

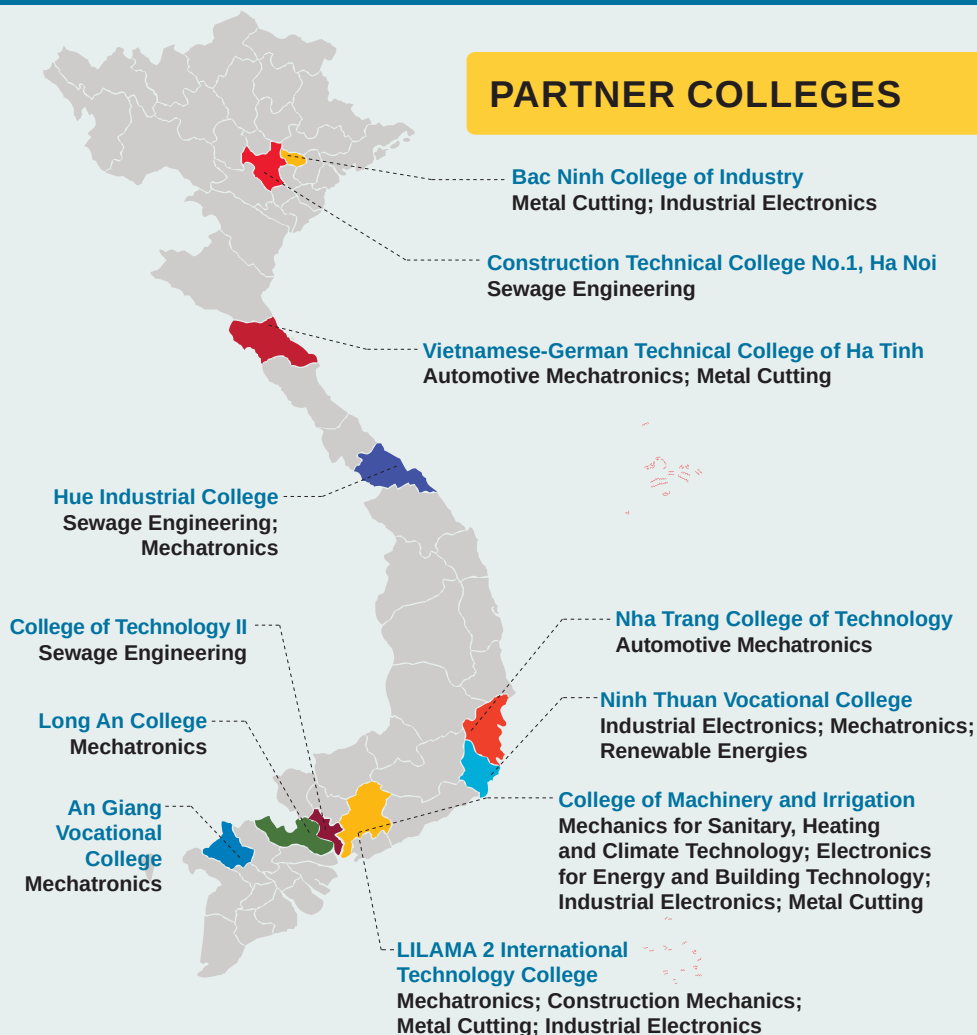
PROGRAMME REFORM OF TECHNICAL & VOCATIONAL EDUCATION & TRAINING (TVET) IN VIET NAM (2020 - 2024)

Objective: TVET in Viet Nam is better aligned to the
changing world of work which is increasingly green and digital

FIELDS OF ACTIVITIES



PARTNER COLLEGES



ADVISORY APPROACH



RESULT IN STORY



"Even though I had passed the university entrance exam, I opted for vocational training. This was the right choice. The knowledge and skills I gained during the training at College of Technology II (HVCT) and in partner enterprises were a solid foundation to bring me where I am now", shared Nguyen Thai Phuong, alumni of the 'Wastewater Engineering Technician' College-level Training Course. In 2019, he participated in the **WorldSkills** international skills competition in Kazan and brought Viet Nam the first certificate of excellence in Water Technology. Now Phuong is a lecturer at HVCT and coach for Viet Nam's WorldSkills team in Water Technology.

RESULTS IN FIGURES

Policy advice

5 recommendations to improve the TVET system in the areas shown below are included in the national TVET Strategy for 2021 – 2025



Flexibility in TVET



Digital transformation



Cooperation with the
Business sector



Competence centre
approach



Greening TVET

Results of TVET Training



28,302

trainees on intermediate and college level, **3,935** of which are women, are supported directly and indirectly at partner TVET institutes



79%

of graduates found jobs relevant to their training within 6 months. Graduates of training programmes according to German standard earned 19% more than workers with regular college degrees (period 2020-2022)



67%

enterprises have confirmed that the trainees have the necessary competencies for the changing world of work



7

training programmes according to **international standards** developed together with the business sector

The involvement of the business sector in TVET is enhanced



17

industry advisory boards have been established at TVET colleges and as a bridge between private sector and training institutes



101

companies are engaged in cooperative training, industry advisory boards and other forms of business sector cooperation



70

in-company trainers, and in-company coordinators have been trained to provide in-company training phases

Training to mitigate COVID-19 Impact



4,340

employees affected by Covid-19 received short-term training, out of which 608 are women



78%

found work within 6 months after graduation



22%

of employed graduates could improve their employment quality after the training (Higher rate of formal employment, safety measures, better coverage of health insurance)



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TVET Viet Nam

Reform of Technical and Vocational Education and Training (TVET) in Viet Nam

Context

Viet Nam's economy has developed rapidly in the past two decades. Annual growth rates of around 7% have made Viet Nam a lower middle-income country. This achievement is however put at risk by the increasing consumption of resources, environmental degradation, the effects of climate change and a significant shortage of skilled workers, estimated at just 26% of the national workforce. The Vietnamese technical and vocational education and training (TVET) system and the skills of graduates do not yet fulfil the requirements of the changing world of work. This is caused by a lack of business sector involvement in TVET, outdated training programmes and insufficient competencies of teaching and training personnel. As a result, vocational training has a negative image and enrolment is low. The consequences of the COVID-19 pandemic have clearly demonstrated the need for a more open and flexible TVET system that benefits from the digital transformation.

Objective

The programme aims to better align TVET to the changing world of work which will be increasingly digital and green.

Approach

The Programme "Reform of TVET in Viet Nam" is commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) in cooperation with the Vietnamese Directorate of Vocational Education and Training (DVET) under the Ministry of Labour - Invalids and Social Affairs (MoLISA). The programme aims to better align TVET to the changing world of work which will be increasingly digital and green. Following are the main activities of the programme:

- Policy advice is provided on the normative and administrative reform to better align TVET with the needs of the changing world of work.
- Eleven high-quality TVET colleges are supported to provide modern modular training programmes at intermediate and college level, meeting German/International standards



Project name	Programme Reform of Technical and Vocational Education and Training in Viet Nam
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Project regions	Hanoi, Bac Ninh, Ha Tinh, Thua Thien Hue, Khanh Hoa, Ninh Thuan, Dong Nai, Ho Chi Minh City, Long An, An Giang
Lead executing agency	Directorate of Vocational Education and Training, under the Ministry of Labour - Invalids and Social Affairs
Duration	09/2020 – 02/2024
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and in line with Vietnamese requirements and regulations. Furthermore, high-quality colleges take over additional functions, such as further training of teachers and managers from other TVET institutes and of workers and job seekers. Nine out of the eleven colleges have received support from German Financial Cooperation and are equipped with modern technical training facilities to conduct training at international standards.

