WORKSHOP “PILOT COOPERATIVE TRAINING MODELS – EXPERIENCES AND WAY AHEAD”

Hanoi, 20/01/2016
WORKSHOP
“PILOT COOPERATIVE TRAINING MODELS – EXPERIENCES AND WAY AHEAD”
AGENDA

Workshop “Pilot cooperative training models – experiences and way ahead”

Date: 20.01.2016
Venue: Hotel Sofitel Plaza, 1 Thanh Nien Road, Hanoi
Moderator: Ms Britta van Erckelens (GIZ), Prof. Bui The Dung (national expert)

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Responsible/Actors</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:15</td>
<td>Opening</td>
<td>- Prof. Duong Duc Lan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Dr. Horst Sommer</td>
</tr>
<tr>
<td>9:15 – 10:45</td>
<td>Presentation and discussion of cooperative training approaches of the 5 partner institutions.</td>
<td>- Dr. Pham Ngoc Tiep</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mr. Nguyen Dinh Han</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Dr. Nguyen Thi Hang</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mr. Nguyen Van Binh</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mr. Pham Ngoc Tuyen</td>
</tr>
<tr>
<td>10:45 – 11:00</td>
<td>Tea break</td>
<td></td>
</tr>
<tr>
<td>11:00 – 11:30</td>
<td>Example: Recruitment and Training at Bosch (tbc)</td>
<td>Mr. Vo Quang Hue</td>
</tr>
<tr>
<td>11:30 – 12:15</td>
<td>Presentation and discussion of the results of the enterprise survey</td>
<td>Dr. Steffen Horn, Lena Schindler, Prof. Bui The Dung</td>
</tr>
<tr>
<td>12:15 – 13:30</td>
<td>Lunch break</td>
<td></td>
</tr>
<tr>
<td>13:30 - 15:00</td>
<td>Group 1: Discuss about the development process, concrete next development steps</td>
<td>Dr. Steffen Horn/ Ms. Viet Ha</td>
</tr>
<tr>
<td></td>
<td>Group 2: Discuss experiences by implementation cooperative training approaches/optimize existing approaches, concrete next steps for optimization of existing approaches</td>
<td>Lena Schindler/Prof. Bui The Dung</td>
</tr>
<tr>
<td></td>
<td>Group 3: Participation of economic sector in cooperative education, framework of cooperative training</td>
<td>Mr. Jürgen Illing/Ms. Giap Thi Thanh Binh</td>
</tr>
<tr>
<td>15:00 – 15:15</td>
<td>Tea break</td>
<td></td>
</tr>
<tr>
<td>15:15 – 17:00</td>
<td>Evaluation of the group work with the focus on the formulation of general recommendations/summary and formulation of concrete next steps of the development/optimization of cooperative training approaches</td>
<td>Ms Britta van Prof. Bui The Dung and representatives of working groups</td>
</tr>
<tr>
<td>17:00 – 17:15</td>
<td>Workshop closing</td>
<td>- Prof. Duong Duc Lan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Dr. Horst Sommer</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENT

## I. PRESENTATIONS

1. COOPERATIVE TRAINING MODEL ................................................................. 7
2. AN EXAMPLE OF SUCCESS:
   - COOPERATION IN THE TRAINING OF MECHATRONIC TECHNICIANS ............... 15
3. ĐÀO TẠO NGUỒN NHÂN LUẬT THEO ĐỊNH HƯỚNG
   - GẤN NHÀ TRƯỜNG VỚI DOANH NGHIỆP .................................................. 25
4. REPORT THE WORKSHOP ON COOPERATIVE TRAINING MODELS .................. 35
5. COOPERATIVE TRAINING MODEL ............................................................... 45
6. FINDINGS OF THE ENTERPRISE SURVEY ON
   - COOPERATIVE TRAINING IN PARTNER ENTERPRISES OF
     THE 5 SUPPORTED TVET INSTITUTES ................................................. 59
I. PRESENTATIONS
1. OBJECTIVES OF THE MODEL

1.1. Improve vocational training quality (delivering practice-oriented training, meeting production demand, early developing occupational experience);

1.2. Improve vocational training efficiency (enterprise’s demand-oriented training/in-house training);

1.3. Save technological investment costs for TVET institutes (only equip for basic training and mandatory tasks). Tasks selected by enterprises are taught at enterprises with their own equipment;

1.4. Benefit all stakeholders (Learners: training quality, job opportunities; School: Prestige, income; Enterprise: Short and long-term workforce demand; Society: Decreased social costs, improved vocational training efficiency).
2. BASIC CHARACTERISTICS OF THE MODEL

2.1. Role of enterprise: Enterprise is an indispensable natural partner of the model (Enterprise both facilitates to exploit equipment and participates actively in training process, as well as uses efficiently training products during and after the training);

2.2. Participation of enterprise: Percentage of in-company training time is increased by 30% of total training time;

2.3. Basis to identify contents of vocational training programme: Contents of vocational training programme are selected on basis of enterprise’s demand orientation: tasks which are demanded by ≥ 70% of enterprises in the territory are mandatory contents to be taught at school; other tasks are optional contents to be taught at enterprise;

2.4. Frequency and time of in-company training:
   Cooperation between the school and enterprise covers 3 years of the training:
   - First year: Basic and basic – 2 months of in-company training (8 weeks/320 hours);
   - Second year: Professional – 3 months of in-company training (12 weeks/480 hours);
   - Third year: Advanced professional – 4 months of in-company training (16 weeks/480 hours);
   - Graduation exam is organized in two waves and at enterprise, the first wave is organized at the end of the second year (acquiring intermediate diploma) and the second wave is organized at the end of the course (acquiring collegial diploma).

➢ In-company training time occupies 30% which is suitable for progress of theoretical, practical learning at school, with good connectivity.
3. MAIN PROCESSES OF THE MODEL

3.1. Conduct demand survey
- Clarify general demand and requirements of enterprises in the territory in terms of quantity, quality of training for development orientation of training model.
- Develop database on enterprises in the territory and neighbouring area (Metal cutting – 50 enterprises).

