

Public Private Partnerships For TVET in Vietnam

A case study for the Dakchyata: TVET
Practical Partnership project

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1. Summary

Key Features	
Scale	83.7% of the population has no professional or technical qualification. Only 16% of the working population is trained and only 3.9% has received vocational training
Main Policy Drives	Need for high productivity, quality and effectiveness, which can contribute to the competitiveness enhancement of domestic and foreign markets
Strength of link between TVET and the growth and industrial strategy	The Socialization Policy developing joint ownership of economic efforts and gains leads all strategy and the TVET strategy is formally driven by this socialization policy
Level of Centralisation	A complicated system of central and provincial departments
Level of public trust	Low level of employers' investment in TVET indicates that companies perceive existing TVET qualifications and programmes as irrelevant or of low quality
Quality of monitoring and evaluation	Skills testing and certification is generally undertaken at the TVET institutions, without industry participation
Areas where PPP applied	From Skills standards to curricula, however there are no specific mechanisms in place for the implementing the increase in private-sector participation in TVET
Primary source of public funds	State budget 9% of GDP in 2010
Effectiveness	The involvement of employers in TVET is rather low and concentrated on large, mainly state-owned and foreign companies

2. Social and economic landscape and key challenges

- The World Bank estimated the population to be 92.7 million in 2016. Around 30% of the population lives in urban areas and 70% in rural areas. The population of the Mekong River Delta accounts for around 20% of the total population. Vietnam is the third most populous country in Southeast Asia, ranking 13th in the world. The country has a very young population and still falls under the 'golden population structure', in which the working-age population is nearly double that of the dependent population.
- The labour force is characterised by its low skills and qualification levels. 83.7% of the population has no professional or technical qualification. According to the General Statistical Office, only 16% of the working population is trained and only 3.9% has received some type of vocational training, with marked differences between urban and rural populations.¹
- Since 1990, Vietnam's GDP per capita growth has been among the fastest in the world, averaging 6.4 percent a year in the 2000s. With stable and high economic growth rates, Vietnam has been speeding up its industrialization and modernization process for 20 years. The highest growing sector is the "industrial sector". In particular, private and foreign-

¹ Business engagement to promote quality vocational training in Vietnam, Claudia Pompa, odi.org (2012/2016)

invested enterprises have blossomed and attracted a lot of workers, particularly technical workers.

Socialization

The Socialization Policy can be considered the base principle of the financing strategy, calling for a far-reaching diversification of funding sources and participation of beneficiaries. The policy of socialization has led to major reforms in the financing system, such as the introduction of fees, and the support of private investment in TVET. Another important instrument under socialization is also the transformation of public TVET schools to institutions of private or social ownership.

The biggest challenges to TVET are to keep quality and effectiveness with the many constraints while the enrolment of students in TVET needs to be increased to meet needs of a multi-skilled labour forces for the economic industrialization and modernization. Other issues include:²

- Demand from the labour market is not urgent for graduates from TVET institutions due to economic reasons and development policy. Consequently, TVET is usually looked down by society and it is often referred to as second choice;
- Many state bodies from central to local levels take charge of TVET management, which sources suggest makes TVET management complicated, less effective and inflexible;
- Sources also suggest that management personnel at policy-making and institutional levels often lack managerial skills and experiences of TVET;
- Most TVET institutions in provinces are established with small sizes from hundred to less than 1,000 students. These institutions are mainly specialized ones rather than those offering multi-specialized disciplines;
- Scarcity of sources, irrelevant curriculum and unqualified TVET teachers has exacerbated chronic problems.
- Vocational schools have not met the needs for highly skilled workers in some advanced technical and technological jobs. The syllabi and training methods are too general, inflexible, and not adaptable to specific requirements. Conditions for ensuring training quality remain limited.
- Inflexible curriculum, with 70% fixed by the General Department of Vocational Training (GDVT) means that it is difficult for TVET providers to innovate and develop curricula that are tailored to market demand.

3. Policy environment, current TVET structure and PPPs

- The TVET system is under state administration of Ministry of Education and Training (MOET), Ministry of Labour - Invalids and Social Affairs (*MOLISA*) and other line ministries at the central level. In the local level, it is controlled by the local authorities - it is a quite complicated system. At the local level, there are professional offices under the administration of Provincial Departments of Education and Training (DOET), which are in charge of educational administration and management in provinces, or municipalities. The Professional Office is assigned some tasks of technical and vocational education administration and management by MOET.
- Enterprises of different economic sectors in Vietnam are developing rapidly, which is accelerating industrialization and modernization. This in turn generates the need for an industrial labour force offering high productivity, quality and effectiveness, which can

² Vietnam Economics Research Center

contribute to the competitiveness enhancement of Vietnam enterprises in domestic and foreign markets.

