



GENERAL DEPARTMENT OF VOCATIONAL TRAINING  
National Institute For Vocational Training



# Vocational Training Report - Viet Nam **2012**



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## **FOREWORD**

*According to the Strategy for Socio-economic Development (2011-2020), the 11th National Congress of the Communist Party of Viet Nam has set the goal for Viet Nam to become a modern industrialized country by 2020. To meet this goal, one of the challenges that Viet Nam needs to overcome is to improve the quality of human resources. The 8th Politburo of the 11th Central Executive Committee issued Resolution 29-NQ/TW on “Radically and fundamentally innovating education and training to meet the requirements of industrialization and modernization in the socialist-oriented market economy and international integration.” The Resolution confirms the Vietnamese government’s vision that “education and training policy must be the nation’s top priority” and stressed, “prioritizing education is prioritizing development. Thus, education should be fostered among other socio-economic development programs”. The resolution also states that radically and fundamentally innovating education and training means to make changes in key and targeted issues concerning how to adopt suitable methods to realize the reformed policies to foster the policy-making process and apply the policy in reality. Vocational training is a part of the national education system. Therefore, it is important to develop vocational training fundamentally and comprehensively aligning it with other social and economic development. Vocational training has its own specificities, for instance, vocational training should be attached closely with changes in the labor market, business sectors, or the training of laborers in rural areas, etc. Thus, vocational training should adopt and design suitable approaches and solutions.*

*The “Viet Nam Vocational Training Report 2011”, published in 2012, was highly appreciated by policy makers, scientists, and national and international experts in the field of education. The report served as the official document at the Regional Conference on Vocational Training held in October 2012 in Hanoi, Viet Nam. The conference was co-organized by the Ministry of Labor, Invalids and Social Affairs (MOLISA) and the German Federal Ministry for Economic Cooperation and Development (BMZ). The report was widely circulated in the Worldskills Contest in July 2013 in Leipzig, Germany, where it received compliments among the international participants.*

*Based on the success of the “Viet Nam Vocational Training Report 2011”, the National Institute for Vocational Training (NIVT) has gathered further development in the “Viet Nam Vocational Training Report 2012” with the goal to provide continuously systematic information for policy makers, vocational institutional leaders, and business entity managers, as well as related international organizational advocators. Based on the 8th Politburo of the 11th Central Executive Committee’s Resolution 29-NQ/TW, the report aims to map out the current overview of vocational training in Viet Nam as a big picture (up to December 2012) to show*

*the strengths, weaknesses, and limitations of the vocational training policies. The report will provide recommendations to improve the limitations of the given policies to enhance the effectiveness and efficiency of vocational training in Viet Nam, as well as the quality of human resources for the developing economy. The 2012 report analysis is based on data provided and published by the local authorities, such as the General Statistics Office (GSO), the Ministry of Labor, Invalids and Social Affairs (MOLISA)/General Department of Vocational Training (GDVT), and other international organizations in Viet Nam. As noted in the 2011 report, there are discrepancies in the data provided and published by different authorized agencies due to their different data collection approaches. These are explained and noted in the report. Furthermore, by the time of publishing (February 2014), some data and information might have been already out of date. However, to ensure consistency of the report, we only used data collected through 31 December 2012 in this report. The General Department of Vocational Training also bases this report on the results of related evaluations. Due to the combination of data from various resources, there could be a few minor unavoidable mistakes.*

*After the prologue, the report is outlined as follows:*

*Part I: Key findings*

*Part II: Key components of the Vocational Training System (including 10 components)*

*Part III: Recommendations and Policy Implications*

*Bibliography*

*Appendices*

*Representatives of the various departments of the General Department of Vocational Training (GDVT) jointly developed the report. Furthermore, many workshops, forums, and roundtables with different national and international stakeholders of the Vietnamese vocational training system were organized. The Viet Nam Vocational Training Report 2012 is developed within the framework of international cooperation between the National Institute for Vocational Training (NIVT), German Federal Institute for Vocational Education and Training (BIBB) and Deutsche Gesellschaft für Internationale Zusammenarbeit (German Development Cooperation, GIZ). Therefore, the report has received numerous technical comments on the content and format from these two organizations. However, remarks and assessments provided in this report are objectively based on the nature of science research and do not necessarily reflect official views of state management agencies on vocational training.*

*Given the limitations and constraints mentioned above, the Viet Nam Vocational Training Report 2012 may not be able to avoid mistakes and shortcomings. The editorial committee appreciates any comments and contributions from readers via NIVT's address at No. 100 Tue Tinh Street, Ha Noi, Viet Nam, or via email: [vien\\_khdn@yahoo.com](mailto:vien_khdn@yahoo.com).*

**The Editorial Committee**



## ACRONYMS

ADB	Asian Development Bank
AHK Vietnam	German Industry and Commerce in Vietnam
ASEAN	Association of South East Asian Nations
BIBB	German Federal Institute for Vocational Education and Training
BMZ	Federal Ministry for Economic Cooperation and Development
CIM	Center for International Migration
CoEs	Centers of Excellence
DOLISA	Departments of Labor, Invalids and Social Affairs
FAO	United Nations 'Food and Agriculture Organization
FDI	Foreign Direct Investment
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German Development Cooperation, GIZ)
GDVT	General Department of Vocational Training
GSO	General Statistics Office
IT	Information Technology
JAVADA	Japan Vocational Ability Development Association
JICA	Japan International Cooperation Agency
PPP	Private Public Partnership
MARD	Ministry of Agriculture and Rural Development
MDG1	Millennium Development Goal 1
MOET	Ministry of Education and Training
MOF	Ministry of Finance
MOIT	Ministry of Industry and Trade
MOLISA	Ministry of Labor, Invalids and Social Affairs

MPI	Ministry of Planning and Investment
NIVT	National Institute for Vocational Training
NQF	National Qualification Framework
NVQF	National Vocational Qualification Framework
ODA	Official Development Assistance funded
TVET	Technical and Vocational Education and Training
VCCI	Vietnam Chamber of Commerce and Industry
VND	Vietnamese Dong
WTO	World Trade Organization



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*The Viet Nam Vocational Training Report 2012 was completed with relentless efforts by the researchers of NIVT under a time constraint. The report could not be completed without effective support and cooperation from various departments under GDVT, GIZ Viet Nam, and the German Federal Institute for Vocational Education and Training (BIBB).*

*The report's main objective is to continue providing systematic information and evidence on vocational training to related policy-makers, heads of vocational institutions, human resource training and development companies, international organizations with interest in vocational training in Viet Nam, Vietnamese businesses and laborers. Also, through the collecting and developing process, the report is also intended to strengthen capacity for the staff of NIVT in terms of conducting research and organizing scientific activities in the field of vocational training.*

*The report has been conducted by a team of authors including: Assoc. Prof. Dr. Mac Van Tien, Msc. Pham Xuan Thu, Msc. Nguyen Quang Viet, Msc. Mai Phuong Bang, Msc. Nguyen Thi Minh Nguyet, Msc. Phung Le Khanh, Msc. Nguyen Quang Hung, Msc. Nguyen Quyet Tien, Bsc. Nguyen Thi Le Huong, Bsc. Le Thi Hong Lien, Bsc. Pham Huynh Duc, Bsc. Nguyen Ba Dong and other researchers of NIVT. Three international specialists of the Center for International Migration (CIM) also contributed: Dr. Steffen Horn, Mr. Kai Steger, and Mr. Michael Buechele.*

*We would like to express our sincere gratitude to the General Directorate of GDVT, especially Assoc. Prof. Dr. Duong Duc Lan, Director General for his approval and direction given to us, and Assoc. Prof. Dr. Cao Van Sam, Deputy Director General, for his instructional guidance and professional comments from the preparation stage to the finalization of the report. We highly appreciate active support and provisions of information to the report by the leadership and collaborators of various departments under GDVT. In addition, we are also thankful for the technical and financial support given by GIZ Programme Reform of TVET in Viet Nam particularly the support and contributions provided by Dr. Horst Sommer, Director of Programme Reform of TVET in Viet Nam), Ms. Beate Dippmar (Senior Technical Advisor), Mr. Philipp Lassig (Technical Advisor), Mr. Nguyen Dang Tuan (Project Coordinator), and other colleagues in the program. We would like to thank the effective cooperation of colleagues from*



*BIBB especially H.E. Prof. Dr. Friedrich Hubert Esser, President of BIBB, H.E Michael Wiechert, Mrs. Britta Van Erkelens, and Mrs. Ilona Medrikat for their specific technical support toward the finalization of the report. We also want to thank vocational training institutions and companies for their participation in several surveys, which provided valuable practical information for this report. In particular, we would like to express our special thanks to Dr. Ha Xuan Quang, Vice Director of Ha Noi University of Industry, who provided valuable information on the assessment of businesses and enterprises on the relationship between trainings and employment through vocational training.*

*On behalf of the editorial team, we would like to extend our gratitude to all participating researchers and officials of NIVT, including those whose names are not mentioned here but due to their active contributions, assistance, and assurance of technical logistics and administration in the process of conducting research, this report is completed.*

**Institution's Director**

A handwritten signature in black ink, appearing to read 'Mac Van Tien', written over a horizontal line.

**Mac Van Tien, PhD**

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## KEY FINDINGS

The Viet Nam Vocational Training Report 2012 is structured into 10 sections and developed based on statistical data, surveys, and poll results, as well as on secondary materials. It does not only outline basic problems of Viet Nam vocational training in 2012 but also indicates major directions in vocational training in Viet Nam. The analysis led to the following key findings:

### **1) Policies and regulations on vocational training have been supplemented and have gradually become more accomplished**

The Vietnamese TVET Strategy for Development 2011-2020 has been presented for the first time. The Strategy set goals for each field and in each period (e.g., school's admission, vocational institution network, vocational teacher and trainer, curricula, syllabi, qualification framework, connection between vocational trainings and labor markets, etc.). The Strategy also identifies solutions to achieve these goals. This will act as the basis for further supplementing of regulations and policies for the development of vocational training in the future.

Cooperation with foreign organizations who are interested in education and vocational training are specified in the details. This will create a legal framework for foreign organizations and individuals who are supporting and cooperating with Vietnamese partners in education and vocational training.

Creating and expanding a consistent system in education and training from vocational secondary schools and vocational colleges to higher levels of education so that apprentices would be able to strengthen

their education level as well as enhance their competencies in lifelong learning.

### **2) The labor market continues to have strong impacts on vocational training**

Labor forces are unevenly distributed between rural and urban areas and among various regions in the country. There is a significant difference in qualifications between the labor force in rural and urban areas. The transfer of labor is actively taking place, typically from the rural to the urban areas, and from Central to Southern regions, concentrating in the young population age group of 15 to 34 years old and mostly unskilled workers without professional or technical qualification.

The Vietnamese labor market can be characterized as having abundant workers in agriculture, low-skilled labor supply in rural areas, unevenly distributed, and the ability to transfer remaining limited. Labor demand, in terms of quantity is relatively low and the majority of workers are still working in occupations that require no professional or technical expertise. Rural areas provide the major percentage of employment. Despite the fact that the development and construction of the service sectors have started to increase due to urbanization accelerated along the development of industrial areas or export processing zones, employment for transferred laborers is still lacking.

Among unemployed workers, the age group from 15-24 accounts for the highest proportion. Unemployment among laborers with professional and technical expertise is highest for those with college degrees or higher.

Labor markets have not yet honored the value of labor because the income of vocational trained workers is roughly equivalent to that of workers with a college degree but only about 2/3 of the income of workers with a higher degree from universities.

### **3) Networks of vocational institutions have developed widely and diversely; initially formed high-quality vocational schools**

In 2012, the number of vocational colleges rose sharply as opposed to the decrease of vocational secondary schools.

40 high quality vocational schools are under construction and to be completed by 2020.

Occupational groups for which many vocational institutions deliver trainings include: mechanical engineering technology, electrical engineering, electronic engineering, information and telecommunication technology, accounting and auditing (mainly business accounting) etc. Only few institutions, particularly vocational colleges, deliver trainings for occupations in agricultural fields or specific occupations such as mining technology, oil and gas drilling technology, etc.

Vocational institutions are unevenly distributed among socio-economic regions, economic zones, and among local areas within each region. Vocational institutions, particularly vocational colleges and secondary vocational schools, are mainly concentrated in urban areas.

Private-owned vocational enterprises are increasing in quantity but still account for a low share of the total of vocational institutions and mainly deliver trainings to on occupational groups with a low investment level.

### **4) The pool of vocational teachers has rapidly increased in numbers but not to a significant level in terms of professional expertise, pedagogical and occupational skills. There is a wide gap in their performance quality among regions and many have yet to meet the requirements of the vocational training system**

The pool of vocational teachers has rapidly increased in quantity with qualifications of at least a college degree. They are qualified for performance of occupational practice, pedagogical skills, foreign language and computer skills. However, many have not yet met the requirements of the enhanced vocational training quality. It is imperative to improve teachers' training to enhance performance quality of vocational teachers at the standardized level in order to meet the requirements of the vocational sector.

The ratio of teachers who are capable of integrated teaching has significantly increased by 41% nationwide but these numbers have not yet met the requirements of renewing teaching methodology to improve the quality of vocational training. Thus, enhancing practical skills, renewing teaching methodology toward integrated teaching skills, and implementing learning capacity is urgently needed.

Foreign language and computer skills among vocational teachers are still limited and reduce their abilities to update information, collect knowledge, and integrate technological advancements in teaching. Therefore, training in foreign language and computer skills continues to be necessary.

### **5) The pool of vocational professionals/managers in vocational institutions has**

### **increased in quantity and improved in quality but their professional skills remain limited**

There are still not enough vocational managers and professionals employed by the government. Employments fluctuate and they lack professional training themselves because most of them don't have training in management skills and vocational training skills.

The number of vocational managers at DOLISA's departments is small and they have inadequate professional skills due to a lack of having no in-depth training in managing vocational training institutions. Thus, they need regular specialized management trainings.

Vocational managers in vocational institutions have increased in both quality and quantity. These managers have better qualifications including foreign language and computer skills. The ratio of experts and main specialists increased while the proportion of those having managerial skills on vocational training decreased. Therefore, it is essential to offer professional management trainings to vocational managers in vocational institutions.

### **6) The number of apprentices tends to decrease when it comes to qualification certification due to difficulties in admissions**

The majority of vocational institutions face difficulty meeting the quota of apprentice enrollment. It is because the majority of apprentices are under categories of incentive policy beneficiaries. The proportion of streaming secondary graduates into vocational schools remains low. Only admissions of primary graduates account for a large proportion.

Even high quality vocational schools and vocational institutions with core occupation training face admission difficulties, particularly in vocational colleges and vocational secondary schools.

Massive admission at universities and colleges reduces the number of candidates for vocational schools. Also, businesses and enterprises in Viet Nam faced difficulties in 2012 and reduced the incentive to recruit workers as result.

### **7) The share of vocational graduates increases significantly. Occupation exams that were conducted with an exam item bank generated better results. More students found jobs after graduation in comparison with those who stayed in the same occupation trained by the vocational institutions**

The proportion of graduates for all occupations is relatively high but low in comparison with the total enrollment of apprentices due to dropouts or those who do not meet the requirement of taking final exams.

Occupation groups technologies and services have a high graduation rate. Trainees found jobs within their profession such as mechanics, electrical engineers etc.

There are differences between the two forms of graduation exam. More students graduate with a fair to good classification if they have taken the exam based on an exam item bank.

### **8) Continue to establish and develop a set of National Occupational Skill Standards and organize occupational skill assessment for workers**

Internationally advanced methods are used in establishing and developing a set of National Occupational Skill Standards

with participation from businesses and specialists in the field of vocational training. Besides developing a set of standards for newly introduced occupations, standards for existing occupations are also improved and supplemented.

40 sets of exam item bank questions have been developed according to assessment of the national occupational skills.

The pool of well-trained evaluators, who can undertake evaluation of workers' occupational skills is continuously being developed.

The government has granted certificates to 14 national occupational skill assessment centers and a total of 23 occupations have been taken into assessment.

Although the occupational skills assessment program is only in the pilot stage in Viet Nam, it has been creating more opportunities for workers to find jobs and enjoy better remunerations. The assessment helps employers to gain better recruitment and provide appropriate payment. In the context of Viet Nam participating in regional and international integration, it is essential to continue to improve institutional systems and policies in human resource development and enhance workers' vocational skills to meet the requirements of socio-economic development. The practical activities assessment of the vocational skills of workers is the basis for developing regulations that will assess vocational skills, which is defined in the Law on Employment (passed in 2013).

### **9) Accreditation for vocational training quality plays an important role in improving the quality of vocational training**

The Red River Delta and Southeast regions of Viet Nam have a higher ratio

of accredited institutions for vocational training quality than other socio-economic regions. Overall, these regions received more vocational training opportunities than others.

Vocational institutions, which were not certified by the accreditation, usually gain a higher qualification level when participating again in the accrediting process. This shows the effort of vocational institutions in improving the quality of vocational training within the scope of accreditation for vocational training quality.

Starting from 2012, the GDVT piloted accreditation for vocational training quality. This project was in accordance with the Decision No. 1714/QĐ-LĐTBXH dated 26/12/2011 on the approval of establishing and experimenting with a standard system of accreditation qualified training programs.

A pool of experienced and capable accreditors has been formed to undertake the task of accreditation for vocational training quality.

### **10) Budgets for vocational training have been given special attention but allocated unevenly and utilized ineffectively**

The Development Strategy for Vocational Training (2011-2020) was approved by the Vietnamese Prime Minister in Decision No. 630/QĐ-TTg issued on 29/5/2012. However, after a year of implementing the Strategy, only two of the six proposals were implemented including the "Vocational Training for Rural laborers" (approved in 2009) and the "Renovation and Development of Vocational Training" (implemented from 2011 under a fund from the National Target Program). Meanwhile, the proposal of "Renovation and Development of Vocational Training" was not carried out. Although the Strategy's aims and plans are



quite specific, achievement will be a huge challenge for the vocational training sector because of the current implementation pace.

In addition, the allocation of financial resources for these projects is insufficient. During the three years of implementation, the “Vocational Training for Rural laborers” got financial support from three different Target Programs. The “Renovation and Development of Vocational Training” also got funding from two different Target Programs within its two years of implementation. Only since 2012, these two projects got financial allocation from the National Target Program on Employment and Vocational Training for the four-year development period (2012–2015).

The budget for the “Renovation and Development of Vocational Training” in 2012 only accounted for 8,2% of the total investment of the four year period. Allocation of the local budget was a major challenge. In 2012, the local budget mobilized only 1,1% of the total budget while it was supposed to be 52,6% of the total budget for the period of 2012-2015.

Official Development Assistance (ODA) funded projects in vocational training have provided active support in achieving the Vocational Training Development Strategy’s objectives. They have strengthened infrastructure, identified investment in core occupations and demand driven occupations, and supported the system of standardized assessment and certification of the National Standard Occupational Skills.

Overall, ODA-funded projects have made significant contributions in strengthening the vocational training

system. Monitoring and evaluation of these projects would create further results and benefits for vocational training in Viet Nam.

### **11) Cooperation between corporations in vocational training**

Cooperation between vocational training institutions and businesses and enterprises has been increasing rapidly. Surveys show that most enterprises are willing to participate in cooperative training activities with vocational training institutions. This is potentially a great cooperative training program development.

Cooperative programs between vocational training institutions and enterprises are more popular in the form of internships, which is the best way to bring a positive impact on students’ knowledge and skills. Other cooperative programs have also been delivered but their impacts on students’ knowledge and skills are not as significant as the internship program’s due to many obstacles that restrain the cooperation.

Some information on cooperative training activities between training institutions and German companies has been included in the report. Thus, recommended methods are identified in order to foster mutual benefits in vocational training between collaborators. It also encourages participation from all stakeholders as well as identifies recommendations on a suitable cooperation model in Viet Nam.

### **12) Vocational training for rural laborers has gradually transformed from general training to in-depth training and from quantity to quality**

The vocational training for rural laborers in accordance with the Project 1956 has continued to receive much attention from

all sectors, locals, social organizations, and occupations.

In 2012, based on the training results under different training models, effective models have been disseminated and have resulted in a high proportion of graduates finding suitable jobs, especially among the ethnic minorities and underprivileged people in rural areas.

Vocational training for rural laborers in 2012 obtained a higher efficiency (number of employees, number of people above poverty line, number of well-being people) and achieved a more sustainable basis than over the past two years.

After participating in vocational training, a large segment of the rural labor force continues to remain in their occupations but improves their labor productivity and efficiency, saving production costs, thus increasing revenue. Some of the trained rural laborers found new jobs in industrial facilities, small industries and handicrafts and services in their own area, successfully getting out of farming without leaving their original locations. Their income increased, some are above the poverty line, and some even generated higher income. Many contributed to the transformation

of the economy and changes in rural labor structure, thus helping with the establishment of new rural development.

Vocational training by issuing training cards has many advantages compared to the training without using them. Agricultural trainings for rural laborers in the form of issuing training cards provides trainees with more choices of occupations, which are suitable for their practical learning, and a better selection of high quality training institutions.

Organizing vocational training is associated with local development strategy and planning because workers' needs and living conditions are based on their family's condition. This achieves more efficient training results in increasing the proportion of workers who can apply their training on jobs and minimizing training inefficiencies.

These key findings presented in this report are based on analysis of current conditions and status of vocational training in Viet Nam. Although incomplete, they will be key locators for adjusting relevant vocational training policies and practices to improve vocational training quality in Viet Nam.

## 1. VOCATIONAL TRAINING POLICIES

### 1.1. Overview of Viet Nam's national education system

Viet Nam's education system consists of four main levels: early childhood, general education (primary school, lower secondary school and upper secondary school), professional training (vocational schools and vocational training) and higher education with various types (formal education, continuing education).

According to Education Law 2005 (revised in 2009), the Law of Vocational Training and the Law of Higher Education, the national education system includes:

a) *Early childhood education*: includes nursery schools and kindergartens. This is the first level in the national education system. It is the link between family and primary education.

b) *General education*: helps students to be comprehensively developed, having a high sense of morality, possessing good knowledge, physical health, aesthetic tastes and other basic skills that form personality and Vietnamese civic responsibility. This phase of education prepares students to further their education or start working, participating in protecting and building the nation.

General education consists of primary education, secondary education and high school education.

c) *Vocational training*: prepares a worker to be trained for a technical profession and be capable of performing that profession under no supervision, and applying technologies and skills in their work. He/she also learns morality and professional

conscience, sense of discipline, professional working attitudes, and maintaining good health so that he/she will be able to find or create jobs or continue further learning.

Vocational education has professional secondary education and vocational training. Vocational training has vocational primary level, vocational intermediate level and vocational college.

- *Vocational primary level*: equips the apprentices with technical knowledge and the capability to carry out a job or apply technologies in their work. He/she also possesses a high sense of morality and professional conscience, a sense of discipline, professional working attitudes, and maintaining good health so that he/she will be able to find or create jobs or continue further learning.

*Vocational intermediate level*: equips the apprentices with technical knowledge and capabilities of carrying out a job and be able to apply technologies in their work. They are able to work independently or with a team. They also possess a high sense of morality and professional conscience, a sense of discipline, professional working attitudes, and maintaining good health so that he/she will be able to find or create jobs or continue further learning.

*Vocational secondary level*: equips the apprentices with technical knowledge and the capability to carry out a job. They are able to work independently or with a team, have ability to be creative, apply advanced technology into work, and resolve complex situations in practice. They also possess a high sense of morality and professional conscience, a sense of

discipline, professional working attitudes, and maintaining good health so that he/she will be able to find or create jobs or continue further learning

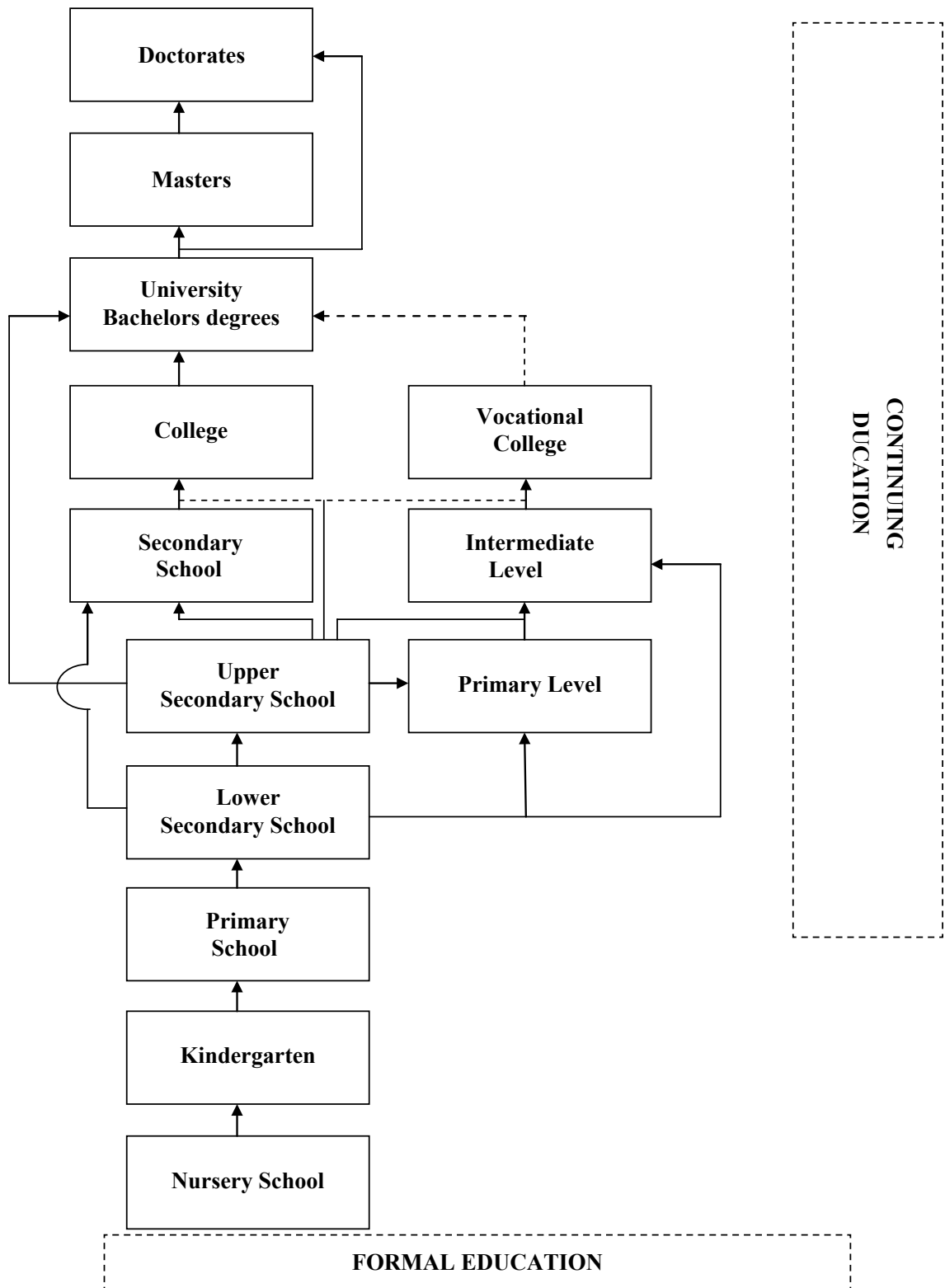
*d) Higher education and post-graduate:* is to (i) create work forces, enhance general knowledge, foster talents, generate knowledge by studying science and technology, create new products and services for the development of society and the economy, assure national security and international integration; (ii) to equip learners with political attitude, high sense of morality, knowledge and skills to carry

out a profession, have the ability to conduct research and apply science and technology at the level of education, maintaining good health, being creative and aware of professional responsibility; being able to adapt to working environment and provide services to the people.

Higher education and post-graduate education includes: vocational college graduates, university Bachelor degree, Masters degree, and Doctorates.

The following diagram presents Viet Nam's national education system:

Diagram 1. Viet Nam's national education system



**1.2. Overview assessment of major policies and legal documents related to vocational education issued in 2012**

**The Labor Law 2012**

On 06/18/2012 at the 3rd Conference, Session XIII, the National Congress passed the Labor Law No. 10/2012/QH13 with

17 chapters and 242 Articles (19 more Articles compared than the previous Law). The Law takes effect from May 1st, 2013. The Labor Law of 2012 has many new features compared to the old law. This report only mentions those new features that are related to vocational education.

**Table 1: Comparison of the Labor Law (2012) and the previous one**

Labor Law (previous Labor Law)	Labor Law (2012)
Name: Chapter: VOCATIONAL TRAINING	Chapter: VOCATIONAL LEARNING AND TRAINING, VOCATIONAL SKILL AND GRADE IMPROVEMENT
Article 20. The vocational learners and apprentices in manufacturing facilities must be 13 years old, except for the occupations prescribed by the Ministry of Labor, War Invalids and Social Affairs.	Article 61. Vocational learning and apprenticeship towards employment 1. When the employer recruits vocational learners and apprentices to work for them, the vocational training registration is not required and school fee collection is prohibited. The vocational learners and apprentices in this case must be 14 years or over and physically capable of the vocational demand, except for the occupations prescribed by the Ministry of Labor, War Invalids and Social Affairs. Both parties must sign the vocational training contract. The vocational training contract must be made into 2 copies, each party shall keep one copy.
Article 23. Time of learning and training on job depends on number of years of working experience at the manufacturing facility	Not specified
Article 24. The vocational training contract must include the objectives of training, venue of training, training costs and expenses on the trainers, duration of training, compensations when the training contract is being violated.	Article 62. The vocational training contract between the employer and the employee, vocational training cost 2. The vocational training contract must include the following contents: a) The vocation being trained; b) The training location and duration; c) The training cost; d) The duration that the employee commits to work for the employer after being trained; e) The responsibility to return the training cost; g) The responsibilities of the employer. 3. The training cost includes the expenses of the trainers, the documents, the school, the equipment, and the practice materials and, supportive expenses for the learner, the salary, and the social insurance medical insurance payment being paid during the training. In case the employee is sent to study overseas, the training cost shall include the travel cost and living cost during the time living overseas.



**Central Party Committee-Section XI promulgated the Resolution No. 15-NQ/TW at the Fifth Conference on some issues of social protection in the period 2012-2020.**

In the past several years, the Vietnamese Communist Party and the Government have always been interested in implementing and reforming social assistance policies, considering them as objectives and motivations for sustainable development, fostering social and political stability. The social assistance policy system has become more efficient at better benefit levels to beneficiaries of the policy.

Viet Nam is recognized as one of the leading countries in implementation of a number of United Nations' Millennium Goals. However, as social assistance is still facing limitations and experiencing slow recovery in some fields such as the rate of job generation and poverty reduction is low, while the rate of near poverty and falling back into poverty are high, quality of education and training has not been keeping up with the developing of the socio-economies. There is a low rate of compulsory education coverage among ethnic minorities.

To provide a solution, the National Congress' 11<sup>th</sup> Central Executive Committee issued Resolution No. 15-NQ/TW dated 01/6/2012 on some issues concerning social welfare policies in the 2012 - 2020 period. This report only highlights issues that are related to education and vocational training:

**General objectives:** by 2020, basically ensure social security and a minimum level of income, education, health, housing,

water and information and communication, contributing to gradually rising income, ensuring safety, equality and happiness of the people.

**Task and Solution:** To achieve these objectives, a number of tasks and solutions need to be implemented as follows:

*Employment, income, and poverty reduction*

Complete and further foster the implementation of current policies that support production development, job generation, vocational training, sending workers to training opportunities abroad, prioritizing poor people, people of ethnic minority groups in poor districts, poor communes, and villages that are especially poor; Developing and implementing the Employment Act, and urgently developing the public employment program; Maintain unemployment rate below 3%, and the urban unemployment rate below 4% by 2020.

*Provide minimum education for the people, especially for the poor, underprivileged, or people of ethnic minority.*

Continue to implement strategies, programs and projects in education; Expand and strengthen the support regulations, especially for youth, youth from poor households, ethnic minority people in poor districts, communes and especially poor villages to assure sustainable education is compulsory; Increase the number of students in ethnic boarding schools, extend the semi-boarding schools model; Establish build and invest in kindergartens in industrial parks and rural areas; Formulate preschool compulsory education among children under 5 years old; Increase

the quality of lower secondary school compulsory education, especially among the poor children, ethnic minorities and under privileged children; By 2020, 99% of children will start school at the right age at primary level, and 95% at the lower secondary level; 98% of people aged 15 and older will be literate; and more than 70% of workers will be trained.

### Strategy for Vocational Training Development in the period of 2011-2020.

*The Viet Nam Vocational Training Development Strategy (2011-2020)* was approved and mentioned in Prime Minister's Decision No. 630/QĐ-TTg dated May 29, 2012. The Strategy includes three parts: (i) objectives of vocational training from 2011-2020; (ii) vocational development solutions; (iii) implementation organization.

#### *General objectives of vocational development period 2011-2020*

By 2020, vocational training will meet the needs of the labor market in terms of quantity, quality and structure of vocational training qualifications; The training quality of some occupations should reach the level of developed countries in the region ASEAN and the world; Form a team of skilled workers to contribute to improving national competitive capacity; Maintain vocational compulsory education for workers, contributing to the restructuring of labor, increasing incomes and reducing sustainable poverty, ensuring social security.

#### *Specific objectives of vocational training development period 2011-2020*

The implementation of vocational training aims to increase trained laborers by 40%, equivalent to 23,5 million in 2015

(including vocational intermediate level, vocational college level, accounting for 20%) and 55% in 2020, equivalent to 34,4 million people (including vocational intermediate level, vocational college level, accounting for 23%).

In the period 2011-2015, new training of vocational college level and vocational intermediate level is about 2,1 million people, primary and vocational training under 3 months is about 7,5 million people, including 4,7 million people who are supported by vocational training according to the scheme: "Vocational training for rural laborers to 2020" ( the project on 1956).

In the period 2016-2020 new training of vocational college level and vocational intermediate level will be about 2,9 million people (in which 10% reached national level, ASEAN and international), primary and vocational training under 3 months will be about 10 million people in which 5,5 million are supported by vocational training according to the scheme 1956.

By 2015, will have about 190 vocational colleges (60 non-public schools, accounting for 31% high quality vocational schools); 300 vocational intermediate schools (100 non-public schools, accounting for 33%) and 920 vocational centers (320 non-public centers, accounting for 34,8%); Each province/city directly under central authority has at least one vocational college and one standard model for a vocational center; Each district/province/commune has one vocational center or vocational intermediate school. Up to 2020, will have about 230 vocational colleges (80 non-public schools, accounting for 34,8%), including 40 high quality schools; 310

vocational intermediate schools (120 non-public schools, accounting for 38,8%) and 1,050 vocational centers (350 non-public centers, accounting for 33,3%), including 150 standard models for vocational center.

There will be 51,000 vocational teachers by 2015 (of which there are about 17,000 teachers in non-public vocational institutions), including 13,000 teachers in vocational colleges, 24,000 teachers in vocational intermediate schools, 14,000 teachers (vocational trainer) in primary and vocational training under 3 months. Up to 2020, there will be 77,000 vocational teachers (including 25,000 in non-public vocational institutions), including 28,000 in vocational colleges, 31,000 in vocational intermediate schools, 18,000 (not including vocational trainer) in primary and vocational training under 3 months.

130 curriculums and syllabi for national key occupations will be issued by 2015; using 49 curriculums that meet regional level and 26 curriculums of international level; developing 300 curriculums and syllabus for primary and under 3 month vocational training programs for rural laborers.

All the national key occupations, regional and international occupations; high quality schools, and the standard model of vocational center will be evaluated for the quality of vocational training. 3 quality accreditations of vocational training centers will be established in 3 areas. Other organizations and individuals establish some quality accreditation centers.

Develop national qualifications framework; 250 sets of National Occupational Skill Standards will be

issued, including 130 for the national key occupations by 2015. 400 sets of National Occupational Skill Standards will be issued by 2020, including 150 for the national key occupations. For the period 2011-2015, there will be assessment and award of the national vocational skills standard certificates for 2 million workers and 6 million in the period 2016-2020 will be carried out.

Finalizing the system of Labor market, establishing a combination of vocational training and employment.

Solutions for vocational education development: To achieve the strategic objectives, need to consistently perform 9 solutions:

- a) Innovation of state management of vocational training
- b) Development of vocational teachers and vocational managers
- c) Development of national qualifications framework
- d) **Development** of curriculum and syllabus
- e) Enhancing of facilities and equipment for vocational training
- g) Controlling, ensuring vocational quality: quality accreditation of vocational training and assessment, award the national vocational skills standard certificates.
- h) Linking between vocational training and labor market and participation of businesses.
- i) Raising awareness of vocational development
- k) Promoting international cooperation on vocational training

Solution “Innovation of state management of vocational training” and “development of vocational teachers and vocational managers” are two breakthrough solutions; “Development of national qualifications framework” is central solution.

### **National Target Program of Employment and vocational training in the period 2012-2015**

National Target Program of Employment and vocational training is one of sixteen National Target Programs that are improved on decision number 2406/QĐ-TTg dated 18/12/2011 for the list of National Target Programs period 2012-2015.

National Target Program of Employment and vocational training was signed by Prime Minister dated August 31, 2012 in Decision 1201/QĐ-TTg for supporting vocational training development, job creation, strengthening labor export and development of labor market to meet the requirements of building and development of the country and international economic integration, especially in rural areas for the period from 2012 to 2015. The Program includes 6 parts as following:

#### *Project 1: Innovation and development vocational training*

Target: Support to develop vocational system that has ability to train high skilled laborers, create gradual improvement in vocational quality, support to consistently develop 130 key occupations at the national, regional and international levels, establishing 26 high quality schools (of which 5 institutions reach international standards); contributing to increase the rate of vocationally trained laborers to reach 40% in 2015.

#### *Project 2: Vocational training for rural laborers*

Objective: Vocational Training for 2,45 million rural laborers, including vocational training for 115,3 thousand for policy beneficiaries. Achieve a rate of employed graduates post the vocational training of 70%; give supplementary knowledge for 1,8 million workers to meet requirements for occupational skills assessment of level 1.

#### *Project 3: Secure a loan for creating self-employed jobs*

Objective: Preferential loans with low interest rates from National Funds of employment to support job creation for 0,7-0,8 million workers in 2012-2015.

#### *Project 4: Support to send workers to work in foreign countries under contracts*

Objective: Sending 80,000 - 120,000 workers for policy beneficiaries to work in foreign countries; support to train qualified laborers in occupational skills, foreign language. 5000 trained workers and 100% of the workforce is taught the necessary knowledge before going to work abroad.

#### *Project 5: Support to develop the labor market*

Objective: Finalizing and modernization of the information system of the labor market; finalizing national database of the labor market; increasing the rate of workers who find job through job referral centers up to 30%; modernization and standardization of job referral programs so that job referral services become everyday programs at 30-40 job referral centers in 2015.

#### *Project 6: Improve capacity, communication, monitoring and evaluating program implementation*

Objective: To ensure effective implementation of the program.

### Cooperation of foreign investment on education

Decree number 73/2012/NĐ-CP issued on September 26, 2012 is approved by Prime Minister on cooperation with foreign investment enterprises in vocational training and education. It includes 5 chapters and 76 articles.

It defines clearly which sectors and occupations are allowed to cooperate and invest; training cooperation (competence, profile, process of approval); conditions of training implementation (teaching staff, facilities, equipment, curriculums, scale of training, languages), educational institutions with foreign investments (models, naming rules, process of establishment, conditions of establishment and procedures for investment licensing, procedure of establishing educational institutions, branches, licensing of educational implementation), representative offices in foreign countries, etc.

### Management and use of funds for implementation of the project on 1956

Circular number 128/2012/TTLT-BTC-BLĐT BXH of Ministry of Finance and Minister of Labor, Invalids and Social Affairs dated 09/8/2012 on Amendment and Supplement to Several Articles of Circular 112/2010/TTLT-BTC-BLĐT BXH guide to manage and use of the funds for the scheme on 1956.

- Source of Funds: Funds for the implementation of the scheme on 1956 is allocated from National Target Program of Employment and Vocational training from 2012.

- Planning allocation, assign estimates, budget estimates, management, finalization of fund: comply with the provisions of the State Budget Law and guiding documents; regulations on the management and implementing of the National Target Program issued Decision No. 135/2009/QĐ-TTg dated 04/11/2009 of the Prime Minister and the guidelines (if any). Funding for implementation of the scheme are allocated by types, clauses, finalized by code of National Target Program of Employment and Vocational training 0250 and code of vocational training project for rural laborers 0256.

- Making plan, approval and plan for vocational training of rural laborers:

+ Every year, Department of Labor, Invalids and Social Affairs takes the lead and works with the Department of Finance, and the Department of Planning and Investment to consolidate the plan of vocational training of agriculture, non-agriculture for rural laborers from departments, committees, sectors, provincial authorities in relevant and district-level People's committee (including: the list of training occupations; the number of learners; qualification level; criteria of place orders; training place; proposed institution eligible to take part in vocational training; training costs for each job; estimates of funding needs). Provincial submits to provincial People's Committees to consider and approve the training plan for rural labor and assign agencies for implementation.

Based on planning which is approved by provincial People's committee, and applications for apprenticeship of rural laborers who are supported by vocational



training under the provisions, businesses sign contracts to place orders with vocational institutions that have eligible conditions to train rural laborers under the provisions.

- Spending norms for investigation activities, survey: comply with the provisions of Circular No. 58/2011/TT-BTC dated 11/5/2011 of the Ministry of Finance regulations, use and settlement of funds for implementation of statistical surveys.

- To place orders for contracts with locals: Spending norms to place orders for each occupation is regulated suitable to the situation of each local by the Chairman of the provincial People's Committee.

### Articulation from vocational intermediate level, vocational college into higher level

The Ministry of Education and Training issued Circular No. 55/2012/TT-BGDĐT on December 25, 2012 regulated training articulation of college level and university.

**Form of articulation:** 2 forms are formal and learn by doing

#### *Conditions of articulation*

- Certificates of vocational intermediate level, vocational college of vocational institutions which had self-assessment and implementation of quality self-evaluation according to schedule of Minister of Labor, Invalids and Social Affairs

- People with certificate of vocational intermediate level, vocational college must have certificate of diploma or have learned enough knowledge of upper secondary school and passed the graduation exam

stipulated by Ministry of Education and Training

#### *Exam subject:*

- For people graduated less than 3 years (from the date of issuance of the diploma to the date of profile filling): 3 subjects include: basic subject, professional subject and vocational practice

- For people graduated less than 3 years (since the time of receiving the graduation certificate to the date of filing application): subjects of education levels and skills base on learner's registered exam for formal entrance exam to college or university which Ministry of Education and Training organizes annually.

### 1.3. Implementation of vocational training policies for apprentices who are ethnic minorities under the regulations of Decision No. 267/2005/QĐ-TTg

Viet Nam has 54 ethnic groups, of which 53 ethnic minorities reach 14% of the national population. 52/63 province/city in the whole country have ethnic minorities living in community. However, the quality of ethnic minorities is still limited as: Laborers focused primarily in the agricultural sector and simple agriculture; the rate of workers of sectors requires high technical qualifications and not much middle level (Midland region and North-west mountainous region accounted for 6,2%, Central Highlands accounted for 5,93%); educational attainment is low (majority of people aged 15 years and older with primary level and lower secondary level). Therefore, to improve the quality of human resources, the Party and State has undertakings and policies to encourage

workers to participate in training, especially vocational training. One of those policies is the policy of vocational training issued in Decision No. 267/2005/QĐ-TTg dated 31/10/2005 of the Prime Minister for students from ethnic minorities.

*The result of implementation*

After the Prime Minister issued Decision 267/2005/QĐ-TTg, Ministry of Labor, Invalids and Social Affairs and Ministry of Finance jointly issued Circular No. 65/2006/TTLT-BTC-BLDTBXH dated 12/7/2006 for the implementation of vocational training policies for ethnic minority boarding students; localities have taken the initiative of decision implementation; some localities have issued their own policies to support ethnic minority pupils in boarding vocational training (meal allowance, etc.).

In 6 years (2006-2011) of implementing Decision dated 31/10/2005 267/2005/QĐ-TTg of the Prime Minister on vocational training policies for boarding ethnic minority students, only 4/63 provinces have

936 nominee apprentices (911 students graduated from high school and 25 students graduated from lower secondary school).

Local budget to ensure nominee policies of vocational training for boarding ethnic minority students is limited.

*General assessment of vocational training policies for students from ethnic minorities*

According to the assessment of 45 central provinces/cities, categories of apprentices is narrow (only graduates from ethnic minority boarding lower secondary schools and upper secondary schools, including boarding schools that are established by local residents) and must be enrolled, therefore it is not suitable with the real situation because graduates often work in business or production and servicing units.

The allowance of apprentices is not suitable and the content of curriculum of vocational training is different with the content of curriculum of ethnic minority boarding schools.

**Box 1: List of ethnic minority groups with population under 10,000 people**

Currently, there are 16 ethnic minority groups identified with population of less than 10,000 people. They are: Ơ Đu, Pu Péo, Si La, Rơ Măm, Cống, Brâu, Bỏ COOPERAT, Cờ Lao, La Hú, La Ha, Pà Thên, Lự, Ngái, Chứt, and Lô Lô.



Localities where there are poor have many ethnic minorities (not able to balance budget by themselves), therefore, the allocation of funds from the local budget is difficult.

The arrangement of employment for graduates of localities is difficult.

*Some policy orientation for ethnic minorities*

The Implementation of Strategy of Economic and Social Development period 2011-2020 with the goal of “strong growth and improving the quality of education in disadvantaged areas, mountainous regions, and among ethnic minorities” and Resolution No. 15-NQ/TW dated 01/6/2012 for “expanding and strengthening the allowance mechanism, especially for youth, youth from poor households, and ethnic minorities in the district, and poor communes and villages that are especially hard to ensure sustainable compulsory education” in order to increase the number of trained workers, improve the quality of human resources, and vocational training policies for ethnic minorities need to:

- Expand the policy beneficiaries to include pupils, students of ethnic minorities for vocational training of lower secondary level and upper secondary level.
- Enjoying policies for exemption and reduction of tuition fees, charges collected in accordance with prevailing regulations.

