspects into consideration:

- Less is more, focus just on as many actions as you also have available resources for (manpower, equipment, financial budget)
- Focus on win-win for TVET and the company, but **select only activities that benefit the students!**
- Check potential benefits for the students in relation to the expenses and the feasibility
- Ensure a balance of benefits for all parties involved

[How to develop a proposal for activities?](#)

The following checklist can be used as the guideline for the development of any cooperation activity. By developing the proposal, all aspects with regard to the TVET College shall be described. The information and commitment needed from the company can be obtained and documented during the discussion after the presentation at the second company visit.

Additionally some changes and corrections from the company side must be taken for granted. So do not design the proposal too detailed, but give the company some space for their inputs. Try to save as much as possible from your original proposal in order to get the best out of the cooperation measure.

1. Name or title of measure
2. Expected outcome – benefits for all parties involved
3. Involved actors from College
4. Responsible person from college (this is the one directly involved in the activities – it's NOT the Dean!) Name; Position Tel No e-mail
5. Responsible person from company (this is the one directly involved in the activities – it's NOT the CEO!)

Name; Position Tel No e-mail

6. Resources from college (3M – Manpower (including women)/Material and information/Machine and tool)
Material and information (Handouts; manuals; reports: records; other files...) Equipment, machinery, room, tools Human resources (days, hours) Cost calculation
7. Resources from company (3M – Manpower (including women)/Material and information/Machine and tool)
Material and information (Handouts; manuals; reports: records; other files...) Equipment, machinery, room, tools Human resources (days, hours) Cost calculation
8. Action schedule – time frame (duration as well as productive time) Be careful when developing the schedule; take into consideration all your other duties you have to fulfill during the same period of time! Highlighting the start and end of every detailed activity. Additionally the milestones and involved persons The action schedule shall provide information about the complete duration of the action as well as the productive time In case of delay of one of the detailed activities, you can check how much time (the time between the remaining activities) you still have at your disposal.
9. Communication
Informal via telephone; SMS; e-mail directly between contact persons Formal in written minutes of meetings; Student attendance and performance record
10. Documentation(from the very beginning up to the end of the cooperation action)
The documentation must be created according to the type of cooperation. Make a file containing the following chapter:
 - First contact with company
 - Definition of cooperation and agreement with goal setting
 - Implementation of the cooperation
 - Records of meetings and activities
 - If students are directly involved: student's performance records for every activity
 - Doc Documentation of the results and deviations
 - Impact evaluation of goal achievement done by the college as well as by the company
 - Final celebration of success (closing party; certification handover...)

Presentation of proposals to the company management

This is the task you have to do in the second visit to the company. Make sure that you will continue to have an appointment with the company in order to get an opportunity for presenting proposals which you prepared for the planned cooperation activities. However, this presentation is not only a provision of the prepared information in the proposals, but also collection of additional inputs and corrections from the company as well as guidance the meeting in an appropriate strategy to achieve expected results. Following steps will be useful for you to fulfill the task.

How to get prepared for the proposal presentation?

Try to find answers for the following questions:

- Which information is important for the company to make a decision?
- How to present the information to attract and sensitize the company's management
- What do you need to know from the company
- There are different opportunities how to make a presentation successful:
- Power point presentation
- Flipchart or pin board presentation
- Written handouts
- Role play – involvement of students

- Real sample presentation
- Just talk – round table
- Additional ideas from your experience

Select the one which is best for you and the specific case, perhaps mix more than one of the above mentioned opportunities.

Presentation of the proposal to the company's management

- Start with potential benefits for the company.
- Focus on win –win aspects
- Give the bigger picture about social responsibility, responsibility for the community
- Make the presentation as practical as possible – show samples, pictures
- Give room to suggestions from the company
- Clarify all outstanding issues – contact person, resources.

Discussions, adaptations and decisions – further steps

- Give room for discussion and be open for adaptations
- Be aware you may have to compromise and redesign your proposal, but make sure it is still possible to cover your expectations at the end
- At the end, a decision should be made - a clear stop or go decision
- If go, clarify the next steps.

