

PROJECT DOCUMENT

**“SUPPORTING EMPLOYABILITY AND SOCIAL INCLUSION IN
VIETNAM'S VOCATIONAL TRAINING COLLEGES”**

(Using ODA fund from Italian Government)

Governing Agency: Ministry of Labour, Invalids and Social Affairs

Project Owner: General Directorate of Vocational Training

Hanoi, April 2017

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I. Information about the Project (type O)

I.1 Project Title:

- Supporting employability and social inclusion in Vietnam's vocational training colleges.

I.2 Sponsor:

Government of Italy, represented by Embassy of Italia – Development Cooperation Office

- Address: 18, Le PhungHieu, HoanKiem District, Hanoi;
- Telephone number: 04. 3718 4661
- Fax number: 04.3934 1662

I.3 Governing Body which proposed the project type Ô

Ministry of Labour, Invalids and Social Affairs

- Address: 12 Ngo Quyen, HoanKiem District, Hanoi;
- Telephone number: 0438248353;
- Fax number: 0438248036

I.4 Name of project governing bodies

a) Ministry of Labour, Invalids and Social Affairs

- Address: 12 Ngo Quyen, HoanKiem District, Hanoi;
- Telephone number: 043 824 83 53;
- Fax number: 043 824 80 36

b) ThuaThien Hue People's Provincial Committee

- Address: 16 Lê Lợi street, Huế City
- Telephone number: 054.3822584
- Fax number: 054.3822803

c) Quang Nam People's Provincial Committee:

- Address: 62 Hùng Vương street- Tam Kỳ district - Quảng Nam Province
- Telephone number: 0510.3852.739
- Fax number: 0510.3852.748

d) Vinatex

- Address: SENTINEL PLACE Building - 41A Ly Thai To street, Hoan Kiem district, Ha Noi. ;
- Telephone number: 043 38257700
- Fax number: 043 38262269

I.5 Project Owner:

General Department of Vocational Training (GDVT)

- Contract address: 37B Nguyen BinhKiem, Hanoi
- Phone number: 043.9745207
- Fax number: 043.9740339

I.6 The owners of the Sub-projects:

- Sub-project 1: ThuaThien Hue Vocational college, ThuaThien Hue Province
 - Contact address: No 51, 2/9 Street, PhuBai, Huong Thuy, ThuaThien Hue
 - Phone number: 054.3863.298
 - Fax: 054.3.863298
- Sub-project 2: Quang Nam Vocational college, Quang Nam Province
 - Contact address: 224 Huynh ThucKhang, Tam Ky, Quang Nam
 - Phone number: 0510.3.851.243
 - Fax: 0510.3. 812.946
- Sub-project 3: Long Bien Vocational college, Hanoi
 - Contact address: 2/765A Nguyen Van Linh, Sai Dong, Long Bien, Hanoi
 - Phone number: 04.6.6639508

- Fax: 04.3.8750360
- Sub-project 4: General Directorate for Vocational Training (GDVT)
 - Contact address: 37B Nguyen Binh Khiem, Hanoi
 - Phone number: 043.9745207
 - Fax: 043.9740339

I.7 Tentative project Ô timeframe:

2016-2018

The project is tentatively implemented for duration of 3 years. The project is expected to start after the entering into force of the Memorandum of Understanding, MOU.

I.8 Project Implementation location:

- GDVT, Hanoi
- Hue Vocational Training College, TTHVC
- Quang Nam Vocational Training College, QNVC
- Long Bien Vocational Training College, LBVC, Hanoi

II. Context and the necessity of Project

II.1 Appropriateness and contributions of this project, type Ô to national socio-economic development strategy and sector-based and regional/local development master plan

Globalization creates fierce competition among economies, which requires each government to put significant efforts in socio-economic development policies, among which workforce development policy plays a decisive part. Having recognized the role, position and importance of vocational training in human resource development, contributing into socio-economic development and enhancing the competitiveness of Vietnam's economy, the Party and the Government have issued many guidelines and policies for vocational training.

- Announcement of Conclusion No. 242 – TB/TW dated 15 April 2009 by the Politburo on continuing to implement the Resolution of Second Plenum of the Party's Central Committee (VIIIth tenure): *“To meet the country's industrialisation and modernisation requirements in the context of international integration, the education and training of Vietnam must undertake fundamental, comprehensive and strong reform.” “Intensifying vocational training, including for high-tech sector” and “Focusing on developing some vocational training colleges with regional and international standards. Rapidly increasing the number of skilled workers and technician in high-tech fields, reaching the world's advanced levels.”*
- The Decision No. 630/QĐ-TTg dated 29 May 2009 by the Prime Minister on approving the Strategy of Vocational Training Development for the period of 2011 – 2020 specifies the following general objectives:
 - To develop vocational training meeting demand of labour market; to enhance vocational training quality of several occupations to reach level of developed countries in ASEAN and in the world; to establish skilful labour force, contributing to enhancement of national competitiveness; to popularize vocational training to labour, contributing to stable labour restructuring, income enhancement and poverty reduction, ensuring social security;
 - To standardize teachers of key occupations at regional and international level on vocational skills and pedagogical competency of advanced countries in ASEAN and in the world;
 - To upgrade infrastructure and vocational equipment to reach standard of advanced countries in ASEAN and in the world;
 - To establish close relations between vocational training and labour market. Enterprises take major responsibility for ensuring vocational skills of labour and providing employment information. Vocational training institutions monitor and gather information on students after graduation.
 - To develop labour market information system.

Therefore, the investment into the selected three vocational training colleges is in line with the vocational training development strategy of the Government

II.2 Similar past and on-going programs, projects relating to vocational training development

As an organization which has state management function under Ministry of Labour, Invalids and Social Affairs, GDVT has implemented and is implementing vocational training projects, contributing to the comprehensive market-driven reforms of the technical and vocational education system in line with regional and world development trends.

II.2.1 Vocational and Technical education project (VTEP) funded by ADB, AFD, JICA and NDF (completed in 2009)

- *Total funds:* US\$ 121 million, including US\$ 24 million from JICA, US\$ 54 million from ADB, EUR 12.8 million from AFD and US\$ 7 million from NDF.
- *Project life time:* 1998-2009
- *Issues addressed:* Improve the orientation of labour market; renovate policy on vocational training systems; invest in upgrading 15 key colleges.

II.2.2 Project “Strengthening vocational training centres (SVTC)” financed by Switzerland (completed in 2008)

- *Total ODA funding:* 8.914 million Swiss francs (approximately US\$ 6.28 million) funded by the Swiss government.
- *Project life time:* 1994-2008
- *Issues addressed:* Strengthen the capacity of vocational training centres to provide practical and effective vocational skills to trainees and practitioners, males and females and disadvantaged groups so that they can find a job or self-employ as well as meet the growing demand of small and medium enterprises.

II.2.3 Project on “Technical Assistance to Vocational Training in Vietnam” using German grants (completed in 2010)

- *Total ODA funds:* 3,440,000 EURO
- *Project life time:* Between 6/2006 – 6/2010
- *Issues addressed:* Improve the training of skilled workers to be provided to enterprises in the areas of potential development and employment fully accessible by skilled workforce.

II.2.4 Project on « Supply of training equipment to the Dung Quat Technique – Technology vocational college » funded by Denmark (completed in 2010)

- *Total investment:* US\$ 3,850,000 in ODA loans from the Danish government and VND 8,200,000,000 in counterpart funds from the Vietnamese government.
- *Project life time:* 2002-2011
- *Issues addressed:* Provide training equipment and supplies to the improving and strengthening of training quality and efficiency of the Dung Quat Technique – Technology vocational college.

II.2.5 Project on capacity building for vocational trainers and vocational training administrators funded by the French-speaking Belgian community’s society to promote education and training overseas (completed in 2010)

- *Total non-refundable ODA grant:* 446,208 EURO
- *Project life time:* 2008-2010
- *Issues addressed:* Provide technical and vocational training to key colleges, which are to be strengthened through the improved curriculum and trained teachers.

II.2.6 Project « Vietnam vocational training program » funded by Germany for 11 colleges in Vietnam

- *Total investment:* EUR 19,421,411, including EUR 13,346,000 in loans from the KfW bank and EUR 6,075,411 in Vietnamese government counterpart funds.
- *Project life time:* 2006-12/2011.
- *Main project activities and impacts:* Procure equipment and build infrastructure for financed colleges, including 9 vocational colleges and 2 technical teachers training colleges. Improve infrastructure and equipment to reach the quality and standards required for the training of highly skilled technicians.

II.2.7 Project to establish 5 Vietnam-Korea vocational colleges funded by the Republic of Korea:

- *Total funds:* US\$ 61.5 million, including US\$ 35 million in ODA and US\$ 26,560,000 in counterpart funds.
- *Project life time:* 9/2008-10/2015
- *Main project activities and impacts:* Establish 5 vocational colleges to meet the demand for quality human resources; develop vocational standards, programs, curriculums and teachers’ guidance books for different professions; provide training inside and outside the country to administrators and teachers.

II.2.8 Skill Enhancement Project funded by ADB

- *Total investment:* US\$ 78 million, including US\$ 70 million in ODA loans from the ADB (US\$ 50 million in ordinary term and US\$ 20 million in hard term); and US\$8 million in counterpart funds.
- *Project life time:* 9/2010 - 8/2015
- *Main project activities and impacts:* Contribute to reducing the shortfall of skills in some key professions. Establish some vocational colleges to produce highly-trained workers in 15 key professions.

II.2.9 Project on “vocational training program 2008” funded by Germany

- *Total investment:* EUR 12.5 million, including EUR 10 million in ODA and EUR 2.5 million in counterpart funds.
- *Project life time:* 3 years from 2011
- *Main project activities and impacts:* This project is an expansion of the Vietnam – Germany cooperation program to develop vocational training in Vietnam through uniform investment in vocational training equipment for the professions that require high skills at 4 vocational institutions, namely Long An Vocational College, An Giang Vocational college, Ninh Thuan Vocational college, Bac Ninh Economic – Technical Vocational college. The project provides trained workforce to the labour market via the new approach of associating training with practice and training at the work place, including on State-of-the-art production lines.

II.2.10 Project on “Technical assistance in the second phase to the Vocational Training Program 2008”

- *Total investment:* EUR 3.3 million, including EUR 3 million in ODA loans from the German government and US\$ 0.3 million in Vietnamese government counterpart funds.
- *Project life time:* Between 2010 and 2014
- *Main project activities and impacts:* Improve and develop more training programs and curriculums to meet the demand and development patterns of the labour market; build up capacity for trainers and vocational training administrators at project-covered institutions (5 joining the ODA-funded program on vocational training in 2008).

II.2.11 System Advisory System in the first phase

- *Total investment:* EUR 1,500,000
- *Project life time:* Between 10/2008 and 2/2011
- *Main project activities and impacts:* Operations of the Vietnamese technical – vocational education system improved in a sustainable and demand-oriented manner through such specific activities as providing consultation to specialists and leaders of GDVT on the vocational training strategy; building up capacity for specialists and administrators; providing support to Vietnamese partners in developing revised outlines of cooperation between vocational training institutions and enterprises and conducting surveys of employment of trainees after graduation.

II.2.12 Project on “Demand-Driven Skills Training for poverty reduction in the Cuu Long delta” (JFPR 9123-VIE) funded by the Japan Fund Poverty Reduction through ADB:

- *Total investment:* US\$ 1,650,000, including US\$ 1,300,000 in non-refundable grants from JFPR and US\$ 350,000 in counterpart funds.
- *Project life time:* Between 10/2008-10/2011

Main project activities and impacts: Improve the living standards of the poor and ethnic minorities in rural Tra Vinh and Soc Trang provinces by equipping them with necessary skills to find jobs or self-employ. Besides, the project implementation has made available models of and experience in vocational training of rural labour and introduced knowledge of business and business start-ups to them.

Therefore, MOLISA and GDVT with their rich experience in implementation and management of the vocational training projects, already set-up relevant operational processes, have adequate capability to coordinate and implement the project “Supporting employability and

social inclusion in Vietnam's vocational training colleges". With the responsibility to support the Minister of the MOLISA to manage, at state level, the vocational training sector, GVDT has ability and authorization to coordinate with other ministers and departments at provincial /municipal level which will be participating in this project, as well as the donors involved in the sector to ensure the success of the project implementation.

II.3 The Vietnamese vocational and training system

According to the Law on Vocational Training No 76/2006/QH11, the Vietnamese Vocational system is described thoroughly in the two following documents:

- Vocational Training Report – Vietnam, 2013 – 2014, National Institute of Vocational Training, Labour and Social Publishing House, 2014 (138 pages);
- Technical and Vocational Education and Training in the Socialist Republic of Vietnam, An assessment, Asian Development Bank, 2014 (136 pages).

Currently, vocational training system in Vietnam is shifting in the implementation from following the Law on Vocational Training No 76/2006/QH11 to following the Law on vocational education No. 74/2014/QH13.

The key elements relevant for the project are the National Occupational Skills Standards (NOSS), the training programs in the area covered by the project and the assessment centres for employees which are briefly summarised in the following chapters.

II.3.1 The National Occupational Skills Standards (NOSS)

NOSS are developed under Decision no. 09/QD-BLDTBXH dated 27 March 2008 regulating on principles and procedures of development and issuance of National occupational skills standards. Certification of national skills is regulated under Circular No. 38/2015/TT-BLDTBXH dated 19 October 2015.

The level of occupational skills is determined based on 3 main criteria groups:

- Scope, difficulty and complexity of the duties and tasks;
- Flexibility and creativity involved in performing the duties and tasks;
- Level of collaboration and responsibility in performing the duties and tasks.