- Enjoying policy scholarships divided as following: Apprentices are ethnic minorities who belong to under 10,000 in local population enjoy 100% policy scholarships equivalent 100% common minimum salary; apprentices that are left enjoy 80% common minimum salary.

- *Enjoying social subsidy.* Students only enjoy one of the highest mechanisms if they are in both cases of policy scholarships and social subsidy.

- Source of funds: for provinces/cities where the balance of funds by themselves must ensure the fund from the local budget in order to implement this policy; central budget must ensure fund in order to implement policy for provinces/cities where they have not balanced funds by themselves.

- Policy after training should be developed.

#### **1.4. Policy on providing vocational training to poor learners.**

The government and the Communist Party prioritize poverty reduction in its major undertakings for the development of the country. The poverty reduction guideline highlights solutions that restrain the number of households with risks of falling back into poverty and addresses sustainability in poverty reduction.

**Box 2: Viet Nam was named among countries with achievement in poverty reduction**

According to the Ministry of Agriculture and Rural Development, United Nations' Food and Agriculture Organization (FAO) honored 38 countries including Viet Nam for their outstanding achievement of hunger eradication and poverty reduction. Viet Nam was awarded FAO's acknowledgement for being one of the countries that reached their Millennium Development Goal 1 early (the MDG1 set a goal for reducing by 50% the number of people whose incomes is less than 1,25 USD/day by 2015 compared with 1990). According to FAO, Viet Nam has reached this goal 5 years ahead of the set timeline and succeeded in reducing the number of poor people from 46.9% (32.16 million people) for the period of 1990-1992 to 9.45% (8.01 million people) in 2010. FAO states that Viet Nam's policies in hunger eradication and poverty reduction helped increase income of the poor but also helped them to improve their livelihoods, and get access to social services.

(Source:<http://giaothongvantai.com.vn/chinh-tri-xa-hoi/xa-hoi/201309/viet-nam-duoc-vinh-danh-ve-thanh-tich-xoa-doi-giam-ngheo-342753/> dated 16/9/2013)

The main cause of poverty is often because poor people lack knowledge, skills, and qualifications to participate in the labor market, reducing their ability to create or find jobs and earn income to support themselves and their families. Therefore, providing vocational training for poor people is one of the key solutions contributing to sustainable poverty reduction.

In recent years, the Communist Party and the Government have issued a number of official guidelines and policies on providing vocational training for poor people. This report summarizes a couple of them.

Learners who are members of poor ethnic minority households, or of households with incomes up to 150% of the poor households' income are exempt from tuition fees. Exemption is granted throughout the whole study process, with exceptions considered on a case-by-case basis. This policy is enforced by the Government's Decree No. 49/2010/ND-CP dated 14/5/2010 on tuition fee exemption and reduction, supporting study costs; and mechanisms for collection and utilization of tuition fees applicable to

educational institutions within national education system from 2010-2011 to 2014-2015.

Learners in rural areas of poor households are supported with tuition for a short-term training up to 3 million VND/person/course, a meal plan of 15,000 VND/day/person, and reimbursements of travelling expense with amounts up to 200,000 VND/person/course for those who reside far from the training facility of 15 km or further. This policy is enforced by the Decision No. 1956/QĐ-TTg in accordance with the approval of the project on Vocational training for rural laborers by 2020.

Apprentices from households which have maximum income equal to 150% of poor households are supported for short-term vocational training for an amount of a maximum of 2,5 million VND/person/course. This is stipulated at decision No. 1956/QĐ-TTg.

Learners whose household income is equal or less than 150% of the income of poor households are eligible for vocational

training tuition support up to 2.5 million VND/person/course. This policy is defined in Decision No. 1956/QĐ-TTg.

People who experience hardships and difficulty in life but are willing to earn further education will be given 01 point of admission score in addition to the total score of the admission exams when they take the exam to enroll in vocational intermediate schools or vocational college. This policy is regulated by Decision No. 08/2007/QĐ-BLĐTBXH dated 26/3/2007.

Young people who are poor will be given incentive credits to be trained as young entrepreneurs to start their own business, or to expand the business of their craft skills. This policy is regulated by Decision No. 103/2008/QĐ-TTg dated 21/7/2008 in accordance with the approval of the project “*Providing Vocational Learning and Job Generating for Young People (2008-2015)*”.

### **Results from enforcing vocational training policies and poverty reduction**

*About supporting poor students in education and training:* In 2011-2012, the state’s budget spent 11,844 billion VND to disseminate the policies among all education and training sectors including providing tuition exemptions for poor households and welfare beneficiaries, granting scholarships and allowances, providing lunch for children under 5 years old (the Central government spent 5,922 billion VND annually for this program). The result shows that after two years of implementing the policies, there were more than four million poor students exempted

from tuition. They were supported with education programs and provided meal plans. As a result, the dropout rate decreased, the enrollment rate by age increased. Overall, education and training policies for the poor are comprehensive. However, due to lack of consistency in applying the policies among different administration levels, results are still varied among different locations of application.

*About policies on vocational training and generation of jobs:* In 2011-2012, the central budget has allocated 2,213 billion VND to provide vocational training for workers in rural areas and to support poor districts on exporting laborers. Since 2010, 1,087 million people were given short-term vocational training, among which laborers from poor households accounted for 10.7%, laborers of near-poor category accounted for 5.2%, and laborers of ethnic minority groups accounted for 20.5%. The vocational training for workers at rural area programs helped 39,221 people of poor households find jobs after training, and accounted for 33.7% of the total number of poor people who received vocational training.

*About policies on providing education, training, vocational training to improve level of general knowledge among the people (through Decree 30a/2008/NQ-CP)*

At district level, there were many training sessions on guidelines of Decree No. 30a/2008/NQ-CP for more than 4,300 staff and officials in villages, communes, and districts. The projects also provided management skills and project development skills for the staff and officials. The districts

were also given funding to organize training for more than 10,000 workers of poor households in order to create jobs in the neighborhoods to help workers find jobs outside their hometown, or to take part in labor exporting programs.

Applying the Decree 30a, students of 63 poor districts were given direct enrollment to schools without going through the exam process. Assigned schools have responsibility to support the students for one year so that they will meet the requirements of standard qualification. This way, the policy helps indirectly supply trained laborers to these poor districts.

### **General evaluations of vocational training policies for poor laborers**

The amount of tuition, allowances, and grants provided is still low, not suitable with the current economic situation.

Participatory rate is still low. There is low incentive among the poor to actively participate in vocational training programs. Many do not express a desire to be lifted out of poverty.

There is no post-training policy to support the trained workers.

There is a lack of policies that encourage businesses to participate in vocational training of poor people.

## 2. LABOR AND EMPLOYMENT

### 2.1. Supply and demand in labor market

#### *Labor supply in term of quantity*

As of 31/12/2012, the Vietnamese population reached 88,78 million people, of whom 50.53% are females, 49.47% are males; 32.45% reside in urban areas while 68.55% in rural areas.

- 68.82 million people are age 15 and over, accounting for 77.5% of the total population of the country, of whom 33.45 million people are males and only 51.4% are females. There are 23.14 million people reside in urban areas, account for 33.62%, and 66.55% in rural areas. People of age group from 15 to 39 account for 38.9% of this population.

**Table 2: Population structure by demography according to age group, sex, and urban/rural regions**

Unit: %

<i>Age group</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Rural region</i>	<i>Urban Region</i>
(B)	(1)	(2)	(3)	(4)	(5)
Total	100.0	100.0	100.0	100.0	100.0
0-4	7.3	7.9	6.7	7.4	7.1
5-9	7.9	8.3	7.5	8.2	7.3
10-14	8.0	8.4	7.7	8.6	6.9
15-19	8.4	8.9	8.0	8.8	7.6
20-24	7.4	7.8	7.1	7.4	7.5
25-29	7.8	7.9	7.6	7.5	8.4
30-34	7.5	7.4	7.6	7.3	7.8
35-39	7.8	7.8	7.7	7.6	8.0
40-44	7.7	7.6	7.7	7.5	8.1
45-49	7.5	7.6	7.5	7.5	7.6
50-54	6.5	6.2	6.8	6.3	7.1
55-59	5.0	4.8	5.2	4.8	5.4
60 and above	11.2	9.4	12.9	11.1	11.2

(Source: Labor and Employment Survey in 2012, GSO)

Labor force is the part of the population that provides or is ready to provide labor to produce material wealth and/or services. Labor force includes employed and unemployed laborers of 15 years old and above. In 2012, laborers 15 and above in the country were 52,788 million people. Among them, 25.62 million are females (accounting for 48.5% of the total laborers of the country). 69.5% of the laborers

are concentrated in rural areas. Indeed, 63.8% of the total laborers are focused in three areas of the Red River Delta, North Central, Central Coast Region, and the Mekong River Delta. Two regions with the smallest number of laborers are the Northern Midlands and Mountainous Region (13.8%), and Central Highlands (6%).

**Table 3: Distribution of laborers by region: urban/rural and socio-economic regions**

Region	Labor force	Percentage (%)		
		Total	Male	Female
<b>Country overall</b>	<b>52,788,000</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Urban	16,100,000	30.5	30.6	30.5
Rural	36,688,000	69.5	69.4	69.5
<b>Socio-economic region</b>				
Northern Midlands and Mountainous Region	7,285,000	13.8	13.4	14.2
Red River Delta	11,930,000	22.6	21.9	23.4
North Central and Central Coast Region	11,402,000	21.6	21.0	22.2
Central Highlands	3,167,000	6.0	6.1	6.0
Southeastern Region	8,657,000	16.4	16.7	16.0
Mekong River Delta	10,346,000	19.6	20.9	18.2

(Source: Labor and Employment Survey in 2012, GSO)

Labor force is distributed unevenly between rural and urban areas, and among regions:

- There are 36,673,500 laborers in rural areas, account for 69.47% of total laborers. In urban areas, there are 16,114,700 laborers, accounting for 31.53% of the total.
- Laborers are mainly focused in the Red River Delta (22.61%), followed by North

Central and Central Coast Region (21.6%), the Mekong River Delta (19.59%), Southeastern Region (16.41%); Northern Midlands and Mountains Region (13.8%) and lowest in Central Highlands (6.01%).

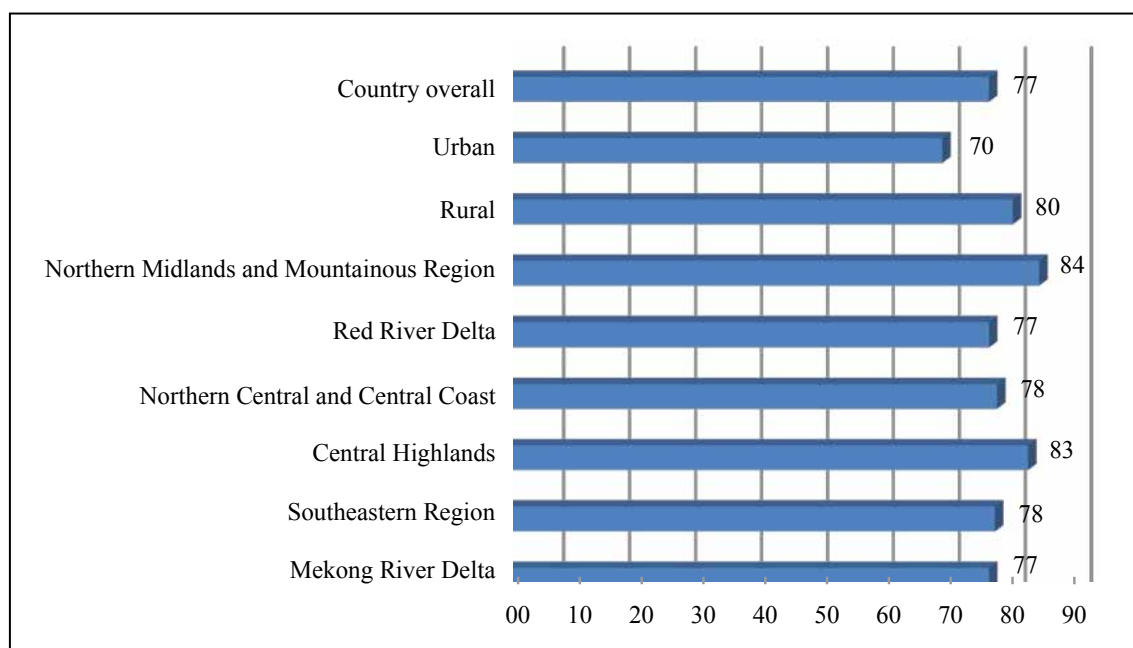
- Labor force participation rate is the ratio between laborers from age range of 15 and above and the national population of the same age range. In 2012, the labor force

participation rate was 76.7%. Labor force participation rate in rural areas (80.3%) is higher than that of urban areas (69.6%). While the regions with highest participation rate are the Northern Midland and Mountains Region (84.3%) and the Central

Highlands (82.6%), the participation rate in the Red River Delta (76.7%) and the Mekong River Delta (76.8%) are low, although these two regions have the most labor concentration.

**Figure 1: Labor force participation rate by urban/rural and socio-economic region**

Unit: %



(Source: Labor and Employment Survey in 2012, GSO)

The structure of labor force by age group reflects the demographic and socio-economic situation. Viet Nam has a relatively young labor force with nearly half of it (49.50%) in the range from 15 to 39 years old, especially young laborers (from 15-29 years old) account for over a quarter of the total laborers (26.0%).

Unemployment as an indicator reflects the status of the labor force, thereby indicating economic development and social stability. The unemployed are people from age 15 and over, who are not working during the reference period but have been

actively seeking jobs and are available to work. The job seeking activities include: registering for job seeking at public and private job centers; applying for jobs to the recruiting employers; searching, reading job advertisement column in newspapers and magazines and applying for these jobs; looking for support from friends and relatives in job seeking, etc. Laborers who are not working but available to work, but not actively looking for jobs due to bad weather, seasonal suspension, waiting to start a new job, operating new business after the reference period, having family affairs,



or having an illness are also considered as unemployed laborers.

Number of unemployed laborers was 8,574,000 people, accounting for 1.62% of the total laborers in age group of 15 years old and above. Female unemployed workers suffer a higher rate of unemployment than male (53.8% compared to 46.2%). Number of unemployed youth who are 15 to 24 years old account for 45.7% of the unemployed. This rate in urban areas is lower than that of rural areas (38.3% compared to 53.2%).

The unemployment rate of laborers from

age 15 and over in urban areas is 2.67% and the unemployment rate of laborers in working age (15-55 for women, 15-60 for men) in urban areas is 2.88%. This rate is higher in urban areas than that of rural areas (2.88% compared to 1.32%), higher for females than that for males (2.1% and 1.56%, respectively). The rate varies across regions with the highest in North Central and Central Coast Region (2.21%), followed by the Mekong River Delta (2.06%), and lowest in Northern Midlands and Mountains Region (0.68%).

**Table 4: Number of unemployed laborers from age 15 and over by urban/rural and socio-economic region**

Region	Labor force	Percentage (%)		
		Total	Male	Female
<b>Country overall</b>	<b>8,574,000</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Urban	4,305,000	50.2	49.8	50.6
Rural	4,269,000	49.8	50.2	49.4
<b>Socio-economic region</b>				
Northern Midlands and Mountainous Region	446,000	5.2	6.5	4.1
Red River Delta	1,885,000	22.0	24.4	19.9
North Central and Central Coast Region	2,231,000	26.0	27.4	24.9
Central Highlands	367,000	4.3	3.6	4.8
Southeastern Region	1,740,000	20.3	19.7	20.8
Mekong River Delta	1,905,000	22.2	18.5	25.4

(Source: Labor and Employment Survey in 2012, GSO)

### *Labor supply in term of quality*

Currently in Viet Nam, MOLISA and GSO still disagree between two different ways of identifying Vocational trained workers. According to the data consolidated by MOLISA, Vocational trained workers include formal and continuing vocational training workers, and also less than three month vocational training and in-company vocational training. As a result, the number of Vocational trained workers accounts for about 34% of the total laborers. According to data by GSO, however, only formal vocational training workers but not the continuing vocational and short-term vocational trained workers were counted. This resulted in a count of Vocational trained laborers of only 4.88% of the total laborers.

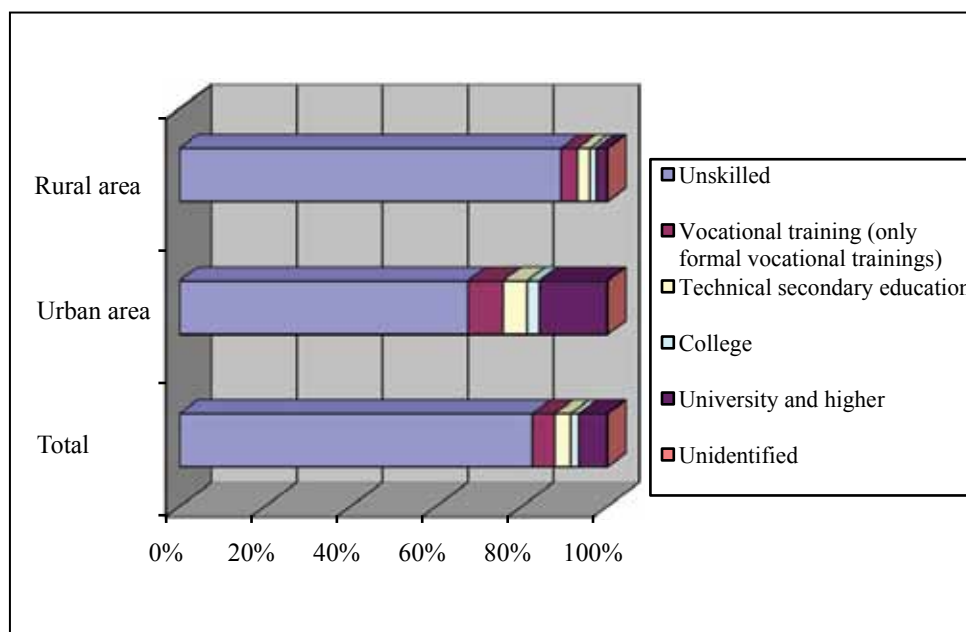
Educational qualification level of the labor force at secondary level is good and shows improvement. In 2012, the number of workers who finished lower secondary school takes the biggest share, and accounts for 30.73% of the labor force, followed by the number of primary school graduates

(24.51%), unfinished primary school workers (15.45%), and higher secondary school graduates (12.38%). The number of Vocationally trained workers accounts for 4.88% (formal vocational trainings without taking into account continuing vocational and short-term vocational training). The share of workers who finished technical secondary school is 3.66% and higher education is 8.39%. There is a significant difference in the number of trained laborers (as calculated by the GSO) between urban and rural areas and among socio-economic regions, specifically:

- The rate of trained labor force in urban areas (32.58%) is nearly three times higher than that of rural areas (10.86%), particularly the number of workers who finished higher education is 4.7 times higher than that of rural areas.
- Trained laborers are concentrated most in the Red River Delta (24.44%), followed by Southeastern Region (21.09%), and lowest is at Mekong River Delta (9.31%). The remaining regions account for 12-15% of the total number of trained workers.

**Figure 2: Laborers from age 15 and over at urban/rural areas and by technical and professional qualifications**

Unit: %



(Source: Labor and Employment Survey in 2012, GSO)

Unemployment mainly happens among unskilled workers (untrained), who account for 70.7% of total unemployed workers. Unemployed workers who finished higher education are relatively high (15.42%). Vocational trained workers and workers with technical secondary education account for 7.12% and 6.76%, respectively.

The number of unemployed untrained workers accounts for 1.53% of the untrained labor force while the number of unemployed Vocational trained workers accounts for 2.62% of the total trained laborers. Technical secondary education graduates and higher education workers account for 3.37% and 7.95% of the total trained laborers, respectively.

## 2.2. Labor demand

Labor demand is the number of workers employed through labor markets. In other

words, the labor demand indicates the need of laborers for an economy, or a sector, a local, a profession, etc. In a certain period of time, in terms of quantity, quality, and structure. Labor demand is usually identified through indicators of employment. Employed population is composed of people age 15 and over, who: (i) within the reference period, have worked at least 1 hour as salaried employees, or are doing business, or farming on their own properties, and/or (ii) have not been working but already got a job which they temporarily stopped working due to sickness, labor disputes, vacation/holiday/ travel, bad weather, out of order machinery/production tools, or other similar reasons. The laborers are still involved in the job by receiving salary, wages, or other related payments and are returning to work after the hiatus.

**Labor demand among domestic laborers**

As of 31/12/2012, there are 51,931,000 people with jobs across the country, accounting for 98.38% of the total laborers. 69.8% among them are in rural areas and 48.4% are females. North Central and Central Coast Region and the Mekong River Delta attract most workers, 21.5% and 19.5% respectively, whereas Central Highlands attracts only 6.0% of the total workers.

Employment to population ratio is 75.5% and there is a significant difference between urban and rural areas (67.8% and 79.3%, respectively). Northern Midlands and Mountainous Region are places with the highest ratio (83.8%), followed by Central Highlands (81.6%), and the Mekong River Delta is lowest (75.4%).

**Table 5: Employment by area and qualifications***Unit:%*

Area	Total	Male	Female
<b>Country overall</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Urban	30.2	30.3	30.1
Rural	69.8	69.7	69.9
<b>Socio-economic regions</b>			
Northern Midlands and Mountainous Region	13.9	13.5	14.4
Red River Delta	22.6	21.9	23.4
North Central and Central Coast Region	21.5	20.9	22.2
Central Highlands	6.0	6.1	6.0
Southeastern Region	16.4	16.7	16.0
Mekong River Delta	19.6	20.9	18.0

*(Source: Labor and Employment Survey in 2012, GSO)*

Employment by economic sectors: Employed workers mainly focused among agriculture, forestry, and aquaculture sector (account for 46.7%); services sector (31.7%), and industry and construction sectors (21.6%). In mountainous areas and coastal regions, the number of workers working in agriculture, forestry, and

aquaculture is relatively high: 72.3% in Central Highlands, 69.8% in Northern Midlands and Mountains Region, and 53.0% in North Central and Central Coast Region.

Employment by economies: Of total 51,931,000 employed workers, most of them work in private sectors, accounting for

86.0%, followed by public sectors (10.5%), and foreign invested enterprises (3.5%).

Employment by occupations: Up to 40.5% of workers undertake simple jobs. Number of workers with technical skills who are working in personal services, security guards, and sales account for nearly 16% of the total employed workers. Workers with technical skills who are working in agriculture, forestry, and aquaculture sectors account for 12.7%; craftsmen and other technical professions account for 11.8%, other professions account for less than 10%.

Employment by technical qualifications: Majority of the employed workers are unskilled without technical qualification (accounting for 83.28% of the total employed workers); whereas number of vocational trained workers accounts for 4.84%; number of workers with technical secondary education accounts for 3.61%, and number of workers with higher education accounts for 8.26%.

Employment by job status: salaried workers account for 34.7% of the total employed workers. Most of workers are unsalaried.

Of the total 51,931,000 people who have jobs, there are 1,338,000 people who are short of jobs (accounting for 2.58%). Among them, 55.4% are males and mainly concentrated in rural areas (82.3%). Number of people short of jobs is ranging from 15

to 34 years old, accounts for half of the total number of people short of jobs. 93.5% of them are unskilled workers without technical and professional qualifications.

The number of people short of jobs who do not possess technical and professional qualification accounts for 2.92% of the total employed workers who do not have technical qualification; Vocational trained workers who are short of jobs account for 1.6% of total trained workers who are employed, whereas the number of workers who are short of jobs but have obtained technical secondary qualification is 1.33%, or with higher education is 1.28%.

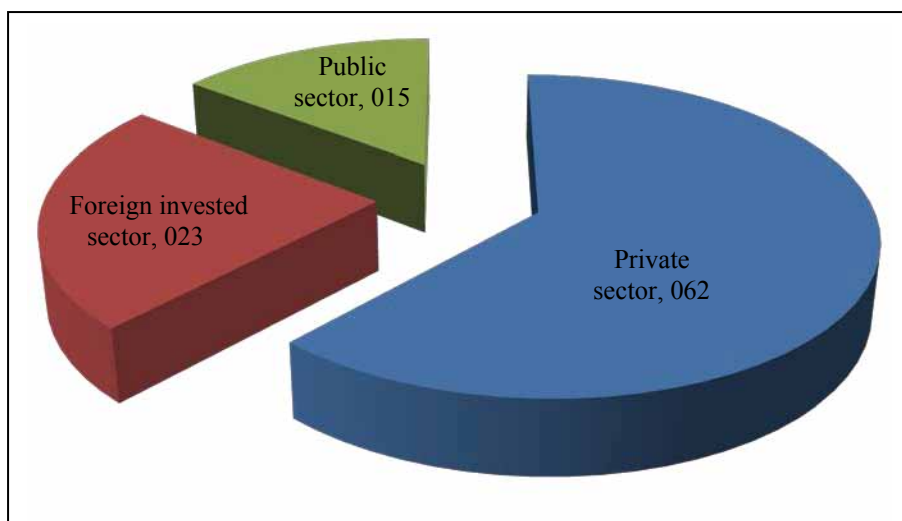
#### *Labor demand in enterprises*

As of 1/4/2012, there are nearly 342,000 businesses across the country, including 3,126,000 operating ones. Enterprises have been attracting 10.9 million workers, accounting for about 21% of the labor force nationwide.

Employment in enterprises: private enterprises account for 96.26% of the total enterprise. However, they attract only three-fifths (61.95%) of the total number of employed workers in enterprises. Foreign invested enterprises account for 2.77% of the total enterprises and attract 23.48% of the employed workers. State owned enterprises (public sectors) account for 0.97% and attract 14.58% of the employed workers.

**Figure 3: Employment by public, private, and foreign invested sectors**

Unit: %



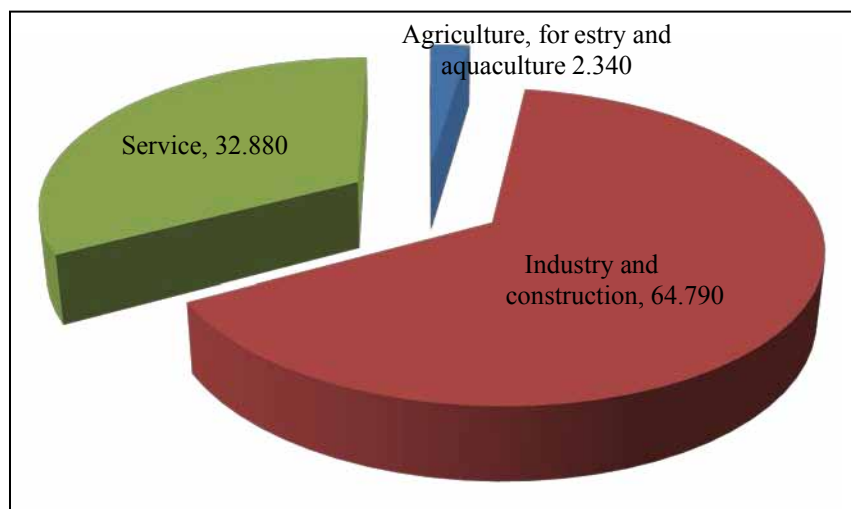
(Source: Survey on Economic, administrative-career establishments in 2012, GSO)

Employment in enterprises categorized by economic sectors: number of enterprises operating in the services are highest (67.45%) with 32.88% of the total workers working in enterprises. Industry and

construction sectors share 31.42% (with 64.79% of workers) whereas agriculture, forestry, and aquaculture sectors account for 1.13% (with 2.34% of workers).

**Figure 4: Workers working in enterprises categorized by economic sectors (%)**

Unit: %



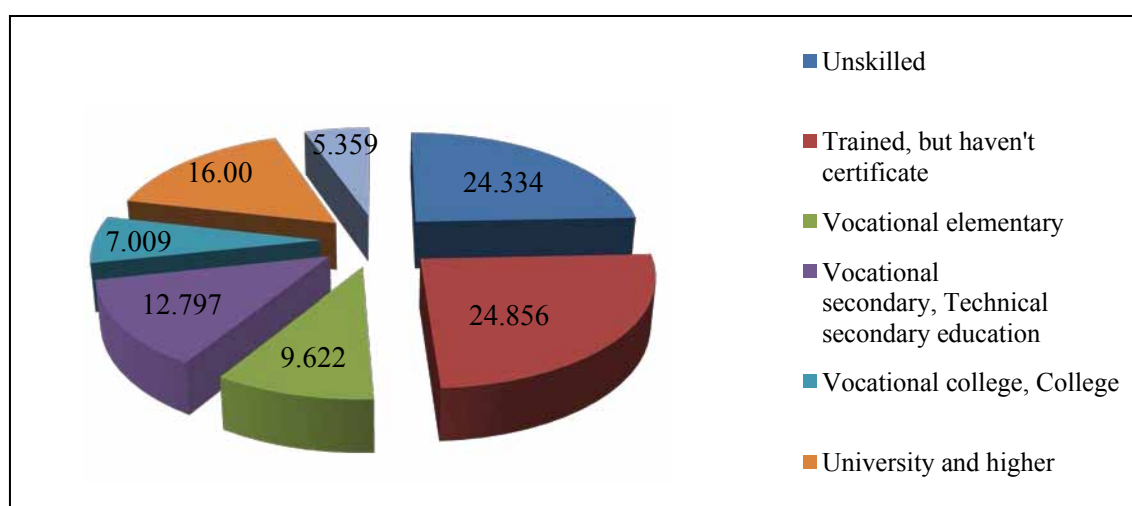
(Source: Survey on Economic, administrative-career establishments in 2012, GSO)

Workers working in enterprises categorized by technical and professional qualifications: Number of trained laborers without

certification is high (24.9%) while number of workers with other qualifications (e.g. artisans) accounts for 5.4%.

**Figure 5: Workers working in enterprises categorized by technical and professional qualifications**

Unit: %



(Source: Survey on Economic, administrative-career establishments in 2012, GSO)

**Labor demand abroad**

In 2011, the total number of Vietnamese workers working abroad reached 88,298 people. In particular, the Taiwanese market attracted the highest number of workers with 38,796 people, followed by Korean market (15,214 people), Malaysian market (9,977 people), Japanese market (5,360 people), and others (17,326 people).

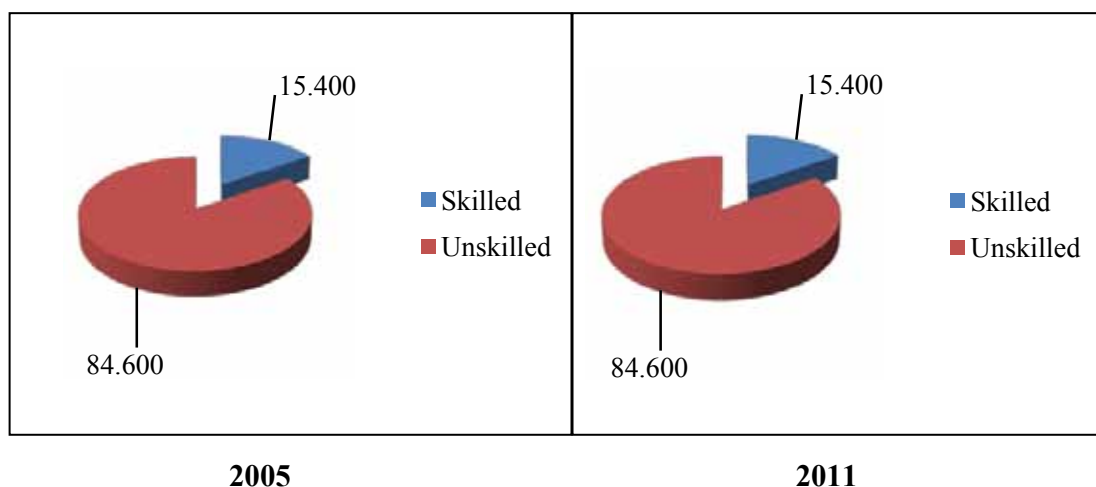
Quality of workers working abroad has

been improved. In 2005, only 15.4% of workers working abroad had technical and professional qualifications. In 2011, this number was increased to 39.6%. Although the quality of export workers has been improved, it is still low. Currently, most international markets demand skilled labor. For markets that always demand high skilled labor (such as Japan, Korea, America, and Eastern Europe), laborers should have language ability.



**Figure 6: Workers working abroad categorized by skills in 2005 and 2011**

Unit: %



(Source: Trends of Labor and Viet Nam Society in 2012, the Institute of Labor, Science and Social Affairs)

### 2.3. Salary and wages

Salary and wages are formed by labor markets and are determined based on fundamental adjustments by the State’s salary policy. The minimum wage is regulated by the State to clarify that it’s illegal if employers will pay an employee a lower wage than the minimum wage. The minimum wage is also to determine higher salary agreements between parties in accordance with labor supply-demand. Laws and regulations on salary and wages allow enterprises to determine salary cost and payment based on labor productivity, production, and business efficiency.

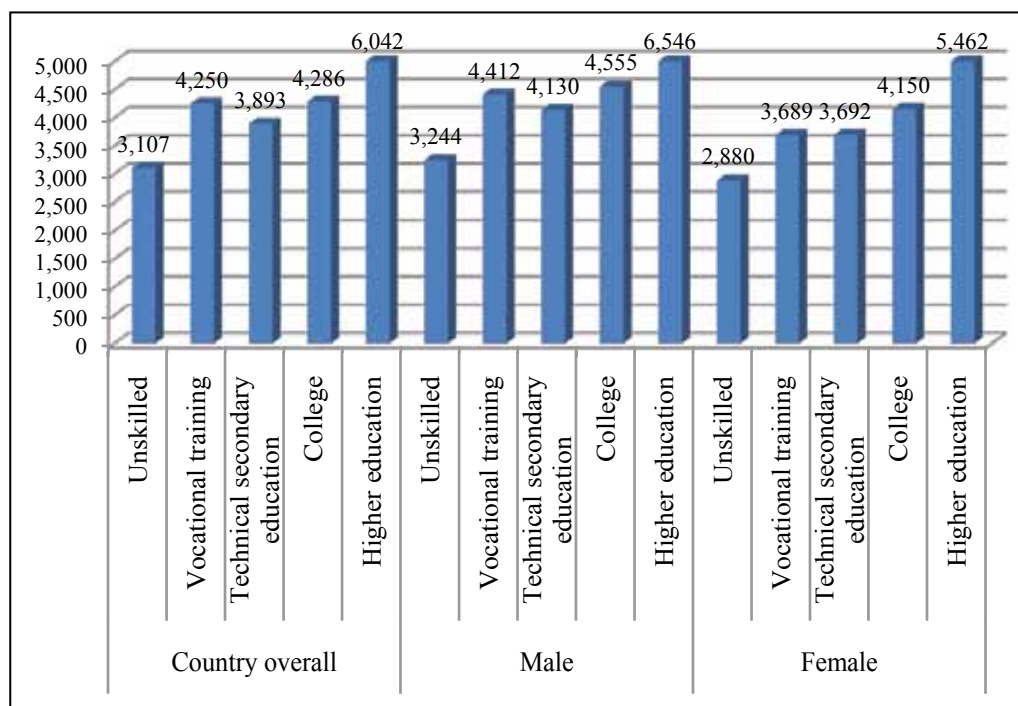
In this study, paid workers are categorized under “paid work”, meaning those who are hired by organizations and individuals under a contract (i.e. labor contract, decision of recruitment) to perform one job or a series of tasks towards a set goals

by the organization or individual, and in return, he/she will receive compensation in the form of wage, salary or in-kinds.

In total among 51,931,000 people who have jobs, there are nearly 18 million paid workers (accounting for 34.4%) with monthly income of 3,805,000VND. Male workers earn higher income than females (3,952,000VND/month compared to 3,586,000VND/month). There is a significant difference in average monthly income among paid workers in urban and rural areas (4,469,000VND/month and 3,257,000VND/month). The average monthly income of paid workers in Southeastern Region is highest (4,152,000 VND/month). Regarding socio-economic regions, there is insignificant difference (about 3,200,000VND/month to 3,600,000VND/month) in average monthly income among the paid workers in these regions.

**Figure 7: Average monthly income among paid workers by technical and professional qualifications**

Unit: ,000VND



(Source: Labor and Employment Survey in 2012, GSO)

There is a big gap in incomes by paid workers with technical and professional qualifications: workers with no technical and professional qualifications earn about 3,107,000VND/month (increase 25.8% compared to 2011) while workers with higher education qualifications earn twice the amount (6,042,000VND/month, increase of 31.4% compared to 2011). Average monthly income of workers who have undertaken vocational training (4,250,000VND/month, increase of 23.8% compared to 2011) is higher than the income of those who have completed technical secondary education (3,893,000VND/month, increase of 32.6% compared to 2011). Workers with college qualification have an average monthly income of 4,286,000VND/month (increase of 31.7% compared with 2011).

Regarding economic sectors, income generated by public sector and foreign invested sector are nearly equal (4,425,000VND/month and 4,561,000VND/month, respectively), while private sectors provide income of 3,333,000VND/month only.

Regarding industries, services generate the highest income (4,270,000VND/month), followed by the industry and construction sector (3,670,000VND/month) and agriculture, forestry, and aquaculture generates lowest income (2,593,000VND/month).

#### 2.4 . Labor migration

In market economy, labor migration tends to increase, particularly from North to South, from rural to urban areas. Urban areas (Hanoi, Ho Chi Minh City, Binh

Duong , Dong Nai, etc.) have more offers with industrial zones, processing and production zones, and developed labor markets. Workers can apply for jobs directly at application or job centers.

As of 31/12/2012, there are 892 thousand workers migrated in 12 months. Among which, the migrations are mainly because of family/marriage (accounting for 47.85%), starting a new job 17.45%; finding another job 11.29%; studying 7.51%, and other reasons.

As a trend, Labor migration concentrated in

the age group of 15-34 (accounting for 80% of the migrants), in which females make up 60%. Migrants are mainly unskilled workers (75.6%), followed by laborers who have undertaken vocational training, 6.28%; technical secondary education, 5.17%, or higher education, 12.91%.

Overall, Labor migration has contributed significantly to the adjustment of Labor supply and demand relationship in the Labor market. However, it is spontaneous, leading to many risks and complexity in society management.

### Box 3 : Labor migration by technical and professional qualifications

Most migrant workers do not have technical and professional qualifications (66.1%); Technical workers with no qualifications account for 8.9%, qualification of vocational education at primary level 2.8%, vocational secondary school, 6.5%; professional secondary school, 3.1%. Only 6.3% of migrant workers have college/vocational college degrees and 6.5% attain higher education qualification. Technical and professional qualification of migrant workers has been significantly improved after the migration. Accordingly, ratio of workers without technical and professional qualification fell from 81.6% in the time before migrating to 66.1%. The proportion of trained workers increased significantly, particularly, the number of migrants with college/vocational college qualification has increased from 3.8% to 6.3%; higher education from 2.7% to 6.5%.

Between workers migrated to urban and industrial zones, the ratios of not having technical and professional qualifications are similar (66.0% and 66.3%). However, the ratio of laborers who attained higher education qualification and migrated to urban areas is much higher than to industrial zones (7.2% compared to 2.9%), for technical workers without qualifications the ratios are 8.2% and 12.1%; Vocational training-primary level - 3.0% and 1.9%, Vocational training-intermediate level - 6.3% and 7.3%, professional secondary, 3.1% and 2.9%; college /vocational college 6.2% and 6.6%.

*(Source: Survey on employment, life of migrant workers from rural to urban regions and industrial zones in 15 provinces/cities including Thai Nguyen, Phu Tho, Quang Ninh, Vinh Phuc, Ha Noi, Hai Duong, Hai Phong, Nghe An, Da Nang, Quang Nam, Dak Lak, Lam Dong, Binh Duong, Ho Chi Minh, Can Tho (under the project) "The situation of labor migration from rural to urban regions and industrial zones in the context of Viet Nam's accession to WTO, 4/2012-8/2013, Department of Employment, MOLISA")*

## 2.5. Transaction in the labor market

An information system for the labor market has gradually developed. There are job centers applying modern information technology (internet, websites, etc.) that are relatively effective, meeting employment demand from job seekers. Currently, there

are 130 job centers across the country, of which 64 centers belong to departments under provinces/cities and 66 centers belong to ministries, sectors, associations, and political-social organizations. 44 centers are located in provinces/cities organized employment transaction floors.

**Box 4: Activities of employment transaction floors, Hanoi 2012**

**1. Number of employment transaction sessions:** 58 (of which 7 are aperiodic employment transaction sessions and 51 are periodic employment transaction sessions) with participation of 2,871 enterprises.

**2. Results from periodic employment transaction sessions**

Number of laborers passing the prequalification: 54,392 people

Number of laborers employed: 13,141 people

Including: People who have attained higher education qualifications: 8,362 people

People with secondary education attainment, Technical Workers: 3,379 people

Unskilled workers: 1,400 people

**3. Results from periodical employment transaction sessions**

Number of laborers passing the prequalification: 6,546 people

Number of laborers employed: 1,799 persons

Including: People who have attained higher education qualifications: 961 people

People with secondary education attainment, Technical Workers: 467 people

Unskilled workers: 371 people

(Source: Hanoi Job Center)

According to survey on Labor force, salary and Labor demand by enterprise in 2012 by the Ministry of Labor, Invalids and Social Affairs, there are three-quarters of enterprises recruiting employees mainly on their own;

then by shareholders, employees working in the enterprises and through the mass media (used by more than half of enterprises); then through job centers, employment transaction floors, and through other forms.

**Box 5 : Employment among Migrant Workers**

The explosion of industrial zones, processing and producing zones, small and medium industrial complexes has attracted a large number of domestic and foreign enterprises to invest in production. This process has created a lot of jobs for laborers. It is not too difficult to find jobs not requiring technical qualification. Enterprises are willing to recruit unskilled laborers and then organize training during working process. This trend is so common that up to 44.7% of laborers not required to learn a new skill to get their current job. For jobs requiring technical laborers, enterprises also opt to train their workers by their own technology line (24.4%). Many enterprises perceive that currently and even in the next few years they still have to get used to recruitment of unskilled labor and then organize training for them. Only a few positions require high skill laborers, etc. Many enterprises believe that outputs from almost all current training fail to meet job requirements. Vocational institution operations are not effective, not connected with labor market demand. If employers recruit graduates from those institutions, they still have to retrain them while salary and remuneration for those graduates are higher than that for unskilled laborers. To address this situation, some vocational institutions and enterprises have cooperated to train under training orders or apprenticeship in enterprises. Obviously, such a cooperation helps improve operation efficiency of the parties and laborers also benefit from this cooperation.

(Source: Survey on employment, life of migrant laborers from rural to urban regions and industrial zones in 15 provinces/cities including Thai Nguyen, Phu Tho, Quang Ninh, Vinh Phuc, Ha Noi, Hai Duong, Hai Phong, Nghe An, Da Nang, Quang Nam, Dak Lak, Lam Dong, Binh Duong, Ho Chi Minh, Can Tho (under the project "The situation of labor migration from rural to urban regions and industrial zones in the context of Viet Nam's accession to WTO, 4/2012-8/2013, Department of Employment, MOLISA)

### 3. VOCATIONAL INSTITUTION NETWORKS

Vocational institution networks comprise vocational colleges, secondary vocational schools, vocational training centers (referred to in this study as vocational institutions), and vocational educational institutes (i.e. universities, colleges, secondary schools, vocational educational centers). This section of the report focuses on analyzing the vocational institution networks under the purview of State management in vocational training of Labor, Invalids, and Social Affairs.

By the end of 2012, there are 1,327 vocational institutions across the country. There are also more than 700 other vocational educational institutes (including 34 universities and 111 colleges) offering vocational training in their programs.

#### 3.1. Vocational institutions categorized by training levels

Of the total 1,327 vocational institutions, there are 155 vocational colleges (11.7%), 305 secondary vocational schools (23.0%), and 867 vocational centers (65.3%).

#### Box 6: Number of secondary schools, colleges and universities under the State's management in education and training (by the Ministry of Education and Training, 2012)

In 2012, there were 714 formal educational institutions (of those 295 are secondary schools, 215 colleges, and 204 universities). There are more than 13,000 regular educational institutions (including 712 regular educational centers, 10,826 learning community centers of communes, wards and 1,891 computer and foreign language training centers).

In the formal education system, universities account for 28.5%, colleges for 30.1% and secondary schools for 41.3%.

(Source: Statistics of education sector in 2012, publicized on the website of the Ministry of Education and Training <http://cooperat.moet.gov.vn/?page=11.11&view=4446>).

In 2012, 38 vocational training centers, 9 secondary vocational schools and 10 vocational colleges were evaluated and established. 12 vocational training centers were upgraded into secondary vocational schools, and 9 secondary vocational schools were upgraded into vocational colleges.

Besides newly established and upgraded institutions, 8 vocational training centers and 14 secondary vocational schools were closed; one secondary vocational school merged with one vocational college.