First written agreement

After the visit, minutes of the meeting have to be written and signed by both sides, the company's as well as the college's management.

The minimum contents of the minutes should be the following

- Date, time and duration of the visit
- Topics of the visit
- Participants (from company, college, other visitors like consultants)
- Table of contents
- Approval from company
- Next steps agreed, including finalization dates
- Appendix

Practical implementation of cooperation activities

According to this agreement and the involved time schedule the activities can be performed step by step. To get the most out of the cooperation not only for this one time measure, but also for the future, a clear and complete documentation of the cooperation measure is essential.

Why do we need documentation?

Every single step has to be documented as decided in the agreement. There are different reasons why the documentation is important:

- Make sure the college as well as the company can learn from this activity
- Make sure you can reproduce this activity in future with other companies at the same quality level
- Make sure you can monitor and evaluate the whole cooperation process
- Make sure you can use the cooperation process and outcome as a teaching tool for classes in future
- Make sure you can get the most out of the cooperation for your college's image through advertising the cooperation output in public (newspaper, radio, TV).

The documentation must be created according to the type of cooperation. It is important that the documentation is made completely from start to finish. Therefore a folder containing the following information should be available after the end of the cooperation:

- First contact with company
- Definition of cooperation and agreement with goal setting
- Implementation of cooperation
- Record of meetings and activities
- If students are directly involved: student's performance record for every activity
- Evaluation of the results and deviations – SWOT analyses.

Advertisement as a marketing tool

Additional to the written documentation, PR activities can be helpful as a marketing tool for the college as well as the company.

Think about any opportunity to make the best out of the cooperation to improve the image of TVET!

- Reward the best performer of a specific activity at a public function
- Celebrate the outcome of an activity at the college or company with public participation
- Advertise the cooperation to target groups like secondary college students and their parents
- Thank the company in public for their social responsibility and support for your college and students
- Be creative and develop more visible ideas to make TVET and your college a favorite learning place for students

Now it's up to you! - Just follow this instruction step by step to get the most out of the cooperation with the industry!

Annex 2 – Example of Employability Skills for Colleges, Schools & Employers

Fundamental “Employability and Life Skills”

The skills needed as a base for further personal development. Students will be better prepared to progress *in the world of work* when they can:

Communicate

- Read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- Write and speak so others pay attention and understand
- Listen and ask questions to understand and appreciate the points of view of others
- Share information using a range of information and communications technologies (e.g. voice, e-mail, computers)
- Use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas.

Manage Information

- Locate, gather and organize information using appropriate technology and information systems
- Access, analyze and apply knowledge and skills from various disciplines (e.g. the arts, languages, science, technology, mathematics, social sciences, and the humanities).

Use Numbers

- Decide what needs to be measured or calculated
- Observe and record data using appropriate methods, tools and technology
- Make estimates and verify calculations.

Think and Solve Problems

- Assess situations and identify problems
- Seek different points of view and evaluate them based on facts
- Recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- Identify the root cause of a problem
- Be creative and innovative in exploring possible solutions
- Readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- Evaluate solutions to make recommendations or decisions
- Implement solutions
- Check to see if a solution works, and act on opportunities for improvement.

Teamwork Skills

The skills and attributes needed to contribute productively.

Students will be better prepared to add value to the outcomes of a task, project or team when they can:

Work with Others

- Understand and work within the dynamics of a group
- Ensure that a team's purpose and objectives are clear
- Be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- Recognise and respect people's diversity, individual differences and perspectives
- Accept and provide feedback in a constructive and considerate manner
- Contribute to a team by sharing information and expertise
- Lead or support when appropriate, motivating a group for high performance
- Understand the role of conflict in a group to reach solutions.

- Manage and resolve conflict when appropriate

Participate in Projects and Tasks

- Plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- Develop a plan, seek feedback, test, revise and implement
- Work to agreed quality standards and specifications
- Select and use appropriate tools and technology for a task or project
- Adapt to changing requirements and information
- Continuously monitor the success of a project or task and identify ways to improve.