- Cooperation with the business sector is promoted in developing and updating demand-oriented standards and training programmes, in qualifying in-company trainers and examiners, in conducting joint training at TVET institutes and at enterprises, and in developing mechanisms for stakeholder interconnection including skills councils and industry advisory boards. Development Partnerships with international and national renowned companies are implemented at High-Quality TVET Institutes.
- The digital transformation is supported through policy advice, capacity development and technical support for TVET 4.0 and the development of an open educational resource platform.
- Quality assurance and sector monitoring is supported in cooperation with the German Federal Institute for Vocational Education and Training (BIBB).
- TVET institutes are greened and green elements are systematically integrated in TVET offers.
- The image of TVET is enhanced and an inclusive TVET system is promoted. Girls' Boys' and Inclusion Days are organised at TVET institutes. Gender equality and awareness is promoted and scholarships for women and people with disabilities in technical trades are provided. Skills competitions and Viet Nam's participation in WorldSkills are supported.
- Short-term skills training courses are offered for people affected by the Covid-19 pandemic for re-skilling and upskilling.

Results

Approx. 180 experts and managers from DVET and MoLISA are further trained and apply their newly acquired competencies and knowledge to reform the TVET system. Recommendations derived from pilot activities enhancing the cooperation with the business sector in TVET have been incorporated into the TVET law, implementation regulations and the revised Labour Code. Monitoring and evaluation instruments, such as tracer studies and enterprise surveys as well as a workshop management concept are integrated into the national accreditation and quality management system.

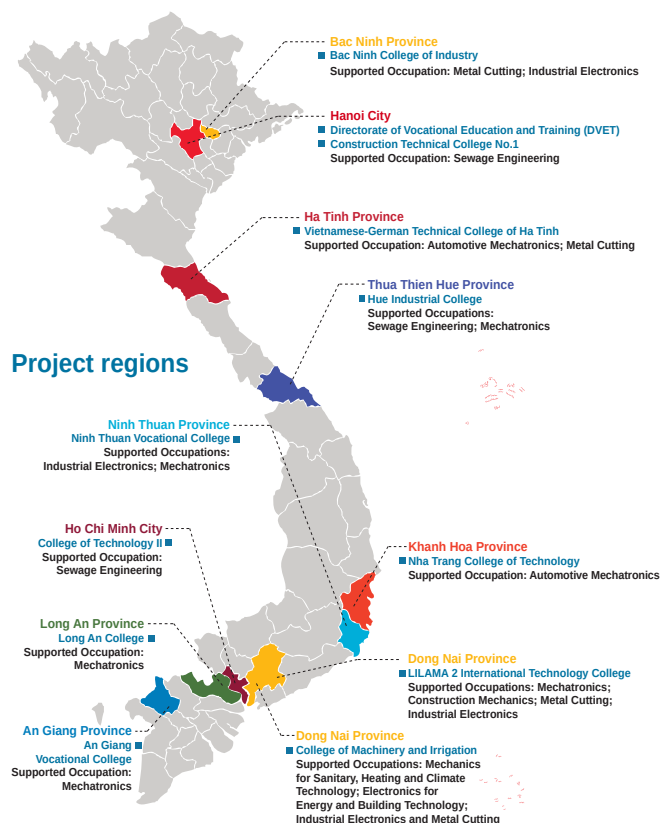
The digital transformation of TVET has been initiated by strategic advice, capacity development for management staff and key teachers, as well as the establishment of virtual conference and e-learning rooms for DVET and TVET institutes. Thanks to the trilateral cooperation between the National Institute for Vocational



Education and Training (NIVT), GIZ and BIBB (German's Federal Institute for Vocational Education and Training), the capacity of NIVT was developed and Viet Nam's national TVET report is published each year. The report fosters evidence-based policy making. Recommendations for the new TVET strategy 2021-2030 have been developed jointly by BIBB and Vietnamese TVET stakeholders. Image events have reached more than 24,000 young people and their parents, contributing to an improved image of TVET in Viet Nam. Promoting TVET through Girls' Days and gender mainstreaming campaigns has more than doubled the share of female trainees in the supported training courses from 2.1% in 2018 to 4.4% in 2020.

Together with the partners, a criteria-based concept for high-quality TVET institutes has been proposed. Seven occupational standards and modular training programmes for the supported occupations were developed with representatives of more than 90 companies and six sector associations. A green training module on energy and resource efficiency and environmental protection was adopted and is disseminated. 13 industry advisory boards including over 40 companies and six sector associations have been founded at the supported colleges, contributing to the implementation and further development of the cooperative training and assessment approach. Furthermore, 385 teachers from supported colleges received further training and make use of their improved theoretical knowledge and practical, pedagogical and examination skills. Training programmes for in-company trainers have been developed and approved and 55 in-company trainers have been trained so far.

More than 1.300 trainees per year benefit from the supported training offers at eleven partner TVET institutes directly in the supported qualifications and more than 23.000 benefit indirectly through improved equipment and capacities of teachers. In 2020, supported colleges provided free short-term training courses for almost 1,000 people affected by the Covid-19 pandemic. Enterprise surveys show that the companies are increasingly satisfied with the skills and competencies of the graduates of the partner TVET institutes. In addition, more than 2.2 million TVET trainees each year benefit from improved TVET policies.



Promoting Digital Transformation in Technical and Vocational Education and Training (TVET)

Programme “Reform of TVET in Viet Nam”

Context

The Digital Transformation (DX) has become an inevitable trend and triggers comprehensive changes in organisations and in everyday life. An increasingly digital environment creates new ways of working, communicating and living. The Vietnamese Government therefore attaches great importance to DX in government, society and economy. Due to impacts of the changing world of work, the 4th Industrial Revolution (Industry 4.0), the increased autonomy and competitiveness in education and training, and more recently, the COVID-19 pandemic, vocational training urgently needs DX to become more flexible, open, adaptive and responsive.

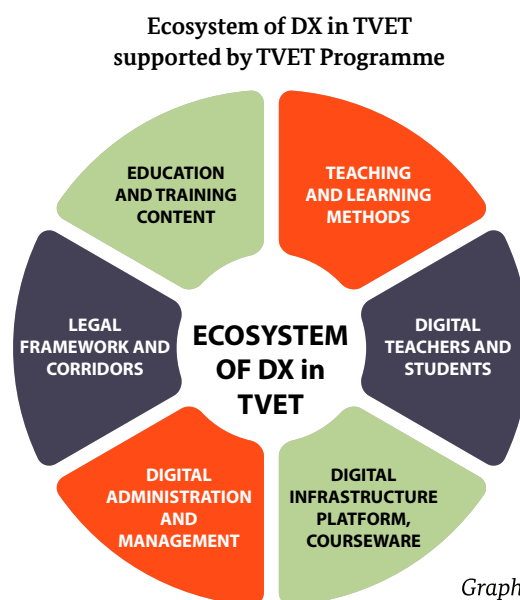
Viet Nam currently has 56 million people in the working age, but only 26% of the workforce has a professional qualification (General Statistics Office 2021). The TVET system in Viet Nam is providing training for 2.2 million learners per year. Meanwhile, the Directorate of Vocational Education and Training (DVET) under the Vietnamese Ministry of Labour, Invalids and Social Affairs forecasts a significant increase in the demand for vocationally trained workers in the coming years, especially for highly skilled workers.

The given context shows great needs, opportunities, and potentials that DX can bring to TVET in Viet Nam. Scaling up TVET training can be achieved through digital platform solutions such as digital learning offers and open educational resources. Big data, artificial intelligence, internet of things, and cloud solutions will form a strong foundation for digital governance and administration of TVET. They can be a basis for online or blended teaching and learning activities as well as learning analytics to inform TVET policies, innovation of training contents and student services.

Approach

The Programme “Reform of TVET in Viet Nam”, is financed by the German Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ) together with the Vietnamese Directorate of Vocational Education and Training (DVET). It promotes a holistic and comprehensive approach to DX in TVET by adopting the DX ecosystem. The DX ecosystem has six key components including 1) training contents adapted to Industry 4.0, 2) digital teaching and learning methods, 3) digital teachers, trainers and students, 4) digital infrastructure, platforms and learning resources, 5) digital administration and management, and 6) the regulatory framework that enables DX. These components are interconnected and closely aligned with each other. The DX process encourages the involvement of relevant key stakeholders, including leaders, managers, staff, teachers, in-company trainers, students, and workers from TVET management organizations, colleges, enterprises, and professional associations.