**Box 7: Regulations on closure of vocational colleges, secondary vocational schools and vocational training centers**

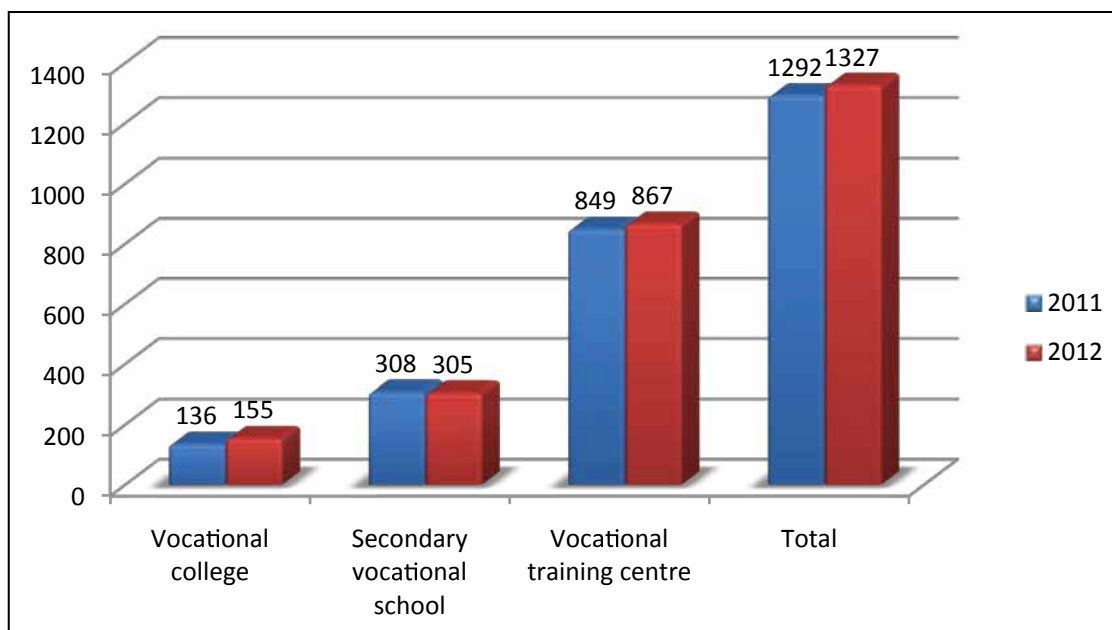
Article 13: Closure of vocational colleges, secondary vocational schools and vocational training centers

1. Vocational colleges, secondary vocational schools and vocational training centers will be closed in case of:

- a. Severe violation of regulations on management, organization and operation leading to serious consequences;
- b. Has not rectified the violation when the suspension on vocational activities expires;
- c. Objectives, tasks and operations in the decision of establishment and licensing for establishment of the institutions do not match the requirements of economic and social development;
- d. Upon request of organizations and individuals setting up the institution;
- e. Operations due of the institution expire, which stimulated in the regulations, rules (if any) of the institution.

*(Source: Circular No. 24/2011/TT-BLĐTBXH dated on September 21, 2011 of the Ministry of Labor, War Invalids and Social Affairs regulated the establishment and licensing for establishment, split, separation, merger and dissolution of vocational colleges, vocational secondary schools and vocational training centers.)*

**Figure 8: Vocational institution structure by training level in 2011, 2012**



*(Source: Department of Personnel and Organization, GDVT)*



In comparison with data of 2011, there is an increase of 34 vocational institutions, including 19 vocational colleges (of which six were established in six provinces where there were no vocational colleges prior to 2011). Vocational training centers increased to 18 centers. However, the number of secondary vocational schools has decreased by three schools because there are less newly established schools than those that were upgraded, merged, or closed.

Despite the high increase in the number of vocational colleges in 2012, 13 provinces are still without any vocational college<sup>1</sup>. There are four provinces that only have

vocational colleges but no secondary vocational school<sup>2</sup> due to the upgrading to vocational colleges or closure of secondary vocational schools<sup>3</sup>, but it is ensured that at least one vocational institution is operational in each province.

Of the total of 867 vocational training centers, 401 are public district vocational training centers in the total 549 districts across Viet Nam. This means, that 148 districts do not have any public district vocational training center. Auspiciously, compared to 2011, the number of public district vocational training centers increased by 16.

#### Box 8: Number of administrative units in Viet Nam

By 31/12/2012, there are 63 provinces/cities in the country, including 5 central cities, 58 provincial cities, 47 city districts, 45 towns and 549 districts.

(Sources: GOS)

The Vocational Training Development Strategy for 2011-2020 has set specific goals to develop vocational institution

networks, specifically from the period of 2015 to 2020 as follows:

<sup>1</sup> 13 provinces where did not have any vocational college in 2012 are: Thai Binh, Cao Bang, Bac Kan, Lai Chau, Quang Binh, Quang Tri and Kon Tum, Dak Nong, Binh Phuoc, Tay Ninh, Tra Vinh, Vinh Long, Ca Mau.

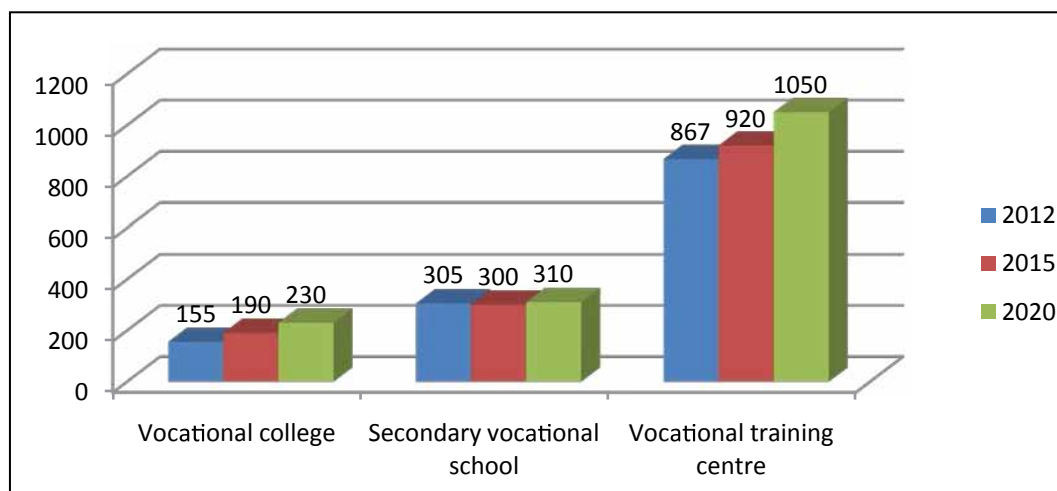
<sup>2</sup> In 2012, the four provinces Dien Bien, Son La, Ninh Thuan and Soc Trang did not have any vocational secondary school.

<sup>3</sup> In Son La province, the only secondary vocational school has been upgraded into a vocational college in 2012; in Ninh Thuan province, one secondary vocational school has been upgraded into a vocational college; one vocational secondary school has been closed.



**Figure 9: Vocational institutions structure by training levels in 2012 and planning for 2015 -2020**

(Unit: schools)



(Source: Department of Personnel and Organization, GDVT)

The structure shows that vocational colleges and vocational training centers are increasing. From 2012 to 2020, secondary vocational schools will increase by five schools from 305 schools to 310 schools.

With an increase in numbers of vocational institutions in 2012 and the following years, until 2015, “each central province/city will have at least one vocational college and one vocational training center; each city district/ rural district/ town will have one vocational training center or one secondary vocational school”. Thus, the goal set by the Vocational Training Development Strategy is achievable.

### **Building high quality vocational institutions**

According to the Vocational Training Development Strategy for 2011-2020, objectives of vocational training from 2016-2020 will be to provide training at college and intermediate education levels for 2.9 million people, and 10% of them

will achieve the same standards of national, regional, and international levels. To achieve this goal in 2020, 40 high quality vocational institutions will need to be established and developed.

A high quality vocational institution is one that meets regulated standards and conditions for training qualities. It has adequate infrastructure, teachers, curricula, equipment, and an optimum quality control system that assures the school’s capability of training high skilled workers, who will be validated by the society.

*Criteria to transform the 40 vocational institutions into high quality vocational institutions by 2020:*

In collaboration with other ministries and local correspondents, MOLISA has selected 40 public vocational institutions out of 500 vocational institutions across the country to transform them into high quality vocational institutions by 2020. The schools were selected base on the following criteria:

- Results from vocational training quality evaluation
- Admission rate of college and intermediate levels from 2010-2012
- Results from Viet Nam Skills Competition, Asean Skills Competition and Worldskills Competition
- Results from the National Vocational Teacher Competition
- Results from the national vocational teaching self-made equipment contest
- Number of selected key occupations that the school offers training programs
- The physical access level of the area

*Criteria of a high quality vocational institution:*

GDVT has drafted criteria of a high quality vocational institution. Base on this draft, a vocational institution is recognized as high quality vocational institution when it is validated by the accreditation agencies and fulfills the following criteria:

- Criteria 1: Meet accreditation standards on vocational institution's qualities.
- Criteria 2: 100% of the training occupations meet the accreditation standards on quality of training program.
- Criteria 3: The school has to train at least 2,000 students at intermediate and college levels (including transfer students), and at least 30% of them will participate in key occupations.
- Criteria 4: the school has to adopt an advanced training management system that meets international standards.
- Criteria 5: 100% key occupations meet national standards and at least three of

the occupations meet regional standards (ASEAN's) or international standards. The certificates after graduation should be recognizable by renown and prestigious organizations in the region (ASEAN or other international educational institutions).

- Criteria 6: 100% of graduates in national key occupations score the 3/5 level according to the National Occupation Skills Standards, gain Internet and Computing Core Certification (IC3), and score level 3 for English proficiency under English skill framework (equivalent to B1 in the Common European Framework of Reference for Languages (CEFR), or 450-600 points in Test of English International Communication (TOEIC).

- Criteria 7: At least 90% of the graduates have jobs within 6 months after graduation.

- Criteria 8: The school cooperates with enterprises to provide training in at least three key occupations.

- Criteria 9: Revenues from production, trading and service activities reach at least 50% of the total annual revenue of the institution.

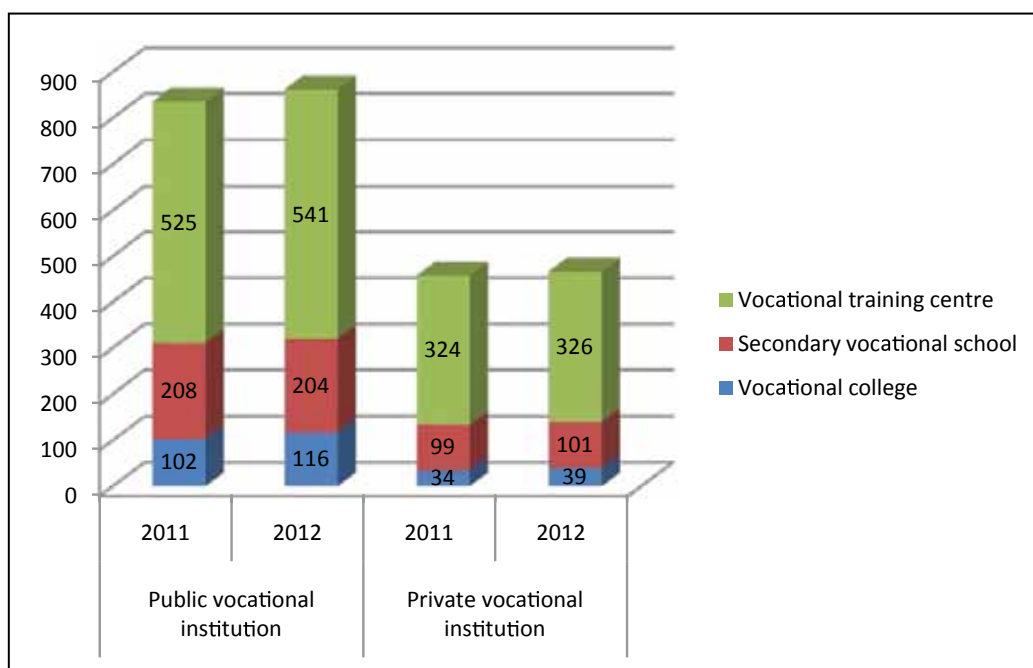
### **3.2. Vocational institutions categorized by ownership**

Among 1,327 vocational institutions, 861 (64.9%) are state-owned<sup>1</sup>, 40 (4.6%) are public-enterprise owned; 466 (35.1%) are private-owned. Compared to 2011, the number of public vocational institutions (26) tripled compared to the numbers of private vocational institutions (9).

<sup>1</sup> In this report, vocational institutions under State-owned enterprise management are also counted as public vocational institutions.

**Figure 10: Vocational institutions categorized by ownership and by training level in 2011 and 2012**

(Unit: schools)



(Source: Department of Personnel and Organization, GDVT)

**Box 9: Number of secondary schools, colleges and universities under the Ministry of Education and Training's management in 2012 (categorized by ownership)**

In 2012, there are 714 formal education institutions nationwide. 535 institutions are publicly owned (74.93%); 179 are private education institutions (25.07%).

Source: Statistics of education sector in 2012 on the website of the Ministry of Education and Training (<http://cooperat.moet.gov.vn/?page=11.11&view=4446>)

**3.3. Vocational institutions categorized by occupations**

College admission information (according to GDVT) shows that industrial occupations attract the highest registration among vocational colleges. The leading occupational groups are electricians and telecommunication technicians (320 colleges) that offer training to refrigeration and air conditioning technicians; cable operator and repairers, electronic transformer technicians; refrigeration technicians, tractor technicians). Following

the electrician group is mechanical and technology occupational group (318 colleges registered) that provide training of agricultural mechanical engineers, turners, millers, welders, and metal cutters). Information technology group ranks third with training programs of software programmers, database administrators, computer network administrators, office computer and information technology management, etc.).

Following occupational groups in industry are services, led by accounting and auditing

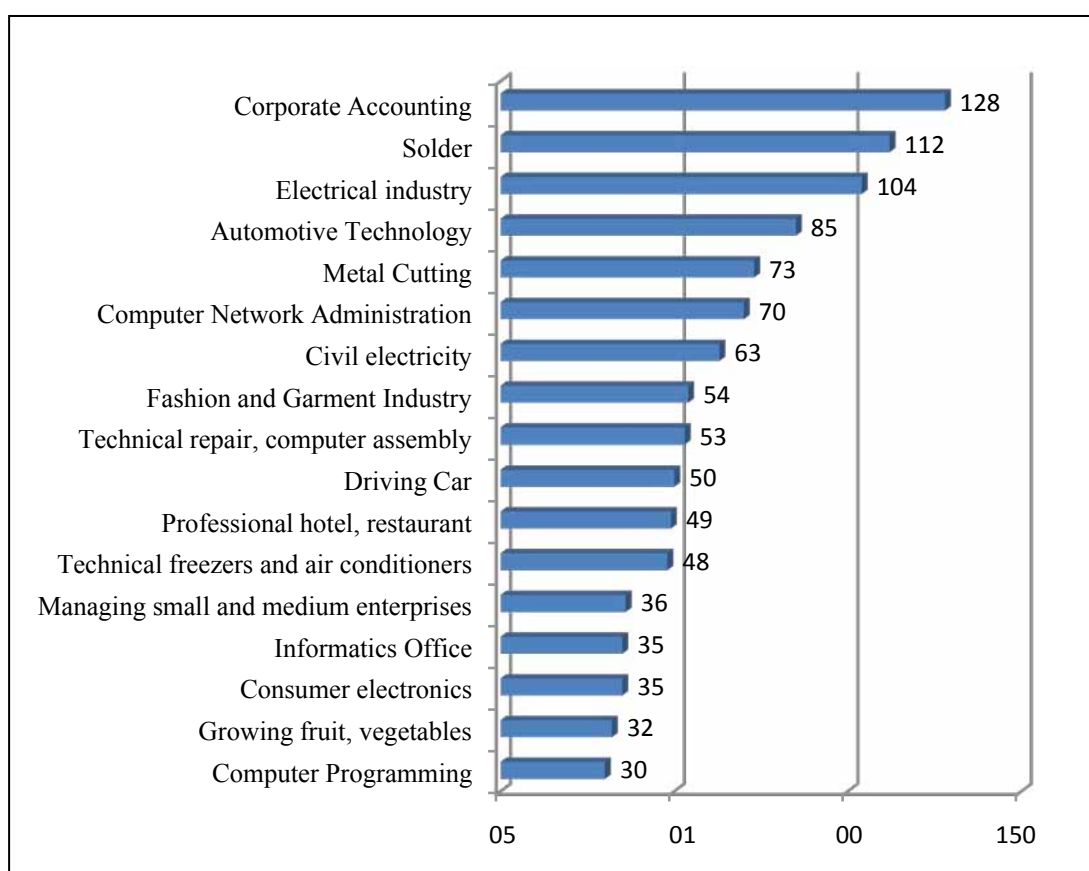
(mainly corporate accounting) with the highest number of registration (128 colleges). The next group is hospitality and restaurant services (provide training of food processing techniques, housekeeping, waiting tables, bartending, hotel and restaurant management, etc.). Transportation occupation group (offers training of automotive maneuvering of all types) earns the biggest number of admissions with over 60,000 students largely at primary level.

The least registered occupational groups are agriculture, forestry, and fishery. The majority of trainings are at the primary level.

Due to the nature of some occupations, they attract only a few institutions' registration. They are drilling technology, oil and gas exploitation, chemical materials, metallurgy, environmental technology, and mining technology.

**Figure 11: Training occupations that attract 30 and over institutions registration for training**

*Unit: occupation*



*(Source: Enrollment Information at college level, Department of Formal Vocational Training, GDVT)*

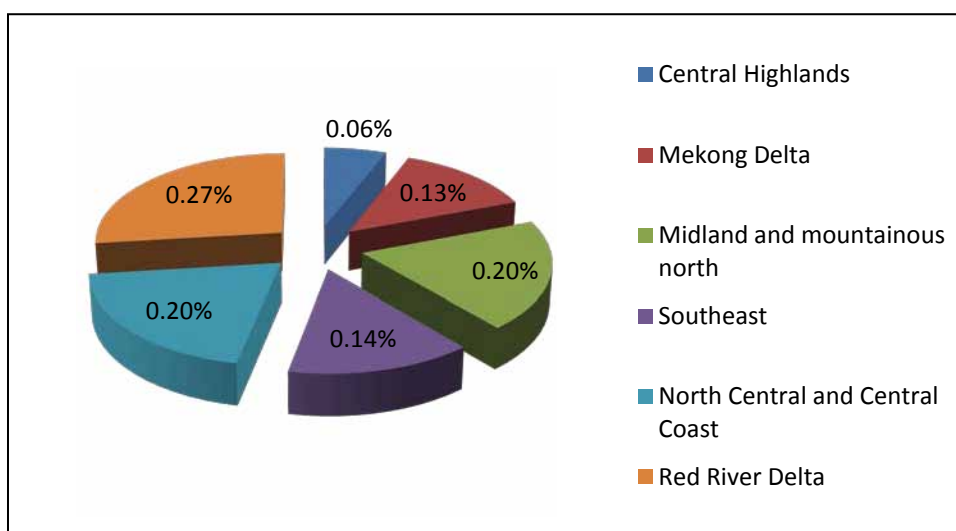
From this graph, it is shown that the vocational training structure is inefficient. Most of newly established vocational institutions focus their trainings on popular occupational groups such as industry and services, despite the fact that demanded occupations such as aquaculture, seafood farmers and processors are in need of trained laborers. Meanwhile no or not much training is provided in labor-demanded occupations like aquaculture and seafood raising and processing. Training levels also do not match with qualification demand in each sector and region.

Currently, vocational institutions have been switching from the multi-occupational training model to specialized occupational training model. This direction helps form key occupations at the institution’s level to provide high quality labor, serving top economic sectors of the country from now to 2020.

### 3.4. Vocational institutions categorized by six socio-economic regions

Compared to 2011, the number of vocational institutions in socio-economic regions has no significant change. Vocational institutions concentrate most in the Red River Delta, followed by the North Central and Central Coast Region, and concentrate least in the Central Highlands and the Mekong River Delta. These areas are facing difficulties in socio-economic development compared to others in the country. The number of vocational colleges in the Red River Delta accounts for more than one third of the total number of vocational colleges in Viet Nam, while there are only five vocational colleges in the Central Highlands (i.e. less than one tenth of the Red River Delta).

**Figure 12: Distribution of vocational institutions by six socio-economic regions in 2012**



Source: Department of Organization and Personnel-GDVT

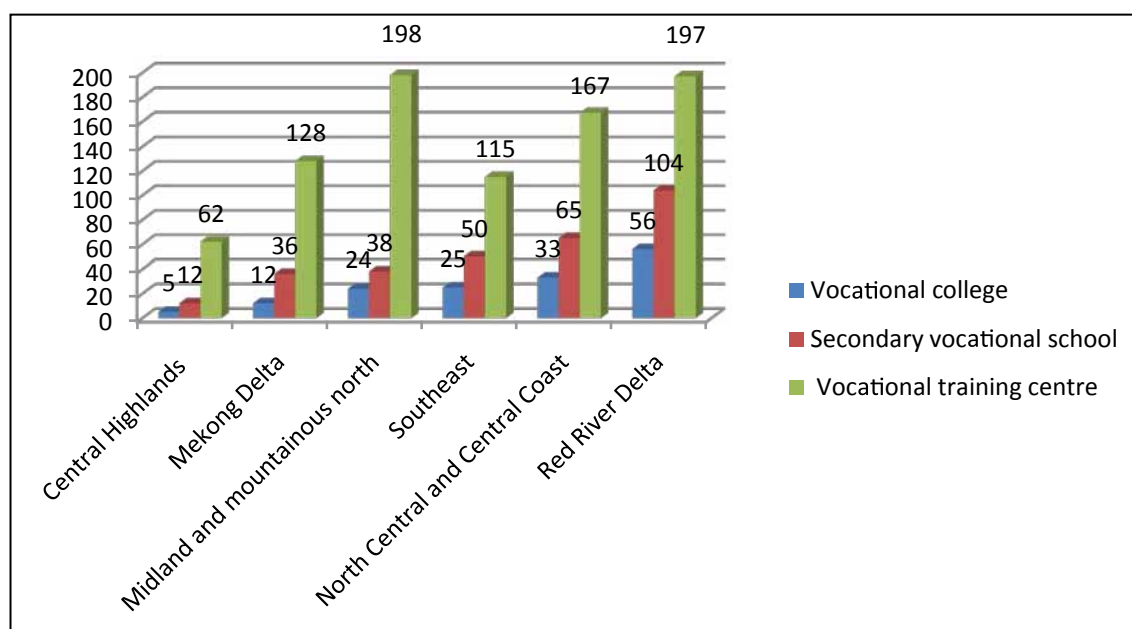
2012 is a milestone for the Central Highlands in vocational institution network development with an increase of nearly 14% (compared to 2011, the number of vocational institutions in Central Highlands has increased by two vocational colleges and nine vocational training centers). The increase of vocational institutions for Viet Nam is 2.56%. This indicates an equal development ratio among regions in expanding vocational training system in the country and priority in distributing

development that focus more in supporting regions with difficulties.

Vietnamese Prime Minister has approved the socio-economic development master plan for six socio-economic regions<sup>1</sup>. The plan identifies development objectives and orientation for each sector and region, creating a foundation for the development of vocational institution networks. This will also help fulfill requirements for qualified labor force for the development of the socio-economic regions.

**Figure 13: Number of vocational institutions in six socio-economic regions categorized by training level in 2012**

*Unit: Institution*



*(Source: Department of Organization and Personnel-GDVT)*

<sup>1</sup> Decision No. 1064/QĐ-TTg, Decision No. 795/QĐ-TTg, Decision No. 1114/QĐ-TTg, Decision No. 936/QĐ-TTg, Decision No. 943/QĐ-TTg and Decision No. 939/QĐ-TTg mentions the approval of a master plan for socio-economic development of six socio-economic regions in Viet Nam.

### 3.5. Vocational institutions categorized by key economic zones<sup>1</sup>

#### *Northern Key Economic Zone:*

The Northern Key Economic Zone is a dynamic economic center and plays an important role in motivating economic development of the Northern region and of the country. Hanoi Capital, center of politics, economy, culture, science, and technology of the country, is located in this region.

By 2020, the zone will focus on developing hi-tech branches such as software industry, informatics equipment and automation, scientific research products of spearhead industries; creating key products meeting market's demands such as products in auxiliary industry, which bring competitive advantage in making equipment, accessory machinery manufacturing, electronic, electronic components manufacturing, etc.; developing high quality service industries in the sectors of finance, banking, trading, tourism, science and technology, telecommunications, aviation transportation, maritime transportation; and developing real estate market, capital market, stock market, etc.<sup>2</sup>

Compared to other regions in the country, the Northern Key Economic Zone has many advantages in human resource development. It has an abundant labor force with a higher level of education among its

<sup>1</sup> For detail list of provinces in the key economic zones, see Viet Nam Vocational Training Report 2011.

<sup>2</sup> According to Prime Minister's Decision No. 145/2004/QĐ-TTg dated 08/13/2004 on major orientations for socio-economic development of the Northern Key Economic Zone until 2010, with a vision to 2020.

residents: low illiterate rate among laborers accounts for only 1%, and the number of workers with secondary certificate is 4.3 percentage-point higher than the national average. In recent years, human resources of the Northern Key Economic Zone have gained remarkable improvement in level of professional and technical skills. The percentage of trained labor in the region increased from 36.5% (2002) to 45.74% (2009) and has always been higher than the national average rate and of the Red River Delta's.

However, the structure of trained labor of the region still does not meet the requirements of industrialization of the region nor of the country. Majority of labor is focused in the agriculture, forestry, and fishery sectors<sup>3</sup>. Among industrial sectors, a large number of labor in processing industries, especially in textiles, footwear, wood processing, food processing, and beverage sectors<sup>4</sup>. Meanwhile, only 10% of the labor of the region works in manufacturing electrical, electronic, and computer equipment. There is always a lack of skillful and well-trained technical workers in the region. Particularly, the electronic and mechanical engineering sectors are always in a "thirst" for technicians.

#### **Vocational institution networks of the Northern Key Economic Zone**

In 2012, 276 vocational institutions are in the region, of which 52 are vocational colleges (18.8%), 80 are secondary vocational schools (29.0%), and the

<sup>3</sup> In 2009, labor in agriculture sector account for 45% of the total labor in the region.

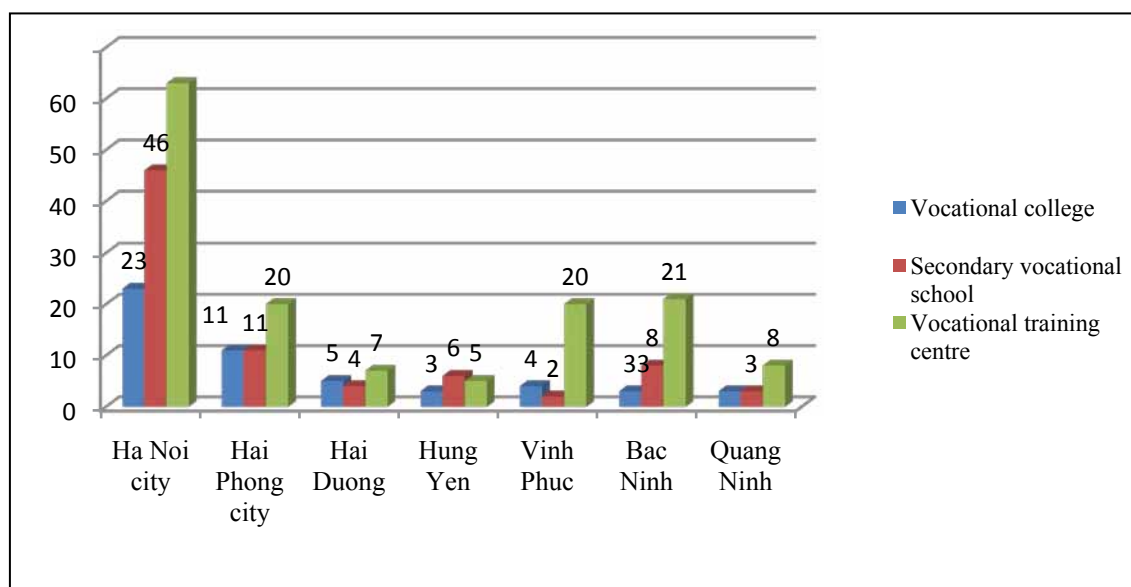
<sup>4</sup> In 2009, number of labor working in those sectors accounts for 54% of the total labor in industrial sectors of the region.



remaining 144 are vocational training centers (52.2%). Compared to other key economic zones in the country, the Northern Key Economic Zone has sound vocational institution networks, gaining stable development with the largest number of vocational institutions. The number of vocational colleges of the region is nearly

twice of the Southern Region's and 14 times of the Mekong River Delta's. These vocational colleges have been developed and planned to fit into requirements of technical labor supply and to be directly involved in production of the industrial and processing units in the region.

**Figure 14: Vocational institution networks of Northern Key Economic Zone**



(Source: Department of Organization and Personnel-GDVT)

However, vocational institutions in the region are unevenly distributed. They concentrate mostly in the capital Hanoi. Bac Ninh, Vinh Phuc province, where many industrial processing and producing facilities are located, is in a great demand of technical labor. However, the number of vocational institutions in these provinces is only one third of Hanoi's.

Quang Ninh province has great potentials and advantages. The government expects to develop the area to become a primary force and an important commercial gateway of the Northern Key Economic Zone to other countries in the region and internationally. Therefore, it is important to

produce high quality laborers and develop a human resources that will allow Quang Ninh to meet its goals and perform its best functions. Currently, the number of vocational institutions in Quang Ninh (14) is one third of Hai Phong City's and about one ninth of Hanoi's, however. Most of them are located in urban areas.

*Training occupations offered in vocational colleges in the region:*

Occupations for which vocational colleges gain the most registration in training programs are the occupational group of electrical, electronics and telecommunication engineering, and technology (121 schools). Industrial

electricity group stands second (37 schools), followed by industrial electronic group (21 schools). However, the number of admissions in industrial electronic occupational group is largest, and accounts for 89% of the total number of admissions. Occupations for which vocational colleges provide least training are electric system, rural electrical engineering, electrical installation and industrial controlling.

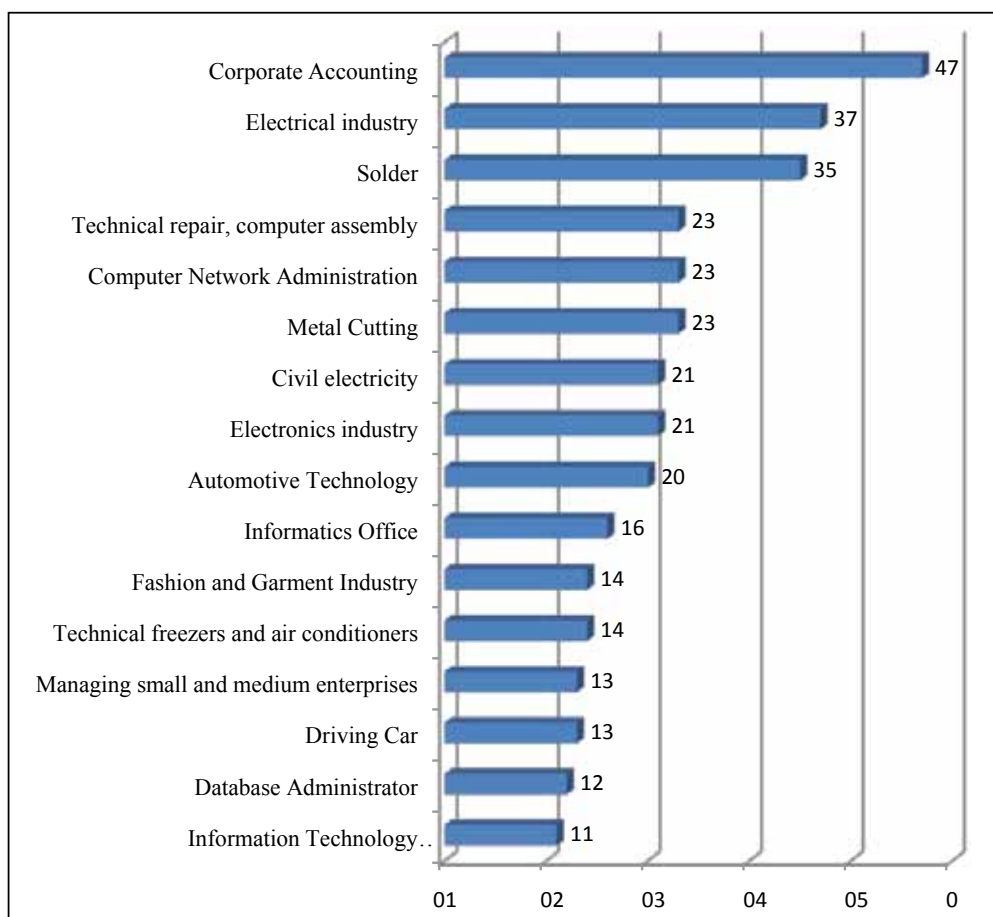
90 vocational colleges are registered to train Mechanical engineering and technology group, focusing on major occupations such as welding (35 schools), metal cutting (30 schools), and automotive technology (20 schools).

47 vocational colleges are registering for training provision of corporate accounting, an equal number to mechanical engineering technology. The Occupational group of agriculture and forestry takes the lowest share.

78 vocational colleges are registered to train the information technology occupational group, focusing on occupations such as computer network and administration (23 schools), office information administration (16 schools), software programming (11 schools).

**Figure 15: Occupations that have over 10 vocational colleges registered for**

*Unit: occupation*



(Source: Admission Information at college level, Department of Formal Vocational Training, GDVT)

This structure of occupation training has met the demand for technical labor in the region. However, in specific occupational groups, vocational institutions remain focused on training on popular occupations such as industrial electricity, welding, and civil electricity. In the field of information technology, training programs focus on occupations such as computer network administration, office information administration, and occupations related to software and information technology application. Currently, labor supply in the field of accounting-auditing is leading with 21.4% of the total labor supply of all occupations in 10/2013 (four times of 9/2013), whereas demand for recruitment of these occupations is less than 5%.<sup>1</sup> Thus, too many vocational colleges offer training in business accounting is contributing to labor excess in these occupations. The government aims to develop high technology industries such as software technology, information technology equipment, automation, development of auxiliary industries (equipment engineering and manufacturing, electronics components). Thus, vocational institutions in the region need to make a structural adjustment in training occupations so that they can meet labor demand and achieve economic development in the region by 2020.

### *Middle Key Economic Zone*

Middle Key Economic Zone is the motivational force in promoting socio-economic development of the Middle and Central Highlands regions. Its advantage

is harbor economic zones. In addition, it has potential for tourism with major tourist centers such as Hue, Da Nang, and Hoi An. The region also possesses resources to develop into a large-scale industrial area. Many industrial and economic zones are being established and put into operation.

From now to 2020, the region will focus on developing products of processing industries such as petrochemical industry, seafood processing industry, mechanical industry, electronic industry. It will boost agricultural along with forestry sector to create sights and environment for tourism. It will also focus on developing aquaculture and high quality services such as finance, banking, insurance, healthcare, and education.<sup>2</sup>

Like other regions in the country, the Middle Key Economic Zone has an abundant young labor force. People here were very supportive to the Revolutionary and have a long-standing reputation for being dynamic, studious, and hard working. The region now owns a highly skilled labor force with specialized knowledge in various sectors that contribute to the international integration of the Vietnamese economies. However, qualification and quality of labor are still limited. Skilled laborers need additional trainings and are in need in larger quantity to supply the socio-economic development and to attract more investment in the future. Number of trained labor is also lower than the national average (29.2% compared to 36.8% in 2008). In 2009, this rate increased to 36.5%. This number is too low to show that

<sup>1</sup> Source: Forecast Centre of Labor Demand & Information on Labor Market in Ho Chi Minh City (10/2013).

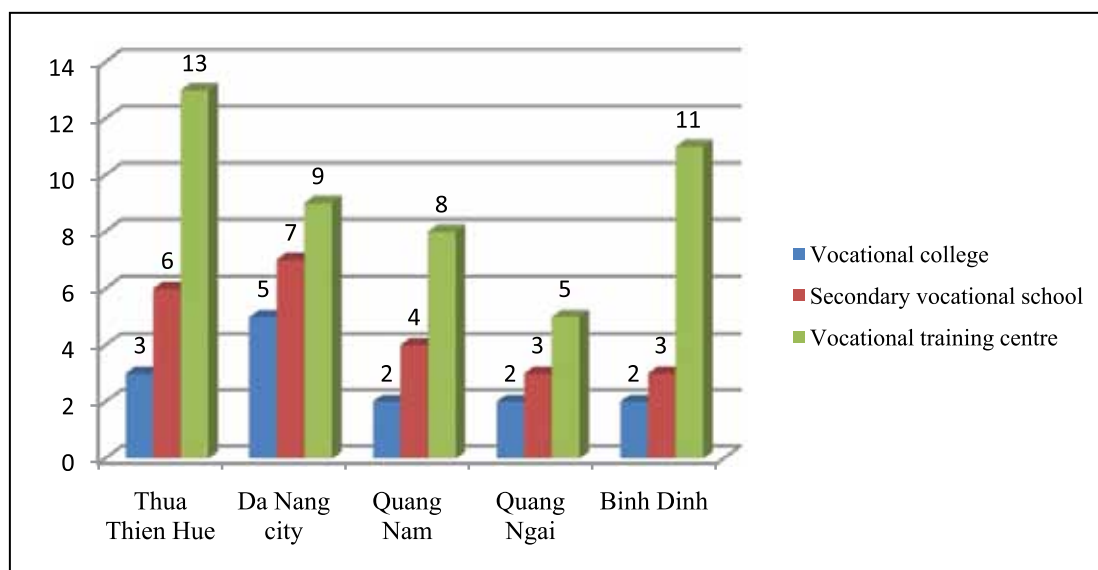
<sup>2</sup> According to Prime Minister's Decision No. 148/2004/QĐ-TTg.

the dynamic and motivational region can boost development in its neighborhood.

By the end of 2012, the Middle Key Economic Zone had 83 vocational institutions including 14 vocational colleges, 23 secondary vocational schools, and 46 vocational training centers. Compared to 2011, the number of vocational institutions

of this region decreased (from 87 institutions in 2011) due to closure of some vocational institutions. Vocational institutions are concentrated in Hue province and Da Nang City. Da Nang is leading with five vocational colleges, followed by Quang Nam, Quang Ngai and Binh Dinh provinces with two vocational colleges in each province.

**Figure 16: Vocational institution networks of the Middle Key Economic Zone in 2012**



(Source: Department of Organization and Personnel-GDVT)

*Major training occupations offered by vocational colleges in the region:*

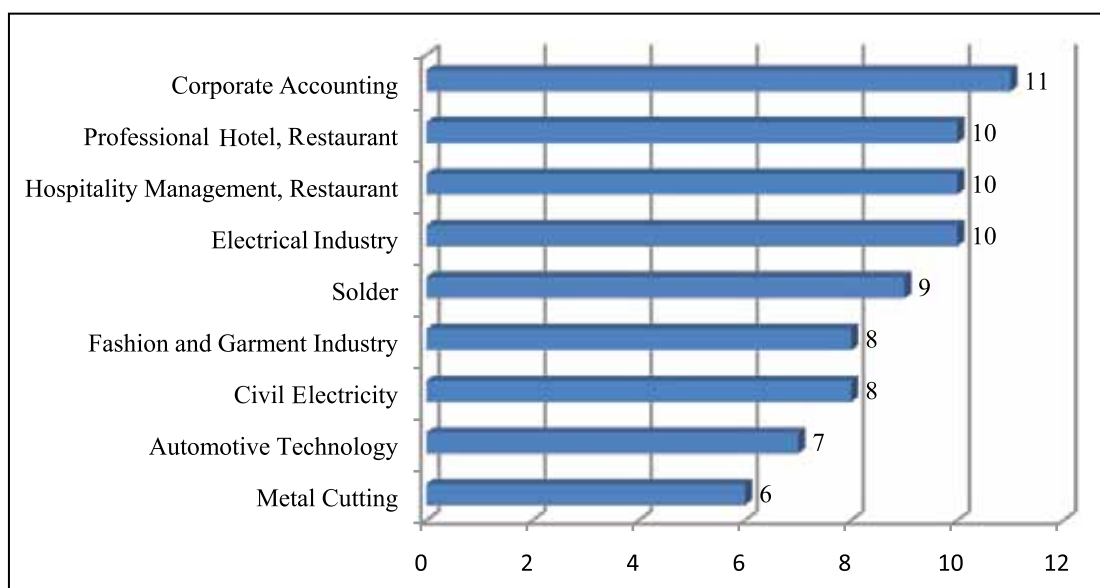
Mechanical engineering and technology, Electrical, electronics and telecommunication engineering and technology remained to be two occupational groups that most vocational colleges registered to provide training. As a common trend across the country, corporate accounting is trained in most schools (11 schools) and the biggest number of admissions, accounting for nearly 10% of the total number of admission of all occupational groups.

Different from the other three regions, the 24 vocational colleges in the Middle Key Economic Zone registering for training provision in the occupational group of hospitality such as restaurant services, hostess, restaurant administration are the third biggest share after the above-mentioned occupational groups (Mechanical Engineering and Technology, Electrical, Electronics and Telecommunication Engineering and Technology). However, the number of schools registered for occupational group of service and tourism is small (6 schools). This is a challenge for the region in

developing tourism and socio-economic potentials. Besides, with its advantages of harbor economic development, demand for labor in the field of aquaculture, seafood processing, and oil and gas industry is

high. However, the number of admissions in these two occupational groups is small as only two vocational institutions across the region are providing training in the field of drilling industry, oil, and gas exploitation.

**Figure 17: Occupations that have five and more vocational colleges registered to provide training for<sup>1</sup>**



(Source: Admission Information at college level, Department of Formal Vocational Training, GDVT)

In order to achieve the planned socio-economic development’s objectives, the Middle Key Economic Zone needs to foster a strong human resource developing plan. Vocational institutions in the region should focus on training occupations that are and will be in high demand. Apart from strengthening and expanding the vocational institution networks, the region also needs to adjust its training occupation structure.

**Southern Key Economic Zone:**

The Southern Key Economic Zone is a dynamic economic zone with high

economic growth; a high concentration of economic, industry, trading, services, science and technology centers; complexes of developed urban and industrial zones. It is the central and driving economic zone of southern provinces. The government has set its direction for the region in developing major industries/sectors by 2020, as follows: prioritizing development of spearhead sectors which require high-level knowledge and technology (such as informatics technology, telecommunications, new materials

<sup>1</sup> Due to small number of vocational institutions in Middle Key Economic Zone, this figure chooses to show types of occupations that at least 5 vocational colleges have registered to provide training for (instead of 10 as for Northern Key Economic Zone’s chart).

technology, micro biotechnology), clean industries and basic industries, developing component accessory manufacturing, repairing, and maintenance; promoting key industries such as oil and gas exploitation, electronics and software production, mechanical engineering and manufacturing, power generation, fertilizer, chemical production from oil and gas, agriculture, forestry, and fishery, and food processing; developing textiles, footwear, plastics industries, construction materials industry; increasing the proportion of the processing industry. The goals are to make the Southern Key Economic Zone become strong in electronic component, software, telecommunication and information in the region (ASEAN); promote investment in high-tech industrial zones and software manufacturing in Ho Chi Minh City; develop high quality service sectors, especially finance, banking, tourism, entertainment, technology services, telecommunications, international transportation; promote the advantages of harbor system domestically and internationally, such as the marine transportation and services; create a material resource for the development of processing industries; form export zones of agricultural commodities (rubber, coffee, pepper, cashew); boost up seafood processing industry.

Human resources of the Southern Key Economic Zone have higher quality than the national average. The development of a vocational and training system has raised the proportion of trained and vocationally trained labor up to 48% in 2010. However, the quality of labor is limited. Most workers come from rural areas and many are unskilled, so quality of labor is low and lack of discipline and professional manner.

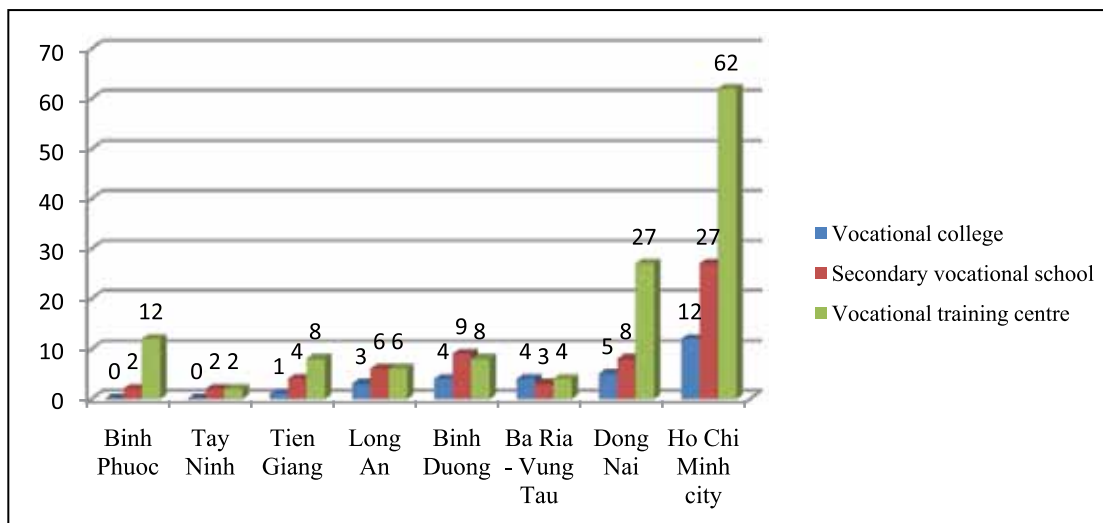
#### *Vocational institution networks of the Southern Key Economic Zone*

As of late 2012, there are 219 vocational institutions across the region, of which 13.2% are vocational colleges, 27.9% are secondary vocational schools, and the remaining are vocational training centers. Vocational institutions in the region are distributed unevenly, with only few in its provinces. Ho Chi Minh City is the largest hub for human resource training and scientific research of the country. It is also home of nearly 50% of vocational institutions of the whole region. The number of vocational institutions of the city is nearly triple the Dong Nai province (ranks second in number of vocational institutions, with 40 vocational institutions). There are two provinces in the region do not have any vocational college.