Personal Management Skills

The personal skills, attitudes and behaviours that drive a person's potential for growth.

Students will be able to offer themselves greater possibilities for achievement when they can:

Demonstrate Positive Attitudes and Behaviours

- Feel good about yourself and be confident
- Deal with people, problems and situations with honesty, integrity and personal ethics
- Recognise your own and other people's good efforts
- Take care of your personal health
- Show interest, initiative and effort.

Be Responsible

- Set goals and priorities balancing work and personal life
- Plan and manage time, money and other resources to achieve goals
- Assess, weigh and manage risk
- Be accountable for your actions and the actions of your group
- Be socially responsible and contribute to your community.

Be Adaptable

- Work independently or as a part of a team
- Carry out multiple tasks or projects
- Be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- Be open and respond constructively to change
- Learn from your mistakes and accept feedback
- Cope with uncertainty.

Learn Continuously

- Be willing to continuously learn and grow
- Assess personal strengths and areas for development
- Set your own learning goals
- Identify and access learning sources and opportunities
- Plan for and achieve your learning goals.

Work Safely

- Be aware of personal and group health and safety practices and procedures, and act in accordance with these.

Annex 3 – Meetings held

Week 1 (13 – 17 October): David Lowther

Time	Activity/Who	Address/Contact details	Issues for discussion	Participants
Monday 13 October				
9.00 – 11.00	Meet with DFAT Hanoi team	Australian Embassy 8 Dao Tan street Aid small meeting room	Finalise work plan and agree meetings	David, HRD team
11.00-12.00	Meet with Australian Education Institute (AEI) Ms Tran Le HA , Deputy Director	Australian Embassy 8 Dao Tan street Aid small meeting room	What is the level of involvement with TVET and liaising with GoV.	David, Simone, Hang
13.30-15.30	Meet with GDVT and National Institute for Vocational Training (NIVT) Dr Duong Duc LAN , Director of GDVT Mr Nguyen Quang VIET , Deputy Director of NIVT	GDVT office 37B Nguyen Binh Khiem street	What is the work of the Inst. of Research and who can we consult with. Which of the 45 colleges listed offer training in the four sectors DFAT have identified? (Agri, Civil, Education, Water)	David, Simone, Hang Interpreter is required
Tuesday 14 October				
9.00-10.00	Meet with GIZ Ms BEATE Dippmar, Senior Technical Adviser	2 nd floor, No 1 Lane 17, Ta Quang Buu street	What is the status of the current Water sector training program and what is the involvement of industry	David, Simone
10.30-11.30	Meet with KOICA Ms Pham My LINH , Development Program Officer	18 th Floor, Keangnam Hanoi Landmark Tower, Pham Hung street	What is the status of the Korean vocational training model for 5 vocational institutions. Is industry involved.	David, Simone
13.30-14.30	Meet with JICA Ms Pham Thi Viet HOA	16 th floor, Deaha Business Center 360 Kim Ma street	What is JICA's current involvement with TVET and industry partnerships	David, Hang
15.00-16.00	Meet with British Council Ms Hoang VAN ANH , Assistant Director Higher Education and Skills	20 Thuy Khue street	What is the status of the "Partnerships with Industry" program	David, Hang