Level Descriptors of the Framework for the NOSS – Source GDVT 2008	
Certificate	Principles defined by Decision 9 Decision No. 09/QD-BLDTBXH dated 27 March 2008 concerning the development and issuance of National Occupational Skills Standards.
Certificate 1	Certificate 1: Can perform simple, repetitive tasks. Demonstrates basic knowledge of technology and is able to apply this knowledge. Can receive instructions and take limited responsibility for tasks. Requires direct supervision.
Certificate 2 (Secondary level)	Certificate 2: Can perform simple and repetitive tasks along with some more complicated tasks. Demonstrates basic and some specialized knowledge of technology and is able to apply this knowledge to solve typical on-the-job issues. Can consider, predict and explain information. Can work in a team and sometimes independently. Takes responsibility for outcome and output.
Certificate 3 (College level)	Certificate 3: Can perform most complex tasks independently without supervision. Demonstrates both basic and specialized knowledge of technology and is able to apply this knowledge to solve typical on-the-job issues. Can identify, analyze and evaluate information. Can supervise and instruct a work team whilst taking responsibility for weld quality and team output.
Certificate 4	Certificate 4: Can perform most complex tasks independently without supervision. Demonstrates a broad knowledge of technology and the skills, knowledge and initiative required to deal with complex technical issues. Can interpret results of analysis and assessment, and can use these results to make recommendations and provide input to research and management. Can lead a work team, taking responsibility for all operations and for weld quality and team output.
Certificate 5	Certificate 5: Can perform all tasks fluently, skilfully, independently and with total self-control. Demonstrates a comprehensive knowledge of technology. Can analyze, forecast and design in order to solve both technical and management issues. Can interpret results of analysis and assessment. Can take the initiative to manage and lead a team, taking responsibility for team output and ensuring that weld quality and workmanship are in accordance with specified standards.

NOSS consists of three parts:

- Environment, context of task performance, and necessary tools, machines, equipment and devices for task performance.
- A list of tasks enumerating the tasks to be performed and arranging them by skill level.
- Standards on task performance, covering task description, performance criteria, essential skills and knowledge, performance conditions, and criteria and methods for evaluation (GDTV, 2012, p. 18).

II.3.2 The training programs

The NOSS are the basis for developing curricula frameworks and training programs for occupations at different levels (for secondary and college levels). The requirements of knowledge and skills based on NOSS account for 70% of a training program. However, the “translation” of NOSS into training programmes by Vocational Training institutions is still weak.¹The training programs for secondary (level 2) and college (level 3) are described in long documents of 150 to 200 pages defining unit tasks and ways of assessing. These training programs are imported from the Australian Vocational System. The GDVT set 70% of the training program leaving to the College to define the remaining 30%.

II.3.3 The assessment centres for employees

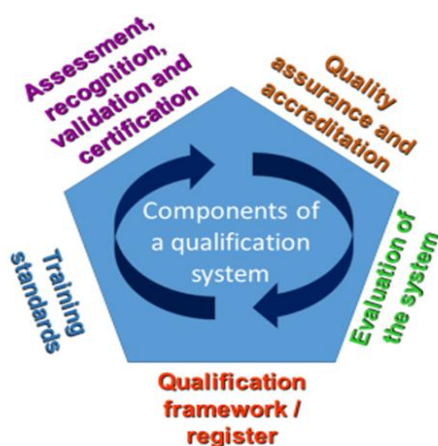
MOLISA established centres for the assessment of employees to provide certificates in accordance to the training programs developed. These centres assessed in the last year about 5000 employees in different occupations.

II.4 The Italian vocational and training system

II.4.1 The qualification system in Europe and in Italy

The efficacy of the TVET system is based on the qualification system, and its functionality and sustainability is centred on the set-up, development and maintenance of policies, institutions, regulations, instruments and human resources.

The components of a qualification system are:



- **The qualification framework.** The Italian Qualification Framework for education is based on the 8 levels of the European Qualification Framework (EQF).

In the Italian Vocational stream:

- level 1 Work under direct supervision in a structured context;
- level 2 Work under supervision with some autonomy, it corresponds to a skilled worker;
- level 3 Take responsibility for completion of tasks in work; adapt own behaviour to circumstances in solving problems, it corresponds to a professional operator;
- level 4 Exercise self-management within the guidelines of work contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work activities, it corresponds to a professional technician;
- Level 5 Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others, it corresponds to a professional higher technician (non-Academic Higher Education).

The register is the list of qualifications covered by the system and their definition in terms of “qualification standards” and “assessment standards”.

¹ Assoc. Prof. Dr. Duong Duc Lan, former General Director of the Directorate of Vocational Training, Jakarta, 1-2 April, 2014

- **The education and training standards** represent the key requirements for attending the training course leading to the qualification such as entry requirements, learning hours, working experience, age and literacy level. These key requirements are set at the central level and should be adopted in the development of the curricula and in the design of training programs. It is a common practice that the training standards are very general and offers many opportunities of flexibility to a regional level and to training institute level. In some TVET system the central authority defines general criteria and approaches (education standards) only and leaves the full responsibility of defining training standards at the level of training institution to allow the full use of equipment available and to match the needs of the local industrial context. **The assessment, recognition, validation and certification system** is the core of the qualification system. There is an evident need to have a uniform, reliable and consistent system for the assessment, validation and verification of learning outcomes, embedded within the qualification. In particular the assessment of learning outcomes should be based on defined and well-structured tools and formats to ensure fairness, consistency, transparency and reliability against criteria such as learning outcomes or competences standards. Moreover, the impendency of the assessing organisation from the supplier is also a pillar of a reliable and fair system.
- **The quality assurance and accreditation system** sets the criteria for enhancing the level of the supplier and at the same time guide the supplier to achieve high standards in the training process to assure the students will acquire the abilities required by the job market.
- **The evaluation process assures** a continuous improvement of the system. Verifying that the TVET system in its complexity is delivering what is needed for the economic and social development of the country.

II.4.2 The standards in Vocational Education and Training

The vocational and training standards are defined by the central authority governing the TVET system. In the case of Italy, for example, a qualification corresponding to a level 3 in the EQF requires a minimum of 600 hours of learning, equally distributed between theoretical, practical and on the job training and can be obtained in 4 to 6 months training course. The same qualification obtained in the Initial Vocational Education (IVET), to comply with the requirement of compulsory secondary education should be developed in a two-year program of minimum 900 learning hours per year, 600 of them devoted to the development of the qualification. These educational standards are set at national level or in the case of Italy are set at regional level but respecting the minimum national requirements. These standards are then included in the documents representing the curriculum of the training program.

II.4.2.1 The Curriculum

The approach to develop a curriculum is centred on the extensive field research and on methodological studies carried out by the European Centre for VET Development (Cedefop)². Cedefop outlines the four standards that constitute the written outcome-oriented curriculum in the broad sense and how these four standards communicate the needs of the labour market and the aims of the education and training system.

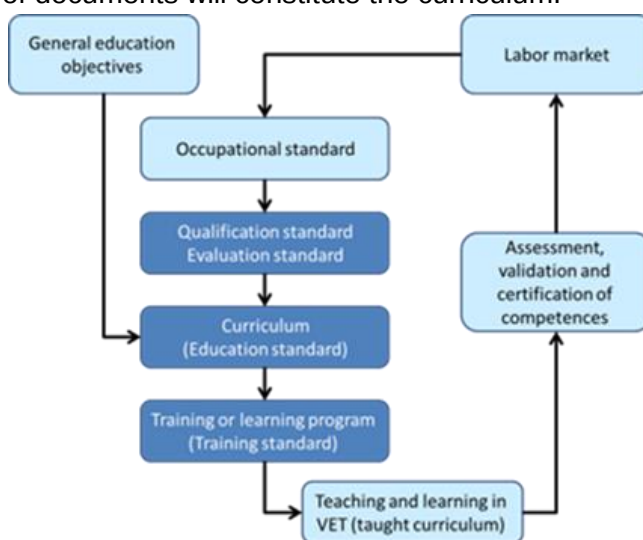
<i>Theoretical model for the outcome-oriented curriculum approach in Europe</i>				
<i>Documents ('standards' that inform or constitute the 'written curriculum')</i>	WRITTEN CURRICULUM			
	Occupation standard	Qualification standard	Education standard	Training or learning standard

² Initial Vocational Education Training (IVET) and Vocational and Education Training (VET) - RESEARCH PAPER No 29, Curriculum reform in Europe, The impact of learning outcomes, Luxembourg: Publications Office of the European Union, 2012.

Processes that lead to the production of this document.	Work activities are classified, described and assigned a level.	Descriptions of work activities are translated into statements of what learners should gain from education/training. These statements are grouped into units (for the purposes of assessment). Also describes what evidence should be available to make informed judgments about learning outcomes.	Learning outcomes are situated in an education context, for example: subject knowledge, content, assessment processes and events, institutional responsibilities, duration (hours, terms and years).	(also known as a learning programme) A plan for the teaching, learning and assessment activities that specifies in detail how learning outcomes will be achieved. The characters of teachers, resources, materials, tools, etc. are detailed. This document may be produced at college level or it may be shared.
Components or elements.	Competences.	Learning outcomes in units: knowledge, skills and other (packaged in units). Also sets out assessment criteria.	Learning outcomes in modules or options.	Learning outcomes in modules (modules may be located in real time; classes, teachers and rooms may be allocated).

This chart communicates that for each occupation four distinct documents should be available, and these four documents or set of documents will constitute the curriculum.

The second key issue that should be addressed in the area of curriculum development is the process and the tools to develop a curriculum. The development of a curriculum is a process represented in the diagram (Cedefop 2012). The model divides the design process into four stages. The last stage, sometimes known as a learning programme, a study programme or simply a 'curriculum', sets out a plan for teaching and learning. The four standards are connected to one another: together, they form what we might call the outcome-oriented curriculum approach. The chart shows how these standards



communicate the needs of the labour market and the aims of the education and training system. In this way, the needs of the market are to be communicated to the education and training system that provides the training services required to ensure that the needs are met.”

II.4.2.2 The Occupational Standard³

Occupational standards denote standards of performance that individuals must achieve when carrying out functions in the workplace expressed in terms of the underpinning knowledge, skills and competences. They classify and define the main functions in the workplace. In the world of employment these standards focus on what people need to be able to do, how they will do it, and the standards required. Occupational standards exist in all European countries but each country has its own style, organisation, approach and presentation of their standards. Occupational standards provide an important link between the labour market and the national qualifications system.

Occupational standards indicate the standards of performance that individuals must achieve when carrying out functions in the workplace. Therefore, the development of an occupational standard requires accurate data on all the knowledge, skills and competence necessary for the appropriate level of performance required. This can be obtained through a detailed analysis of the occupation in a rational and structured way. The initial analysis of any occupation is the most important stage in creating a map occupational standard. There are different techniques for collecting data about an occupation, i.e. observation of work, interviews (individual or group), questionnaires, review of existing documentation (job descriptions, examination of examples of occupational standards from other countries, description of technological process, etc.). These techniques have different strengths and weaknesses, advantages and disadvantages and it is often beneficial to use a combination

³ MANUAL FOR THE DEVELOPMENT AND USE OF QUALIFICATIONS AND OCCUPATIONAL STANDARDS, Stephen Adam, Mile Dželalija Joint EU/CoE Project Strategic Development of Higher Education and Qualification Standards, 2015

of them. The key stakeholders in the development of occupational standards are experts in the sector. The participation of learning outcomes experts in the validation of the drafts also aids understanding and implies a better usage of occupational standards by education institutions, students and other users.

II.4.2.3 The Qualification Standard⁴

The development of a common format for qualifications standards creates consistency and helps different groups of qualifications to be easily understood and used by quality assurance bodies, students, providers, employers and international stakeholders. The proposed approach in designing qualifications is based on two key concepts:

Level. It represents the degrees of knowledge, skills and competences relevant to qualifications at that level. Levels represent the progression towards the achievement of learning outcomes. Our approach will make reference to the EQF (European Qualification Framework) as a common reference framework to link the Vietnamese Qualification to any European qualification system in order to make Vietnamese qualifications more readable and understandable across different countries and systems in Europe.

Unit of competence. As shown in the figure, the qualification standard will refer to skills and competences clustered in unit of competencies. Each unit of competencies groups a set and homogeneous capabilities to be recognised, leading to the concept of the recognition of prior learning approach where the outcomes can be the qualification, or partial qualification (certificate of competence) or credit transfer.

Framework of qualifications to:		
Maintenance and repair of automotive systems operator		
Part I: competencies, capabilities and knowledge		
Maintenance and repair of automotive systems operator should be capable of assembling and disassembling and replacing the mechanical, electrical and electronic parts, depending on the technical charts		
Competencies	Capabilities	Knowledge
1- Replace electrical and electronic components of cars.	1- Identify the techniques, tools and action steps (disassembly and assembly) and electrical and electronic components of cars.	1- Tools and techniques and working methods and processes of mechanical and electronic equipment in the car repair workshops.
	2- Identify the electrical and electronic components that will be replaced.	2- Automotive technology and engine technology, including components and electronic systems.
	3- Start using substitution techniques (disassembly and assembly) of electrical and electronic car parts.	3- Basic types of engines (Two- stroke engine / Four- stroke engine).
2- Replace the mechanical components for the engine and other mechanical parts.	1- Identify the techniques, tools and action steps (disassembly and assembly) of the engine and mechanical components of the car.	4- Power systems, ignition, cooling and operating principles of the EOBD systems (Troubleshooting devices).
	2- Identify the automotive components and the mechanical parts that will be replaced with.	5- Transmission and brakes mechanisms.
	3- Start using substitution techniques (disassembly and assembly) for mechanical parts and the parts of car engine.	6- Mechanical drawings in general.
3 - Car maintenance.	1- Understanding and interpretation of data and graphics to conduct periodic maintenance specified by the manufacturer's company.	7- Measuring and control tools to verify all mechanical, electrical and electronic components.
	2- Evaluate the consumption of electrical, electronic and mechanical components of the automotive.	8- Evaluation test of pollution standards.
	3- The use of techniques and materials specified by the manufacturer to conduct periodic maintenance of the automotive.	9- Information of using of electronic and computer systems to conduct the examination.
4- Ensure operating the right way.	1- The use of tools and electronic devices to verify the ignition and the injection and systems of exhaust analysis.	10- Techniques, tools and diagnostic devices for the repair of malfunctions.
	2- Applying techniques of using surveillance lines and testing to validate the work of the steering, suspension and braking systems.	11- Occupational Safety, rules and patterns of behavior.
	3- Use techniques for verification of the electrical system for lighting and signals in the automotive.	12- Types and characteristics of the tires.