**Figure 18: Vocational institution networks of the Southern Key Economic Zone in 2012**

Unit: institution

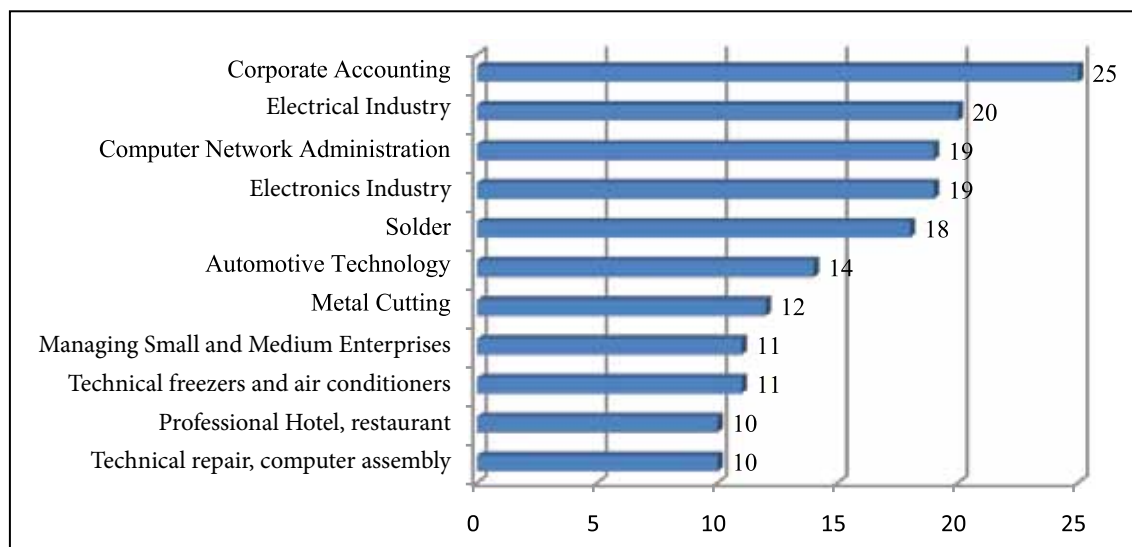


(Source: Department of Organization and Personnel-GDVT)

**Major training occupations in the region:**

**Figure 19: Occupations that have 10 and more vocational colleges registered to provide training for in the region**

Unit: occupation



(Source: Admission Information at college level, Department of Formal Vocational Training, GDVT)



Occupations for which vocational colleges provide most training are electrical, electronics, telecommunications engineering and technology (80); mechanical engineering technology (56) and information technology (50). Compared to other regions in the country, in the Southern Key Economic Zone, the occupational group of transportation (mainly automobile driving of all types) has the biggest share in training provision and admission.

The training occupational group structure of vocational institutions in the region is suitable with the region's key industry / sector development orientation until 2020. However, each occupational group has to be considered and adjusted for better suitability. For instance, in Mechanical engineering and technology, much focus is placed on welding, metal cutting; in information technology, training focuses on computer network administration and office information administration; in the service sector, oriented to development of high quality service sectors such as finance, banking services, training focuses on corporate accounting. This will lead to labor redundancies.

Until 2015, vocational institutions need to shift their training occupation structure, focusing on sectors of high labor demand such as mechanical equipment fabrication and installation, electronic, electronics component production, oil, and gas

technology and exploitation, software production.

### *Mekong Delta River Key Economic Zone*

The Mekong Delta River Key Economic Zone consists of four central provinces and cities: Can Tho City, An Giang, Kien Giang, and Ca Mau provinces. They are key food production regions: major rice production, aquaculture, fishery and seafood processing centers, contributing to agricultural and fishery product export.

In the coming years, the Mekong Delta Key Economic Zone will continue to play its major role in the Mekong River Delta Region in rice production, aquaculture, fishery and seafood processing, contributing to agricultural and fishery products export. It plays an important role in the transfer of biotechnology, seed supply, technical services, agricultural product processing, and export for the Mekong River Delta Region.

The Mekong Delta Key Economic Zone has a young population and an abundant labor force. These are favorable conditions in training, using and promoting young labor to meet requirements of boosting industrialization and modernization. However, the quality of human resources of the Mekong River Delta Region in general and the Mekong Delta Key Economic Zone in particular is low. The number of laborers is big but many of them are unskilled. Labor structure is not diverse and qualification is at

a low level with a lack of trained workers<sup>1</sup>. Therefore, development of human resources was identified to promote the development of the Mekong Delta Key Economic Zone. Target for 2020 is “Raising the ratio of trained labor from about 30% in 2007 to 38% in 2010 and to 65% in 2020”<sup>2</sup>.

Decision No. 1033/QĐ-TTg dated on 30/6/2011 on the development of education, vocational and training of the Mekong River Delta Region for 2011-15 sets the following target for training: until 2015 the rate of trained labor reaches 40%, 445,000 people are trained per year. There are 22 vocational colleges, 35 secondary vocational schools across the region and at least one vocational training center or vocational college in each district.

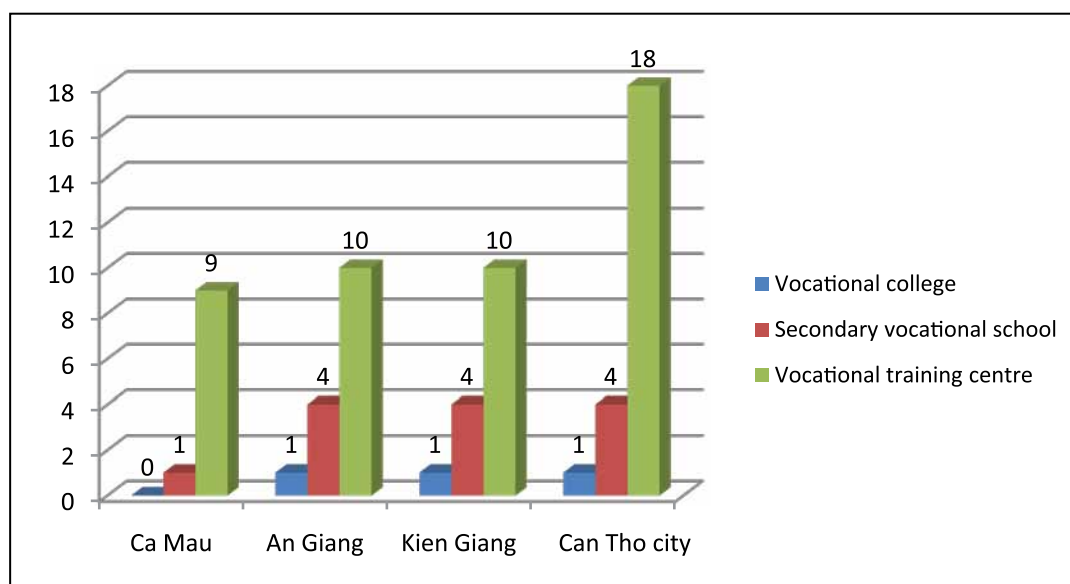
#### *Vocational institution network of the Mekong Delta Key Economic Zone. T*

In 2012, three vocational colleges, 13 secondary vocational schools, and 47 vocational training centers total 63 vocational institutions. Vocational institutions are concentrated in Can Tho City, which hold a central position with its rapid development, as a major service center of the Mekong Delta Region, a bridge in economic integration with the region and the world. The Vocational institution network of the region is weak in quantity and is unevenly distributed. Therefore, the training capacity of vocational institutions is weak in training scale and quality. Particularly, Ca Mau has no vocational college but just one vocational secondary school.

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<sup>1</sup> In the Mekong River Delta Region (MRD) 83.3% of workers are untrained, while the nationwide average is 74.6% thereby ranking as seventh of eight regions. A recent survey shows that only 20% of its industrial Labor are having specialized qualification and high skills; 17% of the technical Labor is directly involved in production. The Labor structure is unreasonable, especially having significant difference between number of teachers and workers. The indicators of education, training, and vocational training are below national; In the MRD the share of students attending vocational training is the lowest of the country. Teaching quality of vocational training is limited, mainly short-term training is provided (the share of long-term vocational training in 2006 was 10.3% whereas the national share was 18%).

<sup>2</sup> Decision No. 492/QĐ-TTg dated on April 16, 2009 approving the plan for the establishment of key Mekong River Delta Economic Zone.

**Figure 20: Vocational institution network of the Mekong Delta Key Economic Zone**

(Source: Department of Organization and Personnel-GDVT)

To achieve such targets in vocational training as stated in Decision No. 1033/QĐ-TTg from 30/6/2011, the region needs to focus all resources on the development of the vocational institution network to meet the demand for technical labor and to promote the region's development.

*Major training occupations of vocational colleges in the Mekong Delta Key Economic Zone:*

The occupational group, which has the biggest number of training registrations, is electrical, electronics and telecommunications engineering and technology (11 vocational colleges), followed by occupational group of Mechanical engineering and technology (9 vocational colleges). Due to the small number of vocational institutions in the region, only 2-3 colleges are providing training in the occupational group.

It's is a common trend that the Mekong River delta Key Economic Zone still focuses on training in popular occupations

like corporate accounting, industrial electricity, civil electric-electronics, metal cutting, welding, etc. and ignores training in other occupations which have a high demand now and in the future. The occupational groups of agriculture, food farming and processing (aquaculture) are the region's strong occupations; the two vocational colleges registering for training with an admission number of 100 students is to be considered very small.

Development orientation of the region in the coming years is to, etc. play an important role in the transfer of biotechnology, seed supply, technical services, processing, and export of agriculture products for the Mekong River Delta Region. It can be seen that demand for labor, especially high quality labor in agriculture-fishery of the region is very high. However, in the future, if the region does not have the structural adjustment of training occupations, focusing on occupations in which it has advantages, the scarcity of work force

in that sector will be a barrier of socio-economic development goals.

### 3.6. Vocational institutions categorized by management level

Managerial agencies include ministries, sectors, local authorities (Department of Labor, Invalids and Social Affairs Provincial/

city People's Committee), Enterprise (State-owned enterprises and private enterprises); socio-political Organizations (Viet Nam General Confederation of Labor, Viet Nam Farmers' Union, Viet Nam Women's Union, Viet Nam cooperative Alliance, Ho Chi Minh Communist Youth Union, etc.) and individuals.

**Table 6: Vocational institutions categorized by management levels**

	Ministries/ Sector	Locality	Enterprise		Socio-political Organizations	Individual	Total
			Public	Private			
Vocational colleges	40	53	17	17	5	23	155
Secondary vocational schools	16	151	23	63	19	33	305
Vocational training centers	10	512	0	137	30	178	867
<b>Total</b>	<b>66</b>	<b>716</b>	<b>40</b>	<b>217</b>	<b>54</b>	<b>234</b>	<b>1327</b>

(Source: Department of Organization and Personnel-GDVT)

Vocational institutions under the ownership of ministries and sectors mainly are vocational colleges. Most of vocational training centers are locally managed institutions, invested by private enterprises and individuals.

Of the 40 vocational colleges in the ownership of ministries, sectors, 17 are owned by the Ministry of Agriculture and Rural Development, followed by six by the Ministry of Culture, Sports, and Tourism, each five by the Ministry of Defence and the Ministry of Transport, and three by the Ministry of Labor, Invalids and Social

Affairs. The Ministry of Defence owns 14 of 16 minister-managed secondary vocational schools.

**Vocational institutions under the ownership of enterprises** (including state-owned enterprises and private enterprises)

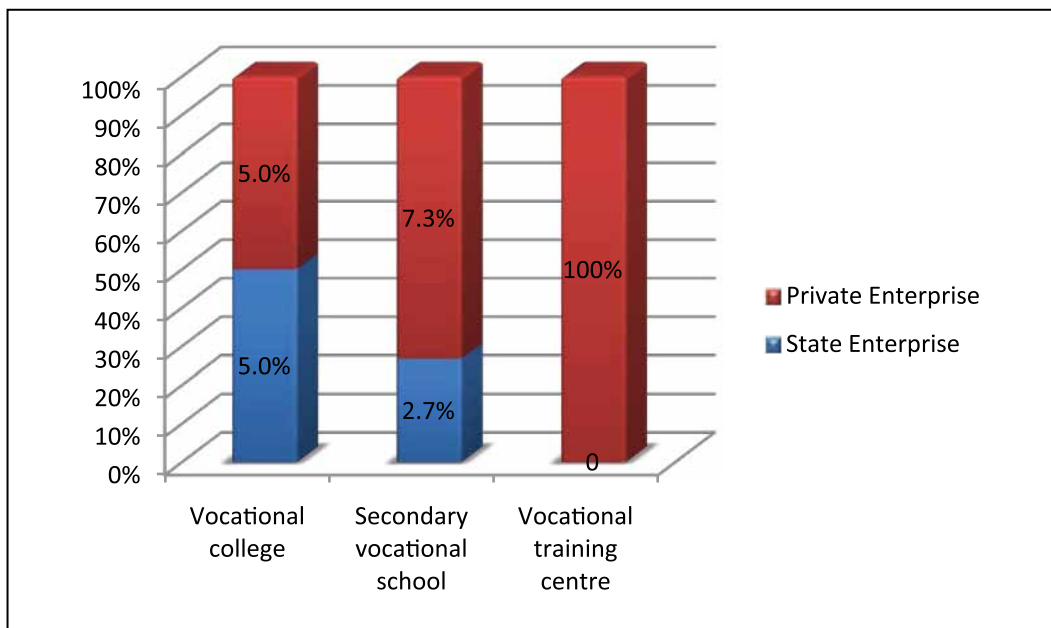
State-owned enterprises include state-owned Corporations and Groups as Corporation of Viet Nam Electricity, Shipbuilding Industry Corporation, Viet Nam Textile and Garment Group Viet Nam Coal and Minerals Corporation, etc.; Song Da Corporation of Construction, Viglacera Corporation.

Of the total 1,327 vocational institutions, 257 are owned by enterprises (19.4% of the total vocational institutions of Viet Nam), of which 84.4% are owned by private and the remaining 15.6% by state-owned enterprises.

Of the 257 vocational institutions under the ownership of enterprises, 13.2% are vocational colleges (21.9% of Viet Nam’s

vocational colleges), 33.5% are secondary vocational schools, and the remaining 53.3% are vocational training centers. All the vocational training centers are under the ownership of private enterprises. Most of state-owned enterprises invest in vocational colleges and secondary vocational schools.

**Figure 21: Ratio of public and private enterprises**



(Source: Department of Organization and Personnel-GDVT)

### 3.7. Overall assessments of the vocational institution network

In 2012, the vocational institution network has witnessed development. Particularly a network of high quality vocational colleges was formed, making important contributions in providing high-quality human resources to meet the requirements of socio-economic development for the period 2011-2020. Vocational institutions are targeted at training in specialized occupations. More than 200 public vocational institutions have been selected to receive investment support in training key occupations at national, regional, and international levels. The vocational institution network in the difficult areas has gradually developed. Besides this achievement, the vocational institution network still faces limitations. Up to now, 13 provinces do not have any vocational college, three provinces have no secondary vocational school, and 147 districts have no vocational training center. The majority of those provinces are in difficult areas<sup>1</sup>. Vocational institutions are mainly located

in urban areas, concentrated in industrial and key economic zones. The training capacity of vocational institutions is still weak; the admission structure at college and intermediate levels failed to meet the target.<sup>2</sup> The structure of training occupations is still unreasonable, and has not yet been connected with the requirements of the labor market. Vocational institutions mainly provide training in popular occupations belonging to occupational groups of technology in electrical, electronics and telecommunications engineering and technology and Mechanical engineering and technology (welding, metal cutting, etc.), especially corporate accounting. While the labor market is saturated with accountants, most of vocational institutions are still providing training in this occupation. On the contrary, few vocational institutions provide training in specific occupations for particular sectors/ areas such as oil and gas exploitation, underground mining technology, drilling and blasting, etc. or occupations with high levels of knowledge such as software technology, or biotechnology.

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<sup>1</sup> Prime Minister's Decision No. 30/2007/QĐ-TTg dated on 5/3/2007 issued the list of administrative units under the disadvantaged areas.

<sup>2</sup> Ministry of Planning and Investment (2011), Overall Report on the development of human resources in Viet Nam for 2011-20: "Structure of vocational training enrollments at college and intermediate levels is 4.7%-15.9% compared with targets of 7.5%-22.5% "

## 4. VOCATIONAL TEACHERS AND MANAGERS

### 4.1. Vocational teachers

Compared to 2011, the number of vocational teachers in 2012 increased by 3,466 teachers (57,297 teachers in total). Full-time teachers account for 68.8% (66.5% in 2011). The number of teachers in other institutions offering vocational training declined slightly from 33.5% in 2011 to 31.5% in 2012. The increased number of teachers is mainly in vocational colleges with 1,470 teachers (2.7% of the total number of teachers in 2011). There

were 12,807 teachers in 2011 but increased to 14,277 in 2012. The reason of the rapid increase in number of teachers is due to the upgrading of vocational secondary schools to vocational colleges.

The number of vocational teachers in vocational centers increased significantly by 2,534 teachers equivalent to 4.7% of the total number of vocational teachers in 2011. (11,575 teachers in 2011 and 14,109 teachers in 2012). Demand of vocational training for rural laborers led to this increased number.

**Table 7: Number of permanent teachers in vocational system and other institutions**

Vocational institutions		2011		2012			
		Total	Rate (%)	Public institution	Non-Public institution	Total	Rate (%)
Vocational institutions in vocational system	Vocational college	12.807	23,8	11.005	3.272	14.277	24,9
	Vocational secondary school	11.412	21,2	7.997	2.877	10.874	19,0
	Vocational centers	11.575	21,5	5.568	8.541	14.109	24,6
	Total	35.794	66,5	24.570	14.690	39.260	68,8
Other institutions offering vocational training		18.037	33,5	12.900	5.137	18.037	31,5
<b>Total</b>		<b>53.831</b>	<b>100,0</b>	<b>37.470</b>	<b>19.827</b>	<b>57.297</b>	<b>100,0</b>

(Source: Department of Vocational Teachers and Managers-GDVT, 2011-2012)

### In terms of qualification

Along with an upturn in quantity, both quality and professional skills of vocational teachers increased. In 2011 2,956 vocational teachers had a master's qualifications and above in vocational institutions of the total of 4,000. The ones who graduated

from universities rose substantially from 17,358 in 2011 to 18,941 in 2012 hence adapting to the required standard. Teachers in vocational secondary schools and vocational colleges had to graduate from universities, universities of technical education and above.

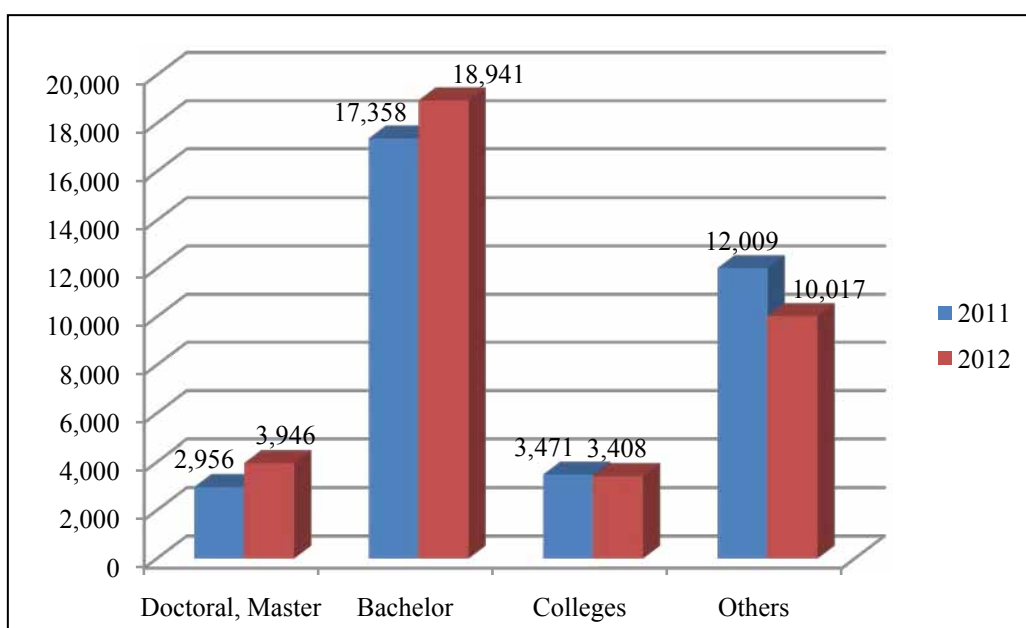


To fulfill the scheme of “Vocational training for rural laborers,” from 2010 to 2012, vocational institutions mobilized teaching staff including artisans and highly skilled workers who are working in enterprises to participate in vocational training.

Therefore, the number of teachers with other qualifications in vocational centers increased to 12,009 teachers in 2010 and 2011. However, one year later, this number came down to 10,017 because the teacher’s qualification had been enhanced.

**Figure 22: Professional qualifications of vocational teachers between 2011 and 2012**

*Unit: personal*



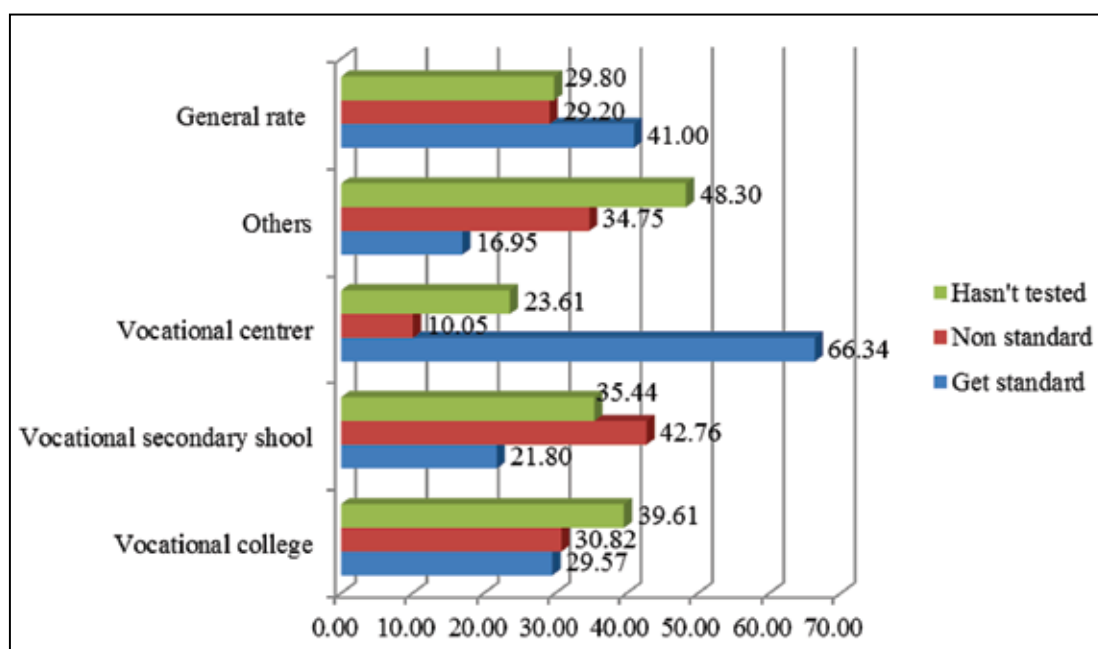
*(Source: Department of Vocational Teachers and Managers-GDVT, 2012)*

**Box 10: Standard 1: Specialist knowledge**

- a. For primary vocational teachers: There should be an intermediate vocational degree or intermediate professional one or over; and a computing level A and above.
- b. For intermediate vocational teachers: There should be a degree or a diploma from universities of technical education or above, and majors are appropriate to corresponding vocations; A B level of a common foreign language, and a computing level A and above..
- c. For vocational college lecturers: There should be a degree or a diploma from technical universities and over, of which majors are appropriate to corresponding vocations; B level of a common foreign language, and a computing level B and above..

In terms of vocational skills

**Figure 23: Qualified vocational teachers in terms of vocational skills**



(Source: Department of Vocational Teachers and Managers-GDVT)

The highest rate of teachers failing to meet the standard of vocational practice was in the vocational secondary schools, which jumped to 42.76%, followed by the rate of teachers in vocational colleges at 30.8%, and 10.05% in vocational centers. In other institutions offering vocational training, the rate went up to 34.75%. The rate of teachers meeting the practice-standards in vocational institutions was 41.0%. So the rate of teachers, able to conduct integrated training was 41.0%. However, still a vast number of teachers had not been assessed. Vocational colleges, vocational secondary schools, vocational centers, and other institutions offering vocational training accounted for 39.61%, 35.44%, 23.61% and 48.30% respectively.

To enhance the occupational skills of vocational teachers, the General Department of Vocational Training undertook a pilot project and sent 95 teachers to Malaysia

to study and improve their professional qualification, which included 24 in welding, 23 in Industrial electrical engineering, 24 in industrial electronics, and 24 in automotive technology.

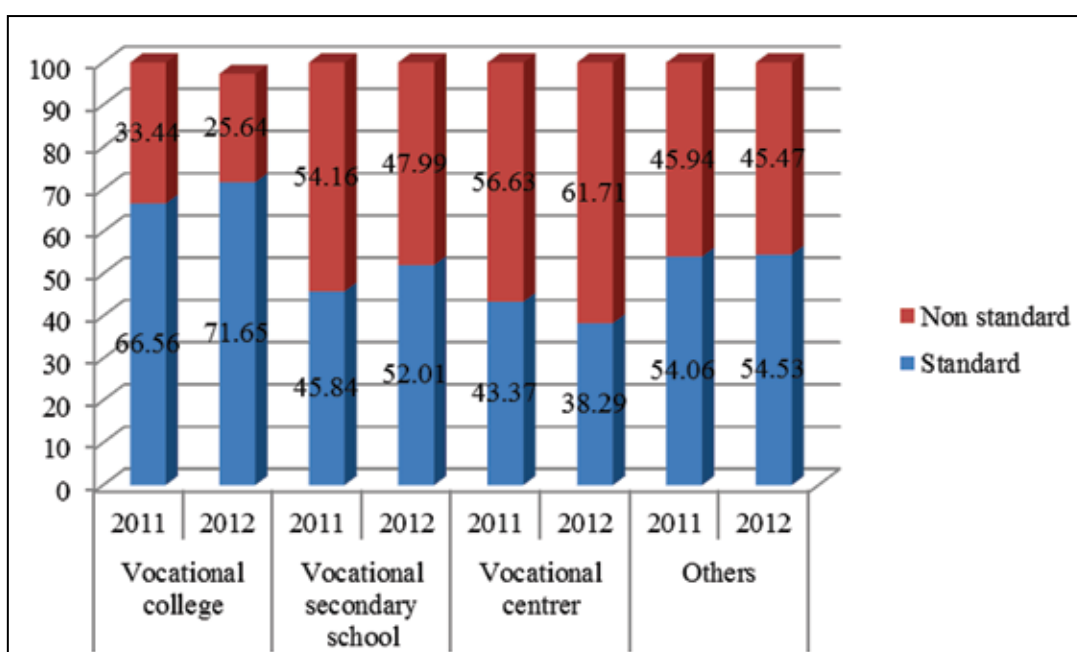
### Foreign language skills

The rate of teachers failing to meet the standard of foreign languages in vocational colleges was 33.44% in 2011 compared to 25.6% in 2012, those in vocational secondary schools was 54.16% in 2011 compared to 47.99% in 2012 while those in vocational centers grew from 56.63% to 61.71%. Other institutions offering vocational training did not experience a lot of change. Although the number of teachers fell, who did not reach the foreign languages standard in vocational colleges and vocational secondary schools, it was still a high enough rate to satisfy the requirement of international association.

**Box 11: The standard 2: Vocational skills**

- a. For primary vocational teachers: They should have vocational skills equivalent to vocational secondary level or 3/7 grade, 2/6 grade or provincial level artisans directly under the Central Government and above.
- b. For Vocational secondary teachers: They should have vocational skills equivalent to vocational college level or 4/7 grade, 3/6 grade and above, or national level artisans.
- c. For vocational college lecturers: They should have vocational skills equivalent to vocational college level or 5/7 grade, 4/6 grade and above, or national level artisans.

**Figure 24: Foreign language skills structure of vocational teachers in vocational institutions**

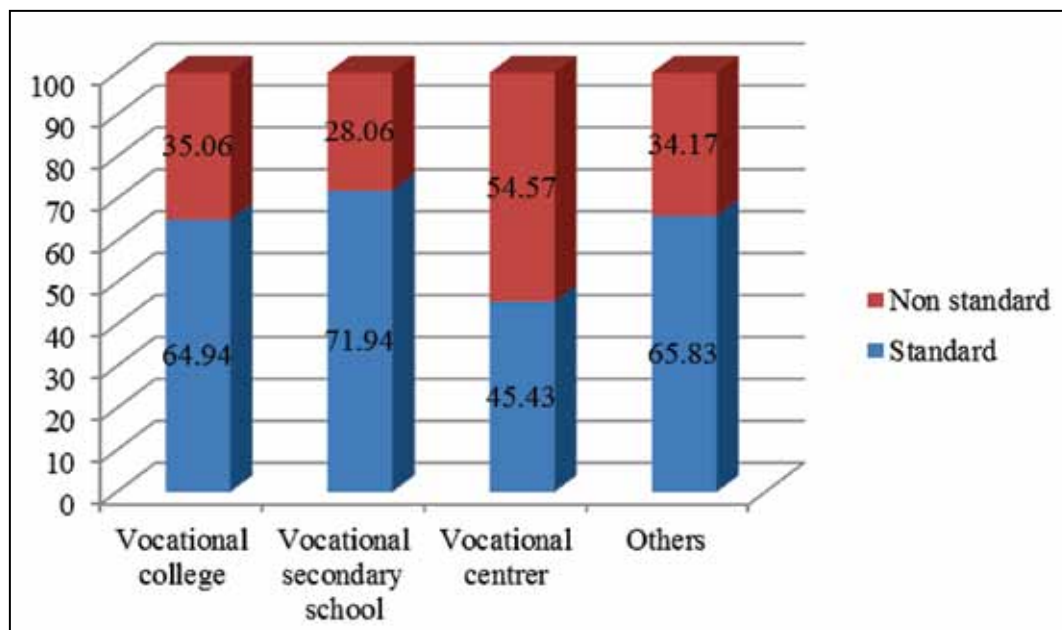


(Source: Department of Vocational Teachers and Managers-GDVT)

**Computer skills**

Computing is an indispensable supplement skill for vocational teachers to be applied in teaching, collecting documents and managing students. Although vocational teachers made much progress, their computing levels were quite low. The rate of teachers failing to meet the standard

was rather high. It accounted for 35.60%, 28.06% and 54.57% in vocational colleges, vocational secondary schools, and vocational centers respectively. Highly skilled workers in traditional craft villages involved in vocational training and teachers from mountainous and ethnic minority areas encountered difficulties when utilizing information technology.

**Figure 25: Computer skills structure of vocational teachers in vocational institutions**

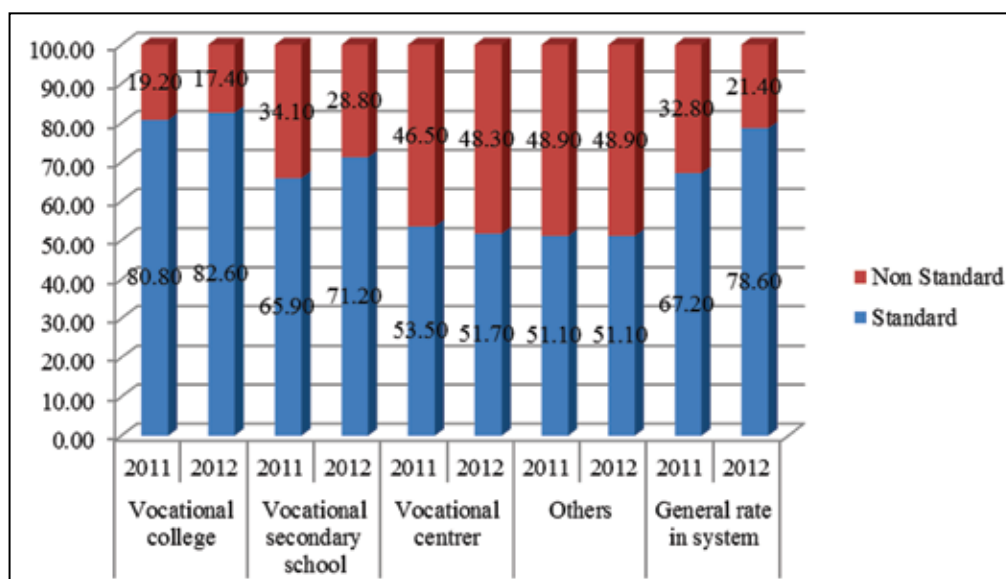
(Source: Department of Vocational Teachers and Managers-GDVT)

### Pedagogical skills in vocational training

In order to meet capacity requirements set forth for vocational teachers, GDVT has elaborated and promulgated several programs: The frame program on pedagogical skills for vocational teachers at intermediate and collegiate levels; the frame program on pedagogical skills for vocational teachers at elementary level; the training program on teaching skills for vocational teachers, and six programs on nourishing pedagogical skills for vocational teachers to reach international standards e.g. according to City & Guilds.

The rate of teachers failing to meet the standard of vocational teaching in vocational colleges decreased from 19.2% in 2011 to 17.4% in 2012, while those in intermediate vocational schools was 34.1% in 2011 compared to 28.8% in 2012. Teachers in vocational centers slightly grew from 46.5% to 48.3% in the same period. The reason was that new contract teachers had not been provided fresher courses. Other institutions offering vocational training had no change. The rate of teachers failing to meet the standard was quite high.

Figure 26 : Qualified vocational teachers in terms of pedagogical skills



(Source: Department of Vocational Teachers and Managers-GDVT 2011-2012)

**Box 12: Clause 6: Criteria 3: Vocational teaching ability**

Standard 1: pedagogical skills level, in-class time:

- a. Hold a graduate degree from technical teaching universities or technical teaching colleges, or vocational certificates appropriate or equivalent to qualifications.
- b. The in-class time should be 6 months at least for primary vocational teachers, 12 months for vocational secondary teachers and vocational college lecturers.

Vocational teachers by region

Only analyze the number of vocational teachers in vocational system

Table 8: The rate of teacher who fail to meet vocational skill standards by region

No	Region	Total	Standard		Non standard		Haven't rated	
			Number	Rate (%)	Number	Rate	Number	Rate
1	Red River Delta	14.186	6.428	45,3	4.410	31,1	3.348	23,6
2	Northern Midlands and Mountainous Region	4.329	1.859	43,0	1.270	29,3	1.200	27,7
3	North Central and Central Coast Region	6.809	2.898	42,6	1.933	28,4	1.978	29,0
4	Central Highlands	1.957	361	18,4	1.575	80,5	21	1,1
5	Southeastern Region	8.673	3.849	44,4	1.500	17,3	3.324	38,3
6	Mekong River Delta	3.306	667	20,2	794	24,0	1.845	55,8
	<b>General</b>		<b>39.260</b>	<b>41,0</b>	<b>11.482</b>	<b>29,2</b>	<b>11.716</b>	<b>29,8</b>

(Source: Department of Vocational Teachers and Managers-GDVT 2012)

The rate of teachers failing to meet the standard of vocational practice by region: In general, the average rates of regions with the lower rate was 41.00%. Two regions with very low rates of standard teachers were Central Highlands (18.40%) and Mekong

River Delta (20.20%). The regions with the highest rate of standard teachers were Red River Delta (45.30%) and the Southeastern Region (44.40%).

**Table 9: Foreign language skills structure of vocational teachers by region**

No	Region	Total	Standard		Non standard	
			Number	Rate (%)	Number	Rate (%)
1	Red River Delta	14.186	8.419	59,3	5.767	40,7
2	Northern Midlands and Mountainous Region	4.329	2.221	51,3	2.108	48,7
3	North Central and Central Coast Region	6.809	4.187	61,5	2.622	38,5
4	Central Highlands	1.957	864	44,0	1.093	56,0
5	Southeastern Region	8.673	3.615	41,7	5.058	58,3
6	Mekong River Delta	3.306	1.975	59,7	1.331	40,3
	<b>General</b>	<b>39.260</b>	<b>21.281</b>	<b>54,2</b>	<b>17.979</b>	<b>45,8</b>

*(Source: Department of Vocational Teachers and Managers-GDVT 2012)*

The rate of teachers failing to meet the standard of foreign languages was quite high, about 45.8%. The regions with the

highest rate were the Southeastern Region (58.3%) and Central Highlands (56.0%).

**Table 10: Computer skill structure of vocational teachers by region**

No	Region	Total	Standard		Non Standard	
			Number	Rate (%)	Number	Rate (%)
1	Red River Delta	14.186	9.648	68,0	4.538	32,0
2	Northern Midlands and Mountainous Region	4.329	2.859	66,0	1.470	34,0
3	North Central and Central Coast Region	6.809	4.373	64,2	2.436	35,8
4	Central Highlands	1.957	1.048	54,0	909	46,0
5	Southeastern Region	8.673	3.434	39,6	5.239	60,4
6	Mekong River Delta	3.306	2.055	62,2	1.251	37,8
	<b>General</b>	<b>39.260</b>	<b>23.417</b>	<b>59,6</b>	<b>15.843</b>	<b>40,4</b>

(Source: Department of Vocational Teachers and Managers-GDVT 2012)

The rate of teachers failing to meet the computing standard was rather high, about 40.4% on average in the whole country.

The regions with the highest rate were the Southeastern Region (60.4%) and Central Highlands (46%).

**Table 11: Qualified vocational teachers in terms of pedagogical skills by region**

No	Region	Total	Standard		Non standard	
			Number	rate (%)	Number	Rate (%)
1	Red River Delta	14.186	11.118	78,4	3.068	21,6
2	Northern Midlands and Mountainous Region	4.329	3.456	79,8	873	20,2
3	North Central and Central Coast Region	6.809	5.265	77,3	1.544	22,7
4	Central Highlands	1.957	1.430	73,1	527	26,9
5	Southeastern Region	8.673	7.181	82,8	1.492	17,2
6	Mekong River Delta	3.306	2.424	73,3	882	26,7
	<b>Chung</b>	<b>39.260</b>	<b>30.874</b>	<b>78,6</b>	<b>8.386</b>	<b>21,4</b>

(Source: Department of Vocational Teachers and Managers-GDVT)



The rate of teachers meeting the standard of vocational pedagogical skills is 78.6% on average. The regions with the lowest rate were the Central Highlands (73.1%), Mekong River Delta (73.3%). The region with the highest rate was the Southeast (82.8%).

#### National contest of vocational teachers (2012)

The National contest of vocational teachers is held every two years. The 2012 contest included 55 provinces with 140 vocational institutions, 82 vocational colleges, 42 vocational secondary schools, and 4 vocational centers. 220 teachers participated in nine fields: 28 in welding, 23 in industrial electronics, 16 in metal cutting, 16 in computer network administration, 54 in industrial electricies, 13 in computer repair and assembly, 34 in automotive technologies, 21 in driving, and 15 in garment and fashion design. 200 won a prize. All teaching units were integrated lectures drawn out from sermon bank. The equipment used was arranged

upon request. The teaching festival should encourage vocational teachers to enhance knowledge, honor excellent vocational teachers, improve the quality of teachers, as well as enhance the quality of vocational training to meet the requirements of industrialization, modernization and international association.

#### 4.2. Vocational managers

##### *Vocational managers in ministries and sectors*

Vocational managers in ministries and sectors in this report include those in charge of vocational training in various ministries (i.e. MOIT, MARD...), Corporations, Groups, Associations (Viet Nam Farmers' Association, Viet Nam Women's Association...), and other organizations (not inclusive of managers in GDVT).

There were not many vocational managers in ministries and sectors. From 2009 to 2011, other organizations increased slightly from six people in 2009 to 10 people in 2010 and 12 people in 2011.

**Table 12: Number of vocational managers in ministries and sectors**

No	Organization	2009	2010	2011
1	Ministry/Sectors	37	37	41
2	Associations	26	19	22
3	Corporations/ Groups	40	38	39
4	Other organizations	6	10	12
	<b>Total</b>	<b>109</b>	<b>104</b>	<b>114</b>

(Source: Department of Organization and Personnel-GDVT)

Since 2009, no vocational manager in ministries and sectors has been trained in vocational managing, which leads to the assumption that the level of professionalization was not high.

#### *Vocational managers in Departments of Labor, Invalids and Social Affairs (DOLISAs)*

There are not many vocational managers,

just from two to four people in each Department of Labor, Invalids, and Social Affairs, some of which have from five to six at the most. In the last 3 years (2009 to 2011) an increase of the number of managers by 10% was recorded. However, in the Northern Midlands and Mountainous Region (including 14 provinces) the number did not increase significantly.

**Table 13: Number of vocational managers at DOLISA (Vocational Training Division) by socio-economic region**

	Region	2009	2010	2011
1	Northern Midlands and Mountainous Region	49	50	51
2	Red River Delta	56	55	63
3	North Central and Central Coast Region	56	64	67
4	Central Highlands	15	15	20
5	Southeastern Region	23	29	31
6	Mekong River Delta	53	55	58
	<b>Total</b>	<b>252</b>	<b>268</b>	<b>290</b>

(Source: Department of Organization and Personnel-GDVT)

Vocational managers in the Departments of DOLISAs were trained for organizing skills and implementing the “project 1956”, career advising and job creation for rural laborers. The quantity tended to increase, but there were few state managers in department vocational training, who got a full training. This significantly affects the quality and effectiveness of vocational management.

#### *Managers in vocational institutions*

Managers in vocational institutions are composed of those who work in professional

divisions, in service of training, and in vocational institutions such as training, science research, student affairs, corporate relations, etc., and teachers who take the pluralistic task of professional management such as subject group leader, faculty manager, etc. (these people will enjoy an additional allowance for the management tasks).

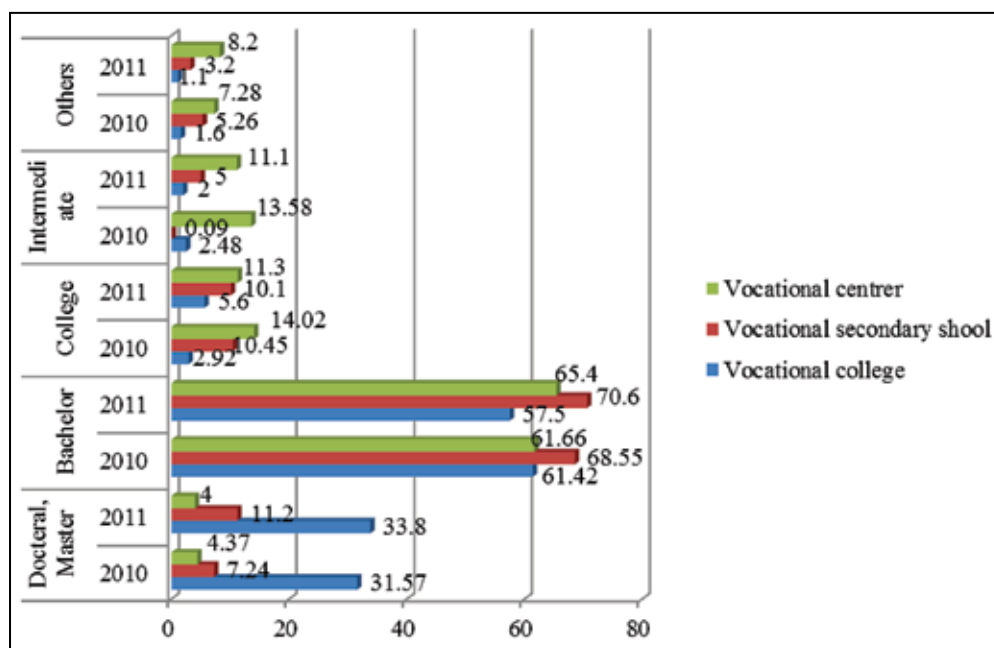
To ensure that the training activities in vocational institutions are carried out in compliance with regulations, vocational managers in vocational institutions play

an important role. To ensure effective mobilization and utilization of resources to support training and the development of vocational institutions, vocational managers at vocational institutions are required to be highly competent in management, IT and foreign language literacy, etc.

**Management divided by levels of technological profession**

Qualifications of vocational managers significantly increased (the rate of managers with doctoral and master degrees grew from 31.57% in 2010 to 33.8% in 2012). Most vocational managers had university degrees, college degrees. The number of managers having intermediate level and other levels only decreased.

**Figure 27: Professional qualifications structure of vocational managers at vocational institutions**



(Source: Department of Organization and Personnel-GDVT)

Qualifications improved, which indicates that the vocational institutions were interested in training, improving the qualifications of vocational managers, who were appointed from different sources, such as experienced managers from enterprises, other educational institutions, or vocational institutions with management experiences.