3.2. Develop Set of Occupational Standards – Metal cutting/CNC
- Refer to Occupational Standards of Germany and of General Department of Vocational Training (GDVT) – MOLISA;
- Collect opinions of enterprises;
- Harmonized Set of Occupational Standards: Update international occupational levels, in line with Occupational Standards of GDVT and industrial production practice in locality.

3.3 Develop Training programme
- Collect opinions of enterprises concerning common tasks of occupations conducted at enterprise. (Tasks which are rated as necessary by 70% of surveyed enterprises are included in training programme as mandatory contents);
- Training program has a structure of 3 levels corresponding to 3 degrees (elementary, intermediate and collegial);
- Have particular training modules for the model, which are delivered at enterprise, with the aim to address particular tasks of enterprise;
- Improved training program: Based on Occupational Standards, in line with the cooperative training model, applicable for further vocational training;
3. MAIN PROCESSES OF THE MODEL

3. 4 Select enterprises for cooperation
- Enterprise is selected by the following criteria: represent economic sectors (foreign, state-owned and private), have suitable equipment, have demand on human resources (in short and long term), be ready for cooperative training.
- Selection of the most suitable enterprises ensures successful cooperation (foreign, state-owned, private).

3. 5 Sign documents regarding cooperative training and further training.
- Sign Memorandum of Understanding (MOU) on cooperative training and further training: Sign one time with validity for many years (in case no request for change).
- Towards cooperation in new training and further training for employees of enterprises;
- Agree upon financial mechanism during in-company training of students.

3. MAIN PROCESSES OF THE MODEL

- MOU on cooperative training and further training.

3. 4 Select enterprises for cooperation

- Sign cooperative training contract:
  - Sign every year for particular students.
  - Clarify responsibilities of each party and specific contents of individual training phases. Identify personnel (coordinator, trainer, managerial teacher) to conduct cooperative training.

- Cooperative training contract; Decision on sending students to learn at enterprise.

3. 6 Conduct training of instructors of enterprise
- Coordinator and instructor of enterprise are delivered with further training on pedagogics;
- Organize training on training programme, methods of organizing, assessing, recording files and coordination between the college and enterprise.
- Have a group of enterprise instructors who respond to the requirements.
3. MAIN PROCESSES OF THE MODEL

3.7 Implement cooperative training
- Follow the contract (e.g. costs, etc.);
- The school takes the initiative in preparation and coordination of cooperative activities; in which teacher of the school coordinates with the enterprise in training;
- Towards a standardized and strict model in cooperative training;
- Manage and monitor in-company training work.
  - In-company training logbooks of students;
  - Module completion report of students;
  - Training notebooks of instructor at enterprise;
  - Training notebooks of training coordinator at enterprise.
Recording of reports, logbooks is often sketchy and perfunctory.

3.8. Assess, draw lessons learnt in cooperative training
- Conduct regularly after every in-company training phase;
- Assess comprehensively: covering training programme, coordination, recognition of quality and efficiency;
- Liquidate the contract in accordance with procedures.
- Collect feedbacks from the enterprise and students after the in-company training phase;
- Timely improve quality and efficiency of the in-company training.
3. MAIN PROCESSES OF THE MODEL

3.9. Cooperate in organizing graduation exam
✓ Graduation exam is organized in two waves: Intermediate diploma (at the end of the second year) and Collegial diploma (at the end of the course);
✓ Organize theoretical exam at school, practical exam at respective enterprise. Practical exam is attached with products of enterprise/developed together with enterprise (following German model);
✓ Establish examination organization board/team at enterprise;
✓ Instructor of enterprise is member of practical examination council at enterprise and participates in theoretical examination council at school.
✓ Students sitting for practical examination have very good quality and are rated as meeting well task requirements by enterprises (Metal cutting – approximation to grade 3/7)

4. MAIN SOLUTIONS FOR IMPLEMENTING THE MODEL

4.1 Build up close relation at leadership level between the college and enterprise;
4.2 Enable enterprises to be aware of their own benefits from participation in cooperative training (use human resources in short term and supplement insufficient human resources in long term without re-training; have many advantages during further training; enjoy policy for enterprises participating in vocational training according to Law on Vocational Training);
4. MAIN SOLUTIONS FOR IMPLEMENTING THE MODEL

4.3 Design in-company training programme which is aligned with production environment and feasible for performance (learners get familiar with enterprise environment, strengthen knowledge, skills through supporting and participating in production process, learn new knowledge and skills with new particular tasks of enterprise, independently participate in production line when they are confident in their knowledge, skills and practical experiences);

4.4 Implement cooperation process in a systematic manner with archived documents and appropriate management files (MOU, training contract, in-company training notebooks, training logbooks, module completion reports, etc.).

Thank you for attention!

Ass. Prof. Dr. Phạm Ngọc Tiếp
Pilot cooperative training models – experiences and way ahead
2. COOPERATION IN THE TRAINING OF MECHATRONIC TECHNICIANS

AN EXAMPLE OF SUCCESS:

COOPERATION IN THE TRAINING OF MECHATRONIC TECHNICIANS

Hung Yen University of Technical Education and German enterprises

Hung Yen, October 15th, 2014

INTRODUCTION

Thanks to GDVT and GIZ, the Hung Yen University and two German enterprises Messer and B.Braun have successfully carried out the pilot program of cooperation in the training of mechatronic technicians.

Practical experiences enable us to supplement and perfect the understanding of dual education approach and model. Especially, in implementation of training programs suitable for Vietnam conditions.

The success of cooperation program in the training of mechatronic technician is useful in implementing, replicating the model of dual education in Vietnam.
SUCCESS FACTORS

1. Close cooperation between stakeholders at all stages
   - Update, implement the training program
   - Evaluate and recognize the outcomes
   - Appropriate investment

✓ The approach, tradition in skills training and experiences in implementation of practice-oriented training program, particularly experiences in working with enterprises have clearly proven to be effective.
SUCCESS FACTORS

2. Learning during production process:

- The training program is clearly in line with the in-school training content and in-company training content.
- In-company training accounts for 50% of training program duration

☑ Training design shall be highly flexible, facilitates training cooperation with the enterprises. For example, arranging time for apprenticeship should be in line with production schedule of the enterprise.

