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Appendix 1-1: Summary Discussions of Mid-Term Consultation Meeting (Higher Education)

Summary of Discussions at the Mid-Term Consultation Meeting for Higher Education

The JICA study team conducted the Mid-term Consultation Meeting on 14 June, 2012, in Hanoi, Viet Nam. The participants were MOET and MOF from Vietnamese side and Embassy of Japan, MEXT, and JICA Viet Nam from Japanese side. The meeting had several sessions including progress of the JICA Basic Survey on Human Resources Development in Viet Nam, a draft roadmap on human resources development, the prioritization of university proposals, higher education issues presented by MOET, and introduction of selected JICA ODA projects in higher education sector.

During the discussion, MOET mentioned that the Vietnamese government lays emphasis on education and research, since they consider education to be the most prioritized national policy agenda. Future activities of MOET includes the following: 1) investment to major universities for good investment effect, 2) prioritization of academic fields related to professional occupations, such as engineering, biotechnology, agriculture, forestry, and medicine. These fields match those in the proposed projects the Government of Viet Nam requested Japan's ODA assistance for this time. The proposed fields should be in line with advantages of Japanese universities. Embassy of Japan replied that Japan would assist in those expected fields.

Currently, there are two different types of assistance provided to Vietnamese universities; one type is loan assistance from W.B and ADB, for example universities France and Germany have been supporting with government commitment, and the other type is university based assistance, for example those provided by universities in US and UK. Japanese assistance will be a mixture of those two types. MOET said they preferred assistance with government commitment rather than assistance provided by individual universities. MOET considers the commitment of Japanese government to be stronger than other governments. Therefore, Viet Nam expects Japanese assistance.

JICA pointed out that their loan project at Hanoi University of Technology (HUT) had a problem with procurement of equipment. It is said that there was an argument in MOET on whether investing large finance to one university is appropriate or not. This argument hindered the procurement of equipment at HUT. MOET said that there are obstacles in every project, but confirmed that fundamental education reform is necessary in Viet Nam and they would like to solve the problems, closely consulting with the Japanese side.

MEXT introduced the issues about other countries' university projects assisted by Japanese ODA. Sending Japanese professors to other countries, especially sending them for a long period is an issue in those projects. Currently, retired professors are mainly sent to those countries for project activities. However, support is necessary from in-service professors and young lecturers, in some parts of activities which are considered difficult. The reasons for the faced difficulties are as follows:

- The current post in Japanese university is not guaranteed once the professors/ lecturers go abroad.
- The environment for research activities is different from that in Japan. It is difficult to conduct the research in the field of science and technology.
- The professors' salary should be competitive to work outside of Japan. In case of Malaysia, the salary range of Japanese professors is higher than those of Malaysian lecturers and the amount provided by Malaysian government.

Forming university consortium was originally considered in order to distribute workload among Japanese universities, however, universities such as Kyushu University, Waseda University, and Tokyo Institute of Technology, joining two consortia for Malaysia-Japan International Institute of Technology (MJIT) and Egypt-Japan University of Science and Technology (E-Just) projects, could not continue to support both projects and gave up MJIT.

In spite of difficulties in other countries, MEXT praised the Vietnamese students stating that they worked hard and were highly evaluated by Japanese universities, which highlights the reason why Japanese universities are interested in assisting Vietnamese universities.

MOET stated that Viet Nam has a policy to set up excellent universities but needs to learn the appropriate methods and problem solving skills. MOET realized an alternative method of upgrading existing universities in Viet Nam aside from establishing new universities like France and Germany do. MOET also stated that the challenges that Viet Nam was facing with French and German university projects are similar to those that were faced by JICA in other countries. Therefore, the concerns should be reflected upon by both countries.

All the participants agreed and confirmed that three university projects: projects of Can Tho University, Da Nang University of Technology, and National University in Hanoi should be prioritized and proceeded to the next steps.

MOET stated that the regional dispersion of the universities in North, Middle, and South of Viet Nam also contributes to its regional development. Hanoi's focus should be science and technology, Da Nang should focus on high-technology and environment, and Can Tho should focus on agriculture and biotechnology related fields.

At the meeting, participants shared the following matters to be considered in next steps:

- Japanese partner universities in Japan should be identified before/once project formulation starts.
- Target academic fields should be selected among the academic fields in the prioritized projects, actually confirming Japanese partner universities' interests, advantages and availabilities.
- Considering the fact that the universities are aiming to be international standard research universities, the projects should focus on enhancement of research capacity of universities, mainly on the graduate level.
- Project components and cooperation scheme should be designed considering advantages and disadvantage of each scheme. For reference, the JICA Study team presented the table below.

Table Project Components and Possible Cooperation Scheme

Project Components	Possible Cooperation Scheme
<ul style="list-style-type: none">• Faculty Development<ul style="list-style-type: none">- Study in Japan for degree for core researchers- Study in Japan for non-degree (short term for research purpose or collaborative research with Japanese companies)- Masters and Ph.D. Student's Project involvement as a course work	Loan or Technical Cooperation
<ul style="list-style-type: none">• Enhancement of Research Activities<ul style="list-style-type: none">- Joint research, Joint publication	Loan or Technical Cooperation
<ul style="list-style-type: none">• Enhancement of Universities' Management	Loan of Technical Cooperation
<ul style="list-style-type: none">• Procurement of Equipment and Facilities of research	Loan
<ul style="list-style-type: none">• Building Construction	Government and/or Loan

Agenda, participant list and presentation materials are attached with this summary.

Meeting Agenda

Thursday, June 14, 2012.

IRIS Meeting Room, 1st floor of Hanoi Daewoo Hotel
360 Kim Ma Street, Ba Dinh District, Hanoi

Time	Activity	Presenter/s
13:15-13:30	Registration	JICA Study Team
13:30-13:45	Welcome and introduction of key participants together with an overview of the day	Mr. Hiroyuki Kanzaki, Team Leader of JICA Study Team
13:45-13:55	Opening Remark of the Meeting	Mr. Motonori Tsuno, Chief Representative, JICA Vietnam
13:55-14:05	Presentation of the Study Progress	Mr. H. Kanzaki
14:05-14:15	Vietnamese Government Initiatives in Higher Education Sector	Representative of MOET
14:15-14:25	Presentation of the Roadmap for Human Resources Development in Higher Education Sector in Viet Nam	Mr. H. Kanzaki
14:25-14:45	Questions and Discussions 1	Facilitated by Co-chairpersons
14:45-15:00	Tea Break	
15:00-15:15	Presentation of Priority on Requested ODA Projects in Higher Education Sector	Ms. Hiromi Takagi, JICA Study Team Member
15:15-15:30	JICA's Cooperation in Higher Education Sector	Ms. Ai Miura, Senior Project Formulation Advisor, JICA Vietnam Office
15:30-16:00	Questions and Discussions 2	Facilitated by Co-Chairpersons
16:00-16:10	Summary of Discussions	Mr. Tran Ba Viet Dung, the Director General of the International Cooperation Department, MOET
16:10-16:20	Comments from MEXT in Japan	Mr. Takashi Asai, Director, Office for International Cooperation, MEXT
16:20-16:30	Closing Remark of the Meeting	Mr. Hirofumi Miyake, Counsellor, Embassy of Japan

Note: The meeting will be chaired by Mr. Tran Ba Viet Dung, the Director General of the International Cooperation Department, MOET and Mr. Akira Shimizu, Senior Representative, JICA Vietnam Office.

List of Participants (Higher Education)

Japanese Side

No.	Full name	Position title	Organizations
1.	Hirofumi Miyake	Counsellor	Embassy of Japan
2.	Shigeru Kishida	First Secretary	Embassy of Japan
3.	Takashi Asai	Director	Office for International Cooperation, International Affairs Division, the Ministry of Education, Culture, Sports, Science and Technology (MEXT)
4.	Motonori Tsuno	Chief Representative	JICA Vietnam Office
5.	Akira Shimizu	Senior Representative	JICA Vietnam Office
6.	Ai Miura	Senior Project Formulation Advisor	JICA Vietnam Office
7.	Takayuki Hayashida	Senior Project Formulation Advisor	JICA Vietnam Office
8.	Takeo Hayaki	JICA advisor on National Skill Testing System	GDVT, Ministry of Labor
9.	Tomohiro Uchino	Oversea training cooperation officer	Ministry of Health, Labour and Welfare, (MHLW)
10.	Hiroyuki Kanzaki	JICA study team	PADECO
11.	Hiromi Takagi	JICA study team	PADECO

Vietnamese Side

No.	Full name	Position title	Organizations
1.	Do Thanh Thuy		MOF
2.	Tran Ba Viet Dzung	General Director	Department of International Cooperation, MOET
3.	Nguyen Ngoc Vu	General Director	Department of planning & Finance, MOET
4.	Tran Dai Hai	Acting Director	Department of planning & Finance, MOET
5.	Nguyen Thi Le Huong	Deputy General Director	Department of Higher Education, MOET
6.	Nguyen Thi Minh Tam	Senior Officer	Department of International Cooperation, MOET
7.	Nguyen Phuong Hien	Officer	MOET
8.	Nguyen Thanh Thuy	Secretary to Advisor to National Skill Testing System	GDVT, Ministry of Labor
9.	Le Quynh Anh	Program Officer	JICA Vietnam Office
10.	Phan Chinh Thuc	JICA study team	PADECO
11.	Nguyen Thi Ngan Ha	JICA study team	PADECO
12.	Hoang Hong Van	JICA study team	PADECO
13.	Do Hai Nam	Country Representative	PADECO Viet Nam Office

Presentations

1. Overview of the Day

<p>Overview of the Day</p> <p>Mid-term Consultation Meeting for JICA Basic Study on Human Resources Development</p> <p>JICA Study Team June 14, 2012, Hanoi</p>	<p>Welcome</p> <p>Participants: Representatives of OOG, MPI, MOF, MOET, EOJ, MEXT and JICA</p> <p>Chairpersons: Mr. Tran Ba Viet Dzung, Director General, International Cooperation Dept., MOET and Mr. Akira Shimizu, Senior Representative, JICA Vietnam Office.</p> <p>Logistical arrangements:</p> <ul style="list-style-type: none">• Agenda outlines the program of the half day• An interpreter between Vietnamese and Japanese is assigned.
<p>About the JICA Study</p> <ul style="list-style-type: none">• The Vietnamese Government's requested to the Japanese Government new ODA projects in human resources development in 2011.• JICA has been conducting the Basic Study on Human Resources Development in Vietnam since April 2012.	<p>Purpose of the Meeting</p> <ul style="list-style-type: none">• To review the draft roadmap on Vietnamese human resources development in higher education sector to ensure a fit with national objectives and Japanese interests• To identify areas of the draft roadmap where improvements should be made, where priority should be put on and where private initiatives are welcomed.• To review the assessment associated with prioritization of the requested ODA projects• To discuss key considerations and lessons learnt for successful implementation of the prioritized projects
<p>Outline of the Day</p> <ul style="list-style-type: none">• Following presentations on the draft roadmap and priority on requested ODA projects in higher education sector, Questions and Discussions sessions are planned.• Questions and Discussions sessions provide an opportunity for everyone to comment on the draft roadmap and prioritization of requested ODA projects.	<p>Key Discussion Points for Questions and Discussions 1</p> <ul style="list-style-type: none">• Any missing policy documents for analysis, missing targets and solutions of/in roadmap?• Any priorities on each solution and any timeframe of each solution?• Any strengths of Japanese universities in each solution?• Any expected areas of private initiatives?• Any areas where donors have intensively supported?

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Key Discussion Points for Questions and Discussions 2

- Any comments on criteria and prioritization?
- Any suggestions on project components of the prioritized projects?
- Any suggestions on cooperation scheme for the prioritized projects?
- Any suggestions on lessons learnt for successful implementation in higher education sector?

After the Meeting

- Following the meeting, there will be the opportunity for comments to be made through e-mail by June 22, 2012 to Ms. Hoang Hong Van at doul.hongvan@gmail.com.

6. Progress of Study Outputs-3

Preparation of Roadmap for Human Resources Development in Vietnam

- Relevant policy documents on Vietnamese and Japanese sides were reviewed.
- Interview surveys were made with Vietnamese universities in Japan and Japanese firms in Vietnam
- Statistical data were collected.
- The draft version was prepared for consultation with stakeholders.

7. Progress of Study Outputs-4

Proposal of Future Projects under JICA's Assistance Schemes

- Enrich contents of prioritized ODA requested projects
- Propose project concepts for other projects (if any)

8. Schedule of Reporting and Consultation

Reports/ Consultation Meetings	Contents /Agenda	Timing of Submission/ Organization
Mid-term consultation meeting	i) Study progress ii) prioritization of requested ODA projects (draft), iii) Road Map for Human Resources Development (draft)	Middle of June 2012
Draft Final Report	Overall study results (Draft) Note: The feedback from stakeholders will be received in any form.	End of June, 2012
Final Report	Overall study results Note: The feedback from stakeholders will be received in any form.	End July, 2012

3. Higher Education in Viet Nam

8/27/2012

Higher Education in Vietnam

Latest statistics (2010-2011)

- Total 414 colleges and universities including:
 - 334 public colleges and universities
 - 80 non- public colleges and universities
 - 2 foreign invested universities: RMIT and British University
- The total number of students: **2,162,106**
 - Non- public 333,921 – 15.44%
- The total number of teaching staff: **74,573**
 - 7,924 PhDs – 10.62% (Universities: 14.40%)
 - 30,374 masters – 40.73% (Universities: 44.88%)

Future direction

1. To complete legal documents on higher education

- Promulgating the Higher Education Law
- Developing long term strategies and plans for the development of higher education

2. To develop a quality assurance system

- Strengthening the social supervision on the training quality in HE institutions
- Increasing transparency in HE institutions
- Completing legal documents on higher education accreditation
- Encouraging to establish independent accreditation organizations
- Planning and inspecting self-assessment and quality assurance

3. To develop "world class" universities and faculties

- Classifying higher education system
- Establishing and developing world class universities
- Developing strong faculties in the existing universities

4. To increase the quality of teaching and administrative staff

- Implementing the doctoral training plan for university teaching staff
- Standardizing selection criteria for the rector and vice rector positions
- Providing leadership and administrative training courses for university rectors and staff

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8/27/2012

5. To reform financing higher education

- Establishing new mechanisms to allocate state budget for higher education
- Strengthening financial transparency and auditing within universities
- Improving access and funding of scholarship schemes for students and continuing to implement student loans

6. To strengthen scientific research and technological transfer

- Encouraging publishing research results in world class scientific research magazines
- Strengthening the awareness of intellectual property management in HE institutions
- Supporting commercialization of scientific research results and developing science and technology market.

7. To promote international cooperation in higher education

- Working closely with international donors and other countries in building world class standard universities and strengthening the capacity of HE institutions;
- Developing policies to attract Vietnamese born foreigners, international scientists to participate in teaching and working in HE institutions in Vietnam

The Draft Law on Higher Education

Some of the key points in the third draft of the Higher Education Law:

- To improve the university autonomy
- To improve the efficiency of the University Board Committee and Board of Governors
- The regulations on profit, non- profit HEIs and on financing higher education
- To implement the classification of HE system
- To complete the regulations on HE accreditation

1. To improve the university autonomy

- HEIs have autonomy in their all activities like training, scientific research, international cooperation, personnel organization, finance and quality assurance.
- HEIs, which are no longer capable of exercising self-control or law violations will be suspended training activities or faced the dissolution.

2. To improve the efficiency of the University Board Committee and Board of Governors

- The University Board Committee, which is established in **public institutions**, has the power to approve strategies, planning, development plans and regulations on organization and operation of the school.
- The Board of Governors, which is established in **private institutions**, is the sole representative for the ownership of the school. This Board is responsible for implementation of the resolutions of the shareholders' meeting; approved strategy, planning, development plan and regulations on organization and operation of schools;

8/27/2012

3. To perfect the regulations on profit, non-profit HEIs and on HE financing

- Private and foreign capital investment HEIs that are operated not for profit when:
 - the cumulative annual income is the common assets and it is used to reinvest in the development institutions;
 - the shareholders are not entitled to dividends or they do enjoy an annual income that does not exceed the average interest rate announced by the State Bank of Vietnam.
- The financial difference between revenues and expenses from the operation of the private HEIs is given at least 25% tax exemption for their reinvestment.

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3. To perfect the regulations on profit, non-profit HEIs and on HE financing (cont.)

- The value of assets accumulated during the operation and those are funded, supported or donated are not divided but governed by the principle of preservation and development.
- Property and land allocated by the State for the private HEIs are not changed for other purposes or transferred into private ownership in any way.

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4. To implement the classification of higher education

- The classification of HE is to divide the higher education system into multi-tier of colleges and universities based on their functions and missions such as the research university, the applied- knowledge institutions and professional career oriented colleges.
- The classification of higher education facilitates the proper investment policy of the State.

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5. To complete the regulations on quality assessment

- To set the regulations to establish the accreditation organization.
- To ask HEIs to register for accreditation at accrediting organizations verified by the MOET
- The result of accreditation will be used to determine the quality of HEIs, classify HEIs, decide the level of investment to the HEIs from the State etc...

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Thank you for your attention!

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4. Roadmap for Human Resources Development in Viet Nam (Higher Education Sector)

**Roadmap for
Human Resources Development
in Vietnam
(Higher Education Sector)**

Mid-term Consultation Meeting
for JICA Basic Study on Human Resources
Development

JICA Study Team
June 14, 2012, Hanoi

1. Objectives and Usage of Roadmap

- To show overall directions and mid- and long-term targets in human resources development of higher education sector
- To propose possible solutions for the sector challenges
- To set out indicators to monitor and assess the achievement toward sector goals.
- To be used for consultation between Vietnamese and Japanese partners (including Japanese private sector and universities)

2. Approaches and Methodology used for the Roadmap

- Desk review of the latest policy documents and statistics to accommodate the updated trends
- Interview survey to analyze alignment among various policy documents
- Consultation with stakeholders for setting mid-term and long-term targets for the monitoring
- Analysis of other donors' templates relevant to the roadmap
- Field trip and interview survey in the potential sites

3. Composition-1 of Roadmap

- Government's objectives and targets

Government Objective	Government Targets		Status in 2010
	Performance Indicators	Performance Targets	
		2011-2015	
1.			
2.			

4. Composition-2 of Roadmap

- Possible solutions for challenges

	Possible Solutions		On-going Initiatives by Vietnamese Government and International Donors under MOET Management
	2011-2015	2016-2020	
A.			
A-1			
A-2			

5. Roadmap for Higher Education-Prerequisite

- The Higher Education Reform Agenda (HERA, 2005) is subject for the analysis. It is widely recognized and functioned as sub sector policy document and a new Master Plan for Higher Education Network is under preparation.
- The number of donors are relatively limited such as WB, ADB, Germany, France and JICA. Lessons learnt are also limited. Some of donors will be/are considering future cooperation.
- Upgrading/Establish universities tends to require a significant investment. To secure benefits and reduce risks, investment may be focused on selected universities where implementation arrangements would be/are ready.

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AP-12

6. Government Objectives

- Education and training, and science and technology are to meet requirements of country's industrialization and modernization. [SEDS]
- Develop/improve the quality of human resources, especially high-quality human resources. [SEDS, SEDP]
- Focus on innovating the national education. Concentrate train high quality human resources [SEDP]
- To build a system of advanced, modern and diversified human resources training institutes. [HRDS]

7. Government Targets

- Rate of trained worker
- University network
- Ratio of university students to teaching staff
- Ratio of university and college students to population
- Number of International-standard excellent universities
- Proportion of university teaching staff with masters and doctoral level degrees
- Revenue ratio from science and technology activities over total university revenue

8. Solutions to Meet Targets

- Renewal of Training Structure and Improvement of Network of Tertiary Education Institutions
- Renewal of Training Contents, Methods and Processes
- Renewal of Planning, Training, Fostering and Employment of Lecturers and Administrators
- Renewal of Organization of Scientific and Technological Activities
- Renewal of Mobilization of Resources and Financial Mechanism
- Renewal of Management Mechanism

9. Key Discussion Points

- Any missing policy documents for analysis, missing targets and solutions of/in roadmap?
- Any priorities on each solution and any timeframe of each solution?
- Any strengths of Japanese universities in each solution?
- Any expected areas of private initiatives?
- Any areas where donors have intensively supported?

**Roadmap for
Human Resources Development
in Vietnam
(Higher Education Sector)
(Draft)**

Distributed at
Mid-term Consultation Meeting
for JICA Basic Study on Human Resources Development

JICA Study Team
June 14, 2012, Hanoi

1. Government Objectives and Targets in Human Resources Development (Higher Education Sector)

Government Objective	Government Targets			Status in 2010 ¹
	Performance Indicators ²	Performance Targets ³		
		2011-2015	2015-2020	
<i>[SEDS]Enhance education to develop a high quality human resources to satisfy socio-economic development requirements.⁴ [SEDP]Rapidly develop human resources, especially high-quality human resources,focusing on innoavting the</i>	The rate of trained workers of total work force will increased.	55%	70%	40%
	The network of univesities and colleges will be renewed in line with socio-econoimic situation.	Universities: 259, Colleges: 314 (70 universities and 88 colleges are newly established during 2011-2015.)		Universities: 163 Colleges: 223
	The raito of university students to teaching staff will be reduced.		20:1	29.57:1
	The ratio of university and college students to 10,000 people will be increased.	300:10,000	400:10,000	200:10,000
	International-standard excellent universities will be established.		>4	2 projects or going (2012)
	To develop research-oriented curricula and profession and aplication-oriented curricula, ensuring the transferability among these curricula in the entire system. To finalize solutions and system of quality assurance.			

¹ Socio-economic Development Plan in Vietnam 2011-2015, Specific Targets" from Approving the Strategy on Development of Vietnamese Human Resources During 2011-2020 (Decision No.579/QĐ-TTg, April 19, 2011), Appendixes of Education Sector Development Strategy 2011-2020 (draft) and Survey by JICA Study Team

² "Specific Targets" from Higher Education Reform Agenda (Government Resolution No.14/2005/NQ-CP, dated November 2, 2005) and Specific Targets" from Approving the Strategy on Development of Vietnamese Human Resources During 2011-2020

³ "Specific Targets" from Higher Education Reform Agenda, "Specific Targets" from Approving the Strategy on Development of Vietnamese Human Resources During 2011-2020, Approving the Master Plan on Development of Vietnam's Human Resources During 2011-2020 (Decision No.1212/QĐ-TTg, dated July 22, 2011), Plan for Human Resource Development for Education Sector during 2011-2020 (Decision No. 6639/QĐ-BGDDT dated December 29, 2022)

⁴ Socio-economic Development Strategy in Vietnam 2011-2020

<i>national education.[...] Concentrate high quality human resources[...] emphasis on improving the quality of teachers and scientific researchers.⁵ [HRDS] [...]To build a contingent of human resources in the field of science and technology[...].To build a system of advanced, modern and diversified human resources training institutes[...].⁶</i>	The proportion of university teaching staff with masters level degrees and doctoral level degrees will be increased respectively.	Master: Doctoral :	Master:70% Doctoral:30%	Master: 43.2% Doctor:14%
	The revenue ratio from science and technology activities over total university revenue will be increased.		25%	
	Higher education policies will be revised to give universities and colleges more autonomy and accountability.	N/A	N/A	N/A

⁵ Socio-Economic Development Plan in Vietnam 2011-2015

⁶ Approving the Strategy on Development of Vietnamese Human Resources During 2011-2020

2. Possible Solutions for Challenges in Human Resources Development (Higher Education Sector) and On-going Initiatives

Possible Solutions for Challenges ⁷			On-going Initiatives by Vietnamese Government and International Donors under MOET Management ⁸	
2006-2010	2011-2015	2016-2020		
A. Renewal of Training Structure and Improvement of Network of Tertiary Education Institutions			Policy Level	<ul style="list-style-type: none"> ✓ Developing Higher Education Law (G) ✓ Higher Education Development Policy Program (WB)
A-1 To evaluate and revise the existing network of universities and colleges in the whole country.				
A-2 To develop more <i>profession and application oriented curricula</i> and provide training in flexible ways in order to give learners more learning opportunities.				
A-3 To transform all semi- public and some public universities/colleges into private ones. <ul style="list-style-type: none"> -To finalize model of community colleges -To consolidate the open universities -To encourage establishing new universities/colleges in big enterprises 				
A-4 To concentrate investment and mobilize human resources for establishing International standard universities.				<ul style="list-style-type: none"> ✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi(G, France, ADB)
B. Renewal of Training Contents, Methods and Processes			Policy Level	<ul style="list-style-type: none"> ✓ Developing Higher Education Law(G) ✓ Higher Education Development Policy Program (WB)
B-1 -To restructure framed curricula in order to improve quality and effectiveness of all subjects				✓ Import of Advanced International Curricula (G)
-To revise subject contents in order to catch up with the fast development of science, technology				✓ Second Higher Education Project (WB)

⁷ Summary of "Renewal tasks and solutions" from Higher Education Reform Agenda by JICA Study Team

⁸ Survey by JICA Study Team

and to meet the demands of society development and learners' personality development.	✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB) ✓ Higher Education Development Support Project on ICT (G, JICA)
B-2 To innovate teaching-learning methods for assisting learners to develop self-learning methods and skills of using ICT.	✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB) ✓ Higher Education Development Support Project on ICT (G, JICA)
B-3 To implement credit-based training at all universities and colleges.	
B-4 To innovate the assignment of student enrolment quotas for universities/colleges based on schools' capacity, teaching - learning facilities and demands of learners.	
B-5 To innovate the organizing and implementing of university entrance examinations by using new assessment methods for selecting new undergraduate students.	
B-6 To renew contents and training methods for training post graduate students.	
C. Renewal of Planning, Training, Fostering and Employment of Lecturers and Administrators	Policy Level ✓ Developing Higher Education Law (G) ✓ Higher Education Development Policy Program (WB)
C-1 To work out and implement a master plan to develop the contingent of higher education lecturers and administrators, ensuring both quality and quantity of the contingent	✓ Training of 20,000 Phd holders for Colleges and Universities (G) ✓ Second Higher Education Project (WB) ✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi

		(G, France, ADB) ✓ Higher Education Development Support Project on ICT (G, JICA)
	C-2 To renew contents and training methods for refresh training of lecturers and managers.	
	C-3 To employ managers, lecturers in more fairly selective ways using long-term contracts. To ensure the equity between managers, lecturers and staff of public schools and the ones of non-public schools.	
	C-4 To develop new policies for universities and colleges lecturers including standards, working norms, working conditions ,responsibilities of teaching and doing research, right and benefit.	✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB)
	C-5 To reform standards, criteria, processes of assessment for conferring title of Professor and Associate Professor.	✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB)
	D. Renewal of Organizing and Implementing Scientific and Technological Activities	Policy Level ✓ Developing Higher Education Law (G) ✓ Higher Education Development Policy Program (WB) ✓ Improvement of Research Capacity of Vietnamese Universities (G)
	D-1 To invest for establishing new research institutes under some major universities	
	D-2 To develop stipulations and guides on tasks of university lecturers in doing scientific research encouraging undergraduate and post graduate students 'involvement.	✓ Second Higher Education Project (WB) ✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB)
	D-3 To allocate at least 1% of the annual State budget for universities, colleges to conduct their scientific and technological research .	

E. Renewal of Mobilization of Resources and Financial Mechanism		Policy Level	✓ Developing Higher Education Law (G) ✓ Higher Education Development Policy Program (WB)
E-1	To build clearing houses, e-libraries, laboratories, students hostels for common use of some universities. To develop <i>Fund of Land</i> in some localities to establish international standards universities.		
E-2	To develop policies to encourage domestic and foreign investors to invest for higher education in Vietnam		
E-3	To diversify and increase universities' income by creating training, research contracts and services		✓ Second Higher Education Project (WB) ✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB)
E-4	To develop and implement policies on students tuition fee, loans and scholarship to give learners more learning opportunities and to share higher education expenditures between State, learners and community.		
E-5	To distribute State fund for universities, colleges based on society's assessments on quality and effectiveness of each schools. To conduct regularly assessment on cost effective for higher education.		
E-6	To conduct revenue-expenditure accounting in public universities/colleges to implement the autonomy and accountability of each schools. To supplement financial policies for non-public universities and colleges.		✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB)
F. Renewal of Management Mechanism		Policy Level	✓ Developing Higher Education Law (G) ✓ Higher Education Development Policy Program (WB)
F-1	To switch management in public universities./colleges to autonomous management mechanism		✓ Development of Major Universities in Vietnam

whereby the schools have the full legal person status and the right to decide on, and bear responsibility for, training, research, organization, personnel and finance.	(G) ✓ Second Higher Education Project (WB)
F-2 To abolish the situation where different universities are managed by different ministries and to create a mechanism of representatives of the state-owner at public higher education institutions.	✓ Accreditation for All Universities in Vietnam (G) ✓ Second Higher Education Project (WB)
F-3 To concentrate the State' role for higher education management on developing and directing the implementation of higher education strategies ,policies, schools supervision, assessment and accreditation.	✓ Development of Major Universities in Vietnam (G) ✓ Accreditation for All Universities in Vietnam (G) ✓ Second Higher Education Project (WB)
F-4 To develop the Law on Higher Education.	
G. Regarding International Integration	Policy Level ✓ Developing Higher Education Law (G) ✓ Higher Education Development Policy Program (WB)
G-1 To formulate a strategy on international integration,	
G-2 To develop and implement strategy on teaching and learning foreign languages, especially English at higher education institutions; To select and import international advanced curricula; To have agreements on equivalent diplomas and curricula with universities in the world (peer- recognition); To encourage various forms of high-quality training cooperation, and personnel exchange with universities in the world ; To encourage overseas Vietnamese lecturers to come and give lecturers in Vietnam; To increase the number of foreign students doing their study in Vietnam	✓ Development of Strategy for Teaching and Learning Foreign Languages in the Education System (G) ✓ Import of Advanced International Curricula (G) ✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB)
G-3 To create mechanism and favorable conditions for foreign investors to establish international universities/colleges in Viet Nam.	

5. Priority on Requested ODA Projects in Higher Education Sector

Priority on Requested ODA Projects in Higher Education Sector

Mid-term Consultation Meeting
for JICA Basic Study on Human Resources Development

JICA Study Team
June 14, 2012, Hanoi

1. Major Findings

Rational of 10 Requested Projects

Universities requested by MOET:

- ✓ are identified as Key Universities and/or strong in the specialized field in Vietnam
- ✓ are strong in the specialized, fitted with strengths of Japan or Japanese universities (i.e., Industrial high technology fields or agricultural related fields)
- ✓ have some working experiences with Japanese universities in the past

1. Major Findings (continued)

Confirmation of Contents in Proposal

The Study team confirmed:

- ✓ No duplicated requests to other donors and organization. The proposed project by Hanoi National University is different from the initiative led by Japan-Vietnam Economic Forum.
- ✓ Proposed purposes, scopes, impacts, outputs activities, and budgets

2. Major Criteria for Review by JICA Team

1. Past and on-going experience of ODA and Relationships with Japanese universities
2. Relationships between academic fields of requested projects and Japanese interests (usage of Japan's advanced science and technology)
3. Readiness of proposal and preparation
4. Consideration of dialogue between two governments

3. Results of Review

Name of University	Requested amount (USD)	Requested in Japanese request (Industrial related, Natural and Technology)	Requested in Japanese request (Education related, Natural and Technology)	Requested in Japanese request (Other related, Natural and Technology)	Requested in Japanese request (Other related, Natural and Technology)	Requested in Japanese request (Other related, Natural and Technology)	Requested in Japanese request (Other related, Natural and Technology)
Hanoi National University	100	100	100	100	100	100	100
...

3. Results of Review (continued)

Name of University	Requested amount (USD)	Requested in Japanese request (Industrial related, Natural and Technology)	Requested in Japanese request (Education related, Natural and Technology)	Requested in Japanese request (Other related, Natural and Technology)	Requested in Japanese request (Other related, Natural and Technology)	Requested in Japanese request (Other related, Natural and Technology)	Requested in Japanese request (Other related, Natural and Technology)
...