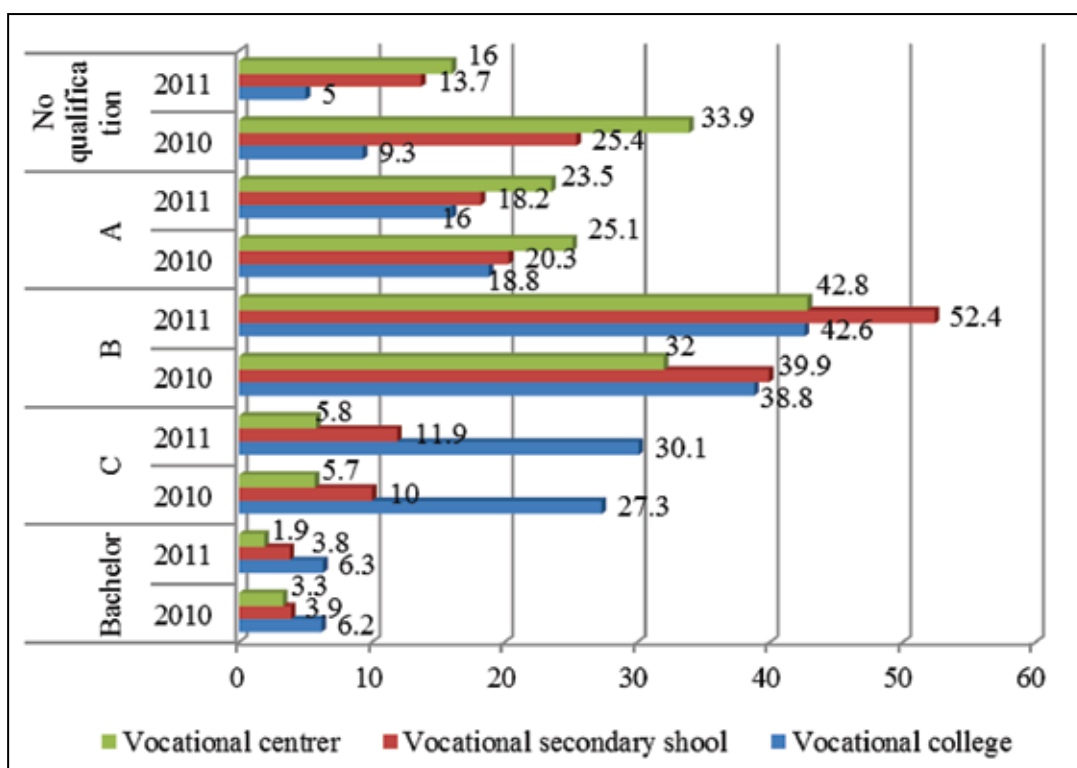
**Foreign language levels**

Vocational managers in vocational institutions paid special attention to foreign

languages. The levels increased from 2010 to 2011, but most personnel just reached certificate B. Especially, 5.0% of vocational college managers, 13.2% of vocational intermediate managers did not have any foreign language certificate. The rate went up to 16.0% for managers in vocational centers.

Being in the dark about foreign languages significantly affects the management, when vocational institutions are strengthening international cooperation.

**Figure 28 : Foreign language skills structure of vocational managers in vocational institutions**



(Source: Department of Organization and Personnel-GDVT)

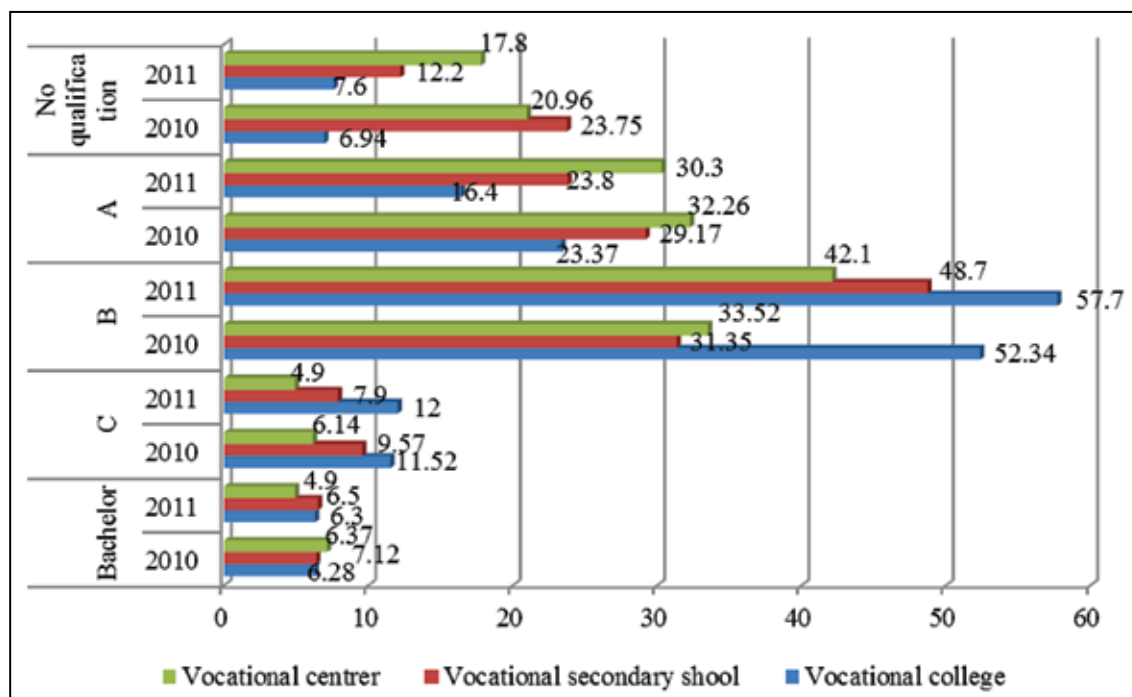
**Computer skills**

Although in 2011 the computer skills of managers in vocational institutions had been enhanced, there were still many without computer skills. The rate in the vocational colleges, vocational secondary schools and vocational centers were 7.6%, 12.2% and 17.8% respectively.

Most of them are artisans or skillful

workers in traditional occupations, which double as managers in their own vocational organizations. The majority of vocational managers had B degrees in informatics; very few people had bachelor degrees. This shows that the skill to apply the information technology to manage vocational organizations was quite poor. Therefore, training for vocational managers is essential.

Figure 29: Computer skills structure of vocational managers in vocational institutions



(Source: Department of Organization and Personnel-GDVT)

**Key achievements**

Along with the development of the vocational institution network, the size and structure of training occupations, vocational teachers, and managers has also developed in terms of both quantity and quality. This reflects the development of vocational training in the past years. The number of vocational teachers increased rapidly from 53,831 in 2011 to 57,297 in 2012. In the general system, 35,794 teachers were employed in 2011 compared to 39,260 teachers in 2012. Encouraging programs attracted people from various backgrounds, including skillful artisans and technicians from the “world of industrial work”, and scientists to be participating in vocational training. This helped to form a wide-ranging teacher staff in both qualifications and structures.

The training for enhancing pedagogical and occupational skills, professional expertise, foreign language and IT literacy for vocational teachers and managers has been focused and its training content and method was adjusted, raising the standard. Vocational managers increased in numbers and had higher degrees. Most of managers in vocational institutions had a bachelor’s degree or higher.

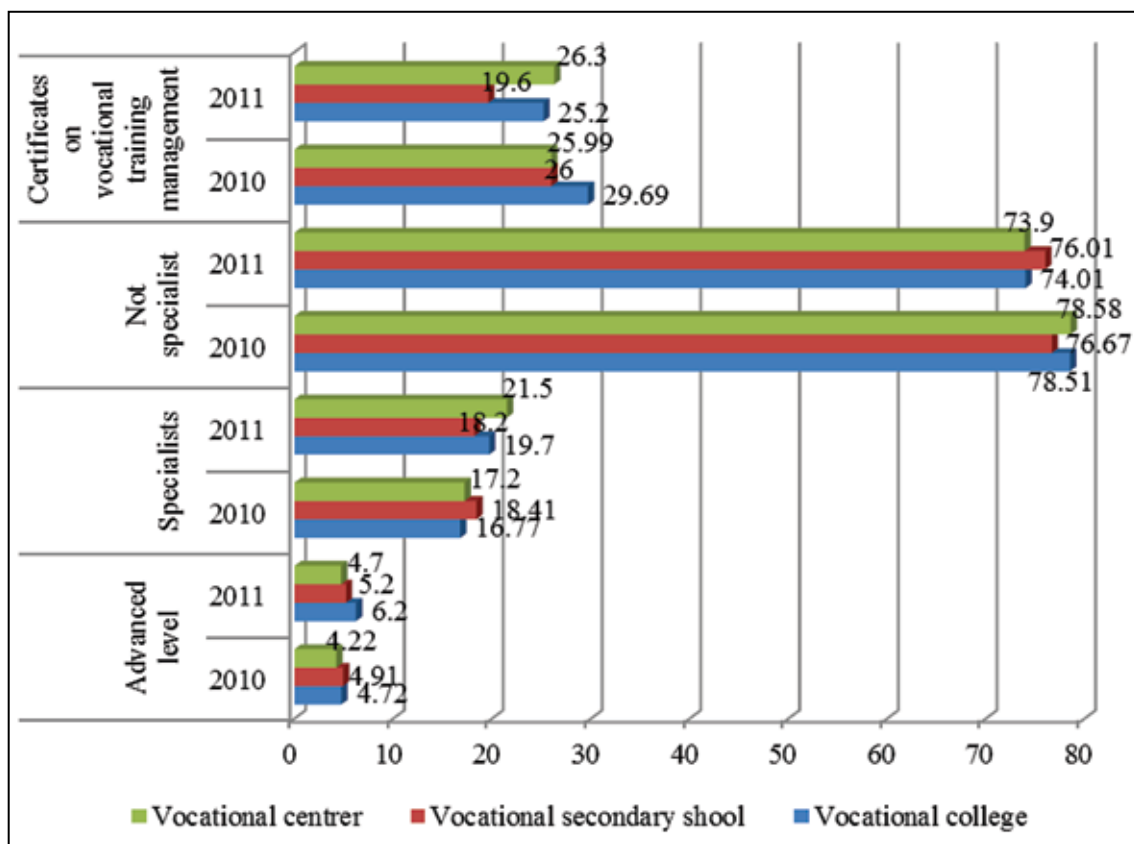
**Constraints**

Vocational managers are yet to become professional and experienced in vocational training management. The number of vocational managers at the local level is limited, failing to match the assigned tasks (figure 30). The number of vocational managers who were not experts was estimated as 79.3% in vocational colleges,

75.8% in intermediate vocational schools, and 73.9% in vocational centers. The rate of vocational managers, who had not been trained in vocational management was very high: 74.0% in vocational colleges, 76.0% in intermediate vocational schools, and

73.9% in vocational centers. Ministry and department vocational managers had not been trained in vocational management. Additionally, there was no specialized training organization providing refresher courses for vocational staff.

**Figure 30: Management competence structure of vocational managers in vocational institutions**



(Source: Department of Organization and Personnel-GDVT)

## 5. ADMISSION AND GRADUATION

### 5.1. Admission

#### Resources of entrants:

Vocational admission is conducted once or many times during an academic year according to three regulations:

1. Vocational admission at the elementary level is based on admission consideration. Those whose educational background and health status are suitable with the training request shall be considered for enrollment.

2. Vocational admission at the intermediate level is based on admission consideration. Depending on the training request, workers who graduated from secondary schools or high schools are eligible to register for vocational institutions, if they satisfy the following conditions:

- a) Healthy enough to study and work in the particular occupation;
- b) Within the age limits if the occupation requires an eligible age range;
- c) Obtained prerequisites, if required;
- d) Officers and government employees, who are working in government offices, units, enterprises, military branches, or active militants are eligible to register for vocational training with permission of relevant authorities.

3. Vocational admission at the collegiate level is based on admission consideration, exam, or a combination of both formats. Depending on the training request, workers who graduated from secondary schools

or high schools are eligible to register for vocational institutions, if they satisfy the same conditions as at the intermediate level vocational training admission. The school's principal or head decides and announces the admission selection methods..

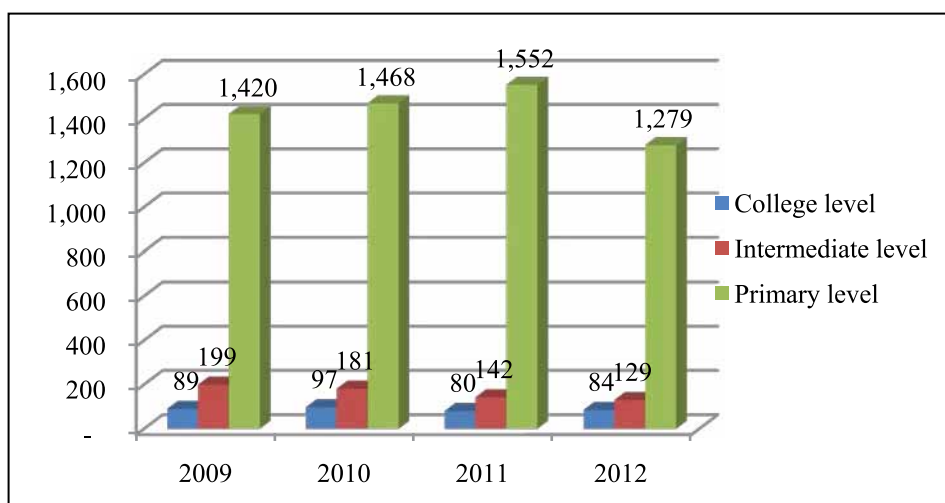
#### Admission in Vietnamese education system

In recent years, the total number of vocational training entrants has increased. However, the number of vocational training entrants declined from 1.7076 million people in 2012 to 1.5 million people in 2009. Intermediate vocational education admissions declined in four consecutive years. Long-term vocational education admissions continuously decreased from 2009 to 2012. However, collegiate and secondary vocational education experienced a structural transition. In 2009, the collegiate education's admission compared to the secondary vocational education was 44.8%. The number has been increasing over the next three years to 53.5% in 2010, 56.3% in 2011 and finally 65.1% in 2012. This means that there are two people involved in collegiate vocational education for every three people involved in secondary vocational education. This situation reflects divergence among the laborers when workers who pursue elementary-level vocational education might participate in simple jobs, while the high quality laborers are often collegiate education graduates. This also reflects movements of laborers through market demands.



**Figure 31: Number of admission by training level, 2009-2012**

Unit: 1,000 People



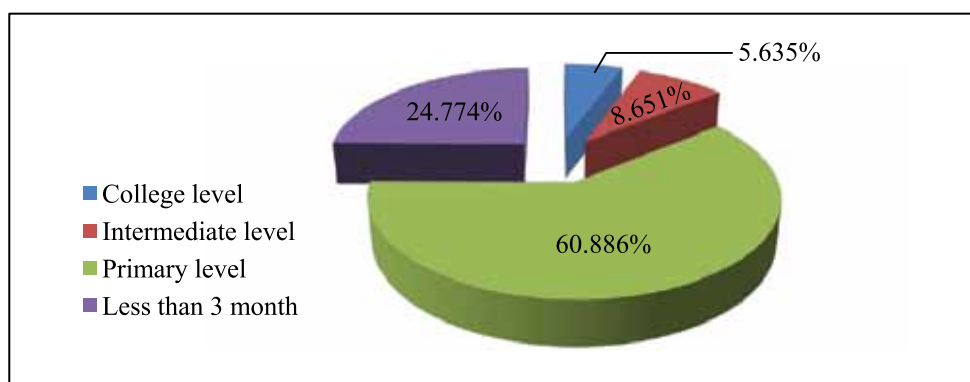
(Source: Department of formal vocational training-GDVT)

In 2012, 61% of the apprentices were enrolled in secondary vocational education, followed by 25% in under-three-month vocational training. There is a large number of people participating in short-term vocational trainings because short-term trainings do not require much in-put and short training time helps laborers to start finding jobs quickly after, especially for laborers who are seasonal job seekers. In addition, short-term vocational education

programs are encouraged and supported under the state policy of supporting rural laborers. Long-term vocational training accounts for 14.28% in 2012, in which secondary vocational education accounts for 8.65% with 129,189 participants and collegiate education for 8.65% with 84,151 participants. On average, each college vocational school enrolled about 500 students for the college vocational programs. Thus, admission in vocational trainings has been dealing with difficulties.

**Figure 32: Percentage of admission 2012 by training level**

Unit: %

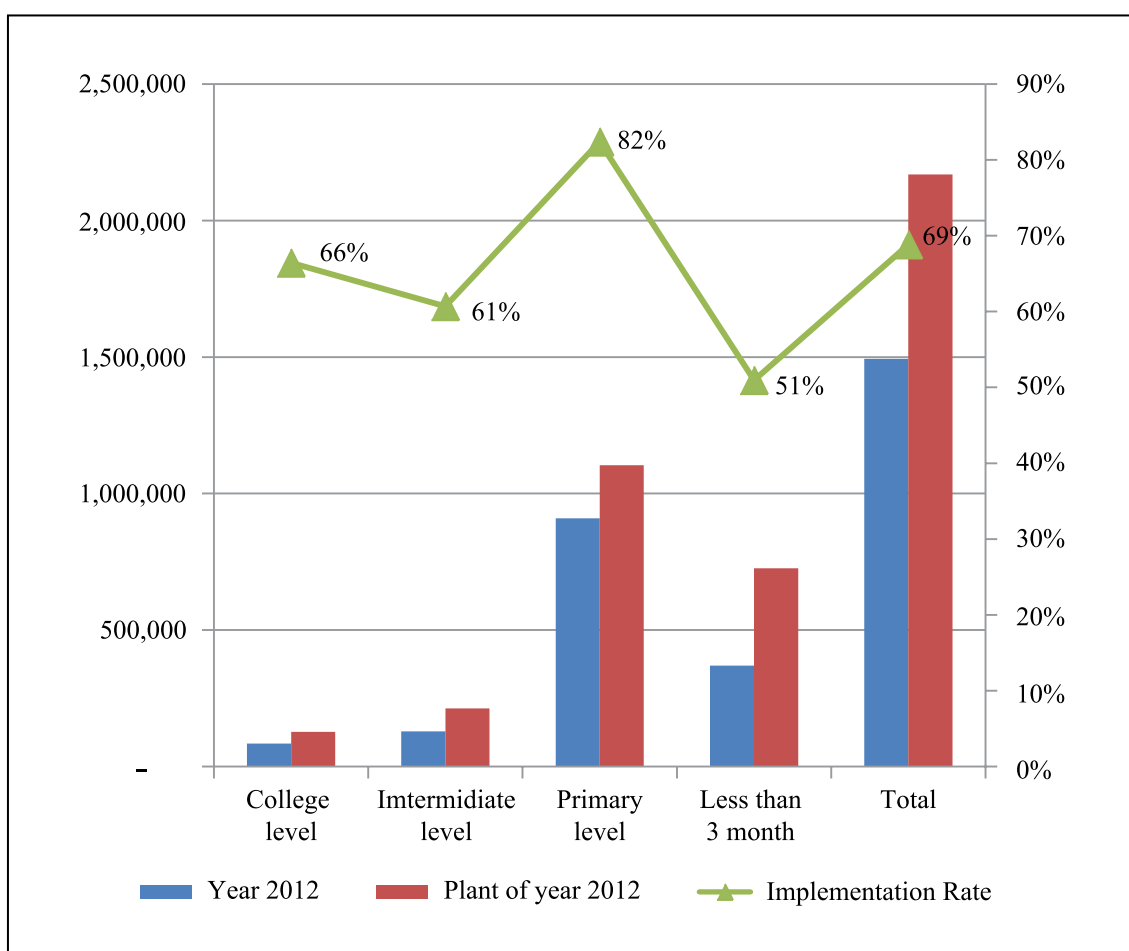


(Source: Department of formal vocational training-GDVT)

According to the current admission reports, under-three-months vocational training achieved only half of the targeted goal. The elementary level vocational education that saw the highest proportion among all levels only made 82% of the total admissions because this training level had both the highest proportion

and the largest number of admissions, which might have shown the actual training needs among laborers. Secondary vocational education accounted for 61% and collegiate education for 66% of total admissions. To summarize, the nationwide admission percentage in 2012 achieved 69% of the assigned target.

**Figure 33: Admissions in 2012 (compared to plan of 2012)**



(Source: Department of formal vocational training-GDVT)

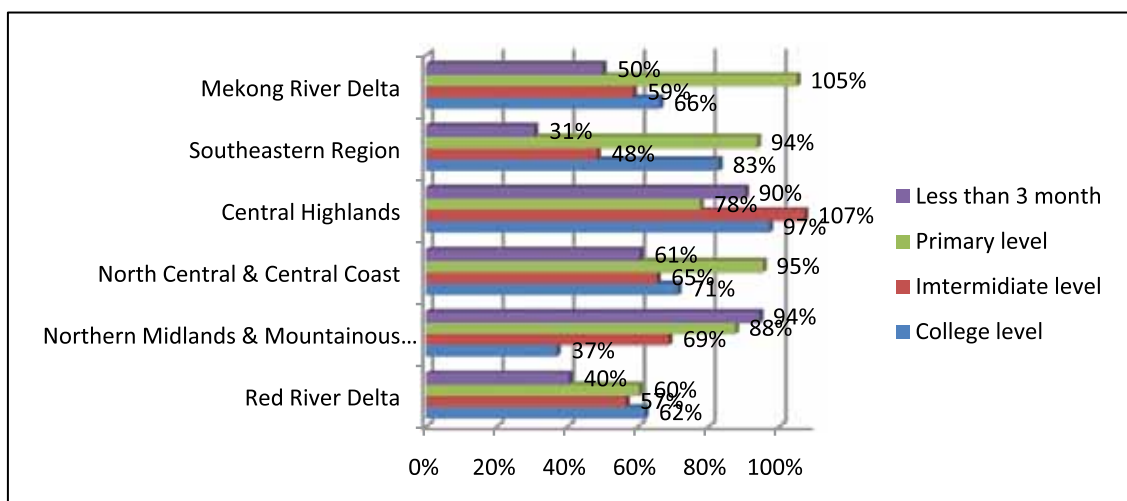
Most of training levels over six regions did not reach the targets of the admission plans, excluding the Mekong River Delta which achieved 105% in elementary-level vocational admission and Highlands with 107% in secondary vocational

admission. Besides exceeding the assigned target in secondary vocational admission, Highlands also attained the highest admission of collegiate vocational training in Viet Nam (97%). Midlands and Northern Mountains region achieved

the highest number of elementary level vocational admission (94%); however, their collegiate vocational admission was the lowest, only 37%. Less than three-month vocational admission was also low. The South East and Red River Delta

shared the lowest number of admission (31% and 40%, respectively). The wide gap between planned and achievement in admissions of 2012 reflects the differences between supply and demand in vocational training.

Figure 34: Admission rates by regions

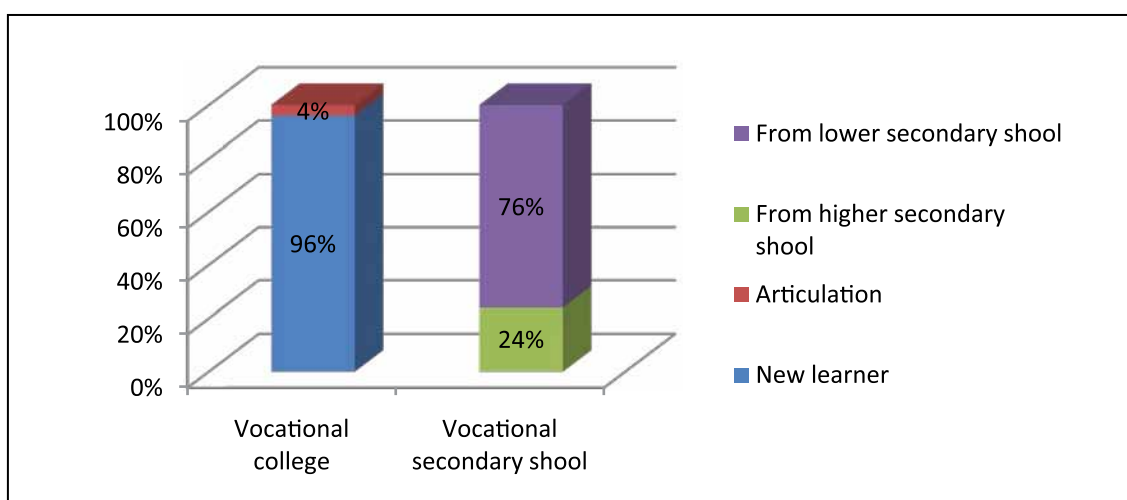


(Source: Department of formal vocational training-GDVT)

To find the answer to these questions, the first step should be to identify the problems in vocational training. Each vocational level targets different types of laborers

hence the difference in admission sources. It is necessary to evaluate and analyze the sources of vocational training to find better solutions to improve admission results.

Figure 35: Sources of admission for collegiate and intermediate level

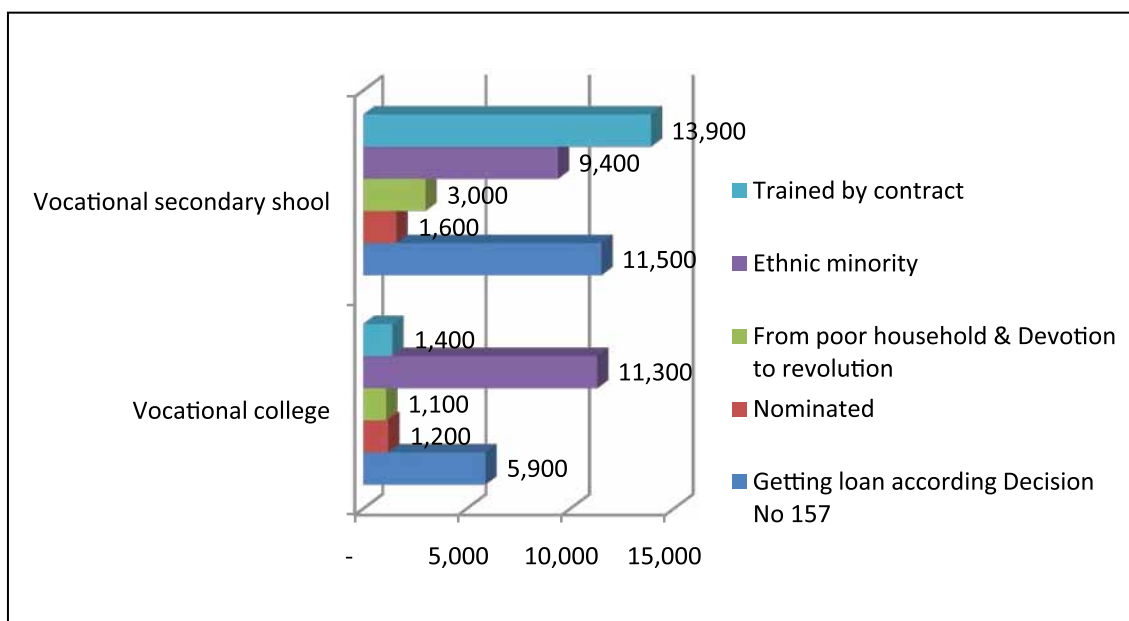


The sources of intermediate vocational entrants are mainly graduating secondary school students with more than 98,000 people (76%). This group shall pursue intermediate vocational programs for three years while taking additional school credits at the same time. The remaining 24% of intermediate vocational entrants are students graduated from high schools who only take part in vocational training for two years. In 2012, only 4% of the total admissions are collegiate vocational students who are directly connected from intermediate vocational training. It can be inferred that most of the students who just graduated from intermediate vocational training do not want to advance their training level. Among 96% of new admissions to collegiate vocational training, there are not only new students (who are graduating from high schools) but

also students who graduated from collegiate vocational training but transfer to new training programs. In addition, vocational training institutions also admitted beneficiaries of social welfare under legal provisions. In 2012, there are a total of 20,940 beneficiaries of social welfare who entered collegiate vocational training, accounting for 20% of collegiate vocational admission. 39,288 of them entered intermediate vocational training, accounting for 30% of intermediate vocational admission. Beneficiaries of social welfare account for a significant proportion of the long-term vocational training entrants. However, admission by gender showed only 3,681 women enrolled for collegiate vocational training and 7,933 women for intermediate vocational training, accounting for 17% and 20% respectively. Hence, women have not benefited from vocational training policies.

**Figure 36: Admission of vocational college and vocational secondary school among social welfare beneficiaries in 2012**

Unit: person



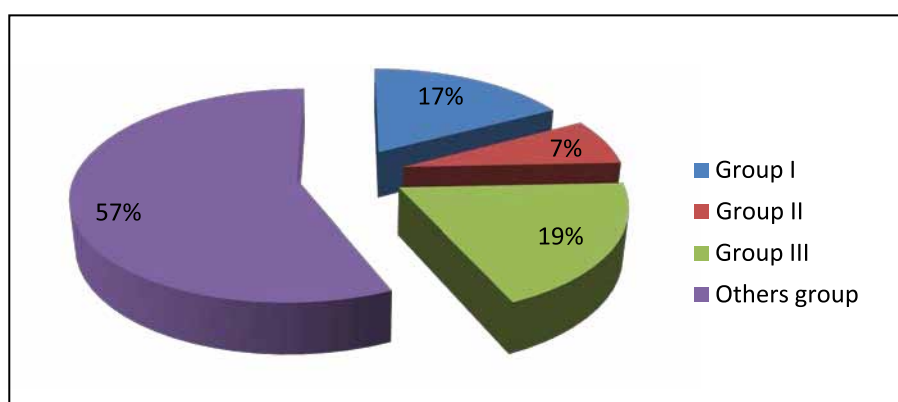
(Source: Department of formal vocational training-GDVT)

State policies on supporting apprentices in vocational training are specifically categorized at each training level. At the collegiate vocational level, ethnic minorities or loan takers under Decision No. 157 are prioritized, while at the intermediate vocational level, training by orders accounts

for 33% of the total trainees, followed by credit loan takers (No. 1957 Decision), and people of ethnic minority groups. In addition to long-term vocational training policies, there are also many short-term vocational training policies for beneficiaries of social welfare.

**Figure 37: Admission by primary and less than 3 month vocational level by beneficiaries of social welfare**

Unit: %



(Source: Department of formal vocational training-GDVT)

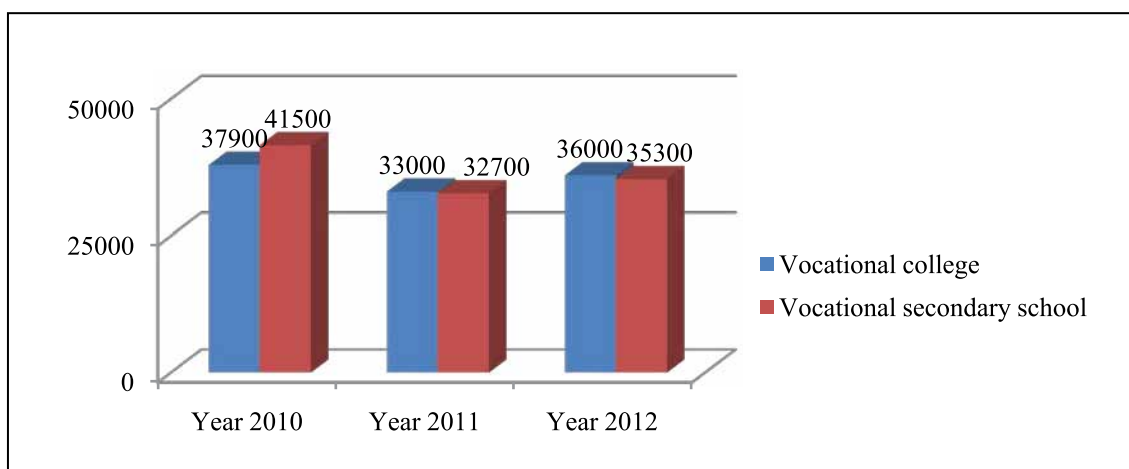
To ensure high quality human resources that can compete with laborers in the area and in international markets, the Vietnamese government has planned to establish high quality vocational colleges from 2015 to 2020. These schools will focus their programs on training key occupations, especially ones where it is to Viet Nam’s advantage to provide international standard

laborers, fostering the country’s developing economy.

Among 86 schools mentioned above, there are difficulties in admission. Admission in vocational schools between intermediate vocational level and collegiate level is relatively similar, causing inefficiency in training because these schools are intended to train collegiate level laborers.

**Figure 38: Admission in high quality vocational colleges**

Unit: People



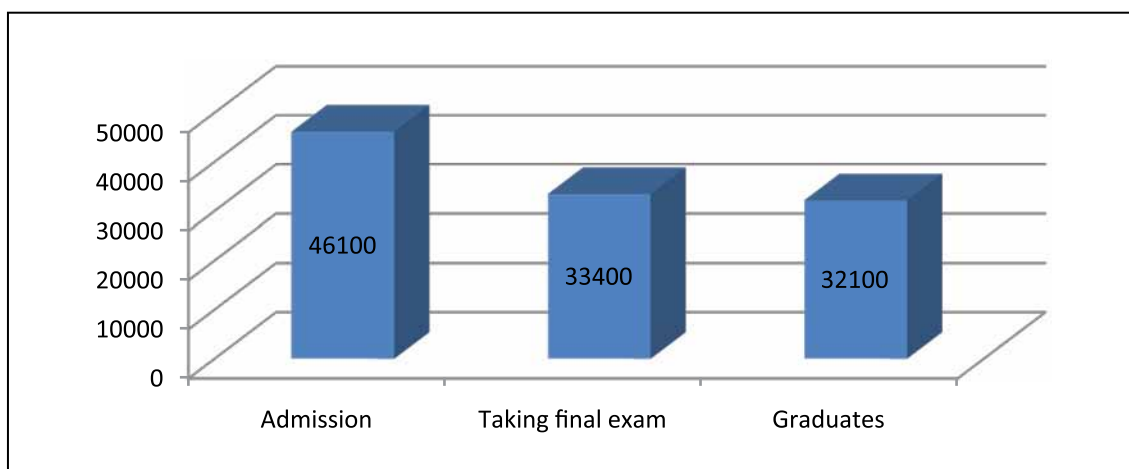
(Source: Department of formal vocational training-GDVT)

## 5.2 Graduation

According to the graduation exam report from 90 collegiate vocational schools in 2012, there are 33,361 of 46,116 students that were eligible for final exam. The remaining 12,755 students (27.6%) were

dropouts or ineligible to take the final exam. Among the eligible students, 32,125 of them (96.3%) passed the final exam with a high score. 70% of students graduated compared to the total number of entrants.

**Figure 39: Final exam compare with graduates and admission in vocational schools in 2012**



(Source: Department of formal vocational training-GDVT)

There is two ways exams are organized: Collegiate vocational institutions use the exam items from an items bank or conduct

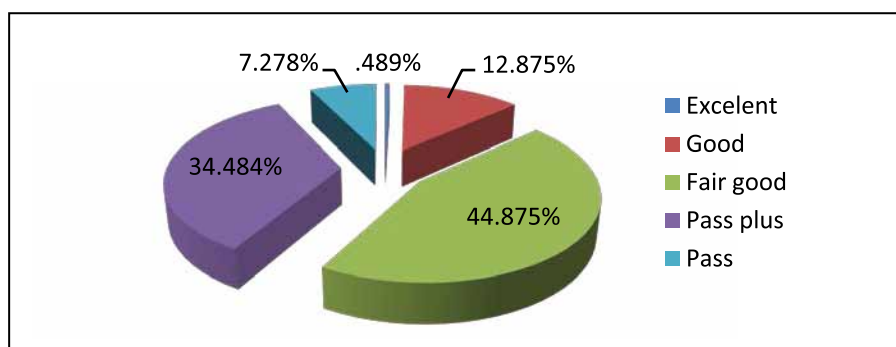
their own. Among graduated students, 44.9% of students graduated with “fair good” score; followed by the “pass plus”

(34.5%), and “good” (12.9%). Only 157 students (0.5%) graduated with “excellent”

score (mainly under training of corporate accounting, industrial electricity, etc.).

**Figure 40: Ranking of graduates by score (2012)**

Unit: %



(Source: Department of formal vocational training-GDVT)

According to the table below, there are six collegiate vocational institutions conducting exams without using the common exam items for the occupations they trained. Instead, they conducted their own exam. Thirty two institutions conducted exams using the common items from an items bank to cover all of the occupations they

trained. There are 84 institutions using common items from an items bank covering 23 occupations. 23,196 students (97%) graduated with a high score. There are 70 occupations where the school conducted the training program themselves. 10,165 students took part in the final exam of these programs and 96% graduated.

**Table 14: Comparison between institutions which use common exam item bank and those conducted their own exam questions (self-conducted exam questions)**

	Self-conducted exam questions	Common item bank
Vocational institution	58	84
Occupation	70	23
Vocational college students intake	14.637	31.479
Students eligible for graduation exams	10.165	23.196
Students successfully graduated	9.734	22.391
<i>Grades</i>		
• Excellent	52	105
• Very good	896	3.240
• Good	3.629	10.787
• Good-pass plus	3.758	7.320
• Pass	1.399	939

(Source: Department of formal vocational training-GDVT)



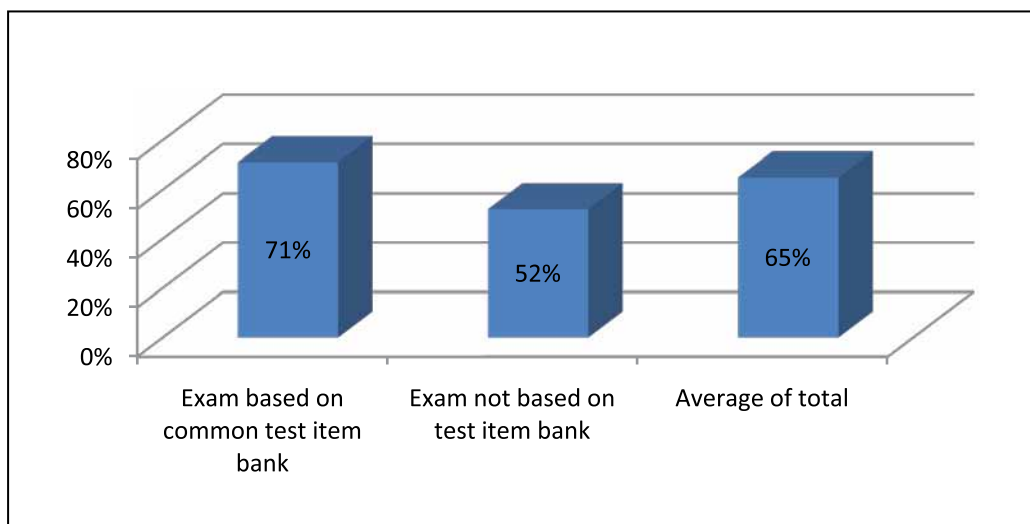
Both forms of graduation exam have similarly high graduating rates. The difference is that 63% of students who took the exam with item bank questions graduated with above average or good score, while only 47% of those who took self-conducted exam questions reached these levels.

### 5.3. Employment for vocational training students after graduation

According to statistics from the vocational colleges, 65% of graduates found jobs

after graduation. Metal cutting, welding, automotive technology, and industrial electricity provide more jobs for the graduates. 72% of the students who graduated by taking the exams under item bank questions found jobs, which is nearly 1.5 times higher than students who took self-conducted exams. This reveals a fact that vocational institutions only organize exams using the item bank when their training quality is high enough to participate.

**Figure 41: Employment rate of graduates 2012**



*(Source: Department of formal vocational training-GDVT)*

Accounting is the most helpful occupation, in terms of job seeking, followed by industrial electronics. There are big disparities among occupations resulting from inadequate vocational orientation and market demand identification. Students often decide to enroll for trending occupations, causing an imbalance between vocational training and market demand.

Vocational training institutions still offer training based on “what they have to offer” or follow training demand from the learners instead of structuring their program based on the labor market’s demand. Moreover, there is lack of coordination among vocational institutions within a certain area or region, resulting in excess of labor training in the area.

**Table 15: Graduate results and employment rate by training occupations (2012)**

	Number of students eligible for graduation exams	Percentage of students successfully graduated (%)	The employment rate of students (%)
Corporate accounting	8784	97	67
Automotive technologies	2836	97	73
Industrial electrical engineering	4461	97	77
Industrial electronics	836	98	66
Welding	1035	99	76
Metal cutting	654	94	84
Computer network administration	1298	93	76
Computer programming	921	98	65

(Source: Department of formal vocational training-GDVT)

## 6. STANDARDS, ASSESSMENT, AND ISSUANCE OF NATIONAL OCCUPATIONAL SKILL STANDARD CERTIFICATE

### 6.1. Developing and promulgating National Occupational Skill Standard Certificate

The development of National Occupational Skill Standards in Viet Nam has been deployed since 2008 under the Decision No. 09/2008/QD-BLDTBXH dated March 27, 2008 by the Minister of the Ministry of Labor, Invalids and Social Affairs on the issuance of the principles and procedures for developing and promulgating the National Occupational Skill Standards.

According to Decision No. 09, different branches of the government and ministries will develop the National Occupational Skill Standards (see figure 42). The ministries

will chair and coordinate with relevant occupational organizations and associations to develop and promulgate the National Occupational Skill Standards for the managed occupations.

The National Occupational Skill Standards of each occupation will be issued by the Minister of the functional Ministry in accordance with MOLISA in terms of managing the issued National Occupational Skill Standards.

As of 2012, the total number of occupations that is included in the National Occupational Skill Standards is 173 occupations, of which standards for 126 occupations have been issued.

#### Box 13: Structure of the National Occupational Skill Standards

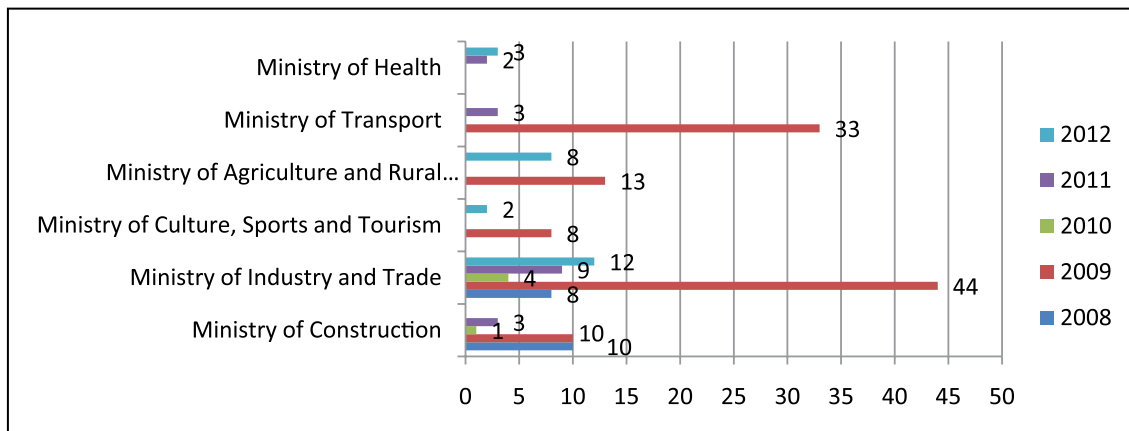
*Overall structure of the National Occupational Skill Standards is comprised of three main parts:*

- 1. Occupation description:** Description of the working scope and position, main tasks to be carried out, working conditions and environment, contexts to perform tasks, operation of tools, machines, and key instruments required to carry out relevant tasks of the occupation.
- 2. List of assignments:** List of all assignments to be performed and arrangement of these assignments in order of skill level.
- 3. Work performance standards:** a) Work description; b) Performance criteria; c) Essential knowledge and skills; d) Working conditions; e) Assessment criteria and methods.

*(Source: Decision No. 09/2008/QD-BLDTBXH)*

**Figure 42: Development of National Occupational Skill Standards among Ministries from 2008 to 2012**

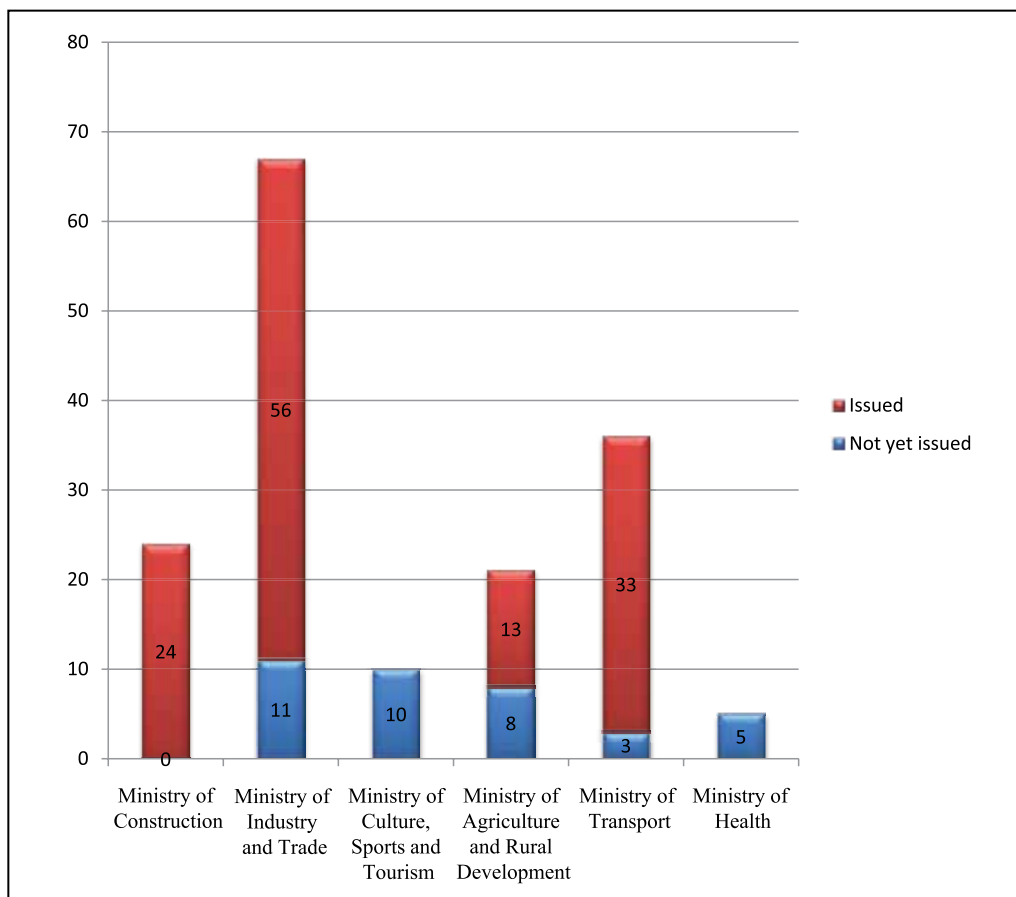
Unit: National Occupational Skill Standards



(Source: Department of Occupational Skills, GDVT)

**Figure 43: Number of developed and promulgated National Occupational Skill Standards among Ministries as of 2012**

Unit: National Occupational Skill Standards



(Source: Department of Occupational Skills, GDVT)

## 6.2. Establish an item bank to assess national occupational skills

The development of National Occupational Skill Standards test items has been deployed under the Decision No.571/QĐ-TCDN dated November 3, 2011 by Director of GDVT on issuance of the regulation on procedures to develop the test items to assess national occupational skills for laborers.