SUCCESS FACTORS

3. Meeting national and international standards:

- Training program satisfies national and international standards
- Students’ degrees are formally recognized. Students are able to work in different environments, especially in international labor market.

☑ German Chamber of Commerce (AHK) is the organization providing evaluation and issuing competence-based certificates to the learners (equivalent to European system of 7-levels occupational skills). Stringent requirements by AHK: In order to be considered for certificate issuance, AHK must involve in quality assurance of all training phases.
SUCCESS FACTORS

4. Teaching force:
   - Competent instructors in the enterprises.
   - Teachers with occupational and pedagogical skills.

   Majority of teachers involved in the pilot training program are experienced teachers, thus there are many advantages in teaching and activities coordination. The teachers truly act as the bridge between the college and enterprises.

SUCCESS FACTORS

5. Flexible application of training-related mechanisms:
   - Survey of labor market.
   - Conduct research, apply education-related mechanisms in a flexible manner.

   Pilot training program receives support from Director General of General Directorate of Vocational Training, hence complicated administrative and management procedures are removed. More focuses are placed on the quality of pilot training program thanks to the time saved.
TYPES OF COOPERATION

Pilot training program takes the form of: combination of in-school training (mostly basic theories and practices) and in-company training (occupational, production practices). Benefits include:

- Increase career orientation.
- Enhance training efficiency: saving of cost
- Students adapt to working environment.
- Improve the relationship between employers and future laborers.

PILOT PROGRAM IN THE TRAINING OF MECHATRONIC TECHNICIAN

- Based on the history of good cooperation between Hung Yen University of Technical Education and German enterprises
- Derived from the needs of German enterprises for highly technical skilled labor.
- Based on the trust in the teachers of Hung Yen University who have occupational skills and training experiences.
- Pilot program receives support from GDVT, NIVT, GIZ and AHK.
PILOT PROGRAM IN THE TRAINING OF MECHATRONIC TECHNICIANS

- Total duration: **1950** hours (1.5 year program).
- Number of occupational modules: **16**. Wherein 12 in-school training modules have total duration of 975 hours (accounting for 50%); 4 in-company training modules also have total duration of 975 hours (accounting for 50%).
- Foreign language: total time devoted to communication English is 240 hours – double that of normal program
- Support for students from the enterprises: 1.8 million VND/month in 2nd year, 3 million VND/month in 3rd year

### PILOT PROGRAM: Roadmap

- Analysis of demands and prospect for cooperation (**9/2/2012**)
- Signing of cooperation agreement (**18/3/2013**)
- All parties develop training program and teaching materials (**13/5/2013**) (Approved by GDVT)
- Student enrollment (15 students, **15/7/2013**)
- In-school examination
- Signing of training contract between students and enterprises
- Implementing the training program (in school and in companies)
- Evaluation and degree issuance (**2-2-2015**)
  (The council includes representatives from College, enterprises, GDVT and AHK)
LESSONS LEARNT: BENEFITS

Students
- Have occupational competence ready for entrance into labor market
- Have additional income during learning process
- Learn in actual working environment
- Gain experience in enterprises and work
- Earn job suitable with trained discipline right after graduation

Enterprises
- Have training program satisfying the needs of enterprises
- Have human resources that can quickly adapt to the work
- Work productivity of learners
- Save the cost of recruitment and re-training
- Improve productivity and quality of product and service thanks to competent workforce

School
- Information exchange between college teachers and companies’ instructors
- Attracts more students
- Increases practical skills, attitude, working style as well as motivation for students
- Improve practical training in actual working environment
- Makes self-decision of training content in the college
- Reduces training cost

LESSONS LEARNT: CHALLENGES

- Clear delineation of in-school training contents and in-company training contents
- English skill of students need to be improved to meet requirements of working environment in the companies and international working environment
- Pedagogical skills of in-company instructors need to be improved
- Efficiency in organization of the training to optimize meal cost and accommodation cost for the students
- Program’s sustainability through expansion of cooperation with other enterprises
Thank you!
3. HUMAN RESOURCES DEVELOPMENT BASED ON COOPERATIVE TRAINING

MINISTRY OF LABOR-INVALIDS AND SOCIAL AFFAIRS
HO CHI MINH VOCATIONAL COLLEGE OF TECHNOLOGY

HUMAN RESOURCES DEVELOPMENT BASED ON COOPERATIVE TRAINING

Dr. NGUYEN THI HANG

Hà Nội, ngày 20/1/2016

CONTENT

1. INTRODUCTION
2. CONTENT
3. CONCLUSION
INTRODUCTION

High-skilled working resources are limited as compared with the social demand.

The training programs are still too academic.

Employment needs of enterprises are different.

Cooperative training models in developed countries: German dual training model; Flexible training model of Norway; Japanese cooperative training model.

CONTENT

1. CONCEPTS
2. SITUATION
3. TRAINING MODELS IN OTHER COUNTRIES
4. RECOMMENDATIONS
Cooperative training: «is sharing and synergies between a vocational training college and enterprise which is aimed to improve the training quality and to increase the competitiveness in the labor market and to meet the labor force demand of different areas and regions».

Human resources: «include people from 15 years old and over who have a job and people who are of working age and have working ability but are unemployed or are studying or doing housework or do not have a need to work or are in other conditions, e.g. have retired before the retiring age».