Qualification standard is a document, which sets out a norm of what people need to learn and how the quality and content of the learning is assessed. In the case of qualifications, which are developed according to an outcome-oriented or competence-based approach, the qualifications are usually composed of learning outcomes grouped together in units of assessment.

These standards should be formulated in a table form, one A4 page for the learning outcomes as shown in the example for Automotive Maintenance and Repair of Operator (Level 3 EQF) drafted according to the template used by the Italian Regione Emilia Romagna.

Learning outcomes set out what learners are expected to know and be able to do. It is possible that the description of the learning requirements (learning outcomes) may be separated from the assessment requirements (assessment criteria); in which case, we might distinguish a 'learning outcomes standard' from an 'assessment standard' or an 'evaluation standard'.

⁴This chapter and the following two chapters are derived from the documentation developed by the Educational Expert, Dr Carlo Russo, during the implementation of the project; Integrated Technical and Educational Cluster in Fayoum (Arab Republic of Egypt) with the financial support of the Italian Cooperation

Framework of qualifications to:		
Maintenance and repair of automotive systems operator		
Part Two: References, development and evaluation, accreditation and issuance of certificates of qualifications:		
Competencies unit		
1. Replace electrical and electronic components car		
Indicators \ standards	Capabilities	Knowledge
* Repair of electrical and electronic systems of the car.	1 - Understand the techniques, tools and action steps (disassembly and assembly) electrical and electronic components for cars.	1 - Tools, techniques and methods and processes of mechanical and electronic equipment in the car repair workshops.
	2 - Identify the electrical and electronic components that will be replaced.	2 - Automotive and engine technology, including components and electronic systems.
	3 - Start using substitution techniques (disassembly and assembly) of electrical and electronic parts for cars.	3 - Basic types of engines (Two-stroke engine / Four-stroke engine).
The expected results		
All the damaged electrical and electronic components have been replaced and the car has been repaired in accordance with the rules of safety and security.		

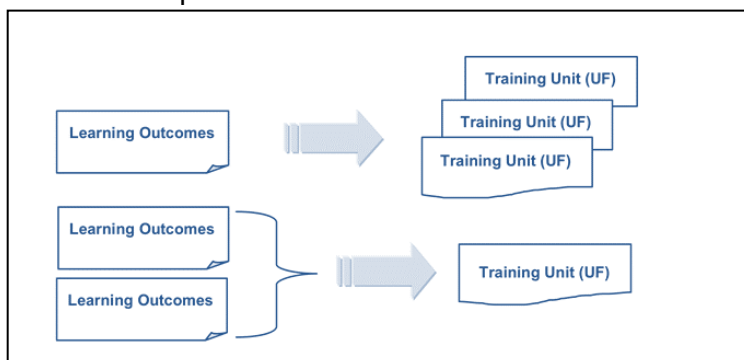
This standard should be formulated in a table form, maximum 2 A4 pages for the assessment criteria. The following table is an example which shows the assessment criteria of a qualification as shown in the example for Automotive Maintenance and Repair of Operator (Level 3 EQF) for one of the Competence Unit drafted according to the template used by the Italian Regione Emilia Romagna. The description of the criteria (indicators) is in the terms of an accomplished task.

II.4.2.4 Education

standards: Training Units

The Education standard is a document, which translates the qualification standard into the educational context (Cedefop, 2009c). The education standard may set out the qualification requirements in relation to generic learning, subjects or key competences (for example, with respect to a national curriculum) or with respect to other qualifications. It may seek to articulate the more detailed requirements implied by the qualification standard in terms of knowledge and skills and pedagogic practice. It may also provide additional details about how assessment activities should be designed to do justice to the nature and organisation of the learning requirements.

The competence-based approach for the development of the educational standards stresses the importance of the relations between the learning outcomes of the qualification standards and the utilization of the Training Unit (TU) concept as a self-standing learning module. The main objective is to guarantee their interoperability in achieving the learning outcomes, as showed in the graph.



As stated above, the learning outcomes are intended as statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competences. A learning outcome may be understood as ... a group of competences, skills and knowledge autonomously relevant, recognisable by the working world as a component of specific professional skills and identifiable as a result of the vocational and training course.

To this end, the learning outcomes shall become the reference goal of the different didactic sequences that form the course itself. Basically, a training unit represents a 'segment', a programme unit of contents and learning objectives clustering theoretical, practical, technical and basic competences and knowledge. The completion of the overall training units related to the programme leads to the acquisition of a vocational qualification, whereas the acquisition of single units or a limited number may lead to a recognition or certification of competences, understood as a part of the professional profile recognisable by the labour market.

A training unit represents ... a segment, a programme unit of contents and learning outcomes clustering professional, theoretical, practical and general competences and knowledge ... The training unit is commonly described according to a specific descriptor such as: denomination (title), learning objective, learning outcome (be it competences, skills and knowledge), contents, duration, and length of theoretical and practical activities, educational and training methodologies, evaluation methods, learning resources, and if applicable, credits points. According to this approach the training unit may be understood as a reference

prototype unit to reach or, in the wider outlook, to recognize the professional competences of learners and is therefore considered as a codified tool to plan educational and vocational training activities, as well as a key reference for assessment activities.

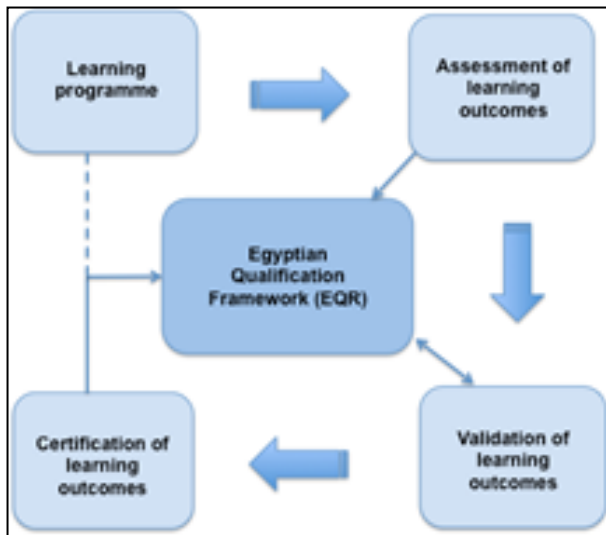
II.4.2.5 Assessment, validation and certification of learning outcomes.

Validation of learning outcomes should use systems designed for all the cohort of students regardless the TVET College they attended and their geographical location. And it should be based on evidences collected throughout the College years. This phase should confirm that outcomes of assessment meet standards and that outcome and assessment procedures were followed. Certification is the final step leading to the award of the qualification; the certificate, usually issued by a body, which has public trust and competence, confers official recognition of an individual's value in the labour market and in further education and training.

There are many approaches to the assessment system.

The Italian system is based on external assessors selected by the Certification authority. The assessors come from the specific professional and have attended and passed a training course specifically designed for assessors.

While another approach is to have Accredited Assessment and Certification Centres (AACC) that are independent organisations linked to the sector for the assessment, validation and certification of learning outcomes. The value of this approach is the complete separation between the AACC and the TVET institutions providing Technical and



Vocational Training (Technical Colleges and Training providers) assuring transparency, consistency and reliability of the certification of qualifications.

II.5 The Necessity of the Project

It is stated that the business community have been facing the low quality of the entry workforce who doesn't have adequate abilities and knowledge required by the labour market. Employers normally have to retrain the new workers including graduates of the vocational training schools for months, therefore request the involved state organisations to take actions on renovation and adoption of advanced vocational training programs to upgrade the quality of the workforce.

In response to the situation, GDVT has proposed for a pilot project to adopt the Italian Vocational model in a way that the graduates will have competences aligned to international levels in general and to the level encountered in other countries participating in the Association of Southeast Asian Nations (ASEAN) in particular. Graduates with capabilities matching the needs of employer will have a higher level of employability and better employment.

The current situation has been changed in the selected vocational training colleges which participate in the project, from the time (4 years ago) during the development of the Project Outline (PO). In particular:

- The ThuaThien – Hue Vocational College (TTHVC) received already a number of educational equipment for the specialization in Industrial Electrical Installation and Control;
- The Quang Nam Vocational College (QNVC), is now duplicating the already existing and well organised and equipped Vocational College at Truong Hai Automobile Co., Ltd. (Thaco) in the nearby industrial zone;
- Long Bien Vocational College (LBVC) coordinated with Garco 10 to have the necessary equipment for basic specialisation in located in the same premises.

This situation requires an adjustment of the approach to the issue of enhancing the capabilities of the graduates to better satisfy the needs of the labour market.

II.5.1 ThuaThien – Hue Vocational College (TTHVC)

The Hue Vocational College, has been newly equipped with a number of educational equipment for the specialisation of Industrial Electrical Installation and Control. The equipment is installed in 4 laboratories.

The school aims to have 500 students enrolled in the new specialisation with an optimum number of 25 students per class and with a ratio 50/50 hours theoretical / practical. This will require the school to further invest in infrastructures which should ensure the provision of additional 10 classrooms (250 students attending theoretical subjects) and 10 laboratories / workshops (250 students doing practical activities). There are different specialisations in the sector of Industrial Electrical Installation and Control including:

- Low Voltage (up to 500V) Industrial Electrical Installations;
- Medium Voltage (from 500 V to 15 KV) Industrial Electrical Installations;
- Industrial Light Installations;
- Renewable Energy Installations;
- Classic Control installations and maintenance;
- PLC applications and maintenance.

Three areas to upgrade the Vocational College are identified:

- Firstly, to rearrange and optimise the utilisation of the workshops and the laboratories in order to have adequate space for students to practice activities that are required by the employers;
- Secondly, to have the presence of employers or business community in the final evaluation system of the graduates for the part of the professional competences and assure that the last say (able or not able) is in their hands and should not be a decision of the teachers and trainers. The employers should be involved in the definition of what is required and how will be assessed in the area of abilities (what the students should be able to do);

Thirdly, to focus the training programs on development of practical skills and practical exercises should be designed to make them similar to the tasks that are done in the job. The focus should not be on explanations but action, making the students to do and to repeat and do again. Once these three issues are properly addressed, the issue of new equipment, tools and materials can be addressed.

II.5.2 Quang Nam Vocational College (QNVC)

The Quang Nam Vocational College is situated in the centre of the city in a complex that has the front building with 8 workshops and to lateral buildings with 30 classrooms. The college is close to one big industrial zone serving for automotive sector owned by one of the biggest car manufacturer in Vietnam. Truong Hai Automobile Co., Ltd. (Thaco). Thaco establishes on their own a vocational training center on automotive technology to serve their own need of workshop.

The mechanical workshop (preparation, welding and tooling) are in operation, the workshop with metallic manufacturing machines is well kept and organised, students in turn operate the different machines.

Students carry on practical activities in the workshops for only 6 hours a month (about 50 a year) while the necessity should be in the range of 120-150 a year to assure that the students acquire job oriented skills.

There are different specialisations in the sector of Automotive Technology that can be addressed in the area of automotive maintenance and repair such as:

- Car maintenance engine, mechanics and hydraulic;
- Car maintenance body repair;
- Car maintenance electrical repair;
- Car maintenance air-conditioning repair;
- Refrigerated vehicles maintenance;
- Agricultural machines maintenance;
- Industrial machines maintenance (combustion fork lift, earth moving machines, road machines, cranes, diesel generators, etc.).

Two areas to upgrade the Vocational College are identified:

- Firstly, to involve the training centre of Truong Hai Automobile Co., Ltd. (Thaco) not only in the final evaluation of the graduates and in developing the curriculum (training

program) but also to find and develop synergies. One of them could be that the College will train the students the first year and then the students will continue the following years at Thaco.

- Secondly, to reorganise the timetable of the training programs to assure that the students can practice at least 120-150 hours a year in the workshops and consequently revise the layout of the workshop also removing not necessary panels and the desks. Classrooms should be used for lecturing, leaving as much as possible space for practical activities in the workshops this until new large space, as in the training centre in Thaco, will be available.

Once these two issues are properly addressed the issue of new equipment, tools and materials can be addressed.

II.5.3 Long Bien Vocational College (LBVC)

The Long Bien Vocational College has the great advantage to be tightly linked to “Garco 10”, a very large garment company with 18 manufacturing plants in Vietnam with more than 11'000 employees. The Vocational College is already equipped with basic machinery and tools allowing the Vocational College to develop students’ basic garment skills. LBVC is experiencing difficulty to enrol students due to the competition of mainly private Vocational Institutes. Three areas to upgrade the Vocational College are identified:

- Firstly, to redesign the offer upgrading the structure and modularisation of the programs introducing more appealing specialisations such as marketing, trade, management, quality assurance oriented to garment sector but also applied in many other consumer goods business;
- Secondly, to upgrade the facilities of the Vocational College to become a centre of excellence in textile and garment sector and to enhance the vocational training capabilities. It is recommended to establish a textile and garment testing laboratory where students can practice not only testing but also learning quality management based on quantitative analysis. This can happen only if the long term commitment for utilisation of the facilities and equipment of the nearby Garco 10 factory is made and confirmed by the management board of the Garco 10. In case it would not be possible to systematically and consistently use the equipment of the company the Vocational College has to acquire the necessary equipment to develop all the students’ requested skills;
- Thirdly, to build the capacity of the Vocational College to design new or update existing training programs adopting more advanced vocational education approaches.

II.5.4 The intervention areas of the Project to upgrade the Vocational colleges

There are four key issues that should be addressed to improve the level of students’ skills:

The first, to review the layout of the workshops to have more space and working stations for practical activities allowing students to effectively practicing for about 100-150 hours a year and not simply staying in the workshop watching and playing. The reorganisation of the workshop will allow maximising the use of the existing limited available space in case the College could not extend the facilities in time for establishing the new workshops and laboratories. The reorganisation of the workshop will have also an impact on improving the housekeeping and the maintenance of the facilities and the equipment of the workshops.