- The Law on Vocational Training 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.
- Currently, responsibility for vocational training is with the Ministry of Labour - Invalids and Social Affairs (*MOLISA*). The General Department of Vocational Training sit within this Ministry. The responsibility for secondary technical and vocational education remains with MOET. The Secondary Technical and Vocational Education Department (STVED) takes responsibilities in such areas as building up national policies on TVET, designing strategic plans for TVET, planning of TVET institutions system, retraining TVET teachers, management of core curriculum of different specialities of training, development of national qualification frameworks related to TVET.

The Vocational Training Development Strategy 2011-2020 set by MOLISA includes:

1. Renovation of vocational training administration: Funds, legislation, use of IT systems; attracting teachers;
2. Workforce development in vocational training;
3. Develop a National Vocation Qualification Framework;
4. Innovation of curriculum and text book: For the nationally most targeted vocations based on vocational skills standards;
5. Enhancing facilities and equipment for vocational training;
6. Quality assurance framework and compliance;
7. Linking vocational training with demands from industry;
8. Changing mindset of vocational training development;
9. Enhancing international cooperation of vocational training;

Socialization

The “2001-2010 Education Development Strategy” states that education and training in general, and vocational training in particular, shall be ‘socialized’. Therefore, vocational training is not only the state’s responsibility but also the business sector’s. Socialization of TVET as a central strategy to generate resources for the TVET system was decreed by MOLISA in 2005. According to Regulation in 2006, socialization of TVET means investment and participation in TVET of all forces of the society, in particular national and foreign organisations, companies and individuals. The policy on socialization has been renewed and this is still guiding the Education Strategy. The Vocational Training Development Strategy 2011-2020 has a formal conceptualisation of socialization for TVET within it.

In line with the **socialization policy**, the Government explicitly encourages the establishment of non-public training providers that enjoy rights and privileges as codified in the Education Law of 2005. Within the usual limits they enjoy full educational freedom, autonomy and self-accountability in terms of management, and full recognition of awards. Within the Education Law private providers are granted preferential access to land and infrastructure (allocation or rental) by the state. Tax exemption and credit support is also possible. The law also makes provision for the possibility to finance private training through state subsidies, and to integrate private providers in the public compensation schemes for fee exemptions to trainees from social policy targeted groups.

According to Thuc (2013), most of the big 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. Training institutions owned by private companies account for 67% of total enterprise-owned training institutions.³

There are several forms of TVET such as: formal, informal, continuous, in-service training with a various range of providers: public, semi-public and private (people-founded) institutions. Formal TVET consists mainly of short-term programmes (less than one year, leading to a vocational certificate) in institutions under the GDVT, and long-term programmes (one to three years, leading to a vocational or technical diploma) under either the GVDT or MOET.

To facilitate foreign participation across all areas of education, the Government issued a **Decree on Cooperation and Investment in Education and Training Involving Foreign Partners**. Cooperation and investment, includes training programmes, establishment of educational institutions and opening foreign representative educational offices) will be encouraged in the a wide range of fields including IT, telecommunications, precise mechanics, industry maintenance, food technology, electronics and electronic commerce, natural science, engineering, technology, health, environment, agriculture, tourism, business management, accounting, finance, international law and foreign languages.

4. PPP Frameworks

- 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, according to the ILO, involvement of enterprises in TVET is still limited compared to potential.⁴
- Available surveys indicate that in particular TVET level craftsmen and technicians are in short supply in the Vietnamese labour market. The assumed low level of employers' investment in TVET indicates that companies perceive existing TVET qualifications and programmes as irrelevant or of low quality. Supporting this assumption is the fact that some large companies as well as business and professional associations are now embarking on their initiatives to set up their own training facilities – often in conjunction with specialised training institutions - instead of relying on the existing training market.
- Although industry involvement in TVET has improved since the TVET Law (2006) became effective, it remains limited, partly because there are no specific mechanisms in place for implementing the policy objective of increasing private-sector participation in TVET, and incentives are either not implemented or insufficient. Enterprises do not invest sufficiently in training because they are mainly SMEs; they cannot afford to pay and lack the capacity to participate sufficiently in the process. Furthermore, there is a lack of capacity at the management level of the TVET institutions to establish solid linkages with industry.