<table>
<thead>
<tr>
<th>Content</th>
<th>Level of cooperation (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enterprises and college inform each other about the needs of labor force and supply capacity</td>
<td>Excellent: 5.29, Good: 6.78, Average: 32.89, Poor: 55.04</td>
</tr>
<tr>
<td>College and enterprise sign contract on internship</td>
<td>Excellent: 42.82, Good: 32.72, Average: 14.81, Poor: 9.65</td>
</tr>
<tr>
<td>Enterprise and college develop and adjust training programs</td>
<td>Excellent: 10.45, Good: 15.61, Average: 28.92, Poor: 45.02</td>
</tr>
<tr>
<td>Provide training according to the training orders</td>
<td>Excellent: 12.69, Good: 15.28, Average: 18.52, Poor: 68.79</td>
</tr>
<tr>
<td>Enterprise instructors train and supervise students in practice</td>
<td>Excellent: 20.72, Good: 26.87, Average: 27.84, Poor: 24.57</td>
</tr>
<tr>
<td>Enterprises involved in testing, evaluating training results</td>
<td>Excellent: 7.85, Good: 10.98, Average: 15.78, Poor: 65.39</td>
</tr>
<tr>
<td>Enterprises support in covering training costs (scholarship, return training fee to the college when students are on apprentice)</td>
<td>Excellent: 18.95, Good: 22.98, Average: 30.91, Poor: 27.16</td>
</tr>
</tbody>
</table>

Survey on cooperative training, HVCT
2. SITUATION OF COOPERATIVE TRAINING AT HVCT

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not satisfactory</th>
<th>Satisfactory</th>
<th>Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional knowledge</td>
<td>25.9</td>
<td>50.2</td>
<td>23.9</td>
</tr>
<tr>
<td>Occupational skills</td>
<td>29.1</td>
<td>54.3</td>
<td>16.6</td>
</tr>
<tr>
<td>Attitude</td>
<td>30.2</td>
<td>52.1</td>
<td>18.8</td>
</tr>
</tbody>
</table>

Survey: Enterprise evaluation of students' knowledge, skills and attitude

Enterprise training orders for college

1. Manufacturing mechanics
2. Tailoring and fashion design
3. Automobile mechanics
4. Electricity-electronics
5. Accounting
6. Refrigeration
7. Labor safety and environment
3. COOPERATIVE TRAINING MODELS IN OTHER COUNTRIES

### Dual training in Germany

**Achieved:** Students practice at enterprises, financial support to college; enterprises are involved in guiding students in their internship, enterprises are involved in developing and adjusting training programs and assessing students’ occupational skills.

**Not achieved:** Provide training information to enterprises; testing and evaluating training results.
3. COOPERATIVE TRAINING MODELS IN OTHER COUNTRIES

### Flexible training model of Norway

1. **Formula: 2 + 2**
   - 2 years of general training at college and 2 years training at enterprise

2. **Formula: 1 + 3**
   - 1 year of training at college and 3 years at enterprise

3. **Formula: 0 + 4**
   - 4 years of training at enterprise

### Japanese model of local HR training

- **Labor suppliers**
  - TVET institutes
  - Inform about cooperation needs

- **Bridging functions**
  - HR data bank managers
  - Truy vấn Labor Request
  - Info providers
  - Cơ quan giáo dục bổ sung Additional training institutions
  - Payment thủoulos

- **Labor users**
  - Yêu cầu giới thiệu nguồn nhân lực
  - Japanese enterprises
  - Payment thủ los

---

30 - “Pilot cooperative training models – experiences and way ahead”
4. RECOMMENDATIONS

**COOPERATIVE TRAINING AT HVCT**

1. **Solution 1**
   - TVET institutions to apply in a flexible way cooperative training models of other countries

2. **Giải pháp 2**
   - Invest basic adequate training facilities

3. **Giải pháp 3**
   - Establish a strategic network of TVET institutes and employers
Cooperative training is one of appropriate practical and theoretical solutions.

A TVET institute is advised to apply in a complex way the proposed recommendations.

Solution 4
Develop modularized and skill-based training programs

Solution 5
Develop training outcomes for specific training occupations

4. RECOMMENDATIONS

CONTENT

CONCLUSION
THANK YOU FOR ATTENTION
“Pilot cooperative training models – experiences and way ahead”
4. REPORT THE WORKSHOP ON COOPERATIVE TRAINING MODELS

REPORT
THE WORKSHOP ON COOPERATIVE TRAINING MODELS
LILAMA 2 Vocational College – Long Thanh, Dong Nai

Hanoi, January 20, 2016

CONTENTS OF THE REPORT

1. OVERVIEW ABOUT LILAMA 2
2. COOPERATIVE TRAINING MODEL
3. EXPERIENCE
4. PERSPECTIVE S
PART 1: OVERVIEW ABOUT LILAMA 2 VOCATIONAL COLLEGE

Hanoi, January 20, 2016

MINISTRY OF CONSTRUCTION

LILAMA 2 VOCATIONAL COLLEGE

LILAMA 2 VOCATIONAL COLLEGE IS LOCATED IN THE SOUTHERN KEY ECONOMIC ZONE

LILAMA 2 VOCATIONAL COLLEGE
LILAMA2 VOCATIONAL COLLEGE

FIELDS OF TRAINING

- International advanced collegiate level
- Collegial level
- Intermediate level
- Advanced training
- Enterprise's demand-based re-training
- Pilot training model following Germany's "dual system"
- Training for international certificate AWS, City & Guilds
- International pedagogic training for teachers
- Training and certification of occupational skills for teachers

Address: Km32 National way 51, Long Phuoc, Long Thanh, Dong Nai
Tel.: 061. 3558259 – 3558700
Fax: 061. 3558711
E-mail: lilamattc2@hcm.vnn.vn
Website: www.lilama2.edu.vn

Hanoi, January 20, 2016
### TRAINED OCCUPATIONS

<table>
<thead>
<tr>
<th>No.</th>
<th>OCCUPATIONS</th>
<th>PRACTICE</th>
<th>International advanced collegial level</th>
<th>Collegial level</th>
<th>Intermedi-ate level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mechanical Fabrication Engineering</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>2</td>
<td>Industrial electronics</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>3</td>
<td>Mechatronics</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4</td>
<td>Metal cutting</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>5</td>
<td>Welding engineering</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>6</td>
<td>Optical wireless transmission engineering</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>7</td>
<td>Telecommunication station installation engineering</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>8</td>
<td>Computer engineering</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>9</td>
<td>Construction project management</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>10</td>
<td>Applied mechanical engineering</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No. OCCUPATIONS PRACTICE International advanced collegial level Collegial level Intermedi-ate level