1

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3. Results of Review (continued)

Name of University	Research Interest (Field)	Relationship with Japan	Fields related to Japanese University (Education, Science, Technology)	Project preparation	Priority
National University of Hanoi	401	1. Exchange students (JICA/JICA-RO) (Exchange students for the purpose of cultural exchange, to Vietnam and overseas) 2. Exchange of students (JICA/JICA-RO) (Exchange students for the purpose of cultural exchange, to Vietnam and overseas) 3. Exchange of students (JICA/JICA-RO) (Exchange students for the purpose of cultural exchange, to Vietnam and overseas) 4. Exchange of students (JICA/JICA-RO) (Exchange students for the purpose of cultural exchange, to Vietnam and overseas)	1. Education, Science, Technology, etc. 2. Education, Science, Technology, etc. 3. Education, Science, Technology, etc. 4. Education, Science, Technology, etc.	1. Exchange students (JICA/JICA-RO) 2. Exchange of students (JICA/JICA-RO) 3. Exchange of students (JICA/JICA-RO) 4. Exchange of students (JICA/JICA-RO)	1
National University of HCMC	402	1. Exchange students (JICA/JICA-RO) (Exchange students for the purpose of cultural exchange, to Vietnam and overseas) 2. Exchange of students (JICA/JICA-RO) (Exchange students for the purpose of cultural exchange, to Vietnam and overseas) 3. Exchange of students (JICA/JICA-RO) (Exchange students for the purpose of cultural exchange, to Vietnam and overseas) 4. Exchange of students (JICA/JICA-RO) (Exchange students for the purpose of cultural exchange, to Vietnam and overseas)	1. Education, Science, Technology, etc. 2. Education, Science, Technology, etc. 3. Education, Science, Technology, etc. 4. Education, Science, Technology, etc.	1. Exchange students (JICA/JICA-RO) 2. Exchange of students (JICA/JICA-RO) 3. Exchange of students (JICA/JICA-RO) 4. Exchange of students (JICA/JICA-RO)	1

4. Key Consideration for Prioritized Projects

(1) Identification of Japanese partner universities and selection of fields
Matching between Japanese partner universities with academic fields for cooperation

(2) Project Focus
Enhancing research capacity of universities mainly on graduate level research activities

4. Key Consideration for Prioritized Projects (continued)

(3) Project components and cooperation scheme

Project Components	Possible Cooperation Scheme
<ul style="list-style-type: none"> Faculty Development <ul style="list-style-type: none"> Study in Japan for degree for core researchers Study in Japan for non-degree (short term for research purpose or collaborative research with Japanese companies) Masters and Ph.D. Students' project involvement as a course work 	Loan or Technical Cooperation
<ul style="list-style-type: none"> Enhancement of Research Activities <ul style="list-style-type: none"> Joint research, joint publication 	Loan or Technical Cooperation
<ul style="list-style-type: none"> Enhancement of Universities' Management 	Loan or Technical Cooperation
<ul style="list-style-type: none"> Procurement of Equipment and Facilities for research 	Loan
<ul style="list-style-type: none"> Building Construction 	Government and/or Loan

6. Contents of the Proposals

Contents of the Proposals					
2012/6/13 PADECO					
Name of University	Project title	Activities	Academic Fields	Total budget and break down	Term
1 Can Tho University	Strengthening Can Tho University to be an Excellent University of Education, Scientific Research and Technology Transfer	<ul style="list-style-type: none"> Education: study abroad for graduate level, undergraduate and graduate international programs, bilingual programs, lectures' program, exchange students etc. Research: collaborative research, staff exchange, set up interdisciplinary research groups, equipment etc. Technical transfer: community people Facility: international conference, project management building 	Agriculture, Aquaculture, Biotech, Environment including climate change, Technical Engineering, IT, Social Science	Total :US\$ 150M Work Package 1: Strengthen the capacity of CTU on education, scientific research, technology transfer, and human resource: 134 M Work Package 2: International Conference Center (6M), CTU tower (10 M),	2013-2020
2 Hanoi University of Technology	Strengthening Research and Training on Advanced Materials, Electronics and Electrical Engineering at the Hanoi University of Science and Technology, Vietnam	<ul style="list-style-type: none"> Research : Establish network (material, electronics and telecom, control eng/ automation), capacity development for international standards Facility: Science complex Equipment: for 3 fields (material, elec-telecom, control eng/ automation) 	Advanced Material Science, Physics an Micro, Nanotechnology, Electronics and telecom, Control engineering and automation	Total :US\$ 72.6M New building: 12.6M Equipment & lab: 60M Material & nanotech: 31M Electronics & telecom: 18M Control & automation: 11M	2012-2016
3 Danang University of Technology	Investment for establishment of Danang Techno pole High Tech Institute (Technopole Danang)	<ul style="list-style-type: none"> Education: library management, equipment management, study abroad for 45 lectures, 6months research in Japan etc Facility: classroom, lab center, workshops Equipment: labs for elec-telecom, automatic production, environment 	Electronics-communication technology, Auto production technology, Environment-energy technology	Total :US\$50M Basic constructions: 15M Equipments for 22 labs: 26.7M Training: 3.3M Contingency: 3M	2012-2016
4 University of Technical Education in HCMC	Enhancing Capability in Training Technical Teachers for Vocational Colleges at HCMC University of Technical Education	<ul style="list-style-type: none"> Education: capacity development for project implementation Facility: set up training place, upgrade current facilities Equipment: for 6 fields activities Management: project management, implementation, monitoring 	Electrical and Electronic, Mechanical, Automotive, Civil and Structure, Environmental engineering, IT (For teachers in vocational Colleges/ schools)	Total :US\$ 52M 1. Capacity building: 8M 2. Building and facilities development and upgrading: 22M 3. New labs for six training programs: 18M 4. Project management: 4M	2011-2015
5 Thainguyen University of Technology	Investment of infrastructure to build areas belong to mechanical and aerospace engineering at Thai Nguyen university of technology to meet the regional and international standards	<ul style="list-style-type: none"> Education: lectures training overseas, management, equipment management etc. Facility: classrooms, labs, students hall, library, roads, etc. (* explained soft components request, however, all budget contents in proposal are hard items such as facility, buildings, equipment.) 	Mechanical and electronic engineering	Total :US\$ 50 M I. Construction building: 19. 217 M II. Lab and workshop 1. Construction: 8M 2. Lab for research: 19M 3. Workshop: 3M	2012-2016
6 Hanoi University of Agriculture	Establishing the Center of Excellence in Biotechnology and Environmental Sciences at Hanoi University of Agriculture	<ul style="list-style-type: none"> Education: study abroad for graduate level, international program for undergraduate and graduate level, material development, textbook development etc. Collaborative research: staff exchange, academic research group, research network with Japanese university Technical transfer: community people Facilities: labs, research stations 	Environment, Biotechnology	Total :US\$ 76.07M Component 1: Biotechnology:40.5 M Component2 : Environmental Science: 31 M * Total amount is a bit different from the total in proposal.(miss-curricula ion?)	2013-2017

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Contents of the Proposals

Name of University	Project title	Activities	Academic Fields	Total budget Break down	Term
7 University of Agriculture and Forestry in HCMC	Building NONG LAM UNIVERSITY - HoChiMinh to Become an Excellent Training and Education Center for Agricultural Human Resource in the South of Vietnam	<ul style="list-style-type: none"> Facility: buildings, labs Equipment: for labs Education: human resource development Library facility and resource Management: set up university management standard and upgrade 	Agricultural engineering, agronomy and forestry, Animal science, Aquaculture, Biotech, Agro-industry, Agro-economy and agriculture management,	Total :US\$ 60M 1 Infrastructure and facility development 23 M 2 Laboratory's facilities and equipment 15 M 3 Key human resource training 10 M 4 Modern curriculum and programs development 3.5 M 5 Upgrading library's infrastructure and resources 5 M 6. Upgrading and standardizing university management 3.5 M	2013-2017
8 Hue University of Agriculture and Forestry	Building infrastructure and facilities to enhance education and research capacity of Hue University of Agriculture and Forestry	<ul style="list-style-type: none"> Equipment: research and high tech equipment for agriculture, forestry, aquaculture Facility: classroom, labs, workshops Management: effective use for equipment, facility/ project management 	Agriculture, Environment, Aquaculture	Total : US\$ 50M 1. Building construction: 20M, 2. Equipment and lab:10M, 3. Building for IDS(Institute for Development Studies):10M, 4. Capacity building 1M, 5. Training and Consultancy 7M, 6. Management 2M.	5 years
9 National University in Hanoi	Developing Vietnam National University, Hanoi to an international standard university by training of high quality human resources, science and technology research on the basis of Vietnam- Japan Cooperation	<ul style="list-style-type: none"> Management: quality assurance, implementation process, financing, credit transfer Education: lectures by scientist, company staff, course by companies, human resource, collaborating education Research: COE, collaborative research Industry sector: co-program with government, university, science park Establish medical complex 	Medical, Pharmacy, Microbio/Biotech, IT, Science, Technical Engineering, etc.	Total :US\$ 450 M 1. International standard VNU members :11M 2. Condition to ensure the training quality: 210 M 3. Human resource of international quality:60M 4. International standard scientific and technological work: 67M 5. Exchange of lectures and students: 77M 6. Vietnam-Japan model for university-enterprise-Hoa lac high tech park: 25M	2013-2020
10 National University in HCMC	Developing Capacity of Academic Researchers, Training and Administration of Vietnam National University-HoChiMinh	<ul style="list-style-type: none"> Education: lectures' academic degree support, training for staff, Curriculum: guidance and syllabus Research: medical technology Facility: medical lab, e-medical library, center for material science, etc., Equipment: with international standards Management: project management and implementation, international conference, computerized system 	Advanced/ modernized medicine, Biotech, Material, ICT, Social Science	Total :US\$ 98.5M 1. Develop group of biotechnology , advance medicine:40M, 2. Develop Branch of electronics, telecommunication, IT, ICT:35M, 3. Develop Advanced materials:13.5M, 4. Training and Research in Economics and Social science in Humanities: 5M, 5. Improve capacity of university management: 5M,	2012-2017

7. Results of Review

Results of Review								
Name of University		Requested Amount (million USD)	Relationship with Japan		Fields related to Japanese interests (Utilizing Japanese Advanced Science and Technology)		Proposal preparation	Priority
1	Can Tho University	150	◎	<ul style="list-style-type: none"> • Technical Assistance: Agriculture Department (1970-1976), Mini Project "Improvemental Education in Agricultural Sciences" (Tokyo University Agriculture and Technology: 1999-2002), + Grant aid: Agriculture department improvement plan (1993-96) • Kyushu University, Hokkaido University, Kyoto University, Osaka University, TIT, Yokohama National University etc 	◎	Agriculture, Aquaculture, Biotech, Environment including climate change, Technical Engineering, IT, Social Science	◎ <ul style="list-style-type: none"> • Prepared Detailed Proposal • Well organized, Focused fields from the first proposal, Need to consider all fields listed structure 	◎
2	Hanoi University of Technology	72.6	○	<ul style="list-style-type: none"> • Technical Assistance: Strengthening the capacity of ITSS education at Hanoi University of Technology Phase2(2009-2012), Regional project: SEED-Net (2008-2013) + Loan: Higher Education Development Support Project on ICT (HEDSPI)(2006-2014) • SATREPS(Nagaoka University of Technology: natural rubber)(2011-16) • Contact office of Kyoto University (graduate school of global environmental studies) 	○	Advanced Material Science, Physics an Micro, Nanotechnology, Electronics and telecom, Control engineering and automation	△ <ul style="list-style-type: none"> (Brief Proposal) Listed fields only 	
3	Danang University of Technology	50	◎	<ul style="list-style-type: none"> • JICA Partnership Program:Capacity Building for School Centered Community Based Disaster Risk Management in Central Vietnam (2010-11) • Kyoto University, Yokohama National University(E-learning), Nagaoka University of Technology, Kanazawa University etc. • Contact office of Kyoto University (graduate school of global environmental studies) 	◎	Environment-energy technology, Electronics-communication technology, Auto production technology	◎ <ul style="list-style-type: none"> • Prepared Detailed Proposal • Each Component is well organized 	◎

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Results of Review

Name of University		Requested Amount (million USD)	Relationship with Japan		Fields related to Japanese interests (Utilizing Japanese Advanced Science and Technology)		Proposal preparation	Priority
4	University of Technical Education in HCMC	52	△	•No-ODA experience •Kanazawa University (civil engineering, environment)	△	Electrical and Electronic, Mechanical, Automotive, Civil and Structure, Environmental engineering, IT (to work for Vocational schools/	○ • Prepared Detailed Proposal • The relationships between the objective and components are not clear	
5	Thainguyen University of Technology	50	△	•No-ODA experience •Nagaoka University of Technology (mechanical)	△	Mechanical and electronic engineering	○ • Prepared Detailed Proposal • Objectives are clear, but need to clarify the steps towards implementation	
6	Hanoi University of Agriculture	76.07	◎	• Technical assistance: The Education and Research Capability Building Project of Hanoi Agricultural University(1998-2003), • SATREPS: Development of Crop Genotypes (Kyushu University: 2010-15) • Tokyo University, Kyushu University, Yamaguchi, Yamagata, Miyazaki university etc.	◎	Environment, Biotechnology	◎ • Prepared Detailed Proposal • Well organized, Focused fields,	○
7	University of Agriculture and Forestry in HCMC	60	△	•No-ODA experience •Kobe University (bio, environment)	○	Agricultural engineering, agronomy and forestry, Animal science, Aquaculture, Biotech, Agro-industry, Agro-economy and agriculture management,	○ • Prepared Detailed Proposal • Objectives are clear, but focus and priority should be considered	

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Results of Review

Name of University		Requested Amount (million USD)	Relationship with Japan	Fields related to Japanese interests (Utilizing Japanese Advanced Science and Technology)		Proposal preparation	Priority
	Hue University 8 of Agriculture and Forestry	50	◎ • JICA Partnership Program: Integrated Approach to the Vulnerable People to Cope with Natural Disasters in Central Vietnam (Kyoto University: 2006-2013) + JOCV • Kyoto University, Okayama University • Contact office of Kyoto University (graduate school of global environmental studies)	△	Agriculture, Environment, Aquaculture (mainly focus on agriculture and rural development in central region)	○ • Prepared Detailed Proposal • Objectives are clear, but focus and priority should be considered	
	National 9 University in Hanoi	450	◎ • Technical assistance: SATREPS: Multi-beneficial measure for the mitigation of climate change in Vietnam and Indochina countries by development of biomass energy (Osaka Prefecture University: 2011-16) • Tokyo University, Kyoto University, Osaka University, Keio University, Ehime University etc. • Vietnam National University, Hanoi – Kyoto University Collaboration Office (VKCO)	◎	Medical, Pharmacy, Microbio/Biotech, IT, Science, Technical Engineering, etc.	◎ • Prepared Detailed Proposal • Listed fields are too wide, needs to narrow down	◎
	National 10 University in HCMC	98.5	○ At HCMUT • Technical assistance: Capacity Building of Ho Chi Minh City University of Technology to Strengthen University-Community Linkage (Kumamoto University: 2009-2012) (Toyohashi University of Technology, 2006-09), Regional project: SEED-Net (2008-2013), SATREPS: Sustainable Integration of Local Agriculture and Biomass Industries (Tokyo University: 2009-14), • Kumamoto University, Tokyo University, Nagaoka University of Technology (twining program)	○	Advanced/ modernized medicine, Biotech, Material, ICT, Social Science	◎ • Prepared Detailed Proposal • Each component is well organized, but too wide to implement	

8. JICA's Cooperation in Higher Education Sector

JICA's Cooperation in Higher Education Sector

JICA Vietnam Office
June 14, 2012, Hanoi



Japan International Cooperation Agency

Purpose of this presentation

1. To provide an image of JICA's Cooperation in higher education sector
2. To share lessons learnt from the on-going projects in other countries

1. Assistance by Technical Cooperation

Egypt-Japan University of Science and Technology (E-JUST)

Project Purpose: Foundation to become a world class leading university is established by steadily practicing the basic concept of E-JUST

Project Duration: From Oct 2008 to Oct 2013


Inputs from Japanese side (2.15bJUPY)

- (1) Long-term experts: 7 experts (Chief Advisor, Project Advisor, Field Advisors, Project Coordinator)
- (2) Short-term experts: 34 experts/year (7 Program teacher*4persons/year+3 Administration staff, and 3 technical staff)
- (3) Field Support (Contract-out): 7 fields (12 persons/year/field)
- (4) Training in Japan: 10 persons/year
- (5) Provision of Equipment
- (6) Local cost

Inputs from Egyptian side (10bJUPY)

- (1) Recruitment of E-JUST staff (management, teacher, technical staff, administration staff)
- (2) Construction of new campus
- (3) Management cost (personnel cost, research/education cost, maintenance fee (building/equipment))
- (4) Running cost

Implementation Structure of E-JUST



The diagram illustrates the organizational structure of E-JUST. It shows the E-JUST Organization with various departments like School of Electronics, Mechanical and Chemical Engineering, School of Mechanical and Industrial Engineering, School of Information Science and Technology, and School of Energy, Environment and Chemical Engineering. These are supported by a Field Leader and 12 Supporting Universities, including Waseda Univ., Teikyo Univ., Waseda Univ., Teikyo Univ., Teikyo Univ., Teikyo Univ., Teikyo Univ., Teikyo Univ., Teikyo Univ., Teikyo Univ., Teikyo Univ., and Teikyo Univ.

2. Combination of TCP and Yen-loan Project

Malaysia-Japan International Institute of Technology (MIIT)

Project purpose: to introduce a Japanese-style engineering education, and to develop human resources with the practical, state-of-the-art, technological R&D capacity needed in industry.

Project Duration: From Dec 2011 to Jun 2018

Inputs from Japanese side (6.7bJUPY+TCP)

<Yen-loan>


- (1) Provision of equipments
- (2) Consulting service

<TCP>

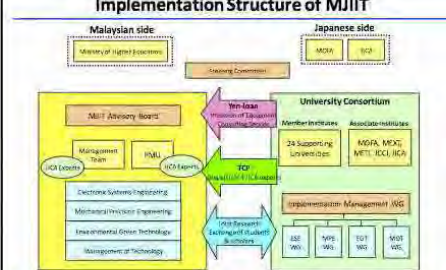
- (1) Dispatch of Vice President
- (2) Dispatch of 3 Technical Experts (Academia-Industry Collaboration, Procurement, Exchange Program)
- (3) Development of education curriculum and management system

Inputs from Malaysian side (13.5bJUPY)

- (1) Recruitment of MIIT staff (management, teachers, technical staff, administration staff)
- (2) Salary for Japanese professors
- (3) Scholarship for students
- (4) Construction of the campus



Implementation Structure of MIIT



The diagram shows the implementation structure of MIIT. It includes the Malaysian side (Ministry of Higher Education, MIIT), the Japanese side (MEXT, JICA), and the University Consortium (24 Supporting Universities, Associate Institutes, and a Management WG). It also shows the flow of Yen-loan, TCP, and other resources between these entities.

MJIIT Consortium (24 Universities as of May 2012)

[Member Institutes]	
1. Kyushu Univ	16. Kinki Univ
2. Keio Univ	17. Tokyo Univ of Technology
3. Sakai Univ	18. Tokyo Denki Univ
4. Shibaura Institute of Technology	19. Tokyo Univ of Science
5. Takushoku Univ	20. Okayama Univ of Science
6. Tokai Univ	21. Kyushu Institute of Technology
7. Tokyo Univ of Agriculture and Technology	22. Kanazawa Univ
8. Nagoya Univ of Technology	23. Toyohashi Univ of Technology
9. Nagoya Institute of Technology	24. Yamagata Univ
10. Japan Advanced Institute of Science and Technology	
11. Meiji Univ	[Associate Institute]
12. Ritsumeikan Univ	MOFA
13. Ritsumeikan Asia Pacific Univ	MEXT
14. Osaka Univ	METI
15. Yamaguchi Univ	JCCI
	JICA

Profile of MJIIT as of May 2012

> Curriculum

[Undergraduate]

Electronic Systems Engineering, Mechanical Precision Engineering, (Environmental Green Technology is under preparation)

[Graduate]

Electronic Systems Engineering, Mechanical Precision Engineering, Environmental Green Technology, Management of Technology

> Number of Students

Undergraduate	Master	Doctor	Total
65	20	32	117

> Number of Teachers

Professor	Associate Professor	Lecturer	Tutor	Total
11 (7 Japanese)	6	21	5	43

Challenges and difficulties

- Difficulties to secure professors from Japanese University Consortium (Especially, active working teachers and young teachers)
 - No clear career path after working in the partner country
 - Less merit and incentive for Japanese teachers to work in the partner country
 - Cost for Japanese university to find alternative teachers in case of sending active working teachers
- Big burden for leader universities
 - Many logistic arrangements for Consortium meeting
 - Travel expense for joint supervision
- Difference of quality assurance and academic degree system
- Creation of incentives for Japanese University to implement joint supervision
- Creation of a mechanism to enhance Japanese students to come to the partner university

Thank you for your attention !

Appendix 1-2: Summary Discussions of Mid-Term Consultation Meeting (Vocational Education)

Summary of Discussions at the Mid-Term Consultation Meeting for Vocational Training

The JICA Study Team conducted the Mid-term Consultation Meeting on 18 June, 2012, in Hanoi, Viet Nam. The participants were several members from MOLISA representing the Vietnamese side, and those from the Embassy of Japan, Ministry of Health, Labor and Welfare (MHLW), and JICA Vietnam Office representing the Japanese side. The meeting had several sessions, including those on the following topics: progress of the JICA Basic Survey on Human Resources Development in Viet Nam, a draft roadmap on human resources development, and the prioritization of the requested ODA projects in the vocational training sector.

In summary, the Vietnamese and Japanese sides clarified and agreed on the following subsequent actions:

- The JICA Study Team will revise the roadmap upon receiving additional information from MOLISA-GDVT.
- The JICA Study Team will indicate the reasons and rationale behind the proposed revisions on the requested ODA projects from the Vietnamese Government.

Regarding the roadmap, the Japanese side reminded the Vietnamese side that the roadmap is not a new creation, but was developed based on the Vietnamese Government's development strategies and plans as the JICA Study Team emphasized in the presentation. It was noted by the Japanese side that if the Vietnamese side finds anything missing, corrections and provision of additional information would be welcome. It was agreed that the JICA Study Team will revise the roadmap upon receiving additional information from MOLISA-GDVT.

Related to the roadmap presented by the JICA Study Team, MOLISA replied to questions on regulations and donor coordination. First, MOLISA explained the selection criteria of key schools and occupations in general as follows:

- Priorities relating to Vietnamese national strategies and prioritized economic areas
- Priority in economic sectors
- Developing partners' strong fields
- Benefits of foreign capital enterprises in Viet Nam
- Possibility of exporting Vietnamese human resources abroad
- Needs of schools (In cases of ODA projects, schools in areas needing high level of human resources should be prioritized.)
- Possibility of achieving targets within the timeframe when the timeframe is set

Secondly, MOLISA-GDVT also explained that they would consider the development of private vocational training schools. The Vietnamese side would consider it even in ODA projects. There were cases such as a German project investing in the private sector, another German project investing in private schools and ADB's skills enhancement project lending USD 20 million to private schools. Although the original ODA requested list for the vocational training sector did not include any private vocational schools, private vocational schools might be invited as beneficiaries so that they could receive in-service trainings through the projects supported by Japan.

Thirdly, MOLISA explained the relationship between Decision No: 826 and a draft list of 40 selected high quality vocational training schools. The Government should select and focus

vocational training institutions for investment because there are 400 to 600 vocational institutions and government budget is limited. The levels of schools and occupations, and geographical balance were considered for selecting key schools and occupations in Decision No: 826. The list of 40 high quality vocational training schools will be submitted to the Government officially later on. Providing at least six key occupations is a pre-requisite to be included in the list.

Fourthly, MOLISA-GDVT explained that MOLISA-GDVT understands that there is a gap between actual needs of Ba Ria Vung Tau Vocational College and Decision No:826/QD-LDTBAXH as the JICA Study Team pointed out. To develop plans and targets, MOLISA-GDVT considers needs of schools and their neighboring areas, covering areas where schools' effects would prevail, and geographical balance of regions. Metal cutting is not identified as a key occupation at Ba Ria Vung Tau Vocational College because there is the LIAMA II near the school. The Government is strategically nominating key occupations at schools as it takes money and time to upgrade the quality of an occupation course. However, the Government is ready to consider current industrial needs in Ba Ria Vung Tau. Ba Ria Vung Tau is one of the designated locations to develop supporting industries. Therefore, upgrading the level of human resources of metal cutting in that area is necessary. It is heard that the school is trying to strengthen those occupations relating to supporting industries in terms of not only improving equipment but also developing human resources. One year has passed since Decision No: 826 became effective and the environment has changed. There is a possibility to revise Decision No: 826.

Fifthly, MOLISA explained the importance of coordination amongst development partners. It is necessary to coordinate projects in order to not overlap them, while respecting their plans, regulations and originality. For instance, school facilities in some schools were built through development partners' funds, such as those of Korea and German. Lilama II Vocational College has been supported by Co-financing of German and France. ADB and Japan also provided support through trust funds. The important point is to respect each other.

After the discussions on roadmap, related regulations, and donor coordination, MOLISA commented on the prioritization presented by the JICA Study Team as follows:

- Considering Japan's strengths, it is appropriate for Japan to focus on occupations relating to manufacturing or supporting industries.
- MOLISA plans to make Hanoi TTC into an in-service teacher training center and in the future, make it be a vocational science research center.
- As it has already been decided to include Vocational College of Mechatronics and Agriculture under MARD in Vinh Phuc Province in the list of selected 40 schools with targeting international level, Japan may consider assistance on several occupations for the school by collaborating with France.
- It is sensitive to change the name of the Vietnamese-German Vocational College because Germany is also an important partner for Viet Nam. Japan may consider another school nearby.
- Vocational colleges in Ba Ria Vung Tau and Hai Phong might be included in 40 high quality vocational training schools by 2020.
- The level of Nghi Son Vocational Secondary School may be regarded to be low. However, if it is included as one of the campuses of Thanh Hoa Vocational College of Industry, the capacity of the school will be enhanced.
- If Japan's ODA support invests on Hanoi Technique and Technology Vocational College or Hanoi University of Industry, there would be spillover effects to Japanese industries in Thang Long.

Reasons and rationale behind the proposed revisions on the requested ODA projects from the Government should be clearly indicated.

MOLISA also asked the JICA Study Team whether they could collect information on the estimated number of recruitment by Japanese industries in Viet Nam by position, occupation and required level. According to the JICA Study Team, they do not collect such data, but collect information on expected skills for human resources according to job positions. As a result, JICA Vietnam Office suggested that the Vietnam-Japan Joint Initiative is a good platform to discuss this matter. It is better for MOLISA-GDVT to ask directly to Japanese industries at Working Team 2 of the Initiative to be held on June 26.

The Japanese side appreciated the detailed explanations and comments from MOLISA and commented that Japanese cooperation in the Vietnamese vocational training sector has continued for more than ten years and it has been implemented successfully. The Japanese side is willing to support projects in that field as Japan is good at human resources development in the manufacturing field. In addition, the Japanese side noted that if there are other opportunities for consultation, the Japanese side would consider locations so that participants from schools could also take part.

The Japanese side reminded that the roadmap is not a new creation, but was developed based on the Vietnamese Government's development strategies and plans as the JICA Study Team emphasized in the presentation. If the Vietnamese side finds anything missing, correction and provisions of additional information are welcomed. The JICA study team will revise it on receiving additional information from MOLISA-GDVT.

The Meeting Agenda, participant list and presentation materials are attached to this summary.

Meeting Agenda

Monday, June 18, 2012.

IRIS Meeting Room, 1st floor of Hanoi Daewoo Hotel

360 Kim Ma Street, Ba Dinh District, Hanoi

Time	Activity	Presenter/s
13:15-13:30	Registration	Study Team
13:30-13:40	Welcome and introduction of key participants together with an overview of the day	Mr. Hiroyuki Kanzaki, Team Leader of Study Team
13:40-13:50	Opening Remark of the Meeting	Mr. Motonori Tsuno, Chief Representative, JICA Vietnam
13:50-14:00	Opening Remark of the Meeting	Dr. Nguyen Tien Dzung, Director General, General Department of Vocational Training, MOLISA
14:00-14:10	Presentation of the Study Progress	Mr. H. Kanzaki
14:10-14:30	Presentation of the Roadmap for Human Resources Development in Vocational Training Sector in Viet Nam	Mr. H. Kanzaki
14:30-15:00	Questions and Discussions 1	MC: Mr.H.Kanzaki
15:00-15:15	Tea Break	
15:15-15:35	Presentation of Priority on Requested ODA	Mr. Tatsuya, Nagumo Study Team

	Projects in Vocational Training Sector	Member
15:35-16:05	Questions and Discussions 2	MC: Mr.H.Kanzaki
16:05-16:15	Summary of Discussions	Dr. Nguyen Tien Dzung
16:15-16:25	Closing Remark of the Meeting	Mr. Hirofumi Miyake, Counsellor, Embassy of Japan

List of Participants (Vocational Education)

No.	Full name	Position title	Organizations
1	Hirofumi Miyake	Counsellor	Embassy of Japan
2	Yasumitsu Kida	Second Secretary	Embassy of Japan
3	Tomohiro Uchino	Deputy Director, Overseas Cooperation Division, Human Resources Development Bureau	Ministry of Health, Labour and Welfare, (MHLW)
4	Takeo Hayaki	JICA advisor on National Skill Testing System	GDVT, Ministry of Labor
5	Fumio Inagawa	Chief Advisor	HaUI-JICA Project for Industrial Human Resources Development
6	Motonori Tsuno	Chief Representative	JICA Vietnam Office
7	Takayuki Hayashida	Senior Project Formulation Advisor	JICA Vietnam Office
8	Hiroyuki Kanzaki	JICA study team	PADECO
9	Tatsuya NAGUMO	JICA study team	PADECO
10	Nguyen Tien Dzung	Director General	GDVT, MOLISA
11	Le Van Churong	Deputy Chief of Office	GDVT, MOLISA
12	Nguyen Hong Loan	Officer	GDVT, MOLISA
13	Nguyen Thanh Thuy	Secretary to Advisor on National Skill Testing System	GDVT, MOLISA
14	Tran Quoc Huy	Chief of Office	GDVT, MOLISA
15	Pham Duc Thang	Deputy Director of Full-time Vocational Training Department	GDVT, MOLISA
16	Nguyen Chien Thang	Deputy Director of Finance & Planning Department	GDVT, MOLISA
17	Do Nang Khanh	Director, ODA funded Vocational training projects management unit	GDVT, MOLISA
18	Dr. Phan Chinh Thuc	JICA study team	PADECO
19	Nguyen Thi Ngan Ha	JICA study team	PADECO
20	Hoang Hong Van	JICA study team	PADECO
21	DO HOAI NAM	Regional Representative	PADECO (Viet Nam Regional Office)

Presentations

1. Overview of the day

<p>Overview of the Day</p> <p>Mid-term Consultation Meeting for JICA Basic Study on Human Resources Development</p> <p>JICA Study Team June 18, 2012, Hanoi</p>	<p>Welcome</p> <p>Participants: Representatives of OOG, MPI, MOF, MOLISA, EDJ, MHLW and JICA</p> <p>Logistical arrangements:</p> <ul style="list-style-type: none">• Agenda outlines the program of the half day• An CONSECUTIVE interpreter between Vietnamese and Japanese is assigned.
<p>About the JICA Study</p> <ul style="list-style-type: none">• The Vietnamese Government's requested to the Japanese Government new ODA projects in human resources development in 2011.• JICA has been conducting the Basic Study on Human Resources Development in Vietnam since April 2012.	<p>Purpose of the Meeting</p> <ul style="list-style-type: none">• To review the draft roadmap on Vietnamese human resources development in vocational training sector to ensure a fit with national objectives• To identify areas of the draft roadmap where improvements should be made, where priority should be put on and where private initiatives are welcomed.• To review the assessment associated with prioritization of the requested ODA projects• To discuss key considerations and lessons learnt for successful implementation of the prioritized projects
<p>Outline of the Day</p> <ul style="list-style-type: none">• Following presentations on the draft roadmap and priority on requested ODA projects in vocational training sector, Questions and Discussions sessions are planned.• Questions and Discussions sessions provide an opportunity for everyone to comment on the draft roadmap and prioritization of requested ODA projects.	<p>Key Discussion Points for Questions and Discussions 1</p> <ul style="list-style-type: none">• Any missing policy documents for analysis, missing targets and solutions in the roadmap?• Any priority in solutions and/occupations /schools?• Any timeframe in each solution (2011-2015, 2016-2020)?• Any incentive mechanism to promote private sector participation?• Any mechanism of donor coordination led by MOLISA-GDVT?

1

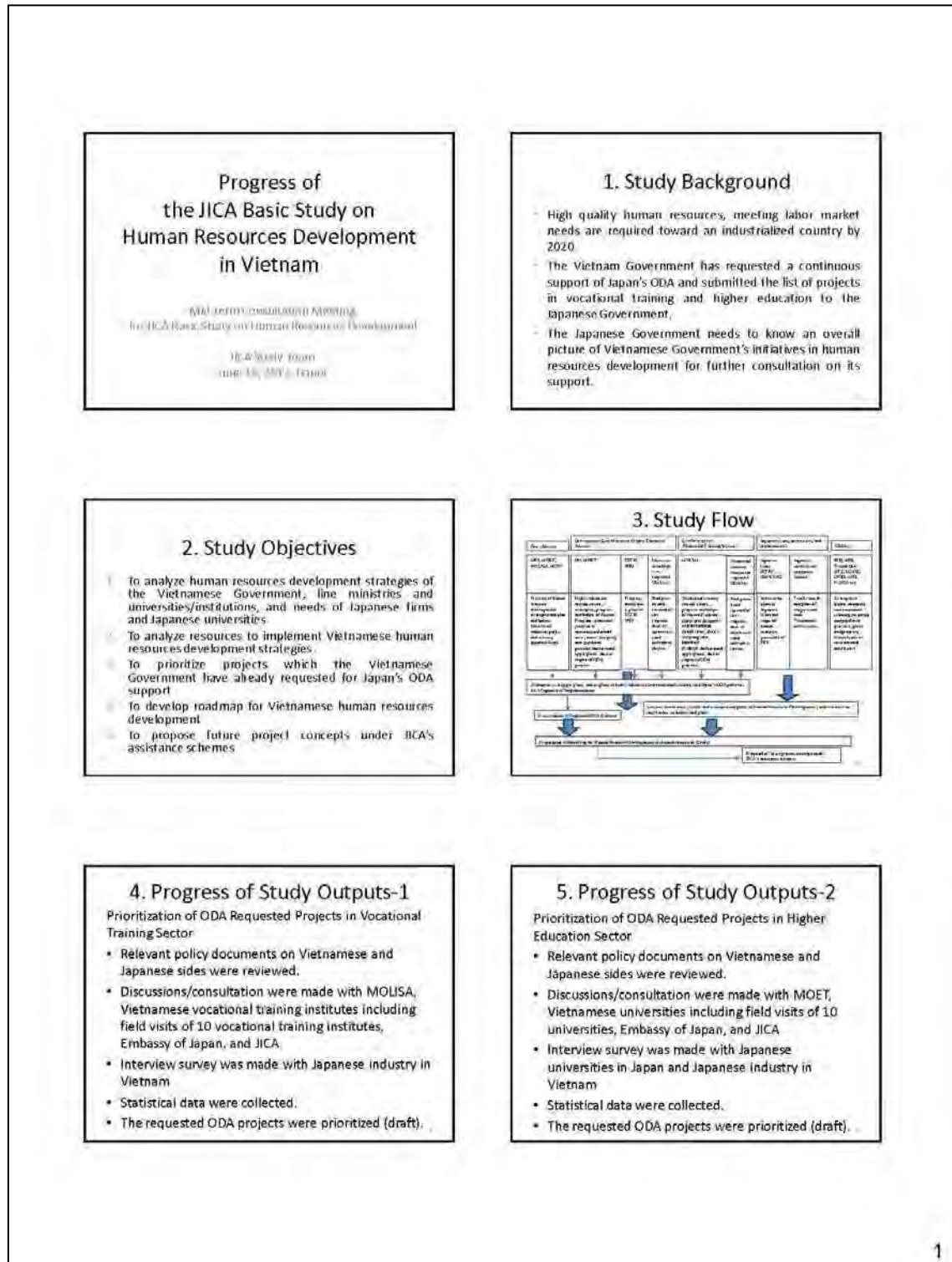
Key Discussion Points for Questions
and Discussions 2

- Any comments on criteria, occupation and prioritization?
- Any suggestions on approaches to implementation of the prioritized projects
- Any suggestions on lessons learnt for successful project implementation in vocational training sector?

After the Meeting

- Following the meeting, there will be the opportunity for comments to be made through e-mail by June 25, 2012 to Ms. Hoang Hong Van at doul.hongvan@gmail.com.

2. Progress of the JICA Basic Study on Human Resources Development in Viet Nam



6. Progress of Study Outputs-3

Preparation of Roadmap for Human Resources Development in Vietnam (vocational training sector)

- Relevant policy documents on Vietnamese and Japanese sides were reviewed.
- Statistical data were collected.
- The draft version were prepared for consultation with stakeholders.

7. Progress of Study Outputs-4

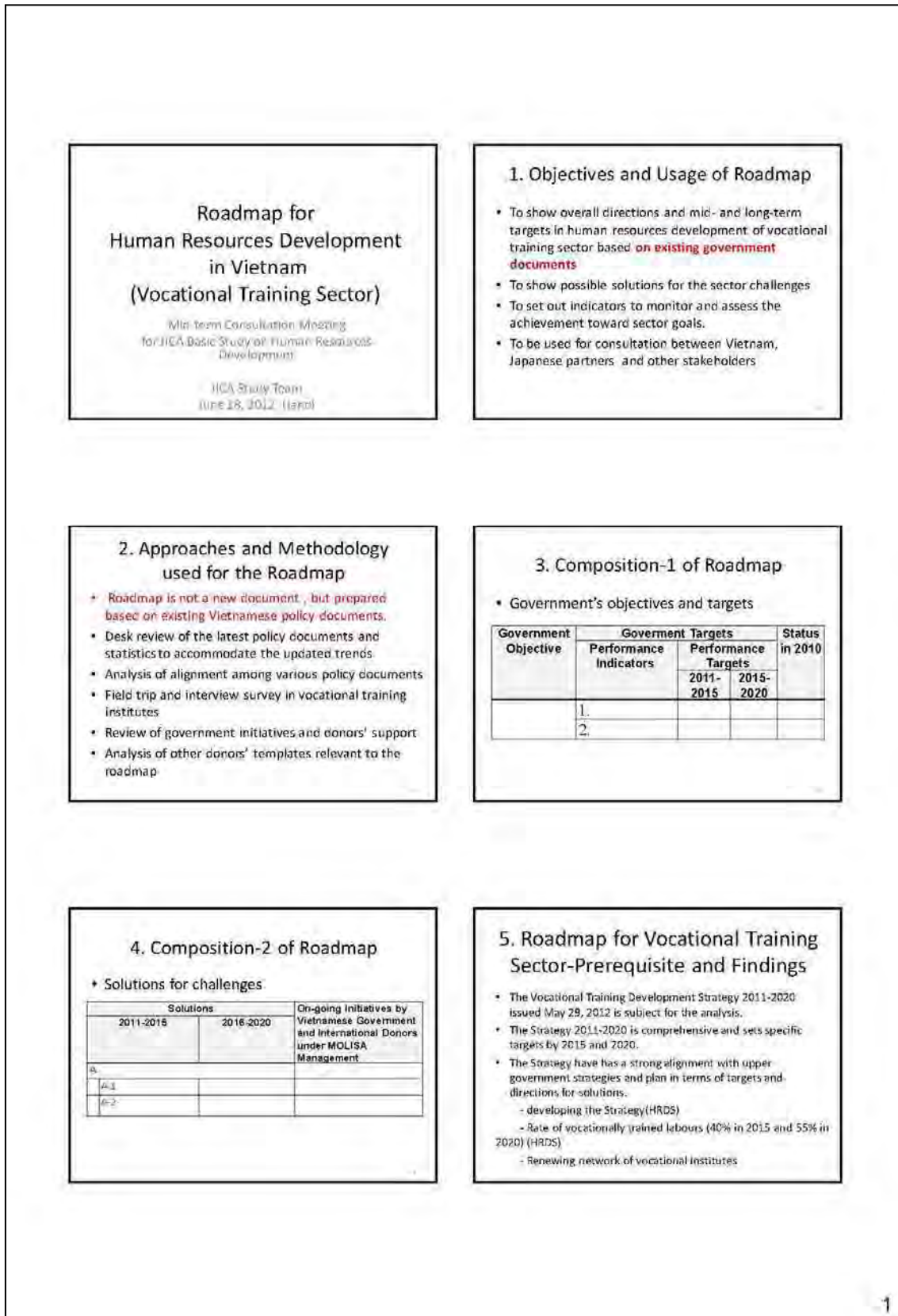
Proposal of Future Projects under JICA's Assistance Schemes

- Enrich contents of prioritized ODA requested projects
- Propose project concepts for other projects (if any)

8. Schedule of Reporting and Consultation

Reports/ Consultation Meetings	Contents /Agenda	Timing of Submission/ Organization
Mid-term consultation meeting	i) Study progress ii) presentation of requested ODA projects (draft) iii) Road Map for Human Resources Development (draft)	Midday of Aug. 2012
Draft Final Report	Overall study results (Draft) Note: The feedback from stakeholders will be received in any form.	End of June, 2012
Final Report	Overall study results Note: The feedback from stakeholders will be received in any form.	End July, 2012

3. Roadmap for Human Resources Development in Viet Nam (Vocational Training Sector)



6. Roadmap for Vocational Training Sector- Prerequisite and Findings (continued)

- The numerous donors are active in the sector. MOLISA-GDVT has started donor coordination meetings.
- There seems to be a (few) gap(s) within policy documents and between policy documents and actual situation.
 - Location of a target set by HRDS (number of international-standard vocational schools: 5 in 2015 and less than 10 in 2020) in the Strategy?
 - Difference in prioritized occupations of schools between policy document and requested project (ex. Ba Ria-Vung Tau Vocational College)?
 - Any relationships between key occupations and vocational schools (Decisions 826/QĐ-LĐTBXH), and 40 high quality schools (draft)?