The second, to develop training programs that match the needs of the local employers involving them in the design of the programs as well as in the final assessment of the graduates. The cooperation with local manufacturers can lead the Colleges to continuous improvement taking in consideration that the modalities for such cooperation should be institutionalised at national and local level. The development of the programs can start from the adaptation of existing qualification in the Italian Vocational Regional system, in particular that following qualification can be considered in the development:

- Area: Electrical Industrial Installation and Control
 - Level 3 EQF: Operator in electrical domestic and industrial installations
 - Level 4 EQF: Technician in design of electrical domestic and industrial installations
 - Level 5 EQF: Higher technician in electrical domestic and industrial control
- Area: Automotive technology
 - Level 3 EQF: Operator in car maintenance (replace components)

- Level 5 EQF: Higher technician in car diagnostic and testing
- Area: Tailor and Fashion
 - Level 3 EQF: Operator in garment and tailoring
 - Level 4 EQF: Technician to supervise garment manufacturing operations
 - Level 5 EQF: Higher technician in textile and garment quality control

These qualifications are only an example to clarify the issue, during the implementation of the project a better understanding of the Italian qualifications compared to the Vietnamese VET system and the labour market demand will drive the identification and definition of qualification standards specific to the Vietnamese labour market.

The third, to provide the colleges with equipment, tools and materials that the students will encounter in the working place in quantity and types to have a proper training to become effective employers. Limiting as much as possible the use of educational panels that can be easily replaced by 3D simulators or better extending the use of work base equipment, tools and materials.

The fourth, to improve the professional qualification and the training abilities of teachers and trainers of the Colleges. This implies also the adoption of simple actions such as:

- Apply strict workshop discipline;
- Use of Personal Protection Equipment (PPE) for the students and the teachers;
- Design and deliver practical activities that students should carry on in the workshop.

III. Proposal basis for donor consideration

III.1 The appropriateness of the Project Ô's objectives with development policy and priority of the Donor Financing needs of project funded by ODA and concessional loans.

In the last recent years, the Italian Government is very keen on supporting ODA for Vietnam. Specifically, on 12 December 2009, Vietnam's Ministry of Planning and Investment and Italy's Ministry of Foreign Affairs signed an Agreement on development cooperation between the Italian Republic Government and the Social Republic of Vietnam Government, declaring to provide concessional ODA loans to support vocational training for Vietnam.

After study and research, the Office in Hanoi of the Italian Agency for Development Cooperation(AICS) agreed to select 3 Vocational Training colleges–TTHVC, QNVC and LBVC– and to invest in purchasing equipment supporting to enhance trainers' capacity in pedagogical methodology, ability in using acquired equipment for training and educational purposes, and improving capacity of managers and trainers in career guidance and job placement for students.

Investing to develop these 3 colleges shall contribute to fulfil the objectives of the "Supporting employability and social inclusion in Vietnam's vocational training colleges" project, which aims to create high quality human resources to meet local workforce requirements, and also contribute to poverty reduction objectives.

III.2 Analysis of the reasons for the selection of the Donor

In respect of technological expertise, management experience, and policy advocacy in the supported sector

Italia is a developed country, having strong experience in developing and implementing an advanced vocational training system, and an economy with similarity to Vietnam regarding the system of active and effective small and medium enterprises.

Italia started to provide ODA to Vietnam during 80s in type of soft loans, grants through bilateral agreements or other international organizations such as UNIDO, IFAD, and Emergency Aid. Priority sectors for development cooperation between Italia and Vietnam: water supply and sewerage, environmental sanitation, capacity building, health sector, institutional support. Italia has become one of the most traditional partners to Vietnam

III.3 Binding terms and conditions from the Donor and the capabilities of Vietnam

All the binding terms and conditions of the soft loan will be specified in the Financial Agreement signed between Italian Government (represented by AICS Office Hanoi) and Vietnamese Government (represented by Ministry of Finance). On the other hand, the basis for the proposal of this project is also the capabilities of the beneficiary partners to meet the requirements of the donor, providing a minimum counterpart fund. In short, the Vietnamese partners have fulfilled all the requirements according to the regulations.

The soft loan provided from the Project is a highly concessional loan, with 0% interest rate and with a 39% level of concessionality. The Loan maturity is 25 years with the first 15 years as of grace period.

IV. Project Objectives

IV.1 Project objectives

IV.1.1 Overall objective

The capacity of the Vietnamese Vocational and Training System is enhanced to meet the requirements of the labour market thereby contributing to the socio-economic development of the beneficiary provinces and cities as well as the neighbouring ones with the increase of the employability and social inclusion of the graduates.

IV.1.2 Specific objectives (from PO)

- To enhance the employability and social inclusion of graduates from invested institutions. After the project completion, it is expected that every year 90% of the graduates in the upgraded occupation, will find a job related to the qualification within 9 months from graduation.
- To upgrade the selected institutions with consistent and modern vocational training tools for key sectors of production, in order to provide market and enterprise-oriented training. About 52 teachers will acquire a “qualification” in the specialization attesting that they can operate and make full use of upgraded workshops and laboratories. About 68 teachers and management staffs will be able to conduct counselling to students in the area of job placement and career guidance.

IV.2 Objectives of Sub-projects (from PO)

- A - Sub-project 1:** Workshop and classes construction, equipment procurement and teachers' and trainers' skills upgrading for TTHVC, ThuaThien Hue Province;
- B - Sub-project 2:** Equipment procurement and teachers' and trainers' skills upgrading for QNVC, Quang Nam Province;
- C - Sub-project 3:** Equipment procurement and teachers' and trainers' skills upgrading for LBVC, Hanoi;
- D - Sub-project 4:** Coordination of activities in the project through procuring equipment and enhancing the capacity of teachers, managers of participating schools

V. Description of Project Ô

V.1 Sub-project 1: Upgrading Hue Vocational College, ThuaThien Hue Province

V.1.1 Results:

- "A vocational training program (curriculum) in the sector of Industrial Electrical Installation and Control is developed with the active participation of local employers.
- Workshops and classes are constructed.
- Equipment, materials and didactic technology transfer required to upgrade the College are procured.
- The teachers and trainers of TTHVC are qualified in using acquired equipment for training and educational purposes, in improving capacity of managers and trainers in career guidance and job placement for students for the selected qualification in the sector of Industrial Electrical Installation and Control".

V.1.2 Activities H:

Activity H1: To design a vocational training program in the sector of Industrial Electrical Installation and Control.

Activity H2: To procure equipment, materials and didactic technology transfer based on the Italian system to improve the ability of the college in the use of the equipment in order to ensure the effectiveness of the training program for the students for the selected qualification standard and to improve the capacity of managers and trainers in career guidance and job placement for students for the selected qualification standard in the sector of Industrial Electrical Installation and Control".

V.2 Sub-project 2: Upgrading Quang Nam Vocational College, Quang Nam Province

V.2.1 Results:

- "A vocational training program (curriculum) in the sector of Automotive Technology is developed with the active participation of local employers.
- Equipment, materials and didactic technology transfer required to upgrade the College are procured.
- The teachers and trainers of the QNVC are qualified in using acquired equipment for training and educational purposes, in improving capacity of managers and trainers in career guidance and job placement for students for the selected qualification in the sector of Automotive Technology".

V.2.2 Activities Q:

Activity Q1: To design a vocational training program in the sector of Automotive Technology.

Activity Q2: To procure equipment, materials and didactic technology transfer based on the Italian system to improve the ability of the college in the use of the equipment in order to ensure the effectiveness of the training program for the students for the selected qualification standard and to improve the capacity of managers and trainers in career guidance and job placement for students for the selected qualification standard in the sector of Automotive Technology".

V.3 Sub-project 3: Upgrading Long Bien Vocational College, Hanoi

V.3.1 Results:

- "A vocational training program (curriculum) in the sector of Tailoring and Fashion design is developed with the active participation of local employers.
- Equipment, materials and didactic technology transfer required to upgrade the College are procured.
- The teachers and trainers of LBVC are qualified in using acquired equipment for training and educational purposes, in improving capacity of managers and trainers in career guidance and job placement for students for the selected qualification in the sector of Tailoring and Fashion design".

V.3.2 Activities L:

Activity L1: To design a vocational training program in the sector of Tailoring and Fashion design.

Activity L2: To procure equipment, materials and didactic technology transfer based on the Italian system to improve the ability of the college in the use of the equipment in order to ensure the effectiveness of the training program for the students for the selected qualification standard and to improve the capacity of managers and trainers in career guidance and job placement for students for the selected qualification standard in the sector of Tailoring and Fashion design.

V.4 Sub-project 4: Coordination of activities in the project through procuring equipment and enhancing the capacity of teachers, managers of participating schools

V.4.1 Results:

- The methodology, based on the Italian VET system is developed to implement vocational training programs in three Vocational Colleges.
- The capacity of teachers, managers in Career Guidance and Job Placement activities in three vocational colleges will be enhanced.

V.4.2 Activities G:

Activity G1: To develop the methodology to design vocational training programs in the three Colleges.

Activity G2: To improve the capacity of managers and trainers in career guidance and job placement for students for the selected qualification standards

VI. The Project's beneficiaries

VI.1 Direct beneficiaries

The Project's final, direct beneficiaries are students who follow the vocational training of occupations that the Project chooses to invest in. By following courses that better match labour market demands, graduated students with high professional skills will have increased chances to immediately find suitable jobs or create their own employment, generating income for themselves and families and integrating well into the community.

Other project's direct beneficiaries are vocational training managers at central and provincial levels, related management staff and trainers of colleges targeted by the project. Thanks to training and fostering of activities in didactic technical transfer, trainers' capabilities to teach through modern technical equipment will be improved and will better meet new training demands.

VI.2 Indirect beneficiaries

Indirect beneficiaries of the project include students, graduates, enterprises, labours of local enterprises, the unemployed, people with irregular employment, and those threatened of unemployment.

In addition, the Project will indirectly benefit the private enterprises that could find, at the end of the project, a higher number of better trained potential labourers and, during the project, better trained students for practical training on the job.

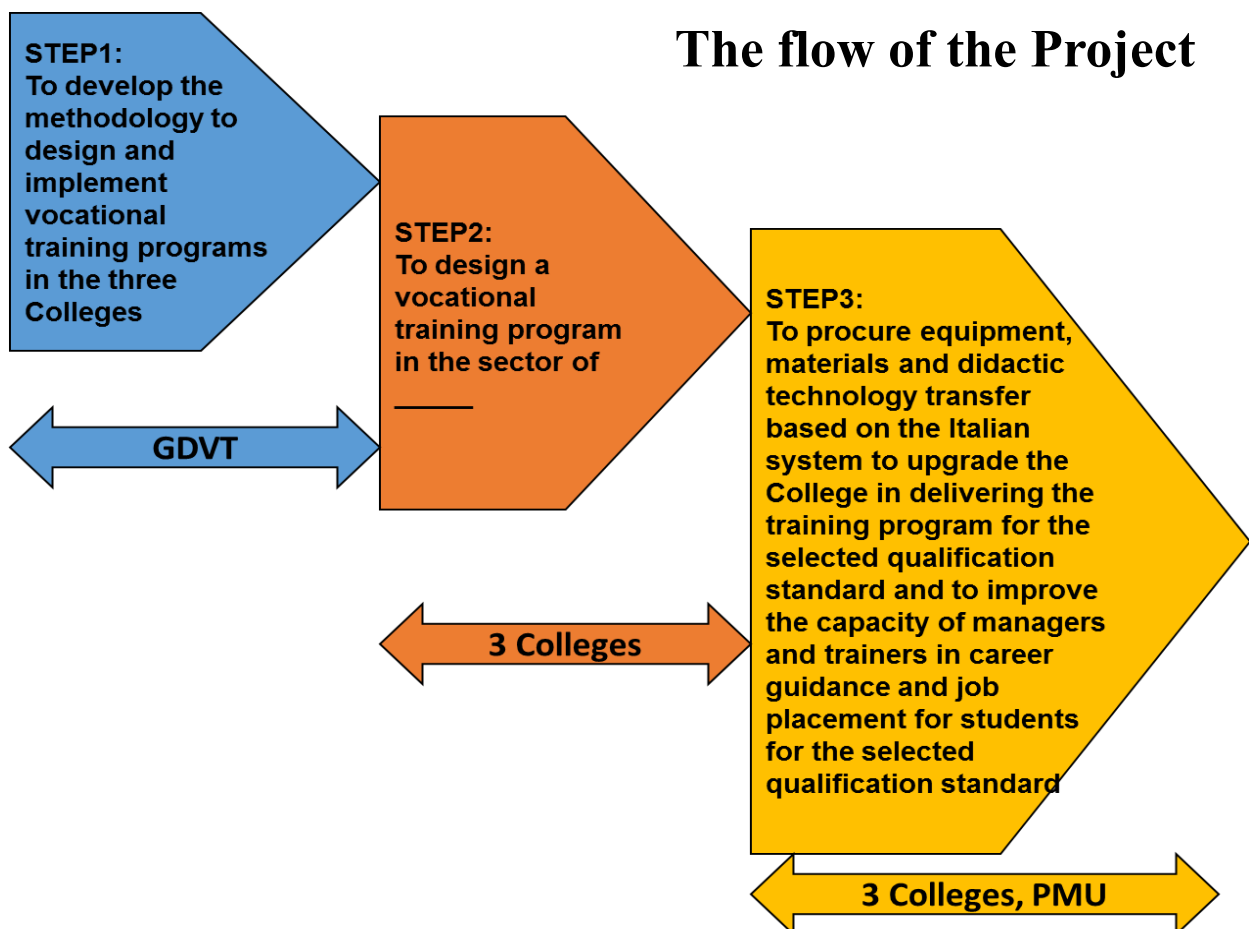
Finally, the three vocational training colleges involved in the project will benefit from it by becoming "**high quality vocational training colleges**".

VII. Implementation measures of the Project Ô

VII.1 Implementation process

The approach to upgrade the vocational colleges includes the upgrading of training programs, of the workshops and laboratories and the training skills of teachers and trainers. The approach to upgrade the vocational programs follows the general process adopted in Europe and described in the previous paragraph “II.4.1 - The qualification system in Europe and in Italy”. The participatory method will be intensively applied to generate awareness, commitment, participation and to be able to include in the different phases of the project the contribution of all the stakeholders of the Vietnamese TVET system.