<table>
<thead>
<tr>
<th>No.</th>
<th>OCCUPATIONS</th>
<th>International advanced collegial level</th>
<th>Collegial level</th>
<th>Intermedi-ate level</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Pipe installation engineering</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Industrial electrics</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Electrical installation and control engineering in industry</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Mechanical equipment installation engineering</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Computer assembly and repair</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Enterprise accounting</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Corporate governance of small and medium-sized enterprises</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Automobile</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Mechanic-electric equipment maintenance</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Overhead crane operation</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hanoi, January 20, 2016
II. COOPERATIVE TRAINING MODEL

2.1. Status quo of cooperative training at LILAMA 2: there are 02 training models (long-term and short-term)

2.1.1. Long-term cooperative training with Robert Bosch company: 03 years
- Legal contract: + The school signs contract with Bosch company
  + Bosch company signs with AHK (German Professional Association)
- Training scale:  
  + Course 01: 22 students
  + Course 02: 24 students
  + Course 03: 24 students
- Trained occupation: Mechanical equipment fabrication
- Training form: 70% of Bosch company-based training and 30% of LILAMA 2-based training
- Training programme: 42 modules
  of which:  
  + 15 modules following Vietnamese framework programme
  + 15 modules following AHK’s programme
  + 12 modules following Bosch’s training programme
- Lilama 2 grants vocational college diploma and AHK grants vocational certificate

<table>
<thead>
<tr>
<th>No.</th>
<th>Trained occupations</th>
<th>In 2013</th>
<th>In 2014</th>
<th>In 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Norm assigned in the year</td>
<td>Actual enrolment in the year</td>
<td>Comparison between performance and assigned norm</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Collegial level</td>
<td>500</td>
<td>473</td>
<td>95%</td>
</tr>
<tr>
<td>2</td>
<td>Intermediate level</td>
<td>450</td>
<td>388</td>
<td>86%</td>
</tr>
<tr>
<td>3</td>
<td>Elementary level</td>
<td>900</td>
<td>987</td>
<td>110%</td>
</tr>
</tbody>
</table>

PERFORMANCE OF TRAINING NORMS IN 2013-2015 PERIOD

A | B | C | D | E | F | G | H | I | J | K |
1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
2.1.2. Short-term cooperative training with enterprises: (Bosch company, VinaTak company, IDICO company, Quatron steel company, PTSC Mechanical & Construction company, Shipyards Sai Gon company, Hyosung VietNam company, etc.

- Legal contract: between the school and enterprises
- Training scale: the school trains 300 – 500 students/year of various occupations for enterprises.
- Trained occupations: Welding, Lathe, Mechanical equipment installation, Pipe, Industrial electrics, etc.
- Training time: from 01 week to 03 months
- Training programme: in coordination with enterprises and demand-based adjustment
- Form of enrollment of students: + Enrollment of students by enterprises + Selection of students by the college
- Lilama 2 grants vocational certificate
Management Board of the school:
- The highest legal representative of the College
- Set out general guidelines, policies and act as the final decision-maker

Enterprises: Identify demand on training of human resources, agree upon training programme, costs, time, place.

Department of Student Affairs: Look for focal points of enterprises

Faculties: Develop training programme, deliver training, manage student affairs, organize exams and assess occupational skills upon graduation.
III. EXPERIENCE

A. Advantages:
- Lilama 2 is inherited with relations with enterprises under LILAMA Corporation
- Lilama 2 is located in the Southern Key Economic Zone (Nhon Trach, Phu My, Bien Hoa, Ba Ria Vung Tau, Binh Duong, HCMC industrial parks, etc.).
  + Enterprises have large demand on human resources
  + Favourable in travelling, cooperation
- Provincial People’s Committee and Management Board of the school pay high attention to vocational training
- Lilama 2 is being supported by GIZ in developing Center of Excellence in Vocational Training at the college (the period of 2015 - 2017)

B. Disadvantages
- Enterprises fail to see their responsibilities and roles in vocational training support.
- Linkage between enterprise’s interests and vocational training.
- Legal framework is not implemented for grassroots levels such as provincial agencies, project management units
- There exist many shortcomings between human resources training demand of enterprises and the school (e.g. training time, difficulty in sending students to enterprises for practice, quantity of training).
III. EXPERIENCE

Proactively look for enterprises who have demand on recruitment of employees corresponding to trained occupations of the college.

+ Via website of enterprises, associations
+ Via personal relations of teachers of faculties

The school SHOULD have a division coordinating with enterprises

+ Act as focal point linking training work with enterprise’s human resources demand
+ Act as cooperative training coordinator among specialized faculties in the college
+ Be specialized in cooperative training and making contacts with enterprises

Have regular and long-term cooperative plan with enterprises such as:

+ Link training programme with recruitment demand of enterprises
+ Have Memorandum of Understanding, cooperative contract with strategic enterprises

IV. PERSPECTIVES

➢ The college and GIZ is developing and implementing pilot training model following German standards for 04 occupations of Mechatronics, Industrial Electronics, Metal Cutting, Construction Mechanics, in form of cooperative training (Dual System):

➢ Develop a cooperative training model which meets German standards and is suitable with the practice in Vietnam

➢ Look for and sign contract with strategic partner enterprises in order to implement pilot cooperative training for 04 occupations.
Thank you very much!
5. COOPERATIVE TRAINING MODEL

CONTENTS

1. Overview about the college
2. Current cooperation between the college and enterprises
3. Development process of cooperative training
4. Implementation of cooperative training
5. Perspectives
1. OVERVIEW ABOUT THE COLLEGE

Functions and tasks

➢ Deliver vocational training by 3 levels:
  ✓ Collegial
  ✓ Intermediate
  ✓ Elementary
  ✓ Further training on occupational skills as demanded by employees and enterprises

➢ Organize research, application and transfer of scientific – technological progresses in production with the aim to improve training quality; Conduct production and business and scientific – technological services.
1. OVERVIEW ABOUT THE COLLEGE

Functions, tasks
- Conduct joint venture, cooperation with domestic and overseas TVET institutes, research, production, business establishments in accordance with laws and regulations.