At the macro level, the Programme supports DVET, eleven partner TVET colleges and other relevant stakeholders with strategic and policy advice on DX. The Programme provides capacity development for senior leaders, line managers and other TVET stakeholders. These activities are based on results of scientific research and fact-finding missions. The Programme will also further support DVET for the development of an Open Educational Resources (OER) platform, a policy review on DX, the improvement of the regulatory framework on distance training, and the promotion of e-teaching through a national competition for TVET teachers.



Graphic credit:
Pham Xuan Hoan (GIZ)

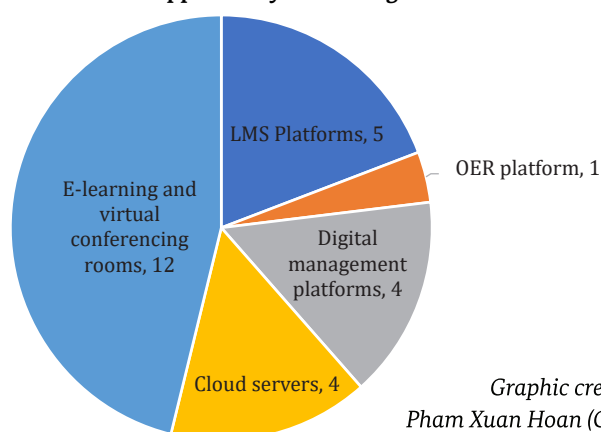
At the meso level, the Programme promotes the involvement of representatives from provincial authorities, Sector Skills Councils, Provincial TVET Councils, as well as industry associations in the DX process in TVET. These key stakeholders play a critical role in contributing to the six DX components, especially training contents, the regulatory framework, digital administration and management of TVET.

At the micro-level, the Programme provides partner TVET institutes and enterprises with direct advice on developing DX strategies, updating training programmes based on the needs of DX, and developing and implementing digitally supported training programmes. Capacity development activities focus on managers, taskforces, key teachers as multipliers at TVET institutes and in-company trainers to raise their awareness of DX, and improve digital literacy, e-pedagogy, and blended learning methods. To promote digital solutions, TVET partners are supported with the development of digital management platforms, learning management systems (LMS), cloud servers and digital equipment and software to establish e-learning rooms.

Results

Since September 2020, the Programme has conducted fact finding visits to 16 TVET institutes to investigate the status of DX and to raise awareness of and provide initial advice on DX. Furthermore, the Programme has successfully conducted a study on the status of DX for the TVET system in Viet Nam, which received almost 20,000 survey responses from DVET, 17 provincial Departments of Labour, Invalids and Social Affairs (DoLISAs) and 123 TVET institutions. In addition, a policy review on DX and a study on distance learning were implemented. To promote digital learning resources, the Programme conducted a pre-feasibility study on the development of an OER platform for eleven partner TVET institutes. As a result, DVET and the partner TVET colleges have used research-based evidence for developing DX strategies during the period 2021-2025 with vision to 2030. The six components of the DX ecosystem form the structure of those strategies which significantly contributes to a holistic approach of DX in the whole TVET sector. Results of the policy review not only show a systematic view of the regulatory framework, but also recommendations of critical policy gaps to enable DX in TVET.

**Digital Solutions
supported by TVET Programme**

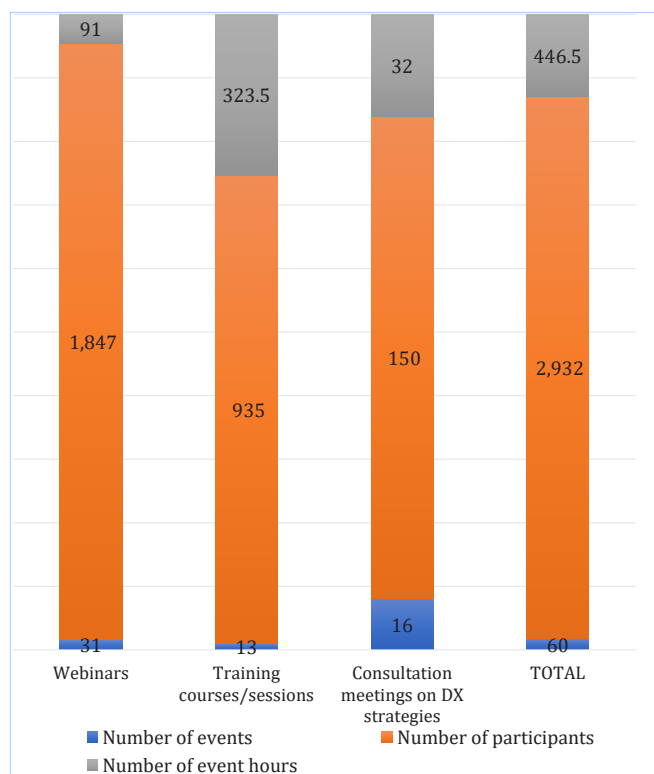


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Pham Xuan Hoan (GIZ)

In the area of capacity development, various forms of supported activities including workshops, training, group discussion, and strategic meetings have been implemented. Two intensive training workshops were organized to equip 160 senior leaders, rectors, key managers and DX taskforces from DVET and TVET institutes with a strong knowledge foundation and common approaches of DX in TVET. To support practice-based training for multipliers, five intensive training courses were conducted to qualify more than 100 core teachers in OER, 48 multipliers in e-pedagogies, 913 TVET teachers and IT staff in how to use LMS platforms (Atingi, Moodle). To raise awareness of DX and digital literacy, more than 30 workshops and group discussions were held for over 1.800 managers, teachers and staff from partner TVET organizations. International experts (Digital Ambassadors) advise and deliver training courses in digital literacy and e-pedagogies for teachers and staff from TVET colleges.

Regarding digital infrastructure, platforms and learning resources, partner TVET colleges have been supported with LMSs, digital management platforms and access to cloud servers. The development of DVET's operated OER platform has been completed. The Programme provided digital equipment and specialized software for the establishments of a modern virtual conference room for DVET and eleven e-learning rooms for TVET colleges. These e-learning rooms serve fundamental functions of producing digital teaching and learning resources, fostering technical exchange and knowledge transfer, initiating teaching and learning innovation, and promoting communication among DVET and TVET colleges and their partners.

**DX events in 2021
supported by TVET Programme**



Graphic credit: Pham Xuan Hoan (GIZ)

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In cooperation with Ministry of Labour - Invalids and Social Affairs (MoLISA)

Supporting High-Quality Technical and Vocational Education and Training (TVET) Institutes

Programme “Reform of TVET in Viet Nam”



Graphic credits: Freepik, Nguyen Minh Cong (GIZ)

Context

Viet Nam's dynamic economic development is reflected in its transformation from one of the world's poorest nations to a lower middle-income country. However, this success is put at risk by increasing consumption of resources, environmental degradation and a significant shortage of skilled workers. Currently, only 26% of Viet Nam's labour force has a professional qualification (General Statistics Office 2021). The technical and vocational education and training (TVET) sector in Viet Nam is not yet capable to meet the current and future demands of Viet Nam's growing economy. To overcome these challenges, the Programme “Reform of TVET in Viet Nam” is supporting eleven TVET colleges to become High-Quality TVET Institutes (HQTIs) that provide demand-oriented training. The Programme “Reform of TVET in Viet Nam”, is financed by the German Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ) together with the Vietnamese Directorate of Vocational Education and Training (DVET).

Approach

Selected TVET colleges are supported by the Programme to become HQTIs in the occupations of mechatronics, industrial electronics, metal cutting, construction mechanics, electronics

for energy and building technology, mechanics for sanitary, heating and climate technology and sewage engineering. International technical experts are embedded in the partner colleges to advise the managers and teachers on organisational and technical topics, especially designing and implementing practical, demand-oriented training programmes in close cooperation with enterprises. Moreover, the consultations focus on introducing and organising in-company training phases as well as implementing examinations with the involvement of assessors from the industry.