Test items for assessment of national occupational skills comprise two parts: Multiple choice items and practical test items. They have been developed and placed on the multiple-choice questions and practical items bank.

Multiple choice are designed to test understanding of essential knowledge required to perform certain tasks of the occupation according to the National Occupational Skill Standards for that occupation.

The practical items are designed to inspect necessary skills in performing

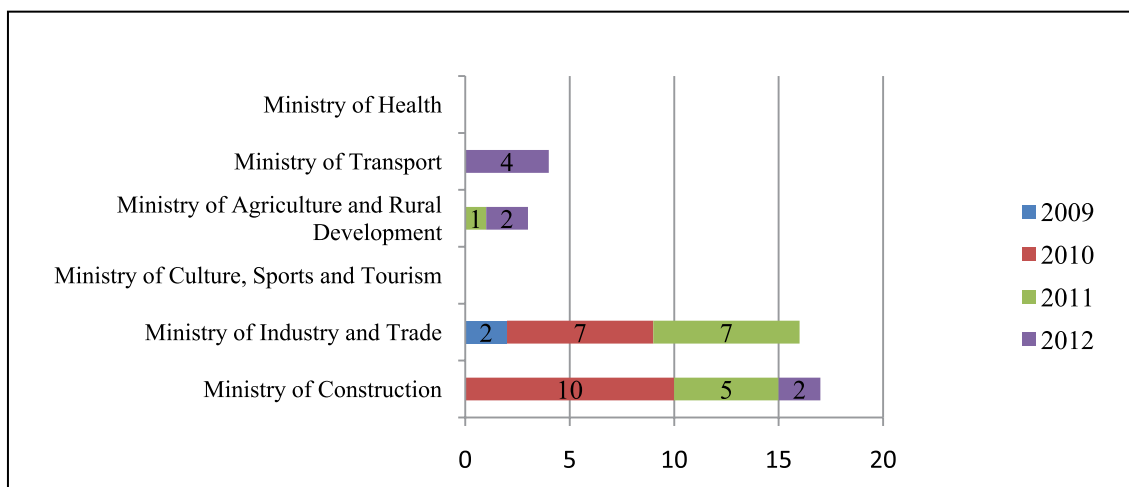
a job depending on certain levels of the occupation according to the National Occupational Skill Standards for that occupation.

Persons in charge of conducting the national multiple choice questions and practical questions items bank are experts who have participated in the development of National Occupational Skill Standards or who have been certified as occupational skill evaluators; and who have a wealth of experiences in production, research, applied technology and vocational training for the occupation in question; and teachers, trainers from the vocational institutions. that are chosen to participate in training the key occupations according to the Decision No. 826/QĐ-BLDTBXH dated July 7<sup>th</sup> 2011 by Minister of MOLISA.

The development of the multiple-choice questions and practical questions items bank started in 2009. As of 2012, there are 40 occupations included in the item banks exams.

**Figure 44: Number of occupations that test items for the national occupational skill standards were established and developed by ministries from 2009 to 2012**

*Unit: Occupation*



*(Source: Department of Occupational Skills, GDVT)*

### 6.3. National Occupational Skills Assessment Centers

National Occupational Skills Assessment Centers are agencies that assess certain occupational skills for workers. A National Occupational Skills Assessment Center operates when it receives a certificate by the GDVT after being reviewed and

assessed for its conditions of infrastructure, experts and financial resources. The current Certificate issued by the Director of GDVT is valid for 5 years.

As of 2012, 14 National Occupational Assessment Centers were established, and have been granted certificates. These centers cover assessment for 23 occupations.

**Table 16: Number of established national occupational skill assessment centers (as of 2012)**

No	Name of institution	Occupations for assessment
1	<b>Hong Cam-Vinacomin Mining Vocational College</b>	Mining Exploitation Techniques
		Mining Construction Techniques
		Mining Mechatronics Techniques
2	<b>Hung Vuong Technology Secondary School</b>	Graphic Design
		Mechatronics
		Operation and Maintenance of Refrigeration machines
3	<b>LILAMA 2 Vocational College (Dong Nai)</b>	Welding
		Technological Pipe Installation Technique
		Mechatronics
		Industrial Electricity
		Industrial Electronics
4	<b>Dong An Vocational College of High Technology</b>	Mechatronics
		Metal cutting CNC

No	Name of institution	Occupations for assessment
5	<b>Ha Noi Mechanical-Electrical Vocational College</b>	Industrial Electricity
		Welding
		Metal cutting CNC
		Operation and Maintenance the Electric Pump Station
6	<b>Ha Noi Industrial Vocational College</b>	Industrial Electricity
		Welding
		Metal cutting CNC
		Operation and Maintenance of Refrigeration machines
7	<b>Electrical Vocational College</b>	Electrical System
		Electrical Measurements
		Electrical Experiments
		Installation of transmission lines and substations
8	<b>Ho Chi Minh Vocational College of Technology</b>	Automotive Technology
		Welding
		Metal cutting (CNC)
9	<b>Viet Nam-Han Quoc Vocational College</b>	Welding
		Industrial Electricity
		Industrial Electronics
		Metal cutting (CNC)
10	<b>LILAMA 1 Vocational College</b>	Mechanical Equipment Processing
		Electrical installation Technique and Controlling in Industrial
		Welding



No	Name of institution	Occupations for assessment
11	<b>Long Bien Vocational College</b>	Industrial Garment
		Repairing the Garment Equipment
		Production of Industrial Garment
12	<b>Vinh Long Vocational College of Technology Education</b>	Industrial Electricity
		Automotive Technology
		Metal cutting (CNC)
		Welding
		IT (software application)
13	<b>Ha Noi Industrial University</b>	Metal cutting (CNC)
14	<b>Vinh University of Technology Education</b>	Industrial Electricity
		Automotive Technology
		Metal cutting (CNC)
		Welding
		IT (software application)
		Industrial Electronics

(Source: Department of Occupational Skills, GDVT)

#### **Box 14: Eligible conditions to certify Skills Assessment Center**

Vocational institutions, educational and training institutions, science, technology, and technical research institutes or enterprises can attain a National Occupational Skills Assessment Center Certificate if they have the following conditions:

- a) have necessary facilities and equipment for implementing skills assessment, including: available space to conduct theoretical testing and practical testing, facilities and equipment that meet the requirements of each test item for each skill level of assessed occupation;
- b) have a team of experts who have been granted certificates as assessors, having at least 1 expert for each skill level of the assessed occupation;
- c) have stable financial resources to insure and supply sufficient required materials, equipment to candidates who attend the assessment;
- d) have the ability to provide services for candidates to rent and borrow the required safety equipment and protective outfits for workers, or hand tools to carry into the testing zone, or to provide candidates guidance for answering test questions on a computer for each exam of the assessment;
- e) have a website and internet access to connect the center's management network with the National Occupational Skill Standards assessment network at the GDVT.

*(Source: Circular No. 15/2011/TT-BLDTBXH)*

#### **6.4. Training and advanced training for assessors**

*Assessor:* is an individual who conducts the assessment of the engaged occupational skills for workers who participate in the national occupational skills assessment. An assessor is recognized by the related

government agency as a national occupational skills assessor.

The training of national occupational skill assessors has been carried out since 2009. As of 2012, 700 assessors have been trained. 144 assessors have been granted the national occupational skills assessor certificate.

#### **Box 15: Eligible conditions and standards to become a National Occupation Skills Assessor**

1. Good ethics, committed to high quality standards; honest and non-judgmental;
2. Good communication skills and attain good health condition as required by working assignments;
3. Bachelor degree or higher or having certificate of national master craftsman with at least 5 consecutive years of experience in the assessed occupation;
4. Is a renown expert in the field, who is nominated to be certified assessor by a vocational institution, educational institution, research institution, or an enterprise;
5. Has been further trained on providing evaluation and skill assessing methods.

*(Source: Draft regulations on Eligibility conditions and standards for recognition as National Occupational Skills Assessor)*

### 6.5. Assessment and certification of the National Occupational Skill Standards

Workers of all economic components are all entitled to register for the national occupational skills assessment exam. Depending on the skill level of the assessed occupation, when registering for the exam of national occupational skills assessment

candidates must satisfy the prescribed conditions.

At present, assessment of national occupational skills in Viet Nam has drawn from experiences mainly in Australia, South Korea and Japan.

As regulated, candidates who participate in assessment of occupational skills, are

**Table 17: Data on national occupational skill assessment in 2012**

No	Occupation	Number of candidates	Passed candidates			
			Theory	Practice	Passed	% Passed
1	Industrial Electricity	25	25	23	23	92,0%
2	Industrial Electronics	25	19	15	15	60,0%
3	Industrial Garments	50	38	18	18	36,0%
4	Electric Transmission Lines and Transformer Station Installation	25	15	12	12	48,0%
5	Electrical Experiments	25	17	17	17	68,0%
6	Mining Exploitation Technology	175	172	125	125	71,4%
7	Mining Mechanic Electricity technology	25	24	16	16	64,0%
8	Turnery (for laborers working in the Japan companies and apprentices in JAVADA program)	12	8	4	4	33,3%
9	Turnery (for teachers and trainers in vocational institutions)	7	0	0	0	0,0%
10	Metal cutting CNC-JICA	10	4	4	4	40,0%
<b>Total</b>		<b>379</b>	<b>322</b>	<b>234</b>	<b>234</b>	<b>61,7%</b>

(Source: Department of Occupational Skills, GDVT)

required to answer theoretical questions in multiple-choice format and to perform a practice test for skill assessment depending on the skill level of the assessed occupation.

In 2012, 379 candidates went through the assessment exams for occupations such as industrial electricity, industrial electronics, industrial garments, electric transmission

lines and transformer station installation, electrical experiments, mining Exploitation technology, turnery (for workers working for Japanese companies and in JAVADA program), turnery (for teachers and trainers in vocational institutions) and Metal cutting CNC-JICA. 234 candidates successfully completed the exam (61.7%).

## 7. VOCATIONAL TRAINING ACCREDITATION

### 7.1. Purpose

Vocational training accreditation aims to evaluate and determine credentials and quality of training programs in a period of time in order to improve training quality and effectiveness. At present, vocational training accreditation in Viet Nam evaluates vocational training institutions administrative and training processes to evaluate the training quality.

The MOLISA has promulgated institutional accreditation criteria for vocational training colleges, vocational secondary schools and vocational training centers. The set of criteria and standard scores for each criteria are identical for vocational training colleges and vocational secondary schools, but there are differences in some indicators.

#### Box 16: Institutional accreditation criteria

<b>Accreditation criteria and standard scores for vocational training centers (9 criteria, 50 standards, 150 indicators)</b>	<b>Accreditation criteria and standard scores for vocational training colleges (9 criteria, 50 standards, 150 indicators)</b>
1) Objectives and tasks                      06 points	1) Objectives and tasks                      06 points
2) Organization and management        08 points	2) Organization and management        10 points
3) Teaching and learning activities     16 points	3) Teaching and learning activities     16 points
4) Trainers and managers                 18 points	4) Trainers and managers                 16 points
5) Curriculum and syllabus                18 points	5) Curriculum and syllabus                16 points
6) Library                                      02 points	6) Library                                      06 points
7) Infrastructure and equipment         18 points	7) Infrastructure and equipment         14 points
8) Financial management                 08 points	8) Financial management                 10 points
9) Apprentice services                    06 points	9) Apprentice services                    06 points
Total points for all criteria are 100.	Total points for all criteria are 100.
<i>(Source: Circular No. 19/2010/TT-BLĐTBXH)</i>	<i>(Source: Decision No. 02/2008/QĐ-BLĐTBXH)</i>

### 7.2. Process of vocational training accreditation

#### Box 17: Process of vocational training accreditation

The process includes 4 stages:

- (1) Self-evaluation by training institutions;
- (2) Registration for external evaluation;
- (3) External evaluation conducted by GDVT;
- (4) Recognition of results and granting certificates to training institutions that achieve accreditation standards.

*(Source: Circular No. 42/2011/TT-BLĐTBXH)*

**Process of self-evaluation**

The process of self-evaluation includes:

1. Prepare for self-evaluation
2. Conduct self-evaluation by department and unit within the training institution, including research, service and manufacturing units and enterprises.
3. Conduct self-evaluation by institution’s accreditation board.
4. Announce the results of self-evaluation within the institution and send report to GDVT.

**Process of external evaluation**

1. Review self-evaluation report sent by training institution.
2. Assign team of external evaluators.
3. Conduct external evaluation for the training institution.
4. Develop accreditation profile.

**Process of recognition**

1. Verify training institution’s accreditation profile.
2. Recognize the results and grant certificate

for the institution if it achieves standard credentials.

3. Announce accreditation results.

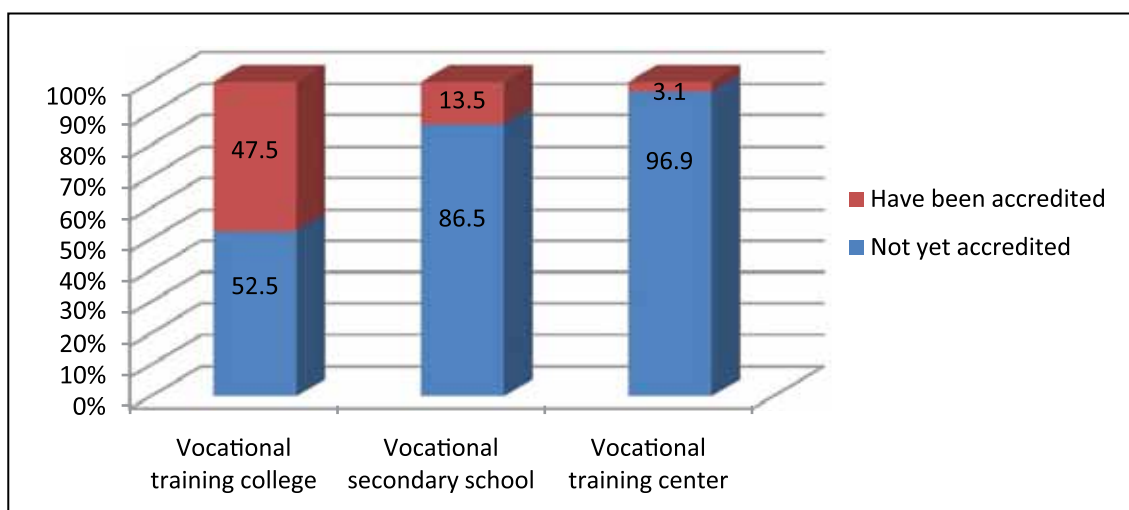
**7.3. Performances**

Vocational training accreditation has been carried out since 2008 with three years of piloting (from 2008-2010). These activities have received support from GDVT such as training self-evaluators for institutions, and providing financial support for conducting self-evaluation.

According to Circular No. 42/2011/TT-BLĐT BXH, institutional accreditation is periodically conducted every 5 years. That means in 2013, re-accreditation can be undertaken for institutions that obtained certificates in 2008.

Within 5 years of implementation, 143 institutions were accredited. This number is small compared with the total training institutions. About 47.5% of vocational training colleges have been accredited, while the rate is 13.5% and 3.1% for vocational secondary schools and vocational training centers, respectively.

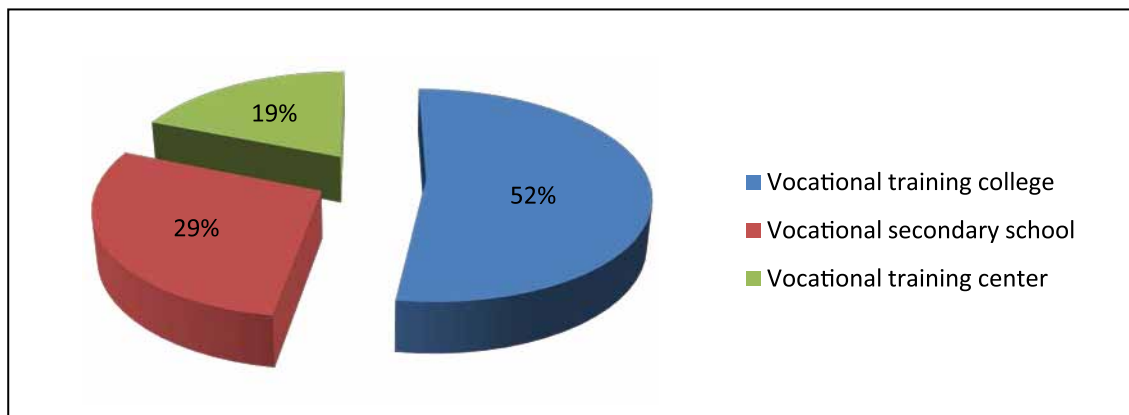
**Figure 45: Training institutions under accreditation in 2012**



(Source: GDVT)

By 2012, 143 training institutions were accredited, including: 52% vocational training colleges, 29% vocational secondary schools and 19% vocational training centers.

**Figure 46: The share of accredited training institutions in 2012**



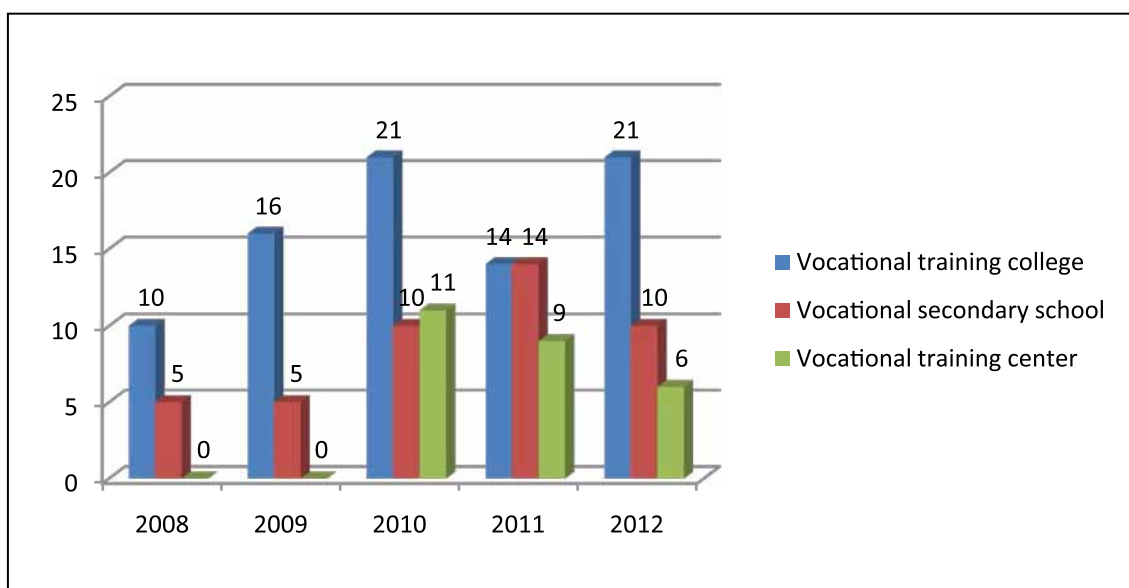
(Source: GDVT)

Institutional accreditation has been conducted for vocational training centers since 2010. By 2012, 26 out of 152 institutional accreditations were conducted for vocational training centers (about

17.1%) while they take the majority of total institutions (875 training centers out of total 1335 institutions in 2012, accounting for 65%).

**Figure 47: Number of accreditations conducted for training institutions**

Unit: Number of accreditations



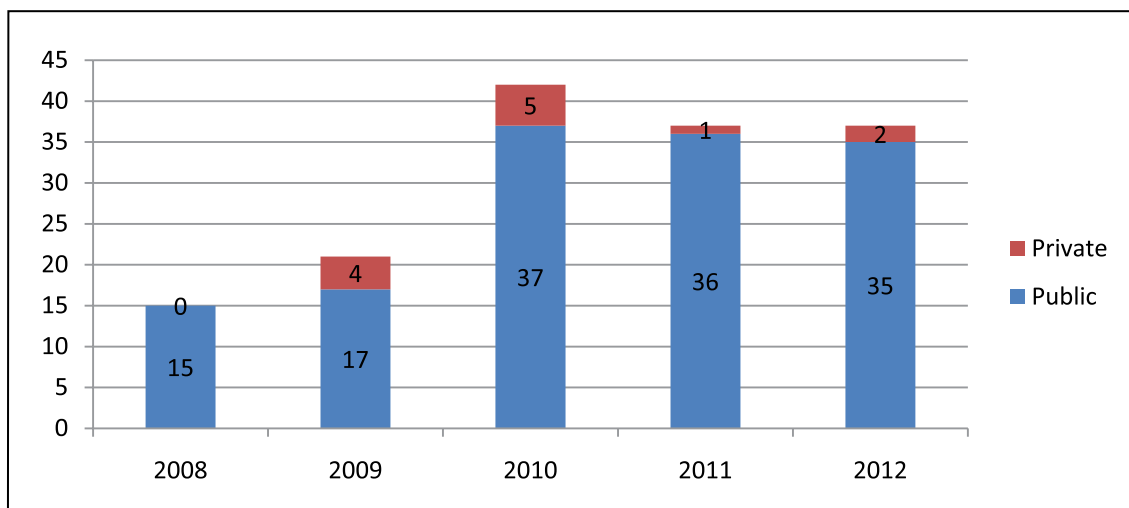
(Source: GDVT)



The majority of accredited institutions in the last 5 years are public.

**Figure 48: Accreditations conducted for training institutions by ownership**

Unit: Number of accreditations



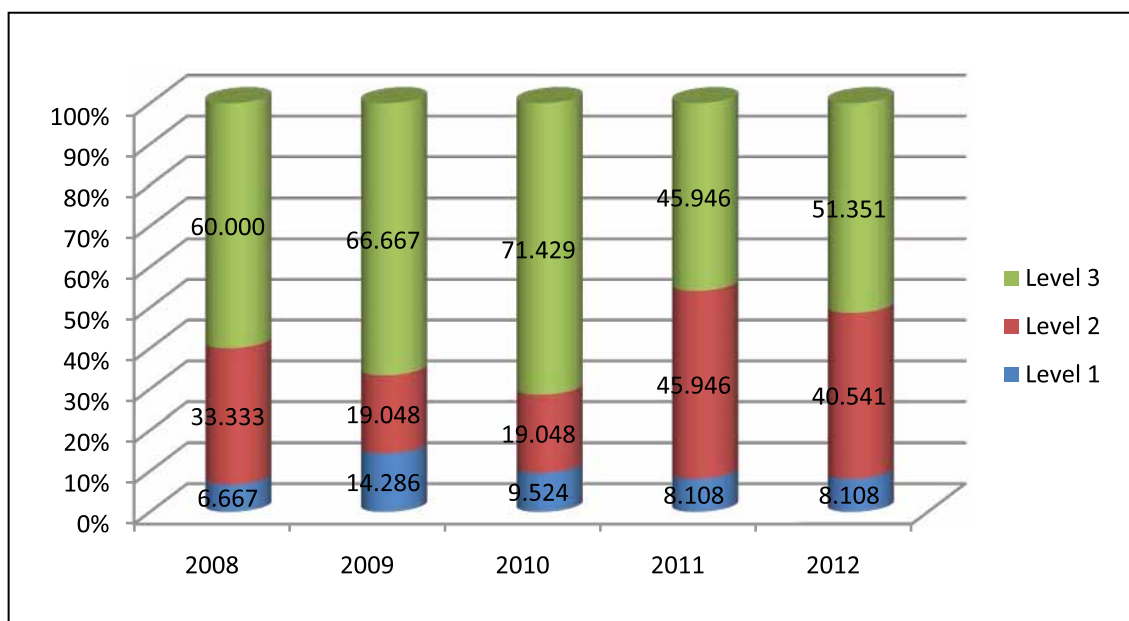
(Source: GDVT)

During the first three years of piloting institutional accreditation (2008-2010), the number of institutions gaining accreditation certificates is high which shows that high

quality institutions actively participated in accreditations in the beginning. Accreditation results are shown in the following figure.

**Figure 49: Accreditation results by years**

Unit: %



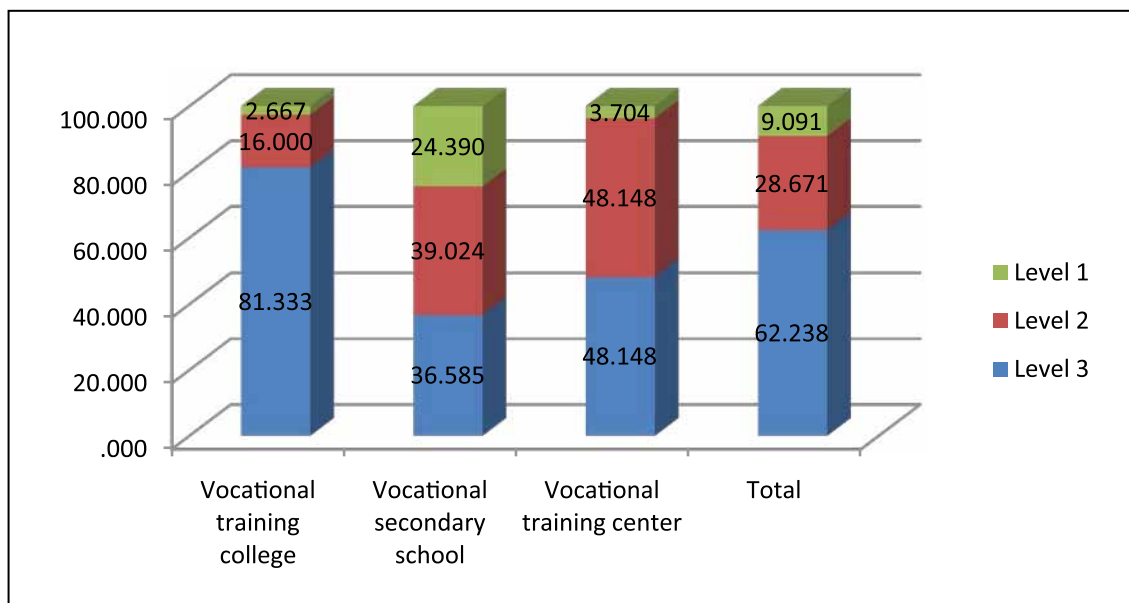
(Source: GDVT)

About 81% of vocational training colleges were granted accreditation certificates (level 3), while the share is 37% for vocational secondary schools and 48%

for vocational training centers. The figures show that the quality of vocational secondary schools attaining institutional accreditation is relatively low.

**Figure 50: Accreditation results based on levels**

Unit: %



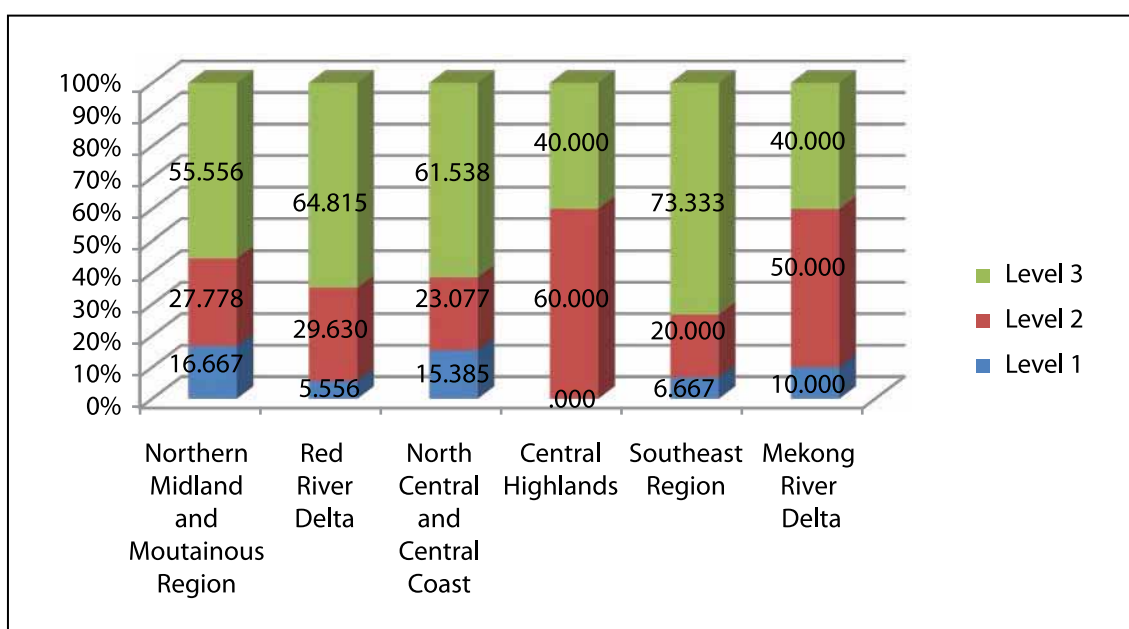
(Source: GDVT)

Institutions that implement accreditation are mainly located in the Red River Delta and the Southeastern Region. These regions also have the highest number of institutions gaining accreditation certificates, which implies better implementation and higher quality compared to that of other regions.

The share of institutions that received the lowest results (level 1) is high in the Northern Midland and the Mountainous Regions (16.7%). These regions are less economically developed regions; therefore investments in training institutions are also limited. The following figures compare accreditation results among regions:

**Figure 51: Accreditation results by socio-economic regions**

Unit: %



(Source: GDVT)

### 7.4. Evaluators

The evaluators play an essential role in the accreditation process. Their capacity has been developed both in quality and quantity in recent years. By 2012, 572 evaluators have been trained. However, only 33.4% of them participated in external accreditations conducted by GDVT.

External evaluators are mostly deans and deputy deans (43.89%), principals and vice principals (14.7%), trainers and vocational managerial staff in ministries, industries, and DOLISAs, researchers and others.

The evaluators have high qualifications: 160 out of 572 evaluators (30%) have masters master and doctoral degrees. High qualifications and experienced evaluators are a precondition to ensure high quality of accreditation.

### 7.5. Piloting training program accreditation

In 2012, GDVT implemented pilot accreditations for 5 vocational training programs in 10 training institutions, including:

Metal cutting: Dong Nai Vocational Training College and Viet-Duc Vocational Training College;

Automobile: Vocational Training College No. 3, Ministry of Defense; Vocational Training College of Agricultural Mechanics;

Industrial Electricity: Ho Chi Minh Vocational College of Technology, Da Lat Vocational Training College;

Welding: LILAMA II Vocational Training College and the Center Vocational Training College of Transport No. II;

Industrial Electronic: Vocational Training College No. 8, Ministry of Defense, and Ho Chi Minh Vocational Training College.

Evaluations for pilot activities were conducted and the results show that the objectives of training program (indicated in Decision No 1714/QD-LDTBXH dated 26/12/2011) were basically met. There is the need for some changes and amendment regarding the contents of indicators and

implementation procedures to make program accreditation more practical.

Over all, after 5 years of implementation, number of institutions participating in the accreditation is relatively low. The number of vocational secondary schools participating in accreditation and their quality is still limited.

Compared with other regions, there are more institutions gaining accreditation certificates at level 3 in the Red River Delta and the Southeastern Region.

The rate of institutions that achieved results at level 1 is high in the Northern Midlands and the Mountainous Regions. These are less developed regions with limited investments in vocational training.

In 5 years, there are 143 accredited institutions. 9 of them were re-accredited as they did not achieve certificates at the first time. After re-accreditation, 8 institutions achieved higher levels, showing the roles of institutional accreditation in improving vocational training quality.

## 8. STATE'S FINANCIAL ALLOCATION FOR IMPLEMENTATION OF THE NATIONAL VOCATIONAL TRAINING DEVELOPMENT STRATEGY

### 8.1. State's budgeted activities for the implementation of the National Vocational Training Development Strategy (2011-2020)

The Vietnamese Prime Minister approved the National Vocational Training Development Strategy on 29/5/2012. The Strategy has set up overall and specific objectives for vocational training by 2020. Overall objectives to meet by 2020 according to this Strategy are as follows:

- Vocational training will meet the labor market's demands in terms of quantity, quality and structure of professions and occupations.
- Training quality of some occupations will meet regional (ASEAN's) and international standards.
- Forming a force of skilled workers to strengthen the national competitiveness.
- Vocational training will be provided for workers in order to reform the structure of labor forces, raise households general income, reduce poverty in a sustainable manner and to ensure social welfare.

To achieve these goals, the government prioritized vocational training focusing on two main areas: improving the legal system and implementing projects and programs in the field of vocational training.

To improve the legal system, state budgets are spent for the following activities:

- Amending the Law on Vocational Training (2006).

- Developing legal guides on the implementation of the amended Vocational Training Law after its approval.

- Establishing policies on vocational training (policies for apprentices and trainers, trainees' tuition fee, prioritizing of providing vocational training in order to attract national and international investors).

The implementation of **projects** and **programs** in the field of vocational training includes the following activities and projects:

#### *Planning and Implementing Vocational Training Institutions Network by 2020*

Main activities:

- Review and assess the vocational training institution networks,
- Establish vocational training institution networks from ministry level to local, among different industries, regions, localities and occupations.
- Implement and manage the establishment of the vocational training institution networks.

#### *Reforming and Developing Vocational Training Program by 2020*

Main activities:

- Prioritize training key occupations and Centers of Excellence that match with national, regional, and international levels.
- Focus on key occupations that serve the socio-economic development in local areas.

- Focus on establishing National Occupational Skill Standards, develop curricula framework, improve trainer and managerial staff development in quality and quantity, improve vocational training accreditation and invest in training equipment.
- Carry out – training and further training for trainers.

#### ***Building 40 Centers of Excellence Project***

Main activities:

- Set out criteria for Centers of Excellence (CoEs) and their activities.
- Create investment policy and roadmaps for the development of CoEs.

#### ***Vocational Training Fund Project***

Main activities:

- Review and assess gathering and operating activities related to vocational training funding at different levels.
- Build content of the local funding projects for vocational training fund.

#### ***Renewal of Research Activities in Vocational Training System***

Main activities:

- Review and assess research activities of vocational training at different levels.
- Develop pilot projects and organize implementing activities.

#### ***Vocational Training for Rural laborers by 2020***

Main activities:

- Provide knowledge and conduct consultation sessions on vocational training and employment; Conduct surveys to forecast the labor demands of

the labor market; Research and assess the implementation of the projects.

- Support vocational training centers, vocational secondary schools and other training institutions that provide training for rural laborers.
- Develop curricula, training manuals, learning materials and invest in training equipment.
- Enhance capacity of trainers and managerial staff.
- Provide vocational training for rural laborers, pilot new training models.
- Provide training for managerial staff at commune levels.

The Strategy and its action plan were approved in 2012. However, the Vocational Training for Rural laborers by 2020 was approved in 2009 and has been implemented since 2010. Besides these two projects, other activities within the Reforming and Developing Vocational Training by 2020 Project have been conducted since 2010 as well. These activities are implemented under different projects, including the Project on Reforming and Developing Vocational Training and the Project on Vocational Training for Rural laborers. The National Target Program provided funding for these projects.

#### ***8.2. National Target Program on Vocational Training***

The National Target Program aims to achieve priority objectives indicated in the 5-year and 10-year strategic plan for socio-economic development of the country.

From 2001-2012, vocational training was identified as one of the components of the

National Target Program, which includes the following activities:

The Project on Strengthening Capacity for Vocational Training from 2001-2005, which belonged to the National Target Program from 2001-2005.

The Project on Strengthening Capacity for Vocational Training from 2006-2010, which belonged to the National Target Program for Education and Training from 2006-2010.

The Project on Reforming and Developing Vocational Training and Project on Vocational Training for Rural laborers in 2011, which belonged to the National Target Program for Employment in 2011.

Project on Reforming and Developing Vocational Training and Project on Vocational Training for Rural laborers from 2012-2015, which belonged to the National Target Program for Employment and Vocational Training from 2012-2015.

The investments and results of some Projects are shown as follows:

### *Reforming and Developing Vocational Training*

The project has been implemented since 2011. In 2011, it was implemented as part of the National Target Program for Employment (2011). From 2012, the project was entitled: Reforming and Developing Vocational Training Project (2012-2015), which is a part of the National Target Program for Employment and Vocational Training (2012-2015).

This report mentions the *Reforming and Developing Vocational Training (2012-2015)*:

Objectives: Develop the vocational training system which has the capacity for

training high skilled workers, to make a breakthrough on vocational training quality, to comprehensively develop 130 training programs to meet national, regional and international standards, to develop 26 CoEs (5 of these meet the international standards), to increase the number of skilled laborers up to 40% by 2015.

- Major tasks:

+ To set up database and data management systems on vocational training for different ministries, industries, locals and training institutions national wide;

+ To invest in training equipment for key training occupations at national, regional and international levels;

+ To standardize the capacity of trainers and managerial staff in quality and quantity nationwide;

+ To develop training programs and curricula for key training occupations at national, regional and international levels nationwide;

+ To enhance vocational training accreditation, to build up 3 centers for vocational training accreditation;

+ To develop systems of national skill assessment and certification for assessment centers;

Expenditure: Total expenditure for the Project is 18,946 billion VND, which is planned to come from the following sources:

+ Central budget: 8,986 billion VND

+ Local budget (provincial budget) and others: 9,960 billion VND

Project implementation results:



Expenditures:

**Table 18: State investment for Project Reforming and Developing Vocational Training (2011-2012)**

Unit: Billion VND

Activities	Total	2011			2012		
		Total	Central budget	Local budget	Total	Central budget	Local budget
Total	2921.617	1372.268	1350	22.268	1549.349	1532	17.349
Activity 1: Develop key training occupations/ institutions to reach national, regional, international levels			869			840	
Activity 2: Develop popular training occupations to serve local socio-economic development			340				
Activity 3: Develop National Occupational Skill Standards, curricula frameworks, accreditation, equipment, databases, provided training and further training for trainers and managerial staff			141			345	
Activity 4: Provide training for trainers to meet regional and international standards						347	

(Source: GDVT)

In 2011 and 2012 the project was funded by the National Target Program for Employment 2011 and National Target Program for Employment and Vocational Training (2012-2015), respectively.

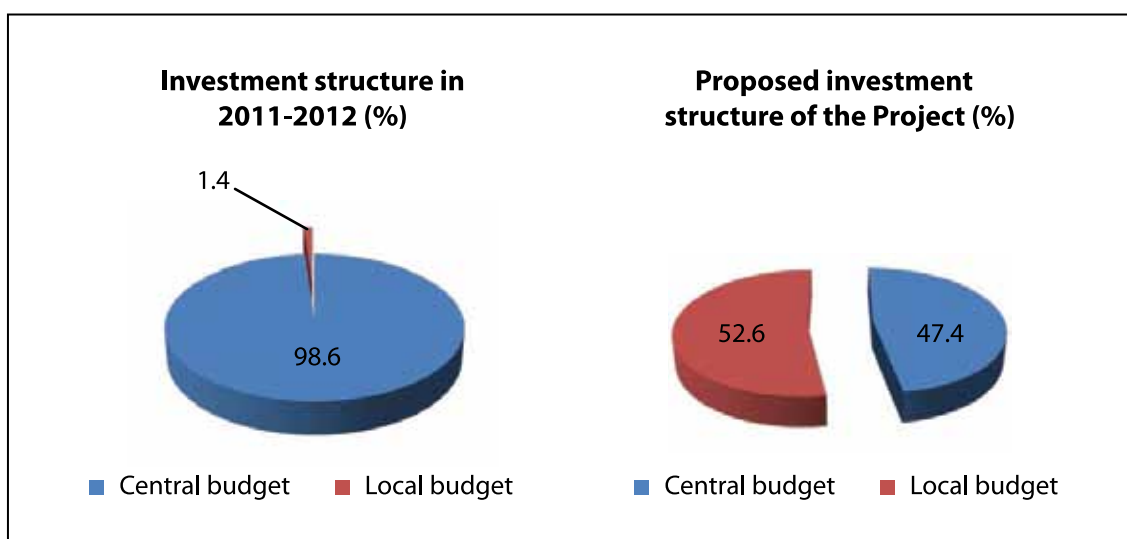
During the first two years of the project, the investments by the state budget increased annually (from 1,372,268 billion VND in 2011 to 1,549,349 billion VND in 2012). In 2012, the investment from central budget is 1,532 billion VND, accounting for 17% of total central budget, while local investment

is 17,349 billion VND accounting for 0.2% of total local budget for the whole period of 2012-2015.

It is shown that expenditure in 2012 is low (about 8.2% of total expenditure of 4 years). Besides, there is a big gap between central and local investments. In 2012, local investment for the Projects was 1.1% while according to budget planning, it should account for about 52.6% of total budget for the project for the period of 2012-2015.

**Figure 52: Investment structure by sources**

Unit: (%)



(Source: GDVT)

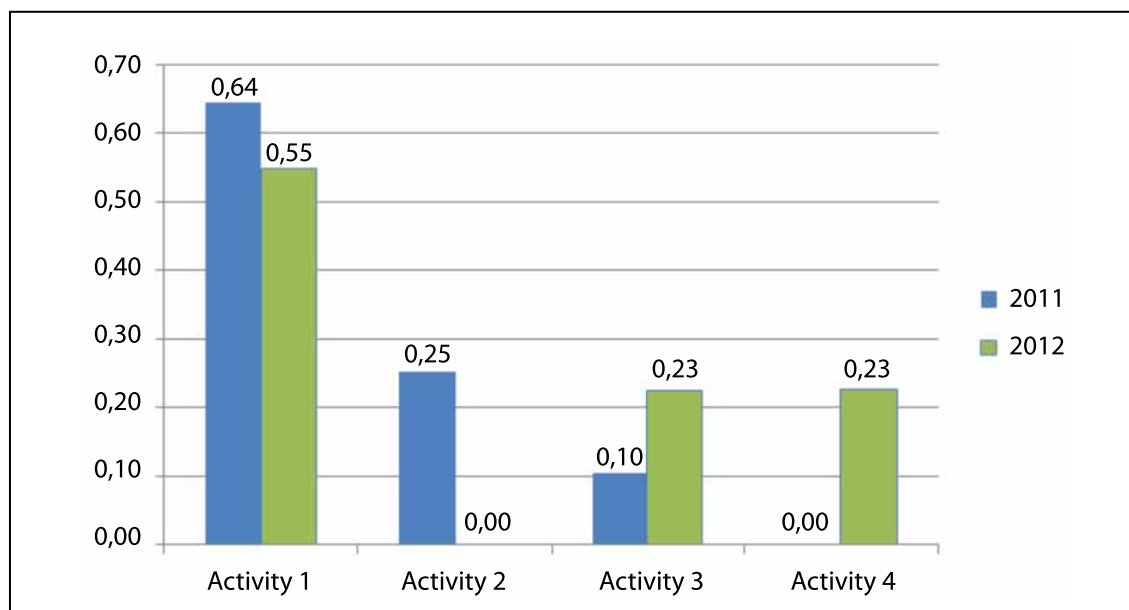
In the years 2011 and 2012, investments were focused on key training occupations and institutions at national, regional and international levels (64.4% in 2011 and 54.8% in 2012). In 2011, there was no funding allocated for enhancing trainer capacity while in 2012, the investment concentrated on development of key training occupations and training institutions at 3 level instead of development of popular

occupations serving local socio-economic needs.

In 2012, while investment for key training occupations/institutions reduced (from 64.4% to 54.8%) investment for developing National Occupational Skill Standards, curricula framework, enhancing trainers and manager’s capacity, quality accreditation, training equipment significantly increased from 10.4% to 22.5%.

Figure 53: Investment structure by activities 2011-2012

Unit: (%)



(Source: GDVT)

*Achievements:*

The achievements of the two years of implementation of the project include:

- + Investment in training equipment for key occupations for 246 vocational secondary schools and colleges (26 of these occupations at international levels, 49 at ASEAN level, and 121 at national level).
- + received and exchanged 8 international training programs from Malaysia.
- + organized 44 training programs for skill improvement of trainers, 11 curricula frameworks, and programs for 14 training occupations at national level.
- + Vocational training accreditation is implemented at 74 training institutions, program accreditation is piloted for 10 programs, 1972 self-evaluators and external evaluators are trained.
- + National occupational standards for 59 occupations are developed, item banks of multi-choice tests and practical tests for 55 occupations are developed, pilot assessment for 1,651 workers are developed, 860 assessors and managerial staff for assessment centers are trained.
- + Development of national database and information system on vocational training. The system will be piloted in 26 institutions, which are developed to become Centers of Excellence. After piloting it will be applied nationwide in the whole sector.
- + Computer skills testing for 11,000 students based on IC3 standards and conducted TOEIC tests for 40,000 students.
- + Occupational and pedagogical skills training for 735 trainers and 615 managerial staff are improved.

### *Project on Vocational Training for Rural laborers*

The Project on Vocational Training for Rural Laborers was implemented since 2010 as part of the project on Vocational Training for Rural laborers by 2020.

As planned, the project will take place for 11 years (2010-2020). Its objectives include the provision of vocational training for about 10.6 million rural laborers and the further training of 1.1 million managerial staff at commune level.

The total proposed state investment for the project is about 25,980 billion VND for the following activities:

- Training for rural laborers: 24,694 billion VND.
- Training for managerial staff at commune level: 1,286 billion VND.

According to the timeline of the scheme, the activities in the first years concentrate on developing and promulgating guiding documents and piloting vocational training models, developing training programs, curricula, equipment, syllabus, enhancing skills of trainers and managerial staff.