Wednesday 15 October				
9.00-10.00	Meet with French Development Agency Ms ANNA Lipchitz, Head of Finance and Partnership unit	6-8 Ton That Thiep street- BP137 Ba Dinh district	What is the current status of the joint program with Germany re: “Private Sector involvement “	David
10.30-11.30	Meet with HCMC Vocational college Ms Nguyen Thi HANG , Rector	Venue: TBA	In which sectors and what partnerships do you currently have with local industries - what are the barriers	David, Hang
13.30-14.30	Meet with ILO Mr Quang VINH	48-50 Nguyen Thai Hoc street	What is the ILO’s current involvement with TVET and GDVT	David, Hang, Thuan
15.30-16.30	Meet with USAID Ms EZRA Simon, Education Officer Nguyen Thi Bich THUY	15 th floor, Tung Shing Tower, 2 Ngo Quyen street	What is US Aid’s current involvement with TVET and Workforce Development	David, Hang
Thursday 16 October				
9.00-10.00	Meet with Hanoi Vocational Training College Mr Bui Chinh MINH , Head of International Relations Dep’t	131 Thai Thinh street	In which sectors and what partnerships do you currently have with local industries - what are the barriers	David, Thuan Interpreter is required
13.30-14.30	Meet with Hanoi Industry University (Hanoi PPC) Dr Tran Duc QUY , Rector (JICA project) Mr VIET ANH, Head of International Relations Dep’t	Room 204, Building A1, Minh Khai Ward, Bac Tu Liem district	In which sectors and what partnerships do you currently have with local industries – what are the barriers	David, Thuan
15.00-16.00	Meet with Hanoi Vocational Training College of Electro-Mechanics (MARD) Mr Dong Van NGOC , Rector Mr Nguyen Quang HUY , Head of Science and International Relations Dep’t	No 160 Mai Dich, Mai Dich Ward, Cau Giay district	In which sectors and what partnerships do you currently have with local industries - what are the barriers	David, Thuan Interpreter is not required

Friday 17 October				
9.00-10.00	Meet with Viglacera College Mr Tran Ngoc TINH , Rector Ms Nguyen Thi Hai YEN , Vice Rector	Yen Phong Urban Centre, Dong Yen hamlet, Dong Phong commune, Yen Phong district, Bac Ninh	In which sectors and what partnerships do you currently have with local industries - what are the barriers	David, Hang
14.00-16.00	Meet with AusCham DAVID Whitehead	Big meeting room of Aid Program	Which companies/industries may be engaged in this area	David, Simone, Hang
Saturday 18 October				
	Free			
Sunday 19 October				

Week 2 (20 – 24 October): David Lowther/Ceri Bryant

				David	Ceri
Monday 20 October					
Morning	EU Project - “Environmentally and Socially Responsible Tourism”	Room 402, 4 th Floor, Vinaplast -Tai Tam Building 39A Ngo Quyen Street, Hanoi,	Ms. Mary Mckeen (Advisor) and Mr. VuQuoc Tri (Program Director)	David	
Afternoon	Meet with Australia Awards Vietnam office Graham Alliband (TL) Peter Bracegirdle (M&E) Dao Tran Phong (HRD Manager)	AAV Office	AAS program discussion		
Tuesday 21 October					
9.00-10.00	Meet with VCCI	VCCI Office, 9 Dao Duy Anh		David	

	Tran Thi Lan Anh, Deputy Director, Bureau for Employers' Activities				
10.30-12.30	Return meeting with GDVT		Discuss findings to date and gauge opinions on future directions for Private sector involvement in TVET	David	
11.00- 12.30	Meet with Mekong Hub specialists (James - Economics, Darryl - Disability and Mia - Social Development)	Australian Embassy – 8 Dao Tan – Hanoi Aid big meeting room			HRD team
Lunch	Lunch with HRD Team	TBA			HRD team
14.00-15.30	Meet with HRD Team	Australian Embassy – 8 Dao Tan – Hanoi Aid small meeting room	Finalise work plan and agree meetings		HRD team
14.00-16.00	Meet with Long Bien Vocational College Ms Hua Thuy TRANG , Vice Rector	765A Nguyen Van Linh Sai Dong, Long Bien district	In which sectors and what partnership do you currently have with local industry – what are the barriers	David / Nga Interpreter not required	
15.30-16.30	Meet with Mekong Hub Aid Effectiveness Specialist	Australian Embassy – 8 Dao Tan – Hanoi Aid small meeting room	Discuss M&E and Quality Control process for the Concept		HRD team
Wednesday 22 October					
9.00-11.00	Anthony Jolly – Director Midway Metals VN?		What Soft skills are being taught within the company? Would this be an area of skills for TVET in general? What is the 5 level skills system utilized by MM?	David	
Morning	Meet with the Ambassador and Counsellor	Australian Embassy – 8 Dao Tan – Hanoi	Discuss strategic and political views on the HRD Investment Concept	David (Ceri not arrived)	
Afternoon	Meet with HRD team		Discuss findings and outline strategy for Aide Memoire	David HRD team	