The flow of the implementation process is summarised in the following diagram where the 3Steps are identified and defined. The following paragraphs describe in details the activities and tasks to be performed to achieve the expected results.



VII.1.1 STEP 1 -To develop the methodology to design and implement vocational training programs in the three Colleges

Activity G1: To develop the methodology to design vocational training programs in the three Colleges.

These following Sub-Activities are implemented in the frame of this activity:

- G1.1. Asses the documentation of the Vietnamese vocational education and training (VET) system.
- G1.2. Develop a standardized methodology to develop curricula for vocational training programs.
- G1.3. Design the occupation and qualification standards and the training units for the didactic technology transfer activities of vocational teachers and trainers.
- G1.4. Identify and document the tools for job placement and career guidance.
- G1.5. Draft the Terms of Reference for 3 International Experts to design the training program of the Colleges.

G1.6 Draft the didactic technology transfer contents based on the Italian system for the teachers and trainers of the three Colleges.

At the completion of this activity the following outputs will be available:

- Documentation on the Vietnamese VET system;
- Document describing the standardized methodology to develop training programs;
- Occupation standard for “Vocational teacher and trainer”;
- Qualification standard for “Vocational teacher and trainer”;
- Assessment Standard for “Vocational teacher and trainer”;
- Training Units for the qualification of “Vocational teacher and trainer”;
- Document describing the Tools for job placement and career guidance;
- 3 Term of references for the International Experts to design the training program in the three disciplines of Industrial Electrical Installation and Control, Automotive Technology and Tailoring and Fashion design;
- The contents of the didactic technology transfer based on the Italian system for teachers and trainers of the three Colleges.

VII.1.1.1 Asses the documentation of the Vietnamese vocational education and training (VET) system - Sub-Activity G1.1

The rules and regulations adopted in Vietnam for operating the Vocational Training System should be available to the Experts before they arrive in the field to assure that the deliverables of the project will be adopted by the GDVT. In particular the regulations for establishing a new training program should be available to know the framework in which the expert can operate and also if there are elements that should be negotiated beforehand with the GDVT or other authorities. Moreover, examples of OSS and documentation of exiting training programs should be available to have a direct experience on how the regulations are implemented currently. Also the requirements for teachers and trainers in Vocational Colleges should be available to have a reference for the requirements of the staff in the Colleges. The assessment of the documentation will allow the international expert to identify differences and analogies between the two systems and to define a Vocational model covering the different aspects such as entry requirements, progression, alternative paths, learning workloads to be applied in the three pilot Colleges. The following tasks are implemented:

- Collect reports and other documentation from TVET projects implemented in Vietnam;
- Collect regulations and relevant TVET documentation from GDVT;
- Translate into English the relevant parts of the documents collected from the GDVT;
- Identify analogies and differences between the Vietnamese and the Italian VET systems comparing available documentation;
- Design a vocational model integrating as much as possible the Italian and Vietnamese VET systems maintaining the Italian VET approach.

VII.1.1.2 Develop a standardized methodology to develop curricula for vocational training programs - Sub-activity G1.2

On the base of the Italian methodology (outlined briefly in a previous paragraph “II.4.1 - *The qualification system in Europe and in Italy*”) a simple, streamlined approach to develop vocational training programs is designed in a way that should be applicable in the Vietnamese environment and at the same time have a strong methodological structure. International Expert in coordination with GDVT/PMU will develop the standardized methodological document, defining clearly the steps and the templates to be adopted (this description of the implementation of the project represents a guide for the Expert in developing the methodology). The document becomes the key element to assure that in the three Vocational colleges the same method will be applied. This document will outline the revised timeframe for the training programs indicating the learning hours required and the list of all the subjects that should be included in the training program, in few words the standardized approach should also review the timeframe and the subjects to be included in the vocational training program. The following tasks are implemented:

- Define and describe accurately and systematically the steps of the methodological approach to develop vocational training programs;
- Define the templates and the formats of the documents that should be produced implementing the methodology;
- Acquire the endorsement of the GDVT on the proposed methodology for the pilot projects in the three Colleges.

VII.1.1.3 Design the occupation and qualification standards and the training units for the didactic technology transfer for vocational teachers and trainers- Sub-activity G1.3

The GDVT/PMU with teachers and trainers assisted by an International Expert will apply the methodology to develop didactic technology transfer programs to develop the capacity of the vocational teachers and trainers. The working team will design the occupation standards, the qualification standards and the training units for vocational teachers and trainers. The qualification should cover abilities in class management, in professional ethics, in practical activities organisation, delivery, assistance and assessment, and other abilities specific to vocational training such as training unit development and teaching and training material preparation and delivery. This didactic technology transfer program will be adopted to enhance the capacity of the teachers and trainers in the three colleges. The following tasks are implemented:

- Develop the occupation standard for Vocational teachers and trainers;
- Define the qualifications standards for the Vocational teachers and trainer occupation;
- Define the assessment standards for the Vocational teachers and trainer occupation;
- Develop the Training Units for the didactic technology transfer of Vocational teacher and trainers.

VII.1.1.4 Identify tools for job placement and career guidance - Sub-activity G1.4

The development of the tools for job placement and career guidance is essential for assuring a proper guidance to students, these tools include how to write a curriculum vita, how to answer to a job vacancy, how to make a self-proposal for a job, how to sit in an interview. The bases of these tools are personal soft skills. Another tool to be introduced is the board of vacancies. To have an updated board of vacancies is necessary to maintain a close link with the enterprises that can be enhanced organising visits to the enterprise and inviting representatives to participate in the life of the College. The feedback from the internship in the enterprises can be also another good tool to be used for the orientation of the students. An International Expert will develop the tools for orientation and career guidance and an outline of the workshops that will be carried out in the three Colleges and to the GDVT. The teachers and staff appointed to conduct orientation and guidance services should be able to adopt the developed tools.

The following tasks are implemented:

- Revise, if the exists, the tools adopted in the Vietnamese VET system;
- Revise the tools adopted in the Italian VET system and other VET systems;
- Assess the applicability in the Vietnamese context;
- Draft the description of the tools and the steps for implementation;
- Conduct the workshop on the tools;
- Outline a training material on orientation and guidance:
- Deliver the developed training material on orientation and guidance to three school;
- Observe how the teachers and staff conduct orientation and guidance sessions with the students and provide feedback.

VII.1.1.5 Draft the Terms of Reference for 3 International Experts to design the didactic technology transfer program of the Colleges- Sub-activity G1.5

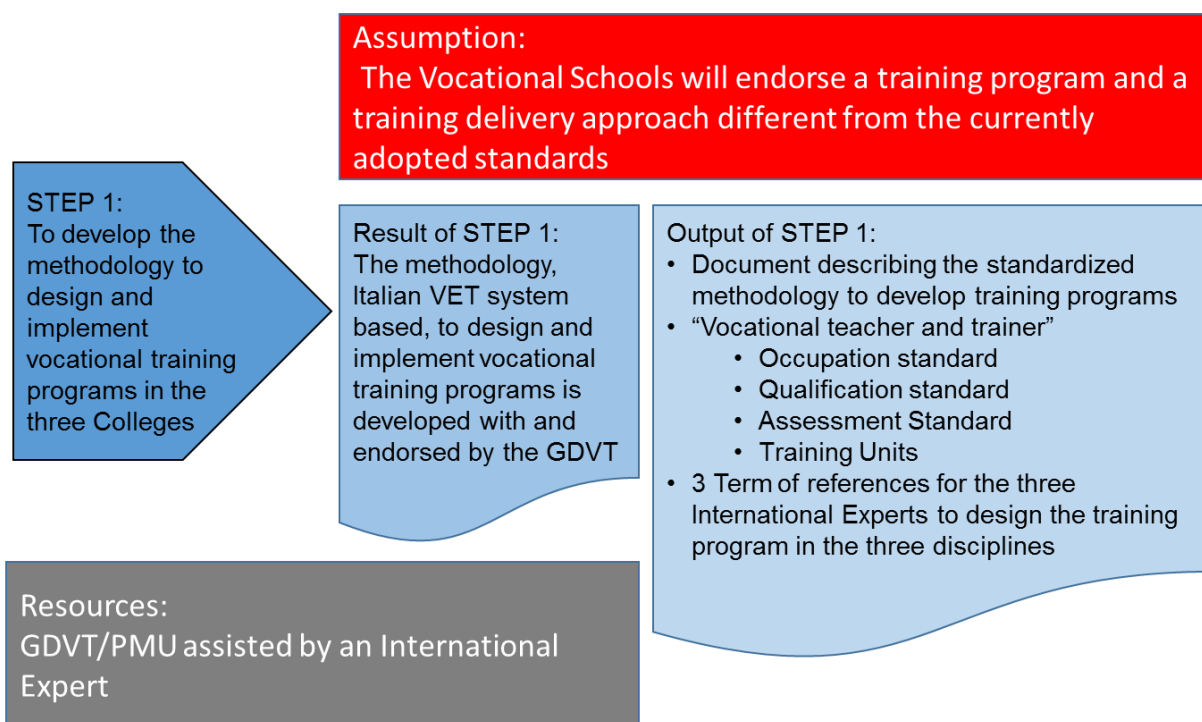
An International Expert, on the base of the methodology and the qualification and training units for the “Vocational teacher and trainer” will draft the Term of references to call in the field 3 International Experts with specific professional competences: one in Electrical Industrial Installation and Control, one in Automotive technology and another one in Tailoring

and Fashion. The three documents will be formulated in Italian according to the internal procedures of AICS.

VII.1.1.6 Draft the didactic technology transfer contents based on the Italian system for the teachers and trainers of the three Colleges - Sub-activity G1.6

A GDVT/PMU/PIU working team assisted by an International Expert will draft the didactic technology transfer contents based on the Italian system which will be implemented in accordance with project Activity 2 in the three Colleges. These contents will be then revised and updated if the case, taking in consideration the qualifications that will be adopted in the three Colleges.

Develop the methodology



The previous diagram summarises the key elements of the Activity to develop the methodology.

VII.1.2 STEP 2 - To design a vocational training program in the sector selected for investment - Activity H1, Activity Q1 and Activity L1

These following Sub-Activities are implemented in the frame of this activity:

- Establish the cooperation between the College and local employers;
- Select the occupation addressed by the College program;
- Define the qualification and the assessment standards for the selected occupation;
- Develop the training units for the selected qualification standard;
- Set the requirements for the equipment and materials required to deliver the training program for the selected qualification standard;
- Arrange the facilities of the workshops and the laboratories of the College to receive the equipment and materials.

At the completion of this activity the following outputs will be available:

- Employers will participate actively during the meetings to design a vocational training program;
- Occupation to be addressed by the College program;
- Qualification standard and Assessment standards for the selected occupation;
- Training Units for the selected qualification;
- Requirements for the equipment and materials needed to deliver the training program for the selected qualification standard;
- Facilities of the workshops and the laboratories of the College prepared to receive the needed equipment and materials.

VII.1.2.1 Establish the cooperation between the College and local employers - Sub-Activity H1.1, Sub-Activity Q1.1 and Sub-Activity L1.1

The cooperation with employers is a key element of the development of training programs that are matching with the needs of the employers. The employers should mainly be involved in two phases of the process: at the beginning, when the requirements are identified and defined in the document called “occupation standards” and at the end of the process when students are assessed against the “qualification standards”. The participation of the

employers in the process of assessment and certification is essential to guarantee that the employers have a say in the final outcome of the entire Vocational process. Their involvement also during the other phases of the process such as in the internship of the students and in the development of teachers and trainers will have a positive impact on the entire process. A College working team with the guidance of an International Expert will visit in the provinces potential employers of the graduates to get hands on experience of the level of qualification required in the sector and also to build trust, confidence and commitment for the participation in the process. The following tasks are implemented:

- Identify the potential employers in the province and close by the College;
- Select few key potential employers to be visited;
- Pay a visit to inform about the project, understand the occupations in the company;
- Get the commitment of the employer for their involvement in the project (institutionalise the cooperation).

VII.1.2.2 Select the occupation that will be addressed by the College program - Sub-Activity H1.2, Sub-Activity Q1.2 and Sub-Activity L1.2

The occupations in any industrial sector (garment manufacturing, automotive, electrical installations, etc.) are many and the Vocational College should be able to identify the specific demand of the labour market and to design and offer a training program that allows students to orient themselves towards specialisations that have potential for employment. A College working team with the participation of employers and teachers and trainers will identify the jobs that should be covered by the graduate. An International Expert will guide the team to identify the jobs and to draft, for each job, the document called “occupational standard” utilising the format outlined in the previous paragraph. The Expert will prepare the workshop(s) with the team having translated into Vietnamese a selection of occupational standards in the concerned industrial sector from other Vocational Systems. These translations will be used for comparison, for generation of ideas for supporting the adoption of a clear, straightforward and consistent terminology. The following tasks are implemented:

- Identify the occupations that are required in the region;
- Describe the tasks required by the job holder for each identified occupations;
- Select the occupation that will be addressed by the College program.

VII.1.2.3 Define the qualification and the assessment standards for the selected occupation - Sub-Activity H1.3, Sub-Activity Q1.3 and Sub-Activity L1.3

The qualification standard is the core document of the qualification system. On the base of the key tasks and required knowledge and competences defined in the “Occupational standard” the learning outcomes (what the students should be able to do at the completion of the training program) are identified, defined and grouped into Units of competence. A working team with the participation of teachers and trainers will draft the learning outcomes first and after the criteria for the assessment. An expert will guide the team to draft the documents called “qualification standards” and “assessment standards” utilising the formats outlined in the previous paragraph. The expert will prepare the workshop(s) with the team having translated into Vietnamese a selection of qualification standards addressing the occupation standard selected from other Vocational Systems. These translations will be used for comparison, for generation of ideas for supporting the adoption of a clear, straightforward and consistent terminology. At the completion of the development, the working team will draft a Qualification standard that is aligned with the Italian Vocational System but at the same time includes the specificities of the Vietnamese economic and social environment. Learning outcomes on safety and health and on housekeeping will be included to assure that the graduates will be able to operate safely in any working environment. The following tasks are implemented:

- Define learning outcomes for the selected occupation;
- Group learning outcomes in competence unit;
- Identify the knowledge required;
- Define the assessment criteria for the selected occupation.