HQTIs will provide different services to improve the Vietnamese TVET sector and the employability of the workforce. They have started to offer high quality initial and further training programmes based on international standards in close cooperation with the industry. Moreover, each supported HQTI will fulfil additional functions for the TVET system, such as:

- Further training for TVET teachers of other TVET institutes.
- Further training for skilled and semi-skilled workers, as well as unemployed and disadvantaged people.
- Advisory services for management personnel of other TVET providers to develop and implement labour-market relevant training offers.

- Act as a hub for national and international TVET networks.
- Support TVET innovation and applied TVET research activities.
- Prepare students to participate in the WorldSkills competition.
- Act as an assessment and certification center.

Results

The Programme supports the management of the partnering TVET institutes to strengthen their provision of high-quality training and additional TVET functions for the TVET system.

The partner TVET institutes, together with the industry, have developed seven initial training programmes and further training courses for technical occupations that are aligned with Vietnamese requirements and regulations and international/German standards. These training programmes and courses are flexibly used for the implementation of cooperative training at TVET institutes and in enterprises and for further training courses for workers and job-seekers.

At LILAMA 2 International Technology College (LILAMA 2), the new training programmes for mechatronics, industrial electronics, metal cutting, and construction mechanics are successfully implemented. At the College of Technology II, Ho Chi Minh City (HVCT), a demand-oriented training programme for sewage engineering is offered. At the College of Machinery and Irrigation (VCMI), trainees are trained in electronics for energy and building technology and mechanics for sanitary, heating



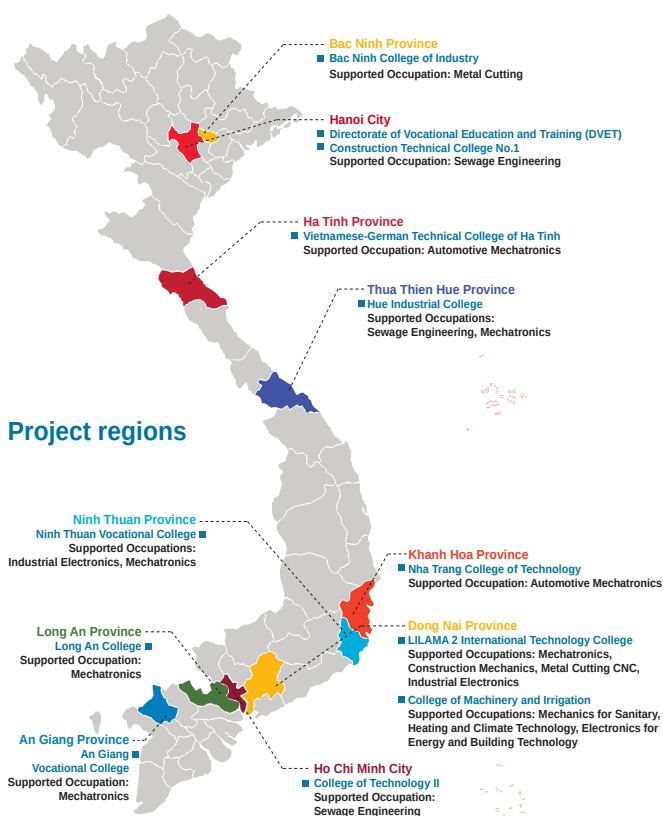
Metal Cutting trainee in the Computer Numerical Control workshop at LILAMA 2 International Technology College.

Photo credit: Quinn Ryan Mattingly

and climate technology. At Ninh Thuan Vocational College, further training modules for installation and maintenance of solar systems and wind power stations are developed.

In addition, the TVET programme is supporting further TVET institutes (Ninh Thuan Vocational College, Long An College, An Giang Vocational College, Bac Ninh College of Industry, Vietnamese – German Technical College of Ha Tinh, Nha Trang College of Technology, Hue Industrial College, Hanoi Construction Technical College No. 1) to implement the new training programmes based on international standards at their institutes and partner companies.

To enable teachers to offer high-quality training, until June 2021, more than 500 teachers and managers have been trained, and improved their theoretical knowledge, practical and pedagogical skills, as well as examination skills. In addition, 85 managers were trained to ensure the implementation of the cooperative training approach. From partner enterprises, 71 in-company trainers are qualified to introduce, improve and provide structured in-company training. 33 examiners from companies are trained to ensure the industry's participation in examinations. So far, 16 industry advisory boards have been established at partner institutes to guarantee an institutionalised, regular exchange among all stakeholders including representatives of enterprises and trainees, sector associations, provincial authorities, the DVET and TVET institutes to improve the training.



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Promoting business sector involvement in Technical and Vocational Education and Training (TVET)

Programme “Reform of TVET in Viet Nam”



Metal Cutting trainee in the Computer Numerical Control workshop at LILIMA 2 International Technology College.

Photo credit: Quinn Ryan Mattingly

Context

Vocational training does not meet yet the current and future demands of Viet Nam's rapidly growing economy. The main reason for this is the lack of engagement of the business sector in TVET in areas such as policy advice, forecasting and standardisation of training delivery, in-company training and the examination and certification of the trainees. Therefore, the Vietnamese-German Programme “Reform of TVET in Viet Nam” (TVET Programme) is promoting the involvement of the business sector at the macro, meso and micro-level through a cooperative training approach and different consultative fora. The Programme “Reform of TVET in Viet Nam”, is financed by the German Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ) together with the Vietnamese Directorate of Vocational Education and Training (DVET). The focus of the Programme is on the active engagement of the business sector to ensure the demand and practice-orientation of TVET and to improve the employability of its graduates.

Approach

At macro-level, the TVET Programme advises DVET under the Ministry of Labour, Invalids and Social Affairs (MoLISA) and other relevant stakeholders on improving the legal framework for engaging the business sector in TVET. This includes advice on developing an in-company trainer qualification system and mechanisms for participation of the business sector in policy consultation, skills forecasting, standardisation as well as training and examination.

At the meso-level, sector associations and the Viet Nam Chamber of Commerce and Industry (VCCI) will be strengthened to play an active coordination role in piloting sector skills councils to develop and update occupational profiles and to promote the occupations in the sector. In addition, the TVET Programme works with provincial authorities to establish cooperation mechanisms for local cooperation councils with the business sector.

At micro-level, selected TVET institutes are supported in implementing a cooperative training approach: Jointly with the business sector, training programmes are developed and delivered. Vocational training takes place on two venues, at the TVET institutes and in the companies. Technicians and in-company-trainers also participate in the final examination of trainees. The cooperative training and examinations are coordinated through industry advisory boards for a group of related occupations at TVET institutes. They function as a linkage for the cooperation between the respective TVET institute, local authorities, employers, trainees, associations, VCCI, and trade unions. Experiences and lessons learnt from cooperative training are reflected in the advice on improving the legal framework.

Results

The cooperative training approach is well established in supported occupations at the College of Technology II (HVCT) in Ho Chi Minh City and LILAMA2 International Technology College in Dong Nai Province. In addition, it is being piloted at the College for Machinery and Irrigation (VCMI) in Dong Nai. The occupational



Industrial Electrics trainees at College of Machinery and Irrigation (VCMI). Photo credit: Quinn Ryan Mattingly

profiles, learning outcomes and training programmes for the supported occupations (Construction Mechanics, Metal Cutting, Industrial Electronics, Mechatronics, Sewage Engineering, Electronics for Energy and Building Technology, and Mechanics for Sanitary, Heating and Climate Technology) were developed in cooperation with partner companies and sector associations.

Parts of the training are delivered at enterprises. As of 2021, 123 teachers and 44 managers of TVET institutes have been trained in the cooperative training approach and support the implementation.

In 2020, with technical support from the TVET Programme, DVET issued two sets of training programmes for training coordinators for in-company trainings, who are responsible for organising training for employees, interns and trainees in cooperative training programmes with TVET institutes (Decision 766/QĐ-TCGDNN) and for in-company trainers, who are responsible for delivering trainings (Decision 868/QĐ-TCGDNN). 50 master trainers for the training of coordinators have been trained so far. Training materials, including presentations for the modules, case studies, individual and group exercises were developed for DVET to roll out the in-company training coordinator training.