³ Le Thuc Duc Young Lives Report 2013

⁴ Compilation of assessment studies on technical vocational education and training (TVET) Lao People's Democratic Republic, Mongolia, the Philippines, Thailand and Viet Nam - Regional Skills Programme DWT for East and South-East Asia and the Pacific (2016)

4.1 Policy

The Law on Vocational Training 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.

Support of private investment is one of the core strategies in support of “socialization”. This includes both: the emergence of private TVET institutions, including private investors taking over formerly public schools, and investment of companies in training centres and training programmes. It is also hoped that foreign investors will become active in TVET, bringing modern standards, technology and training equipment to Vietnam.

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.

4.2 Centrally Planned PPPs

National Occupational and Skill Standards

MoLISA has been designated as responsible for setting principles, procedures and guidelines and for inspecting and managing NOSS in cooperation with social and professional organizations. Viet Nam will also establish a National Skills Standard Developing Committee (NDC) with representatives from national authorities, social partners, trade associations and scientists. Skills qualifications will be issued in agreement with MoLISA.

National Skills Standard Development Committees (NSSDCs)

A key feature of the NOSS development approach is that the standards have to meet the specified needs of employers, enterprises, and industry. To facilitate this, Viet Nam has adopted a unique model that brings industry and relevant government agencies together, through the formation of NSSDCs. Essentially, committees are formed to undertake task and skills analysis, through which skills standards can be identified and adopted. These are then packaged into qualifications and proposed for alignment into a qualification level. There are currently about 20 NSSDCs, involving the ministries of industry and trade, transport, construction, agriculture and rural development, and labour.

Curriculum Development

The GDVT Department of Regular Education is responsible for developing curricula for all occupations in Viet Nam. Since the adoption of the TVET Law, all curricula have been developed using the DACUM method or another standard-based approach. The curriculum development process is similar to the standard development process: a national committee is in charge of developing the curriculum for each occupation, and another committee is created for appraisal. There is a drafting committee for the framework curriculum of each occupation, consisting of representatives from enterprises, vocational schools and colleges, scientists and experts, as well as an appraisal committee for each occupation composed also of these stakeholders.

The Future of PPPs

Since 2007 approximately 10 TVET related projects have been supported by multilateral and bilateral financial institutions, representing a total of \$150 million. Leading projects include those funded by the Asian Development Bank (ADB), Germany, Korea, Japan and Denmark. Most of the projects focus

their effort on improving the quality of training through the following: shifting the vocational training system in a more demand-driven direction; enhancing workers' skills; training and upgrading teachers and managerial staff; investing in key institutions and occupational training programmes to reach regional and international standards; developing national skill standards; advocating for policy reforms; improving school-industry partnership, etc.

5. Funding PPP

- State budget allocated to vocational training has been increasing over time, from 4.9% of GDP in 2001 to 9% in 2010, showcasing the relevance of TVET for the government (World Bank, 2012).
- In 2009, of the total training expenditure, 63% was paid for by the state budget, 21% was paid by the students, 10% was contributed by enterprises and 3% came from income generated by training institutions and foreign investment. This financing pattern still stands (Thuc, 2013).
- The private training market has grown during recent years. It is estimated that at the moment, 30% of the GDVT managed TVET institutions, and 20% of the schools under MOET are registered as private schools. Private training providers are usually fully self-financing. They do not receive any regular state funding.
- Although the Government explicitly encourages employer-based training, attractive incentive packages are lacking. Training related expenses are tax deductible as a normal operational expense.

6. Implementation⁵

- There are indications that mainly large and often foreign companies as well as companies involved in technologically advanced production are more likely to invest in training, either through company-based training facilities or through buying staff upgrading programmes in the training market. In the case of advanced and specialised skill areas, companies are apparently prepared to pay training fees well above the normal tuition rates in the TVET market. (Thuc 2013)
- There is a widespread practice of TVET institutions providing financial compensation for training related costs to companies if they accept trainees for attachment. In fact, TVET providers appear to compete for attachment places through the compensation amount they are able to pay to employers.⁶

Apprenticeship practices

There are internships and apprenticeship practices in place, but these initiatives depend on the schools and the enterprises involved and are on a case-by-case basis; they need to be scaled up to the national level and regulated through government-industry agreements. Often, schools lack new equipment, which is often expensive, and teachers do not know how to operate certain equipment. As a result, when trainees go to the enterprises for internships, and have never been exposed to these new machines, they do not have sufficient time to learn how to operate them; they end up “just walking around and observing”.