VII.1.2.4 Develop the training units for the selected qualification standard - Sub-Activity H1.4, Sub-Activity Q1.4 and Sub-Activity L1.4

Once the learning outcomes are defined, the training units can be developed. Considering that a training unit should last indicatively 40 hours of guided learning hours (in classroom or in the workshop or in the job-related experience), the number of the training units to be developed depends on the total number of guided learning hours required by the GDVT. For example, the Vocational Minimum Requirements adopted in the Regione Emilia Romagna for a level 3 qualification, are 200 hours for theoretical learning, other 200 hours for workshops and practical activities and 200 learning hours of working related experience. With this timeframe a minimum of 10 training units should be developed to cover the 400 learning hours for theoretical and practical activities carried out in the College working team with the participation of teachers and trainers will draft the training units starting from the distribution of learning outcomes among the different training units. An International Expert will guide the team to draft the training units organising the different steps required to identify the practical activities and the topics of knowledge to be included in each training unit. At the completion of the development of the single training units, these will be numbered progressively to assure a progression in the difficulties of the practical activities and on the complexity of topics learned. The Training Units will be considered developed after a final revision to assure completeness, progression and consistency in the training units developed. The following tasks are implemented:

- List practical activities to acquire the learning outcomes;
- Distribute the practical activities among the training units;
- Distribute the learning outcomes among the training units;
- Add the topics of knowledge to each training unit;
- Decide the progression of the training units;
- Adjust the training units;
- Define the assessment criteria for each training unit.

VII.1.2.5 Set the requirements for the equipment and materials required to deliver the training program for the selected qualification standard - Sub-Activity H1.5, Sub-Activity Q1.5 and Sub-Activity L1.5

A College working team with the participation of teachers and trainers will draft the specifications of the needed equipment starting from the identification of such equipment and materials. An International Expert will guide the team first to list the available equipment in the College or at the disposal of the college, second to identify the equipment required by the GDVT regulation for the occupation and qualification selected, third and most difficult to identify the equipment and the materials (type and quantity) needed to implement the activities listed in the training units. With these three lists the working team will complete a record of missing equipment and materials, the list should be ordered according to importance for conducting the activity. At this point the working team will have a list of equipment and materials with at the top the most needed and at the bottom the least needed to make the students acquiring the abilities listed in the “qualification standard”. The working team will add an estimation of procurement cost for each item in a way to have the list of the most necessary equipment and materials within the limit of the available budget. The following tasks are implemented:

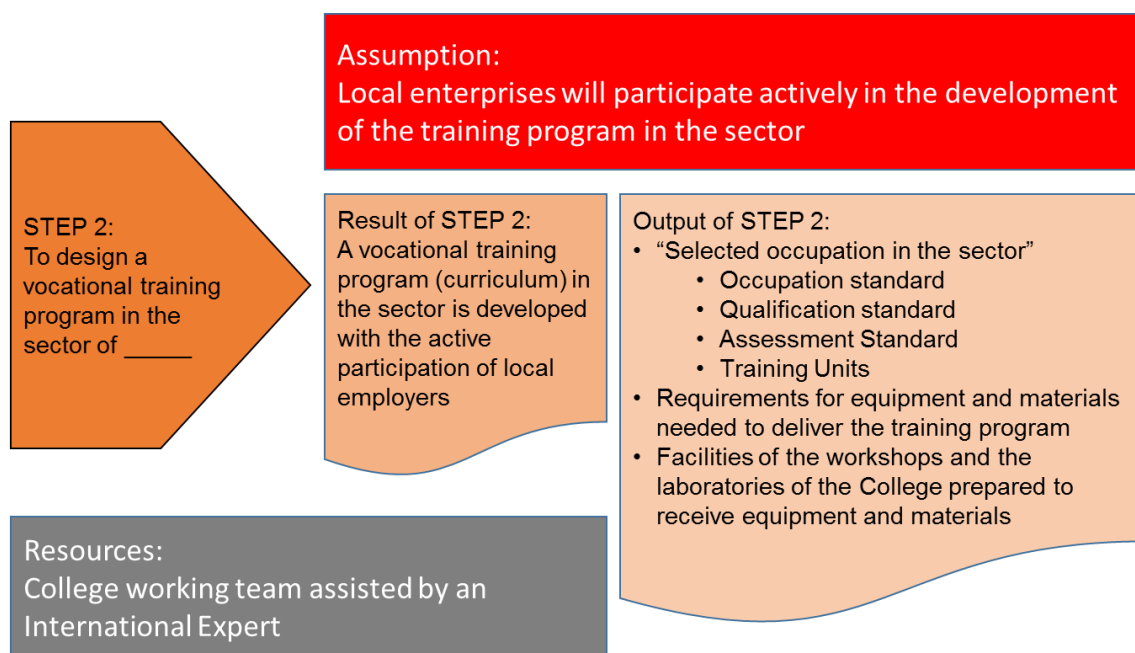
- Identify the gap between available equipment and the mandatory list of equipment issued by the GDVT;
- Identify the gap between available equipment and the equipment necessary to carry on the practical activities;
- Identify the consumable for conducting the training with students;
- List the necessary equipment and the consumable in order of importance;
- Assess an average price for each equipment and items for consumables;
- Select equipment and consumable from the list to cover the entire budget available.

VII.1.2.6 Arrange the facilities of the workshops and the laboratories of the College to receive the equipment and materials - Sub-Activity H1.6, and Sub-Activity Q1.6 and Sub-Activity L1.6

The College working team with the support of an International Expert on the base of the existing facilities and the list of needed and purchasable equipment will design the reorganisation of workshops and laboratories of the College to assure that the facilities are properly organised to assure that the students can operate the equipment safely and properly. The organisation of the facilities is essential for providing adequate didactic technology transfer activities to students and make them to learn the necessary abilities. The reorganisation should be feasible and if the case the list of the equipment should be revised in case the space available is not adequate to assure a proper installation and use of the equipment. The working team will also provide indications for the necessary utilities to be installed in the workshops and laboratories. The Vocational College will prepare the workshops and laboratories according to the indication of the working team and of the specifications received by the supplier for the installation of the equipment. The following tasks are implemented:

- Outline the layout of the workshops positioning existing and new equipment;
- Organise the space for the material, components, consumables and tools;
- Organise the space for the workshop assistant and the students;
- Draft recommendations for the setting-up of workshops and laboratories for the optimal use of existing and new equipment;
- Prepare the space for receiving the equipment,

Develop the training program



The previous diagram summarises the key elements of the Activity to develop the training programs in each of the three Colleges.

VII.1.3 STEP 3 – (i) To procure equipment, materials and didactic technology transfer based on the Italian system to upgrade the College in delivering the training program for the selected qualification standard and to improve the capacity of managers and trainers in career guidance and job placement for students for the selected qualification standard - Activity H2, Activity Q2 and Activity L2

These following Sub-Activities are implemented in the frame of this activity:

- (i) Draft the technical specifications of for the equipment, materials required and the didactic technology transfer based on the Italian system;

- (ii) Develop the bidding documents, get approvals and announce the bid;
- (iii) Receive and evaluate the proposals;
- (iv) Sign the supply contract and deliver the equipment and the didactic technology transfer in the colleges;
- (v) Receive the equipment and the materials required;
- (vi) Practice the use of the equipment received;
- (vii) Update the training units for the selected qualification standard according to the equipment selected;
- (viii) Develop the didactic technology transfer documentation and material required to deliver the training program for the selected qualification standard;
- (ix) Exercise the practical activities included in the training units for the selected qualification standard
- (x) Develop the formative and summative assessment of students in using the new equipment
- (xi) Assess teachers and trainers of the College in using the new equipment for the selected qualification standard
- (xii) Assess teachers and trainers of the College in using the new equipment for selected qualification standard "Vocational teacher and trainer".

At the completion of this activity the following outputs will be available:

- Technical specifications of the equipment, materials needed, didactic technology transfer and other contents for tendering;
- Bidding documents approved and published;
- Proposals evaluated and winner announced;
- Contracts for equipment, materials and didactic technology transfer signed;
- Training Units for the selected qualification standard according to the equipment selected;
- Practical exercises with the new equipment are conducted by the teachers and trainers of the college;
- Didactic technology transfer activities are developed for each new equipment in accordance with the Training Units;
- Formative and summative assessment for the students in the use of the equipment.
- Teachers and trainers of the College learn how to use the equipment received in order to deliver the selected qualification standard and their capabilities are assessed against the selected qualification and the Vocational teacher and trainer qualification;;

VII.1.3.1 Draft the technical specifications of the equipment, materials needed and the didactic technology transfer based on the Italian system- Sub-Activity H2.1, Sub-Activity Q2.1 and Sub-Activity L2.1

On the base of the list of the needed equipment and qualification of teachers, the specifications for the procurement of the equipment and the contents for the didactic technology transfer will be drafted by the College working team with the support of an International Expert; the specifications should be as wide as possible to assure that many suppliers can bid for the same equipment but at the same time very specific to assure that the equipment will fit the purpose. The specifications should also define clearly the procedures for the delivery and commissioning of the equipment and the type and language of the documentations (maintenance guide, operations, setting-up and calibration, etc.) that should accompany the equipment. The technical specifications should also indicate the requirements for the workshops and laboratories (needed utilities, static resistance of the floor, etc.) and the modalities for the training of the teachers in using such equipment and materials. In particular, on the base of the Training Units for the qualification, the list of didactic technology transfer activities related to the needed equipment will be drafted by the College working team with the support of an International Expert. These specifications should define clearly that the supplier should also train the teachers and trainers in a way that they are able to use the equipment effectively and acquire the skills and knowledge stated in the qualification standard for vocational teachers and trainers. The following tasks are implemented:

- Collect technical specifications from different suppliers;
- Identify the general and common specifications;
- Identify the specific requirements for the equipment and convert them in technical specifications;
- Draft the requirements for delivery, commissioning, guarantee conditions, aftersales services, spare parts, didactic technology transfer on the use of equipment for teachers and trainers;
- Define activities and deliverables required in the didactic technology transfer based on the Italian system;
- Draft the requirements for the documentation that should be provided with the equipment;
- **Draft the Term of References for the didactic technology transfer required based on the Italian system.**

VII.1.3.2 Develop the bidding documents, get approvals and announce the bid - Sub-Activity H2.2, Sub-Activity Q2.2 and Sub-Activity L2.2

The working team at MOLISA/GDVT/PIU with the support of an Expert will identify and then implement the appropriate procedure and prepare the documentation for launching the bid for procuring equipment and the didactic technology transfer based on the Italian system.

VII.1.3.3 Receive and evaluate the proposals - Sub-Activity H2.3, Sub-Activity Q2.3 and Sub-Activity L2.3

The working team at MOLISA/GDVT/PIU and AICS will receive the offers, open the offers, evaluate the offers, announce the results.

VII.1.3.4 Sign the supply contract, deliver the equipment and the didactic technology transfer in the Colleges - Sub-Activity H2.4, Sub-Activity Q2.4 and Sub-Activity L2.4

The working team at MOLISA/GDVT/PMU will support the Vocational Schools making the contract(s) signed with the winning bidder, assuring the compliance for the financial issues such as the performance bond, the guarantee bond, the advance payment guarantees and all the administrative issues required to complete a tender procedure. The working team at MOLISA/GDVT/PIU will clear the goods from the custom and assist the supplier to deliver the equipment and materials to the College. The work plan for the didactic technology transfer activities in the Colleges will be also agreed

VII.1.3.5 Receive the equipment and the materials required - Sub-Activity H2.5, Sub-Activity Q2.5 and Sub-Activity L2.5

During the commissioning the supplier will assure that all the equipment for the laboratories and the workshops are installed correctly and they are functioning properly. The supplier is responsible to open the boxes with the equipment and to install the equipment correctly. Once installed, the Receiving Committee will verify each item against the contract documents, to the shipping list, the specification offered and the specifications required to assure perfect compliance. Completed this operation, the supplier can start operate the equipment to assure that all of them are correctly operating. At the completion of this operation the Receiving Committee will sign the acceptance certificate and if the case notes and complains will be included in the certificate or in a separate letter following the regulations for the provisional acceptance. The following tasks are implemented:

- Store the goods received;
- Participate in the installation of the equipment by the supplier;
- Participate in the commissioning of the equipment;
- Issue the preliminary acceptance certificate.

VII.1.3.6 Practice the use of the equipment received - Sub-Activity H2.6, Sub-Activity Q2.6 and Sub-Activity L2.6

The supplier, immediately after the commissioning of the equipment, will start the training of the teachers that will be involved in the delivery of the training modules related to the equipment supplied and to the operators that will use this equipment. The supplier will be available to allow at least three teachers and/or operators to operate at least once each equipment. The teachers should also demonstrate the abilities to operate the equipment following the operation instructions that accompany the equipment. The supplier of equipment will assess the capability of teachers and operators to utilise correctly the equipment delivered. The following tasks are implemented:

- Participate in the training for the use of equipment;
- Define the criteria and the procedure for the assessment;
- Assess the abilities of the teachers to operate the equipment.

VII.1.3.7 Update the training units for the selected qualification standard - Sub-Activity H2.7, Sub-Activity Q2.7 and Sub-Activity L2.7

With the experience gained during the installation, soft operation and acceptance of the newly purchased equipment for the labs or the workshops, the College working team of teachers with the guidance of the supplier will update the training units reflecting what is possible to implement with students during the didactic technology transfer activities. A detailed list of practical activities that will be implemented during the training program is developed. The training units are then updated including the list of activities that can be realised with the equipment. The following tasks are implemented:

- List the activities that can be implemented with the equipment;
- Compare this list with the list of activities included in the training units;
- Update the practical activities to assure a proper utilisation of the equipment offering better opportunities for practical learning to students.