Moreover, the TVET Programme supported DVET to develop a handbook for TVET institutes, which provides guidance and tools for promoting the cooperation with the business sector. 71 in-company trainers are qualified to coach and guide the trainees during in-company training phases. More than 30 in-company trainers and technicians of the companies were trained to develop and implement final examinations of trainees.

So far, 16 industry advisory boards have been established at the partner colleges. Each advisory board is comprised of relevant

stakeholders of companies, trainees, sector associations and VCCI, Department of Labour, Invalids and Social Affairs (DOLISA) or DVET.

Additional initiatives to promote businesses' engagement in TVET in Vietnam are being implemented in the form of 'Development Partnerships with the private sector (DPP)'. Development partnerships are supported by the developPPP programme of the BMZ. The projects are jointly implemented by private companies, GIZ and TVET stakeholders and contribute, besides the economic interests, considerably to a sustainable development of the partner country. Two DPPs are being implemented with LILAMA 2 International Technology College: "Improving the Training Quality in CNC Technology" with Mathematisch Technische Software-Entwicklung GmbH, and with Siemens Vietnam the DPP "Vocational Training for Smart Manufacturing in Machine Tools". Furthermore, a development partnership to establish a "Vocational Training Centre in Renewable Energies – Wind and Solar Technology" at Ninh Thuan College was launched with the companies International Building Services JSC, Festo Didactic SE and Schneider Electric Vietnam.

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Legal and Administrative Reform of Technical and Vocational Education and Training (TVET) in Viet Nam

Programme “Reform of TVET in Viet Nam”



Delegates representing government, economic groups, enterprises, TVET institutes and international organisations kicked off the initiative “Skilling up Viet Nam”. Photo credit: Nguyen Minh Cong (GIZ)

Context

Viet Nam’s national policies call for achieving a comprehensive and efficient reform of the education and training system and establishing an open and flexible Technical and Vocational Education and Training (TVET) system.

Since the Vocational Education and Training law came into effect in 2015, a series of normative documents and guidelines have been developed with the aim of improving the effectiveness of the system and supporting TVET institutes in the delivery of high-quality services. However, challenges remain with regard to ensuring policies are informed by evidence and lessons learnt and with regard to a TVET system that can respond effectively to the rapidly changing needs of the industry.

Approach

The Programme “Reform of TVET in Viet Nam”, is financed by the German Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ) together with the Vietnamese Directorate of Vocational Education and Training (DVET). It supports the government’s efforts in the legal and administrative reform to create a TVET system that can respond effectively to the needs of a changing world of work. In this, the principles of an open, flexible and inclusive TVET are promoted and advised. They include the following aspects: diversifying access and modes of training, flexible, modular based training programmes following international standards, green(ing) TVET, digital transformation, autonomy of TVET institutes, inclusion of people in disadvantaged

circumstances, like persons with disabilities, gender equality, close cooperation with the business sector in developing policies, standards, and in-company training delivery, sustainable TVET financing, and enhanced quality assurance.

At the macro-level, the Programme provides policy advice together with capacity development to state management agencies such as the Ministry of Labour, Invalids and Social Affairs (MoLISA), its DVET and line ministries and civil organisations. At the meso- and micro- levels, various capacity development initiatives are developed and customized for TVET management and training personnel of local authorities and of TVET institutes so they can offer demand-orientated training services.

The multi-level approach allows for an informed exchange between policy development and policy implementation. Policy initiatives advised from the Programme are implemented, e.g. at partner TVET institutes. At the same time, experiences and lessons documented from the processes at college level inform and support the policy development process.

Results

- Since September 2020, about 100 TVET administrators of DVET have been trained on administrative reform policies and international cooperation in TVET.
- 63 representatives from Departments of Labour, Invalids and Social Affairs (DoLISA) and managers of 50 TVET institutes have been trained on administrative reform policies and international cooperation in TVET.



Director General of DVET (MoLISA) Dr Truong Anh Dung highly appreciated the capacity development initiative to support the reform of TVET system in Viet Nam. Photo credit: Nguyen Minh Cong (GIZ)

- A series of seven thematic research and review papers on permeability between TVET levels and from TVET to higher education, administrative reform procedures in TVET and an open, flexible and permeable TVET system have been compiled. They are used to inform further policy changes.
- Advice has been provided and integrated in various normative documents and guidelines on the topics of autonomy of TVET institutes, effective financing mechanisms for TVET as well as learning outcomes and criteria of high-quality TVET institutes.
- A series of consultative events has been organized to support the development of the TVET strategy for the period 2021-2030, with a vision to 2045 focusing on topics such as: engaging the business sector in TVET, reforming state management of TVET; principles of an open, flexible and inclusive TVET system.
- Advice has been provided on enabling intermediate level graduates with junior secondary high school certificate to continue TVET on college level.
- A handbook on “normative documents in TVET”, providing a reference to national and international partners was published.
- Two sets of training programmes for training coordinators for in-company training (Decision 766/QĐ-TCGDNN) and for in-company trainers (Decision 868/QĐ-TCGDNN) were issued by MoLISA/DVET. As a result of this, 50 master trainers for training of coordinators have been trained.
- 16 industry advisory boards are established at partner colleges.
- A handbook on promoting cooperation with the business sector for TVET institutes is developed.
- Accreditation standards and criteria for TVET institutes and programmes that embrace and reinforce the involvement of the business sector in TVET is developed.
- The annual publication of the Viet Nam TVET Report is supported. The Report has been nominated as a best practice in the ASEAN TVET community.
- Quality assurance tools are developed and transferred to TVET institutes, such as enterprise surveys, tracer studies and workshop management tools.
- The Programme of DX in TVET to 2025 with Vision to 2030 was advised by the TVET Programme and approved by the Vietnamese Government (Decision 2222/QĐ-TTg).
- The Strategy on Promotion of TVET period 2021-2030 with a vision to 2045 with advice of the “Programme Reform of TVET in Viet Nam” was approved by the Vietnamese government (Prime Minister Decision No. 2239/QĐ-TTg dated 30/12/2021)

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Quality assurance and sector monitoring in Technical Vocational Education and Training (TVET)

Programme “Reform of TVET in Viet Nam”



Training of core trainers on the use of GIZ's “Quality toolbox for better TVET delivery”

Photo credit: Nguyen Thi Kim Chi (GIZ)

Context

The Viet Nam Vocational Training Strategy defines quality assurance and management as one of the key solutions towards a stronger technical and vocational education and training (TVET) system.

Since the Ministry of Labour, Invalids and Social Affairs (MoLISA) became the sole state management authority for the TVET sector in 2017, the legal framework on TVET quality assurance and accreditation was strengthened and a stronger quality culture among TVET institutes promoted. These new developments result from deliberate efforts from both, TVET state management authorities and TVET institutes, to gain credible recognition for TVET quality and promote greater accountability in the context of expanding TVET autonomy and growing competition. They also signal a mounting interest and stronger focus on quality in the TVET sector.

Approach

The Programme “Reform of TVET in Viet Nam”, is financed by the German Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ) together with the Vietnamese Directorate of Vocational Education and Training (DVET). It provides support to TVET institutes and the Viet Nam Vocational Education and Training Accreditation Agency (VETA) to strengthen the performance of the Vietnamese TVET quality assurance system. Its technical advice is targeted at

i) improving both, internal and external quality assurance, ii) the harmonization between internal and external quality assurance, and iii) monitoring and evaluation of the national TVET quality assurance system.

At the TVET institutes' level, the Programme provides technical advice and develops the capacities of staff for the establishment and operation of internal quality assurance systems. Specific quality assurance processes and tools are developed and transferred to TVET practitioners. At the same time, data and evidence are gathered to provide lessons learnt for the policy-making level.