7. Government Objectives

- Education and training, and science and technology are to meet requirements of country's industrialization and modernization. [SEDS]
- Develop/improve the quality of human resources, especially high-quality human resources. [SEDS, SEDP]
- Enhance vocational training, concentrating on vocational training to transfer to high level labor [SEDP]
- To build a system of advanced, modern and diversified human resources training institutes. [HRDS]

8. Government Targets

- Rate of vocationally trained worker
- Application of new training programs
- Network of vocational training institutes
- Number of vocational teachers
- Development of new curriculum or upgrading
- Quality verification of training
- Establishment of national vocational qualification
- Enhanced linkage between vocational training and employment

9. Solutions for Challenges

1. Breakthrough Solutions
 - Innovating State management on vocational training
 - Improving lecturers, teachers and staffs
2. Key Solutions
 - Building national vocational qualification framework

9. Solutions for Challenges (continued)

3. Other Solutions:
 - Developing program and curriculum
 - Enhancing vocational training facilities and equipment
 - Assuring vocational training quality
 - Connecting vocational training with labor market and promoting participation of enterprises
 - Raising awareness of vocational training development
 - Promoting international cooperation on vocational training

10. Key Discussion Points

- Any missing policy documents for analysis, missing targets and solutions in the roadmap?
- Any priority in solutions/occupations/schools?
- Any timeframe in each solution (2011-2015, 2016-2020)?
- Any incentive mechanism to promote private sector participation?
- Any mechanism of donor coordination led by MOLISA-GDVT?

**Roadmap for
Human Resources Development
in Vietnam
(Vocational Training Sector)
(Draft)**

Distributed at
Mid-term Consultation Meeting
for JICA Basic Study on Human Resources Development

JICA Study Team
June 18, 2012, Hanoi

1. Government Objectives and Targets of Human Resources Development in Vocational Training Sector

Government Objectives	Government Targets ¹			Status in 2010 ²
	Performance Indicators	Performance Targets		
		2011-2015	2015-2020	
<i>[SEDS]Enhance education to develop a high quality human resources to satisfy socio-economic development requirements³</i> <i>[SEDP]Rapidly develop human resources, especially high-quality human resources, focusing on innovating the national education [...]</i> <i>Concentrate high quality human resources[...].Enha</i>	The rate of trained employees will be increased.	40%, equivalent to 23.5 million people (in which advanced level and intermediate level of 20%)	55%, equivalent to 34.4 million people (in which advanced level and intermediate level of 23%)	25%
	The new training programs will be applied for vocational intermediate and secondary level.	About 2.1 million people receiving new program at advanced level and intermediate level About 7.5 million people receiving new programs at elementary level and vocational training under 3 months	About 2.9 million people receiving new program at advanced level and intermediate level About 10 million people receiving new programs at elementary level and vocational training under 3 months	Period (2006-2010) About 1,53 million people receiving new program at advanced level and intermediate level About 6,34 million people receiving new programs at elementary level and vocational training under 3 months
	Network of vocational institutes will be expanded	VC: 190 (60 non-public, 26 high quality) VSS: 300 (100 non-public) VTC: 920 (320 non-public)	VC: 230 (80 non-public, 40 high quality) VSC: 310 (120 non-public) VTC: 1050 (350 non-public)	VC: 123 (33 non-public) VSS: 300 (94 non-public) VTC: 810 (296 non-public)
	The number of vocational teachers will	VC: 13,000	VC: 28,000	(For : 2009)

¹ "Specific Target" of Decision No.630 dated May 29, 2012 (Approving Vocational Training Development Strategy Period 2011-2020)

² To be specified.

³ Socio-economic Development Strategy in Vietnam 2011-2020

nce vocational training; especially concentrating in some sectors that using high tech to transfer the labor structure from primitive to high level labor[...]. ⁴ [HRDS] To build a system of advanced, modern and diversified human resources training institutes[...]. ⁵	be increased.	VSS: 24,000 VTC: 14,00	VSS: 31,000 VTC: 18,00	VC: 5,697 VSS: 7,769 VTC: 12,083
	The programs and curriculum will be upgraded or newly developed at each level.	International level:26 Regional Level:49 National Level:130 Elementary:300	International level:35 Regional Level:70 National Level:150 Elementary:200	Nil
	The quality of all key occupations will be verified.	3 quality verification centers will be operated.		Nil
	The framework of national vocational qualification will be developed.	250 standards of national vocational skills issued. 2 million people receiving certificate	400 standards of national vocational skills issued. 6 million people receiving certificate	109 standards of national vocational skills issued.
	Improving the labor market system connecting vocational training with employment.	N/A	N/A	N/A

⁴ Socio-Economic Development Plan in Vietnam 2011-2015

⁵ Approving the Strategy on Development of Vietnamese Human Resources During 2011-2020

2. Solutions for Challenges of Human Resources Development in Vocational Training Sector

Solutions for Challenges ⁶		On-going Initiatives by Vietnamese Government and International Donors under MOLISA Management ⁷
2011-2015	2016-2017	
9 solutions should be synchronously performed, in which include solutions: <ul style="list-style-type: none"> - two breakthrough solutions: (i) "Innovation of State management on vocational training" and (ii) "Improving the lecturers, teachers and vocational training management staffs" - key solutions: (iii) "Building a national vocational qualification framework" 		Action Program implementation of Vocational Training Strategy Period 2011-2020
1. Innovation of State management on vocational training		
	1-1. To improve the legal system of vocational training. To amend the Law on Vocational Training and regulations relating to vocational training in the Labor Law.	- 2012-2013 To amend the Law on Vocational Training - 2013-2016 To amend regulations relating to vocational training in the Labor Law.
	1-2. To improve mechanisms and policies on vocational training: (i) policies to attract vocational teachers; (ii) Innovate financial policies on vocational training (iii) Training policies of foreign language are consistent with the level of training; (iv) Policies for trained employees	- 2012-2015 To improve mechanisms and policies on vocational training
	1-3. To improve the mechanism of state management on vocational training	
	1-4. To have a mechanism so that vocational training institutions is a subject of independence, autonomy	
	1-5. To promote IT application in vocational training and vocational management; to set up database network for vocational training	Project of Innovation and development of vocational training by 2020
	1-6. To implement the training articulation and strong separation in vocational training.	
	1-7. To establish a vocational training assistance fund toward socialization with initial capital from State budget, contributions	Project of Innovation and development of vocational training

⁶ Summary by JICA Study Team from "Solutions for Vocational Training Development" of Decision No.630 dated May 29, 2012 (Approving Vocational Training Development Strategy Period 2011-2020)

⁷ Hearing from MOLISA-GDVT by JICA Study Team

	of enterprises and other sources to develop vocational training.	by 2020
	1-8.To plan a network of vocational training institutions by region, locality; priority is given to newly establish non-public vocational training institutions, and to encourage cooperation and establishment of vocational training institutions invested by foreign capital. There are specialized vocational training institutions for the disabled, ethnic minorities.	- 2012 Project for network development planning of vocational colleges, vocational secondary schools and vocational training centers by 2020 - 2013 Project of Building 40 high-quality vocational schools.
	1-9.To promote socialization, diverse resources for development of vocational training, including government, enterprises, students, national and international investors, in which the state budget is important (to raise the rate of expenditure on vocational training from the State budget for education to 12% - 13%). The Government has assistance policies on capital, land, and tax for non-public vocational training institutions.	
2. Improving the lecturers, teachers and vocational training management staffs		Project of Innovation and development of vocational training by 2020
	2-1.Standardizing teachers in national, regional international key jobs about the level of training, vocational skills and vocational pedagogy. 100% of these teachers shall meet the standards in 2014.	Project of Innovation and development of vocational training by 2020
	2-2.The State shall ensure the training and retraining for vocational teachers toward the standardization, securing sufficient number of teachers; an appropriate structure by profession and training levels. Mobilize scientists, technicians, artisans, skilled workers, excellent farmers participating in vocational training for rural workers.	
	2-3.Arranging, reorganizing and training and Innovate activities retraining institutes for vocational teachers to train, retrain vocational pedagogy and improve vocational skills for vocational teachers.	
	2-4.Standardizing the vocational management staffs. Set up the training and retraining content and program for vocational management staffs; develop the professional vocational management staff.	Project of Innovation and development of vocational training by 2020
	2-5.Establishing vocational training institute with the training and retraining function for new technology; training and retraining teachers and vocational management staff; research vocational training science. based on the merger and upgrade of the National Institute Vocational Training (NIVT)	Project of Innovation and development of vocational training by 2020

3. Building a national vocational qualification framework	
3-1. Building a national vocational qualification framework corresponding with national education framework	
3-2. Completing national vocational qualification framework.	
3-3. Promulgating standards of national skills for popular profession.	
3-4. Receiving and transferring the standards of skills for professions focusing on investment at the regional and international level.	
3-5. Developing training curriculum framework	Project of Innovation and development of vocational training by 2020
4. Developing program, curriculum	
	Project of Innovation and development of vocational training by 2020
4-1. For key occupations at national level, issuing and building programs and training curricula on the basis standard of national vocational skills.	
4-2. For occupations at regional and international levels, receiving and using the program, vocational training curriculum from/of the advanced countries in the ASEAN region and internationally, consistent with labor market in Vietnam.	
4-3. Building programs and other vocational curricula of vocational training on the basis standard of curriculum or national vocational skills.	
4-4. Programs and vocational curriculum for rural workers: Guiding and instructing institutes development programs, develop vocational training curriculum, building programs business knowledge to start a business for rural labor	
5. Enhancing the vocational training facilities and equipment	
5-1. For key occupation at national level, building and issuing standards of vocational training facilities and equipment list	
5-2. For occupation at regional and international levels, receiving and applying the standards of vocational training facilities and equipment list of the advanced countries in the ASEAN region and internationally.	
5-3. For jobs not on the list of key jobs, regulate the standards of vocational training facilities and minimum equipment list.	
5-4. Vocational training institutions shall ensure to invest minimum vocational training facilities and equipment for training.	
5-5. Develop equipment list of elementary training level and vocational training materials for rural workers.	
6. Control, ensure the vocational training quality	
	Project of Innovation and development of vocational training by 2020
6. Accreditation of vocational training quality	Project of Innovation and

		development of vocational training by 2020
	6-1-1. The State manage the vocational training quality in general; Ministries, branches and People's Committees at all levels, the executive, vocational training institutions shall be responsible to ensure the quality of vocational training	
	6-1-2. To self-accreditation and verify the vocational training institutions and programs.	
	6-1-3. To establish of Bureau of Vocational Training Accreditation; to build 03 centers of vocational training accreditation in three areas; to develop some centers of vocational training accreditation established by organizations and individuals.	
	6-2. Assessment and certification of national vocational skills	Project of Innovation and development of vocational training by 2020
	6-2-1. To develop the vocational skill assessment centers in the vocational training institutions, enterprises and other facilities,	
	6-2-2. To establish the Bureau of Vocational Skill Development, building skill assessment centers for vocational teachers.	
	6-2-3. To build the test bank exam and assessment agencies, certification of national vocational skills for workers.	
	7. Connection of vocational training with labor market and participation of the enterprises	
	7-1. To build strong relationships between vocational training and labor market at all levels (national, regional, provincial, district and commune)	
	7-2. The enterprises have main responsibility for vocational training in their own business; are responsible for contributing to vocational training assistance fund; at the same time directly involve in training activities...	
	7-3. The enterprises have responsibility for providing information about employment needs and the regime for employees for vocational training institutions	
	7-4. Vocational training institutions monitor and collect information on trainees after graduation.	
	7-5. Vocational training institutions is responsible for receiving information from enterprises and change to adapt to needs of enterprises;	
	7-6. To develop the labor market information system to connect the training with employers.	
	8. To raise awareness of vocational training development	
	8-1. The Party committees, governments must embody the spirit of the Resolution of the 11th Party Congress, resources development strategy's and plan's period 2011 - 2020 to direct ministries, branches and localities and implementation organization to develop human resources development plan	

	8-2. The social-political organizations, social professional organizations, professional union implement thoroughly guidelines and policies of the Party and Government on vocational training period 2011 - 2020 and propagandize, consult and vocational guidance for members of their organization, and contribute to change the perception of society about vocational training.	
	8-3. To strengthen the consultancy and vocational guidance in schools; and forming departments in charge of counseling and vocational guidance for trainees.	
	9. To promote international cooperation on vocational training	Project of Innovation and development of vocational training by 2020
	9-1. To strengthen the international cooperation on vocational training and selection of strategic partners in developing vocational training in ASEAN and Asia region (such as Malaysia, Korea, Japan ...), EU (such as the Federal Republic of Germany, UK .) and North America.	
	9-2. To cooperate with ASEAN countries towards the vocational skill recognition among countries, and towards the ASEAN Community by 2015.	
	9-3. To strengthen the cooperation on scientific research and vocational training, research and application of scientific and advanced technology achievements. To actively participate in international activities on vocational training	
	9-4. To encourage the domestic vocational training institutions to expand training cooperation and joint with other abroad training institutions.	
	9-5. To create a favorable legal framework to attract investors, the foreign enterprises in development of high-quality vocational training institutions, and vocational training cooperation in Vietnam.	

4. Priority on Requested ODA Projects in Vocational Training Sector

Priority on Requested ODA Projects in Vocational Training Sector

Mid-term Consultation Meeting
for JICA Basic Study on Human Resources
Development

JICA Study Team
June 18, 2012, Hanoi

1. Major Findings

The Study team confirmed:

1. No duplicated requests to other donors and organizations
2. Requested occupations, purposes, scopes, impacts, outputs activities, and budgets
3. Prioritized regional areas for developing supporting industry for Vietnam's industrialization
✓ Hai Phong and Ba Ria Vung Tau
4. Buildup of Japanese industry in certain provinces (e.g. Hai Phong). These need high-quality supporting industry.

2. Requested Vocational Training Institutes from MOLISA

No.	Location	Vocational Training Institutes	Responsible Agent	Occupations (Remark)	Estimated Budget (Million \$)
1	Ba Ria Vung Tau Province	Ba Ria Vung Tau Vocational College	People's Committee	Occupations related with Fishery Sector	44.40
2	Hanoi	Hanoi Technique and Technology Vocational College (Hanoi TTC)	MOLISA	Mechanize / Automotive Technology Electricity/Industrial Electronics	33.00
3	Hanoi	Hanoi Son Vocational Secondary School	DOLISA	Metal Cutting / Industrial Electricity / Automotive Technology etc.	27.00
4	Bac Ninh Province	Vocational College of Engineering, High Technology and Services	Vietnam Women's Union	Occupations related with Health Sector	25.34
5	Hai Phong	Vocational College of Northern Fisheries	Ministry of Agriculture and Rural Development	Occupations related with Fishery Sector	15.87

3. Criteria for Review by JICA Study Team

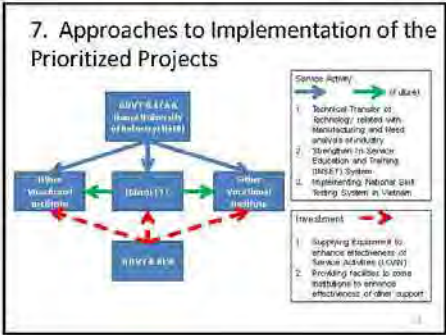
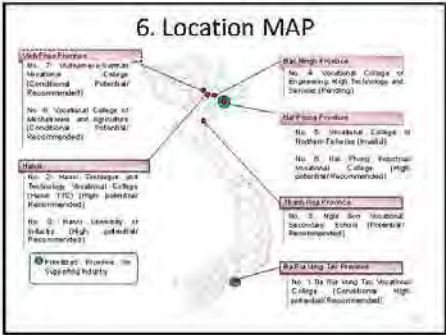
1. Respect the original requests from MOLISA as much as possible.
2. Benefit to Vietnam's industrialization strategy
– support priority province selected for supporting industry (Hai Phong and Ba Ria Vung Tau).
3. Benefit to Japanese industry in Viet Nam

4. Result of Review by the JICA Study Team

No.	Location	Requested Institute	Responsible Agent	Requested Occupations	Result / Remarks
1	Ba Ria Vung Tau	Ba Ria Vung Tau Vocational College	People's Committee	Fishery Sector	Conditionally Recommended A) The Province is prioritized for supporting industry. B) Need to align occupation related with manufacturing.
2	Hanoi	Hanoi Technique and Technology Vocational College (Hanoi TTC)	MOLISA	Mechanize / Automotive Technology / Industrial Electronics	Not Recommended A) Support TTC as center of Training of Technicians. B) Need to align occupation related with manufacturing.
3	Hanoi	Hanoi Son Vocational Secondary School	DOLISA	Metal Cutting / Industrial Electricity / Automotive Technology etc.	Conditionally Recommended A) Conference from the Institute High Quality Industrialization. B) Need to align occupation related with manufacturing.
4	Bac Ninh	Vocational College of Engineering, High Technology and Services	Vietnam Women's Union	Health Sector	Not Recommended A) Need to align occupation related with manufacturing. B) Need to align occupation related with manufacturing.
5	Hai Phong	Vocational College of Northern Fisheries	Ministry of Agriculture and Rural Development	Fishery Sector	Not Recommended A) The requested occupation aligns with the sector criteria. B) Need to align with No. 1.

5. Result of Review by the JICA Study Team

No.	Location	Requested Institute	Responsible Agent	Requested Occupations by Japanese Side	Result / Remarks
1	Ba Ria Vung Tau	Ba Ria Vung Tau Vocational College	People's Committee	Fishery Sector	Conditionally Recommended A) Subsidize for No. 1.
2	Hanoi	Hanoi Technique and Technology Vocational College (Hanoi TTC)	MOLISA	Mechanize / Automotive Technology / Industrial Electronics	Not Recommended A) Support TTC as center of Training of Technicians. B) Need to align occupation related with manufacturing.
3	Hanoi	Hanoi Son Vocational Secondary School	DOLISA	Metal Cutting / Industrial Electricity / Automotive Technology etc.	Conditionally Recommended A) Conference from the Institute High Quality Industrialization. B) Need to align occupation related with manufacturing.
4	Bac Ninh	Vocational College of Engineering, High Technology and Services	Vietnam Women's Union	Health Sector	Not Recommended A) Need to align occupation related with manufacturing. B) Need to align occupation related with manufacturing.
5	Hai Phong	Vocational College of Northern Fisheries	Ministry of Agriculture and Rural Development	Fishery Sector	Not Recommended A) The requested occupation aligns with the sector criteria. B) Need to align with No. 1.



Appendix 2-1: Status of Action Program Defined in the Vietnamese Human Resources Development Strategy during 2011–2020

as of Beginning of June, 2012

No.	Names of Tasks and Jobs	Background/Key Contents and Status	Responsible Agencies	Timeframe
I. Building, supplementing and developing the general legal framework and policies on human resources development				
1	Formulation of a decree guiding the Education Law (amended), focusing on solutions for raising quality of education and training and increasing autonomy of training units	Has not yet started.	MOET	2011-2012
2	<ul style="list-style-type: none"> - Formulation of the Tertiary Education Law - Formulation of decrees to guide the Tertiary Education Law (after it is passed by the National Assembly) 	<p>The Law consists of 12 chapters and 67 sections. The objectives of the Law are to: i) improve quality and effectiveness of higher education, ii) develop reasonable scale of higher education, iii) link training with labor use and society's demand and iv) strengthen social equality. The following are some issues mentioned in the Law, which may be open to discussion:</p> <ul style="list-style-type: none"> • The “non-profit” characteristics of higher education. • Autonomy and Accountability of each higher education unit • Classification (taxonomy) of universities: There may be 3 levels, namely, research universities, universities with multi field of studies for applied technology, and colleges (under universities) to train technical workers • Accreditation for each university. The school may choose a good, well known accrediting agency to conduct evaluation and accreditation. Each university must be accredited and must inform the result of accreditation through mass media. • Encouraging the socialization of education by having strong policies to encourage social sectors to invest or establish new universities based on the “non-profit” principle. • School Council: so far, there are 10 out of 400 universities which have a school council and majority of rectors do not want this 	MOET	2011-2013

No.	Names of Tasks and Jobs	Background/Key Contents and Status	Responsible Agencies	Timeframe
		<p>kind of council.</p> <ul style="list-style-type: none"> Entrance examination, which is very competitive in Viet Nam, can be conducted by one of the following: Testing, evaluating learning results of 3 school years of upper secondary, or by testing + learning result evaluation. <p>The Law was approved by the National Assembly on June 18th, 2012. After the approval of the Higher Education Law (Tertiary Education Law), specific guidelines for the implementation of the law will be developed.</p>		
3	<ul style="list-style-type: none"> - Formulation of the Teacher's Law - Formulation of decrees guiding the Teacher's Law (after it is passed by the National Assembly) 	<p>This Law doesn't exist. When National Assembly discussed the plan of developing new laws in 2011 and 2012 there was a recommendation of the need to develop the Teacher's Law. However, developing the Teacher's Law was discussed but not accepted by National Assembly as there are other, more prioritized laws to be developed during the same time. As Viet Nam already has the Law of Officials, it can be applied to teachers. Nonetheless, National Assembly agreed to set up a Board of preparing the bill for the Teacher's Law. The Board has started with their first draft. This activity is in process. It may take two years.</p>	MOET	2012-2014
4	Formulation of decrees guiding the Vocational Training Law (regarding vocational trainers, development of the vocational training system in enterprises, system of accreditation and assessment of vocational training quality, etc.)	<p>The decree will be prepared after the Vocational Training Law is amended. The Law may amend such points as training level structure, enterprises' involvement, quality assurance, autonomy of vocational schools, support fund of vocational training and private vocational training. As planned in the agenda of the National Assembly, the Vocational Training Law will be amended in 2012. The process of formulating the Law and decrees are as follows:</p> <ul style="list-style-type: none"> Setting up a drafting board. Evaluating the implementation of Law on Vocational Training for the period 2007-2011. Formulating and submitting the revised Law on Vocational Training. 	MOLISA	2011-2012

No.	Names of Tasks and Jobs	Background/Key Contents and Status	Responsible Agencies	Timeframe
		<ul style="list-style-type: none"> Developing the implementation documents on: training level structure; policy for trainees; policy for tuition fee of vocational training; policy for trainers; policy for socialization of vocational training in order to attract investors, national & international enterprises...). 		
	Formulation of a decree guiding the Labor Law (on training) to encourage and mobilize enterprises to increase participation in and contribution to vocational training	A decree will be prepared after the Labor Law is amended. The Labor Law includes one chapter on vocational training. Currently, National Assembly is considering the draft of Labor Law. It's expected to be passed on June 18, 2012 and be effective from January 5, 2013. After that, about 20 decrees will be formulated.	MOLISA	2011-2012
6	Formulation of a decree guiding the Law on Social Insurance regarding formation and use of the Fund to support redundant and unemployed laborers	The Law on Social Insurance- No. 71/2006/QH11 of National Assembly was passed on June 29, 2006. At the Resolution No.06/NQ-CP dated 7/3/2012, the Government assigned MOLISA to revise the Law on Social Insurance in 2013. After that, the decrees shall be formulated accordingly. This decree has not yet been formulated.	MOLISA	2011-2012
7	Formulation of a decree guiding the Law on Public Duties	Information unavailable.	MOHA	2011-2012
8	Formulation of a decree guiding the Law on Civil Servants	Information unavailable.	MOHA	2011-2014
9	<ul style="list-style-type: none"> - Finalization of the draft Law on Public Employees for submission to the National Assembly for passage - Formulation of documents guiding the Law on Public Employees (after it is passed by the National Assembly) 	Information unavailable.	MOHA	2010-2012
10	Formulation of a decree on non-profit activities and commercial activities in the education and training sector (generally applicable to education, health, culture and physical training and sports activities)	Not yet started. The Central Institute of Economic Management, MPI may be assigned as responsible agency for the task.	MPI	2011-2012

No.	Names of Tasks and Jobs	Background/Key Contents and Status	Responsible Agencies	Timeframe
11	Formulation of a decree on policies and mechanisms encouraging enterprises to develop human resources with their own financial sources	Information unavailable.	MOF	2011-2012
12	Elaboration on a review report on the system of legal documents on human resources development, management and utilization. (to remove overlaps and irrationalities of the system and propose remedies)	Information unavailable.	MOJ	2011-2012
13	Formulation of a Prime Ministerial decision on mechanisms and policies to place talented scientists and technologists in important positions and attract them	Information unavailable.	MOST	2011-2012
14	Formulation of a Prime Ministerial decision approving the standard system of criteria and process and procedures for allocating state budget funds to support key human resources development programs and projects	Information unavailable.	MOF	2011
II. Human Resources Forecast, Formulation and Implementation of Human Resources Master Plans, Programs and Projects				
1	Forecast about labor and vocational training needs for 2011-2020	MOLISA issued the Viet Nam Employment Trend Report 2010, which shows forecast about labor and vocational training needs up to 2012. It can be downloaded from the following site. The Institute of Labor Science & Social Affair is working on this; however, the Government has not received the requested documents.	MOLISA	2011 and annually updated
2	Forecast about human resources needs for 2011-2020	No action has been taken.	MOET	2011 and annually updated

No.	Names of Tasks and Jobs	Background/Key Contents and Status	Responsible Agencies	Timeframe
3	Formulation of the Vietnamese human resources development master plan during 2011-2020	Prime Minister's Decision (No.1216/QĐ-TTg) was issued on July 22, 2011. This outlines the human resources needs and training requirements for public service sector and private sector. It mandates that all ministries, public sectors, provinces and centrally run cities develop 5-year and annual human resources development (HRD) plans. All levels of government are required to evaluate and review the implementation of HRD plans annually and submit progress reports to MPI.	MPI	2010-2011
4	Formulation and approval of human resources development master plans of ministries, sectors and localities during 2011-2020	Each ministries, city and local government will prepare human resources development master plans, assisted by MPI, MOF, MOLISA and MOET based on the following 4 documents. 1) Socio economic development strategies 2011-2020 2) Human Resources Development Strategies 2011-2020 3) Human Resources Development Master plan 2011-2020 4) Their own development strategies 2011-2020 Most of ministries, cities and local governments are currently preparing their own development strategies 2011-2020. After that, they will prepare the human resources development master plans.	Ministries, sectors, localities	2010-2011.
5	Formulation of human resources development master plans of economic groups and major corporations during 2011-2020	The same as above.	Economic groups, major corporations, etc.	2010-2011
6	Education development strategy for 2011-2020		MOET	2011
7	Vocational training development strategy 2011-2020	The strategy was approved under Decision 630/QĐ-TTg dated 29/5/2012.	MOLISA	2011
8	Formation of a project on renovation of state administration of human resources development	MPI is waiting for Minister's approval of assigning the task to the Central Institute of Economic Management.	MPI	2011

No.	Names of Tasks and Jobs	Background/Key Contents and Status	Responsible Agencies	Timeframe
9	Formulation of a project on training, retraining and development of the contingent of entrepreneurs and business administration specialists faceting requirements of high economic growth and effective international integration	Information unavailable.	Viet Nam Chamber of Commerce and Industry	2011-2012
10	Formulation of projects to establish international-standard, excellent universities in Viet Nam (2 projects are already approved by the Prime Minister and 2 more projects are to be formulated)	On 12 January 2011, Vice Prime Minister Nguyen Thien Nhan issued the Decision to set up a Board of Guiding the establishment of 4 “Universities of excellence” (international standard universities) in Viet Nam. Now they are in process of implementation of 2 universities. Additional 2 universities are under discussions. A supplementary one is under preparation.	MOET	2010-2014
11	Formulation of a project to establish 40 high-quality vocational schools, including 10 of international standards	The task has just been started. MOLISA has been preparing the draft list of schools.	MOLISA	2011-2013
12	Planning of land areas for education and training institutions through 2020	Information unavailable.	MONRE	2011-2012
13	Formulation of a system of indicators for monitoring and evaluating the implementation of the human resources development strategy during 2011-2020	<p>The objectives of developing this system are to: (i) keep track, monitor and evaluate the implementation of the Viet Nam’s Human Resources Development Master Plan 2011-2020 for the whole country, sectors and local provinces, (ii) assess the level of development and quality of human resources annually and every 5 years, adjust the development policies and, improve the quality of human resources, (iii) make research materials and encourage training and experience exchange in the process of implementing human resources development plan. The system was prepared based on the following five rules:</p> <ul style="list-style-type: none"> Alignment requirements with Human resources development objectives outlined in the Human Resources Development Strategy, Human Resources Master Plan 2011-2020 of the country, sectors and provinces. 	MPI	2011-2011

No.	Names of Tasks and Jobs	Background/Key Contents and Status	Responsible Agencies	Timeframe
		<ul style="list-style-type: none"> Maximum usage of available statistics system under which data is currently being collected and published by statistics offices. Targets are widely used in the planning, Human Resources Development Master Plan and Five Year Socio-Economic Development Plan To ensure space comparability (comparisons between levels, sectors, organizations) and over time (annual collected data). Compliance with international rules and regulations to ensure comparability of situation of human resources development with other countries Feasibility. <p>The basis for building an indicator system includes i) Human Resources Development Strategy and Master Plan 2011-2020, ii) System of statistical indicators and results of national survey, iii) International References and iv) Reference to the indicators which the ministries prepared.</p> <p>The draft was sent to the Ministries for their comments. After receiving the comments, MPI will adjust it and complete it, after which it will be submitted to the Government Office for approval.</p>		
14	Monitoring, supervising and evaluating the implementation of the Vietnamese human resources development strategy on a periodical basis (annual and five-year)	MPI is waiting for Minister's approval of assigning the task to the General Department, Department of Social-culture-labor, Department of Environment and Resources Education Sciences, General Statics Office.	MPI	2011-2015
15	Review and evaluation of the implementation of the Strategy during 2011-2015	The task has not yet been started.	MPI	2015
16	Planning of the supplementation and improvement of the framework legal system on human resources development and utilization during 2016-2020	Information unavailable.	MOJ	2015

MOET: Ministry of Education and Training, MOLISA: Ministry of Labor, War Invalids and Social Affairs, MOHA: Ministry of Home Affairs, MPI: Ministry of Planning and Investment, MOF: Ministry of Finance, MOJ: Ministry of Justice, MOST: Ministry of Science and Technology, MONRE: Ministry of Natural Resources and Environment
Note*: http://www.un.org.vn/vi/publications/publications-by-agency/doc_details/185-vietnam-employment-trends-report-2010.html

Appendix 3-1: Definitions of Three Levels of Vocational Training

No	Items	Training Levels		
		Primary Training	Intermediate Training	Higher (Collegial) Training
1	Objectives	Vocational training at the primary level aims at equipping trainees the practical capability of a simple vocation or the practical capability of certain stages of a vocation; providing them with work moral and conscience, professional working style, discipline awareness and health so that after graduation, trainees can find a job or be self-employed, or acquire further education	Vocational training at the intermediate level aims at equipping trainees with professional knowledge and practical capability to carry out tasks of a vocation; improving the capability to work individually with technological applications; providing them with work moral and conscience, professional working style, discipline awareness and health so that after graduation, trainees can find a job or be self-employed, or acquire further education.	Vocational training at the higher level aims at equipping trainees the professional knowledge and practical capability to carry out tasks of a vocation; improving the capability to work individually or in team; enhancing creativity in technological applications; giving them the ability to solve practical problems; providing them with work moral and conscience, professional working style, discipline awareness and health so that after graduation, trainees can find a job or be self-employed, or acquire further education.
2	Time span	Vocational training at the primary level shall be limited to three months to one year for those who are qualified and healthy enough for the vocation	Vocational training at the intermediate level shall be limited to one to two years for those who have graduated from high school, depending on the vocation and to three to four years for those who have graduated from senior secondary schools.	Vocational training at the higher level shall be limited to two to three years for those who have graduated from high school, depending on the vocation and to one to two years for those who have intermediate level certificate of the same vocation.
3	Requirements as for contents and methods of vocational training	The contents of vocational training at the primary level shall be in accordance with the objectives of training at this level and will focus on practical capability. It will be in line with scientific and technological development and practice. The methods of vocational training at the primary level shall focus on the drilling of practical capability, making full use of trainees' activeness and self-awareness	The contents of vocational training at the intermediate level shall be in accordance with the objectives of training at this level and will focus on practical capability of tasks in a vocation, higher qualification as required by the course, and systematic knowledge. It will be in line with scientific and technological development and practice. The methods of vocational training at the intermediate level shall combine the practical capability with professional knowledge, making full use of trainees'	1. The contents of vocational training at the higher level shall be in accordance with the objectives of training at this level and will focus on practical capability of stages in a vocation, higher qualification as required by the course and systematic, basic and modern knowledge. It will be in line with scientific and technological development and practice. 2. The methods of vocational training at the higher level shall combine practical capability with professional knowledge, making full use of trainees' activeness, self-awareness and the ability to work in groups.