VII.1.3.8 Develop the training documentation and material required to deliver the training program for the selected qualification standard - Sub-Activity H2.8, Sub-Activity Q2.8 and Sub-Activity L2.8

Once the training units are consolidated, the College working team of teachers with the assistance of the supplier will develop the learning material for each lesson and the instructions, guidelines and operation documents for each workshop or laboratory activity. The workshop activities will be described in a form of working sheet similar to the documents that usually are adopted in a production line or in a working environment to instruct operators to perform tasks and to assure the quality and the consistency of the output. Existing learning material will be revised and adapted to respect the organization of the training units and to assure the progression of the theoretical learning. The following tasks are implemented:

- Design the instructions for practical activities included in the Training Units;
- Design lessons (what should be done and how during the lesson);
- Draft teachers training material;
- Draft students training material.

VII.1.3.9 Exercise the practical activities included in the training units for the selected qualification standard - Sub-Activity H2.9, Sub-Activity Q2.9 and Sub-Activity L2.9

The supplier will guide the teachers and trainers to execute the practical activities included in the training units of the qualification in a way that teachers will have acquired the capabilities that they will later teach and train to students. At the completion of the didactic technology transfer activities delivered by the supplier, any teacher or trainer will be able to execute any practical activity included in the training units respecting the assessment standards. The following tasks are implemented:

- Execute a practical activity;
- Receive feedback;
- Repeat the practical activity if necessary.

VII.1.3.10 Develop the formative and summative assessment of students - Sub-Activity H2.10, Sub-Activity Q2.10 and Sub-Activity L2.10

The College working team of teachers with the support of the supplier will learn how to conduct formative and summative assessment and to orient individual students in catching up with the program. The summative assessment should also comply with the GDVT regulations and at the same time to follow the approach adopted for the assessment of abilities. Teachers and trainers will develop formative and summative assessments and will practice the implementation of this type of assessment in a way to prepare the students for the final assessment. They will also develop 5 examples of final assessment. The following tasks are implemented:

- Draft at least one formative assessment for each training unit;
- Draft at least one summative assessment for each terms of the training program;
- Deliver a training unit to students and implement the formative assessment;
- Deliver a set of training units to students and implement the summative assessment.

VII.1.3.11 Assess teachers and trainers of the College in the selected qualification standard - Sub-Activity H2.11, Sub-Activity Q2.11 and Sub-Activity L2.11

The College working team with the support of an International Expert will design at least 5 final assessment tests to be utilised for the assessment and certification of a professional qualification. The expert will act as the external assessors and will organise and conduct the final assessment of the teachers for the qualification. In this way the teachers will have the qualification that they are teaching. The following tasks are implemented:

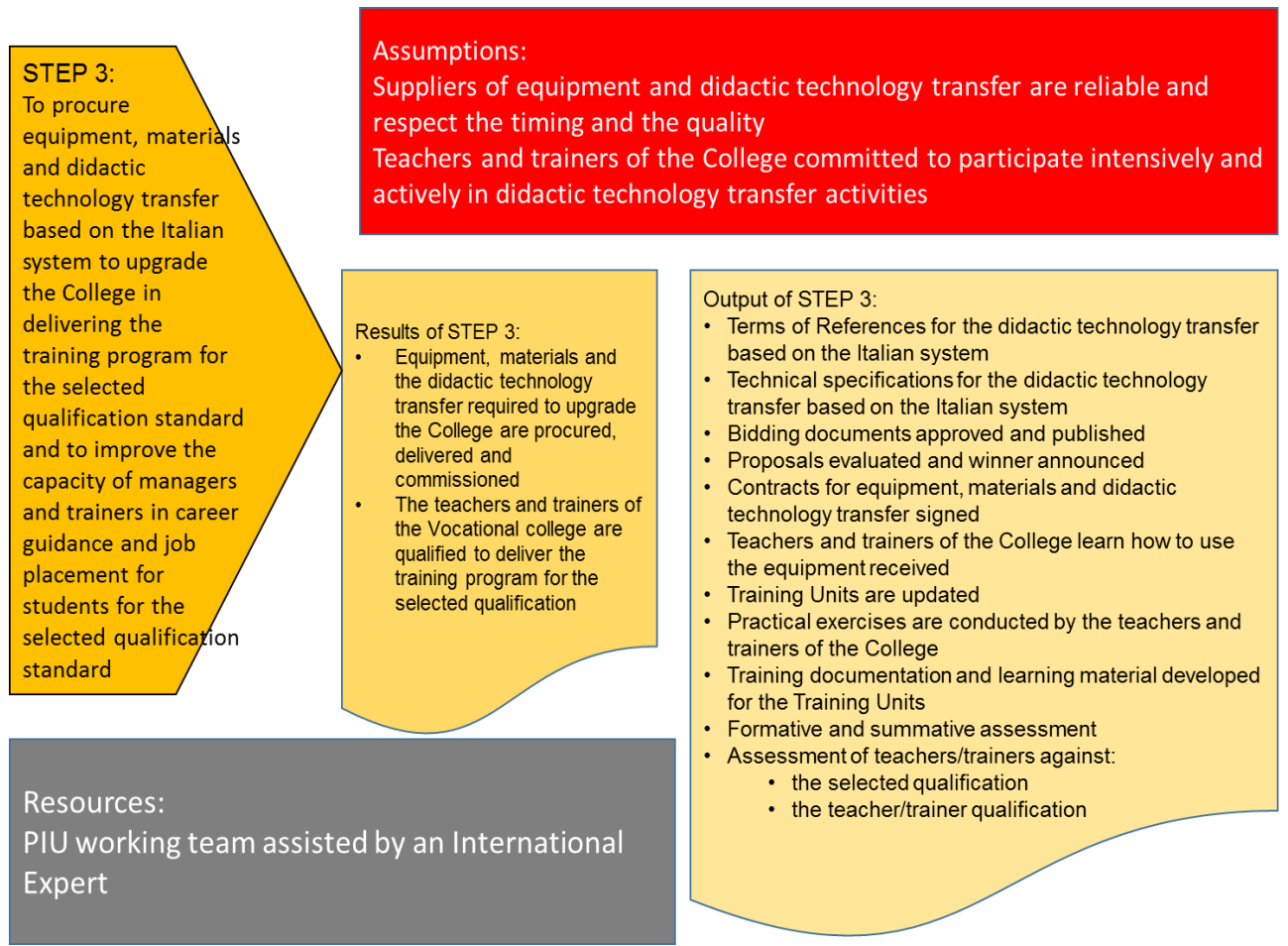
- Prepare at least five professional qualification assessments tests;
- Sit for a qualification assessment;
- Simulate the qualification assessment with students;
- Revise and update the qualification assessment tests;
- Revise and update the qualification assessment procedure.

VII.1.3.12 Assess teachers and trainers of the College in the qualification standard “Vocational teacher and trainer” - Sub-Activity H2.12, Sub-Activity Q2.12 and Sub-Activity L2.12

At the completion of the program for developing the capacity of vocational teachers and trainers the participants will be assessed against the “qualification standard for vocational teachers and trainers” adopting the procedure for assessing any qualification. An International Expert will act as an assessor and will assure that the assessment is transparent, reliable and consistent. The following tasks are implemented:

- Prepare at least five qualification assessments tests;
- Sit for a qualification assessment;
- Simulate the qualification assessment with students;
- Revise and update the qualification assessment tests;
- Revise and update the qualification assessment procedure.

Procure equipment and didactic technology transfer



VII.2 Means for the implementation

The following means will be deployed for project implementation:

Provided by the Donor

- International short term experts;
- National project assistants;
- Equipment for the three Colleges;
- Didactic technology transfer activities for the three Colleges;
- Equipment for the PMU and communication services;

Provided by the Vietnamese side

- Construction for the Thua Thien Hue Vocational College;
- Support to equipment delivery and installation;
- Support to Project Management.

Project implementation measures and management should assure an effective and efficient use of the means and resources that will be made available.

VII.2.1 International short term experts (IPE.0-IPE.6)

The technical project assistance will assure the transfer of the know-how from the Italian experience to the Vietnamese assuring that the local context is duly considered to assure that the methodology is coherent with the local social and economic environment and can be replicated in other Colleges becoming a Vietnamese approach to Vocational Training based on the lessons learned from the Italian Vocational and Training System.

The experts involved in the project should have extensive experience of the Italian VET system and also should have English and Italian language skills at the level of C2 according

to the Common European Framework of Reference for Languages (CFRL) to be able to understand the nuances of the language used in the official documents setting rules and regulations for the Italian VET system.

VII.2.1.1 One international project expert to develop the methodology to design and implement vocational training programs in the three Colleges – Activity G1

The International Expert will be responsible for the implementation of the following Sub-Activities at the GDVT:

- Asses the documentation of the Vietnamese vocational education and training (VET) system;
- Develop a standardized methodology to develop curricula for vocational training programs;
- Design the occupation and qualification standards and the training units for the didactic technology transfer of vocational teacher and trainer;
- Identify and document the tools for job placement and career guidance;
- Draft the Terms of Reference for 3 International Experts to design the training program of the Colleges;
- Draft the specifications for the contract on the didactic technology transfer activities to the teachers and trainers of the three Colleges.

An initial technical assistance expert (denominated IPE.0 for simplicity) is required to set-up the project and in particular to the document and to agree with MOLISA/GDVT about the process to develop Occupational standards, Qualification Standards, Assessment Standards, Training Units and to agree with an updated educational model. Finally, the expert should produce a draft of the assessment procedures to be adopted. The expert should also set the ground for the participation of enterprises in the definition of the occupational standards and in the assessment procedure. This technical assistance will also guide the local assistance in selecting the relevant documents for the mission. As well as defining the Terms of Reference for the technical assistance and technical specification for the development of the didactic technology transfer contents. The technical assistance will also provide input in developing contractual documents for the bidding but will not participate in the selection of the contractor being this a clear conflict of interests.

VII.2.1.2 Three international project experts (IPE.1-IPE.3) in the sector of Industrial Electrical Installation and Control, Automotive technology, Tailoring and Fashion design

Each International Expert will be responsible for the implementation of the following Sub-Activities in one college:

- Establish the cooperation between the College and local employers;
- Select the occupation addressed by the College program;
- Define the qualification and the assessment standards for the selected occupation;
- Develop the training units for the selected qualification standard;
- Set the requirements for the equipment and materials required to deliver the training program for the selected qualification standard;
- Arrange the facilities of the workshops and the laboratories of the College to receive the equipment and materials;
- Draft the technical specifications for tendering the equipment and materials required and the didactic technology transfer based on the Italian system;
- Develop the bidding documents and get approvals.

The technical assistance consist in three experts (one for each College) that will develop jointly with the College and the related enterprises the Occupational standards, Qualification Standards, Assessment Standards, and Training Units for the specialisations selected for the three Colleges adopting the methodology devised during the set-up of the project.

- The technical assistance for TTHVC, requesting to upgrade the specialization in Industrial Electrical Installation and Control is denominated IPE.1 for simplicity;
- The technical assistance for QNVC, requesting to upgrade the college specialization in Automotive Technology is denominated IPE.2 for simplicity;

- The technical assistance for LBVC, requesting to upgrade the college specialization in Tailoring and Fashion design is denominated IPE.3 for simplicity.

The Technical assistance, being competent in the specific sector will develop, in cooperation with MOLISA/GDVT and the Colleges, the technical specifications for the procurement of the equipment. The technical assistance will also provide inputs in developing contractual documents for the bidding but will not participate in the selection of the contractor being this a clear conflict of interest.

VII.2.1.3 Three international project experts (IPE.4-IPE.6) to assess the teachers and trainers of the College

Each International Expert will be responsible for the implementation of the following Sub-Activities in one college.

- Assess teachers and trainers of the College in the selected qualification standard;
- Assess teachers and trainers of the College in the qualification standard “Vocational teacher and trainer”.

The technical assistance for the delivery of the assessment of teachers and trainers consists in three experts (one for each College) that will develop the tests for firstly assessing the capabilities of teachers and trainers in the qualification they are teaching and secondly for the qualification of vocational teacher and trainer. The experts will also conduct the assessment and provide feedback to teachers and if possible issuing a certification.

- The technical assistance for TTHVC, requesting to assess teachers and trainers is denominated IPE.4 for simplicity.
- The technical assistance for QNVC, requesting to assess teachers and trainers is denominated IPE.5 for simplicity.
- The technical assistance for LBVC, to assess teachers and trainers is denominated IPE.6 for simplicity.

VII.2.2 National project assistants

The implementation of the project has an important language component, the documentation for the training programs and for the use of equipment as well as the didactic technology transfer should be carried out in Vietnamese considering that the level of spoken English is not adequate for a fluent participation in the project activities. For this reason, it is important to assure the continuity of local assistance capable to understand and to receive the know-how from the international experts and the selected trainers for the didactic technology transfer activities to assure consistency and clarity in the language. Moreover, even if using good translators it could make the training and the communication with the Vietnamese counterpart very boring and ineffective with a major loss of time and resources. For the implementation of the project it is necessary to have stable Vietnamese resources with very good English and also preferably some Italian and a good understanding of the vocational or educational sector in Vietnam.

VII.2.2.1 One local project assistant for documentation and information assisting the International Expert PLE.0

This resource (denominated PLE.0 for simplicity) should collect Vietnamese documentation regarding the following items:

- Occupational Skills Standards and training programs for 2nd and 3rd level in the Vietnamese VET system (secondary and college) in the area of:
 - electrical installations;
 - industrial classic control;
 - industrial automation;
 - car maintenance;
 - garment technology;
 - tailoring.
- TVET laws, rules, regulations in the area of occupational skills standards, National Vocational Qualification Framework (NVQF), frameworks for training programs, assessment procedures, certification and assessment centres.

- The reports, documentation produced of the many different projects operating in Vietnam and of use for the implementation of the project to assure that tasks are not repeated but are building on lessons learned and past experiences.
- List of industries and relevant information in the area of the three selected Colleges with contacts of the director, production manager and human resource manager. And if possible preliminary contacts with these enterprises to assure their participation in the activities of the project.