At the state management level, the Programme contributes to the development of quality assurance policies on both quality assurance and quality accreditation. It provides VETA with technical resources to develop quality assurance capacities of TVET teachers and managers. Technical inputs are provided in the development of accreditation regulations for TVET institutes and TVET curricula and their implementation.

As the product of a trilateral cooperation between the German Federal Institute for Vocational Education and Training (BIBB), the Vietnamese National Institute of Vocational Education and Training (NIVT) and the Programme “Reform of TVET in Viet Nam”, the annual Viet Nam TVET Report serves as an exercise and a tool to enhance the monitoring of the TVET system. It provides decision-makers with data, statistics and evidence to inform the policy-making process and thus contributes to enhancing quality and the overall performance of the TVET sector.



Training of core trainers on the use of GIZ's "Quality toolbox for better TVET delivery". Photo credit: Nguyen Thi Kim Chi (GIZ)

Results

Positive developments that result from joint efforts between the Programme and its local partners in the area of quality assurance and sector monitoring include:

- The nomination of the Viet Nam TVET Report as a best practice in the ASEAN TVET community.
- Annual TVET Reports have been published by NIVT and made accessible to wide audiences since 2011.
- The cooperation between BiBB and NIVT results in continued capacity development for Vietnamese TVET researchers.
- Various joint research missions enhance evidence-based policymaking in general, and supported the development of the Viet Nam TVET strategy 2021-2030 in particular.
- Quality assurance tools developed and transferred to TVET institutes, e.g. enterprise surveys, tracer studies and workshop management tools, are now being in use with positive feedback from end-users.
- Accreditation standards and criteria for VET institutes and programmes, that embrace and reinforce the involvement of the business sector in TVET, are developed.
- Capacity development was provided for 50 accreditors whose work is essential to the accreditation system, especially since the establishment of the first independent TVET accreditation agencies in 2019 - 2020.
- Capacity development measures were provided to more than 50 core quality assurance officials in cooperation with the Programme "Regional Cooperation for the Development of Technical and Vocational Education and Training" (RECOTVET) to improve the quality and labour market orientation of TVET in the ASEAN region.



Annual VET reports are available from 2011 – 2019.
Photo credit: Le Duc Kim

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Inclusion in Technical and Vocational Education and Training (TVET)

Programme “Reform of TVET in Viet Nam”



Graphic credit:
Tuva Communication

Context

In the last decades, Viet Nam has made great progress towards gender equality and empowering women and girls. Regarding employment, women's participation in non-farm activities has increased at a rapid rate, especially in rural areas, and the wage gap between men and women has narrowed. Despite this progress, women, as well as other people who are disadvantaged due to age, disability, ethnicity, geographic location or economic background, often still do not have equal opportunities to participate in education and training. Only 25,5% of trainees in the TVET system are women. In the technical occupations the percentage is under 5%. This is due to a persistent perception among students and parents that technical occupations are not suitable for women (GIZ Gender Analysis 2019). Other marginalised groups, such as people with disabilities, also have only very little opportunities to participate in regular vocational training due to infrastructural, financial, and social barriers. This unequal access to education and training contributes to limited opportunities for marginalised groups on the labour market (MoLISA: Labour Market Update 04/2020).

TVET can therefore play an important role in increasing participation of marginalised groups in the society by providing equal access to education and training and thus improving opportunities on the labour market.

Approach

The Programme “Reform of TVET in Viet Nam”, that is financed by the German Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ) together with the Vietnamese Directorate of Vocational Education and Training (DVET), promotes inclusive education and training. The Programme helps removing the barriers limiting the participation in TVET and realising the rights of all learners to receive high-quality education. It promotes respect for diversity and encourages a flexible and open TVET system that adapts to the needs of marginalised and non-marginalised trainees in an equal way.

At the macro-level, the Programme cooperates with its partner DVET under the Ministry of Labour, Invalids and Social Affairs (MoLISA). The Programme advises on inclusive policies which promote diversity and gender equality. This includes support for establishing an in-company trainer qualification system considering international labour standards on gender-equality and non-discrimination as well as advice on human rights education. The partners are also supported to develop mechanisms for creating accessible digital tools and training offers.

At the micro-level, the capacities of management and teaching staff of selected TVET institutes are strengthened through



Female students at the Robocon competition at An Giang Vocational College.
Photo credit: An Giang Vocational College

know different occupations that are trained at the colleges. Career prospects after vocational training are illustrated through success stories of TVET trainees (“TVET ambassadors”) and career guidance and exchange with teachers and potential employers.

The COVID-19 outbreak has impacted the methods of TVET outreach and promotion significantly. To mitigate the lack of face-to-face recruitment activities, digital advertising has become an effective way for TVET institutes to approach potential students and to share information. The Programme cooperates with partner TVET institutes to strengthen capacities in the use of digital communication methods on social media and by live streaming of recruitment sessions. Diverse media channels are utilised to reach different target groups effectively.

Results

A modular image toolkit was developed with inputs from DVET, sector associations and TVET institutes. It provides guidelines that enable TVET institutes to further develop their marketing and communication initiatives, paying particular attention to gender aspects and the inclusion of disadvantaged groups.

A network of PR focal points from DVET and partner TVET institutes has been set up. It regularly exchanges experiences and offers capacity development. Training courses have been organised for around 300 PR-managers from TVET institutes on different topics, including content marketing, video editing, photography, and gender sensitivity in communications.

The Programme has supported more than 40 image events organised by eleven partner colleges at local and provincial level. These include Open Days, Girls’ Days and skills competitions among the Youth, reaching approximately 30,000 young people and their parents. Diverse media channels are utilised to reach

different target groups effectively. A social media campaign on the fan pages of supported colleges aims to reach 60,000 people. Cooperation agreements with national and local media channels are used by colleges for students’ outreach and enrollment. A TV programme in cooperation with DVET and the nationwide Vietnam Cable Television channel (VTC) is in preparation, featuring 26 career orientation series to raise awareness among young people about different occupations and to promote the benefits of vocational training.

At the WorldSkills competition in 2019, vocational trainees from Viet Nam successfully competed with representatives from more than 60 countries. For the first time, Viet Nam won a certificate of excellence in the field of water technology with a participant from one of the Programme’s supported colleges. The Programme continues to support Viet Nam to participate in the the WorldSkills Competition in 2022 in Shanghai, in the two disciplines, Water Technology and Electric Installation. The past successes motivate TVET colleges to reach international standards and help to improve the image of TVET, thereby attracting more people to attend vocational training.

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Improving the Image of Technical and Vocational Education and Training (TVET) in Viet Nam

Programme “Reform of TVET in Viet Nam”



Water technology candidate from HVCT joining in the WorldSkills 2019.

Photo credits: Courtesy of WorldSkills International

Context

Technical and vocational education and training (TVET) has been recognised by the Vietnamese Government as playing a key role in improving the skills and job opportunities of the national workforce. However, many young people and their families are still reluctant to choose vocational training as a career and educational path. One of the reasons is the poor image of TVET compared to academic education. Moreover, there is a lack of awareness about the benefits of vocational training among young people. Promotional and communication activities at different levels aim to raise awareness about the benefits and career potentials that vocational training offers.

Approach

The Programme “Reform of TVET in Viet Nam”, is financed by the German Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ) together with the Vietnamese Directorate of Vocational Education and Training (DVET). It supports a high-quality TVET system that is oriented

towards international standards. To improve the image of TVET, the programme supports communication and public relations (PR) activities, promotes good practices and approaches and encourages information sharing between different TVET stakeholders.

At the macro and meso levels, the Programme promotes Viet Nam’s best practices on regional and international platforms. It also supports Viet Nam in organising national skills competitions. Successful TVET students participate in regional and global skills competitions to demonstrate the importance and value of equipping young people with hard and soft skills through vocational training. In cooperation with the DVET, under the Vietnamese Ministry of Labour, Invalids and Social Affairs (MOLISA), the Programme trains PR personnel from TVET institutes to improve marketing and communication skills and to reach out to a more and more diverse group of students. At TVET institute level, the Programme supports the organisation of Open Days and Girls’ Days that offer interested students an opportunity to experience vocational training and to get to



Female students at the Robocon competition at An Giang Vocational College.
Photo credit: An Giang Vocational College

know different occupations that are trained at the colleges. Career prospects after vocational training are illustrated through success stories of TVET trainees (“TVET ambassadors”) and career guidance and exchange with teachers and potential employers.