No	Items	Training Levels		
		Primary Training	Intermediate Training	Higher (Collegial) Training
			activeness, self-awareness and independence.	
4	Curriculum	<p>1. The curriculum of vocational training at the primary level is subject to the objectives of vocational training at the primary level; the curriculum shall determine standards in knowledge, skills, scope and structure, method and form of training, methods of assessment for each module and vocation.</p> <p>2. The curriculum of vocational training at the primary level is determined and approved by the heads of vocational training institutions as per Article 15 of this Law.</p>	<p>1. The curriculum of vocational training at the intermediate level is subject to the objectives of vocational training at the intermediate level; the curriculum shall determine standards in knowledge, skills, scope and structure, method and form of training, methods of assessment for each module, subject and vocation.</p> <p>2. The heads of central State managing institutions of vocational training shall cooperate with Minister, heads of quasi-ministerial institution, and heads of related government institutions in structuring the curriculum framework for intermediate level training.</p> <p>3. The heads of central State managing institutions of vocational training shall determine to establish an appraisal committee for intermediate level training curriculum framework; to assign responsibility, authority, working schedule and the number of members for the committee; and to provide the intermediate level training framework based on the appraisal results of the committee.</p> <p>4. In accordance with the curriculum framework, the curriculum of vocational training at the intermediate level is determined and approved by the principals of vocational training institutions as per Article 22 of this Law.</p>	<p>1. The curriculum of vocational training at the higher level is subject to the objectives of vocational training at the higher level; the curriculum shall determine standards in knowledge, skills, scope and structure, method and form of training, methods of assessment for each module, subject and vocation.</p> <p>2. The heads of central State managing institutions of vocational training shall cooperate with Minister, heads of quasi-ministerial institution, and heads of related government institutions in structuring the curriculum framework for higher level training.</p> <p>3. The heads of central State managing institutions of vocational training shall determine to establish an appraisal committee for higher level curriculum framework; to assign responsibility, authority, working schedule and the number of members for the committee; and to provide the higher level curriculum framework based on the appraisal results of the committee.</p> <p>4. In accordance with the curriculum framework, the curriculum of vocational training at the higher level is determined and approved by the principals of vocational training institutions as per Article 29 of this Law.</p>

No	Items	Training Levels		
		Primary Training	Intermediate Training	Higher (Collegial) Training
5	Syllabus	The syllabus of vocational training at the primary level specifies requirements for contents of knowledge and skills for each module in the training curriculum, supporting active learning and teaching approach. The heads of vocational training institutions, as per Article 15 of this Law, shall be in charge of compiling and approving the official syllabus and training documents	The syllabus of vocational training at the intermediate level specifies requirements for contents of knowledge and skills for each module and subject in the training curriculum, supporting active learning and teaching approach. The principals of vocational training institutions, as per Article 22 of this Law, shall be in charge of compiling and approving the official syllabus and training materials.	The syllabus of vocational training at the higher level specifies requirements for contents of knowledge and skills for each module and subject in the training curriculum, supporting active learning and teaching approach. The principals of vocational training institutions, as per Article 29 of this Law, shall be in charge of compiling and approving the official syllabus and training materials.
6	Institutions	1. Vocational training centres 2. Vocational schools and colleges who have registered to provide vocational training at the primary level. 3. Businesses, cooperatives, other production and trading units (hereinafter called businesses), specialized schools, colleges, universities and other educational institutions who have registered to provide vocational training at the primary level.	1. Intermediate level vocational schools 2. Vocational colleges who have registered to provide vocational training at the intermediate level. 3. Specialized schools, colleges and universities who have registered to provide vocational training at the intermediate level.	1. Vocational colleges. 2. Colleges and universities who have registered to provide vocational training at the intermediate level.
7	Certificate	Trainees who have completed a primary program of vocational training, met all requirements, and passed the test shall be granted the primary certificate in vocational training by the heads of vocational training institutions as per Article 15 of this Law, in accordance with regulations passed by the heads of central State managing institutions of vocational training	Trainees who have completed an intermediate program of vocational training, met all requirements, and passed the test shall be granted the intermediate degree in vocational training by the principals of vocational training institutions as per Article 22 of this Law, in accordance with regulations passed by the heads of central State managing institutions of vocational training.	Students who have completed a course in higher vocational training, met all requirements, and passed the exam shall be granted the higher degree in vocational training by the principals of vocational training institutions as per Article 29 of this Law, in accordance with regulations passed by the heads of central State managing institutions of vocational training

Appendix 4-1-1: Status of Action Program of ESD Plan

Tasks and Responsibilities		Presiding Agency/Key Contents/Status/Time frame of Each Task
I. FORMULATION, SUPPLEMENTATION AND DEVELOPMENT OF GENERAL LEGAL FRAMEWORKK AND EDUCATION POLICIES		
1	<ul style="list-style-type: none"> - Develop the Law on Higher Education - Develop legal documents to instruct the implementation of Higher Education Law (after being approved by the Assembly) 	<p>Presiding Agency/Target of Education Level: MOET/Higher Education</p> <p>Background/Key Contents/Progress: The Law consists of 12 chapters and 67 sections. The objectives of the Law are to: i) improve quality and effectiveness of higher education, ii) develop reasonable scale of higher education, iii) link training with labor use and society's demand and iv) strengthen social equality. The following are some issues mentioned in the Law, which may be open to discussion:</p> <ol style="list-style-type: none"> 1. The "non-profit" characteristics of higher education. 2. Autonomy and Accountability of each higher education unit 3. Classification (taxonomy) of universities: There may be 3 levels: Research universities, universities with multi-field of studies for applied technology, and colleges (under universities) to train technical workers 4. Accreditation for each university. The school may choose a good, well known accrediting agency to conduct evaluation and accreditation. Each university must be accredited and must inform the result of accreditation through mass media. 5. Encouraging the socialization of education by having strong policies to encourage social sectors to invest or establish new universities based on the "non-profit" principle. 6. School Council: so far, there are 10 out of 400 universities which have a school council and majority of the rectors do not want this kind of council. 7. Entrance examination, which is very competitive in Viet Nam, can be conducted by one of the following: Testing, evaluating learning results of 3 school years of upper secondary, or by testing + learning result evaluation. <p>The Law was approved by the National Assembly on June 18th, 2012. After the approval of the Higher Education Law (Tertiary Education Law), specific guidelines for the implementation of the law will be developed.</p> <p>Timeframe: The Law will be developed by 2011-2012 and after the Law is effective, necessary actions will be taken according to the Law.</p>
II. FORMULATION AND IMPLEMENTATION OF PLANS, PROGRAMS, PROJECTS IN EDUCATION DEVELOPMENT		
2	Project on Formulation of national qualification framework in education	<p>Presiding Agency/Target of Education Level: MOET/All education levels</p> <p>Background/Key Contents/Progress: This is a new orientation, based on public criticism that the competency (knowledge, skills, attitude) required for VN learners may be too high in some curriculum for basic education, while it may be too low in some curriculum for post graduate studies. The paradox needs to be changed by reconsidering the present requirements of society by comparing the current curriculum with that of other countries in the region and in the world. However, nothing has been started. Some activities starting soon may finished by the end of 2012</p> <p>Time frame: The Project will be formulated during 2012 – 2014 and will be implemented from 2015.</p>

	Tasks and Responsibilities	Presiding Agency/Key Contents/Status/Time frame of Each Task
3	Project on Structure completion of national education system	<p>Presiding Agency/Target of Education Level: MOET/All education levels</p> <p>Background/Key Contents/Progress: One of the major weaknesses of Viet Nam education is structure of national education system. The present structure has existed for nearly 40 years, but has several challenging, arbitrary issues; for example, the system is not synchronous and lacks communication among different levels of education and training programs, making it difficult to provide flexible opportunities of learning to people. To implement this project, in 2009, the National Institute of educational sciences (VNIES) was assigned by MOET to conduct a sub-project on "Weaknesses in the national education system and what needs to be done for structure completion of national education system." The project finished in 2011 and its findings will be discussed to finalize the education system structure. MOET will start the discussion on these issues in late 2012 or early 2013.</p> <p>Time frame : The Project will be formulated during 2012 – 2014 and will be implementd from 2015.</p>
4	Project on Planning for education & training development of localities	<p>Presiding Agency/Target of Education Level: DOET/All education levels</p> <p>Background/Key Contents/Progress: This Project will include education and training development for localities and Northwest, Central Highland and Southwest regions.</p> <p>1) In the last decade, the cities and provinces have developed plans for education and training development based on the National Education Development Strategy for period 2001-2010. They mainly focused on the network of schools for each district/ commune, the number of teachers needed, the number of students for each grade and required facilities to maintain the education process. Their plans were developed by Provincial People Committee in the collaboration with the National Institute for Educational Sciences (VNIES). Resultantly, the country will have the new Education Strategic Development Plan for the new decade (2011-2020) with new vision, new mission, and new solutions, emphasizing on Quality and Equality. Each province and city needs to formulate their new plan of education development in accordance with new national strategy ideas. As the process will start after the approval of the new Education Strategic Development Plan 2011 – 2020, the new plan may start from 2013, preferably with focus on matters of quality and not just quantity of education.</p> <p>2) Viet Nam has 8 regions, some of them are developed and some are underdeveloped. The most difficult regions are the Mekong Delta region, and the Northwest, Central Highland, and Southwest regions. In 2005, the Government started to formulate the plan for education and training development for the Mekong Delta Region, where there is high rate of drop-out students. The plan focused on calculating workforce needed in this region, developed special policies for providing books and equipment for teaching and learning, building special school facilities that can endure floods, and planning special and flexible teaching and learning schedules for schools in this region. The Government committed to provide more fund for education and training for this region. In a similar way, MOET will develop plans for the Northwest (which has a common border with Laos), the Central Highland (Tay Nguyen) and the Southwest regions (which has a common border with Cambodia), where there are many groups of ethnic minorities living, based on the ideas of the new Education Strategic Development Plan after its approval. Main activities may take place in early 2013.</p>

	Tasks and Responsibilities	Presiding Agency/Key Contents/Status/Time frame of Each Task
		Time frame: The Project will be formulated during 2011 – 2012 and will be implemented during the period of 2012-2020.
5	Project on Land use planning for education and training toward 2020	Presiding Agency/Target of Education Level: MONRE/Higher Education Background/Key Contents/Progress: Time frame: The Project will be formulated during 2011 – 2014 and will be implemented from 2014.
6	Project on Planning on university & college network for Viet Nam HR Development Plan period 2011 - 2020	Presiding Agency/Target of Education Level: MOET/Higher Education Background/Key Contents/Progress: In 1997, MOET started to develop the first Network of colleges and universities for the whole country, in which the following issues were considered: <ul style="list-style-type: none"> • The number and kind of regional universities needed • Field of study for each university • Provinces having their own colleges and universities • New colleges or universities needed to be established Approximately 9 years later, the network was revised in which the two National Universities (one in Hanoi and one in HCM city) were founded, some new regional universities were established, many universities changed from one field of study university into multi-field of study universities, and a lot of colleges were upgraded to universities. Number of new universities, especially the local universities and colleges, were increased. This renewal (which can also be called the renewal of network) aims to develop a third network of colleges and universities, since: (i) the present network shows many overlaps or gaps, (ii) new colleges and universities increased at a pace beyond the control of MOET, and (iii) the training provided by many schools fail to meet the real demands of society development and the human resources development plan. This time, the network of universities and colleges must be in accordance with ideas of Higher Education Reform in VN. The following orientation must be clarified: i) new role of national universities, ii) role of universities with international standards (for which MOET use the term: “university of excellence”), iii) more regional universities, iv) classification of universities into three layers (layer1: research universities, layer 2: universities of applied technology; and layer 3: schools training technical workers), iv) new local universities or colleges, and (iv) new private universities/colleges. MOET had some starting meetings about this issue and the new network may be completed in 2014. Time frame: The Project will be formulated during 2011 – 2013 and will be implemented from 2013.
7	Project on Establishment of Vietnam – Russia University in Viet Nam (supplement to the 2 on-going projects)	Presiding Agency/Target of Education Level: MOET/Higher Education Background/Key Contents/Progress: On 12 January 2011, Vice Minister Nguyen Thien Nhan made a decision to set up a Board for Guiding the establishment of 4 “Universities of excellence” (international standard universities) in Viet Nam. In addition to these 4 universities of excellence, Viet Nam is now in the process of developing Vietnam-Russia University of Technology (VRUT) with the partnership of a Russia Army University and Le Quy Don University of Technology (one of Viet Nam army universities). The Memorandum was signed between Viet Nam and Russia on 24 th October, 2011. The students

	Tasks and Responsibilities	Presiding Agency/Key Contents/Status/Time frame of Each Task
		of this University will be taught by visiting Russian lecturers in Russian language in areas such as management and ICT in construction of underground cellars, electronic technology, and telecommunication technology. Establishing the university is in process and may start its first school year in 2012-2013. Time frame: The Project will be formulated during 2011 – 2012 and will be implemented from 2013.
8	Project on Building the university area	Presiding Agency/Target of Education Level: MOC/Higher Education Background/Key Contents/Progress: Time frame: The Project will be formulated during 2011 – 2013 and will be implemented from 2013.
9	Project on Moving the universities to outside the inner Hanoi & HCMC	Presiding Agency/Target of Education Level: MOET/Higher Education Background/Key Contents/Progress: A large number of universities (62 in Hanoi and 69 in Ho Chi Minh city) are located in the center of the two biggest cities, Hanoi and Ho Chi Minh city. The two cities are fully populated and have many offices, factories, buildings, schools, and hospitals. As a result, issues such as traffic jams and environmental pollution are becoming more and more serious every day. The Government planned to move some or parts of some universities from within the cities to outside the two cities. Accordingly, among 62 universities in Hanoi, there will be 19 universities that will need to be moved completely outside, and 16 universities that need to move parts of their school. 283,000 of total 478,000 students will move outside of Hanoi. From a total of 69 universities in HCM city, 17 schools will move completely and 13 schools will move partly, which means 170,000 of 516,000 students will move outside the city. In May 2011, MOET declared criteria of universities that need to be moved. At present, Ministry of Construction, in collaboration with MOET, is working to make plans of establishing Land Fund for developing areas for these universities. Time frame: The Project will be formulated during 2011 – 2013 and will be implemented from 2014, but could be delayed.
10	Project on Development of key universities under the research orientations	Presiding Agency/Target of Education Level: MOET/Higher Education Background/Key Contents/Progress: In the Project “Substantial and Comprehensive Renewal of Higher Education in Viet Nam” one of the solutions is development of strong universities in Viet Nam. The “strong universities” are the national, regional universities, and some other leading universities or institutions that are given strong autonomy and have the right to decide in areas such as printing and giving diplomas, dispatching their lecturers for overseas studies (except for ones who will study abroad sponsored by State’s Fund from Project 322), inviting international lecturers to work in their universities, receiving international students to study at their schools, and setting up and implementing training on new fields that are not in the list of study fields approved by MOET. Rectors at such universities can make decisions by themselves using the universities’ fund for operating universities’ activities and do not have to ask for permission from MOET. These universities will play a leading role in training, research and provide high quality human resources for the regions and country. There are 16 higher education units which are chosen to be leading (strong) universities: Hanoi National University, National University in Ho Chi Minh City, Thai Nguyen University, Da Nang University, Hue University, Can Tho University, Hanoi National University of Economics, University of Economics in Ho Chi Minh City, Hanoi University of Teacher Training, Ho Chi Minh University of Teacher Training, Hanoi University of Medicine, University of

	Tasks and Responsibilities	Presiding Agency/Key Contents/Status/Time frame of Each Task
		Medicine and Pharmacy in Ho Chi Minh City, Hanoi University of Agriculture, Hanoi University of Polytechnics, and Institution of Military Technology. Time frame: The Project will be formulated during 2011 – 2013 and will be implemented from 2013.
11	Project on Innovation & Development of professional education period 2011 - 2020	Presiding Agency/Target of Education Level: MOET/Tertial education Background/Key Contents/Progress: Not yet started. Time frame: The Project will be formulated during 2011 – 2013 and will be implemented from 2013.
12	Project on Innovation of Curriculum and textbooks for general education after 2015	Presiding Agency/Target of Education Level: MOET/General education Background/Key Contents/Progress: One of the solutions in the education strategy period 2011-2020 for improvement of general education quality is to develop innovative curriculum and textbooks, which will start after 2015. To initiate the reform, MOET has developed a project of general education curriculum and textbook innovation which includes such components: <ul style="list-style-type: none"> • Renew the general education system • Renew objectives for general education system, for primary education, for secondary education, and for each grade • Develop new competence- based curriculum • Develop new textbooks • Innovate teaching-learning methods • Innovate assessment of students performance • Upgrade of school facilities The project document was written and put for public discussion. In April 2012, MOET organized 7 workshops to share ideas on these project components. The development of new curriculum will be started right after completing these orientation workshops. The project may start from August 2012 and will be tested in 2013 and 2014. Time frame: The Project will be formulated during the period of 2011 – 2012 and will be implemented from 2013.
13	Development program of pedagogical sector and pedagogical schools from 2011 – 2020	Presiding Agency/Target of Education Level: MOET/all education levels Background/Key Contents/Progress: The Education Development Strategy for the 2011-2020 period has some important solutions regarding development of teaching staff with emphasis on: <ul style="list-style-type: none"> • Gradually providing sufficient number of teachers for full implementation of new general education curriculum for whole day schooling and sufficient teachers for foreign language teaching, school consultancy, vocational guide, special education • Providing retraining and refreshed training for teachers who have not met the standard requirement to increase the rate of higher education lecturers with PhD degree to 20% by 2020 • Conducting the reform of curriculum and methods of teaching in pedagogic schools to train the teachers, who will

	Tasks and Responsibilities	Presiding Agency/Key Contents/Status/Time frame of Each Task
		<p>be able to conduct the curriculum reform in general education schools after the year of 2015</p> <ul style="list-style-type: none"> Investing in construction of teacher's training institutions to improve teachers training quality. <p>In order to implement the above solutions, there are 7 projects to be implemented.</p> <ul style="list-style-type: none"> Project 1: Strengthen network of teacher training institutions; strengthen facilities in pedagogic schools Project 2: Develop teaching staff in pedagogic schools and departments Project 3: Improve management and administration of teacher training institutions Project 4: Enhance quality of scientific and technological activities and international cooperation of pedagogic schools Project 5: Assess quality of pedagogic schools Project 6: Raise the role of pedagogic schools in development of the teaching staff for pre-school education, general education and continuous education Project 7: Enhance the role of pedagogic schools in training principals of pre-schools, general schools and directors of continuous education centers and civil servants of Departments and Bureaus of Education and Training (called education managers) <p>The date to complete the project proposal for approval is the end of 2012 and the implementation of these projects will last from 2013 to 2020.</p> <p>Time frame: The Project will be implemented during 2011-2020.</p>
14	Target program of education & training period 2011 - 2015	<p>Presiding Agency/Target of Education Level: MOET/all education levels</p> <p>Background/Key Contents/Progress: During 2011-2020, there should be a new Target Program for the implementation of the new Education Strategic Development Plan 2011-2020. The Target Program will consist of the above projects along with some new ones, e.g.:</p> <ul style="list-style-type: none"> Project: Development and implementation of the National Research Program on educational sciences. Project: Development of high quality teaching staff and effective schools of pedagogy <p>Time frame: The Project will be formulated during 2011-2012 and will be implemented during 2012-2015.</p>
15	Target program of education & training period 2016 - 2020	<p>Presiding Agency/Target of Education Level: MOET/all education levels</p> <p>Background/Key Contents/Progress: Not yet started.</p> <p>Time frame: The Project will be formulated in 2015 and will be implemented during 2016-2020.</p>
16	National research program of Education Science	<p>Presiding Agency/Target of Education Level :MOET/all education levels</p> <p>Background/Key Contents/Progress: Not yet started.</p> <p>Time frame: The Project will be formulated in 2012 and will be implemented from 2013.</p>
17	Project on Consolidation of schools and public	<p>Presiding Agency/Target of Education Level :MOET/all education levels</p> <p>Background/Key Contents/Progress: This project could be under the Target Program mentioned above. However, this is a very big project and the Government wants it to be a separate project to provide better school facilities to maintain and</p>

	Tasks and Responsibilities	Presiding Agency/Key Contents/Status/Time frame of Each Task
	service houses for teacher period 2016 - 2020	improve quality of education. There was a similar project in the last cycle and this project becomes more important for period 2011-2020 in order to build more schools with national standard, to have enough schools building for whole day schooling, and to provide teachers with teachers' houses for their accommodation, especially in difficult and remote areas. The Department of School Facility and Equipment under MOET takes responsibility to develop the project and this project will be started from 2016. Time frame: The Project will be formulated in 2015 and will be implemented during 2016-2020.
18	Project on building up the learning society period 2011 - 2020	Presiding Agency/Target of Education Level : MOET/all education levels Background/Key Contents/Progress: To be filled in later on. Time frame: The Project will be formulated in 2012 and will be implemented during 2012-2020.
19	Project on Literacy for everyone period 2011 – 2020	Presiding Agency/Target of Education Level : MOET/all education levels Background/Key Contents/Progress: To be filled in later on. Time frame: The Project will be formulated in 2012 and will be implemented during 2012-2020.
20	Project on Training staff abroad by State budget period 2013 - 2025	Presiding Agency/Target of Education Level : MOET/all education levels Background/Key Contents/Progress: To be filled in later on. Time frame: The Project will be formulated in 2012 and will be implemented during 2013-2025.

Appendix 4-1-2: Areas of Inputs of Donors' Support in Higher Education

Development Partner	Project Name	Duration	Amount	Capacity Development at State Level	Capacity Development at University Level						
				National system Strengthen/P olicy Reform	Management and Governance	Faculty Development/Staff Training	Research Study	Scholarships for students	Private Sector Partnerships	Facility development	Equipment Provision
ADB	University of Science and Technology of Hanoi Development (New Model University) Project	2011-2017	\$ 210 million		x	x	x			x	x
World Bank	Second Higher Education Project	2007-2012	\$ 70.5 million	x		x	x	x			
World Bank	Higher Education Development Policy	2009-2013	\$ 150 million	x							
World Bank	New Model University Project	2011-2017	\$ 200 million		x	x	x			x	x
Government of France	Development and operational assistance to the University of Science and Technology of Hanoi	2010-2020	€ 100 million		x	x	x	x	x		
Government of France	Training of High Quality Engineers: Vietnamese-French Training Program of Excellent Engineers (PFIEV)	2002-2012	\$ 11.3 million			x		x			x
Government of Germany	Development and operational assistance to Vietnamese–German University	2008-2018	€3.3 million/year		x	x	x	x	x		
Government of the Netherlands	Netherlands Initiative for Capacity Development in Higher Education	2010-2014	€ 18 million			x			x		

Development Partner	Project Name	Duration	Amount	Capacity Development at State Level	Capacity Development at University Level						
				National system Strengthen/P olicy Reform	Manage-ment and Gover-nance	Faculty Develop-ment/Staff Training	Research Study	Scholar-ships for students	Private Sector Partner-ships	Facility develop-ment	Equipment Provision
JICA	Higher Education Development Support Project on ICT	2006-2014	\$ 63.3 million			x		x	x		x
JICA	Capacity Building of Ho Chi Minh City University of Technology to Strengthen University-Community Linkage (Phase 2)	2009-2012	\$ 3.5 million			x	x		x		x
USAID	Higher Engineering Education Alliance Program (HEEAP)	2010-2013	\$ 5 million			x			x		x

Appendix 4-1-3: Pattern of Exchange Agreements between Japanese Universities and 15 Selected Vietnamese Universities

Universities in Viet Nam	Universities in Japan
Can Tho University	Tokyo University of Agriculture and Technology, Kyushu University, Sophia University
Hanoi University of Science and Technology	Tohoku University, Akita University, Yamagata University, Utsunomiya University, Gunma University, Tokyo Institute of Technology, Shinshu University, Nagoya Institute of Technology, Gifu University, Kyoto University, Kyoto Institute of Technology, Nagaoka University of Technology, Japan Advanced Institute of Science and Technology, Kobe University, Okayama University, Kochi University, Kyushu Institute of Technology, The University of the Ryukyus, Osaka Prefecture University, The University of Aizu, Keio University, Shibaura Institute of Technology, Tokai University, Meijo University, Toyota Technological Institute, Kansai University, Ritsumeikan Asia Pacific University
Da Nang University	Gifu University, Nagaoka University of Technology, Kumamoto University, Osaka Prefecture University, J. F. Oberlin University, Hagoromo University of International Studies
University of Technical Education in HCMC	
Thainguyen University of Technology	The University of Tokyo
Hanoi University of Agriculture	Yamagata University, The University of Tokyo, Chiba University, Kyoto University, Kobe University, Yamaguchi University, Saga University, Kyushu University, University of Miyazaki, Kagoshima University, The University of the Ryukyus, Tokyo University of Agriculture
University of Agriculture and Forestry in HCMC (NONG LAM UNIVERSITY)	The University of Tokyo, Kobe University, Hiroshima University, Ehime University, Kyushu University, Saga University
University of Agriculture and Forestry in Hue University	Obihiro University of Agriculture and Veterinary Medicine, Tokyo University of Agriculture and Technology, Kyoto University, Okayama University, Tottori University, Kumamoto University, University of Shizuoka, Waseda University, Chuo University, Nippon Veterinary and Life Science University, Ritsumeikan Asia Pacific University
Vietnam National University in Hanoi	Tohoku University, Yamagata University, Chiba University, The University of Tokyo, Ibaraki University, Shinshu University, Fukushima University, Osaka University, Nara Women's University, Japan Advanced Institute of Science and Technology, Ehime University, Saga University, Kumamoto University, University of the Ryukyus, Fukuoka Women's University, Tokyo Metropolitan University, Waseda University, Rikkyo University, Senshu University, Chuo University, Takushoku University, Soka University, Kanda University of International Studies, Asia University, Daito Bunka

Universities in Viet Nam	Universities in Japan
	University, Tokaigakuen University, Meijo University, Osaka University of Economics and Law, Kansai University, Kyorin University, Kumamoto Gakuen University, Ritsumeikan Asia Pacific University, Momoyama Gakuin University
Vietnam National University in HCM	Ochanomizu University, Osaka University, University of Tsukuba, Yamagata University, Toyohashi University of Technology, University of the Ryukyus, Japan Advanced Institute of Science and Technology, Osaka Prefecture University, Kobe University, Dohito University, Waseda University, Tokai University, Toyo University, Shibaura Institute of Technology, Kanda University of International Studies, Aichi Shukutoku University, Nagoya University of Commerce & Business, Osaka Sangyo University, Kansai Gaidai University, Kyoto Institute of Technology, Kyoto Notre Dame University, Ritsumeikan Asia Pacific University, Kansai University of International Studies
Foreign Trade University	Kobe University, Kagoshima University, Kansai University, Momoyama Gakuin University, University of Marketing and Distribution Sciences, Asia University, Osaka University of Economics, Osaka International University, Ritsumeikan Asia Pacific University, Nagoya University of Foreign Studies, Aomori Chuo Gakuin University
Vietnam Water Resources University	Kyushu University, Tohoku University
Vietnamese Academy of Science and Technology	The University of Tokyo, Tohoku University, Osaka University, Nagoya Institute of Technology, Japan Advanced Institute of Science and Technology, Osaka Prefecture University, Kyoto Institute of Technology
Hanoi Medical University	The University of Tokyo, Kanazawa University, Kyoto University, Kyoto Institute of Technology, Kobe University, Shimane University, Oita University, Kagoshima University, Aichi Gakuin University
FPT University	Shinshu University, Kyushu Institute of Technology, The University of Aizu, Wakkanai Hokusei Gakuen University

Source: Report on International Collaboration and Offshore Offices of Japanese Universities by the Ministry of Education, Culture, Sports, Science and Technology in Japan (in Japanese)

Appendix 4-2-1: Areas of Inputs of Donors' Support in Vocational Training

	Sector / Name Project	Main Donor	Main Counter- part	Amount and type of ODA	Time frame	TVET Institute-Capacity Development								State System - Capacity Development		
						Mana- gement Capacity	Teacher	Prog- rams	Equip Ment/ infrast- ructure	Testing and assess- ment	Skill Stan- dard	Certifi- cation	Employ- ment	Capacity Building (Policy, Legal, Manag..)	Model	Employ- ment
A	UNDER MOLISA															
1	ADB															
	VTEP (Vocational and Technical Education)	ADB (with AFD, JICA, NDF)	MOLISA	\$ 121 Loan	1999-2009	x	x	x	X	x	x	x	x	x	x	x
	SEP (Skills Enhancement Project)	ADB (Japan Special Fund)	MOLISA	\$ 70 Loan	2011-2015	x	x	x	X	x	x	x	x	x	x	x
	JFPR (Demand-Driven Skills Training for Poverty Reduction in the Mekong River Delta)	ADB (Japan Special Fund JFPR)	MOLISA	\$ 1,3 Grant	2009-2012	x	x	x	X				x	x	x	x
2	BMZ															
	Establishment of Vocational Training Center of High Quality (Center of Excellence)	BMZ	MOLISA	Eu.13M LOAN	2012-2015	x	x	x	X	x	x	x	x		x	x
	Private VT Institute	BMZ	MOLISA	EUR 2,0M	2012-2015	x	x	x	X						x	
	Vocational Training Programme	BMZ (GTZ, DED, InWEnt, CIM, KfW)	MOLISA	Eu 3M GRANT and Eu.10M LOAN	2010-2014	x	x	x	X	x	x	x	x	x	x	x
	TVET System Advisory Project (2 phases)	BMZ (GTZ, InWEnt)	MOLISA	EUR 1.5M GRANT	2008-2014									x	x	x

	Sector / Name Project	Main Donor	Main Counter-part	Amount and type of ODA	Time frame	TVET Institute-Capacity Development								State System - Capacity Development		
						Management Capacity	Teacher	Programs	Equipment/infrastructure	Testing and assessment	Skill Standard	Certification	Employment	Capacity Building (Policy, Legal, Manag..)	Model	Employment
	Promotion of TVET	BMZ (GTZ, InWEnt, DED, CIM, KfW)	MOLISA	Eu3.4M GRANT and Eu 11.3M LOAN	2006-2010									x		x
	Vocational Education Programme	BMZ	MOLISA/MOET	EUR 16M	1996 -2005	x	x	x	X	x			x	x	x	x
3	KOREA															
	Project to support National Skills Assessment System	KOICA	MOLISA	\$ 1,5 M GRANT	2011-2013	x					x				x	x
	Five Vietnam-Korea Vocational Colleges Establishment Project	EDCF	MOLISA	\$35M LOAN	2008-2013	x	x	x	X	x	x	x	x	x	x	x
	Qui Nhon Vocational College Project	(KOICA)	MOLISA	\$ 2.5M	1994-1998	x	x	x	X				x			
	Hanoi Industrial Vocational College Project	(KOICA)	MOLISA	\$ 2.5M	1994-1998	x	x	x	X				x			
4	SWITZERLAND															
	Strengthening of Vocational Training Centers (SVTC)	SDC (Switzerland)	MOLISA	\$ 6.28M	1994-2008	x	x	x	X	x	x		x	x	x	x
5	DENMARK															
	Provision of Teaching Equipment to DungQuat Vocational Intermediate School	DENMARK	MOLISA	\$ 3.8M LOAN	2009-2011	x	x	x	X				x			
6	FRANCE															

	Sector / Name Project	Main Donor	Main Counter- part	Amount and type of ODA	Time frame	TVET Institute-Capacity Development								State System - Capacity Development		
						Mana- gement Capacity	Teacher	Prog- rams	Equip Ment/ infrast- ructure	Testing and assess- ment	Skill Stan- dard	Certifi- cation	Employ- ment	Capacity Building (Policy, Legal, Manag..)	Model	Employ- ment
	Development of three High-Performance VET Institutions	AFD	MOLISA		2011-2014	x	x	x	X	x	x	x		x		
	BELGIUM															
	Capacity Building and Enhancement for staff and Leadership in TVET	APEFE	MoLISA/ GDVT	EUR0.4M GRANT	2008-2010		x	x								
	JICA															
	Capacity building assessment and certification of national vocational skills	JICA	MoLISA	\$ 21M Grant(TC)	2010-2014					x	x				x	
	Construction of a vocational training center in Quang Binh	JICA	MoLISA		2007-2008				X	x	x	x				
B	OTHERS															
1	For Vocational Training															
	The Project for Korea-Vietnam Industrial Vocational College in Nghe An Province	(KOICA)	NGHỆ AN	\$ 8,5 M	1998-2008	x	x	x	X	x	x	x	x	x	x	x
	BacKan vocational Training and Education	Luxembourg	BẮC CẠN	EUR 4.3M	2005-2010	x	x	x	X							

	Sector / Name Project	Main Donor	Main Counter-part	Amount and type of ODA	Time frame	TVET Institute-Capacity Development								State System - Capacity Development		
						Management Capacity	Teacher	Programs	Equipment/infrastructure	Testing and assessment	Skill Standard	Certification	Employment	Capacity Building (Policy, Legal, Manag..)	Model	Employment
	Quality Improvement and Strengthening of a Demand-driven Agro-Forestry Vocational and Technical Education and Training System	Dutch Government	MARD		2002-2009	x	x	x	x							
	The project: "Vocational training for the young people of Ha Tinh under the needs of business sector"	AECI D	HÀ TĨNH	undefined	2008-2009											
	The project: "Dutch vocational training technology programs (VocTech Program)"	The government of Holland			2002-2009	x	x	x	x			x	x	x		x
	Project for strengthening training capacity for technical workers in the Hanoi Industry College	JICA	Hanoi Industrial College, Ministry of Industry and Trade	Grant (TC)	2000-2005		x	x	x							
	Project for human resources development at Hanoi University of Industry	JICA	Hanoi Industrial College, Ministry of Industry and Trade	US&4M Grant(TC)	2010-2013	x	x	x					x			
2	Vocational Training (small components)															
	ILO Labor Market Project	EU / ILO	MoLISA	EUR 11.7M GRANT	2008-2010								x	x		x

	Sector / Name Project	Main Donor	Main Counter- part	Amount and type of ODA	Time frame	TVET Institute-Capacity Development								State System - Capacity Development		
						Mana- gement Capacity	Teacher	Prog- rams	Equip Ment/ infrast- ructure	Testing and assess- ment	Skill Stan- dard	Certifi- cation	Employ- ment	Capacity Building (Policy, Legal, Manag..)	Model	Employ- ment
	Thanh Hoa City Comprehensive Socioeconomic Development Project	ADB (with Korea, Netherlands)	Thanh Hoa Provincial	\$ 118M LOAN	2009-2014	x	x	x								
	The project: "Develop the human resources of Viet Nam's tourism"	EC	General Department of Tourism	10,8 million EURO	2004-2010							x	x	x		
	VIE/015 (ODA): "Developing the Tourism Services in Viet Nam"	LUX-Development	General Department of Tourism	2,991 million EURO	2003-2006							x	x			x

Note1: ADB=Asian Development Bank, AECI= Agencia Española de Cooperación Internacional para el Desarrollo, AFD= Agence Française de Développement, APEFE=Sociation Pour La Promotion De L'Education Ed De La Formation A L'Etranger, BMZ= Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, CIM=The Centre for *International* Migration and Development, DED=Deutscher Entwicklungsdienst, ECDF=Economic Cooperation Development Fund, EU=European Commission, GTZ=German Technical Cooperation, ILO=International Labour Organization, InWent=Capacity Building International, JICA=Japan International Cooperation Agency, KfW=KfW Development Bank, KOICA=Korea International Cooperation Agency, Lux-Development=Luxembourg Agency for Development Cooperation, NDF=Nordic Development Fund, SDC=Swiss Agency for Development and Cooperation

Note2: The table was prepared mainly based on materials from Deutschen Gesellschaft für Internationale Zusammenarbeit (GIZ) and modified based on hearings of PMU in the MOLISA-GDVT.

Note3: The table does not include small projects such as workshops and seminars even though it is under MOLISA's management.

Note4: The table shows only some of vocational training or vocational training related projects which are not under MOLISA's management because various Vietnamese agencies are involved in vocational training and it is difficult to get all the information.

Appendix 4-2-2: Project Organization Structure and Procurement Procedures of Goods and Works in the Skills Enhancement Project (ADB Loan 2652/2653-VIE)¹

A) Project Organization Structure

MOLISA is the Executing Agency (EA) for two loans: i) investment loan to strengthen the public vocational training system and vocational colleges (VCs) and ii) lending-facility to establish a credit line. GDVT is the implementing Agency (IA) for the public sector loan while the Vietnam Development Bank (VDV) implements the on-lending facility for private VCs.

For the public sector loan, the other key organizations which are involved are shown in Table A-1 along with their roles in the project implementation. The project organization structure is shown in Figure A-1.

Table A-1 Other Key Organizations and Their Roles

Name of Organizations	Structure of Organizations and Their Roles
GDVT	<ul style="list-style-type: none"> The Director General is the Project Director. GDVT provides implementation support to the project.
ODA Vocational Training Projects Management Unit (PMU) in GDVT	<ul style="list-style-type: none"> The Director of PMU is the Project Manager. PMU Manages day-to-day project implementation, planning and budgeting, procurement, disbursement, monitoring, supervising, overseeing the implementation of the project, and submitting reports to the Government and ADB.
PIU	<ul style="list-style-type: none"> At each VC, a project implementation unit (PIU) is established. PIU receives budgetary support from the project.
School advisory committee	<ul style="list-style-type: none"> At each VC, a committee is established, chaired by the college principal, assisted by committee members from the community, industry and teachers. The deputy college principal is the secretary of the committee The committees assist in implementing the project.
Project Steering committee (PSC)	<ul style="list-style-type: none"> The PSC provides advice to the PMU on general policy, inter-sectoral coordination and strategic direction. The PSC is chaired by MOLISA and includes representatives from the oversight ministries (MOF, MPI and SBV), various ministries managing vocational training institutions, VDB, the Viet Nam Chamber of Commerce and Industry and professional and industry groups.

Source: Project Management Arrangements in Project Administration Manual for Proposed Asian Development Fund Loan to the Socialist Republic of Viet Nam: Skills Enhancement Project (ADB, June 2010)

¹ Most of the information of this appendix is sited from Project Administration Manual for Proposed Asian Development Fund Loan to the Socialist Republic of Viet Nam: Skills Enhancement Project (ADB, June 2010) and Project Administration Instructions 3.03 dated 31 August 2009, ADB.

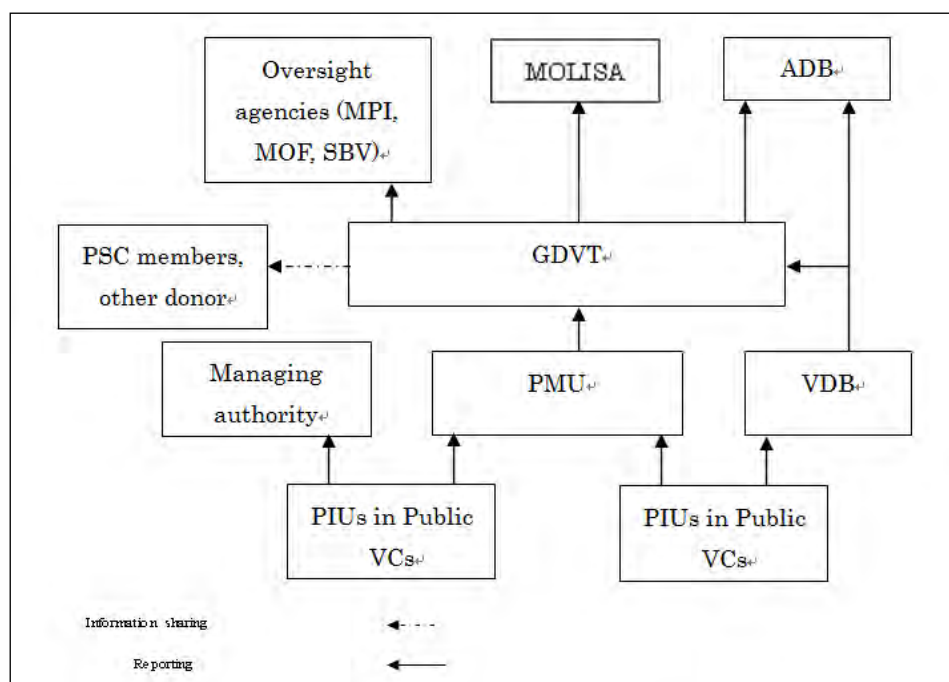


Figure A-1 Project Organization Structure²

B) Procurement Procedures

PMU is responsible for all process and documentation and getting approvals from ADB and the Government for procurement of goods, works and services. When PMU procure equipment for VCs, VCs (or PIUs) will conduct research about current situations and market demands on training programs and occupations and identify necessary equipment and specifications. The results of the research are compiled into proposals and the proposals will be sent to PMU. In PMU, PMU staff and consultants (if any) can examine the proposals and prepare necessary documents for bidding.

All procurement of goods and works will be undertaken in accordance with ADB's Procurement Guidelines. Procurement project thresholds are determined by each project. In the Skills Enhancement Project, the following procurement project thresholds are applied to procurement of goods and works as shown in Table B-1.