#### *Results in 3 years (2010-2012):*

##### *Expenditures:*

Expenditures for the project were allocated from 3 different sources in 3 years: National Target Program for education and training in 2010, National Target Program for employment in 2011 and National Target Program for employment and vocational training from 2012–2015.

In the first 3 years, activities concentrated on:

Activity 1: Vocational training for rural laborers: development of training programs,

syllabus, equipment, improved capacity of trainers and managerial staff, piloting training models.

Activity 2: Investment in training equipment.

Activity 3: Training of managerial staff at commune level.

The total expenditure for these activities is 4,824,247 billion VND, accounting for 18.57% of total expenditure of the project in 11 years.

Expenditures by activity:

- For Activity 1: 1,641,543 billion VND (8.08% of total expenditure for the mentioned activities). The share of the central budget is 1,060,232 billion VND (64.6%); local budget is 509,461 billion VND (31%), the rest is from other sources (4.4%).

- For Activity 2: 2,930,712 billion VND, (75% of total expenditure for the mentioned activities). The share of central budget is 2,451,068 billion VND (83.6%), local budget is 479,644 billion VND (16.4%).

- For Activity 3: 251,992 billion VND, (19.5% of total expenditure for the listed activities).

##### *Achievements:*

The achievements after 3 years of implementation included:

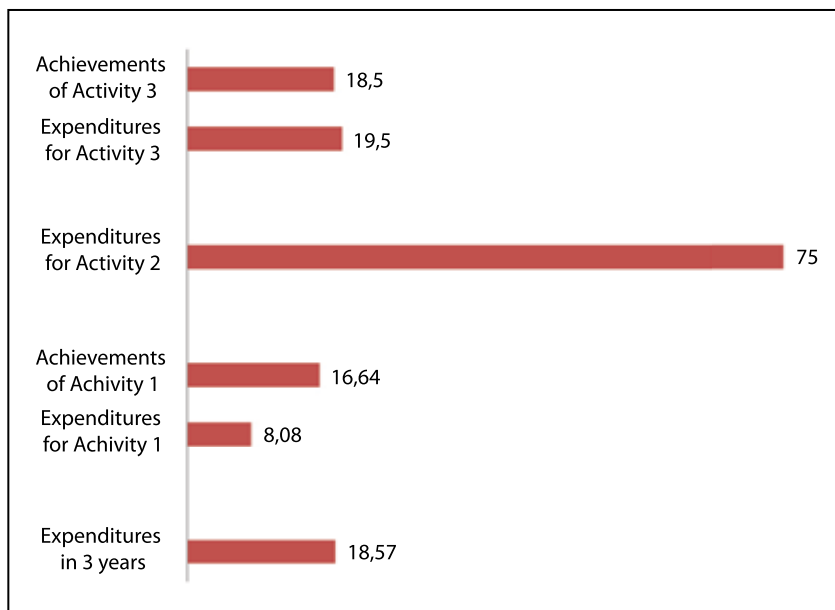
- Activity 1: 1,088,393 rural laborers are trained by vocational training courses, which fulfills 16.64% of the plan.

- Activity 2: Investment in training equipment for 576 training institutions, most of them are vocational training centers.

- Activity 3: 203,593 managerial staff at commune level are trained, which fulfills 18.5% of total plan of the project.

**Figure 54: Shares of implementation results in 3 years compared with the proposed plan of the scheme**

Unit: (%)



(Source: GDVT)

**8.3. ODA funding for vocational training development**

Activities of ODA-funded projects are very close in line with the objectives of Vocational Training Development Strategy 2011-2020 although a majority of these projects and programs were started before the approval of the Strategy. The activities include: Investment

in focal occupations (ADB funded “Skills Enhancement Project,” German-Vietnamese “Programme Reform of TVET in Viet Nam”), improve the quality of training institutions to become Centers of Excellence (ADB project, German-Vietnamese programme), develop occupational skill assessment system (Korean Project).

Table 19: Synopsis of major ODA funded projects in implementation

No	Project Name	Partner	Loan	Counterpart funding	Time-frame	Key Project Features
1	Vocational Training Program	Germany	13,346,0433 EURO	5,854,411 EURO	2007-2012	Invest into equipment and teacher training for 11 vocational institutions, with a focus on key occupations
2	Establish 5 Viet Nam-South Korea vocational colleges	South Korea	35,000,000 USD	26,560,000 USD	2008-2013	Invest into equipment and apply Korean vocational training model for 5 vocational institutions under the project
3	Skills Enhancement	ADB	70,000,000 USD	8,000,000 USD	2010-2015	Develop some vocational colleges to improve skills of workers in 15 key occupations
4	Program Vocational Training 2008	Germany	10,000,000 EURO	2,500,000 EURO	2011-2014	Refine and develop further curricula, syllabus for market-oriented training; raise capacity for teachers and managers in schools participating in the Project.
5	Technical Support for Vocational Training Project 2008	Germany	3,000,000 EURO	300,000 EURO	2010-2014	Provide technical support for preparing Vocational Training Project 2008
6	System Advisory, phase II	Germany	3,000,000 EURO	300,000 EURO	2011-2014	Raise quality and demand orientation of vocational training system in Viet Nam
7	Raise capacity for establishing assessment and certificate-awarding system for national occupational skills in Viet Nam	South Korea	1,500,000 USD (grant)	300,000 USD	2011-2015	Raise capacity for establishing assessment and certification of national occupational skills in Viet Nam through technical advice, teacher and manager training.

(Source: GDVT)

## 9. COOPERATION WITH ENTERPRISES IN VOCATIONAL TRAINING

### 9.1. The context of cooperation between social enterprises and vocational training in Viet Nam

#### *Background*

Developing vocational training is the responsibility of the society. It is important to innovate and improve the quality of vocational training so that local enterprises' workforce can meet foreign partners' demand of high quality laborers. In order to achieve the goal of industrialization and modernization by 2020, the number of trained workers in Viet Nam should reach the milestone of 23.5 million in 2015 and 34.4 million in 2020.

Viet Nam Human Resource Development Strategy for the period of 2011-2020 confirmed that it is necessary to: foster enterprises' involvement in human resource development; to promote cooperation of vocational institutions with enterprises, expanding formats of training as required by enterprises and attracting enterprises' further participation in human resource training; to institutionalize enterprise's responsibility for human resources development.

Currently, Vietnamese government is paying efforts on restructuring an open

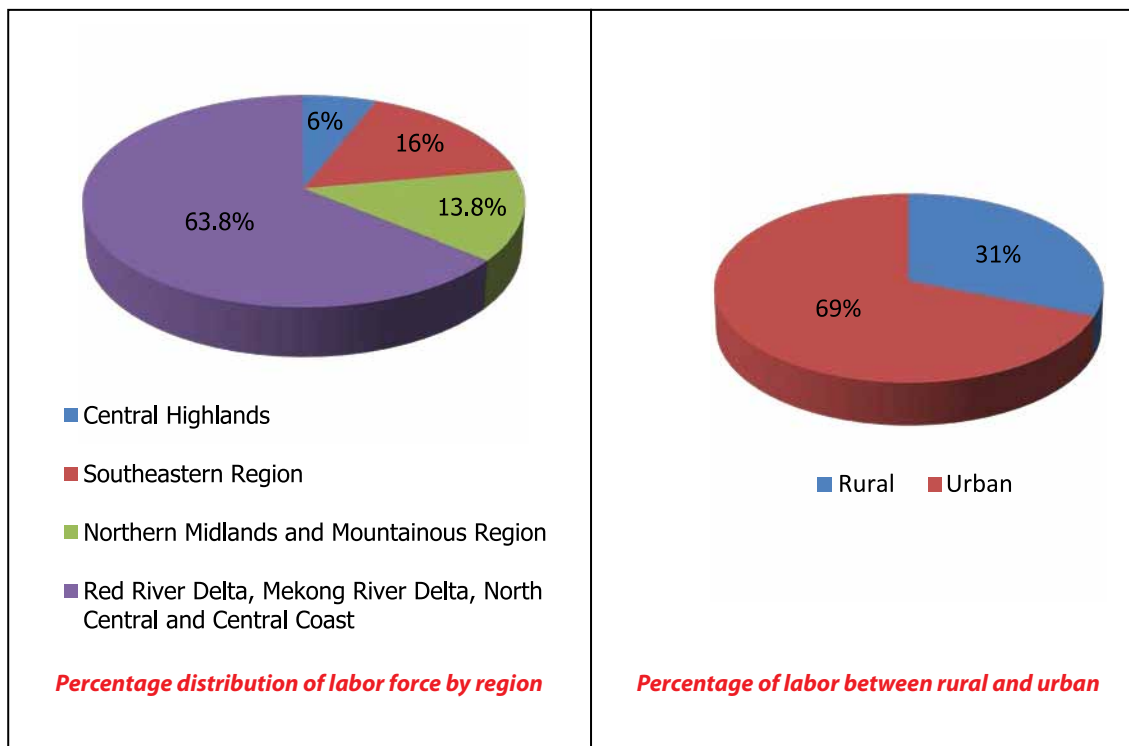
economy, including implementing project of restructuring State-owned enterprises and focus on development of labor market. This has a huge impact to businesses and workers.

According to the 2012 Census by the GSO, as of 01/04/2012 there are a total of 341,601 enterprises nationwide, of which 312,640 are active enterprises, 16,910 enterprises have registered for business licenses but are in investment stage, 5,511 enterprises are suspending their business activities to invest in technological field and 6,540 enterprises are pending for being merged or decommissioned.

In 2012, the number of laborers aged 15 and over in the country is 52.788 million, with 25.62 million women (accounting for 48.5%). However, the labor force is unevenly distributed between rural and urban areas, and between regions: (69.5% of the labor force was concentrated in rural areas. 63.8% of the labor force was concentrated in 3 areas of the Red River Delta, North Central and Central Coast Region and Mekong River Delta; 2 regions with the lowest labor force were Northern Midlands and Mountain Region (13.8%) and Central Highlands (6.01%).



**Figure 55: Percentage distribution of labor**



(Source: GSO)

Vocational training is a part of a system of training and retraining of the work force. Enterprises use labor force to operate its system. Thus, both sees mutual interaction and benefits one another (for example, vocational institutions also do business and enterprises can also operate as a vocational institution).

With limited budget, Vietnamese government has adopted incentives for vocational institutions to improve the quality of training to meet requirements of the economy. The government mobilizes material resources and provides further training for experts in the business. Furthermore, in order to sustainable develop and thrive in the competitive market economy globally, businesses cannot depend on the availability of human resources, but they can actively be

dynamic in cooperation with the vocational institutions.

In the context of the WTO integration where competitions are fierce, and social responsibility is enhanced, the government agencies should pay more effort in establishing and developing cooperation between vocational institutions and enterprises.

**Current status of enterprise-owned vocational institutions:**

*Vocational colleges*

As of 2012, there are 155 vocational colleges nationwide, in which 34 colleges are enterprise-owned (34 colleges and 7 vocational branches), 196 occupations trained at college level. Enterprise-owned vocational colleges account for 21.9% of overall vocational colleges.

**Table 20: The distribution of enterprise-owned vocational colleges by socio-economic region**

*Unit: Institution*

Socio-economic region	The number of Vocational colleges
Northern Midlands and Mountainous Region	7
Red River Delta	15
North Central and Central Coast Region	3
Central Highland	0
Southeastern Region	7
Mekong River Delta	2
<b>Total</b>	<b>34</b>

*(Source: GDVT)*

*Vocational secondary schools*

As of 2012, there are 305 vocational secondary schools nationwide, including 86 private schools (enterprise-owned) with 110 jobs trained at the intermediate level.

The data shows that number of vocational institutions in enterprise-run vocational secondary schools is accounted for only 28.2%, which is still low although higher than vocational colleges.

**Table 21: The distribution of enterprise-own vocational secondary schools by socio-economic region**

*Unit: Institution*

Socio-economic region	The number of vocational secondary schools
Northern Midlands and Mountainous Region	13
Red River Delta	39
North Central and Central Coast Region	14
Central Highland	2
Southeastern Region	16
Mekong River Delta	3
<b>Total</b>	<b>86</b>

*(Source: GDVT)*

## 9.2. Cooperation between enterprises and vocational institutions

### Evaluation of the programs in cooperation with enterprises (implemented in vocational institutions)

Currently there are many forms of cooperation between enterprises and vocational institutions, including the content of exchange and provision of resources between vocational institutions and enterprises, information exchange between vocational institutions and enterprises, support of enterprises for apprentices, etc.

Through survey conducted by vocational institutions, “student internship” is carried out as most popular and frequently used format of cooperation between enterprises and vocational institutions.

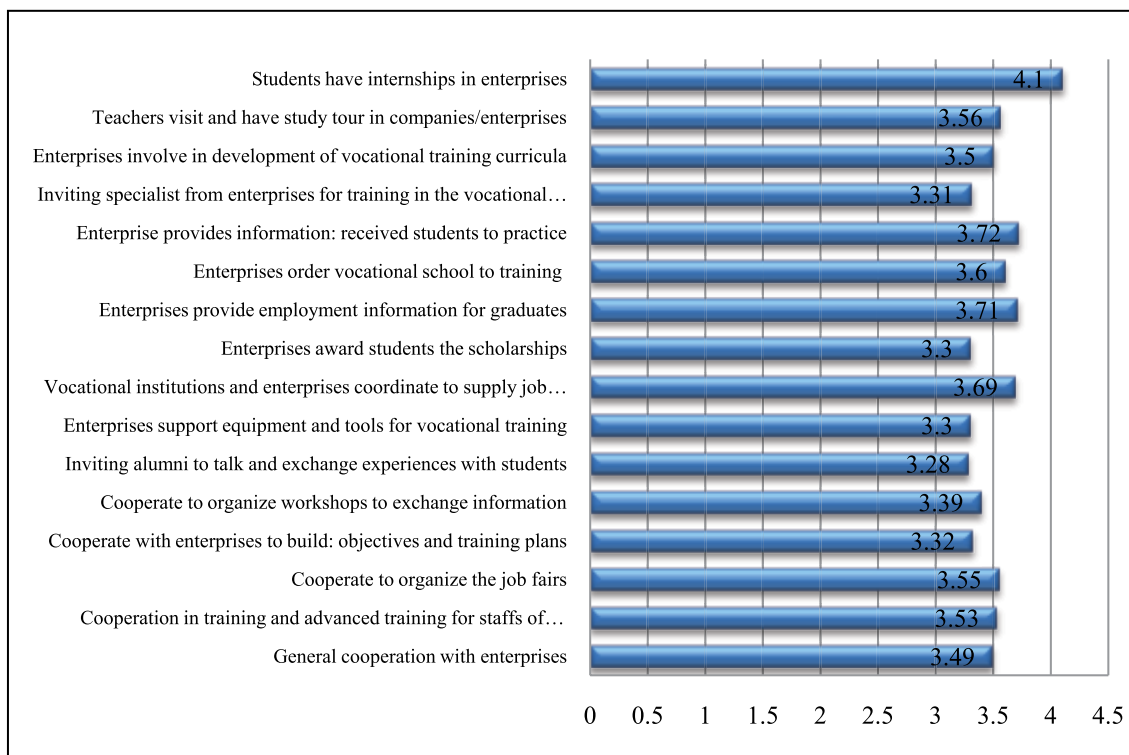
The second ranked type of cooperation is information exchange on student recruitment, information on hiring graduates, vocational institutions in coordination with enterprises on allocating job placement for graduates.

Activities including inviting alumni to talk with students; inviting enterprise experts to lecture; enterprises providing scholarships for students, sponsoring vocational training equipment for schools; cooperation in development of indicator, training plan are less popular type of cooperation.

Survey results and further research in vocational institutions shows the potential to cooperate with enterprises has not been fully exploited (Xuan Quang Ha et al, 2012).

**Figure 56: Evaluation of the cooperation programs between enterprises and vocational institutions**

(Unit: score)



(Source: Ha Xuan Quang et al, Hanoi University of Industry, 2012)

### Survey results on businesses’ expectation in cooperating with vocational institutions

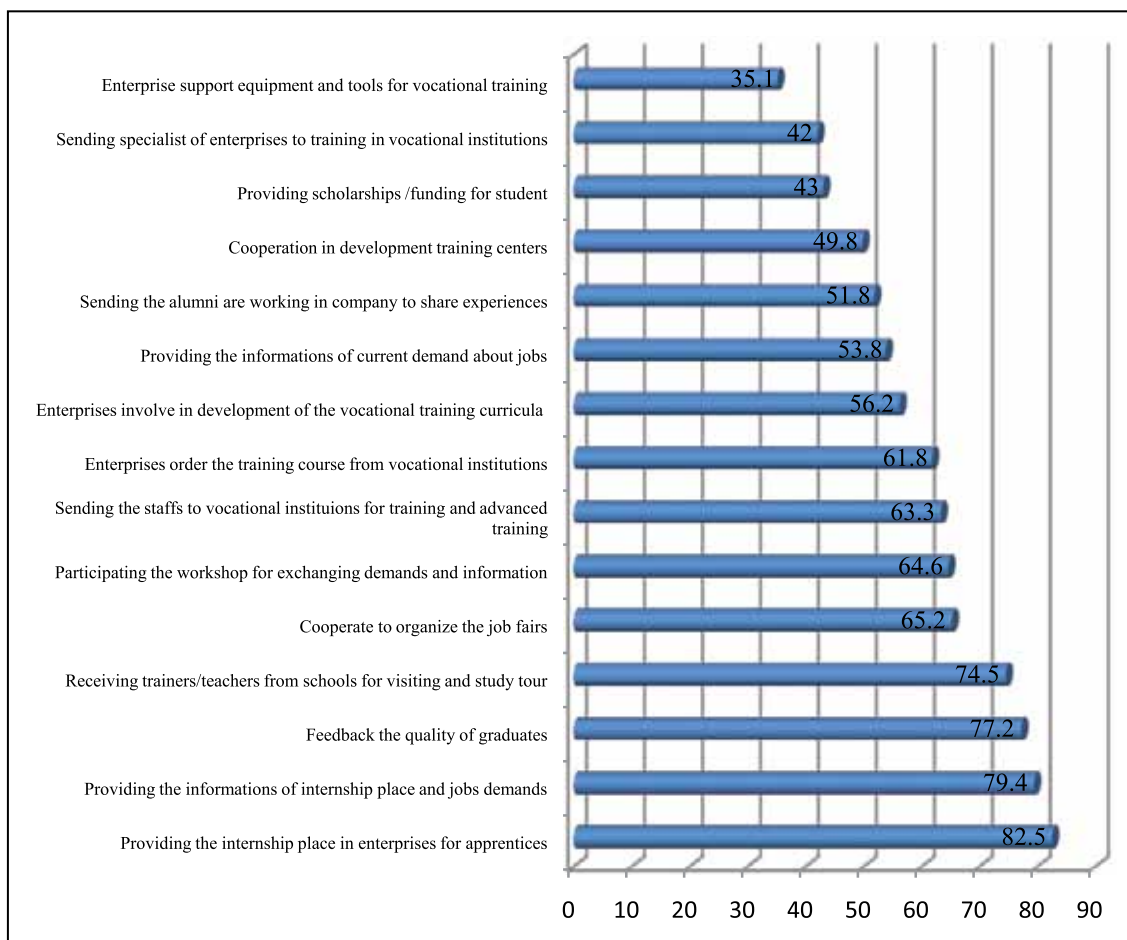
Survey of 233 businesses shows that they are willing to cooperate with vocational institutions and participate in cooperative training activities with vocational institutions. Cooperative activities include receiving students and vocational teachers to visit and learn about the business, providing graduates

employment information, provide feedbacks on graduates’ skill and performance (over 50% of activities). Supporting equipment for vocational training is one of the cooperative activities that are carried out (35,1%).

However, many cooperation programs have not been implemented in reality.

**Figure 57: Survey of enterprises on cooperation programs with vocational institutions**

(Unit:%)



(Source: Ha Xuan Quang et al, Hanoi University of Industry, 2012)

### Effect of cooperative programs on students’ knowledge and skills

In this research, the effect of cooperation programs between enterprises and

vocational institutions on students’ knowledge and skills are also studied. Creating opportunities for students to practice at the businesses is considered

the most effective cooperation activity. According to the vocational institutions, this is the most popular and frequent cooperation program and also influences most on students’ knowledge and skills.

Providing information, recruitment, information on getting students’ internship, job placement for graduates are popular cooperative programs among the vocational institutions. These activities motivate trainees to study better because getting a job is the most important goal to the apprentices.

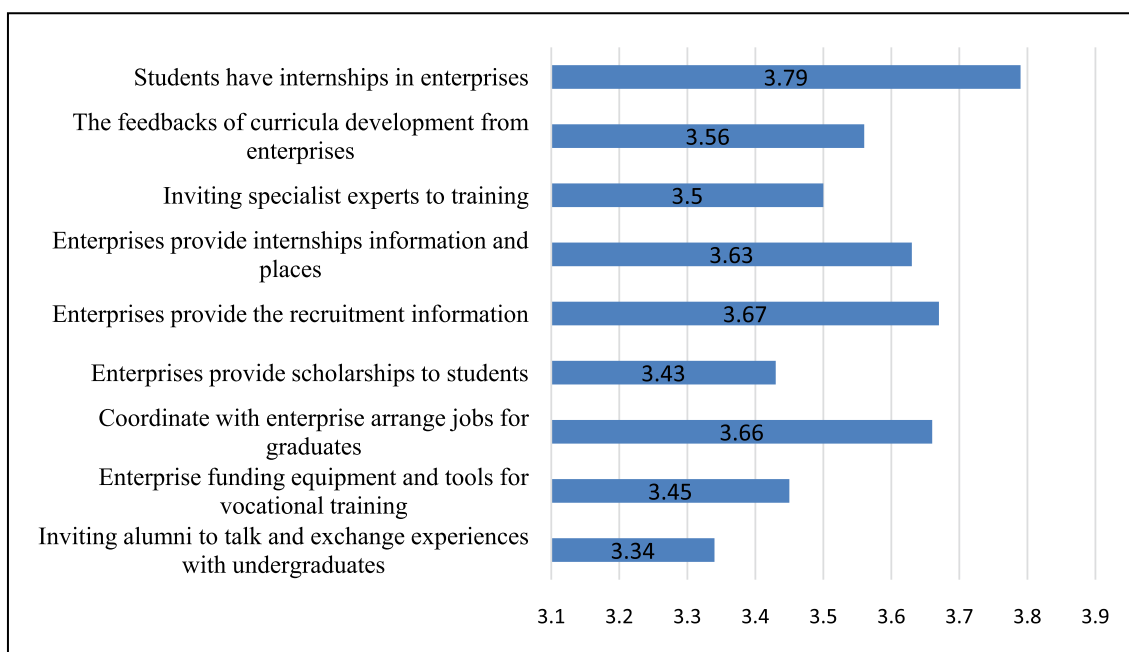
There are other activities that, if implemented, will have a direct positive influence on student’s knowledge and skills. They are

to invite guest specialists and experts as trainers, talks and lectures by alumni to exchange experience and knowledge with students, provide scholarships for students, sponsor vocational training equipment, etc. However, these activities only play supporting roles in students’ learning process.

Currently, there are many potential cooperation programs between vocational institutions and enterprises. The cooperation should be highly supported by the enterprises. If it is well planned and executed, cooperative program will significantly improve labor quality of the graduates and help them to meet requirements of the labor markets.

**Figure 58: The effects of cooperative programs on student’s knowledge and skills**

(Unit: score)



(Source: Ha Xuan Quang et al, Hanoi University of Industry, 2012)

**Benefits of cooperation between vocational institutions and enterprises**

*Benefits for vocational institutions:* Cooperation with businesses creates

opportunities for vocational institutions to mobilize resources from the enterprises to increase the size and quality of training. Additional, it strengthens the linkage

between training and labor use, avoiding wasteful resources. As funding from the state budget is limited and often does not meet the requirements of vocational training development, this type of cooperation is increasingly important.

*Benefits for enterprises:* Working closely with vocational institutions will help enterprises understand the training process of the schools so that they can propose cooperation programs that meet their own requirements in the training process. Outcome of the cooperation will help curve the market needs (both quantity

and quality), avoiding wasteful resources due to excess of laborers or deficiency in using laborers. At the same time, another benefit of the training cooperation is that the enterprise can reduce costs of additional training when recruiting graduates from the participating vocational institutions.

Properly addressing the interests of each party is the common basis for long-term and effective cooperation programs. Results from survey shows that cooperation brings benefits to all stakeholders, including general social interests.

**Table 22: Evaluate benefits of cooperation between enterprises and vocational institutions**

Contents	Average score
Increase resources to expand the scale and increase quality of vocational training	3.88
Strengthen the linkage between training and labor use, avoiding wasteful resources	3.95
Enterprises gain benefit in recruiting human resources that meet their requirements	3.86
Enterprises reduce retraining costs	3.77
<b>Total general benefits of the cooperation</b>	<b>3.87</b>

In Table 22, it can be seen that all benefits mentioned are rated relatively high by the vocational institutions (average 3,87/5 points).

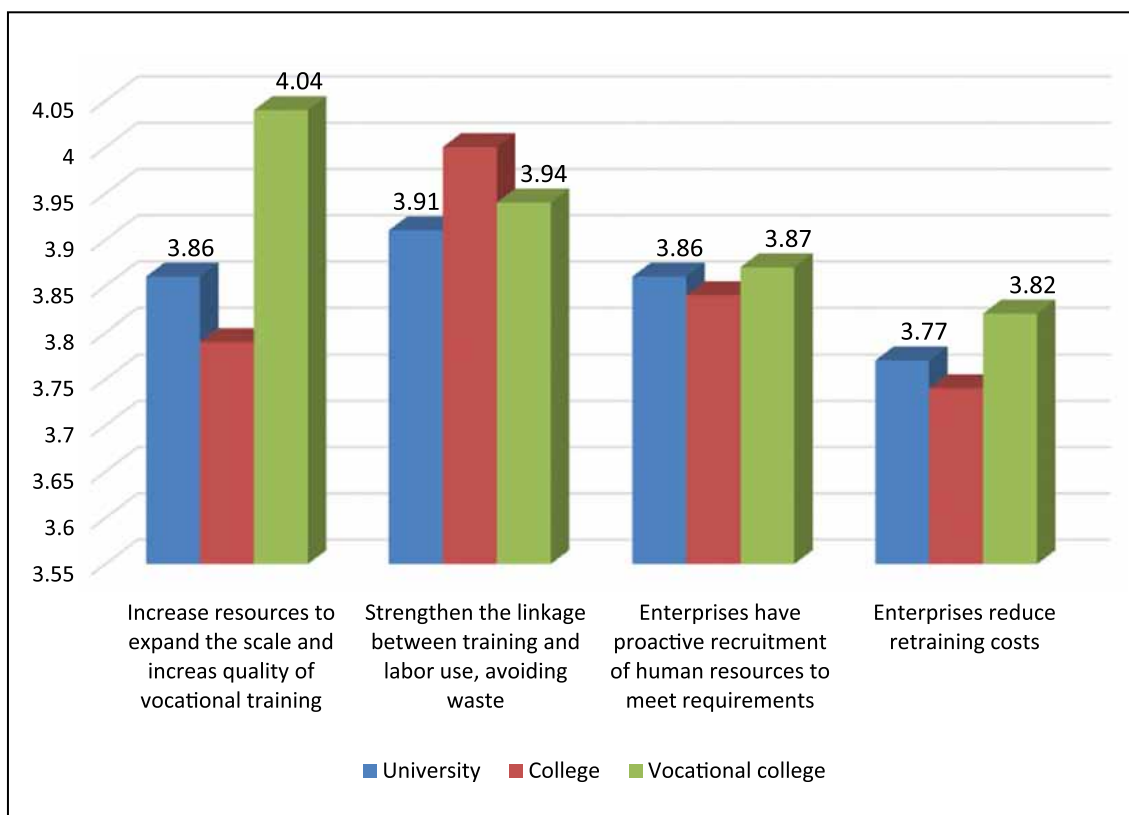
Evaluating cooperation between enterprises and universities, colleges, and vocational colleges. There is not much of a difference in evaluating the benefits of cooperation between enterprises and

universities, colleges, or vocational colleges.

For the benefits of increasing training quality, vocational colleges have higher evaluation than universities and colleges. This difference may result from the fact that vocational colleges expect more from the cooperation on the quality of training.

**Figure 59: Evaluation of benefits of cooperation among vocational training institutions and enterprises, universities, colleges, vocational colleges**

(Unit: score)



(Source: Ha Xuan Quang et al, Hanoi University of Industry, 2012)

**Factors hinder cooperation between enterprises and vocational institutions**

In fact, there are numbers of cooperative programs between enterprises and vocational institutions facing some limitations.

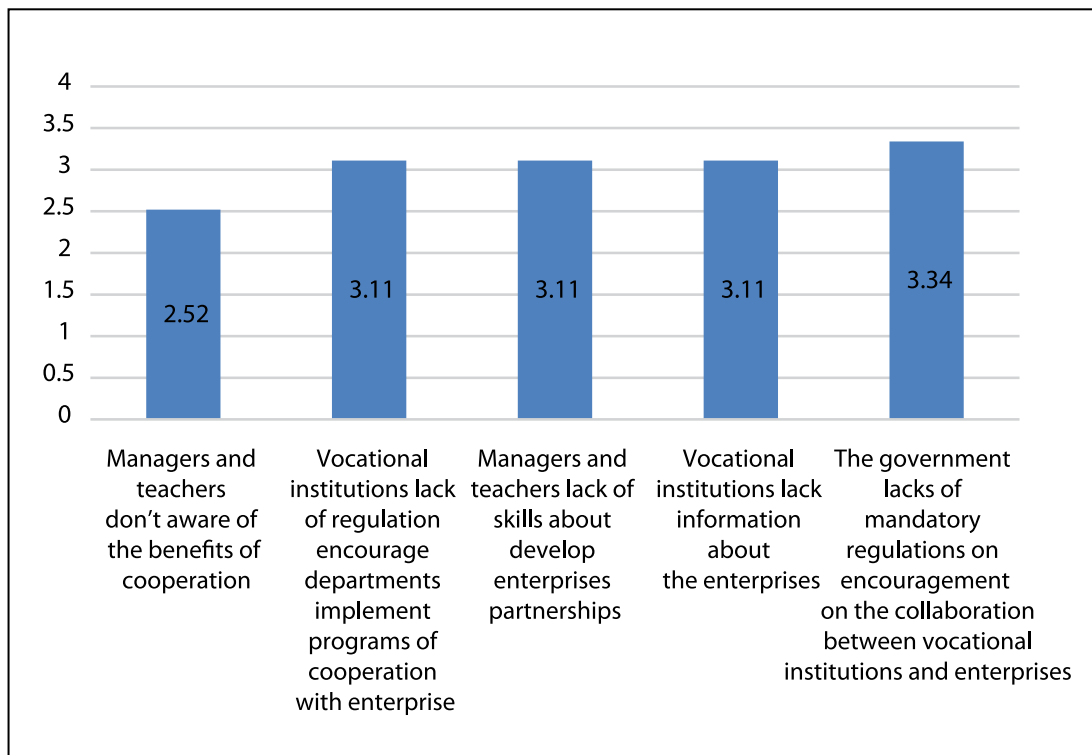
According to the vocational institution evaluation: the main factor which hinders the development of the cooperation programs is

the lack of State’s regulations on enforcing and encouraging the cooperation between the two. Other factors include the fact that vocational institutions lack of information on the enterprises; staff and teachers/trainers do not have the adequate skills to develop partnership with businesses; vocational institutions lack regulations and vision to be actively cooperative with enterprises.



**Figure 60: Factors hinder cooperation programs between vocational institutions and enterprises according to vocational institutions**

(Unit: score)



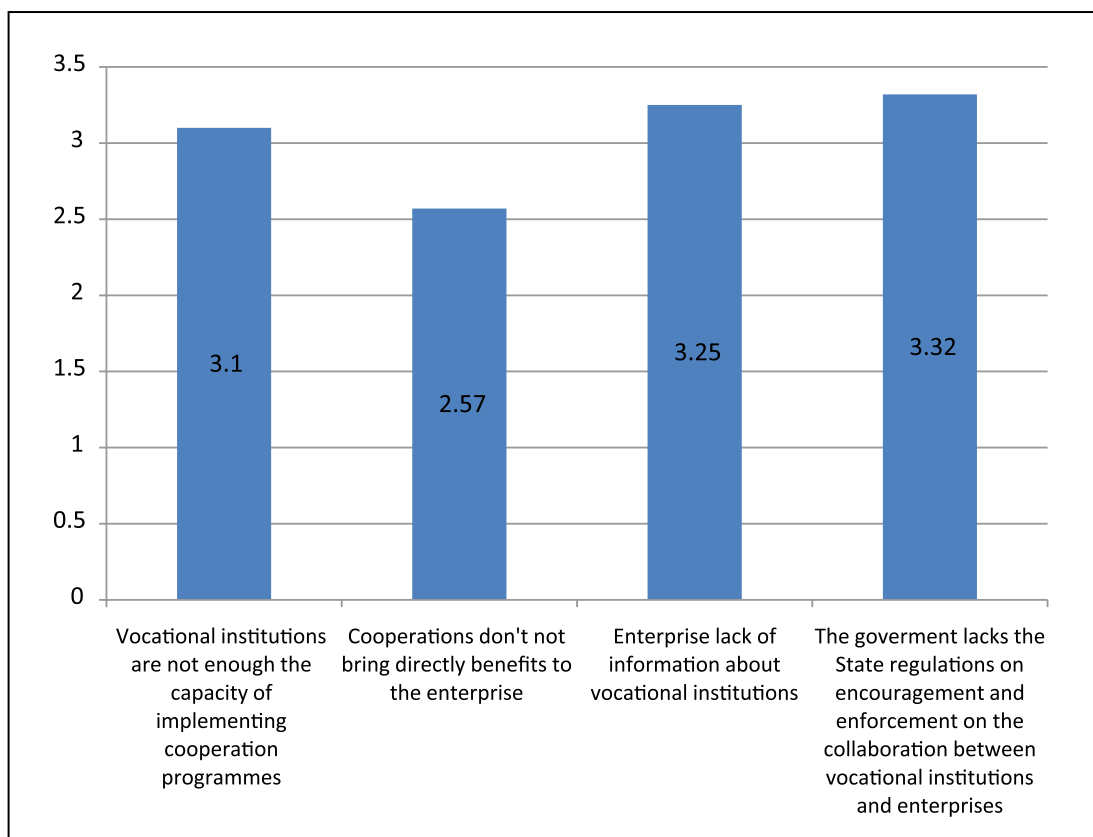
(Source: Ha Xuan Quang et al, Hanoi University of Industry, 2012)

*Opinions of the enterprises:* “There is a lack of State regulations on encouraging and enforcing cooperation between vocational institutions and enterprises”, is one of the key factors hindering the cooperation. Additionally, enterprises lack

information about vocational institutions and enterprises underevaluation of vocational institution’s resources and abilities are also the reasons hinder the development of the cooperation between the two.

**Figure 61: Factors hinder cooperation programs between vocational institutions and enterprises according to enterprises**

(Unit: score)



(Source: Ha Xuan Quang et al, Hanoi University of Industry, 2012)

### General evaluation

The most frequent and popular type of cooperation between enterprises and vocational institutions is to organize student internships so that they can practice skills with the business. This type of cooperation shows the most impact on the vocational student’s knowledge and skills.

Other cooperation programs have been implemented including *exchange of information on needs of getting students to work, practice; providing and exchanging resources (teachers, equipment); cooperation*

*in development of indicator; training plan; supporting scholarships and funding for students; getting students to work; training staff for businesses, etc.).* But the implementation and its effect on improving student’s knowledge, professional skills were restricted.

Cooperation brings many benefits to both vocational institutions and enterprises. Cooperation helps vocational institutions to gain access to resources and improve the quality of vocational training. It helps ensure businesses with qualified human resources both in quality and quantity.

Although vocational institutions and business cooperation is essential and brings many benefits to both. In reality, the cooperation programs are limited with restricted contributions to improve the quality of training. It is because there are problems that hinder the cooperation.

### 9.3. Training cooperation between German enterprises and Vietnamese vocational institutions

Viet Nam has been promoting international cooperation in vocational training, especially cooperation with businesses in vocational training with countries such as Germany, Austria and South Korea. Following innovative and open policies, Viet Nam has attracted many foreign investors to Viet Nam. According to statistics by the Ministry of Planning and Investment (MPI), by December 2012, there were 14,522 FDI projects invested in Viet Nam from 100 countries and territories. The funding resource was invested in the most important areas of the economy such as processing industry, manufacturing, information technology, science and technology, etc. FDI projects do not only bring new technology into Viet Nam, but also create opportunities for Vietnamese workers to get new jobs, enhance skills through training activities in FDI funded enterprises. This report refers only to the training activities of German companies in Viet Nam. The report will also provide

perspectives on approach to generate mutual benefits from cooperation between enterprises and vocational training, how to mobilize the participation of stakeholders, and recommendations on qualification model for Viet Nam. These are valuable experiences for Viet Nam to improve and enhance efficiency of vocational training in order to meet new requirements of the regional and international.

#### *Vocational training activities in German companies in Viet Nam*

Most direct investment from Germany to Viet Nam focuses on commodity trading as well as manufacturing operations. These areas that require a large amount of skilled labor. Thus, many organizations are willing to conduct training for their staff to improve their level of competence. However, the cooperation with the official vocational institution is very limited

Cooperation with industrial sector is a strategy that can improve the quality of vocational training in Viet Nam. Therefore, there should be more potential cooperation projects between German companies and vocational training institutions in Viet Nam.

#### *Cooperative mechanism:*

In 2012 two so called PPP (Private Public Partnership) projects focusing on Cooperation between a training institution and private companies are started.

1. The partners for the project of cooperative training in Mechatronics are:	2. The partners for the project of dual training in Industrial Mechanics are:
<ul style="list-style-type: none"> <li>- Hung Yen University of Technology and Education</li> <li>- Messer Gas Viet Nam</li> <li>- BBraun Viet Nam</li> <li>- AHK Vietnam</li> <li>- GDVT</li> <li>- GIZ TVET Viet Nam</li> </ul>	<ul style="list-style-type: none"> <li>- Bosch Vietnam</li> <li>- Lilama 2 TVET College</li> <li>- AHK Vietnam</li> <li>- GIZ TVET Viet Nam</li> </ul>

*Overall expectation:*

Establish a curriculum for TVET in Mechatronics/Industrial Mechanics that can be shared between the school and a company, applying the German dual TVET approach using benchmark.

Practical training will be carried out in real life situations and will be trained by the company's experienced employees. Therefore the training outcome should meet the company's labor demand and after finishing the training curriculum, company can hire graduates without retraining them.

*Form of cooperation:*

- The German dual TVET approach is the benchmark. The training is shared between a company and a TVET college. Approximate 50 - 70% (mainly practical) training is conducted within the company. Students will be called apprentices but receive remuneration as company's employee.

- To be successful, this form of cooperation has to be adapted to the Vietnamese TVET structure. Therefore pilot cooperation involving two Vietnamese TVET colleges and three German companies with production plants in Viet Nam in order to bring insights into this adaptation.

*Training program:*

- Students will still register at school and get contracted by company. Following the curriculum, the theoretical training will be conducted at school, followed by practical training sessions at the enterprise for a number of weeks. It is very important that the school and the company share responsibility with each other.

- Students divide their time between school and company during the training. Depending on talent, student can be employed at the end of training by the company.

*Adaptation of training curriculum and process:*

- Based on feedbacks from company and trainees, the curriculum shall be adopted and the training process adjusted following the findings during the first lessons. Especially, the minimum duration of practical lessons as well as the time between practical lessons has to be changed.

- Assessment will be done in cooperation with AHK according to formal standard. After evaluation of the full training program a report will be developed which can be used as a source at GDVT for legal regulation on TVET school and company cooperation in future.

- The two PPP projects are started in early 2013 after signing the memorandum of understanding between the TVET Institutions and the companies as well as approval from GDVT. During the whole project GIZ is giving advice and support. This is to make sure that the result will lead to further official cooperation activities between TVET Institutes and the companies, not only from Germany but also private companies owned by Vietnamese entrepreneurs.

*Recommendations on how to encourage participation of stakeholders*

The main stakeholders for TVET education are the industry and the students.

Up to now, both stakeholders are not clearly involved. There is no visible strategy and

activities on how to attract the industry to become more involved in TVET training activities on the one hand and also no focus on graduates from secondary school to make TVET an equally valid opportunity as entrance to university for further study.

If the government wants to see an increase in the number of TVET students, it is important to have a clear strategy on TVET promotion and improvement.

#### *How common interest could be generated*

In Germany and Austria, the stakeholders are offering different activities for interest generation with involvement of industry.

Orientation on TVET occupation for secondary school graduates to provide advice and guidance on their decision of further study.

Open door opportunity offered by the companies to let young people see the real working environment and orient their career path after TVET graduation.

Advertisement on billboard in public places.

Conduct promotional video clips about TVET and training programs..

#### *Qualification model for Viet Nam*

This is an issue of primary concern in the cooperation in Viet Nam. Currently outside Viet Nam, this cooperation is achieved through various forms of association, such as cooperation in training, cooperation in research, cooperation in technology transfer, cooperation in production and other services, building a business model in vocational institutions and a vocational institution model in businesses.

For the long term, an adoption of the dual training system for important training occupations should be targeted for Viet Nam. It is also important to have a master plan with clear strategy and develop a network of different industrial sectors. It is necessary to set up a task force with members from DGVT, VCCI and TVET college

## 10. VOCATIONAL TRAINING FOR RURAL LABORERS

In recent years, labor demand and supply in many regions of the country have changed due to rapid urbanization. There is an increasing imbalance between rural and urban areas. Enterprises often find themselves in situation that they cannot find specifically skilled workers in local labor market. Meanwhile, many unskilled workers are not able to find jobs. Each year thousands of unemployed workers from periphery areas of urban centers move to these cities and towns to seek employment. The “labor markets are spontaneous” appearing more and more in the streets.

*Vocational Training for Rural laborers* is a project approved by the Prime Minister on Decision 1956/QĐ-TTg dated 27/11/2009. Its main objective is that 6.54 million laborers from rural areas will be trained. This is a guideline to improve the quality of rural human resources, create job, increase income of rural laborers; contribute to transformation of labor and economic structure for industrialization, modernization and socio-

economic development, and development of agriculture and rural areas.

The project focused the first years on developing, promulgating guiding documents and implement pilot vocational training models; prepare for the establishment of the infrastructure, programs, materials, provide additional training for teachers, trainers and vocational training managers.

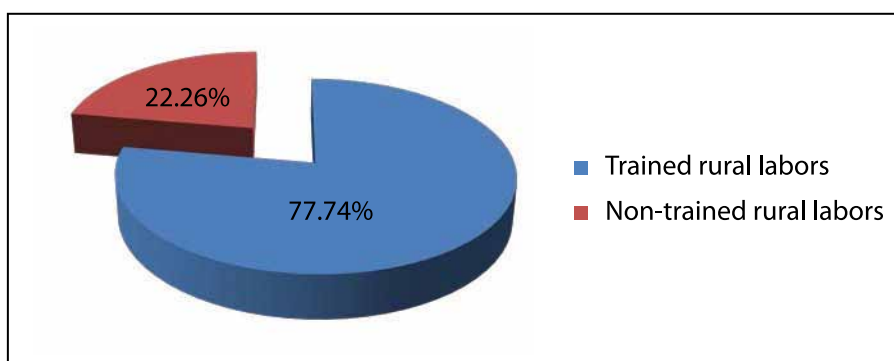
The project’s main objectives for the period from 2010 to 2012 are:

- to provide vocational training for about 1.4 million rural laborers and assure at least 70% of them are employed after training.
- to pilot model of vocational training in rural laborers and order placement for 30,000 people (employed workers after vocational training under these models reached at least 80%).
- to pilot the use of apprenticeship card in two provinces of Thanh Hoa and Ben Tre.

### 10.1 Results of the project

From 2010 to 2012, 1,088,393 rural laborers were trained (77.74% of the target value of the program.).

**Figure 62: Results of the program within the three year plan (2010-2012)**



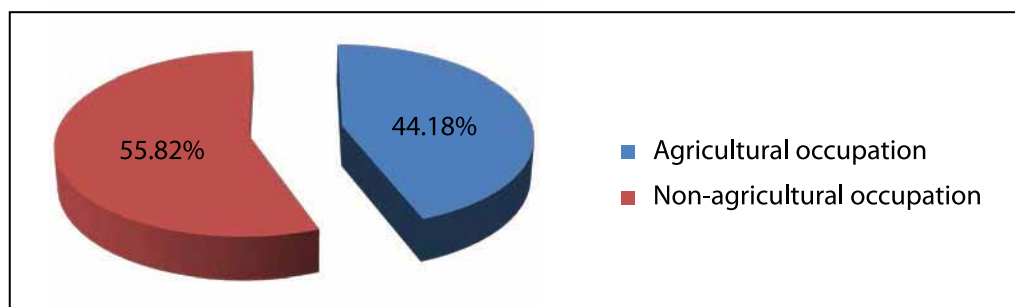
(Source: GDVT)

**Trained laborers by economic sectors**

Share of agricultural and non-agricultural occupations: 480,897 people of 1,088,393 trained people in total were trained in

agricultural occupations (44.18%) and 607,496 people were trained in non-agricultural occupations (55.82%).

**Figure 63: The proportion of trained laborers by economic sectors**



(Source: GDVT)

Trained persons by sex: 576,023 female laborers (52.92%) and 512,370 male laborers (47.08%) were trained.

- Ca Mau province: 6,454 of total 27,406 trained laborers are female (23.60%).