The COVID-19 outbreak has impacted the methods of TVET outreach and promotion significantly. To mitigate the lack of face-to-face recruitment activities, digital advertising has become an effective way for TVET institutes to approach potential students and to share information. The Programme cooperates with partner TVET institutes to strengthen capacities in the use of digital communication methods on social media and by live streaming of recruitment sessions. Diverse media channels are utilised to reach different target groups effectively.

Results

A modular image toolkit was developed with inputs from DVET, sector associations and TVET institutes. It provides guidelines that enable TVET institutes to further develop their marketing and communication initiatives, paying particular attention to gender aspects and the inclusion of disadvantaged groups.

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Greening TVET of Technical and Vocational Education and Training (TVET) in Viet Nam

Programme “Reform of TVET in Viet Nam”



Teachers of Ninh Thuan Vocational College Install the 10 kwp grid-connected roof top solar system on the roof of a practical training workshop.

Photo credit: Phan Thanh Van, Ninh Thuan Vocational College

Context

Vietnam's Green Growth Strategy (VGGS) for the period 2021-2030 with vision to 2050 demonstrates of the country's commitment for a more sustainable development path which started a decade ago. The strategy sets out ambitious targets for the reduction of greenhouse emission, the greening of industries, the promotion of greener ways of life and consumption, and enhanced resilience. At COP26, Vietnam pledged to phase out coal-fueled power generation by the 2040s and reach net-zero emissions by 2050. The achievement of these targets requires a highly skilled and environmentally savvy workforce, and the TVET sector plays an essential role in this endeavor. The Programme “Reform of TVET in Viet Nam”, that is financed by the German Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ) together with the Vietnamese Directorate of Vocational Education and Training (DVET) introduces, implements and promotes the greening of TVET from the policy-making to institutional levels.

Approach

The Programme cooperates with local TVET stakeholders to introduce and implement the UNESCO- UNEVOC's whole-institution approach to greening TVET which includes five main components: greening the campus, greening the curriculum, greening research, greening the community and building a green culture. Within this approach, greening TVET activities are implemented on the foundation of quality vocational skills training and the involvement of a well-defined management structure.

To support TVET institutes in their greening journey, practical activities in the mentioned five areas of TVET greening are

implemented with and by TVET managers, teachers and students. The Programme also strives to establish environmental management systems at TVET institutes that are in line with industry standards.

At the state management level, the Programme develops capacities and offers technical advice for policy-makers to integrate green elements in TVET policies and regulations and to disseminate good greening practices within the system.

Results

System-level results include:

- In 2019, MoLISA became the 8th ministry in Viet Nam to have issued their ministerial-level action plan on the implementation of the VGGS. With inputs from the Programme, greening TVET is positioned as a core component of the plan.
- MoLISA issued a series of minimum requirements for the knowledge and skills levels to be achieved by TVET trainees upon graduation for various occupations. Greening elements were integrated in these “learning outcomes”, providing a benchmark for TVET institutes in the development of curricula and students' testing and evaluation.
- Cooperating closely with DVET and provincial Departments of Labour, Invalids and Social Affairs (DoLISAs), the Programme introduced the concept of greening TVET to approximately 150 TVET practitioners nationwide.
- Various publications and media campaigns were carried out to raise awareness on greening TVET for TVET teachers and students. A greening TVET photo campaign on the Facebook page of the Programme received a huge response from TVET teachers and students.



Training for students on waste auditing and action planning on plastic waste reduction, Long An College, 2021.

Photo credit: Long An College

- With support from the Programme, DVET undertook the revision of the module “environmental protection, energy and resource efficiency” produced by the College of Machinery and Irrigation (VCMI) to disseminate it widely within the system. The module is a 36-hour training aimed at equipping VET students with cross-occupational green skills needed for a more sustainable lifestyle and approach to work.



German development advisor advises VCMI teachers on the new Computer-controlled solar thermal system.

Photo credit: Pham Ngoc Tuyen, Long An College

TVET College-level results include:

- With support from the Programme, VCMI is becoming a center of excellence for green TVET. The college is offering two new training occupations “Electronics for energy and building technology” and “Plant mechanic for sanitary,

heating and climate technology” and has successfully developed the additional module “Environmental protection, energy and resource efficiency” mentioned above.

- Training was provided to approximately 100 TVET teachers and managers from partner and non-partner TVET institutes on the delivery of the module “Environmental protection, energy and resource efficiency”.
- The Development Partnership with the Private sector “Vocational Training Centre in Renewable Energies – Wind and Solar Technology” was launched among three companies i.e., International Building Services JSC., Festo Didactic SE, Schneider Electric Vietnam and GIZ. The project aims to develop the Ninh Thuan Vocational College into a training hub for renewable energy and to build up a network of competent TVET institutes to offer initial and further training in wind and solar technologies for Vietnam.
- The pilot campaign on waste auditing and action planning on plastic waste reduction was successfully conducted at VCMI and Long An College with the participation of an estimated 500 students and teachers. Based on the recommendations, both schools are finalizing their action plans to further develop their greening journey.

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RECOTVET

Regional Cooperation Programme for TVET in ASEAN

Programme profile

Full title	Regional Cooperation for the Development of Technical and Vocational Education and Training (RECOTVET)
Commissioned by	German Federal Ministry for Economic Cooperation and Development
Implemented by	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
Countries	ASEAN Member States, in particular Cambodia, Indonesia, Lao PDR, Thailand and Viet Nam
Duration	July 2020 to June 2023
Contact	Miriam Heidtmann – Programme Director (miriam.heidtmann@giz.de)

Background

The member states of the ASEAN Community have experienced dynamic economic growth in recent years, including large scale investments in manufacturing in the context of global value chains. This development has in many states recently been disrupted by the economic crisis following the COVID pandemic.

Progress in digitalization, automation of manufacturing and other sectors - often referred to as Industry 4.0 - cause important changes in work processes and labour market requirements, also in the ASEAN region. In order to leverage the opportunities of technological change and to mitigate the risks, local economies require a well-trained workforce capable of performing more complex tasks with greater autonomy.



Technical and vocational education and training (TVET) is widely recognised as an important element in strategies to equip workers with competences in line with labour market demand, to integrate young people into the labour market and to reduce youth unemployment. Accordingly, TVET ranks high on the political agenda of ASEAN Member States (AMS) and Southeast Asia as a whole.

The contribution of TVET to lifelong learning and re- and upskilling in line with changing labour market demands has recently been stressed by the *ASEAN Declaration on Human Resources Development for the Changing World of Work* adopted by ASEAN heads of state in 2020.

The RECOTVET programme strengthens the capacities of AMS to improve their TVET systems through participatory learning and cooperation processes at the regional level, as well as pilot implementations complementary to the contributions of bilateral German TVET development projects in various countries of the region.

Objective

TVET systems in the ASEAN region are improved and adjusted to the requirements of digitalization.

Approach

Promotion of regional learning and cooperation processes with relevant regional organisations (ASEAN, SEAMEO) as well as pilot activities in cooperation with TVET authorities and the private sector from AMS support the adjustment of TVET systems to the requirements of digitalization and future labour markets.

The five priority areas of implementation are:

Policy advice. RECOTVET strengthens the capacities of regional organisations and sectoral bodies and provides expertise related to TVET and the challenges of digitalisation. It contributes directly to the ASEAN work plans on education and labour as well as the SEA TVET initiative and TVET action plans of the Southeast Asian Education Ministers Organisation (SEAMEO). The programme advises the ASEAN Secretariat and the Inaugural Chair on the organisational development of the new ASEAN TVET Council.