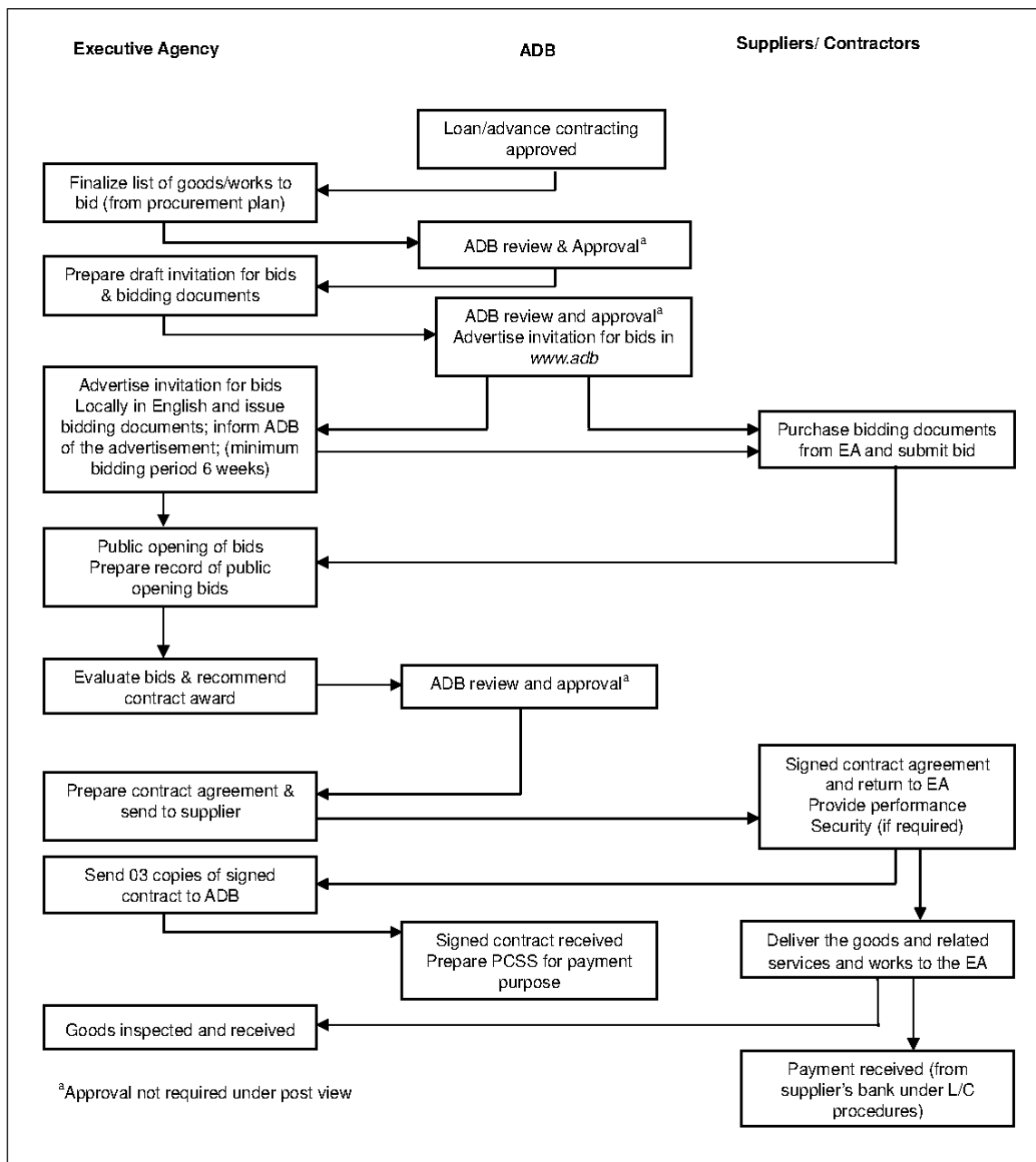
Table B-1 Procurement Project Thresholds

Method	Threshold
International Competitive Bidding (ICB) for Works	More than \$1,000,000
International Competitive Bidding (ICB) for Goods	More than \$500,000
National Competitive Bidding (NCB) for Works	More than \$100,000 up to \$1,000,000
National Competitive Bidding (NCB) for Goods	More than \$100,000 up to \$500,000
Shopping (SHP) for Works	\$100,000 or less
Shopping (SHP) for Goods	\$100,000 or less

Source: Procurement and Consulting Services in Project Administration Manual for Proposed Asian Development Fund Loan to the Socialist Republic of Viet Nam: Skills Enhancement Project (ADB, June 2010)

² Source: Project Management Arrangements in Project Administration Manual for Proposed Asian Development Fund Loan to the Socialist Republic of Viet Nam: Skills Enhancement Project (ADB, June 2010)

The flow chart in Figure B-1 shows the main steps for procurement under ICB. The flow of other procurement methods is also available in Project Administration Instructions, ADB.



**Figure B-1 Procurement under International Competitive Bidding
(with No Prequalification)³**

The following prior or post review requirements apply to the various procurement and consultant recruitment methods used for the project as shown in Table B-2.

³ International Competitive Bidding (Project Administration Instructions 3.03 dated 31 August 2009, ADB)

**Table B-2 ADB Prior or Post Review for Procurement
and Consultant Recruitment Methods**

Procurement Method	Prior or Post	Comments
Procurement of Goods and Works		
ICB Works ICB Goods	Prior	Prior review of all bidding documents
NCB Goods NCB Works	Prior/Post Prior/Post	Prior review for first two English language version of bidding documents. ADB-approved procurement documents will be used as a model for subsequent procurement.
Shopping for Works Shopping for Goods	Prior/Post Prior/Post	Prior review of the first draft English language version
Recruitment of Individual Consultants		
Individual Consultants	Prior	GDVT selects, contracts and manages contract
Recruitment of Consulting Firms		
QCBS (80:20)	Prior	GDVT selects, contracts and manages contract
CQS	Prior	GDVT selects, contracts and manages contract

Source: Procurement and Consulting Services in Project Administration Manual for Proposed Asian Development Fund Loan to the Socialist Republic of Viet Nam: Skills Enhancement Project (ADB, June 2010)

In the Skills Enhancement Project, the project plans i) 16 contracts for consulting services whose contract amounts are expected to be above \$100,000, ii) 14 contracts for goods whose contract amounts are expected to exceed \$500,000, and iii) 20 contracts for goods and works and consulting services, including 18 contracts for goods and works and 2 contracts for consulting services whose contract amounts are expected to be less than \$500,000. According to the procurement project threshold, ICB will be used for bidding of 14 contracts for goods in the ii) above and NCB or SHP will be used for 18 contracts for goods and works in the iii) above.

Appendix 4-2-3: Organizational Chart of MOLISA, MOLISA-GDVT, PMU in MOLISA-GDVT

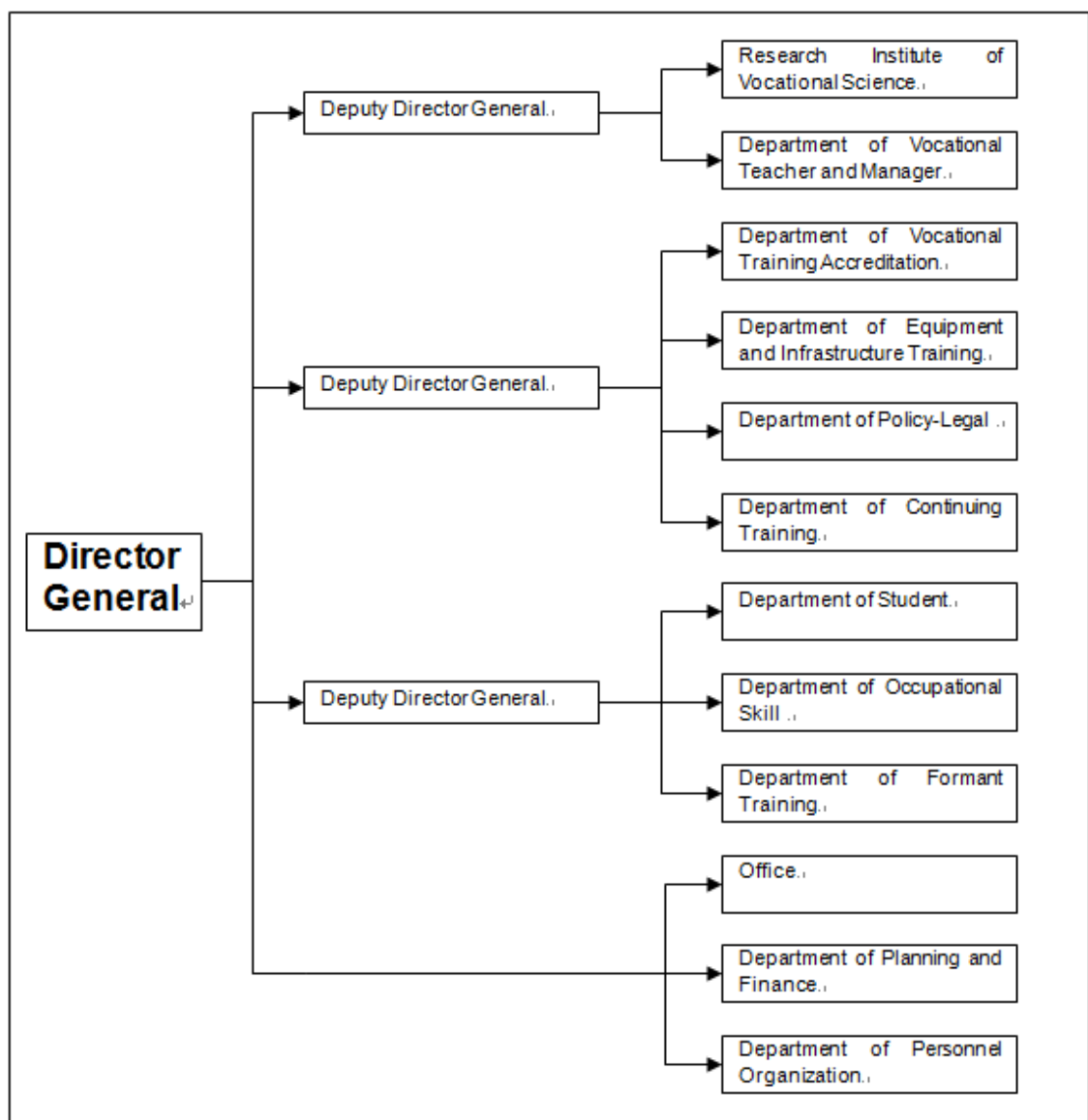


Figure 1 Organizational Chart of MOLISA

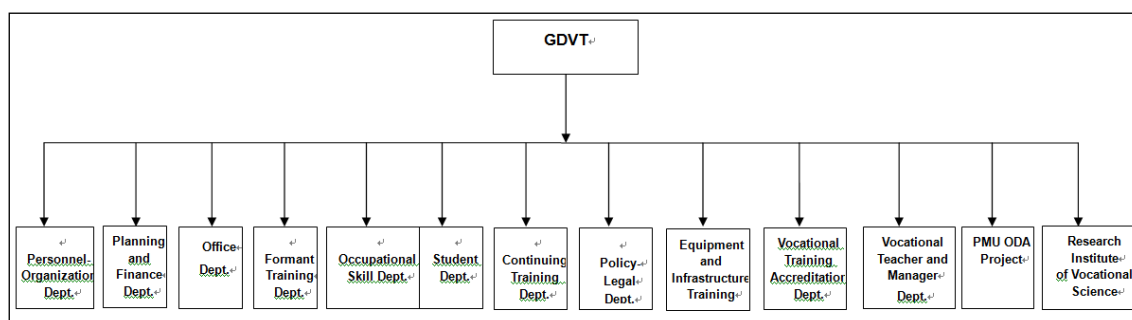


Figure 2 Organization Chart of MOLISA-GDVT

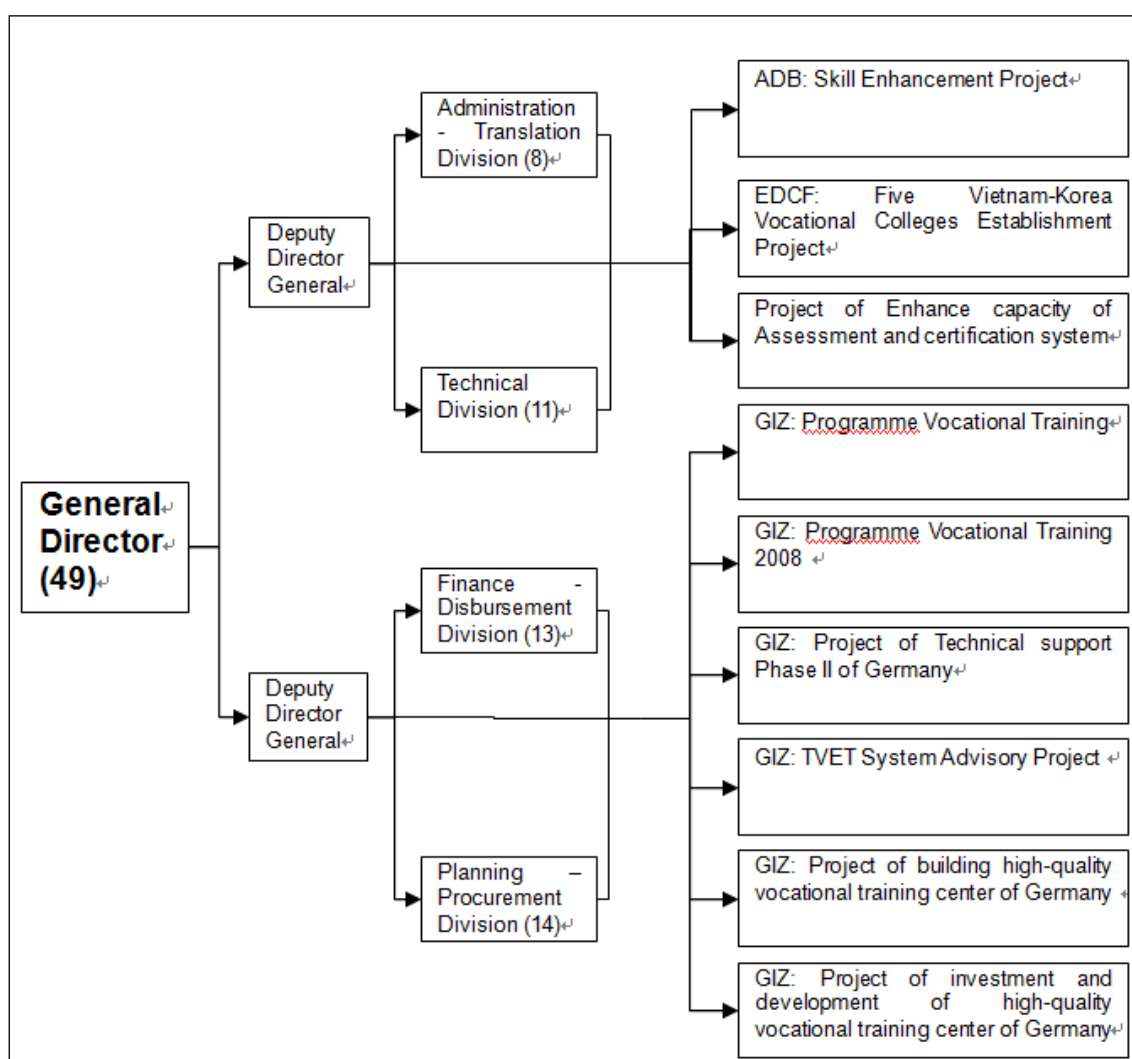


Figure 3 Organization Chart of PMU in MOLISA-GDVT

Appendix 6-1: Analysis on Mid- and Long-term Human Resources Development in Viet Nam

1.1 Introduction

1.1.1 Background

The Government of Viet Nam (hereinafter the government) has identified human resources development (HRD) as one of the key policy goals to ensure the continuing economic development and industrialization of the country by 2020.

In order to develop high quality human resources, the Vietnamese Prime Minister issued Human Resources Development Strategy (2011-2020) (HRDS) and Human Resources Development Master Plan (2011-2020) (HRDMP) in 2011. These government policy documents provide concrete guidance for government agencies. In response, each agency has been preparing master plans for HRD under their jurisdictions.

To understand the grand picture of the government plans of HRD and resources required for the implementation, the Roadmap for mid-term and long-term HRD in Viet Nam will be prepared by the JICA study team of the JICA Basic Study on Human Resources Development in Viet Nam.

1.1.2 Objectives of the Paper

This paper was prepared to analyze i) the government policies and strategies of HRD, ii) sub-sector policies and strategies of higher education and vocational training which are key domains for high quality HRD, and iii) ongoing government initiatives, donors' support and private sector involvement of HRD. The result of the analysis was used for preparing the Roadmap for mid-term and long-term HRD in Viet Nam.

The Roadmap shows overall directions, mid-term and long-term targets and possible solutions for challenges in HRD of higher education and vocational training which are key domains for high quality HRD. To monitor and assess the achievement toward the targets, the Roadmap also sets out indicators. The Roadmap is used for consultation between Vietnamese partners, international partners and private sector communities.

1.1.3 Composition of the Paper

After the introduction, the paper deals with the policy framework, strategy and goals at national level, and subsequently discusses HRD through higher education and vocational training, which are key domains for high quality HRD. Through both domains, government objectives and targets, solutions and actions are defined and various stakeholders' actions are illustrated.

The paper is composed of 4 chapters: i) Introduction, ii) Human Resources Development Strategies and Policies in Viet Nam, iii) Human Resources Development through Higher Education and iv) Human Resources Development through Vocational Training.

1.2 Human Resources Development Policies and Strategies in Viet Nam

1.2.1 Policy Framework

The policy framework for the long-term human HRD is defined in and guided by the key government strategies and plans including the Socio-economic Development Strategy (SEDS) 2011-2020, Socio-economic Development Plan (SEDP) 2011-2015, Human Resources

Development Strategy (HRDS) 2011-2020 and Human Resources Development Master Plan (HRDMP) 2011-2020. Figure 1.2-1 shows the structure of the policy framework.

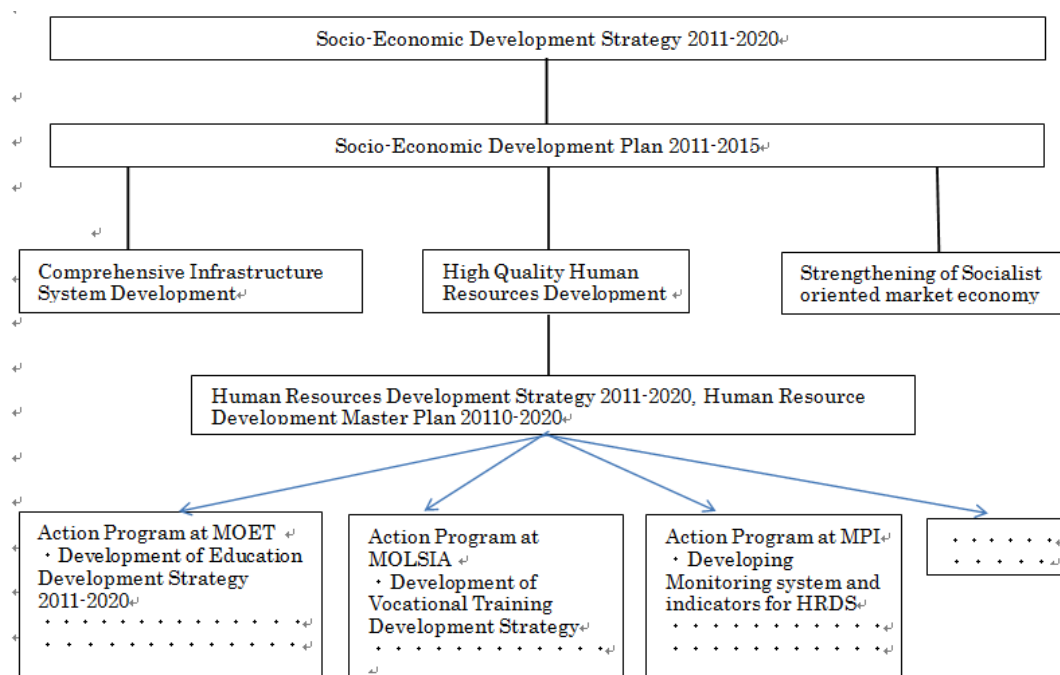


Figure 1.2-1 Policy Framework for Human Resources Development in Viet Nam

1.2.2 Goals and Strategy

The SEDS and SEDP show direction of HRD in connection to sustainable solid economic growth and set out the objective and targets of HRD in terms of measures to meet the country's economic performance target toward 2012. Accordingly, the HRDS and HRDMP identify the challenges and bottlenecks in human resources development, and propose remedial actions to tackle these constraints while providing more detailed qualitative and quantitative targets for HRD to achieve.

(1) Goals

The SEDS, SEDP and HRDS set numerical performance targets related to HRD. Table 1.2-1 shows the summary of the targets.

Table 1.2-1 Performance Targets related to HRD set in SEDS, SEDP and HRDS

Performance Targets	2010	2015	2020
1. Rate of trained laborers (%)	40.0	55.0	70.0
2. Rate of vocationally trained laborers (%)	25.0	40.0	55.0
3. Number of university and college students per 10,000 people (number of students)	200	300	400
4. Average rate of annual increase in new enrolment in university and college		7%	N/A
5. Average rate of annual increase in new enrolment in vocational colleges/vocational secondary schools		8%	N/A
6. Number of international-standard vocational schools (number of schools)	-	5	More than 10

Performance Targets	2010	2015	2020
7. Number of international-standard, excellent universities (number of universities)	-	-	More than 4
8. Highly qualified human resources in breakthrough fields (number of persons)			
- State management, policy making and international law	15,000	18,000	20,000
- University and college lecturers	77,500	100,000	160,000
- Science-technology	40,000	60,000	100,000
- Medicine, health care	60,000	70,000	80,000
- Finance-banking	70,000	100,000	120,000
- Information technology	180,000	350,000	550,000

Note: The SEDS sets Performance Target No.2 in 2020. The SEDP sets Performance Target No. 1, 4 and 5 in 2015. The HRDS sets Performance Target No.1, 2, 3, 6 and 7 and 8 in 2015 and 2020.

(2) Strategy

Following orientations are set in the SEDS and SEDP; the SEDS identifies nine challenges: three challenges under “Breakthrough solutions” and six challenges under “Other solutions”. Under “Breakthrough solutions”, the challenges include: i) changing awareness about human resources development and utilization; ii) fundamentally renovating the State administration of human resources development and utilization; and iii) focusing on the formulation and implementation of key programs and projects.

Under “Other solutions”, the challenges include: i) formulating and deploying the education development strategy and the vocational training development strategy during 2011-2020; ii) training human resources for disadvantaged regions, areas and specific groups; iii) developing and promoting the national cultural values of Vietnamese people; iv) renewing human resources utilization policies; v) mobilizing resources for investment in human resources development through 2020; and vi) promoting and expanding international cooperation.

1.2.3 Action Program and Progress

The HRDS specifies 30 action programs (16 actions under “Building, Supplementing and Developing the General Legal Framework and Policies on Human Resources Development” and 14 actions under “Human Resources Forecast, Formulation and Implementation of Human Resources Master Plans, Programs and Projects”), which help achieve the goals and targets set out in the HRDS.

The respective progress of the action programs varies. For instance, MPI completed Human Resources Development Master Plan 2011-2020 (HRDMP) in July 2011 and MOET and MOLISA completed their own long term strategies by reflecting national requirements of a rapid development of high quality human resources in March 2012: Education Strategic Development Plan 2011-2020 in MOET and Vocational Training Development Strategies 2011-2020 in MOLISA. Developing the human resources development master plans of each ministry, province and organization will be expected to progress at variable pace. Table 1.2-2 shows the status of action programs as of the middle of June 2012.⁴

⁴ The table was prepared by available information during the study period of the JICA Basic Study on Human Resources Development in Viet Nam.

Table 1.2-2 Status of Action Program Specified in the Human Resources Development Strategy 2011-2020 (HRDS)

No	Names of Tasks and Jobs	Background/Key Contents and Status	Responsible Agencies	Timeframe
I. Building, supplementing and developing the general legal framework and policies on human resources development				
1	Formulation of a decree guiding the Education Law (amended), focusing on solutions for raising quality of education and training and increasing autonomy of training units	Not yet started.	MOET	2011-2012
2	<ul style="list-style-type: none"> - Formulation of the Tertiary Education Law - Formulation of decrees to guide the Tertiary Education Law (after it is passed by the National Assembly) 	<p>The Law consists of 12 chapters and 67 sections. The objectives of the Law are to: i) improve quality and effectiveness of higher education, ii) develop reasonable scale of higher education, iii) link training with labor use and society's demand and iv) strengthen social equality. The following are some issues mentioned in the Law, which may be open to discussion:</p> <ul style="list-style-type: none"> • The “non-profit” characteristics of higher education. • Autonomy and Accountability of each higher education unit • Classification (taxonomy) of universities: There may be 3 levels: Research universities, universities with multi field of studies for applied technology, and colleges (under universities) to train technical workers • Accreditation for each university. The school may choose a good, well known accrediting agency to conduct evaluation and accreditation. Each university must be accredited and must inform the result of accreditation through mass media. • Encouraging the socialization of education by having strong policies to encourage social sectors to invest or establish new universities based on the “non-profit” principle. • School Council; so far, there are 10 out of 400 universities which have a school council and majority of rectors do not want this kind of council. • Entrance examination, which is very competitive in Viet Nam, can be conducted by one of the following: Testing, evaluating learning results of 3 school years of upper secondary, or by testing + learning result evaluation. 	MOET	2011-2013

No	Names of Tasks and Jobs	Background/Key Contents and Status	Responsible Agencies	Timeframe
		The Law was approved by the National Assembly on June 18 th , 2012. After the approval of the Higher Education Law (Tertiary Education Law), specific guidelines for the implementation of the law will be developed.		
3	- Formulation of the Teacher's Law - Formulation of decrees guiding the Teacher's Law (after it is passed by the National Assembly)	This Law doesn't exist. When National Assembly discussed on the plan of developing new laws in 2011, 2012 there was a recommendation about the need to develop the Teacher's Law. Developing the Teacher's Law was discussed but not accepted by National Assembly as there are other, more prioritized laws to be developed during the same period. As Viet Nam already has the Law of Officials, it can be applied to teachers. Nonetheless, the National Assembly agreed to set up a Board for preparing the bill for the Teacher's Law. The Board has started with their first draft. This activity is in process. It may take two years.	MOET	2012-2014
4	Formulation of decrees guiding the Vocational Training Law (regarding vocational trainers, development of the vocational training system in enterprises, system of accreditation and assessment of vocational training quality, etc.)	The decree will be prepared after the Vocational Training Law is amended. The Law may amend such points as training level structure, enterprises' involvement, quality assurance, autonomy of vocational schools, support fund of vocational training and private vocational training. As planned in the agenda of the National Assembly, the Vocational Training Law will be amended in 2012. The process of formulating the Law and decrees are as follows: <ul style="list-style-type: none"> • Setting up a drafting board. • Evaluating the implementation of Law on Vocational Training for the period 2007-2011. • Formulating and submitting the revised Law on Vocational Training. • Developing the implementation documents about: training level structure; policy for trainees; policy for tuition fee of vocational training; policy for trainers; policy for socialization of vocational training in order to attract investors, national & international enterprises...). 	MOLISA	2011-2012

No	Names of Tasks and Jobs	Background/Key Contents and Status	Responsible Agencies	Timeframe
	Formulation of a decree guiding the Labor Law (on training) to encourage and mobilize enterprises to more participate in and contribute to vocational training	A decree will be prepared after the Labor Law is amended. The Labor Law includes one chapter on vocational training. Currently, National Assembly is considering the draft of Labor Law. It's expected to be passed on June 18, 2012 and will be effective from January 5, 2013. After that, about 20 decrees will be formulated.	MOLISA	2011-2012
6	Formulation of a decree guiding the Law on Social Insurance regarding formation and use of the Fund to support redundant and unemployed laborers	The Law on Social Insurance- No. 71/2006/QH11 of National Assembly was passed on June 29, 2006. At the Resolution No.06/NQ-CP dated 7/3/2012, the Government assigned MOLISA to revise the Law on Social Insurance in 2013. After that, the decrees shall be formulated accordingly. This decree has not yet formulated.	MOLISA	2011-2012
7	Formulation of a decree guiding the Law on Public Duties	Information unavailable.	MOHA	2011-2012
8	Formulation of a decree guiding the Law on Civil Servants	Information unavailable.	MOHA	2011-2014
9	- Finalization of the draft Law on Public Employees for submission to the National Assembly for passage - Formulation of documents guiding the Law on Public Employees (after it is passed by the National Assembly)	Information unavailable.	MOHA	2010-2012
10	Formulation of a decree on non-profit activities and commercial activities in the education and training sector (generally applicable to education, health, culture and physical training and sports activities)	Not yet started. The Central Institute of Economic Management, MPI may be assigned as responsible agency for the task.	MPI	2011-2012

No	Names of Tasks and Jobs	Background/Key Contents and Status	Responsible Agencies	Timeframe
11	Formulation of a decree on policies and mechanisms encouraging enterprises to develop human resources with their own financial sources	Information unavailable.	MOF	2011-2012
12	Elaboration of a review report on the system of legal documents on human resources development, management and utilization. (to remove overlaps and irrationalities of the system and propose remedies)	Information unavailable.	MOJ	2011-2012
13	Formulation of a Prime Ministerial decision on mechanisms and policies to place talented scientists and technologists in important positions and attract them	Information unavailable.	MOST	2011-2012
14	Formulation of a Prime Ministerial decision approving the standard system of criteria and process and procedures for allocating state budget funds to support key human resources development programs and projects	Information unavailable.	MOF	2011
II. Human Resources Forecast, Formulation and Implementation of Human Resources Master Plans, Programs and Projects				
1	Forecast about labor and vocational training needs for 2011-2020	MOLISA issued the Vietnam Employment Trend Report 2010, which shows forecast about labor and vocational training needs up to 2012. It can be downloaded from the following site.” The Institute of Labor Science & Social Affair is working for this even though the Government has not received the requested documents.	MOLISA	2011 and annually updated

No	Names of Tasks and Jobs	Background/Key Contents and Status	Responsible Agencies	Timeframe
2	Forecast about human resources needs for 2011-2020	No action has been taken.	MOET	2011 and annually updated
3	Formulation of the Vietnamese human resources development master plan during 2011-2020	Prime Minister's Decision (No.1216/QĐ-TTg) was issued on July 22, 2011. This outlines the human resources needs and training requirements for public service sector and private sector. It mandates that all ministries, public sectors, provinces and centrally run cities develop 5-year and annual human resources development (HRD) plans. All levels of government are required to evaluate and review the implementation of HRD plans annually and submit progress reports to MPI.	MPI	2010-2011
4	Formulation and approval of human resources development master plans of ministries, sectors and localities during 2011-2020	Each ministries, city and local government will prepare human resources development master plans, assisted by MPI, MOF, MOLISA and MOET based on the following 4 documents. 5) Socio economic development strategies 2011-2020 6) Human Resources Development Strategies 2011-2020 7) Human Resources Development Master plan 2011-2020 8) Their own development strategies 2011-2020 Most of ministries, cities and local governments are currently preparing their own development strategies for 2011-2020. After that, they will prepare human resources development master plans	Ministries, sectors, localities	2010-2011.
5	Formulation of human resources development master plans of economic groups and major corporations during 2011-2020	The same as above.	Economic groups, major corporations, etc.	2010-2011
6	Education development strategy for 2011-2020		MOET	2011
7	Vocational training development strategy 2011-2020	The strategy was approved under Decision 630/QĐ-TTg dated 29/5/2012.	MOLISA	2011

No	Names of Tasks and Jobs	Background/Key Contents and Status	Responsible Agencies	Timeframe
8	Formation of a project on renovation of state administration of human resources development	MPI is waiting for Minister's approval of assigning the task to the Central Institute of Economic Management.	MPI	2011
9	Formulation of a project on training, retraining and developing the contingent of entrepreneurs and business administration specialists facing requirements of high economic growth and effective international integration	Information unavailable.	Viet Nam Chamber of Commerce and Industry	2011-2012
10	Formulation of projects to establish international-standard, excellent universities in Viet Nam (2 projects are already approved by the Prime Minister and 2 more projects are to be formulated)	On 12 January 2011 Vice Prime Minister Nguyen Thien Nhan issued the Decision to set up a Board of Guiding the establishment of 4 "Universities of excellence" (international standard universities) in Viet Nam. Now they are in process of implementation of 2 universities. Additional 2 universities are under discussions. A supplementary one is under preparation.	MOET	2010-2014
11	Formulation of a project to establish 40 high-quality vocational schools, including 10 of international standards	The task has just been started. MOLSIA has been preparing the draft list of schools.	MOLISA	2011-2013
12	Planning of land areas for education and training institutions through 2020	Information unavailable.	MONRE	2011-2012
13	Formulation of a system of indicators for monitoring and evaluating the implementation of the human resources development strategy during 2011-2020	The objectives of developing this system is to: (i) keep track, monitor and evaluate the implementation of the Viet Nam's Human Resources Development Master Plan 2011-2020 for the whole country, sectors and local provinces, (ii) assess the level of development and quality of human resources annually and every 5 years, adjust the development policies and improve the quality of human resources, (iii) make research materials, training and experience exchange in the process of implementing human resources development plan. The system was prepared based on the	MPI	2011-2011

No	Names of Tasks and Jobs	Background/Key Contents and Status	Responsible Agencies	Timeframe
		<p>following five rules:</p> <ul style="list-style-type: none"> Alignment requirements with Human resources development objectives outlined in the Human Resources Development Strategy, Human Resources Master Plan 2011-2020 of the country, sectors and provinces. Maximum usage of available statistics system under which data are currently being collected, published by statistics offices. Targets are widely used in the planning, Human Resource Development Master Plan and Five Year Socio-Economic Development Plan To ensure space comparability (comparisons between levels, sectors, organizations) and over time (annual collected data). Compliance with international rules and regulations to ensure comparability of situation of human resources development with other countries Feasibility. <p>The basis for building of indicator system includes: i) Human Resources Development Strategy and Master Plan 2011-2020, ii) System of statistical indicators and results of national survey, iii) International References and iv) Reference to the indicators which the ministries prepared.</p> <p>The draft was sent to the Ministries for their comments. After receiving the comments, MPI will adjust it and complete it. It will then be submitted to the Government Office for the approval.</p>		
14	Monitoring, supervision and evaluation of the implementation of the Vietnamese human resources development strategy on a periodical basis (annual and five-year)	MPI is waiting for Minister's approval on assigning the task to the General Department, Department of Social-culture-labor, Department of Environment and Resources Education Sciences, General Statics Office.	MPI	2011-2015
15	Review and evaluation of the implementation of the Strategy during 2011-2015	The task has not yet been started.	MPI	2015

No	Names of Tasks and Jobs	Background/Key Contents and Status	Responsible Agencies	Timeframe
16	Planning of the supplementation and improvement of the framework legal system on human resources development and utilization during 2016-2020	Information unavailable.	MOJ	2015

Source: Names of Tasks and Jobs, Responsible Agencies and Timeframe are based on Decision No.579/OD-TTg dated April 19, 2011 (Decision Approving the Strategy on Development of Vietnamese Human Resources During 2011-2020) and Background/Key Contents and Status are based on hearings by the JICA study team.

MOET: Ministry of Education and Training, MOLISA: Ministry of Labor, War Invalids and Social Affairs, MOHA: Ministry of Home Affairs, MPI: Ministry of Planning and Investment, MOF: Ministry of Finance, MOJ: Ministry of Justice, MOST: Ministry of Science and Technology, MONRE: Ministry of Natural Resources and Environment

Note*: http://www.un.org.vn/vi/publications/publications-by-agency/doc_details/185-vietnam-employment-trends-report-2010.html

1.3 Human Resources Development through Higher Education

1.3.1 Government Objectives and Performance Indicators

The Higher Education Reform Agenda (HERA) defines objectives of development of higher education that satisfy the requirements of country's industrialization and modernization and promote economic integration.⁵ To achieve these objectives, performance indicators set out in the HERD include: i) rate of trained workers over total workforce, ii) universities' network, iii) ratio of university students to teaching staff, iv) ratio of university and college students to population, v) number of international-standard, excellent universities, vi) development of research-oriented, and profession and application-oriented curricula, vii) proportion of university teaching staff with master's and doctoral degrees, viii) revenue ratio from science and technology activities over total university revenue and ix) development of revised policy regarding universities' autonomy and accountability. These indicators are consistent with the overall policies and strategies including the SEDS, the HRDS and the HRDMP.

As the HERA was issued in 2005, other performance indicators were added and performance targets were updated by the latest policy documents such as the HRDS and the HRDMP. Table 1.3-1 shows government objectives and targets of HRD through higher education with status of performance targets in 2010.