Thursday 23 October					
14.00 – 15.00 PHUONG CONFIRMING WITH MPI	Meet with MPI (Mr Manh)	MPI – 2B Hoang Van Thu	Communicate HRD strategy, GOV approvals processes, design partnership structure		Claire Simone Ceri/ Interpreter
15.45 – 17.00	Meet with MoET	49 Dai Co Viet	Communicate HRD strategy get registration at GOV system		Claire Simone Ceri/ Interpreter
Full day	Working on Aide Memoire			David	
Friday 24 October					
9.00-10.30	Debriefing with DFAT Hanoi HRD Team (and other aid colleagues) / DFAT PolEco / AEI Austrade	Big meeting room	Outline findings and Aide Memoire	Ceri, David	

Annex 4 – Donors in TVET Database

See attached.

Annex 5 – GIZ Donor Map

See attached.

Annex 6 – List of Persons Consulted

Name	Title	Sector / Organisation
Simone Corrigan	Second Secretary	DFAT HRD Hanoi
Nguyen Van Thuan	Senior Program Manager	DFAT HRD Hanoi
Nguyen Thu-Hang	Program Manager	DFAT HRD Hanoi
Ton Nu-Hue Chi	Senior Program Manager	DFAT HRD Hanoi
Le Minh Nga	Program Manager	DFAT HRD Hanoi
Tran Le Ha	Deputy Director	DFAT AEI Hanoi
Kim Cleary	Director	DFAT AEI Hanoi
Yo HAN KO	ODA Specialist	KOICA Hanoi
SIKHYON KIM	Deputy Resident Representative	KOICA Hanoi
Dr Duong Duc LAN	Director	GDVT, MoLISA
Nguyen Quang Viet	Deputy Director	Nat'l Inst. for Vocational Training
Bui Thi Ngan	Vice Rector	Hanoi Univ. of Industry
Tran Viet Hoi	Staff Member	Hanoi Univ. of Industry
Ms Nguyen Thi HANG ,	Rector	HCM City Vocational College
Dong Van Ngoc	Director	Hanoi VC Electro-Mechanics
Dr. Tran Ngoc Tinh	Rector	Viglacera Vocational College
Nguyen Thi Hai Yen	Deputy Rector	Viglacera Vocational College
Dau Le Binh	Staff member	Hanoi Industrial Voc'l College
Le Dinh Binh	Deputy Director	Hanoi Industrial Voc'l College
Dr. Bui Chinh Minh	Vice Director	Hanoi Industrial Voc'l College
Ngo Quang Vinh	National Project Officer	ILO Hanoi
Ezra Simon	Education Officer	US Aid Vietnam
Thuy Nguyen	Program Management Specialist	US Aid Vietnam
Tran Thi Lan Anh	Deputy Director	VCCI
Mry McKeon	Team Leader	EU Tourism Project
Vu Quoc Tri	Program Director	EU Tourism Project
Hua Thuy Trang	Vice Rector	Long Bien Vocational College
Pham Vu Khiem	Rector	Long Bien Vocational College
Graham Alliband	Team Leader	Australia Awards Vietnam
Anna Lipchitz	Finance Dept	Agence Francaise
David Whitehead	AusCham	Allied Pickfords Manager
Pham Thi Viet Hoa	Program Manager	JICA
Matsushita Takashi	Senior Project Advisor	JICA
Hoang Van Anh	Assistant Director	British Council
Nguyen Phong Chi	Development & Society Manager	British Council