Organizational structure
- Management board
- 05 functional divisions
- 07 specialized faculties
- 03 centers
- Total personnel: 228 staff, including 195 teachers
1. OVERVIEW ABOUT THE COLLEGE

Occupations and scale of training
- 11 collegial-level occupations
- 10 intermediate-level occupations
- 11 elementary-level occupations
- Scale of training: 4,500 students
  +Long-term training: 2,200 – 2,500 students
  +Short-term training: 2,000 – 2,500 students

2. CURRENT COOPERATION BETWEEN THE COLLEGE AND ENTERPRISES

Benefits from cooperative training
- Teachers are facilitated to work with advanced production technology
- Training programmes are closely connected with the real production
- Training costs can be saved
- Students are facilitated to experience real production and have jobs right after their graduation.

For sustainable development, TVET institutes should have a close relation with enterprises and deliver demand-oriented training.
2. CURRENT COOPERATION BETWEEN THE COLLEGE AND ENTERPRISES

Occupations subject to cooperative training:
- Metal cutting
- Automobile
- Industrial electrics
- Industrial electronics
- Mechatronics
- Operating foundation construction machine
- Enterprise accounting
- Informatics

Number of enterprises engaging in cooperative training:
The school has close relation in cooperative training with over 60 enterprises and groups such as:

2. CURRENT COOPERATION BETWEEN THE COLLEGE AND ENTERPRISES

Number of enterprises engaging in cooperative training

- **For field of mechanics**: Rang Dong Group (Binh Thuan), Son Hai Group (Quang Binh), Irrigation Construction Corporation no. 4 (HCMC), Lam Dong Irrigation Investment and Construction Corporation, Tan Cang Corporation (HCMC), Tan Cang Sai Gon Technical Service Company, etc.

- **For field of economics, informatics**: Kim Cang Co., Ltd, Viet T.O.P Telecommunications company, Mai Phuong Co., Ltd (Dong Nai), etc.

- **For field of electrics – electronics**: Taya (Vietnam) Electric Wire and Cable JSC, Asia Mechatronics (Vietnam) Co., Ltd, Branch of Binh Hoa Electronics JSC, Bien Hoa Electronics JSC, Yow Guan Electrics and Electronics Co., Ltd, Vietnam Shihlin Electrics & Engineering Co., Ltd, etc.
2. CURRENT COOPERATION BETWEEN THE COLLEGE AND ENTERPRISES

Contents of cooperation
- Recruitment of employees
- Recruitment of internship students
- Development and improvement of training programmes and curriculum
- Training of trainers
- Training and re-training of employees of enterprises

Results of cooperative training: over 6,000 students, in average 700 students/year.

3. DEVELOPMENT PROCESS OF COOPERATIVE TRAINING BETWEEN THE COLLEGE AND ENTERPRISE

Implementation steps
- Discuss with enterprise to find out core benefits of the school and enterprise in cooperative training.
- Based on that discussion, two parties will agree upon training content, plan, staff, form of training assessment, etc.
3. DEVELOPMENT PROCESS OF COOPERATIVE TRAINING BETWEEN THE COLLEGE AND ENTERPRISES

* Advantages

 Regarding cooperation experiences:
  ✓ The College has a long history in cooperative training: from 1998 to 2013, the college was owned by an enterprise, hence not financed by the state for purchasing practical equipment. Therefore, to survive and develop as today, the College has taken the initiative in building up cooperative relations with enterprises in training occupations, receiving students for internship and working.

 Regarding geographic position:
  ✓ The school is located in Dong Nai province which is the center of the Southern Key Economic Zone and has 32 industrial parks and more than 16,000 enterprises engaging in various economic sectors.
  ✓ The school borders with 8 major industrial parks in Dong Nai, namely: Ho Nai, Song May, Long Binh, Amata, Giang Dien, Bau Xeo, Bien Hoa 1, Bien Hoa 2 with more than 500 FDI enterprises. This is an advantage for the school to build up and promote cooperative training model.
3. DEVELOPMENT PROCESS OF COOPERATIVE TRAINING BETWEEN THE COLLEGE AND ENTERPRISES

* Disadvantages

- Regarding training programmes: Colleges can take decisions with only 30% of training programme, this is one of obstacles in designing cooperative training programmes.
- Regarding enterprises: Most of enterprises operate in production line, which requires high specialization, while students should be trained in diversified tasks. Therefore, arrangement and rotation of work positions for students during their internship in the same enterprise is limited.
- For some particular enterprises with technology secret, accessibility for cooperative training is more difficult.

Disadvantages

- There is no binding regulation for enterprises to participate in training of employees, cooperation with enterprise is mainly based on the relation built up between the College and enterprises.
- Enterprises do not really benefit from participation in training, they just want to make use of students as employees to complement their insufficient workforce.
3. DEVELOPMENT PROCESS OF COOPERATIVE TRAINING BETWEEN THE COLLEGE AND ENTERPRISES

To ensure that training programme best meet enterprise’s demand the College invites, on an annual basis, experts from enterprises to participate in developing training programmes, collects their opinions for adaptation of training curriculum to meet the practical needs of enterprises.

4. IMPLEMENTATION OF COOPERATIVE TRAINING

- Contents of training (cooperative training)
  - Basic theory and practice – at college
  - Advanced practice – at enterprise
- Organization of training
  - The college assigns teacher to coordinate with enterprise in training.
  - Enterprise assigns technical staff to participate in training and assessment of students.
4. IMPLEMENTATION OF COOPERATIVE TRAINING

Cooperation experiences

➢ The should be a good relation with enterprises based on trust
➢ Before implementing cooperative training, two parties should discuss to agree upon the training programme and plan.
➢ It should be flexible in developing training programme in alignment with production plan of the enterprise in specific periods.