1.3.2 Challenges in Higher Education

The HERA defines 7 challenges (actions/areas of actions) to achieve targets, which include: i)renewal of training structure and improvement of the network of tertiary education institutes, ii) renewal of training contents, methods and processes, iii)renewal of the planning, training, fostering and employment of lecturers and administrators; iv)renewal of organization of scientific and technological activities; v) renewal of mobilization of resources and financial mechanism; vi) renewal of the management mechanism, and vii) regarding international integration.

In line with government objectives and targets, the government, donors and the private sector have implemented programs and projects. Table 1.3-2 shows the government actions/areas of actions and indicative information on which action areas/action the government and donors has provide inputs for.⁶

⁵ The HERA was issued in 2005, but is used for this analysis as main sub-sector policy document because MOET has not yet completed a new master plan for Higher Education Network and the HERA is widely recognized and functions as sub-sector policy document.

⁶ The next section provides information on government initiatives and donors' support. The next section also shows selected cases of private provision of higher educations.

Table 1.3-1 Government Objectives and Targets of Human Resources Development through Higher Education

Government Objective	Government Targets			Status in 2010 ⁷
	Performance Indicators ⁸	Performance Targets ⁹		
		2011-2015	2015-2020	
<i>[SEDS]Enhance education to develop high quality human resources to satisfy socio-economic development requirements.¹⁰ [SEDP]Rapidly develop human resources, especially high-quality human resources, focusing on innovating the national education.[...] Concentrate high quality human resources[...] emphasis on improving the quality of teachers and scientific researchers.¹¹ [HRDS] [...]To build a contingent of human resources in the field of science and technology [...].To build a system of advanced, modern and diversified human resources training institutes [...].¹²</i>	The rate of trained workers of total work force will increased.	55%	70%	40%
	The network of univesities and colleges will be renewed in line with socio-economic situation.	Universities: 259, Colleges: 314 (70 universities and 88 colleges are newly established during 2011-2015.)		Universities: 163 Colleges: 223
	The ratio of university students to teaching staff will be reduced.		20:1	29.57:1
	The ratio of university and college students to 10,000 people will be increased.	300:10,000	400:10,000	200:10,000
	International-standard excellent universities will be established.		More than 4	2 projects ongoing (2012)
	To develop research-oriented curricula and profession and aplication-oriented curricula, ensuring the transferability among these curricula in the entire system. To finalize solutions and system of quality assurance.			
	The proportion of university teaching staff with master’s level degrees and doctoral level degrees will be increased respectively.	Master: Doctoral :	Master:70% Doctoral:30%	Master: 43.2% Doctor:14%

⁷ Socio-Economic Development Plan in Vietnam 2011-2015, "Specific Targets" from Decision on Approving the Strategy on Development of Vietnamese Human Resources During 2011-2020 (Decision No.579/QĐ-TTg, April 19, 2011), Appendixes of Education Sector Development Strategy 2011-2020 (draft) and survey by the JICA study team

⁸ "Specific Targets" from Higher Education Reform Agenda (Government Resolution No.14/2005/NQ-CP dated November 2, 2005) and "Specific Targets" from Decision on Approving the Strategy on Development of Vietnamese Human Resources During 2011-2020

⁹ "Specific Targets" from Higher Education Reform Agenda, "Specific Targets" from Decision on Approving the Strategy on Development of Vietnamese Human Resources During 2011-2020, Decision on Approving the Master Plan on Development of Vietnam's Human Resources During 2011-2020 (Decision No.1212/QĐ-TTg dated July 22, 2011), Decision on Plan for Human Resource Development for Education Sector during 2011-2020 (Decision No. 6639/QĐ-BGDDT dated December 29, 2022)

¹⁰ Socio-economic Development Strategy in Viet Nam 2011-2020

¹¹ Socio-Economic Development Plan in Viet Nam 2011-2015

¹² Decision on Approving the Strategy on Development of Vietnamese Human Resources During 2011-2020

Government Objective	Government Targets			Status in 2010 ⁷
	Performance Indicators ⁸	Performance Targets ⁹		
		2011-2015	2015-2020	
	The revenue ratio from science and technology activities over total university revenue will be increased.		25%	
	Higher education policies will be revised to give universities and colleges more autonomy and accountability.	N/A	N/A	N/A

Table 1.3-2 Challenges in Human Resources Development through Higher Education Sector and On-going Initiatives

Possible Solutions for Challenges ¹³			On-going Initiatives by Vietnamese Government and International Donors under MOET Management ¹⁴	
2006-2010	2011-2015	2016-2020		
A. Renewal of Training Structure and Improvement of Network of Tertiary Education Institutions			Policy Level	<ul style="list-style-type: none"> ✓ Developing Higher Education Law (G) ✓ Higher Education Development Policy Program (WB)
	A-1 To evaluate and revise the existing network of universities and colleges in the whole country.			
	A-2 To develop more <i>profession and application oriented curricula</i> and provide training in flexible ways in order to give learners more learning opportunities.			
	A-3 To transform all semi- public and some public universities/colleges into private ones. -To finalize model of community colleges -To consolidate the open universities -To encourage establishing new universities/colleges in big enterprises			
	A-4 To concentrate investment and mobilize human resources for establishing International standard universities.			<ul style="list-style-type: none"> ✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi(G, France, ADB)
B. Renewal of Training Contents, Methods and Processes			Policy Level	<ul style="list-style-type: none"> ✓ Developing Higher Education Law(G) ✓ Higher Education Development Policy Program (WB)
	B-1 -To restructure framed curricula in order to improve quality and effectiveness of all subjects -To revise subject contents in order to catch up with the fast development of science, technology and to meet the demands of societies' development and learners' personality development.			<ul style="list-style-type: none"> ✓ Import of Advanced International Curricula (G) ✓ Second Higher Education Project (WB) ✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB) ✓ Higher Education Development Support Project on ICT (G, JICA)
	B-2 To innovate teaching-learning methods for assisting learners to develop self-learning methods and skills of using ICT.			<ul style="list-style-type: none"> ✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi (G,

¹³ Summary of “Renewal tasks and solutions” from Higher Education Reform Agenda by JICA Study Team

¹⁴ Survey by JICA Study Team

Possible Solutions for Challenges ¹³			On-going Initiatives by Vietnamese Government and International Donors under MOET Management ¹⁴
2006-2010	2011-2015	2016-2020	
			France, ADB) ✓ Higher Education Development Support Project on ICT (G, JICA)
	B-3 To implement credit-based training at all universities and colleges.		
	B-4 To innovate the assignment of student enrolment quotas for universities/colleges based on schools' capacity, teaching - learning facilities and demands of learners.		
	B-5 To innovate the organizing and implementing of university entrance examinations by using new assessment methods for selecting new undergraduate students.		
	B-6 To renew contents and training methods for training post graduate students.		
C. Renewal of Planning, Training, Fostering and Employment of Lecturers and Administrators			<div>Policy Level</div> ✓ Developing Higher Education Law (G) ✓ Higher Education Development Policy Program (WB)
	C-1 To work out and implement a master plan to develop the contingent of higher education lecturers and administrators, ensuring both quality and quantity of the contingent		✓ Training of 20,000 PhD holders for Colleges and Universities (G) ✓ Second Higher Education Project (WB) ✓ Vietnamese-Germany University (G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB) ✓ Higher Education Development Support Project on ICT (G, JICA)
	C-2 To renew contents and training methods for refresh training of lecturers and managers.		
	C-3 To employ managers, lecturers in more fairly selective ways using long-term contracts. To ensure the equity between managers, lecturers and staff of public schools and the ones of non-public schools.		
	C-4 To develop new policies for universities and colleges lecturers including standards, working norms, working conditions, responsibilities of teaching and doing research, and the acquired rights and benefits.		✓ Vietnamese-Germany University (G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB)
	C-5 To reform standards, criteria, processes of assessment for conferring title of Professor and Associate Professor.		✓ Vietnamese-Germany University (G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB)

Possible Solutions for Challenges ¹³			On-going Initiatives by Vietnamese Government and International Donors under MOET Management ¹⁴		
2006-2010	2011-2015	2016-2020			
D. Renewal of Organizing and Implementing Scientific and Technological Activities			Policy Level	✓ Developing Higher Education Law (G)	
				✓ Higher Education Development Policy Program (WB)	
				✓ Improvement of Research Capacity of Vietnamese Universities (G)	
	D-1 To invest for establishing new research institutes under some major universities				
	D-2 To develop stipulations and guides on tasks of university lecturers in doing scientific research encouraging undergraduate and post graduate students' involvement.		✓ Second Higher Education Project (WB) ✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB)		
	D-3 To allocate at least 1% of the annual State budget to universities and colleges to conduct their scientific and technological research.				
E. Renewal of Mobilization of Resources and Financial Mechanism			Policy Level	✓ Developing Higher Education Law (G)	
				✓ Higher Education Development Policy Program (WB)	
	E-1 To build clearing houses, e-libraries, laboratories, and student hostels for common use of some universities. To develop <i>Fund of Land</i> in some localities to establish international standards universities.				
	E-2 To develop policies to encourage domestic and foreign investors to invest in higher education in Viet Nam				
	E-3 To diversify and increase universities' income by creating training, research contracts and services			✓ Second Higher Education Project (WB) ✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB)	
	E-4 To develop and implement policies on students' tuition fee, loans and scholarships to give learners more learning opportunities and to share higher education expenditures between State, learners and community.				
	E-5 To distribute State fund for universities and colleges based on the society's assessments of quality and effectiveness of each school. To conduct regular assessment of cost effectiveness of higher education.				

Possible Solutions for Challenges ¹³			On-going Initiatives by Vietnamese Government and International Donors under MOET Management ¹⁴
2006-2010	2011-2015	2016-2020	
E-6 To conduct revenue-expenditure accounting in public universities/colleges to implement the autonomy and accountability of each school. To supplement financial policies for non-public universities and colleges.			✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB)
F. Renewal of Management Mechanism			Policy Level ✓ Developing Higher Education Law (G) ✓ Higher Education Development Policy Program (WB)
F-1 To switch management in public universities./colleges to autonomous management mechanism, whereby the schools have the full legal person status and the right to decide on, and bear responsibility for, training, research, organization, personnel and finance.			✓ Development of Major Universities in Viet Nam (G) ✓ Second Higher Education Project (WB)
F-2 To abolish the situation where different universities are managed by different ministries and to create a mechanism of representatives of the state-owner at public higher education institutions.			✓ Accreditation for All Universities in Viet Nam (G) ✓ Second Higher Education Project (WB)
F-3 To concentrate the State's role for higher education management on developing and directing the implementation of higher education strategies, policies, school supervision, assessment, and accreditation.			✓ Development of Major Universities in Viet Nam (G) ✓ Accreditation for All Universities in Viet Nam (G) ✓ Second Higher Education Project (WB)
F-4 To develop the Law on Higher Education.			
G. Regarding International Integration			Policy Level ✓ Developing Higher Education Law (G) ✓ Higher Education Development Policy Program (WB)
G-1 To formulate a strategy on international integration.			
G-2 To develop and implement strategy on teaching and learning foreign languages, especially English, at higher education institutions; To select and import international advanced curricula; To have agreements on equivalent diplomas and curricula with universities in the world (peer- recognition); To encourage various forms of high-quality training cooperation and personnel exchange with different international universities; To encourage overseas Vietnamese lecturers to come and give lectures in Viet Nam; To increase the number of foreign students conducting their studies in Viet Nam			✓ Development of Strategy for Teaching and Learning Foreign Languages in the Education System (G) ✓ Import of Advanced International Curricula (G) ✓ Vietnamese-Germany University(G, Germany, WB) ✓ University of Science and Technology of Hanoi (G, France, ADB)
G-3 To create mechanism and favorable conditions for foreign investors to establish international universities/colleges in Viet Nam.			

1.3.3 On-going Actions and Solutions

To tackle the challenges, the Government, donor partners and private sector have taken various actions and solutions.

(1) Government Initiatives

The government has implemented 8 projects under the HERA. Table 1.3-3 shows the summary of these government initiatives.

(2) Donors' Support

Table 1.3-4 shows indicative information on on-going donors' support and the areas in which donors have provided inputs for.

(3) Private Provision of Higher Education

The ideas of cooperation with the private sector are getting popular when discussing issues in Vietnamese education. This section shows two cases of private provisions of higher education: RMIT University and British University.¹⁵

RMIT University¹⁶(the Royal Melbourne Institute of Technology) is an Australian public university located in Melbourne, Victoria. It has two branches in Viet Nam as RMIT International University in Hanoi and in Ho Chi Minh City. RMIT International University Viet Nam is the first fully foreign-owned university licensed to operate in its own right in Viet Nam. In 1998, RMIT University was invited by the Government of Viet Nam to establish campuses in Viet Nam and a license was granted in 2000 from the MPI to deliver undergraduate and postgraduate training and research programs. The RMIT was approved in 2000 as private enterprise under the trade laws, and is regulated under commercial law rather than under Education Law. The status of the university in Viet Nam is private university.

The programs started in Ho Chi Minh City in 2001 and in Hanoi in 2004. A new campus was established in Ho Chi Minh in 2005. The total student number on both campuses is now over 5,000. The bachelor's programs are Commerce, Accountancy, Marketing, Economics and Finance, Multimedia Design, Information Technology, Business Information Systems, and Professional Communication. The master's programs are MBA and Master of Engineering (Electronic and Computer Engineering). The programs are taught in English and the students receive international degrees.

The British University Vietnam (BUV)¹⁷ is the first and the only British owned university in Viet Nam. It was established in 2009 as a full foreign investment to provide world class educational opportunities to Vietnamese students. BUV is considered as a private university. The cost of studying in BUV is less compared to the cost of studying in UK. A full-time enrolment in UK costs around \$30,000 to \$40,000 per year including living costs, but BUV provides courses ranging from \$19,000 to \$22,000. The curricula, teaching materials and resources, and degrees are provided by partner institutions, such as University of London and Staffordshire University.

In 2012, BUV started offering a pre-university program to enter UK universities and three other programs: i) Banking and Finance (Bsc. awarded by University of London); ii) International

¹⁵ MOET mentioned these two universities with their presentation at the Mid-term Consultation Meeting on June 14, 2012 in Hanoi, Viet Nam. It was organized by the JICA study team for the Basic Study on Human Resources Management in Viet Nam.

¹⁶ RMIT, "RMIT Vietnam" (<http://www.rmit.edu.vn>, accessed on 28 June 2012)

¹⁷ British University Vietnam, "FQA"(<http://www.buv.edu.vn/en/admissions/faqs.html>, accessed on June 28, 2012)

Business Management (BA awarded by Staffordshire University); and Marketing Management (BA awarded by Staffordshire University). BUV has a campus in Hanoi with the capacity of 1,000 students. For their future plan, BUV will start constructing buildings and open its new campus at Ecopark¹⁸, located 13 km away from the center of Hanoi, by 2014, with its investment of \$40 million. The new campus has capacity of receiving 10,000 students.

¹⁸ Ecopark is an urban township development in Hanoi, the capital of Vietnam. Currently under development, Ecopark will span 500 ha with an estimated investment capital of over US\$8.2 billion. The entire development, divided into nine construction phases, is expected to complete in an 18-year period. (Wikipedia, <http://en.wikipedia.org/wiki/Ecopark>)

Table 1.3-3 Government Initiatives under the Higher Education Reform Agenda

No	Key Contents of Each Program/Project
1	Training of 20, 000 PhD for colleges and universities. Project 911, effective from 2011 to 2020, aims that by the year 2020, Viet Nam will have 20,000 new lecturers of colleges and universities who hold Ph.D. degrees. It is planned that half of them study in Viet Nam and half in foreign countries.
2	Development of international standard universities (Model University, or Universities of Excellence). Two universities have been operating by support from Germany and French while other two are still under discussion. The Vietnam-Germany University was established in 2008. The Hanoi University of Science and Technology was founded in 2010 and started in the school year 2010-2011. The two remaining plans for university of excellence are those for Da Nang University and Can Tho University. MOET has discussed with international partners, but the implementation has not yet started. In addition to the four international standard universities above, The Government of Viet Nam is now in the process of developing Vietnam-Russia University of Technology (VRUT) with the partnership of a Russian army university and Le Quy Don Technical University of Technology, one of Vietnamese army universities.
3	Development of some "major" universities in Viet Nam. The "major universities" are the national and regional universities, some other leading universities, and institutions. Those universities are given strong autonomy by providing rights to make decisions. These universities will play a leading role in training and research and provide high quality human resources for the regions and country as a whole. The 16 higher education units have already been approved to be major universities. ¹⁹
4	Import of advanced international curricula. By October 2010, twenty three (23) universities in Viet Nam, in collaboration with twenty two (22) international universities, implemented thirty five (35) advanced curricula. Out of this, there are 20 curricula on Technology, 5 curricula on Economics, 1 curriculum on Health Education, 6 curricula on Natural Sciences and Environment, and 3 curricula on Agriculture. These curricula are from universities belonging to the World's Top 200 Universities ranked in the US News. The major supporters are US universities. Other countries' cooperation is as follows: two curriculums are supported by a French university, two by Australian universities, and one by a British university. Those are found in 28 identified curriculums by the JICA study team.
5	Improvement of research capacity of Viet Nam universities. The specific activities initiated by MOET could not be found but the policy was identified by JICA study team. Related to the activities, Decision No 418/QĐ-TTg to approve the Science-Technology Development 2011-2020 was issued by Prime Minister. ²⁰ The general strategic objective is that <i>by the year 2020, Viet Nam will have some areas of science and technology reaching the advanced, modern level of the ASEAN and the world that can contribute to the development of country's economy and value of high technology products reach approximately 45% of GDP.</i>

¹⁹ 16 university units include Hanoi National University, National University in Ho Chi Minh City, Thai Nguyen University, Da Nang university, Hue university (in the Middle of VN), Can Tho University, Hanoi National University of Economics, University of Economics in Ho Chi Minh City, Hanoi University of Teacher Training, Ho Chi Minh University of Teacher Training, Hanoi University of Medicine, University of Medicine and Pharmacy in Ho Chi Minh City, Hanoi University of Agriculture, Hanoi University of Polytechnics, Institution of Military Technology and Vinh University (in the North- Middle of Viet Nam).

²⁰ Source: Decision of VN Government No 418/QĐ-TTg 11 April 2012 to approve the Science-Technology Development Strategy period 2011-2020

No	Key Contents of Each Program/Project
6	Development of strategy for teaching and learning foreign languages in the education system. This activity is not only for higher education level, but also for all levels of education. This activity is related to the activities of Advanced International Curricula mentioned above. At present, the Vietnamese teachers' and students' ability of using foreign languages is still low compared to other countries in the region. To improve the situation, the Government of Viet Nam has implemented a project of teaching and learning foreign languages in the national education system, focusing on English language since 2008.
7	Accreditation for all universities in Viet Nam. In order to enhance the teaching and learning quality of Viet Nam universities, on December 2, 2004, MOET issued Decision and Guidance for Quality Assessment and Accreditation for universities. The Guidance included 10 standards, 53 criteria, and a number of indicators / evidences. In 2007, MOET issued a Revised Guidance for Accreditation, based on the idea that university can be accredited by meeting the standard education quality.
8	Development of Viet Nam Higher Education Law. The Viet Nam's National Assembly approved the new Higher Education Law on June 18, 2012 and will be made valid from January 2013. There will be number of legal documents to be issued by end of 2012 to instruct the implementation of the Law. Some of these documents, from governmental level to ministerial level, are newly developed while the others are amended.

Table 1.3-4 Areas of Inputs of On-going Donors' Support in Higher Education

Development Partner	Project Name	Duration	Amount	Capacity Develop-m ent at State Level	Capacity Development at University Level						
				National system Strengthen /Policy Reform	Manage- ment and Gover- nance	Faculty Develop- ment/Staff Training	Research Study	Scholar- ships for students	Private Sector Partner- ships	Facility develop- ment	Equipment Provision
ADB	University of Science and Technology of Hanoi Development (New Model University) Project	2011-2017	\$ 210 million		x	x	x			X	x
World Bank	Second Higher Education Project	2007-2012	\$ 70.5 million	x		x	x	x			
World Bank	Higher Education Development Policy	2009-2013	\$ 150 million	x							
World Bank	New Model University Project	2011-2017	\$ 200 million		x	x	x			X	x
Government of France	Development and operational assistance to the University of Science and Technology of Hanoi	2010-2020	€ 100 million		x	x	x	x	x		
Government of France	Training of High Quality Engineers: Vietnamese-French Training Program of Excellent Engineers (PFIEV)	2002-2012	\$ 11.3 million			x		x			x
Government of Germany	Development and operational assistance to Vietnamese– German University	2008-2018	€3.3 million/year		x	x	x	x	x		
Government of the Netherlands	Netherlands Initiative for Capacity Development in Higher Education	2010-2014	€ 18 million			x			x		
JICA	Higher Education Development Support Project on ICT	2006-2014	\$ 63.3 million			x		x	x		x

Development Partner	Project Name	Duration	Amount	Capacity Develop-ment at State Level	Capacity Development at University Level						
				National system Strengthen /Policy Reform	Manage-ment and Gover-nance	Faculty Develop-ment/Staff Training	Research Study	Scholar-ships for students	Private Sector Partner-ships	Facility develop-ment	Equipment Provision
JICA	Capacity Building of Ho Chi Minh City University of Technology to Strengthen University-Community Linkage (Phase 2)	2009-2012	\$ 3.5 million			x	x		x		x
USAID	Higher Engineering Education Alliance Program (HEEAP)	2010-2013	\$ 5 million			x			x		x

1.4 Human Resources Development through Vocational Training

1.4.1 Government Objectives and Performance Indicators

The Vocational Training Development Strategy Period 2011-2020 (VTDS) defines 4 general objectives of development of vocational training. They include: i) meeting labor market needs, ii) enhancing quality of some occupations to international and ASEAS levels, iii) forming a contingent of skilled employees, and iv) universalizing vocational training for employees. To achieve these objectives, performance indicators set out in the VTS include: i) rate of vocationally trained employees; ii) application of new training programs; iii) network of vocational institutes; iv) number of vocational teachers; v) upgrading/New development of programs and curriculums; vi) verification of quality occupation; vii) development of national vocational qualification framework; and viii) connection between vocational training with employment.

Some of performance indicators are also indicated in the national strategies and plans, such as the SEDS, HRDS and HRDMP, but all of them are incorporated into performance targets set in the VTDS. Table 1.4-1 shows government objectives and targets of HRD through vocational training with status of performance targets in 2010.

1.4.2 Challenges in Vocational Training

The VTDS defines 9 challenges to achieve targets which include: i) innovation of State management on vocational training, ii) improving lecturers, teachers and vocational training management staff, iii) building a national vocational qualification framework, iv) developing program and curriculum, v) enhancing vocational training facilities and equipment, vi) controlling and ensuring vocational training quality, and vii) enhancing connection of vocational training with labor market and participation of enterprises. Among these 9 actions (or solutions), the government will proceed with the first three action areas/actions on a priority basis because they affect a whole vocational training system and affect the training system's quality.²¹

In line with government objectives and targets, the government, donors and private sector have implemented programs and projects. Table 1.4-2 shows the government areas of actions and indicative information of action areas/actions in which the government and donors have provided inputs for.²²

²¹ Differentiating from other six actions (or solutions), the VTDS categorizes the first two actions (or solutions) as breakthrough solutions and the third action (or solution) as key solution. Among these three, the first two are prioritized.

²² The next section provides information on government initiatives and donors' support. The next section also shows selected cases of private provision of vocational training.

Table 1.4-1 Government Objectives and Targets of Human Resources Development through Vocational Training Sector

Government Objectives	Government Targets ²³			Status in 2010 ²⁴
	Performance Indicators	Performance Targets		
		2011-2015	2015-2020	
<i>[SEDS] Enhance education to develop high quality human resources to satisfy socio-economic development requirements.²⁵</i> <i>[SEDP] Rapidly develop human resources, especially high-quality human resources, focusing on innovating the national education.[...] Concentrate high quality human resources[...]. Enhance vocational training; especially concentrating in some sectors that use high tech to transfer the labor structure from primitive to high level labor[...].²⁶</i> <i>[HRDS] To build a system of advanced, modern and diversified human resources training institutes[...].²⁷</i>	The rate of trained employees will be increased.	40%, equivalent to 23.5 million people (in which advanced level and intermediate level make up 20%)	55%, equivalent to 34.4 million people (in which advanced level and intermediate level make up 23%)	25%
	The new training programs will be applied to vocational intermediate and secondary level.	About 2.1 million people receiving new program at advanced level and intermediate level About 7.5 million people receiving new programs at elementary level and vocational training of under 3 months	About 2.9 million people receiving new program at advanced level and intermediate level About 10 million people receiving new programs at elementary level and vocational training of under 3 months	Period (2006-2010) About 1,53 million people receiving new program at advanced level and intermediate level About 6,34 million people receiving new programs at elementary level and vocational training of under 3 months
	Network of vocational institutes will be expanded	VC: 190 (60 non-public, 26 high quality) VSS: 300 (100 non-public) VTC: 920 (320 non-public)	VC: 230 (80 non-public, 40 high quality) VSC: 310 (120 non-public) VTC: 1050 (350 non-public)	VC: 123 (33 non-public) VSS: 300 (94 non-public) VTC: 810 (296 non-public)
	The number of vocational teachers will be increased.	VC: 13,000 VSS: 24,000 VTC: 14,00	VC: 28,000 VSS: 31,000 VTC: 18,00	(For : 2009) VC: 5,697 VSS: 7,769 VTC: 12.083

²³ “Specific Target” from Decision on Approving Vocational Training Development Strategy Period 2011-2020 (Decision No.630 dated May 29, 2012)

²⁴ Survey by the JICA study team

²⁵ Socio-economic Development Strategy in Vietnam 2011-2020

²⁶ Socio-Economic Development Plan in Vietnam 2011-2015

²⁷ Decision on Approving the Strategy on Development of Vietnamese Human Resources During 2011-2020

Government Objectives	Government Targets ²³			Status in 2010 ²⁴
	Performance Indicators	Performance Targets		
		2011-2015	2015-2020	
	The programs and curriculums will be upgraded or newly developed at each level.	International level:26 Regional Level:49 National Level:130 Elementary:300	International level:35 Regional Level:70 National Level:150 Elementary:200	Nil
	The quality of all key occupations will be verified.	3 quality verification centers will be operated.		Nil
	The framework of national vocational qualification will be developed.	250 standards of national vocational skills issued. 2 million people receiving certificate	400 standards of national vocational skills issued. 6 million people receiving certificate	109 standards of national vocational skills issued.
	Improving the labor market system connecting vocational training with employment.	N/A	N/A	N/A

Table 1.4-2 Actions/Areas of Actions of Human Resources Development through Vocational Training

Solutions for Challenges ²⁸		On-going Initiatives by Vietnamese Government and International Donors under MOLISA Management ²⁹
2011-2015	2016-2017	
9 solutions should be synchronously performed, which would include the following solutions: - two breakthrough solutions: (i) "Innovation of State management on vocational training" and(ii) "Improving the lecturers, teachers and vocational training management staffs" - key solutions : (iii) "Building a national vocational qualification framework"		Action Program implementation of Vocational Training Strategy Period 2011-2020
1. Innovation of State management on vocational training		
	1-1. To improve the legal system of vocational training. To amend the Law on Vocational Training and regulations relating to vocational training in the Labor Law.	- 2012-2013 To amend the Law on Vocational Training - 2013-2016 To amend regulations relating to vocational training in the Labor Law.
	1-2. To improve mechanisms and policies on vocational training : (i) establish policies to attract vocational teachers; (ii) Innovate financial policies on vocational training (iii) Make certain the training policies of foreign language are consistent with the level of training; (iv) establish policies for trained employees	- 2012-2015 To improve mechanisms and policies on vocational training
	1-3. To improve the mechanism of state management on vocational training	
	1-4. To develop a mechanism to ensure independence and autonomy of vocational training institutions	
	1-5. To promote IT application in vocational training and vocational management; to set up database network for vocational training	Project of Innovation and development of vocational training by 2020
	1-6. To implement the training articulation and strong separation in vocational training.	
	1-7. To establish a vocational training assistance fund toward socialization with initial capital from State budget, contributions of enterprises and other sources to develop vocational training.	Project of Innovation and development of vocational training by 2020
	1-8. To plan a network of vocational training institutions by region, locality; priority is given to newly established non-public vocational training institutions, and to encourage cooperation and establishment of vocational training institutions invested by foreign capital. There are specialized vocational training institutions for the disabled and the ethnic minorities.	- 2012 Project for network development planning of vocational colleges, vocational secondary schools and vocational training centers by 2020 - 2013 Project of Building 40 high-quality vocational schools.

²⁸ Summary by JICA Study Team from "Solutions for Vocational Training Development" of Decision on Approving Vocational Training Development Strategy Period 2011-2020 (Decision No.630 dated May 29, 2012)

²⁹ Hearing from MOLISA-GDVT by JICA Study Team

Solutions for Challenges ²⁸			On-going Initiatives by Vietnamese Government and International Donors under MOLISA Management ²⁹
2011-2015		2016-2017	
	1-9. To promote socialization and diversify resources for development of vocational training, including government, enterprises, students, national and international investors, in which the state budget is important (to raise the rate of expenditure on vocational training from the State budget for education to 12% - 13%). The Government has assistance policies on capital, land, and tax for non-public vocational training institutions.		
	2. Improving the lecturers, teachers and vocational training management staffs		Project of Innovation and development of vocational training by 2020
	2-1. Standardizing teachers with national, regional, and international key jobs in terms of the level of training, vocational skills and vocational pedagogy. 100% of these teachers shall meet the standards in 2014.		Project of Innovation and development of vocational training by 2020
	2-2. The State shall ensure the training and retraining of vocational teachers toward the standardization, securing sufficient number of teachers and developing an appropriate structure by profession and training levels. Mobilize scientists, technicians, artisans, skilled workers, excellent farmers participating in vocational training for rural workers.		
	2-3. Arranging, reorganizing and training, and innovate activities retraining institutes for vocational teachers to train, retrain vocational pedagogy and improve vocational skills for vocational teachers.		
	2-4. Standardizing the vocational management staffs. Set up the training and retraining content and program for vocational management staffs; develop the professional vocational management staff.		Project of Innovation and development of vocational training by 2020
	2-5. Establishing vocational training institute with the training and retraining function for new technology; training and retraining teachers and vocational management staff; research vocational training science based on the merger and upgrade of the National Institute Vocational Training (NIVT).		Project of Innovation and development of vocational training by 2020
	3. Building a national vocational qualification framework		
	3-1. Building a national vocational qualification framework corresponding with national education framework		
	3-2. Completing national vocational qualification framework.		
	3-3. Promulgating standards of national skills for popular profession.		
	3-4. Receiving and transferring the standards of skills for professions focusing on investment at the regional and international level.		

Solutions for Challenges ²⁸		On-going Initiatives by Vietnamese Government and International Donors under MOLISA Management ²⁹
2011-2015	2016-2017	
	3-5. Developing training curriculum framework	Project of Innovation and development of vocational training by 2020
4. Developing program, curriculum		Project of Innovation and development of vocational training by 2020
	4-1. For key occupations at national level, issuing and building programs and training curricula on the basis standard of national vocational skills.	
	4-2. For occupations at regional and international levels receiving and using the program, vocational training curriculum from/of the advanced countries in the ASEAN region and in the world, is consistent with labor market in Viet Nam.	
	4-3. Building programs and other vocational curricula of vocational training on the basis standard of curriculum or national vocational skills.	
	4-4. Programs and vocational curriculum for rural workers: Guiding and instructing institutes' development programs, developing vocational training curriculum, and building programs business knowledge to start a business for rural labor	
5. Enhancing the vocational training facilities and equipment		
	5-1. For key occupation at national level, building and issuing standards of vocational training facilities and equipment list	
	5-2. For occupation at regional and international levels, receiving and applying the standards of vocational training facilities and equipment list of the advanced countries in the ASEAN region and in the world.	
	5-3. For jobs not on the list of key jobs, regulate the standards of vocational training facilities and minimum equipment list.	
	5-4. Vocational training institutions shall ensure to invest minimum vocational training facilities and equipment for training.	
	5-5. Develop equipment list of elementary training level and vocational training materials for rural workers.	
6. Control, ensure the vocational training quality		Project of Innovation and development of vocational training by 2020
	6. Accreditation of vocational training quality	Project of Innovation and development of vocational training by 2020
	6-1-1. The State manages the vocational training quality in general; Ministries, branches and People's Committees at all levels, the executive, and the vocational training institutions shall be responsible to ensure the quality of vocational training	

Solutions for Challenges ²⁸		On-going Initiatives by Vietnamese Government and International Donors under MOLISA Management ²⁹
2011-2015	2016-2017	
	6-1-2. To promote self-accreditation and verify the vocational training institutions and programs.	
	6-1-3. To establish of Bureau of Vocational Training Accreditation; to build 3 centers of vocational training accreditation in three areas; to develop some centers of vocational training accreditation established by organizations and individuals.	
	6-2. Assessment and certification of national vocational skills	Project of Innovation and development of vocational training by 2020
	6-2-1. To develop the vocational skill assessment centers in the vocational training institutions, enterprises and other facilities.	
	6-2-2. To establish the Bureau of Vocational Skill Development, building skill assessment centers for vocational teachers.	
	6-2-3. To build the test bank exam and assessment agencies, certification of national vocational skills for workers.	
	7. Connection of vocational training with labor market and participation of the enterprises	
	7-1. To build strong relationships between vocational training and labor market at all levels (national, regional, provincial, district and commune)	
	7-2. The enterprises have the main responsibility of vocational training in their own business; they are responsible for contributing to vocational training assistance fund; at the same time, they will be directly involved in training activities...	
	7-3. The enterprises have responsibility for providing information about employment needs and the regime for employees to vocational training institutions	
	7-4. Vocational training institutions monitor and collect information on trainees after graduation.	
	7-5. Vocational training institutions is responsible for receiving information from enterprises and change to adapt to the needs of enterprises;	
	7-6. To develop the labor market information system to connect the training with employers.	
	8. To raise awareness of vocational training development	
	8-1. The Party committees, governments must embody the spirit of the Resolution of the 11th Party Congress, resources development strategy's and plan's period 2011 - 2020 to direct ministries, branches and localities and implementation organization to develop human resources development plan	
	8-2. The social-political organizations, social professional organizations, and professional union thoroughly implement guidelines and policies of the Party and Government on vocational training period 2011 - 2020 and propagandize, consult and provide vocational guidance for members of their organization, and contribute to change the perception of society about vocational training.	

Solutions for Challenges ²⁸		On-going Initiatives by Vietnamese Government and International Donors under MOLISA Management ²⁹
2011-2015	2016-2017	
	8-3. To strengthen the consultancy and vocational guidance in schools and forming departments in charge of counseling and vocational guidance for trainees.	
9. To promote international cooperation on vocational training		Project of Innovation and development of vocational training by 2020
	9-1. To strengthen the international cooperation on vocational training and selection of strategic partners in developing vocational training in ASEAN and Asia (such as Malaysia, Korea, Japan), EU (such as the Federal Republic of Germany, UK) and North America.	
	9-2. To cooperate with ASEAN countries towards the vocational skill recognition among countries and the ASEAN Community by 2015.	
	9-3. To strengthen the cooperation on scientific research and vocational training and research and application of scientific and advanced technology achievements. To actively participate in international activities on vocational training	
	9-4. To encourage the domestic vocational training institutions to expand training cooperation and collaborate with other training institutions abroad.	
	9-5. To create a favorable legal framework to attract investors, the foreign enterprises in development of high-quality vocational training institutions, and vocational training cooperation in Viet Nam.	

1.4.3 Key Vocational Training Institutions and Occupations and High Quality Vocational Training Institutions

In addition to challenges over the vocational training sector, the government sets Key Vocational Training Institutions and Occupations for investment support from National Targets Program during 2011-2015.³⁰ In the decision, 30, 58, and 120 occupations were selected to be reached at international level, ASEAN level and national level, respectively.³¹ In addition, 246 vocational institutions were selected to develop one or more occupations for the designated level. Vocational institutions which were included in the list can get an access to “Renovation and Development of Vocational Training” under the National Target Program and budget is ensured to upgrade the vocational training quality by 2015.³²

The currently MOLISA-GDVT is preparing the list of the 40 high quality vocational schools, including international level vocational schools. The schools designated as high quality vocational schools are intended to lead the vocational training sector in Viet Nam. According to the draft list of the 40 high quality vocational schools, as of April 2012, 26 vocational schools, including 5 international level vocational schools, will be upgraded to high quality schools by 2015 and 40 vocational schools, including 12 international level vocational schools, will be upgraded to high quality schools by 2020.

1.4.4 On-going Actions and Solutions

To tackle the challenges, the government, donor partners and private sector have taken various actions and solutions.

(1) Government Initiatives

The government through MOLISA-GDVT just started programs/projects under the VTDS. Some have progressed and some have not yet been started. The status of each program/project is summarized in Table 1.4-3.

(2) Donors' Support

Table 1.4-4 shows indicative information of ongoing donors' support and areas in which donors have provided inputs for.