⁵ Compilation of assessment studies on technical vocational education and training (TVET) ILO 2016

⁶ Financing of Technical and Vocational Education and Training (TVET) Viet Nam Report of a Fact Finding Mission Jutta Franz (GIZ 2007)

Vocational Training

Currently, Vietnam has about 300 vocational training establishments in all economic sectors. This includes 82 vocational schools and 106 vocational training centres. Those establishments actively develop their own training programmes suitable to each enterprise's production and technological features. In addition, these establishments also take part in vocational training for outside labourers. Annually, they train around 100,000 labourers in full-course, and hundreds of thousand people attend short-course training which have increasingly met the demands for technical workers. However, this type of training is still quite new and not every enterprise can apply it.

Foreign Direct Investment

Many businesses, especially foreign invested ones, have imported modern equipment, advanced technology, and applied modern management skills, which help increase labour productivity and enhance their competitiveness in the market. This enables them to attain better qualified labourers. At the same time, they are able to train employees by themselves for their own production technology. On the other hand, some enterprises, together with vocational schools, have proactively taken some part in training technicians. This investment and support, while encouraged and incentivised by government is not guided or controlled by the relevant ministries or department.

Some enterprises, especially the FDI ones, have trained newly recruited workers by helping them to perform their tasks more skilfully on the assembly line. A diverse vocational training network for enterprises has gradually met the market needs in terms of quantity, occupational, and level structure. The syllabi and teaching methods have been upgraded to match a business's highly specialized characteristics which often requires short-course training and quick adaption to changes in production technology.

On-the-job training

On-the-job vocational training gives workers the opportunity to be trained and to improve their skills directly at their work place. They are trained by veterans of the company/factory or by qualified teachers brought in from training centres. Or they can learn theory at the training centres, and practice at the factory/company. This type of training can also be done in handicraft villages in the form of handing down this tradition from this generation to the next.

Industrial Zones

Many well-trained employees are able to use modern facilities in industrial zones and export processing zones. A number of FDI enterprises have established vocational establishments such as the Dung Quat Vocational Training School (Dung Quat Industrial Zone), the Vietnam-Singapore (Vietnam-Singapore Industrial Zone) Semi-state College of Technique and Technology (Linh Trung Industrial Zone), the Sai Dong Industrial Zone's Training Center, the Bac Thang Long Industrial Zone's Training Center, etc. These zones offer tax breaks and other incentives to foreign or large companies, but training is independently developed. This model will be developed in the other industrial zones in the future. The advantages of vocational training in industrial zones are flexible programmes suitable to the enterprises' specific needs.

Industry training organizations

Sector councils or industry associations exist in all major economic areas, but they have limited resources and capacity; they need strengthening and capacity building (by the VCCI, and perhaps with ILO assistance in terms of improving tripartite mechanisms).

Quality

Skills testing and certification is generally undertaken at the TVET institutions, without industry participation, although some national skills testing initiatives have taken place in recent years. The lack of industry participation in the skills assessment process is a major concern because “schools are developing curricula that do not reflect private-sector realities, and then assessing graduates based on how well they have learned these curricula, which are not very relevant”. (Thuc 2013)⁷

Many high-quality institutions exist in Viet Nam, but a core problem is the extreme variation in quality (i.e., knowledge and skill attainments) of graduates. This holds true especially for practical skills, which account for the bulk of the time in vocational institutions.

Despite improvements following the TVET Law, training quality remains generally weak in Viet Nam, mainly due to old, outdated machinery and equipment at TVET schools, poorly qualified trainers, inadequate curricula, and ineffective testing and certification, all of which are linked to a certain extent to the issue of limited private-sector involvement. TVET institutions’ incentives are to have their students pass and graduate, but little attention is given to the relevance of the skills they have acquired, and there is limited feedback from the private sector into the process.