➢ Students’ internship should be organized in alignment with their fields of training and the enterprise production.
➢ Student’s discipline and work behavior should not create any influence on the enterprise production.
4. IMPLEMENTATION OF COOPERATIVE TRAINING

Successful factors
- Be flexible in delivery of training
- Have close relation with enterprise
- Build confidence towards enterprise
- Make use of support of enterprise
- Advantageous position of the college
- Increasing demand of high-skilled workforce

Difficulties and challenges
- It is a challenge to develop in-company training plan for classes with numerous students.
- Low discipline awareness and working style of some students creates bad impact on the college image.
5. PERSPECTIVES

To ensure high training quality, besides the factors related to training programmes, curriculum, teachers, teaching facilities, VCMI identifies cooperative training as an indispensable prerequisite for the development of the College. In the coming time, the College will continue developing cooperative training relations with enterprises.
6. FINDINGS OF THE ENTERPRISE SURVEY ON COOPERATIVE TRAINING IN PARTNER ENTERPRISES OF THE 5 SUPPORTED TVET INSTITUTES

1. Objectives of the survey

- Gain evidences on current situation of the cooperative training activities, particularly the in-company training activities to feed the discussions in the workshop with hard facts

- Illustrate the perspective of the enterprises and sensitise the management of the TVET institutes and GDVT about their interests and needs
2 Scope and methodology of the survey

- Interviews with 24 (29) partner enterprises of the TVET institutes participating in the workshop

- Used instruments:
  - Questionnaire
  - Excel based quantitative and qualitative data analysis

3 Description of the surveyed enterprises

Overview:
- 24 (29) partner companies surveyed

- Considerable diversity of enterprises
- In the following slides the survey results of only 24 enterprises will be illustrated (without 5 partner companies of HCMC/HVCT)
3  Description of the surveyed enterprises

Overview:

<table>
<thead>
<tr>
<th>Location and partner institute of companies</th>
<th>Size of companies</th>
<th>Branch of companies</th>
<th>Market of companies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Province No</td>
<td>Size class/employees No</td>
<td>Size class/subsidiary No</td>
<td>Branch No</td>
</tr>
<tr>
<td>Hai Phong/ Bach Nge College</td>
<td>≥50</td>
<td>no subsidiaries</td>
<td>Industry 5</td>
</tr>
<tr>
<td></td>
<td>101-200</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>201-300</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>≥2001</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Hung Yen/UTE</td>
<td>101-200</td>
<td>1</td>
<td>Industry 1</td>
</tr>
<tr>
<td></td>
<td>301-500</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Dong Nai/LILAMA 2</td>
<td>201-300</td>
<td>1</td>
<td>Industry 10</td>
</tr>
<tr>
<td></td>
<td>501-1000</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt;2000</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Dong Nai/VCMI</td>
<td>51-100</td>
<td>1</td>
<td>Industry 5</td>
</tr>
<tr>
<td></td>
<td>301-500</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1001-2000</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>≥2001</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>HCMC/HVCT</td>
<td>1001-2000</td>
<td>1</td>
<td>Industry 1</td>
</tr>
</tbody>
</table>

4  Overview data about: Current cooperative training activities

Considerable diversity of cooperative training approaches/activities:

- Cooperative training approaches range for the following aspects:
  - Period of training (number of training days per year)
  - Number of training phases
  - Period of training phases (number of training days per training phase/module)
4 Overview data about current cooperative training activities

- Considerable diversity of cooperative training approaches/activities:

<table>
<thead>
<tr>
<th>Location &amp; partner institute of companies</th>
<th>Trained occupations of companies</th>
<th>No of trainees currently in training by no of companies</th>
<th>No of training phases/modules by no of firms</th>
<th>No of training days per years by no of companies</th>
<th>No of training days per module by no of companies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Province No</td>
<td>Occupation No</td>
<td>No of trainees No</td>
<td>Modules No</td>
<td>Training days No</td>
<td>Training days No</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Hai Phong/Bach Nge College 5</td>
<td>Metal cutting/CNC 5</td>
<td>10 2</td>
<td>3 2</td>
<td>150 4</td>
<td>90 1</td>
</tr>
<tr>
<td></td>
<td>9 1</td>
<td>2 2</td>
<td>90 1</td>
<td>90 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 1</td>
<td>1 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hung Yen/UTE 3</td>
<td>Textile/garment 1</td>
<td>500 1</td>
<td>no</td>
<td>No answers</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>Mechanics 1</td>
<td>150 1</td>
<td>no</td>
<td>ca 50</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>Welding 1</td>
<td>80 1</td>
<td>no</td>
<td>ca 40</td>
<td></td>
</tr>
<tr>
<td>Dong Nai/LILAMA 2 10</td>
<td>Mechanics 6</td>
<td>70 - 75 2</td>
<td>2 3</td>
<td>90 1</td>
<td>inconsistent</td>
</tr>
<tr>
<td></td>
<td>Welding 4</td>
<td>35 - 40 2</td>
<td>1 2</td>
<td>60 1</td>
<td>answers 2</td>
</tr>
<tr>
<td></td>
<td>Industrial electronics/electronics 1</td>
<td>25 - 30 3</td>
<td>no answer 5</td>
<td>45 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Metal cutting/CNC 1</td>
<td>10 - 15 3</td>
<td></td>
<td>30 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ship building 1</td>
<td></td>
<td></td>
<td>No answer 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Automobile 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Textile/garment 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dong Nai/VCMI 5</td>
<td>Industrial electronics/electronics 4</td>
<td>210 1</td>
<td>3 1</td>
<td>90 1</td>
<td>30 1</td>
</tr>
<tr>
<td></td>
<td>Metal cutting/CNC 4</td>
<td>70 1</td>
<td>1 4</td>
<td>60 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Welding</td>
<td>45 2</td>
<td></td>
<td>52 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IT</td>
<td>30 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HVCT Sewage Engineering Techn.</td>
<td>1</td>
<td>7 1</td>
<td>6-8</td>
<td>6.8 – 20.5</td>
<td>Ca 1-2 weeks</td>
</tr>
</tbody>
</table>

4 Overview data about current cooperative training activities

- What activities are carried out by the trainees in the in-company training:

Findings:
- training activities range between internship programme and structured cooperative training (Hai Phong, HCMC/HVCT)
- Level of structure of cooperative training correlates with partner TVET institutes not with characteristics of enterprises
5 Contractual basis and steering of cooperative training

- All enterprises confirmed that the cooperative training is coordinated with the partner TVET institutes and based on a cooperation contract.