³⁰ Decision No: 826/QĐ-LĐTBXH dated 7th July, 2011

³¹ International level, ASEAN level and national level are used as follows: International level: following standards of advanced countries or standards recognized by advanced countries over the world, ASEAN level: following standards of advanced countries in ASEAN region or standards recognized by advanced countries in ASEAN region, and national level: satisfying conditions to ensure the training quality under the national regulations.

³² Every year up to 2015, Prime minister's approval is necessary to actually allocate the budget.

Table 1.4-3 On-going Government Initiatives

No.	Tasks and Work	Key Contents/Status/Timeframe of Tasks
I.	To Build the Law, the Legal Documents	
1	To build the Law amending and supplementing some articles of the Law on Vocational Training	<p>Background/Key Contents/Status: The Law may amend such points as training level structure, enterprises' involvement, quality assurance, autonomy of vocational schools, support fund of vocational training and private vocational training. The committee was established for drafting the amendment.</p> <p>Timeframe: The Law will be amended by 2012-2013 and be implemented for the period of 2013-2020.</p>
2	To develop the legal documents, the implementation guidance of the Law on Vocational Training (revised) after the law was approved;	<p>Background/Key Contents/Status: Several decrees will be prepared after the Law on Vocational Training is amended.</p> <p>Timeframe: Several decrees will be prepared for the period of 2013-2016 and be implemented for the period of 2013-2020.</p>
	Mechanism and policies of vocational training	<p>Background/Key Contents/Status: Mechanism and policies will examine issues such as the policy for trainees, vocational training fees, vocational teachers, and socialization of vocational training to attract investors, domestic and abroad enterprises. Tasks have been started. Some policy topics have already been done and some has continuously been dealt with.</p> <p>Timeframe: The policy will be set for the period of 2012-2015 and implemented for the period of 2013-2020.</p>
II.	To Build and Implement Proposals, Projects and Programs	
1	Project for network development planning of vocational colleges, vocational secondary schools and vocational training centers by 2020	<p>Background/Key Contents/Status: Tasks aims to: i) review and assess the actual situation of the vocational training network and ii) plan the network of vocational training institutions in accordance with ministries, branches, localities, region, and professions (quality stratification). The draft was prepared and it will be revised according to the approved Vocational Training Development Strategy 2011-2020.</p> <p>Timeframe: The project will be formulated in 2012 and be implemented for the period of 2012-2020.</p>
2	Project of Innovation and development of vocational training by 2020	<p>Background/Key Contents/Status: The project aims to develop time bound action programs to achieve 12 objectives: i) improving the vocational lecturers and teachers; ii) improving the vocational management staff; iii) preparing building plans for establishment of vocational training institute; iv) developing the programs, curriculum, and training materials; v) standardizing the facilities and equipment for vocational training; vi) developing the accreditation system for vocational training quality; vii) developing the evaluation system of national vocational skills; viii) building a quality management system for vocational training; ix) applying IT in management and training activities; x) consulting about career mentoring and introduce jobs for students in vocational schools; xi) teaching English and information technology in vocational schools; and xii) strengthening international integration of vocational training.</p> <p>The proposal of the project will define justification of the project, conditions of investment and financial requirements in addition to time bound action programs. The draft proposal was prepared and it will be revised according to the approved Vocational Training Development Strategy 2011-2020.</p>

No.	Tasks and Work	Key Contents/Status/Timeframe of Tasks
		Timeframe: The project will be formulated in 2012 and will be implemented for the period of 2012-2020.
3	Project of Building 40 high-quality vocational schools	<p>Background/Key Contents/Status: The project will determine i) criteria of high-quality schools and the operation mechanism, ii) investment policies and roadmap and iii) inspection, evaluation and recognition for selected 40 high-quality vocational schools. At present, the draft is being prepared.</p> <p>Timeframe: The project will be formulated for the period of 2012- 2013 and will be implemented for the period of 2013-2015 and the period of 2016-2018.</p>
4	Project of Vocational Assistance Fund	<p>Background/Key Contents/Status: The project will determine i) the contents of Vocational Assistance Fund and ii) mechanism of formation and use of Vocational Assistance Fund. At present, the preparation tasks have not yet been started.</p> <p>Timeframe: The project will be formulated for the period of 2012-2013 and will be implemented for the period of 2013-2020.</p>
5	Project of Innovation for scientific research activities in the vocational training system	<p>Background/Key Contents/Status: The project will evaluate and review the research activities and implementation at all levels, build the projects, and organize the implementation. At present, the preparation tasks have not yet been started.</p> <p>Timeframe: The project will be formulated in 2013 and will be implemented for the period of 2013-2020.</p>
6	Continue to implement the project "Vocational training for rural workers by 2020" (Project 1956) with 08 specific activities by 2020.	<p>Background/Key Contents/Status: The project is being implemented. The summary information is as follows.</p> <ul style="list-style-type: none"> • Annual vocational training is organized for 1 million rural workers, including training and fostering of 100,000 officers and public servants at communes. • The project aims to improve the quality and performance of vocational training in order to create jobs, increase incomes of rural workers, and contribute to restructuring the labor and economic sector for the industrialization and modernization of agriculture and rural areas. • The project also aims develop a contingent of staff and public servants who have strong political bravery, qualification, capability and characteristic to meet the requirements of administrative management, socio-economic operation and to foster the industrialization and modernization of agriculture and rural areas. The project components include: i) to increase public awareness, vocational training and employment counseling for rural workers; ii) to survey and forecast the vocational training demand for rural workers; iii) to pilot and expand the vocational training model for rural workers; iv) to enhance vocational facilities and equipment for public vocational training institutions; v) to develop the programs, curriculum, learning materials and build the equipment training list; vi) to improve the teachers and vocational management staff; vii) to support rural labor in vocational training; and assess the vocational skills for rural workers; and viii) to monitor and evaluate the implementation of the project. • The Estimated budget is 25,980 billion VND. <p>Timeframe: The project was formulated in 2009 and has been approved for its implementation by 2020</p>

Table 1.4-4 Areas of Inputs of On-going Donors' Support in Vocational Training

	Sector /Name Project	Main Donor	Main Counterpart	Amount and type of ODA	Time frame	TVET Institute-Capacity Development								State System - Capacity Development		
						Management Capacity	Teacher	Programs	Equipment/infrastructure	Testing and assessment	Skill Standard	Certification	Employment	Capacity Building (Policy, Legal, Manag.)	Model	Employment
A	UNDER MOLISA															
1	ADB															
	VTEP (Vocational and Technical Education)	ADB (with AFD, JICA, NDF)	MOLISA	\$ 121 Loan	1999-2009	x	x	x	x	x	X	x	x	x	x	x
	SEP (Skills Enhancement Project)	ADB (Japan Special Fund)	MOLISA	\$ 70 Loan	2011-2015	x	x	x	x	x	X	x	x	x	x	x
	JFPR (Demand-Driven Skills Training for Poverty Reduction in the Mekong River Delta)	ADB (Japan Special Fund JFPR)	MOLISA	\$ 1,3 Grant	2009-2012	x	x	x	x				x	x	x	x
2	BMZ															
	Establishment of Vocational Training Center of High Quality (Center of Excellence)	BMZ	MOLISA	Eu.13M LOAN	2012-2015	x	x	x	x	x	X	x	x		x	x
	Private VT Institute	BMZ	MOLISA	EUR 2,0M	2012-2015	x	x	x	x						x	
	Programme Vocational Training	BMZ (GTZ, DED, InWEnt, CIM, KfW)	MOLISA	Eu 3M GRANT and Eu.10M LOAN	2010-2014	x	x	x	x	x	X	x	x	x	x	x

	Sector /Name Project	Main Donor	Main Counterpart	Amount and type of ODA	Time frame	TVET Institute-Capacity Development								State System - Capacity Development		
						Management Capacity	Teacher	Programs	Equipment/infrastructure	Testing and assessment	Skill Standard	Certification	Employment	Capacity Building (Policy, Legal, Manag.)	Model	Employment
	TVET System Advisory Project (2 phases)	BMZ (GTZ, InWEnt)	MOLISA	EUR 1.5M GRANT	2008-2014									x	x	x
	Promotion of TVET	BMZ (GTZ, InWEnt, DED, CIM, KfW)	MOLISA	Eu3.4M GRANT and Eu 11.3M LOAN	2006-2010									x		x
	Vocational Education Programme	BMZ	MOLISA/MOET	EUR 16M	1996 -2005	x	x	x	x	x			x	x	x	x
3	KOREA															
	Project to support National Skills Assessment System	KOICA	MOLISA	\$ 1,5 M GRANT	2011-2013	x					X				x	x
	Five Vietnam-Korea Vocational Colleges Establishment Project	EDCF	MOLISA	\$35M LOAN	2008-2013	x	x	x	x	x	X	x	x	x	x	x
	Qui Nhon Vocational College Project	(KOICA)	MOLISA	\$ 2.5M	1994-1998	x	x	x	x				x			
	Hanoi Industrial Vocational College Project	(KOICA)	MOLISA	\$ 2.5M	1994-1998	x	x	x	x				x			
4	SWISSLAND															
	Strengthening of Vocational Training Centers (SVTC)	SDC (Swissland)	MOLISA	\$ 6.28M	1994-2008	x	x	x	x	x	X		x	x	x	x

	Sector /Name Project	Main Donor	Main Counterpart	Amount and type of ODA	Time frame	TVET Institute-Capacity Development								State System - Capacity Development		
						Management Capacity	Teacher	Programs	Equipment/infrastructure	Testing and assessment	Skill Standard	Certification	Employment	Capacity Building (Policy, Legal, Manag.)	Model	Employment
5	DENMARK															
	Provision of Teaching Equipment to DungQuat Vocational Intermediate School	DENMARK	MOLISA	\$ 3.8M LOAN	2009-2011	x	x	x	x				x			
6	FRANCE															
	Development of three High-Performance VET Institutions	AFD	MOLISA		2011-2014	x	x	x	x	x	X	x		x		
	BELGIUM															
	Capacity Building and Enhancement for staff and Leadership in TVET	APEFE	MoLISA/GDVT	EUR0.4M GRANT	2008-2010		x	x								
	JICA															
	Capacity building assessment and certification of national vocational skills	JICA	MoLISA	\$ 21M Grant(TC)	2010-2014					x	x				x	
	Construction of a vocational training center in Quang Binh	JICA	MoLISA		2007-2008				x	x	x	x				
B	OTHERS															
1	For Vocational Training															

	Sector /Name Project	Main Donor	Main Counterpart	Amount and type of ODA	Time frame	TVET Institute-Capacity Development								State System - Capacity Development		
						Management Capacity	Teacher	Programs	Equipment/infrastructure	Testing and assessment	Skill Standard	Certification	Employment	Capacity Building (Policy, Legal, Manag.)	Model	Employment
	The Project for Korea-Vietnam Industrial Vocational College in Nghe An Province	(KOICA)	NGHỆ AN	\$ 8,5 M	1998-2008	x	x	x	x	x	x	x	x	x	x	x
	BacKan vocational Training and Education	Luxembourg	BẮC CẠN	EUR 4.3M	2005-2010	x	x	x	x							
	Quality Improvement and Strengthening of a Demand-driven Agro-Forestry Vocational and Technical Education and Training System	Dutch Government	MARD		2002-2009	x	x	x	x							
	The project: "Vocational training for the young people of Ha Tinh under the needs of business sector"	AECI D	HÀ TĨNH	undefined	2008-2009											
	The project: "Dutch vocational training technology programs (VocTech Program)"	The government of Holland			2002-2009	x	x	x	x			x	x	x		x

	Sector /Name Project	Main Donor	Main Counterpart	Amount and type of ODA	Time frame	TVET Institute-Capacity Development								State System - Capacity Development		
						Management Capacity	Teacher	Programs	Equipment/infrastructure	Testing and assessment	Skill Standard	Certification	Employment	Capacity Building (Policy, Legal, Manag.)	Model	Employment
	Project for strengthening training capacity for technical workers in the Hanoi Industry College	JICA	Hanoi Industrial College, Ministry of Industry and Trade	Grant (TC)	2000-2005		x	x	x							
	Project for human resources development at Hanoi University of Industry	JICA	Hanoi Industrial College, Ministry of Industry and Trade	US\$4M Grant(TC)	2010-2013	x	x	x					x			
															
															
2	Vocational Training (small components)															
	ILO Labor Market Project	EU / ILO	MoLISA	EUR 11.7M GRANT	2008-2010								x	x		x
	Thanh Hoa City Comprehensive Socioeconomic Development Project	ADB (with Korea, Netherlands)	Thanh Hoa Provincial	\$ 118M LOAN	2009-2014	x	x	x								
	The project: "Develop the human resources of Viet Nam's tourism"	EC	General Department of Tourism	10,8 million EURO	2004-2010							x	x	x		
	VIE/015 (ODA): "Developing the Tourism Services in Viet Nam"	LUX-Development	General Department of Tourism	2,991 million EURO	2003-2006							x	x			x

Note1: ADB=Asian Development Bank, AECI= **Agencia Española de Cooperación Internacional para el Desarrollo**, AFD= Agence Française de Développement, APEFE=Sociation Pour La Promotion De L'Education Ed De La Formation A L'Etranger, BMZ= Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, CIM=The Centre for *International* Migration and Development, DED=Deutscher Entwicklungsdienst, ECDF=Economic Cooperation Development Fund, EU=European Commission, GTZ=German Technical Cooperation, ILO=International Labour Organization , InWent=Capacity Building International, JICA=Japan International Cooperation Agency, KfW=KfW Development Bank, KOICA=Korea International Cooperation Agency, Lux-Development=Luxembourg Agency for Development Cooperation, NDF=Nordic Development Fund, SDC=Swiss Agency for Development and Cooperation

Note2: The table was prepared mainly based on materials from Deutschen Gesellschaft für Internationale Zusammenarbeit (GIZ) and modified based on hearings of PMU in the MOLISA-GDVT.

Note3: The table does not include small projects such as workshops and seminars even though it is under MOLISA's management.

Note4: The table shows only some of vocational training or vocational training related projects which are not under MOLISA's management because various Vietnamese agencies are involved in vocational training and it is not difficult to get all information.

(3) Private Provision of Vocational Training

Private provision of vocational training is growing, as encouraged by the Government of Viet Nam. In 2010, 25 % of Vocational Colleges (VCs), 35% of Vocational Secondary Schools (VSSs) and 38% of Vocational Training Centers (VTCs) were private. The government has two aims: enrolment is expanded without any significant government funding, and the training programs at private vocational training institutes are more closely linked with labor market needs to improve the quality of graduates. The government of Viet Nam has supported the expansion of private provision by preferential policies on investment credit and taxation, though private vocational institutions have to follow the same curriculum framework as public schools do. Private vocational institutions can participate in bidding of vocational training from the State budget.³³ Table 1.4-5 shows key features of some private vocational colleges.³⁴

³³ For instance, in the SEP (Skills Enhancement Project loaned by ADB, there are five private schools participating the project with a budget of USD 20 million.

³⁴ 36 private vocational colleges exist as of the end of December 2011.

Table 1.4-5 Summary of Selected Private Vocational Colleges

School Names	Investors	Training Occupations	Methods of Cooperation with Enterprises	Enterprises with Cooperative Relationships
Bắc Nam Vocational College (in Hai Phong)	Individuals	<ul style="list-style-type: none"> - Business Accounting - Fashion tailor - Fashion Design - Cooking technique - Corporate Governance - E-Commerce - Database Administration - Computer Network - Administration 	<ul style="list-style-type: none"> - Students learn theory in school in the morning and learn practice at workshop of enterprises in the afternoon. - Students participate in making products. - School assigns graduates to the factories in Haiphong and other provinces. - School provides vocational training under the contracts for a number of enterprises. 	<ul style="list-style-type: none"> - Viet Thang Garment Joint Stock Company - Bắc Nam Garment Company - Hondam Resort - Nomura Industrial Park - Hoang Gia Restaurant
Lod Vocational College of Technique & Technology (in Hung Yen)	LOD Human Resources Development JSC	<ul style="list-style-type: none"> - Business Accounting - Bank Accounting - Corporate Governance - Technique of computer repair and assembly - Computer Network Administration - Civil Electricity - Industrial Electricity - Automotive Technology - Tour guide - Weld 	<ul style="list-style-type: none"> - School provides vocational training under the contracts for a number of enterprises. - School retraining students who joined internship in Japan to meet the needs of the enterprises. - School introduces students who joined internship in Japan to work for major enterprises in the industrial zones in Hai Duong and Bac Ninh provinces. 	<ul style="list-style-type: none"> - National enterprises include Hòa Phát Group, GARCO 10 JSC and Vinatex group. - Foreign enterprises include Brother Vietnam Ltd, Co, Foxconn Vietnam Company, Daietsu Vietnam, Oshima Vietnam Company, Daizotech Vietnam Company. JETRO and Japanese Business Association (just start cooperation).
Thăng Long Vocational College (in Hanoi)	Dai Viet Commerce & Construction JSC	<ul style="list-style-type: none"> - Mechanics - Weld - Industrial Electricity - Construction - Business Accounting - Tourism, Hotel, Restaurant - IT - Fashion design 	<ul style="list-style-type: none"> - School implements an innovative training program for learners, school and enterprises. - School links the training with the demand of the enterprises. - School focuses on creating jobs for students in the Industrial Zone under contracts signed with enterprises. - School organizes a career fair with the participation of enterprises. 	<ul style="list-style-type: none"> - Enterprises accepting students include Sam-sung, Bắc Ninh Industrial park, Nam Thăng Long Industrial park, Bắc Giang Industrial park, and Đồng anh Industrial parks. - Enterprises supporting internship include DONG ANH Mechanics pressure JSC and Mạnh Cường Mechanics company.

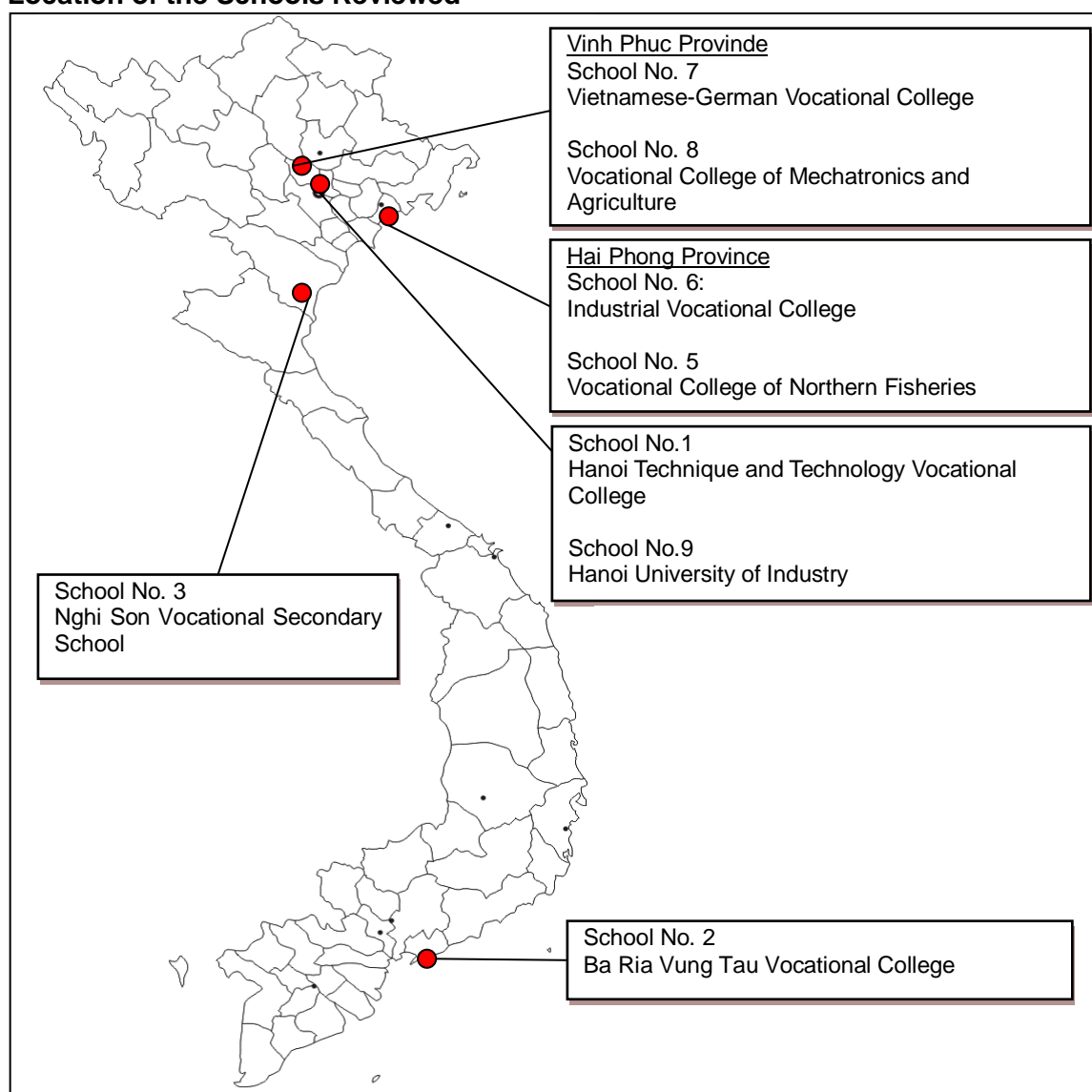
School Names	Investors	Training Occupations	Methods of Cooperation with Enterprises	Enterprises with Cooperative Relationships
An Nhất Vinh Vocational College (in Thanh Hoa)	Individuals	<ul style="list-style-type: none"> - Construction engineering - Fashion tailor & design - Hotel management - Cooking - Operation of construction machine - Weld - Automotive Technology - Industrial Electricity 	<ul style="list-style-type: none"> - School supplies the labors to enterprises. - Enterprises accept students for internships. - School teachers go for internship at the enterprises to improve skills and update new technology. - Enterprises appoint technical staffs to teach students at school. 	<ul style="list-style-type: none"> - Investment construction & trading Ltd., co No. 36 - Sông Đà 7 JSC - Hải Thịnh Phát JSC - Thanh Liêm Limited Company
LADEC Vocational College of Technique & Technology (Long An)	LADEC Human Resources Development JSC	<ul style="list-style-type: none"> - Computer programming - Graphic design, Web - Network Management - Repair computer and peripherals - Industrial electricity - Refrigeration - Civil electricity - Industrial electronics - Business accounting 	<ul style="list-style-type: none"> - School conducts combined trainings at school and enterprises. - School provides internship at the enterprises. - School teachers go for internship at the enterprises to improve skills and update new technology. 	<ul style="list-style-type: none"> - At Long An Industrial park : Đế Vương Ltd., co, Đông Phương Long An Commercial & Service Ltd., co, Deltafood, FORMOSA ETAFETA VIETNAM Ltd., co, Lê Long Ltd., co - In HCMC: FreeTrend Ltd., co, Taiwan; Mobile World.,JSC, Eximbank

Appendix 7-1-1: Profiles of 10 Universities

	Name of University	Can Tho University	Hanoi University of Technology	Danang University of Technology	University of Technical Education in HCMC	Thainguyen University of Technology	Hanoi University of Agriculture	University of Agriculture and Forestry in HCMC (NONG LAM UNIVERSITY)	Hue University of Agriculture and Forestry	National University in Hanoi	National University in HCMC
University Profile	No. Undergraduate students	35,237	39,771	19,153	14,573	18,701	18,701	18,849	6,053	38,992	63,997
	incl. part-time students	11,242	19,759	3,021	462	4,895	1,191	4,717	1,330	17,387	12,400
	No. of Graduate students	2,465	2,229	735	595	533	1,797	857	487	9,922	8,587
	incl. master's students	2,341	2,058	675	595	490	1,616	827	471		8,027
	incl. doctoral students	124	171	60	0	43	181	30	16		560
	Note:	*Graduate level students are all full time	* 10% of postgrad are employees				*90% of graduate level students are part time				
	No. of teaching staff	1,958	1,561	393	509	600	673	482	490	1,992	2,946
	incl. PhD	210	530	73	57	5	144	92	85	607	743
	incl. Master's degree holders	748	725	198	274	86	288	255	119	829	1,406
	incl. Bachelor's degree holders	687	288	122	177	104	241	135	286	535	760
	incl. College Graduate	41				48				21	
	Others	272	18								37
	Note:					*150 teaching staff are part time			* Technicians are counted as College graduates		
Relation with Japan	Teaching staff with PhD from Japanese University	30	40	n/a	5	n/a	42	9	35	n/a	n/a
	Teaching staff with Master's degree from Japanese University	26	n/a	Some exist, but the number is not confirmed	9 Ph.D. graduates are in Japan	10 master's graduates are supposed to be there. No Japanese graduate students during the interview.	Many Japanese graduates are the main member of the project.		30-40 teaching staff / 5 year go to Kyoto University	n/a	n/a
	Others with short training experience in Japan	95									
Analytical Data	Grad./all students ratio (full time)	7%	5%	4%	4%	3%	9%	4%	7%	20%	12%
	Fulltime portion in undergraduate students	68%	50%	84%	97%	74%	94%	75%	78%	55%	81%
	Students/Teaching Staff ratio	19.3	26.9	50.6	29.8	32.1	30.5	40.9	13.3	24.6	24.6
	Ratio of PhD teaching staff	11%	34%	19%	11%	1%	21%	19%	17%	30%	25%
	Japanese PhD in PhD staff	14%	8%	n/a	9%	n/a	29%	10%	41%	n/a	n/a

Appendix 7-2-1: Result of Selection with School Profiles

Location of the Schools Reviewed



SCHOOL NO. 1

1. SCHOOL NAME

(Vietnamese)	Trường Cao đẳng nghề Kỹ thuật Công nghệ
(English)	Hanoi Technique and Technology Vocational College

2. CONTACT INFORMATION

Location	Hanoi
Address	Tổ 59, TT Đông Anh, Hà Nội
Contact Number	3.968.679.1-3.882.030.6
Responsible Agency	Ministry of Labor, War Invalids and Social Affairs

3. BASIC FACT

Year of Foundation	2000	Year of Upgrading to College Level	December 2006
Number of Students	2,000	Number of Staffs	135 (90 teachers and 45 staffs)
Annual Budget	10,000,000,000 VND		
Support from Donor	No support from donor since establishment.		
Status on 40 High Quality Vocational School (Draft)	Selected to be high quality level by 2015	Status on Decision No: 826/QĐ-LĐTBXH	Selected

4. TRAINING FIELD PROVIDED AT THE SCHOOL

Training Field	Qualification Provided		Expected Level on Decision No: 826/QĐ- LĐTBXH / Note	Training Field Requested for Support from the Government of Viet Nam
	College Degree	Intermediate Degree		
Faculty of Economics and Social Affairs:				
Business Accounting	X	X		
Corporate Governance	X	X		
Corporate Finance	X	X		
Social work		X		
Faculty of Information Technology				
Network Management	X	X	ASEAN Level	
Graphic Design	X	X		
Computer Repair	X	X		
Faculty of Electricity				
Industrial Electricity	X	X	ASEAN Level	X
Faculty of Electronic/Refrigeration				
Industrial Electronics	X	X	International Level	X
Refrigeration and Air Condition	X	X		
Faculty of Automobile				
Automobile Technology	X	X	International Level	X
Faculty of Mechanics				
Welding	X	X		X
Metal Cutting and Lathing	X	X	ASEAN Level	X
Faculty of Sewing and Fashion				
Industrial Electricity	X	X		

5. OBSERVATION OF THE SCHOOL BY THE JICA STUDY TEAM

History of the School: The school has less history compared to other schools reviewed by the JICA study team. The school was established as Technical Training School and Labor Export Assistance in 2000 and renamed to School of Technique Technology in 2003. It was upgraded to Technique Technology College in 2006.

Quality of Teaching Staffs: In regard of qualification, the school has the sufficient number of teachers with appropriate qualification: the number of master's degree holders and bachelor's/college degree holders are 34(37.8%) and 56(62.2%), respectively. In addition to their own teachers, visiting teachers from industries, universities and other training institutes deliver class occasionally when necessary. The school also sends their staff to foreign countries (e.g. Japan, Australia and Germany) to improve their knowledge and professional skills and gain additional experience every year.

Quality of Training Environment: Although they have not had any support from donors since their establishment, MOLISA/GDVT has made their effort to provide good training environment to this school. The school has maintained the quality training environment.

Quality of Trainings: The JICA study team observed that the teachers delivered quality trainings to the students in good training environment. The JICA study team also heard from the school that the teachers provide short training programs (1-3 months) for teachers of other vocational training institutes as their In-Service Training since 2009. This also has helped to improve quality of their trainings.

Relation with Industries: The school is quite active in establishing relationships with industries. The school not only sends students for internships, but also organizes seminars to promote business relations with enterprises (e.g. Canon Vietnam and Honda) every year. By these efforts, the school gets to know the labor needs of the industries, promoting the participation of enterprises in development of curricula, and textbooks, teaching, practice exercises, production, evaluation of student learning, and counseling job placement for students.

Employment after Graduation: 80% of students find a job after graduation owing to their experience.

School's Strategy: The number of management and administrative staff is 45, including principal and vice principal. The management of school has a strategy to upgrade the school to



Photo 1 Lathe Turning Machines Placed in the Workshop



Photo 2 Milling Machines Placed in the Workshop



Photo 3 Practicing in the Workshop

Vocational Training Institute (VTI), which is specified in the Vocational Training Development Strategy 2011-2020 and will have high quality and national standard with advanced vocational training level of Asia and the world. They are now developing a detailed plan to become Vocational Training Institute in 2012. Vocational Training Institute will provide training not only for students but also for vocational teachers of other training institute as in-service training.

Apart from a plan of Vocational Training Institute, in 2012-2015 the school aims to; i) increase training capacity to 3,500 - 4,000 students/year, in which advanced level accommodates 2,500 - 3,000/year; ii) upgrade five key training fields, namely Automotive Technology and Industrial Electronics at International level, Industrial Electric, Metal Cutting and Network Administration at ASEAN level; iii) improve qualification of teachers to gain master's and PhD degrees more; iv) make 100% of training fields have standard training programs namely, 2 training fields for international level and 3 training fields for ASEAN level; v) to equip each training fields with enough level of facilities; vi) establish various centers, namely a center of scientific research and technology transfer, a center of vocational skills assessment and certification, a center of training and upgrading vocational teacher/manager and labors, a center for training talented students and organizing contests; and vii) develop 2-3 manufacturing workshops combining training and service.



Photo 4 Future Plan of the School

In 2016-2020, the school also aims to; i) increase their training capacity to 6,000 - 6,500 students/year; ii) develop 2 to 3 more key occupations at international and ASEAN levels; iii) increase teachers with postgraduate qualification up to 70%, iv) increase the number of training fields with international and ASEAN levels up to 50%; and v) set up vocational training centers with international level of teachers and managers.

Potential of the School in the Future: As the school has strong initiative to become a Vocational Training Institute (VTI) with the support of MOLISA/GDVT, their potential in the future is quite high.

6. REVIEW OF THE SCHOOL ON THE SELECTION CRITERIA

Criteria	Review on Each Criterion	Mark
Consistency with Vietnamese request / desire for cooperation by Japan	This school is one of the schools originally requested from the Government of Viet Nam.	Appropriate
Consistency with Vietnamese policy / strategy	The school is prioritized on the Decision No: 826/ QĐ-LĐTBXH. The school is also selected as one of 40 high quality vocational schools (Draft). Becoming a Vocational Training Institute (VTI) to provide in-service training for existing teachers of other training institute is also an important agenda specified in the Vocational Training Development Strategy 2010-2020.	Appropriate
Consistency with Japanese strong vocational training field	Industrial Electricity, Welding, Metal Cutting and Lathing are appropriate for support, but Automobile Technology should be replaced with other occupations.	Almost appropriate

Criteria	Review on Each Criterion	Mark
Potential benefits to Japanese industry in Viet Nam	The school is expected to be In-Service Training center for vocational training teachers in the future. This will improve training capacity of other training institutes in Viet Nam and eventually also benefit Japanese industries in Viet Nam. The school will also provide quality graduate (labor) to Japanese industries located in Hanoi and its suburbs.	Adequate

7. RESULT OF REVIEW:

Result	HIGH POTENTIAL / RECOMMENDED
Proposed Adjustment	Industrial Electricity, Welding, Metal Cutting and Lathing are appropriate for receiving Japan's support, but Automobile Technology should be replaced with other training field related with manufacturing. It is appropriate to support the school to become a TOT core school as requested and planned by the Government of Viet Nam.

SCHOOL NO. 2

1. SCHOOL NAME

(Vietnamese)	Trường Cao đẳng nghề tỉnh Bà Rịa – Vũng Tàu
(English)	Ba Ria Vung Tau Vocational College

2. CONTACT INFORMATION

Location	Bà Rịa – Vũng Tàu
Address/Contact Number1	Cơ sở 1: TT Đất Đỏ - Huyện Đất Đỏ - Tỉnh BR-VT - ĐT: 064.365.442.0
Address/Contact Number2	Cơ sở 2: 404 Trương Công Định – F.8 – TP. Vũng Tàu - ĐT: 064.358.170.3
Responsible Agency	People's Committee (Bà Rịa – Vũng Tàu)

3. BASIC FACT

Year of Foundation	1998	Year of Upgrading to College Level	2010
Number of Students	3,000	Number of Staffs	132 teachers
Annual Budget	No data available		
Support from Donor	No support from donor since establishment.		
Status on 40 high quality vocational school (Draft)	Selected to be high quality level by 2015	Status on Decision No: 826/QĐ-LĐTBXH	Selected

4. TRAINING FIELD PROVIDED AT THE SCHOOL

Training Field	Qualification Provided		Expected Level on Decision No: 826/ QĐ-LĐTBXH / Note	Training Field Requested for Support from the Government of Viet Nam
	College Degree	Intermediate Degree		
Industrial Electricity	X	X		
Industrial Electronics	X	X		
Electronics		X		
Automobile Technology	X	X	National Level	
Mechatronics	X	X	ASEAN Level	
Welding	X	X	ASEAN Level	
Metal Cutting and Lathing	X	X		
Computer Programming	X	X		
Computer Repair		X		
Business Accounting	X	X		
Refrigeration and Air Condition	X	X	ASEAN Level	
Fashion		X		
Aquaculture Capture & Exploitation			National Level	X
Processing & Preserving Aquatic Products			National Level	X

5. OBSERVATION OF THE SCHOOL BY THE JICA STUDY TEAM

History of the School: The school was established as Ba Ria Vung Tau Vocational Education School in 1998 and renamed to Ba Ria Vung Tau Vocational Training Secondary School in 2006, followed by an upgrade to Ba Ria Vung Tau Vocational College in 2010.

Quality of Teaching Staffs: The number of teachers is 132 and all of them have bachelor's or higher degrees. The school works in association with other training institutes in Hanoi and Ho Chi Min for in-service training of teachers. The school has also obligated their teachers to do self-learning for at least several months every year to update their knowledge and skills, and has supported them to study abroad (France, German, Malaysia, etc) as well. This has improved quality of teaching staffs

Quality of Training Environments: The school has three campuses which are in good conditions. The school has the enough number of good quality training equipment as their budget is more than others due to the fact that the school is selected as key schools by Decision No:826/ QĐ- LĐT BXH.

Quality of Trainings: The study team observed and was impressed by the high quality of their training and workshops. The school was awarded the Golden Symbol for training of quality human resources by MOLISA/MOET in 2011, adding to other awards received by the institution in the past. These prove their quality training.

Relation with Industries: Apart from internship programs in industries, the school has associations with both local industries and Japanese industries. For example, the school has implemented a project to train 300 technicians on metal cutting and other occupations for Japanese industries, which includes training in Viet Nam for 10 months and training in Japan for 3 months while also studying the Japanese language.

Employment after Graduation: 95% of students find a job after graduation and most of them get good evaluation from their employers.

School's Strategy: Although they proposed the Government of Japan to support fishery training fields, they plan to revise the proposal by replacing the training fields with ones related to manufacturing. The revision is demanded as the proposal was made two years ago and the business environment of Ba Ria Vung Tau has changed since then and manufacturing is getting more and more important at present.

Potential of the School in the Future: The school has a potential to receive support in this project because of the reasons below:

1) Quality of this school is good enough to master and use technique and experience from Hanoi University of Industry in a short period;

2) Supporting industries related to manufacturing was prioritized by No. 12/2011/QĐ-TTg issued on February 24, 2011 and No. 1483/QĐ-TTg issued on August 26, 2011 and Prime Minister H.E. Mr. Nguyen Tan DUNG declared to prioritize Ba Ria Vung Tau and Hai Phong on supporting industry related with manufacturing several times. Various Japanese industries have started developing their business in this area these days and various industries from Japan sent missions to see potential of this area recently. Therefore, the graduates of this school will have opportunities to find jobs in this area easily in the future.