7. Lessons Learned

- The involvement of employers in TVET appears to be rather low in Vietnam and concentrated on large, mainly state-owned, and foreign company and those operating with advanced technologies. The fact that TVET institutions usually pay a compensation to companies for accepting trainees for attachment indicates a rather undeveloped ownership of the TVET system among employers.
- The value put on academic qualifications, together with the growth of university enrolment, makes it very difficult for TVET institutions to enrol new students, thus reducing the number of TVET students and making it unlikely that the targets of the Human Resources Development Strategy 2020 will be achieved.

Areas for change⁸ - ADB (2014) suggested the following:

Assessment.

Presently, teachers evaluate the performance of their own students. Without external assessment, many feel that the current forms of certification are meaningless. Some kind of external assessment is essential to quality training. Ideally, this would involve employers, as in Germany’s dual system of vocational training. As an alternative, professional societies should be tapped, to help ensure that required standards are met.

Instructors.

Upgrading programmes are integral parts of virtually all donor assistance. The upgrading should also be integrated into routine GDVT activities, so that, every 2–3 years, instructors have the opportunity for upgrading. This process should include exposing instructor groups to work experience in relevant enterprises, a major gap in the current teaching qualifications.

⁷ Dr Phan Chinh Thuc, the second from the Centre for Business engagement to promote quality vocational training in Vietnam 4 Promotion of Quality of Life

⁸ Technical and Vocational Education and Training in The Socialist Republic of Viet Nam - an assessment (ADB 2014)

Providing Right skills

GDVT should take steps to introduce more employer involvement and labour market realism in its standards development and curriculum development frameworks. Vocational training institutions should be given greater freedom to amend the frameworks (beyond the current 30%) when local market requirements call for variation.

Levy

The Viet Nam Chamber of Commerce and Industry expressed doubts that employers would accept levy financing. However, it is possible that enterprises would be open-minded toward such a system, if they had confidence it would work properly. There are concerns about a high bureaucratic burden and misuse of the fund's resources. One way to overcome initial employer resistance is to ensure that employers have a major say in how the funds would be allocated.

Governance and management.

Managers of vocational training centres and vocational secondary schools are appointed at the provincial level. Managers of vocational colleges are appointed at the national level. The law does not specify any outside participation in the management of public vocational institutions (Article 47). However, it does state that curriculum appraisal committees at each public institution can include "employers who are knowledgeable of the vocation".

Quality Assurance

Strengthen the roles of stakeholders in monitoring training quality. Establish the National Vocational Training Council composed of state agencies, experts, enterprises, employers, employees, and other stakeholders.

National Vocational Training Council

The establishment of the National Vocational Training Council is not likely to be effective, unless the council has a major representation by enterprises and employers, and unless it has real authority to make decisions.

Further Challenges⁹

First, the model of school-based or school-driven training has been entrenched in the VET sector since it was established in 1969. Thus, it is ingrained in the perception of all classes of society. The shift from the school-driven model to the industrial-led model requires not only the involvement of the government but also the positive support of industries. This shift will also require the VET providers to take the initiative in developing partnerships with industries. Second, the VET sector is negatively perceived by students, parents and industry. With the concerted efforts of the government and significant investment in the sector, it is vital that the image of the sector is improved. A campaign to market the sector needs to emphasize the fundamental reforms proposed.

⁹ The Relationships Between the Vocational Education Training Providers and Enterprises: Theory and Practice, Vi Hoang Dang Namdinh Vocational College, Vietnam, 2016

Annex

Case Studies

Stories of success – Dong Thap Community College

Dong Thap Community College (DTCC) is administratively governed by the People's Committee of Dong Thap Province and technically supported by Dong Thap Department of Labour, Invalids and Social Affairs, providing two- and three-year training programmes with well-recognised certifications in the region.

During 2011-2012, DTCC recruited approximately 2,000 college and intermediate-level students. Full-time training programmes include locally popular vocations such as food technology, business accounting, applied information technology, aquaculture cultivation, fisheries, veterinary service and plant protection. The part-time training programmes were designed to meet business-driven demands in the areas of accounting, business administration, conversational English skills, culture management and land management. DTCC also provides distance-training programmes in accounting, business law and business administration.

Stories of success – Can Tho Technical and Vocational College

Can Tho Technical and Vocational College (CTTVC) is a vivid example of a VC that has strong linkages with companies. In 2012, CTTVC signed a Memorandum of Understanding (MOU) with Bosch, a multinational engineering and electronics company, which enabled students to practice with Bosch manual electric tools. Within the agreement framework, CTTVC and Bosch co-organised a workshop entitled 'Safety in Using Manual Electric Tools' for all students.