<table>
<thead>
<tr>
<th>Name of Institute / Relevant topics</th>
<th>Partner firms/HPC</th>
<th>UTE/ Messer</th>
<th>UTE/ B Braun</th>
<th>Partner firms/HVCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General data, incl. name of students, period of training, etc.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Responsibilities of enterprise:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical guidance of students following the training programme of the module</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Monitoring the learning process, coordinating with the teacher of colleges</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Coordination of student affairs</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Responsibilities of TVET institute:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinating implementation of cooperative training plan at the enterprise</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Supporting the instructor in terms of pedagogics</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>Coordinating with the Instructor to evaluate the learning results of the students,</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Coordinating to timely guide the students to insure discipline (if any).</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>Contents of training programme, e.g. defined by curriculum:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to standardized workstation</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Practical skills training defined by curriculum/training year</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Safety and environmental protection measures</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Practical experience in production</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Rights and obligations of trainee:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obligations: E.g. comply internal regulations/instructions, liability for possible damages</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Binding contract to remain in the company for 5 years after certification</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Catering/lunch by enterprise</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Payment mechanism</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
5 Contractual basis and steering of cooperative training

- All surveyed enterprises employ a training coordinator who is fully paid by the them.
- All partner TVET institutes employ a cooperative training coordinator.
- All surveyed companies confirmed that the contents of the in-company training is coordinated with the TVET institutes:

<table>
<thead>
<tr>
<th>Type of coordination between enterprise and TVET institute</th>
<th>No of answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>College sends the training programs for all modules, cooperation with college during implementation</td>
<td>5</td>
</tr>
<tr>
<td>Training content is agreed in the internship contract</td>
<td>7</td>
</tr>
<tr>
<td>Training content is agreed between TVET institute and enterprise</td>
<td>4</td>
</tr>
<tr>
<td>Training according curriculum of the TVET institute</td>
<td>1</td>
</tr>
</tbody>
</table>

6 Enterprise-based training personnel

- Number of training personnel in the enterprises and percentage of working time spend for training:

<table>
<thead>
<tr>
<th>Location &amp; partner institute of enterprises</th>
<th>No of training staff per no of enterprises</th>
<th>Percentage of time spend for training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Province</td>
<td>No</td>
<td>Training staff</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Hai Phong/ Bach Nge College</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Hung Yen/UTE</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Dong Nai/ LILAMA 2</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No answer</td>
</tr>
<tr>
<td>Dong Nai/VCMI</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>HCMC/HVCT</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

- All surveyed enterprises confirmed that the training personnel was further trained, particularly in the field of teaching methodologies/pedagogy.
6 Enterprise-based training personnel

Example of duties and tasks of enterprise-based training personnel (Hai Phong approach):

- Guide students regarding practical exercises following the training programme,
- Monitor the learning process using training notebooks and logbooks,
- Evaluate of students’ learning results via weekly reports following defined assessment criteria,
- Secure continuous information flow between enterprise and teacher at college,
- Carry out final assessment of students’ learning results following the concept of cooperative training assessment.

7 Development of cooperative training: Development steps and experiences

- What development steps/prerequisites are most important to successfully establish cooperative training?

![Development of cooperative training](image)

- Rated as most important: Development of occupational standards and training modules, further training of training personnel in companies and employing coordinators
- Lowest rating: Financial compensation
8 Monitoring and competence assessment

- All surveyed companies use logbooks (that have to be maintained by the trainees)
- Who is following up the logbooks?

<table>
<thead>
<tr>
<th>Logbook Follow-up</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor of the company</td>
<td>20%</td>
</tr>
<tr>
<td>Instructor of the company and teacher at the college</td>
<td>15%</td>
</tr>
<tr>
<td>HR department of the company</td>
<td>10%</td>
</tr>
<tr>
<td>Coordinator at the company teachers at the college</td>
<td>5%</td>
</tr>
<tr>
<td>Coordinator and instructor of the company</td>
<td>3%</td>
</tr>
<tr>
<td>Instructor of the company and coordinator of college</td>
<td>2%</td>
</tr>
<tr>
<td>Coordinator at the college</td>
<td>1%</td>
</tr>
<tr>
<td>Administration, HR Dep. At company and college</td>
<td>1%</td>
</tr>
</tbody>
</table>

Example of a logbook structure:

- Registration table to record the presence at the enterprise
- Monitoring of the learning process: Record conducted work, self-evaluation by the student on a daily basis
- Assessment of learning process (descriptive and based on evaluation criteria) to be conducted by in-company trainer and college teacher
- Evaluation criteria: Presence of student, preparation competency, independency & autonomy, competency in the manufacturing process, quality of the product, productivity, quality of completion report by student

Final Examination:

- 79% of surveyed companies carry out a final examination after training
9 Potential benefits of cooperative training

- What are important benefits of cooperative training for your company?

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productive work of trainees</td>
<td>25%</td>
</tr>
<tr>
<td>Regulation of fluctuating labour demand</td>
<td>20%</td>
</tr>
<tr>
<td>Recruitment</td>
<td>15%</td>
</tr>
<tr>
<td>CSR/reputation</td>
<td>10%</td>
</tr>
<tr>
<td>Long term staff development: Training is part of the HRD-strategy</td>
<td>5%</td>
</tr>
</tbody>
</table>

10 Future perspective

- 95.8% of surveyed companies want to continue the cooperation
- 2 enterprises stated that the cooperation should be extended
11 Questions

- What are potentials to increase the participation of enterprises/economic sector in TVET?

- What are your experiences with the structure and length of in-company training phases? What potentials for improvement can you identify?

- Only 33% of the companies stated that the trainees are supervised while working in the production. What are your experiences? What potentials for improvement do you see?

- The surveyed companies stated different kinds of activities of their training personnel. What are your experiences? What duties and tasks do the in-company trainer in the cooperative training of your institution have? What potentials for improvement do you see?

- What experiences with assessment and certification of trainees’ competences gained in cooperative training do you have? What potentials for improvement can you identify?
Thank you for your attention!