Labour Market Information. RECOTVET supports an initiative of Vietnam, Indonesia and the Philippines in the context of the ASEAN work plan on labour to strengthen the capacities of AMS in using labour market information for evidence based TVET and employment policies. For this purpose, RECOTVET in a strategic cooperation with the ILO organises a joint learning initiative for decision-makers in charge of Labour Market Information Systems from the region. Trainings and expert inputs from Southeast Asia and other countries and regions are complemented with in-depth analyses in selected AMS.

New competences for digitalisation in vocational education and training. RECOTVET provides innovative online services in line with the demand of institutions for TVET teacher training from AMS and other target groups. In this context, SEA-VET.NET - the TVET platform for Southeast Asia, hosted by SEAMEO VOC TECH - is equipped with new e-learning functionalities. Building on its existing network, RECOTVET qualifies multipliers from AMS to advise and train TVET personnel.



(Re-)qualification offers for women. RECOTVET analyses the effects of transformations in the region's labour markets resulting from technological progress and exacerbated by the economic shock of the Corona pandemic, in particular with a view to the employment situation and prospects of women. It identifies and evaluates re- and up-skilling programmes in selected AMS as an input to the regional discourse on adequate policy responses. Likewise, the project analyses changing labour market requirements caused by growing environmental concerns.

Involvement of the private sector in the further development of approaches to vocational education and training. RECOTVET works with business membership organisations (BMO) to strengthen the involvement of the private sector in the TVET systems of selected AMS. In particular, the BMO develop innovative service offers for their members which respond to the challenges of digitalisation or make use of the potentials of digital technologies. In cooperation with the ASEAN Business Advisory Council, RECOTVET supports the annual ASEAN Business Awards in the category skills development.



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Photos

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Support to Regular Labour Migration

Context

Global economic integration, demographic developments and a growing international demand for a flexible and skilled workforce are the main drivers for international labour migration. Labour mobility offers new opportunities for job seekers and reduces skills shortages in destination countries. It also brings remittances to sending countries and enhances the knowledge and experiences of returnees. According to the statistics of the Vietnamese Department of Overseas Labour (DoLAB) nearly 150.000 Vietnamese migrated overseas in 2019. In total, an estimated half a million Vietnamese are working in over 40 countries. However, migrant workers are often at risk. In addition to language barriers and their uncertain legal statuses, work environments for unskilled workers are often hazardous. Migrant workers can be better protected by effectively enforcing human and labour rights and raising awareness about safe and regular migration pathways. Decent jobs for migrant workers can be supported through technical and vocational education and training (TVET) based on international standards, recognition of foreign professional qualifications and the proper closing of skills gaps. A development-oriented labour migration policy will benefit all stakeholders. This requires improved international cooperation to expand pathways for safe, orderly and regular migration.

Approach

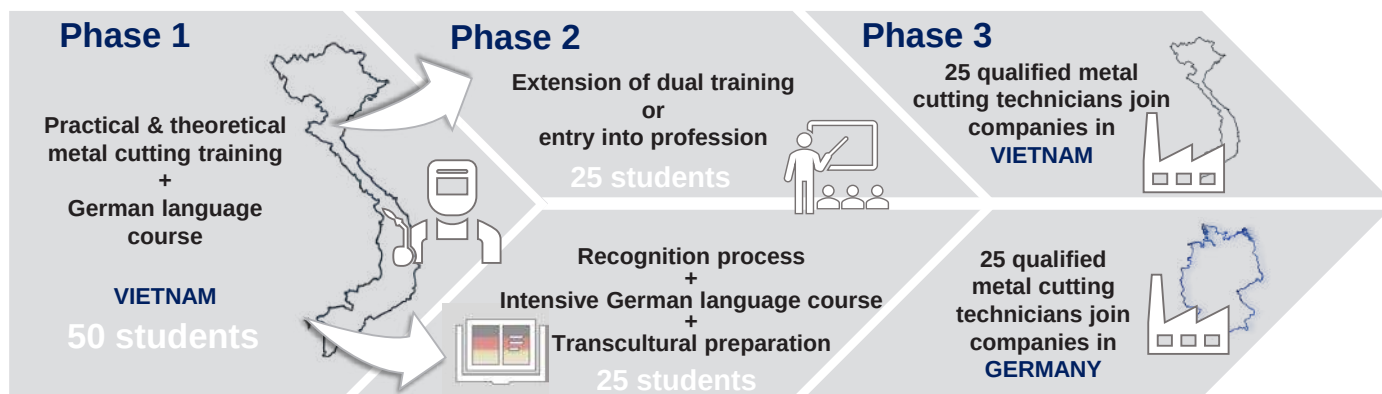
In the light of increasing mobility of goods and people in a global world, with some countries facing a surplus of workers while other countries are lacking sufficient workforce, the cooperation between Viet Nam and Germany is jointly advocating for orderly, safe and regular migration. In Viet Nam, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) is implementing two country components on the topic of regular migration as part of two global Programmes of the German Federal Ministry of Economic Cooperation and Development (BMZ).

The Programme “Partnership Approaches for Development-Oriented Vocational Training and Labour Migration” (PAM) uses a training and work approach on development-oriented migration between Viet Nam and Germany. The global Programme’s country component in Viet Nam is implemented in partnership with the Ministry of Labour, War Invalids and Social Affairs (MoLISA) and the Directorate of Vocational and Education Training (DVET). Activities are conducted in cooperation with LILAMA 2 International Technology College and private sector enterprises in Viet Nam and Germany. Fifty youth are trained at the LILAMA 2 College, according to German/international standards, to become metal cutting technicians. The technical and vocational training is complemented by a German language course, soft skills training and intercultural awareness raising. Upon graduation, students will receive a Vietnamese intermediate level diploma. Half of the graduates will be prepared for work or further training in Viet Nam. The other half will be supported for working in Germany. The migrating graduates will be supported to get their certification officially recognized in Germany and to work as skilled technicians. Furthermore, PAM establishes reciprocal learning, dialogue and networking formats between Viet Nam, other partner countries and Germany on the topic of vocational training and sustainable labour migration.



PAM's student in the practical lesson at LILAMA2 International Technology College. Photo credit: Nguyen Doan Ngoc Quoc

The qualification and mobility scheme piloted within the framework of PAM





Opening ceremony of metal cutting training course within the framework of PAM. Photo credit: Tran Trung Kien

The Programme “**Migration & Diaspora (PMD) / Field of action Regular Labour Migration and Mobility**” (ReM) aims at improving information on regular and safe migration pathways for potential migrants in selected partner countries. Its country component in Viet Nam is implemented in partnership with the MoLISA and in close cooperation with the Department of Overseas Labour (DoLAB), Department of Labour, War Invalids and Social Affairs (DoLISA), Migrant Resource Centers, Employment Service Centers, and the Institute of Labour Science and Social Affairs (ILSSA).

PMD/ReM in Viet Nam focuses on:

- (i) advising on regular labour migration policies,
- (ii) offering capacity development to relevant Vietnamese stakeholders in the field of migration,
- (iii) informing on regular migration pathways and the risks of irregular migration as well as disseminating up-to-date information concerning German immigration regulations (especially Skilled Immigration Act).

Overview on main activities:

MICRO LEVEL	MESO LEVEL	MACRO LEVEL
- Handbook on “Possibilities and requirements for regular migration of skilled workers to Germany” - Handbook on “Living and working conditions in Germany” - Handouts on different types of residence permit in Germany	- Series of Trainings on “Skilled Immigration Act”, Fair and Ethical Recruitment, Recognition Process of Foreign Qualification - Information workshop “German-Vietnamese cooperation projects in the area of the migration; Possibilities and requirements for skilled migration from Viet Nam to Germany”	- Advice on drafting four Sub-Laws under the Law on contract-based Vietnamese overseas workers (Law 69/2020/QH14 - Supporting DoLAB in dissemination and awareness raising on the Law 69 and 4 Sub Laws



PAM's student in the practical lesson at LILAMA2 International Technology College. Photo credit: Nguyen Doan Ngoc Quoc

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