The proportion of training between sexes in regions is imbalanced

Provinces with a high share of female workers:

Provinces with a low share of female workers:

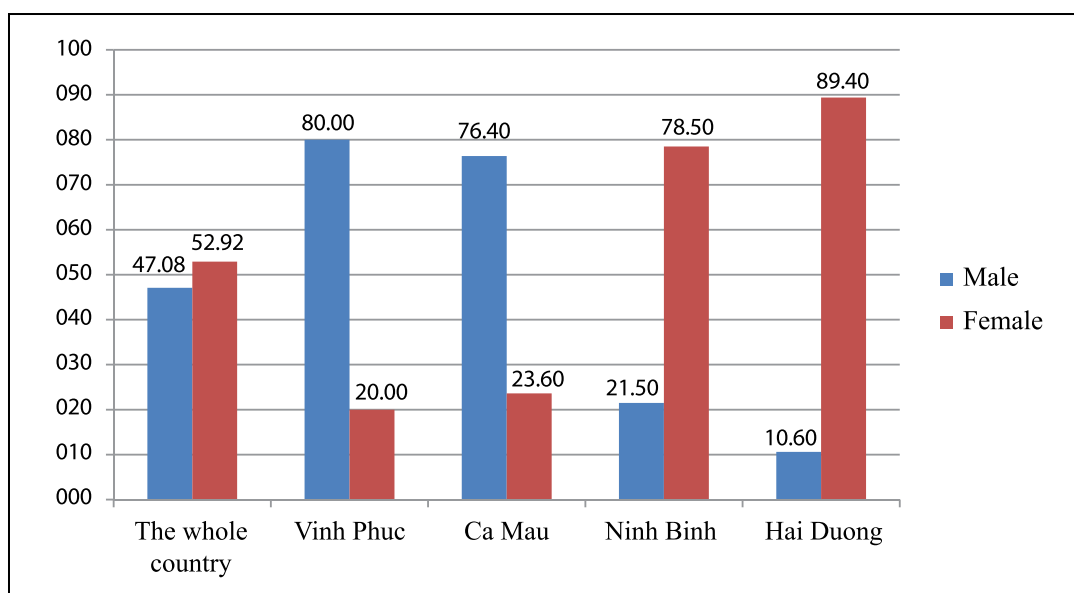
- Ninh Binh province: 13,410 of 17,088 trained laborers are female (78,5%).

- Vinh Phuc province: From total 66,436 trained laborers are female (20.00%).

Hai Duong province: 14,818 of 18,319 trained laborers are female (89.4%).

**Figure 64: The proportion of trained laborers by sex**

Unit (%)



(Source: GDVT)



*Trained laborers by individuals:*

25,876 of the trained laborers are beneficiaries of social welfare for people with devotions to the revolution (2.39% of total trained people).

223,792 of the trained laborers are ethnic minorities (20.65%).

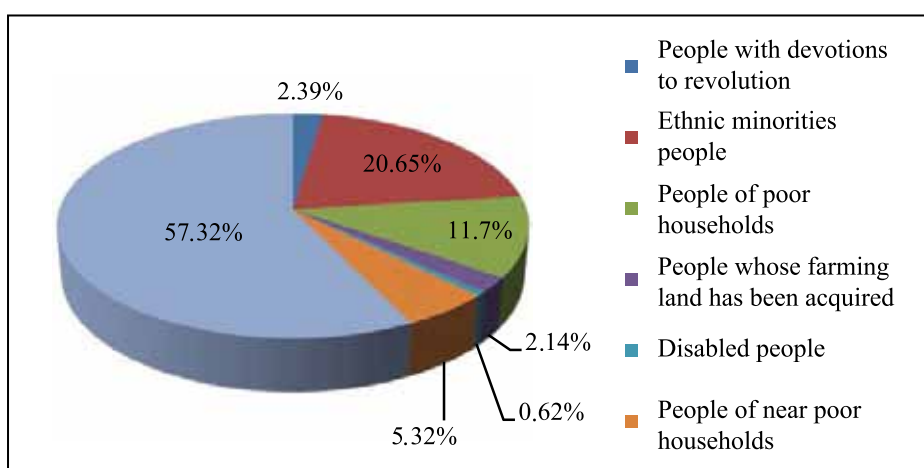
125,373 of the trained laborers come from poor households (11.7%).

23,144 of the trained laborers are those whose farming land was acquired by the government ( 2.14%).

6,759 of the trained laborers are disabled (0.62%).

57,644 of the trained laborers are from near poor households (5.32%).

**Figure 65: The proportion trained laborers by individuals**



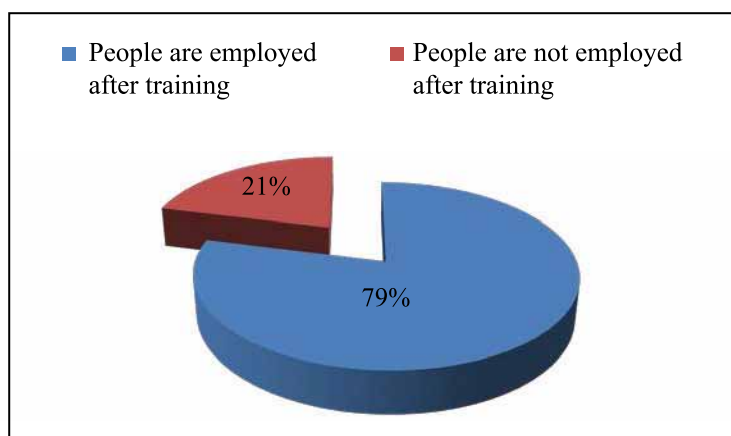
(Source: GDVT)

**Post-training employment**

822,460 of 1,042,059 trained laborers found new employment or continued on

with their old employment with more income (79%).

**Figure 66: The proportion of trained laborers by employment situation after training**



(Source: GDVT)

**Employment post-training according to specific criteria**

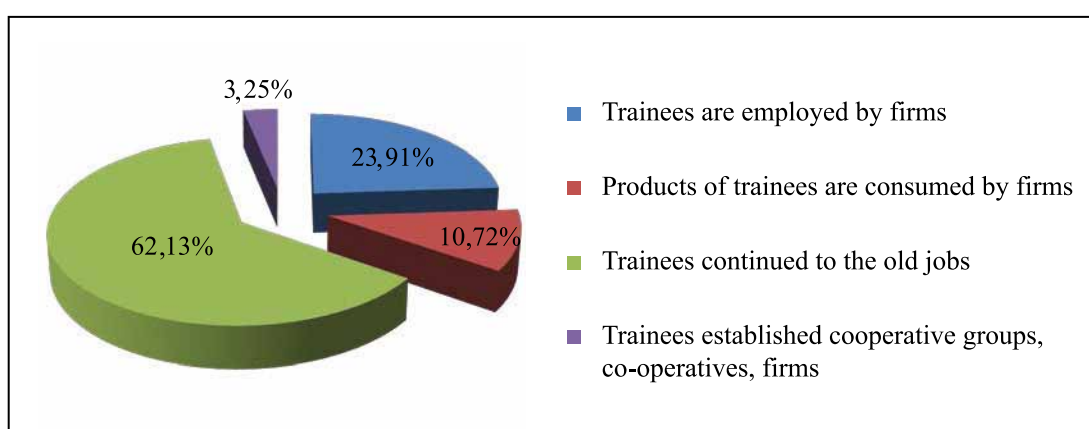
193,082 graduates are employed by enterprises (23.91% of total employed trained people).

86,584 products of trained people are consumed by the firms, accounted for 10.72% compared to people have jobs.

501,789 graduates continued to do the old jobs which have productivity and higher income (self-employed), accounting for 62,13% compared to people with jobs.

26,244 graduates had established cooperative groups, co-operatives (3.25% of total employed trained people).

**Figure 67: Employment after training according to specific criteria**



(Source: GDVT)

55,288 laborers from poor households are employed after the training and generated an income (44.1% of total trained persons who belong to poor households).

88,222 trained laborers were employed with an income higher than the average income level of households in these regions (high income household) (10.7% of total employed trained persons).

From 63 localities, the number of laborers of 58 localities after training had new jobs or continued on to productive and higher income occupations was over 70%, but in 5 localities: Ninh Binh, Yen Bai, Ho Chi Minh city, Ben Tre, Ca Mau, the proportion of graduates had new jobs or continued to productive and higher income occupations after training was 70%

**Table 23: Sample indicators for monitoring evaluation of the vocational training for rural laborers to 2020**

Dimension of observation	Indicators	Time, data collection methods
<b>EFFECTIVENESS OF THE PROGRAMME VOCATIONAL TRAINING FOR RURAL LABORERS</b>	1. The number of rural laborers who are employed in the trained occupations after training by: - Number of rural laborers (one year after the training) who have established cooperative groups, cooperatives, own businesses - Number of rural laborers create self-employed jobs - The number of rural laborers who are employed by enterprises	According to the results of the exams, monitoring 6 months, 1 year.
	2. The rate of rural laborers who work in the trained occupations, by 3 groups (agriculture, industry, services):  Calculation of the rate = $\frac{\text{The number of rural laborers who work in the trained occupations}}{\text{Total number of rural laborers who are trained by the program}} \times 100$	
	3. The number of trained people of some households (one year after training) was out of poverty.	
	4. The number of trained people of some households (one year after training) had higher income.	
	5. Number of enterprises which fulfill their signed commitments	
	6. Number of communes that have over 10% of household had higher income after training.	
	7. The rate of laborers in the commune who shift from the agricultural sector to the non-agricultural sector.	

(Source: Decision No. 1582/QĐ-LĐTBXH dated 02/12/2011)

### Pilot project of granting agriculture vocational training card

The steering committee of the Scheme 1956 approved the pilot of granting *apprenticeship cards of agriculture learning* for rural laborers in Thanh Hoa and Ben Tre. The Scheme provides instruction to relevant departments, committees, related organizations on

organizing the propagation of granting apprenticeship cards in the following districts: Nga Son and Tho Xuan (Thanh Hoa province), districts: Giong Chom, Chau Thanh, Mo Cay Bac and Mo Cay Nam (Ben Tre province).

Based on pilot training, review, evaluation, this project is to draw experiences from this pilot to apply it at different locations of the

whole country, fulfilling the requirement of vocational training for rural laborers by 2020.

### Pilot project results (2010-2011)

#### a) Thanh Hoa:

50 classes with 1,915 trainees were organized. There are 959 trainees with red card (category 1), accounting for 50%; 150 trainees with blue card (category 2) accounting for 7.9%; 806 trainees with yellow card (category 3), accounting for 42.1%. Selected occupations include: cropping occupations: 900 trainees accounting for 47%; breeding occupations: 840 trainees, accounting for 44%; services serving for agricultural production: 175 trainees, accounting for 9%.

Training occupations include: techniques for growing sugarcane; organic vegetables; breeding occupations; cattle breeding; veterinary; crop protection; high productivity rice; mushroom cultivation; crab in field; forestry; planting watermelon; management and exploitation of irrigation works, water supply and environmental sanitation.

Due to characteristics of agricultural vocational training for rural laborers, more than 90% of laborers are employed after training. The laborers applied the knowledge to their production practices, increasing crop and cattle productivity; market stability, increasing income and contributing an important role to the stabilization of production.

#### b) Ben Tre:

4,689 apprenticeship cards are issued in 143 classes, including 1,602 red cards, 295 blue cards, 2,792 yellow cards. Pilot occupations

were in the fields of cropping, breeding and aquaculture; Technique of planting and caring coconut; cocoa; rambutan trees; longan trees; rice; grapefruit trees; Bonsai trees-Kieng trees; pigs; cows; chicken; fishing boat captain rank IV and V; fishing boat captain small rank.

By the end of 2011, the total trained rural laborers were 4,148 people. 3,140 Workers registered apprenticeship card was 132%, exceeded 32% compared to target. The trained people of agricultural occupation created self-employment after training (accounted for 70%). Fishing boat captain and controller of fishing boat: over 90% graduates are employed.

### The result of pilot (2012)

#### a) Thanh Hoa:

80 classes with 2,790 people are trained by conferring an apprenticeship card in 5 districts of Thanh Hoa include: Nga Son, Tho Xuan, Yen Dinh, Quang Xuong, Nhu Xuan. 8 key communes of new rural areas of district: trainees with red cards are 1,168 - accounting for 41.8%, trainees with blue cards are 83 - accounting for 3%, trainees with yellow cards is 1,539 trainees -accounting for 55.2%.

Training occupations are diversified according to requirements of trainees, including:

- *Cropping occupations group*: techniques for growing mushroom, techniques for growing safety vegetables, techniques for growing sugarcane, rice multiplication, high productivity rice, flowers and bonsai, rubber latex, Ma Khay tree, tractors, etc.;
- *Breeding occupations group*: Breeding and disease prevention for animals, for pigs,

for buffalo; rabbit breeding techniques; using of veterinary drugs in breeding, for chickens and duck, etc.;

- *Fisheries group*: Technique of breeding crab, Anabas fish, crab in field, white shrimp, shrimp farming techniques, crab in brackish water, clam breeding, snakehead fish, drivers of fishing vessels, etc. ax);

- *Occupations group of management, services, processing*: fishing processing synthetic service management, plating and processing forest, etc.

b) *Ben Tre province*:

41 classes with 1,097 rural laborers are trained. 905 are trained in realistic, of this, trainees with red card: 314 people; blue card: 27 people; yellow card: 564 people.

Agricultural occupations for rural laborers in 2012: Biology chicken techniques; technique of growing and caring coconut tree; cocoa; rice; citrus trees; grapefruit tree; technique of growing safety vegetables; technique of growing mushroom, abalone mushrooms; veterinary; cows; breeding bees for extraction honey; pigs, cattle; prawn farming techniques.

### Summary of training result of pilot period (2010-2012)

*Thanh Hoa*: 4,705 trainees are trained by issuing apprenticeship card, of which the trainees with red card: 2,127 people-accounted for 45.2%; blue card: 233 people-accounted for 5%; yellow card 2,345 people-accounted for 49.8%. The number of rural laborers created self-employed jobs after training accounted for 80%; other occupations accounted for 90%.

*Ben Tre*: 5,053 trainees are trained by issuing apprenticeship card (red card: 1,719 trainees-accounting for 34%; blue card: 216 trainees-accounting for 4.3%; yellow card: 3,118 trainees-accounting for 61.7%). Trainees of agricultural occupations created self-employed jobs after training accounting for 85%, some occupations reach 93%.

General summary: For 3 years, 9,758 rural laborers were trained by issuing apprenticeship card in Thanh Hoa and Ben Tre.

### Training provided to communal officials

Objectives: About 1 million rural laborers are trained annually. Among these there are about 100,000 officials, civil servants, and alternative officials that are trained and fostered. This is a difficult objective that requires more efforts and determination.

The scheme was divided into 2 periods:

- 2011-2015: 5.2 million rural laborers will be trained, of this 500,000 communal civil servants will get chance to improve knowledge, management skills of administration, social-economic management, leadership, management and monitoring and training.

- 2016-2020: 6 million rural laborers will be trained; among this, 500,000 communal civil servants will receive training.

- *The result of providing training to communal civil servants in 3 years nationwide*: According to the report of 48 provinces, cities, 172,140 communal civil servants are trained by the end of 2012 (accounting for 34.4% of target).

## 10.2. Remarks, evaluation of results after 3 years of implementation.

### *Advantages*

According to awareness of many officials, party members and people of vocational training, development of rural human resources has positively changed. The number of apprenticeship participants increases every year. With 783 vocational institutions, localities have mobilized over 200 businesses and over 400 other institutions which are eligible for vocational training; more than 20,000 permanent trainers, visiting trainers and more than 11,000 engineers, technical staff, craftsman, scientists, high skilled workers, good farmers participated in vocational training for rural laborers.

A majority of rural laborers continued to old occupations after vocational learning but productivity is improved, saving of production costs, efficiency and increased income. A majority of rural laborers after vocational learning had new jobs in industrial institutions, industries and handicrafts, services or are shifted to other occupations, are employed in their communes. Some of rural laborers established businesses, cooperative groups, creating job by themselves and for other laborers. Some Laborers were out of poverty, some had wealthier income, many households become richer (with income of 100 million VND/a year).

In general, transformation of economic structure and Labor structure of rural areas started to be promoted to contribute to implementing of building new rural.

Vocational training models are effectively implemented and replicated.

- Vocational training on agriculture models (specialized farming areas, specialized breeding areas) are trained in localities of trainees to continue to old occupations but more effective productivity; small industries and handicrafts in craft villages are trained and had association with businesses to help Workers to have more income. This training model is applied for the middle age.

- Vocational trainings on industry, construction and service models according to position in businesses are applied for young people to shifting. Machine chief controller, Captain of offshore fishing are trained for workers in the sea areas. Management, guiding, vocational training for rural laborers are promoted clearly and effectively.

The scheme succeed in calling for attention from policy makers and other resources that support vocational training. Vocational trainings are diversified with various formats and become more suitable with the needs of learners, occupations, characteristics of locations, and the participations of different training organizations. The effective organization of vocational training for rural laborers in 2012 (based on the number of people employed, number of people who were lifted out of poverty, people with high incomes) increased high and more sustainable than 2 first years.

Vocational training with issuing apprenticeship card has more advantages than the form which does not use card. This model made advantages for apprentices to have more selection of suitable occupations and choose quality vocational institutions. Besides, this model promoted competition, increasing quality, effectiveness of



vocational training between vocational institutions.

This model helps rural laborers to have rights to select occupations and vocational institutions which are suitable to conditions of reality production of trainees; quality vocational institutions attracted many trainees, created market mechanisms in vocational training, restricted mechanism called giving-receiving, encouraged vocational institutions to enhance quality of training and related services.

The organization of vocational training is associated gradually with the development plans of localities and each household (due to trainees choosing occupations according to their requirements and conditions of each household under the guiding and introduction of localities), so that effectiveness of training is higher, many people applied knowledge on job while training and after training, waste of training is limited.

#### *Disadvantages, weakness*

Vocational training for rural laborers has not met requirements of industrialization and modernization of agriculture and rural conditions of market economy and international integration. This implementation is still low, not united, not suitable to characteristic of each area and economic sectors; lack of long orientation, yet associated with overall planning of socio-economic development, planning of new rural, especially planning of agricultural production, industry, handicrafts, services and markets.

Some places are only interested in quantity of vocational training, so that quality is low, unsuitable with the needs of learners and employers. Activities of orientation,

counseling are not suitable with conditions, abilities of people and of society. The choice of training institutions is not really based on capacity, quality of training. The network of vocational training institutions is still inadequate, facilities, and equipment have not met requirements; managers of vocational training are not enough about quantity and lack of professional knowledge. The inspection, supervision is limited. Propagation and dissemination of vocational training for rural laborers are not realistic and there are not still many types of propagation. Many localities have not been interested, arranged and mobilized all resources for implementation. They expect mainly assistance from the government.

There are still many limits and inadequacies of guiding, ways to do, profile procedures and payment in the process of implementation. This leads to vocational institutions, departments, agencies and relevant localities being confused in implementation. The procedure of issuing apprenticeship card is complex, time to organize vocational classes is long, trainees must wait, this leads to fluctuations in the number of learners; time of crop and breeding occupations is long because it depends on the growth and development of plants and animals. Therefore, vocational training can't be taking place regularly, continuously affects psychology and time of implementation of both vocational institutions and apprentices.

Some of Workers have not been trained with occupations which they registered and institutions where they expect due to difficulties of class organization: the classes with less trainees have not enough conditions to be opened, distance from classes, low funds, etc. In one commune,



the number of people registering many different occupations and institutions made difficulties in the working of class organization. Time to pilot the apprenticeship card for short-term training, narrow scope, limited occupations leads to the apprenticeship card issuing not having high effectiveness as expected.

Steering Committee of some localities, departments, sectors are not interested and spend time in guiding; the implementation is low, inconsistent, not suitable with characteristics of areas, sectors and economy; result and effectiveness are low. The combination of a number of departments, sectors and localities is not good. Therefore, result and effectiveness of vocational training for rural laborers are limited, the quality of vocational training is low, yet to meet requirements of businesses and society.

***The cause of remains, weakness:***

Vocational training for rural laborers has not met requirements of the current socio-economic changes. The support mechanism for the development of vocational training is still slow, inconsistent, unsuitable for the areas or the sectors, lack of a master plan, detached from the master plan of the area, especially in agriculture, handicraft, and services.

Advice and proposals of some members of Steering Committee for implementing the scheme of some localities are still limited.

The issuance of these legislative papers of the scheme implementation and advising, proposals to solve difficulties of Ministry, sectors are low. Some programs, projects, schemes of vocational training for rural laborers are organized by other Ministries, sectors (Ethnic Committee, Ministry of

Industry and Trade, Ministry of Finance, Ministry of Agriculture and Rural Development) leading to many difficulties in management, monitoring and reporting results, general effectiveness of vocational training for rural laborers.

The economics is still difficult; production of many businesses was stagnant; the weather changed, this affected the effectiveness of the scheme.

**10.3. Recommendations**

In order to step by step increase the quantity and maintaining quality of vocational training to ensure the effectiveness of vocational training for rural laborers, continue to strengthen the mobilization and mainstreaming of resources, as well as encourage programs, projects and other social forces to implement vocational training for rural laborers in accordance with view points, targets and the processes laid out in the decision No. 1956/QD-TTg.

Strengthen the training and fostering for vocational management officers at different levels, especially on management skills for vocational training of rural laborers for grass root level's officers.

Strengthening of services for vocational consulting, occupation's selection and vocational schools' selection for laborers. Focusing on the replication of effective vocational practices such as vocational training in line with new rural development process; vocational training according to the position in business, vocational training for small handicraft industry, for craft village, and agricultural sector. Prioritize vocational training activities for preferential groups such as national's revolution devotees, poor households, ethnic minority people, people with disability, people whose agricultural

land has been acquired, female laborers; strive for achieving the target number of rural's disabled people to receive vocational training.

Consolidating case studies, effective vocational training models and local level good practices in handbook(s) and manual(s) for vocational training for rural laborers. Cooperate with communication agencies, newspapers and broad casting services to popularize these models/practices other localities for referencing, studying and replicating purposes. Increase the supplying of market information and support activities to enhance the consumption of small handicraft industries' products for rural laborers. Banking system needs to have suitable policies to provide timely support for rural laborers who completed vocational training so they can secure an incentive loan to start a career, or to establish cooperative groups, cooperatives or businesses in the rural area.

To facilitate the implementation, pilot activities must include well-organized training, guidance of processes, of implementation steps, of filing procedures and payment methods for vocational institutions and related departments, sectors and localities. It is also necessary to have good implementation of communications

activities and counseling tasks of local level management agencies and vocational institutions for the laborers. Especially the counseling for the selection of right vocational courses, right vocational institutions and in-line with local socio-economic development plans and with the production and development demands of local economies.

It is important not only to strengthen the effectiveness of the leadership, steering, supervision and monitoring of different party levels and people's committee levels but also to have effective cooperation of implementation between different local level agencies, units and mass organizational bodies, especially the cooperation between the representative agencies of the Ministry of Labor, Invalids and Social Affairs, Ministry of Agriculture and Rural Development and Ministry of Finance.

Vocational institutions need to develop vocational training programs, which are suitable with the agricultural production of the localities, and thrive for continuously improving the quality of vocational training. Also there is need to have an appropriate mechanism for advancing and clearance of expenditures before and after finishing the training of the course.

## RECOMMENDATIONS AND POLICY IMPLICATIONS

### Orientation

1. In accordance to the general orientation for Fundamental and Comprehensive Renovation of Education and Training, the orientation for the development of vocational training is to robustly shift from scale's expansion to training's quality improvement. By 2020, (i) vocational training should meet labor market's demand in terms of quantity, quality, occupational structure, and training qualifications; (ii) training quality of some occupational skills reaches the level of ASEAN's, and of the world's developed countries ; (iii) establish highly skilled and qualified labor forces, to contribute to the enhancement of national competitiveness; (iv) develop strong bonds between training and the usage of laborers; (v) strengthen international collaboration in vocational training. In order to achieve these objectives, it is necessary to implement consistent measures and invest in the creation of necessary conditions to make a breakthrough in training quality.

2. Improve institutional mechanisms and policies for vocational training; renovate and develop vocational training activities in the direction that served the labor market's demands, in line with the national, regional and local socio-economic development strategies as well as with the needs to address issues related to domestic employment demands and labor exports demands.

3. Renovate and develop vocational training in ways that ensures all components including training program's objectives, its contents, the training methods, evaluation

methods, as well as other facilities need to maintain training quality are standardized, modernized, democratized, socialized and integrated in comprehensive and consistent manners; realizing mutual recognition and transition between different training levels in the vocational training system, between vocational training system and other educational subsystems, and among countries in the region and other countries worldwide.

4. Identify priority area(s), selectively chosen from different advanced experiences from other countries in the region and in the world, to create a breakthrough in vocational training.

5. Diversify training occupations and training methods to ensure the appropriateness of the occupational structure and training levels' structure, as well as in line with the labor's structure and the structure of the economy.

6. Enhance socialization of vocational training, strongly promoting Public Private Partnership (PPP) in vocational training; promoting training on-the-job; encouraging and facilitating the participation of organizations, individuals and the whole society, especially business enterprises, occupational associations and other production, service and business enterprises, in vocational development. The State shall implement social justice assurance on regular and life-long training opportunities for all people, contributing to the creation of the learning society in Vietnam in the coming decades.

## Recommendations for building policies on vocational training

### *1) Realize the vision of National Qualification Framework (NQF) and National Vocational Qualification Framework (NVQF)*

One of the tasks set out in the Strategy for Educational and Training Development in the period of 2011-2020 and the Strategy for Vocational Training Development in the period 2011-2020 is to develop National Qualifications Framework (NQF) and National Vocational Qualifications Framework (NVQF).

The vocational training development strategy has determined that the NVQF is a central solution for the development of vocational training. However, after the first year of strategy's implementation, up until now none of the above frameworks has been enacted yet. Meanwhile, by 2015 the member countries of ASEAN through the integration of their economies will eventually lead to the establishment of the ASEAN Economic Community with a common mutual labor market in which workers are free to transfer, to find a job, and to be treated equally in the labor relationships (for example in terms of salary and working conditions etc.). This prospect requires the promulgation of NQF and NVQF to be in places and applied in the educational and vocational training system, as well as for handling national and international labor relationships.

### *2) Improve policies and mechanisms on vocational training*

Radical and comprehensive renovation of vocational training can only be possible if improved legislation system on vocational training is in place. One of the immediate

tasks is to review and make necessary amendments in the Law on Vocational Training, and different regulations related to vocational training in other relevant law codes and legislations.

Improving mechanisms and policies on vocational training and apprenticeship. Developing and promulgating remuneration (i) policy to attract vocational teachers; (ii) policy for trained workers; policy for transitional training and supporting apprentices; incentive policy for specialized occupations, or socially essential occupations, but difficult to attract learners into vocational training.

Developing mechanisms to mobilize the participation of enterprises and labor-using facilities in the development, evaluation and adjustment of training programs, guidelines for practical exercises and on-the-job training, and apprentice's competency assessment.

Renovate vocational training financial policies: adopt policy for the collection of tuition fees based on the differentiation of occupations and training levels; implement mechanism of placing orders for vocational training institutions, with no discrimination on the form of ownership. Renovate budget-allocating mechanisms: focus State budget investment on (i) key vocational training institutions and occupations, (ii) vulnerable and remote areas such as mountainous area and islands; (iii) training and capacity building for vocational teachers and management staff; (iv) vocational training program development; (v) vocational training for rural laborers, policy beneficiaries, underprivileged groups, and (vi) universalizing vocational training for laborers. Improving mechanisms and

policies to attract and mobilize domestic and foreign resources for vocational training development.

Management of training processes and the quality of training outcome, as well as standardize quality assurance conditions.

Focus on developing and promulgating national standards for occupational skills of (i) core national's occupations which standards have not yet been developed, (ii) high demand and labor intensive occupations which have strong participation level of business enterprises and occupational associations. Related regulations for the establishment and operation of Occupation Skills Council need to be promulgated.

The planning for development of vocational training institutions' network should be in line with regional's, local's and sectoral's socio-economic development orientation; focus on appropriately distributing high-quality vocational institutions in key economic zones; encouraging collaboration and establishment of foreign-invested vocational institutions.

Review high-quality vocational school's assessment criteria and standards, particularly for the determination of "regional standards" or "international standards" institutions. Also, there is need for the establishment of specialized vocational schools for handicapped people and ethnic minorities.

### *3) Strengthen conditions to assure vocational training quality*

The development of the pool of vocational teachers should be one step ahead to better prepare for the breakthrough stage in vocational training's quality. Vocational teachers must be trained both in country and

overseas to implement standardization of qualifications and vocational pedagogical skills at national, regional and international levels, as well as at occupational training levels.

Training institutions for vocational teachers should be rearranged and reorganized. Also, it is necessary to renovate pedagogical technical school's activities; establish vocational pedagogy department/faculty in vocational colleges. Establish Vocational Training Academy for the training of vocational teachers, management staff, as well as for research and technology transfer purposes. Implement assessment of teacher's occupational skills. Standardizing and establishment of professional management staff.

Develop training program in open and flexible ways for different vocational training levels, as well as in accordance with modern manufacturing technology; apply several advanced technical education and vocational training programs from developed countries in the region and worldwide which are appropriate with the Viet Nam's socio-economic development demands. The State performs uniform management of national framework program; facilitate schools to actively develop vocational training programs and curriculum in line with laborers' usage demand.

Implement verification of vocational institutions and their training programs; develop independent vocational training quality verification centers, which established by organizations or individuals. Decentralizing the tasks of managing the verification of vocational training quality for local agencies. Develop a pool of full-



time, and part time, qualified vocational training quality inspectors. Collaborate with international verification organizations to verify ASEAN's occupations and international occupations.

Standardize infrastructures and equipment for vocational training; promulgate standards for vocational training infrastructures and equipment for each occupation at different levels (national, ASEAN, international), as well as for different training levels. Develop learning materials (training software) to apply advanced technology beyond manufacturing into teaching progress.

#### **4) Increase effectiveness and efficiency of science research in vocational training**

Renovation of scientific research activities in vocational education both at macro levels and in vocational schools.

Scientific researches in vocational education should focus its investment in the following areas:

- Assess and summary vocational training experiences, update new vocational education knowledge for the development of scientific reasoning in vocational training management, in policies and strategies, and in the effectiveness and quality of vocational training.

- Conduct research studies on (i) the application of capability approach in vocational training and (ii) the coherence and connection between training and labor market, to serve as a common basis for the development of policies, strategies, and master planning in vocational training should.

Design necessary tools for the development, management and assessment of vocational training policies, strategies, and policies

for vocational managers and trainers, apprentices, enterprises and employers.

Develop criteria for monitoring and evaluation of vocational training quality and the effectiveness of vocational programs, projects and schemes.

Conduct research studies on the application of advanced forecasting methods for the purpose of technology exchange and forecast technology needs in the field among vocational institutions; Conduct baseline surveys to support scientific research in vocational education; develop information and statistical system on vocational training.

Disseminate research results and scientific information on vocational training throughout the system.

Enhance research capability of vocational colleges. Firstly, conduct baseline surveys and assessment of vocational colleges' research capacity, especially for forty high-quality vocational schools. Based from the results of the surveys and assessment, develop and implement action plans for different research activities. These activities should be in line with vocational school's development strategy and with the general orientation for research and development of the whole system.

#### **5) Strengthen international cooperation in vocational training**

The orientations for international collaboration in vocational training, as laid out in Vocational Training Development Strategy, should be specified. Organize negotiations rounds to aim at having comprehensive collaboration on vocational training with strategic partners in the region and worldwide. Collaboration activities need to be fostered in the following areas:

*Consolidate underlying conditions for vocational training quality assurance through collaboration with international partners.*

- Organize training courses and study tours for vocational teachers and managers in other countries in the region and worldwide in accordance with the milestone for standardization of these groups. The first step is to focus on providing training and study opportunities for vocational teachers in charge of teaching core occupations, and invite vocational education experts and well-known vocational institutions to come and provide training for Vietnamese teachers.

- Review and assess past and ongoing activities on adoption and transfer of occupational skills standards (OCPs) and training programs to serve as basis for continuous adoption and transfer of OCPs, training programs and curriculum, which are appropriate with Viet Nam's labor market, or with international labor markets for international levels' occupations, from advanced countries in ASEAN region and other developed countries worldwide.

*Collaborate with foreign countries on training and occupational skills accreditation for laborers working in foreign-invested enterprises in Vietnam*

- Continue collaboration with Germany in using dual training model to provide training to enterprises.

- Activities should be carried out on the basis of cooperative agreement between Vietnam and representatives of Japan and Korea enterprises on training and evaluating vocational skills of laborers

whose currently working in Japanese and Korean enterprises in Vietnam.

*Collaborate with foreign countries on scientific research and experience exchange*

- Improve the quality of cooperative scientific research activities between National Institute for Vocational Training (NVIT) and two existing traditional partners: the Federal Institute for Vocational Education and Training (BIBB) and the Korea Research Institute for Vocational Education and Training (KRIVET). At the same time, expand cooperation activities with other ASEAN countries, targeting at the establishment of scientific research network in ASEAN.

- Organize study tours to exchange experiences with other countries; participate in international workshops, conferences and forum on vocational training. Enhance experience exchange's activities between Vietnamese vocational institutions and foreign vocational institutions.

### **On micro policies**

#### ***1) For vocational institutions***

*First*, shifting of training program's objective from providing knowledge to developing skills and occupational capacity for learners. Diversify vocational training contents in ways that integrating knowledge, skill, attitude and facilitate the formation of occupational capacity.

*Second*, the decentralization of management level served as a basis for vocational institutions to take full responsibilities of their training activities, from the recruitment of learners, development of training programs using the national training framework as foundation, to the development of training



plans and training results' assessment with participation of enterprises. Vocational institutions are responsible for (i) training quality assurance; (ii) ensure standardization of “input” and “outputs” and (iii) self-verification of training quality, and subjected to periodic assessment of state's agency in charge of quality verification.

*Third*, reform management processes of teaching and learning, of training content and of examination and assessment of learning outcomes, focusing on the evaluation of learner's understanding of the subjects, and their application of acquired knowledge and skills in solving practical problems, with participation of enterprise or employer's representatives.

## **2) For enterprises provide vocational training**

Establish close relationships between vocational training activities and the labor market at both macro and micro level to ensure the operation of vocational training system will (i) provide the human resources' needed for the socio-economic development processes of the province's and/or sector's, (ii) meet employers' demands and (iii) solving employment problems for learners.

Enterprises are responsible for the training of their own human resources and

contributing to vocational training fund; as well as directly participates in vocational training activities, including, for example, developing occupational skills standards, defining the list of occupations, developing training programs, assessing of learner's training results etc.

Enterprises should also be responsible for providing information on employment demands and working conditions for vocational institutions; and at the same time, provide feedback, on a regular basis, for vocational institutions about their satisfaction levels with the trained laborers provided by the vocational institutions.

Enhance participation level of professional associations. Also, mechanisms should be in place to facilitate close collaboration between competent authorities, representatives of employees, employers and vocational institutions in determining demand of enterprises in human resources.

Strongly promote “Training package” for enterprises. This should be delivered on the basis of critical analysis of enterprises' demands for each job position as well as skills necessary for such position.

Develop vocational facilities as part of enterprise operation; strengthening on-the-job training activities and nourishing occupational skills for workers.

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## APPENDICES

## Appendix 1. Population, Area, Population of Socio-Economic Regions

Socio-economic region	Population			Popu- lation In%	Area In%
	Total	Of which			
		Male	Urban		
<b>Country overall</b>	<b>88,775,523</b>	<b>43,917,695</b>	<b>28,809,399</b>	<b>100.0</b>	<b>100.0</b>
Northern Midlands and Mountainous Region	11,407,256	5,684,268	1,988,111	12.8	28.8
Red River Delta	20,200,311	9,988,817	6,341,260	22.8	6.4
North Central and Central Coast Region	19,152,987	9,481,742	5,265,008	21.6	29.0
Central Highlands	5,358,445	2,732,923	1,564,633	6.0	16.5
Southeastern Region	15,247,505	7,369,871	9,290,106	17.2	7.1
Mekong River Delta	17,409,019	8,660,074	4,360,281	19.6	12.2

Source: Labor Force Survey 31/12/2012, GSO

## Appendix 2: Employed laborers by technical and professional qualifications

	Technical and professional qualifications (in%)						
	Total	No. Qualification	Vocational training	Professional secondary qualifications	College	University or higher	Unidentified
<b>Country Overall</b>	<b>100.0</b>	<b>83.1</b>	<b>4.7</b>	<b>3.7</b>	<b>2.0</b>	<b>6.4</b>	<b>0.2</b>
Male	100.0	81.1	7.1	3.3	1.4	6.9	0.2
Female	100.0	85.1	2.2	4.1	2.5	5.9	0.2
<b>Urban</b>	<b>100.0</b>	<b>68.1</b>	<b>7.5</b>	<b>5.7</b>	<b>2.9</b>	<b>15.6</b>	<b>0.2</b>
Male	100.0	65.1	11.0	4.8	2.1	16.8	0.2
Female	100.0	71.3	3.7	6.5	3.8	14.4	0.1
<b>Rural</b>	<b>100.0</b>	<b>89.6</b>	<b>3.5</b>	<b>2.8</b>	<b>1.5</b>	<b>2.4</b>	<b>0.2</b>
Male	100.0	88.1	5.4	2.6	1.1	2.6	0.2
Female	100.0	91.1	1.5	3.0	2.0	2.2	0.2

Source: Labor Force Survey Report for 2012, GSO

**Appendix 3: Number of employed laborers as of 31/12/2012***Unit: thousand people*

Urban, Rural/Socio-economic Region	Overall	Male	Female	Female in%
<b>Country Overall</b>	<b>51,422.4</b>	<b>26,499.2</b>	<b>24,923.2</b>	<b>48.5</b>
Urban	15,412.0	7,961.7	7,450.3	48.3
Rural	36,010.4	18,537.5	17,472.9	48.5
<b>Socio-economic Region</b>				
Northern Midlands and Mountainous Region	7,160.3	3,574.0	3,586.3	50.1
Red River Delta	11,528.7	5,729.8	5,798.9	50.3
North Central and Central Coast Region	11,087.4	5,582.1	5,505.3	49.7
Central Highlands	3,093.7	1,612.8	1,480.9	47.9
Southeastern Region	8,391.0	4,433.9	3,957.1	47.2
Mekong River Delta	10,161.3	5,566.6	4,594.7	45.2

*Source: Labor Force Survey Report for 2012, GSO***Appendix 4: Employed laborers by jobs in 2012**

Status of employment	Total	Urban	Rural
<b>Total</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>
Employer/Owner	2.70	4.60	1.88
Self-employed	45.03	33.00	50.18
Contributing family workers in the household	17.45	9.73	20.76
Wage employed	34.71	52.58	27.06
Cooperative officer	0.03	0.03	0.03
Apprentice	0.08	0.06	0.09

*Source: Labor Force Survey for 2012, GSO*

## Appendix 5: Employed laborers by economic sectors

Unit: %

Economic sector	Total	Males in% of the total	Females in% of the total
<b>Total</b>	<b>100.0</b>	<b>51.5</b>	<b>48.5</b>
Agriculture, forestry, and aquaculture	47.4	49.3	50.7
Industry and construction	21.2	61.5	38.5
Services	31.4	48.1	51.9
<b>Urban</b>	<b>100.0</b>	<b>51.7</b>	<b>48.3</b>
Agriculture, forestry and aquaculture	15.1	53.0	47.0
Industry and construction	27.5	58.9	41.1
Services	57.4	47.8	52.2
<b>Rural</b>	<b>100.0</b>	<b>51.5</b>	<b>48.5</b>
Agriculture, forestry and aquaculture	61.2	49.0	51.0
Industry and construction	18.5	63.1	36.9
Services	20.3	48.5	51.5

Source: Labor Force Survey Report for 2012, GSO

**Appendix 6: Number of unemployed laborers by sex, age,  
urban/rural area**

*Unit: Thousand people*

Age group	Overall	Male	Female	Females in% of the total
<b>Total</b>	<b>925.6</b>	<b>419.3</b>	<b>506.3</b>	<b>54.7</b>
15-19	149.7	76.2	73.4	49.1
20-24	282.4	121.9	160.6	56.8
25-29	162.2	68.4	93.8	57.8
30-34	74.6	27.9	46.7	62.6
35-39	50.1	19.6	30.5	60.9
40-44	44.6	17.1	27.5	61.7
45-49	47.3	19.4	27.9	59.0
50-54	73.7	32.0	41.7	56.6
55-59	37.0	34.8	2.2	6.0
60 and above	4.0	2.0	2.0	50.7
<b>Urban</b>	<b>473.7</b>	<b>224.1</b>	<b>249.6</b>	<b>52.7</b>
15-19	53.8	32.2	21.6	40.1
20-24	127.1	56.6	70.6	55.5
25-29	89.3	40.4	48.9	54.8
30-34	43.1	16.3	26.8	62.2
35-39	33.3	13.6	19.7	59.2
40-44	25.8	10.7	15.1	58.6
45-49	31.4	12.8	18.5	59.0
50-54	45.5	19.0	26.6	58.3
55-59	22.7	21.4	1.4	6.0
60 and above	1.7	1.1	0.6	34.2
<b>Rural</b>	<b>451.9</b>	<b>195.2</b>	<b>256.7</b>	<b>56.8</b>
15-19	95.8	44.0	51.9	54.1
20-24	155.3	65.3	90.0	58.0
25-29	72.9	28.1	44.9	61.5
30-34	31.5	11.6	19.9	63.2



Age group	Overall	Male	Female	Females in% of the total
35-39	16.8	6.0	10.8	64.2
40-44	18.8	6.4	12.4	66.0
45-49	15.9	6.5	9.4	59.0
50-54	28.2	13.0	15.1	53.8
55-59	14.3	13.4	0.9	6.0
60 and above	2.3	0.9	1.5	62.6

Source: Labor Force Survey Report for 2012, GSO

### Appendix 7: Structure of unemployed laborers by technical and professional qualifications

	Technical and professional qualifications (in%)						
	Total	No. Qualification	Vocational training	Professional secondary qualifications	College	University or higher	Unidentified
<b>Country Overall</b>	<b>100.0</b>	<b>70.7</b>	<b>6.8</b>	<b>6.8</b>	<b>5.4</b>	<b>10.0</b>	<b>0.3</b>
Male	100.0	74.9	4.1	4.6	7.6	8.3	0.5
Female	100.0	72.6	3.2	7.7	6.3	9.7	0.5
<b>Urban</b>	<b>100.0</b>	<b>73.2</b>	<b>5.4</b>	<b>6.6</b>	<b>9.6</b>	<b>4.8</b>	<b>0.4</b>
Male	100.0	66.2	11.4	5.1	3.9	13.2	0.2
Female	100.0	68.0	3.7	8.6	6.6	13.07	0.03
<b>Rural</b>	<b>100.0</b>	<b>74.3</b>	<b>6.3</b>	<b>6.6</b>	<b>5.5</b>	<b>6.8</b>	<b>0.5</b>
Male	100.0	71.0	10.8	6.2	4.6	7.3	0.1
Female	100.0	77.0	2.8	6.9	6.1	6.4	0.8

Source: Labor Force Survey Report for 2012, GSO

**Appendix 8: Tuition ceilings in vocational training at vocational college and secondary vocational school level in the period of 2010-2014**

OCCUPATION TITLE	2010		2011		2012		2013		2014	
	VSS	VC	VSS	VC	VSS	VC	VSS	VC	VSS	VC
1. Press and Information; Law	200	220	210	230	230	250	240	260	250	280
2. Mathematics and Statistics	210	230	220	240	240	260	250	270	270	290
3. Humanities: Social and Behavioral Sciences; Business and Management; Social Services	220	240	230	250	250	270	260	290	280	300
4. Agriculture, Forestry, and Aquaculture	250	290	270	310	280	330	300	350	310	360
5. Hospitality, Tourism, Sports, and Personal Services	280	300	300	320	310	340	330	360	350	380
6. Arts	310	340	330	360	350	390	370	410	400	430
7. Health	320	350	340	370	360	390	380	420	400	440
8. Veterinary	340	370	360	400	390	420	410	440	430	470
9. Life Science; Production, and Processing	350	380	370	410	390	430	420	460	440	480
10. Public Security, National Defense	380	410	400	440	430	460	450	490	480	520
11. Computers and Information Technology; Technical Technology	400	440	430	470	450	500	480	530	510	560
12. Education Science and Teacher Training; Environment and Environmental Conservation	410	450	440	480	460	510	490	540	520	570
13. Natural Sciences	420	460	450	490	480	520	500	550	530	580
14. Others	430	470	460	500	490	540	520	570	550	600
15. Transportation Services	480	530	510	560	540	600	570	630	600	670

Source: Decree No. 49/2010/ND-CP dated 14/5/2010 on exemption and reduction of tuition fees, supplying study costs; collecting and utilizing of tuition fees. The Decree is applicable to educational institutions within national education system from 2010-2011 academic years to 2014-2015 academic years.

Appendix 9: Networks of vocational institutions in the period 2001-2011

*Unit: Institution*

No.	VOCATIONAL INSTITUTIONS OR CENTERS	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1	<b>Vocational colleges</b>						-	62	92	107	123	136	155
	Among which, number of non-public colleges						-	7	22	26	33	34	39
2	<b>Vocational secondary schools</b>							180	214	280	306	307	305
	Among which, number of non-public schools							26	53	87	94	99	101
3	<b>Vocational teaching schools</b>	150	190	250	335	404	599	656	684	777	802	849	867
	Among which, number of non-public schools	60	70	80	100	155	201	239	250	280	296	324	326
4	<b>Vocational centers</b>	150	190	250	335	404	599	898	990	1164	1231	1292	1327

*Source: GDVT, MOLLISA, 2011 (prior to 2006, there were only vocational training schools and vocational centers. From 2007 till present, thanks to the implementation of the Law on Vocational Training, secondary vocational and vocational colleges are established.)*

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