CTTVC also signed an inter-sectoral MOU for cooperation in vocational training, apprenticeships, and employment placement for the college's students with the Management Boards of Export Processing Zones in Can Tho City. Through this MOU, CTTVC has been working with 35 companies in the export processing zones. Representatives of these companies attended a workshop that CTTVC organised in order to obtain feedback, comments and assessment on the Colleges' training programmes.

Other Schools

Other schools, such as the *Vocational High school of Mekong Delta Region* and the *High School of Tourism*, also have partnerships with local companies, which accept students for apprenticeships and

recruit from the schools. The Vocational High school of Mekong Delta Region has engaged with construction, waterway, and vehicle assembly companies such as Truong Hai Company (a locally popular vehicle producer) to place their students for apprenticeships. The High School of Tourism has reached an agreement with the Ninh Kieu Hotel and Xuan Khanh restaurant that allows its students to practise their skills.

Centre for Employment Introduction of Can Tho City

The centre provides vocational consulting services and in-depth vocational counselling, and it collects labour market information. DOLISA has recently directed the centre to focus on job introductions, employment counselling and transferring vocational training demands to vocational schools where training staff and equipment are available. In the near future, the centre is expected to

conduct short-term training courses on soft skills such as industrial working behaviour, communication, English, etc. The centre's Unit for Labour Market Information is currently involved in a project to develop a labour market information system, implemented by MOLISA with support

from the International Labour Organization (ILO).

In Can Tho City and neighbouring provinces such as Vinh Long Province and Ho Chi Minh City. Private TVET providers offer a wide range of training courses, many of them at the elementary level. Training duration varies between one and six months and training fees vary from 700,000 VND up to 15,000,000 VND depending on training contents and duration. Examples of private TVET providers include the following:

- *Nha Thanh Vocational Centre* is staffed with an experienced training team of more than 20 trainers who apply active learning and teaching methods. Nha Thanh Centre is well known for its practical and applied training programmes such as photo editing, graphic design, web design, web administration, mobile phone repair, and computer repair.
- *Kitchen-Bartender Skill Training Establishment* provides training courses in hospitality services including cocktail preparation, cooking, and fruit and vegetable presentation. They also offer express courses for bar owners and employees living far from central Can Tho or in other provinces.
- *Huynh Qui Vocational Cooking Co., Ltd* has provided training for over twenty years. The company offers short cooking courses (approximately four months) ranging from basic skills to chef level. The company has an experienced training team of well-known cooks and trainers and has an employment rate of 80-90%, with most trainees being hired by medium and large restaurants.
- *Mekong Star Joint Stock Company* is a member of the Can Tho Business Association. The company provides a range of services including brand consulting and development, construction and training. Mekong Star provides practical 'soft' skills training such as time management, teamwork, negotiation skills and public speaking skills. Approximately 200 to 300 trainees enrol in their training programmes every year.
- The *Tay Do Vocational Training Centre* and *Vinh Tri Vocational Training Centre* have formal agreements with companies who recruit their trainees upon course completion. The Tay Do Vocational Training Centre has signed a five-year contract with Yamaha, the motorbike company, which not only provides the centre with updated information regarding its technology and products but also recruits the graduates to work as its sales agents. The Vinh Tri Vocational Training Centre has signed agreements with Phuong Dong Seafood Co., Ltd and Nam Hai Foodstuff Co. Ltd, aquaculture companies for apprenticeships and job placements.

The Vietnam–Singapore Technical Training Center (VSTTC) was established in 1997 with technical assistance of about VND 60 billion from the government of Singapore. VSTTC is located in front of the Vietnam–Singapore Industrial Park (VSIP) in Binh Duong province, next to Ho Chi Minh City. The Binh Duong People’s Committee directly supervises the operation of VSTTC. VSTTC attempted to supply skilled workers to enterprises in VSIP. For this, the centre provided 6-month (1,100 hours) training courses in 5 fields: (i) electrical maintenance; (ii) mechanical maintenance; (iii) machining; (iv) electronics; and (v) mechatronics. VSTTC held regular meetings with enterprises in VSIP and tried to adjust curricula and course designs to meet their labour and skill demands. For instances, responding to an increasing demand for mechatronic technicians, VSTTC increased the enrolment capacity of its mechatronics course. As a result, all graduates found jobs—mostly in enterprises within VSIP— immediately after completing the courses.

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