6. REVIEW OF THE SCHOOL ON THE SELECTION CRITERIA

Criteria	Review on Each Criterion	Mark
Consistency with Vietnamese request / desire for cooperation by Japan	This school is one of the schools originally requested from the Government of Japan.	Appropriate
Consistency with Vietnamese policy / strategy	The school is prioritized by the Decision No: 826/ QĐ- LĐT BXH. The school is selected to be one of the 40 high quality vocational schools (Draft) too. Also, supporting this school is consistent with the Vietnamese strategy to prioritize this area for supporting industries related to manufacturing.	Appropriate

Criteria	Review on Each Criterion	Mark
Consistency with Japanese strong vocational training field	Fishery training field requested by the school is not appropriate, as this is not a strong vocational training occupation of Japan. It should be replaced with manufacturing related occupations.	Inappropriate
Potential benefits to Japanese industry in Viet Nam	Because of the Vietnamese strategies to prioritize this area for supporting industries related to manufacturing, it is expected that more Japanese industries will invest in this area. The school will provide a high quality labor for these industries.	Appropriate

7. RESULT OF REVIEW:

Result	CONDITIONAL HIGH POTENTIAL /RECOMMENDED
Proposed Adjustment	The school itself has high potential, but necessary to change occupations to ones related to manufacturing. It is recommended to amend Decision No: 826/QĐ-LĐTBXH so that occupations related to manufacturing in the school will be prioritized for development.

SCHOOL NO. 3

1. SCHOOL NAME

(Vietnamese)	Trường Trung cấp nghề Nghi Sơn
(English)	Nghi Sơn Vocational Secondary School

2. CONTACT INFORMATION

Location	Nghi Sơn City, Thanh Hoa Province
Address	Tiêu khu 4, thị trấn Tĩnh Gia, huyện Tĩnh Gia, thành phố Thanh Hóa
Contact Number	037.386.139.1
Responsible Agency	People's Committee (Nghi Sơn)

3. BASIC FACT

Year of Foundation	1970's	Year of Upgrading to College Level	Have Not been upgraded yet
Number of Students	893	Number of Staffs	41 (29 teachers and 12 staffs)
Annual Budget	7,500,000,000 VND		
Support from Donor	No support from donor since establishment. AFD will invite 7 management staff for management training in France soon.		
Status on 40 High Quality Vocational School (Draft)	NOT Selected	Status on Decision No: 826/QĐ-LĐTBXH	Selected

4. TRAINING FIELD PROVIDED AT THE SCHOOL

Training Field	Qualification Provided		Expected Level on Decision No: 826/ QĐ-LĐTBXH / Note	Training Field Requested for Support from the Government of Viet Nam
	College Degree	Intermediate Degree		
Welding		X	National Level	
Industrial Electricity		X		X
Business Accounting		X		
Technical Refrigeration and Air Conditioning		X		
Computer Network Management		X		
Fashion Tailoring		X		
Automobile Technology			Plan to open the course (International Level) in the Future	X
Metal Cutting			Plan to open the course (International Level) in the Future	X
Operation of Petroleum Processing Equipment			Plan to open the course (International Level) in the Future	X

5. OBSERVATION OF THE SCHOOL BY THE JICA STUDY TEAM

History of the School: The school was established as Vocational Training Center in 1970's and upgraded to Vocational Secondary School in 2008. Before upgrading to Vocational Secondary School, the school provided only short term courses and, therefore, the school only has four years of experience providing long term courses.

Quality of Teaching Staffs: The school has sufficient number of teachers with qualification. The number of master's degree holders, bachelor's degree holders and college degree holders are 3(10.3%), 24(82.7%) and 2 (7%), respectively. 23 (79.3%) teachers hold qualification of both theory and practice. Therefore in terms of qualification, the quality of teachers is good, however, only 30-40 % of them have working experience in the industry. Although working experience is not compulsory for teaching qualification, this should be improved as practical experience enriches quality of training,

Quality of Training Environment: As they have not had any support from donors and they had been operating as Vocational Training Center before 2008, the condition of their school buildings, workshops and even furniture is quite poor compared to other training institute visited by the JICA study team. Quality and quantity of equipment, except PLC, are also poor. Workshop floor is rugged and the equipments are scattered on the floor when students use it.

Quality of Trainings: The JICA study team was impressed that teachers introduced practical classes to students as much as possible, but quality of training is low due to poor condition of training equipment and facilities. Students cannot study the importance of working conditions in this situation and employers will need to retrain them after employing them. Thus, cost effectiveness of training in this school is low.

Relation with Industries: The school is quite active in establishing relationships with industries. They have enough number of industries to send students for their internship. They send students to not only companies in Nghi Son and Thanh Hoa, but also to companies all over Viet Nam. For example, HONDA Viet Nam in Vinh Phuc accepted students in welding for jobs. Staffs of the career support center at the school, not the teachers, find these companies.

Employment after Graduation: 95% of students find a job after graduation. Most of them get employed at companies where they did their internship.

School's Strategy: The number of management/ administrative staff is 11, including principal and vice principal. The school with DOLISA has a strategy to upgrade the school to college level. The



Photo 5 Students Practicing in a Poor Training Environment



Photo 6 A Student Practicing Welding



Photo 7 Theory Class

school plans to i) increase the number of their training fields (occupations) to nine from current six, by adding three new training fields (Automobile Technology, Metal Cutting and Operation of Petroleum Processing Equipment), ii) upgrade five training fields to international level, namely Welding, Industrial Electricity, Automobile Technology, Metal Cutting and Operation of Petroleum Processing Equipment, and ii) construct new school buildings and workshop(s) for new training fields. The capacity of enrolment will be 2,000 and teaching staff will be 200 if this plan is implemented. They have already secured land for the new school campus for their future expansion. They will propose this strategy to MOLISA in the near future. The JICA study team recommends reviewing their strategy carefully as for maximum utilization of the planned facilities, enough number of teaching staff have to be recruited, which could be difficult to do in the given time.

Potential of the School in the Future: There are two excellent schools nearby this school, Thanh Hoa Vocational College of Industry on their north and Nghe An Vietnamese Korean Vocational College of Industry & Technique on their south, but this school is the only vocational institute providing long term courses in Nghi Son industrial park area. The government recognized the importance of this school in this area and put it into prioritized schools on Decision No: 826/QĐ-LĐTBXH. Therefore, this school has a potential in the future.



Photo 8 Land Secured for the New School Building for the Future Plan

6. REVIEW OF THE SCHOOL ON THE SELECTION CRITERIA

Criteria	Review on Each Criterion	Mark
Consistency with Vietnamese request / desire for cooperation by Japan	This school is one of the schools originally requested from the Government of Viet Nam.	Appropriate
Consistency with Vietnamese policy / strategy	This school is the only vocational training institute providing long term courses in Nghi Son Special Economic Zone and, therefore, supporting this school will definitely support the Vietnamese strategy to prioritize this area. The school is also prioritized on the Decision No: 826/QĐ-LĐTBXH.	Appropriate
Consistency with Japanese strong vocational training field	Industrial Electricity and Metal Cutting are appropriate, but Automobile Technology and Operation of Petroleum Processing Equipment should be replaced with others related to manufacturing.	Half appropriate, but half inappropriate
Potential benefits to Japanese industry in Viet Nam	There are several Japanese industries around Nghi Son Economic Zone already, for example, Idemitsu Kosan Co., Ltd, Taiheiyo Cement Corporation and KOBELCO who will benefit. It is expected the number of Japanese industry will increase in the future.	Appropriate

7. RESULT OF REVIEW:

Result	APPROPRIATE/RECOMMENDED
Proposed Adjustment	It is necessary to consider a reasonable size of the project, as time and effort are needed to get enough number of quality teachers to open new courses. It is also recommended to change occupations to supporting industries related to manufacturing.

SCHOOL NO. 5

1. SCHOOL NAME

(Vietnamese)	Trường Cao đẳng nghề Thủy sản Miền Bắc
(English)	Vocational College of Northern Fisheries

2. CONTACT INFORMATION

Location	Hải Phòng
Address	Số 804 Đường Thiên Lô - Phường Kênh Dương - Quận Lê Chân - TP. Hải Phòng
Contact Number	0313.613.526 - 0989.202.315
Responsible Agency	Ministry of Agriculture and Rural Development (MARD)

3. BASIC FACT

Year of Foundation	1963	Year of Upgrading to College Level	2008
Number of Students	1,000	Number of Staffs	103 (70 teachers and 33 staffs)
Annual Budget	9,500,000,000 VND		
Support from Donor	Equipment was provided by Canadian vocational school in 1997, but there is no support from donors since then.		
Status on 40 High Quality Vocational School (Draft)	NOT Selected	Status on Decision No: 826/QĐ-LĐTBXH	Selected

4. TRAINING FIELD PROVIDED AT THE SCHOOL

Training Field	Qualification Provided			Expected Level on Decision No: 826/ QĐ-LĐTBXH / Note	Training Field Requested for Support from the Government of Viet Nam
	College Degree	Inter : MOET	Inter: MOLISA		
Business Accounting	X	X	X		
Financial and monetary		X			
Monetary Policy	X				
Corporate Governance	X				
Marine Operations	X	X	X		
Machine Ships	X	X	X		
Shipbuilding Technology	X	X			
Industrial Electronics	X		X		
Industry Electricity	X		X		
Computer Repair	X		X		
Refrigeration and Air Conditioning	X	X	X	National Level	
Welding	X		X		
Processing and Preserving Aquatic Products		X	X	ASEAN Level	X
Sea Products Exploitation and Catching	X	X		ASEAN Level	X
Food	X		X		
IT		X			

Note: This school provides certificate for intermediate level training of vocational schools as well as professional schools.

5. OBSERVATION OF THE SCHOOL BY THE JICA STUDY TEAM

History of the School: The school was established as fishery processing technical vocational school in 1963. It was the only school specialized in fishery in the Democratic Republic of Viet Nam (North Viet Nam). The school merged with a professional school in 1995 and later upgraded to college in 2008. The school is still the only specialized school for the fishery sector among all the schools operated under MARD.

Quality of Teaching Staffs: The number of teaching staff is 70 with the sufficient number of qualification: the number of PhD holders, master's degree holders and bachelor's degree holders are 1(1.4%), 25(35.7%) and 44(62.9%), respectively.

Quality of Training Environment:

Although they have not had any support from donors since their establishment, except a small cooperation by a school in Canada from 1993 to 1997 (provision of equipment and training), they had enough number of training equipment for some training occupations, but not for others. The quality of training equipment is uneven, some equipments, like PLC, are new, but others are old. Floors of some workshops are unclear, although the JICA study team found signboards of 5S on those workshops.



**Photo 9 Old School Building
with a History**

Quality of Trainings: The student teacher ratio is the lowest (14.3 students per a teacher) among all the vocational schools observed by the JICA study team. Low student-teacher ratio results in better quality of training.



Photo 10 Dormitory



Photo 11 A Workshop with History

Relation with Industries: As this is the only fishery school in northern part of Viet Nam, the school has good relations with industries for internships and job fairs for students. The school also provides trainings funded by people's committee to fishing people on safe navigation of the sea, operation of ships, seafood processing and so on. They provided two month trainings for 300 people in 2011.

Employment after Graduation: Almost 100% of students find a job after graduation including jobs overseas (e.g. Japan and Korea), but most of the graduates find jobs in and around Hai Phong City. 70% of them



Photo 12 A Ship Engine for Training

enter fishery and 30% enter the shipbuilding business.

Management: The number of management staff is 33, including principal and vice principal. Relationships with DOLISA are good and they collaborate to provide trainings to fishing people. However, the enrolment of the school has been decreasing continuously from 3,000 in 2007 to 1,000 in 2012. This is mainly because of two reasons; the first reason is that the number of vocational training institutes in Hai Phong area is increasing and the intensity of competition among vocational training institutes is increasing. The second reason is that the fishery sector has become less popular to young generations, as working conditions in the fishery sector is tough and, therefore, unappealing. The management of the school has not been able to take necessary countermeasure this economic structure.

School's Strategy: The management of school has a clear plan to prioritize i) processing and preserving aquatic products and ii) sea products exploitation and catching approved by both MARD and MOLISA. To achieve the objectives, the school has a plan to invest more in infrastructure, training equipment and training of teachers. The school also has a plan to upgrade it to the fishery technical university by 2018, which is supported by the government policy toward strengthening fishery.

Potential of the School in the Future: This school is the only fishery vocational training institute in northern area of Viet Nam. In this regard, the school must have enough potential. Nonetheless, the enrolment of the school has been decreasing due to abovementioned reasons. Therefore, the JICA study team is concerned about the future potential of the school, although it is prioritized on Decision No: 826/QĐ-LĐTBXH.

6. REVIEW OF THE SCHOOL ON THE SELECTION CRITERIA

Criteria	Review on Each Criterion	Mark
Consistency with Vietnamese request / desire for cooperation by Japan	This school is one of the schools originally requested by the Government of Viet Nam.	Appropriate
Consistency with Vietnamese policy / strategy	This school is the only vocational training institute providing fishery courses in northern area of Viet Nam and is prioritized on the Decision No: 826/QĐ-LĐTBXH for the fishery sector.	Appropriate
Consistency with Japanese strong vocational training field	Fishery sector is not a strong vocational training occupation of Japan.	Inappropriate
Potential benefits to Japanese industry in Viet Nam	There are a lot of Japanese companies in Hai Phong city already, but most of them demand skilled employees who studied training field (occupations) related to manufacturing and therefore potential benefits are limited.	Inappropriate

7. RESULT OF REVIEW:

Result	INVALID
Proposed Adjustment	As Hai Phong City is prioritized for supporting industry and, therefore, the JICA study team recommends selecting other school(s) in Hai Phong (Refer to the school No. 6), respecting the location of Hai Phong City requested by the Government of Viet Nam.

SCHOOL NO. 6

1. SCHOOL NAME

(Vietnamese)	Trường Cao đẳng nghề Công nghiệp Hải Phòng
(English)	Hai Phong Industrial Vocational College

2. CONTACT INFORMATION

Location	Hải Phòng
Address	Số 187 Tôn Đức Thắng, An Đông, quận An Dương, thành phố Hải Phòng
Contact Number	Đt: 031.383.598.63; Fax:031.370.067.0
Responsible Agency	People's Committee (Hải Phòng)

3. BASIC FACT

Year of Foundation	1961	Year of Upgrading to College Level	2007
Number of Students	3,000	Number of Staffs	142 (108 teachers and 34 staffs)
Annual Budget	4,000,000,000 VND		
Support from Donor	JICA has supported the school through grass-root technical cooperation since 2011. France supported twice: once in 1985 supporting electric field with a 2.5 million Franc) and then in 2008 for electric and metal cutting with a 1.95million Euro). Finland also supported by donating 200,000 USD in 2010.		
Status on 40 High Quality Vocational School (Draft)	NOT Selected	Status on Decision No: 826/QĐ-LĐTBXH	Selected

4. TRAINING FIELD PROVIDED AT THE SCHOOL

Training Field	Qualification Provided		Expected Level on Decision No: 826/QĐ- LĐTBXH / Note	Training Field requested for support from the Government of Viet Nam
	College Degree	Intermediate Degree		
Welding	X	X		
Metal Cutting	X	X		
Industrial Electricity	X	X	ASEAN Level	
Civil Electricity	X			
Business Accounting	X			
Computer Repairs and Assembly	X		National Level	
Database Management	X			
Technical Air-conditioning and KK	X			
Automotive Technology	X		National Level	
Industrial Electronics	X			
Power Management Business	X			
Cooled Engine Repair	X			

5. OBSERVATION OF THE SCHOOL BY THE JICA STUDY TEAM

History of the School: The school was established as Hai Phong Vocational School in 1961 and upgraded to college in 2007. The school has more than 50 years of experience as vocational school specialized in industry located in one of the most important industrial area in northern Viet Nam. They were assigned by MOLISA/GDVT in 2009 to establish pedagogy class, targeting mainly those who have bachelor's degree in engineering but do not have pedagogy certificate yet.



Photo 13 School Building with History

Quality of Teaching Staffs: The school has made efforts to improve quality of teaching staff. For example, the school provides opportunities for teachers to participate in overseas study tours. The school has associations with Kita-Kyushu-City in Japan through “a program for improving plant management of manufacturers in Hai Phong” supported by the JICA grass-root technical cooperation since 2011. Five teachers from the school were dispatched to Japan for two weeks to study management of manufactures and visit four industries. After their return to Hai Phong City, they organized dissemination seminars to 60 people including some teachers from other schools.

Quality of Training Environment: The quality and quantity of training equipment are excellent for all training fields. Workshop and its floor conditions have also been kept in quite good conditions.



Photo 14 Many Lathe Turning Machines Set Out in the Workshop



Photo 15 A Student Practicing Turning Machines



Photo 16 Practice of Industrial Electricity



Photo 17 A Theory Class with Small Size

Quality of Trainings: The study team observed students practicing in trainings with a good learning environment. Teachers provided enough teaching aids developed by them to help students understand well.

Relation with Industries: The school has good relationships with industries to send students for internships. They also have had strong relationships with industries in Nomura-Haiphong Industrial Zone. This relationship helps students find good jobs and allows teachers to update their knowledge to maintain their good quality classes.

Employment after Graduation: During the 50 years of operation of the school since 1961, 50,000 students have graduated. Most of them found jobs in and around Hai Phong City.

School's Strategy: They have a fundamental policy to prioritize their traditional training fields (industrial electricity, machining and metal cutting). They also prioritize Industrial Electricity, Computer Repairs/Assembly and Automotive Technology on Decision No: 826/QĐ-LĐTBXH.

Potential of the School in the Future: The school has enough potential to be invested by this project because of reasons below:

i) Regardless of the fact that competition among vocational training institute in Hai Phong city continues to intensify in these days and the enrolment of the school has decreased slightly from 2008, the school has capitalized on their strength very well to survive these situations based on their good quality. The quality of this school will help them to master and use techniques and experience from Hanoi University of Industry in a short period.

ii) Supporting industries related to manufacturing was prioritized by No. 12/2011/QĐ-TTg issued on February 24, 2011 and No. 1483/QĐ-TTg issued on August 26, 2011 and Prime Minister H.E. Mr. Nguyen Tan DUNG declared to prioritize Ba Ria Vung Tau and Hai Phong on supporting industry related to manufacturing several times. Based on these governmental supports, the number of manufacturing industries in Hai Phong is expected to maintain and increase furthermore.

6. REVIEW OF THE SCHOOL ON THE SELECTION CRITERIA

Criteria	Review on Each Criterion	Mark
Consistency with Vietnamese request / desire for cooperation by Japan	This school is not on the list of the original request of the Government of Viet Nam, but can be considered by replacing it with school No.5 originally requested by the Government of Viet Nam.	Appropriate
Consistency with Vietnamese policy / strategy	The school is prioritized on the Decision No: 826/ QĐ-LĐTBXH. Also supporting this school is consistent with the Vietnamese strategy to prioritize this area for supporting industries related to manufacturing.	Adequate
Consistency with Japanese strong vocational training field	The school has a policy to prioritize industrial electricity, machining and metal cutting. These occupations are consistent with the strong vocational training fields of Japan.	Adequate
Potential benefits to Japanese industry in Viet Nam	Because of Vietnamese strategies to prioritize this area for supporting industries related with manufacturing, it is expected that the various Japanese industries invested in this area will remain and more Japanese industries will invest in this area. These industries will benefit from the school.	Adequate

7. RESULT OF REVIEW:

Result	HIGH POTENTIAL/RECOMMENDED
Proposed Adjustment	The school can be considered as a substitute for No. 5. It is recommended to amend Decision No: 826/QĐ-LĐTBXH so that occupations related with manufacturing in the school will be prioritized for development.

SCHOOL NO. 7

1. SCHOOL NAME

(Vietnamese)	Trường Cao đẳng nghề Việt - Đức Vinh Phúc
(English)	Vinh Phuc Vietnamese-German Vocational College

2. CONTACT INFORMATION

Location	Vinh Phuc
Address	Đường Nguyễn Tất Thành - Khu HC 15 - Phường Liên bảo - TP Vinh yên - Vinh Phúc
Contact Number	Điện thoại: 0211.386.7 77.3; Fax: 0211.386.7 77.3
Responsible Agency	People's Committee (Vinh Phúc)

3. BASIC FACT

Year of Foundation	2000	Year of Upgrading to College Level	2007
Number of Students	4,000	Number of Staffs	220 (184 teachers and 36 staffs)
Annual Budget	20,000,000,000 VND		
Support from Donor	Germany, through KfW, supported training equipment and material development from 2006 to 2011 by means of a loan. Korea supported IT training field with a 100,000USD in 2006 and Japan also supported by providing equipment valued at 100,000 US\$ by grass-root grant aid.		
Status on 40 High Quality Vocational School (Draft)	Selected to be high quality level by 2020	Status on Decision No: 826/QĐ-LĐTBXH	Selected

4. TRAINING FIELD PROVIDED AT THE SCHOOL

Training Field	Qualification Provided		Expected Level on Decision No: 826/QĐ- LĐTBXH / Note	Training Field Requested for Support from the Government of Viet Nam
	College Degree	Intermediate Degree		
Faculty of Mechanical				
Car Technology	X	X		
Welding Technology	X	X		
Metal Cutting and Lathing	X	X	ASEAN Level	
Faculty of Electrical / Electronics				
Devices	X	X		
Industrial Electronics	X	X	ASEAN Level	
Refrigeration and Air Conditioning		X	National Level	
Mechatronics		X	ASEAN Level	
Faculty of Information Technology				
Computer Network Administration	X			
Repairs Computer		X	National Level	
Software Application			International Level	
Faculty of Construction Economic				
Business Accounting	X	X		
Building Technology	X			
Water Supply (Installation)		X		
Faculty of Fashion				
Fashion		X		

5. OBSERVATION OF THE SCHOOL BY THE JICA STUDY TEAM

History of the School: The school was established as Vinh Phuc Vocational School in 2000 and renamed to Vinh Phuc Vietnamese-German Vocational School in 2006 after the German support. The school was then upgraded to college in 2007. The school provides courses for college, intermediate and elementary degrees.

Quality of Teaching Staffs: The number of master's degree holders, bachelor's degree holders and college degree holders are 84 (45.7%), 93 (50.5%) and 7 (3.8%), respectively. The ratio of master's degree holders is higher than other schools the JICA study team reviewed. The teachers of the school strengthened their knowledge and skills by training supported by GIZ. They are also dispatched to Germany for further training.

Quality of Training Environment: The quality and quantity of training equipment are excellent for all training fields as various donors have supported the school so far. The largest cooperation was a loan (2 million Euros) project supported by KfW from 2006 to 2011. The project procured equipment for training fields of industrial electric, machining, metal cutting and lathing, developed textbooks and teaching materials, trained teachers and dispatched teachers and managers to Germany for further studies. Korea and Japan also provided training equipment in 2006. By these interventions, the school has an excellent training environment.

Quality of Trainings: The JICA study team observed the practical trainings and was impressed by the quality of training in terms of good training equipment and facilities conditions, skilled teachers, and good conduct.

Relation with Industries: The school has good relationships with industries for students' internships and job fairs. The school also established an applied science center and an employment center at the school to communicate with industries. They also have had strong relationships with industries in Nomura-Haiphong Industrial Zone. Job fair is organized twice every year at the timing of new enrolment and graduation. Canon, Samsung, Nissin Food Products, Honda and others participated in it last time. The school also provides a few in-service trainings for workers and technicians of industries occasionally. 50 workers received in-service trainings in 2011.



Photo 18 Milling Machines Set Out in the Workshop



Photo 19 Many Lathe Turning Machines Set Out in the Workshop



Photo 20 CNC Machine

Management: The number of management/administrative staff is 36, including principal and vice principal. Relationships with DOLISA are good. The school has enough competency and enthusiasm toward improving the schools and has attracted support from various donors so far.

School's Strategy: The management of school with People's committee has a strategy/willingness to establish a Vietnam-Japan Center and to upgrade the school to Vĩnh Phúc Technique and Technology College, which include both Vietnamese-Japan Center and the current campus supported by Germany. The school has secured the site of 25 ha and submitted the plan to MPI (Ministry of Planning and Investment).



**Photo 21 Land Secured
for the New Campus**

Potential of the School in the Future: Their past performance of attracting support from various donors proves their potential and good management. The government recognized the importance of this school in this area by listing it as a prioritized school on Decision No: 826/QĐ-LĐTBXH and selecting it as one of the 40 high quality vocational schools. Therefore, this school has a potential in the future.

6. REVIEW OF THE SCHOOL ON THE SELECTION CRITERIA

Criteria	Review on Each Criterion	Mark
Consistency with Vietnamese request / desire for cooperation by Japan	Vĩnh Phúc Province has requested the Government of Japan to support their vocational training sector since 2008.	Appropriate
Consistency with Vietnamese policy / strategy	The school is also prioritized on the Decision No: 826 / QĐ-LĐTBXH and is selected as one of the 40 high quality vocational schools.	Appropriate
Consistency with Japanese strong vocational training field	The School provides courses about Industrial Electricity and Metal Cutting.	Appropriate
Potential to benefit to Japanese industry in Viet Nam	There are several Japanese manufacturing industries in Vĩnh Phúc Province. Supporting occupations related to manufacturing will benefit them.	Appropriate
Special Considerations	The Japanese side expressed concerns regarding the name of the school if it provides ODA support but the Vietnamese side responded negatively regarding the change of the school name due to diplomatic reasons. Ultimately, both sides could not find any solutions.	Invalid

7. RESULT OF REVIEW:

Result	INVALID
Proposed Adjustment	It is necessary to consider a reasonable size of the project. The school name should be also considered if Japan makes a final decision of supporting the school. Due to diplomatic reasons, it is difficult to change the school name as stated by the Vietnamese side.

SCHOOL NO. 8

1. SCHOOL NAME

(Vietnamese)	Trường Cao đẳng nghề Cơ khí Nông nghiệp
(English)	Vocational College of Mechatronics and Agriculture

2. CONTACT INFORMATION

Location	Vĩnh Phúc
Address	Địa chỉ: xã Tam Hợp - huyện Bình Xuyên - tỉnh Vĩnh Phúc
Contact Number	Tel: 0211.386.608.6 – 0211.359.644.0 Fax: 0211.359.6 44.0
Responsible Agency	Ministry of Agriculture and Rural Development (MARD)

3. BASIC FACT

Year of Foundation	1960	Year of Upgrading to College Level	2007
Number of Students	4,000	Number of Staffs	182 teachers
Annual Budget	48,000,000,000 VND		
Support from Donor	i) AFD will provide equipment for 4 training field (Automotive Technology, Industrial electricity, Metal Cutting and Welding) soon, ii) JOCV was dispatched in 2008, iii) Two Australian volunteers have been dispatched		
Status on 40 High Quality Vocational School (Draft)	Selected to be international level by 2015	Status on Decision No: 826/QĐ-LĐTBXH	Selected

4. TRAINING FIELD PROVIDED AT THE SCHOOL

Training Field	Qualification Provided			Expected Level on Decision No: 826/QĐ- LĐTBXH / Note	Training Field Requested for Support from the Government of Viet Nam
	Elementary Level	Intermediate level	College level		
Automobile Technology	X	X	X	International Level	
Metal Cutting	X	X	X	International Level	
Welding	X	X	X	International Level	
Industrial Electricity	X	X	X	International Level	
IT	X	X	X		
Accounting			X		
Industrial Electronics	X	X	X	International Level	
Computer Assembly and Repair	X	X	X		
Civil Electricity	X	X			
Excavator-bulldozer Operation	X	X			
Agri. Machines Engineering	X	X		ASEAN Level	
Cars Driving	X				
General Auto-loading & Unloading	X				
Vocational Pedagogy					

5. OBSERVATION OF THE SCHOOL BY THE JICA STUDY TEAM

History of the School: Initially, the school was established as Đồng Giao school of Tractors in Ninh Binh province in 1960. The school was renamed twice before upgrading to college, namely School of Agricultural Mechanics in 1966 and School of Agricultural Mechanics Workers Central No. 1 in 1972. In 2007, the school was upgraded to college level with a new name “Vocational College of Mechatronics and Agriculture”.



Photo 22 Modern School Building

Quality of Teaching Staffs: The number of master's degree holders, bachelor's degree holders and college degree holders are 92(50.5%), 85(46.7%) and 5(2.7%), respectively. In regard of qualification, the ratio of the master's degree holders is the highest among all schools surveyed during this study.

Quality of Training Environments: The training environment of the school is the most excellent among all the vocational colleges and schools visited during this survey. School building is adequate in scale and quality. The quantity of training equipment is enough and has excellent quality. AFD has a plan to invest further in the automotive technology, industrial electricity, metal cutting and welding departments of the school from 2012 to make the school a center of excellence.



Photo 23 Practice of Turning Machine



Photo 24 Practice of Milling Machine



Photo 25 Practice of Industrial Electricity



Photo 26 Practice of Welding

Quality of Trainings: The quality of training provided at this school is excellent with good environment and good teaching staffs. The school is selected to be an international level school among 40 high quality vocational schools and this school is almost at the international level. Japan Overseas Cooperation Volunteer (JOCV) was dispatched in 2008 to strengthen capacities of teachers.

Relation with Industries: The school has a career support center communicating with industries (e.g. TOYOTA, HONDA, Nissin food product and PRIME) for their needs survey. The center organizes job fairs with various industries for students at the timing of enrolment and graduation, gets feedback on their training curriculum and performance of students from those

industries to improve curriculum and propose internship programs in those industries. Owing to these activities with the industries, the school recognized the needs of revising the training curriculum, but could do only a part of that. (This is because 70% of curriculum must follow a framework regulated by MOLISA.) The school also provides training to workers/technicians of industries, for example, the provided trainings on operation of winch platform to more than 1,000 workers of TOTOTA and HONDA in 2011.

Employment after Graduation: Most of the graduates find jobs and it is said that 20% of the employees of TOYOTA and HONDA in Vĩnh Phúc province are graduates of this school.

School's Strategy: The school has strong relations within the agriculture sector; i) Their responsible ministry is Ministry of Agriculture and Rural Development (MARD); ii) the school provides training on agriculture machines engineering; iii) the school considers improvement of farmers' life; and iv) the school considers farmers changing their job to job related with manufacturing. To realize the 4th point, the school provides various type of training for students to find jobs related to the manufacturing industries in Vĩnh Phúc province. They have a plan to establish new faculties of biotechnology, food processing and tourism by 2020 as well.

Potential of the School in the Future: The quality of school is excellent and has great potential to be a center of excellence in Viet Nam. The government prioritizes the school intensively by selecting the school to be of an international level among 40 high quality vocational schools and prioritizing on Decision No: 826/QĐ-LĐTBXH. These evidences of quality of this school will ensure that the school will master and use techniques and experience from Hanoi University of Industry in a short period and could be a model school of the project.

6. REVIEW OF THE SCHOOL ON THE SELECTION CRITERIA

Criteria	Review on Each Criterion	Mark
Consistency with Vietnamese request / desire for cooperation by Japan	Vĩnh Phúc province has requested the Government of Japan to support their vocational training sector since 2008.	Appropriate
Consistency with Vietnamese policy / strategy	The school is prioritized on the Decision No: 826 / QĐ-LĐTBXH and is selected as one of the 40 high quality vocational schools.	Appropriate
Consistency with Japanese strong vocational training field	The school provides training courses on industrial electricity, metal cutting or welding.	Appropriate
Potential benefits to Japanese industry in Viet Nam	There are several large Japanese manufactures in Vĩnh Phúc Province which will benefit.	Appropriate

7. RESULT OF REVIEW:

Result	CONDITIONAL POTENTIAL /RECOMMENDED
Proposed Adjustment	It is necessary to coordinate target occupations with the project supported by AFD. Necessary to coordinate with School No. 7

SCHOOL NO. 9

1. SCHOOL NAME

(Vietnamese)	Trường Đại học Công nghiệp Hà Nội
(English)	Hanoi University of Industry

2. CONTACT INFORMATION

Location	Hanoi
Address	Xã Minh Khai, huyện Từ Liêm, Hà Nội;
Contact Number	ĐT: (04) 376.551.21 (Extention 224) or (04)376.500.51
Responsible Agency	Ministry of Industry and Trade (MOIT)

3. BASIC FACT

Year of Foundation	1898	Year of Upgrading to University	2005
Number of Students	60,000	Number of staff	1,400 teachers + 300 staffs
Annual Budget	-		
Support from Donor	JICA has provided technical assistance twice, one from 2000-2005 and the other from 2010 to 2012. Korea established a Vietnam Korea center, Taipei supported training equipment and training and India supported IT fields.		
Status on 40 High Quality Vocational School (Draft)	Not Selected	Status on Decision No: 826/QĐ-LĐTBXH	Not Selected

4. TRAINING FIELD PROVIDED AT THE SCHOOL

Training Field	Qualification Provided		Expected Level on Decision No: 826/ QĐ-LĐTBXH / Note	Training Field Requested for Support from the Government of Viet Nam
	College degree	Intermediate Degree		
1. Metal Cutting	X	X		
2. Machinery Tools Repairing	X	X		
3. Automotive Technology	X	X		
4. Industrial Electricity	X	X		
5. Industrial Electronics	X	X		
6. Drawing and Designing on the Computer	X	X		
7. Enterprise Accounting	X	X		
8. Refrigerating and Air Conditioning	X	X		
9. Welding	X	X		
10. Fashion Garment	X	X		
11. Tool Manufacturing	X	X		
12. Computer Programming	X	X		
13. Metal Cutting (Japanese Technology)	X			
14. Metal Sheet Processing (Japanese Technology)	X			
15. Electrical Equipment Controls Repairing (Japanese Technology).	X			

The above training fields are provided by the university for vocational courses. The university also has courses for bachelor's degree, professional college degree and professional school degree.

5. OBSERVATION OF THE SCHOOL BY THE JICA STUDY TEAM

History of the School: The school has a long history. Two schools, Hanoi Practical Technology School, which was originally established in 1898 with the name of Hanoi Vocational School, and Technical Worker Training School No.1, which was originally established as Hai Phong Vocational School in 1913, were merged together as Industrial High School No.1 in 1997. The school was upgraded to Hanoi Industrial College in 1999 and again upgraded to Hanoi University of Industry in 2005. JICA provided technical assistance from 2000 to 2005 to upgrade technical skills of trainers in the training fields of Metal Cutting, Metal Sheet Processing and Electrical Equipment Controls Repairing. The school established a Vietnam Japan Center (VJC) in their campus and has kept providing trainings on these three training fields.

Quality of Teaching Staffs of VJC: Around 40 trainers in VJC updated their skills and knowledge of the training fields of Metal Cutting, Metal Sheet Processing and Electrical Equipment Controls Repairing supported by Japanese counterparts in 2000-2005. Their technical skills are now at international level (Japanese level).

Quality of Training Environment: As JICA provided enough training equipment in 2000 and the number and quality of training equipment are good enough. However as 12 years passed since procurement, some of them must be renewed. Training facilities (training room) have been kept clean by students, as they studied idea of 5s well, but facilities have become old.

Quality of Trainings: Although the JICA study team did not have opportunities to observe their training during the visit, the JICA study team had several opportunities to hear how good their training quality were from several sources, e.g. Japanese industry and other training institutes.

Relation with Industries: The VJC has strong relations with industries. Different from other training institutes, the teachers of VJC visit industries by themselves. It is staff of career support centers who visit industries to develop their relationships in other training institutes. In this regard, teachers of VJC have a great advantage to be close to industries.

Employment after Graduation: The school and VJC do not have clear statistics of graduates who find a job after graduation. It is under survey as of April 2012.

School's Strategy: The school understands how management is important and has ideas to keep improving as follows: i) Focusing resources to provide quality training to satisfy training needs of industry by improving recruitment of staffs, training management staffs and maintaining



Photo 27 CNC Machine for Practice



Photo 28 Turning Machines for Practice

transparency and efficiency. ii) Improving ISO9001:2008 and 5s, iii) Mobilize resources to invest in training facilities for better training efficiency, iv) developing new training, including higher education and postgraduate education, v) strengthening scientific research and technology, creating of science and technology product brand of Hanoi University of Industry and promoting international cooperation in the field of training and scientific research, and so on.

Potential of the School in the Future: The school and VJC have already achieved great quality. They are qualified to be a center of excellence of the cooperation between Japan and Viet Nam in the field of vocational training.

6. REVIEW OF THE SCHOOL ON THE SELECTION CRITERIA

Criteria	Review on Each Criterion	Mark
Consistency with Vietnamese request / desire for cooperation by Japan	Technical transfer from Hanoi University of Industry to other vocational institute is expected from MOLISA/GDVT.	Appropriate
Consistency with Vietnamese policy / strategy	The university will transfer their experience to other training institutes by in-service training. Strengthening capacities of teachers through in-service training is one of the strategies of vocational training strategy 2010-2020. In addition, according to notification by the Office of Government, Hanoi University of Industry is regarded a model institute of providing high quality human resources for Japanese industry.	Appropriate
Consistency with Japanese strong vocational training field	Training field that the university will transfer is industrial electricity, welding, metal cutting and lathing. These are typical vocational training fields the Japanese are strong in.	Appropriate
Potential to benefit to Japanese industry in Viet Nam	Technical transfer from this university to other training institute will benefit huge number of Japanese industries all over Viet Nam in the future.	Appropriate

7. RESULT OF REVIEW:

Result	High Potential/Recommended
Proposed Adjustment	This school is required to play a vital role of core school to transfer their knowledge and skills obtained during JICA technical cooperation in the past.