This local resource should also read, understand and learn the European and the Italian vocational training system and the qualification system to be able supporting the consultants, the trainers and the facilitators that will come to Vietnam in the frame of the project.

One of the first tasks required to the local resource is to translate the “Terminology of European education and training policy”, SECOND EDITION, 2014, a selection of 130 key terms. The document, once translated, should be shared and agreed with other European projects active in the TVET sector and also with the EU delegation department of Education and Vocational Training. The translation of the glossary will assure the consistency of the used terminology and also will make the beneficiaries to understand more about the different concepts and approaches underlined in the definition of the terms.

The local resource should keep this documentation correctly archived in electronic and paper form and should be able at any time to retrieve any information needed.

Having a qualified local resource will allow the project to start immediately as approved and operate effectively and efficiently making the experts to operate on concrete informed basis. Experts and trainers will have all this documentation available far before coming to Vietnam and will have the time to study and to be prepared and start the transfer of know-how immediately without losing time to understand the context in which they have to operate.

VII.2.2.2 Three local project assistants for the didactic technology transfer and facilitation assisting the six International Experts PLE.1 – PLE.6

A second local resource should be involved in the training and in the development of the activities with the three Colleges. This resource should have good English and preferably also some Italian. The role of this resource is to translate the material produced by the project for the didactic technology transfer. Once the material is prepared the local resource will conduct the training sessions. This approach will imply that the know-how is partially transferred from the Italian experts to this resource to be then transferred in the Vietnamese language to the participants to the project.

This local resource will use the material and the documentation prepared and received to be aligned with the terminology and to be perfectly knowledgeable on the topic of TVET in Vietnam and in Europe and consequently in Italy.

- The Local project assistance for TTHVC, requesting to upgrade the specialization in Industrial Electrical Installation and Control is denominated PLE.1 for simplicity
- The Local project assistance for QNVC, requesting to upgrade the college specialization in Automotive Technology is denominated PLE.2 for simplicity
- The Local project assistance for LBVC, requesting to upgrade the college specialization in Tailoring and Fashion design is denominated PLE.3 for simplicity

The use of three Local project assistants will allow the project to work in parallel in the three Colleges while defining the Occupation standards, the Qualification standards, the training units and drafting the Specifications and the Term of References and the procurement documents shortening in this way the time of the design phase.

VII.2.3 Supply Equipment and Didactic technology transfer activities

The procurement procedure will be implemented organising one tender procedure, including three lots, one for each College.

The rules for the procurement of equipment, tools, materials and didactic technology transfer based on the Italian system are:

- One tender procedure with 3 independent lots (one for each specialisation).
- Minimum price between the bidders that pass technical specification but preference should be given to offers that exceed the required specifications.
- At least 70% of the equipment is of Italian origin;

- The bidding procedure will be restricted to Italian firms, Vietnamese firms and the bidding documents should include the requirements for the profile of the sub-contractors (if any) for warranty and maintenance service;
- The bidding package will have two components: (i) procurement of equipment and training services on the use of the equipment; (ii) didactic technology transfer based on the Italian system;
- The provider should have an extensive experience of the Italian vocational system being a provider of Education and Vocational Training (“IFP Istruzione e Formazione Professionale”), Vocational Training (“Formazione Professionale”) and Higher Vocational Training (“ITS Istituto Tecnico Superiore”).
- The provider should also have at least 10 years of experience in Italy physically with the Italian vocational and training system.

The didactic technology transfer activities for the teachers will be organized at the premises of the three Vocational Training Colleges. The VTCs are responsible for preparing the training facilities including classrooms and training equipment. The training material will be arranged by the contractors.

VII.2.4 Office equipment and communication services

VII.2.4.1 Equipment for the PMU

The procurement of office equipment will follow the regulations of AICS.

VII.2.4.2 Workshops and conferences

The procurement of communication tools will follow the regulations of AICS.

VII.2.5 Construction for the ThuaThien Hue Vocational College

The workshops will be built or renovated to receive vocational training equipment procured in Project. This activity will be finished in the 1st year of Project.

VII.2.6 Support to equipment delivery and installation

Support to custom clearance for imported equipment, taxes and duties.

VII.2.7 Support to Project Management

The Colleges and the GDVT will provide working place and minimum equipment (printing, copying and internet) to allow experts to operate during their missions. Project monitoring and evaluation. Operation costs of the Steering Committee. The Colleges will provide training facilities for organisation of teachers’ training courses including classrooms, training equipment.

VIII. Implementation, monitoring and evaluation plan

VIII.1 Overall operational plan

The Operational plan will be revised and updated by each International Expert at the arrival in the field detailing the specific sub-activities that will be implemented during the mission. The Overall operational plan of the project is included in the annexes.

VIII.2 Monitoring Plan

• Six-monthly reports

Six-monthly reports of each Sub-Projects will be prepared by the PIU from each College and Central PMU (CPMU). CPMU, based on these reports, will consolidate the information and make the quarterly report for the overall project and submit it to GDVT. These reports will include the outputs achieved, the progress of activities implementation, the time to complete the sub-activities planned, the differences between plan and implementation explaining reasons and corrective actions and any other relevant issue.

• Annual reports

CPMU will prepare annual reports for the overall project on the same topics as six monthly report including project financial report. The annual report of the overall project will be submitted to the Steering Committee.

- **Mission reports**

International Project Experts will report to GDVT, CPMU and AICS about the progress of the implementation of the activities at the end of each mission; all the documents and outputs realised during the missions will be attached to the mission report. The AICS reporting format will be uniformly followed by all the International Experts.

- **Project Completion Report**

Completion Report of each Sub-project will be prepared by PIUs and CPMU and, based on these reports, CPMU will prepare the Completion Report of the Overall Project.

- **Other reports:**

The PIU of each College, in particular, should report to the GDVT, CPMU and AICS with a **Completion report**: after fulfilment of the equipment installation, completion of didactic technology transfer activities by the supplier of equipment and the acceptance of the equipment received.

The approach for the monitoring of the progresses is to verify the completion of the sub-activities with the evidence that the planned output is achieved.

VIII.3 Evaluation Plan

- A Project Final Evaluation will be carried out, within the last two months before the conclusion of the overall project, to assess the achievement of the project outputs and results;
- A Project Impact Evaluation could be carried out 5 years after the conclusion of the Project to assess the achievement of the project specific objectives and impacts.

The evaluation activities will be implemented by the third party hired by the Overall Project Owner, GDVT, and financed with the counterpart-fund. The final evaluation report will be submitted in English to MOLISA and AICS.

IX. Preliminary analysis on project impact

IX.1 Economic impact

Economic analysis for the project is estimated for a 20-years period from 2011 to 2030.

The project's economic benefit is mainly from increased productivity due to improved quality and efficiency of vocational training. This benefit is measured by increased income earned by graduates. The project's economic costs include those ones within the project (investment costs and on-going costs) and opportunity costs.

IX.2 Social impact

Upgrading vocational colleges that benefits from the Project will help training a highly skilled workforce, increasing employment finding opportunities for the youth, minimize shortage of skilled labor within production or service enterprises that require high-tech resources, socio-economic development investment projects, especially key and driving economic regions.

Women, the poor, ethnic minority and disabled people will have chances to learn occupations so that they can find a job or create their own employment, thus helping them to integrate well into the community and society.

IX.3 Environmental impact

There are no physical goods or service creation within the project; therefore, there is no environmental impact.

IX.4 Assessment on the project's sustainability after completion

Through improved facilities within the project scope, the Colleges shall be able to earn more incomes through production or service activities, tailor-made training, skill training for labourers as per market requirements, cooperation with businesses etc. These income sources will help the Colleges earn fund to maintain, repair, replace equipment, update the vocational training programs and curricula and continue to provide training and fostering to

trainers and management staffs. These reinvestment activities on facilities and human resources will ensure the project's sustainability after its completion.

Project Colleges are invested with comprehensive training equipment lines in selected occupations, helping them to become “key” Colleges in invested occupations, creating a model and “core” Colleges to share experiences and support others in the same industries, thus magnifying the effectiveness of the project to other Colleges. Through didactic technology transfer activities of the project, management staff and trainers at the Colleges gain sufficient capabilities to effectively organize training programs that the project invests, uphold these capabilities to effectively organize other training programs, thus improving both inside and outside efficiencies of these Colleges. Success of Project Colleges will also ensure its sustainability as the Colleges will create pervasive effect in the whole vocational training system.

IX.5 Assumptions and Risks

IX.5.1 Assumptions

The two assumptions are:

- Local enterprises have vacancies matching the qualification of the graduate to achieve the specific objective that every year 90% of the graduates in the upgraded occupation, will find a job related to the qualification;
- Enterprises are available to cooperate in the project as required by the methodology to achieve the specific objective to upgrade the selected institutions in order to provide market and enterprise-oriented training.

IX.5.2 Risks and actions for mitigations

The risks identified and the measures for mitigations are:

- Availability of workshops and classrooms delayed. In case the workshops could not be available for the new equipment, they will be stored and used one by one without installing all of them but keeping them in the storage place.
- The contractors delay the delivery of equipment and didactic technology transfer activities based on the Italian system. This risk can be limited assuring a proper selection of the suppliers including specific requirements and penalties in the contract. In case delay will be encountered the training of the teachers should be done finding partner industries where to conduct the didactic technology transfer activities.

X. Management of project implementation

X.1 Modality of Project implementation management

- The Ministry of Labour, Invalids and Social Affairs is the **Project Governing Body**, GDVT is the **project owner** for Sub-project 4 as well as the Coordinating Agency for the whole project;
- The ODA-funded vocational training PMU plays the role of **Central PMU**, under GDVT (hereinafter referred to as the Central Project Management Unit, **CPMU**), it will support GDVT in the implementation of the Project;
- Quang Nam People's Provincial Committee, ThuaThien Hue People's Provincial Committee and Vinatex Corporation are the **Project Governing Bodies for Sub-project 1, 2, 3**.
- **Sub-projects' Owners**: GDVT, QNVN, TTHVC and LBVC;
- Each College will set up a College-level **PIU** in order to implement the activities of the sub-projects at College level;
- The donor through the AICS Office in Hanoi will provide the overall coordination of the technical assistance activities and will be responsible for the recruitment of the international expert and the local assistants, using the ODA non-refundable budget. The short term experts will be in charge of the implementation and local coordination of the technical assistance activities of the Project.

- All the amendments on Project Document will be finally approved by both AICS Hanoi and Molisa on the consensus basis.

X.2 Working and coordination mechanism between involved stakeholders

X.2.1 Ministry of Labour, Invalids and Social Affairs

- Being the coordinating agency for the whole project, ensuring decisions on investment in programs, projects, observing their objectives and making them effective, appropriate to regulations and plan;
- Approving the Project Documents, Regulations on project implementation management and the Sub-project Document⁴
- Approving adjustments to the ODA funds including the post-bidding surplus fund on the basis of agreement with the sponsor to ensure an effective use of the fund;
- Approving the Implementation Plan of Medium-term Project as per medium-term public investment plan; approving the Project master Plan, Annual Implementation Plan of the Ô Project, and ones for Sub-project 4;
- Coordinating with the governing bodies of the Sub-projects 1, 2 and 3 to instruct, direct, monitor and supervise the project activities within the jurisdiction of MOLISA and in accordance with regulations of the donor and the Vietnamese Government;
- Arranging counterpart funding sufficient, timely and assigning annual ODA fund plan follow the progress of the project for the sub-project 4
- Approving bidding plans for all bidding packages financed by the ODA fund of the project;
- Directing GDVT in conducting Project Completion Report and Liquidation Report of the sub-project 4, auditing output documents of the Sub-Project 4 and complying the provisions of closing project in the International Treaty, ODA Agreements and regulations of the Law of Vietnam;
- Approving Complement Liquidation of the Sub-Project 4 and whole Project on the basic of the liquidation of sub-projects approved by the appropriate authorities;
- Making reports and sending them to the Government and related management agencies under the current regulations;
- Carrying out other tasks according to legal stipulations.

X.2.2 ThuaThien Hue Provincial People's Committee, Quang Nam Provincial People's Committee and Vinatex Corporation

- Coordinating with the other project governing bodies in ensuring decisions on investment in their sub-projects, observing the objectives of sub-projects, appropriate to the existing law and the project planning plan;
- Approving Sub-Project Documents on the basic of Ô Project Documents;
- Approving within their jurisdiction the contents of sub-projects^{1, 2, 3} except for the contents related to bidding activities of the equipment packages financed from the ODA fund;
- Approving Implementation Plan of Medium-term Project as per medium-term public investment plan; approving the Project master Plan, Annual Sub-project Implementation Plan in accordance with the the objectives, content, process of the Project;
- Approving the bidding plan for the construction package belonging to the institutions benefiting from the counterpart fund;
- Approving contents related to the process of selecting bidders for the contract packages belonging to the beneficiary Colleges which are directly under them and benefited from the counterpart fund in accordance with the existing Bidding Law and the guidelines from the donor;
- Approving Project complement liquidation report of the respective sub-projects and send them to CPMU for consolidation of the overall project final report to submit to MOLISA;
- Arranging sufficient and timely counterpart fund and assigning annual ODA fund according to the process of Project for sub-projects , ensuring conditions of facilities to absorb, operate efficiently the equipment procured under ODA fund;

- Instructing, directing, monitoring and supervising the respective sub-project activities within their jurisdiction and in accordance with regulations of the donor and the Vietnamese Government;
- Being responsible for project slow progress or activities not following the investment decision, and for mistakes made in implementation process of the respective sub-projects, which causes loss, waste and corruption;
- Making reports to the related agencies;
- Carrying out other tasks according to legal stipulations.

X.2.3 General Department of Vocational Training

- Supporting MOLISA as to be the project contact point, coordinate and jointly manage the projects to achieve the approved objectives and plan;
- Submitting the Ô Project Documents and Sub-project 4 Documents; Implementation plan of the Medium-term Project; Project Master Plan; Bidder Selection Plan for the packages under ODA fund to MOLISA for approval;
- Approving Annual Project Implementation Plan; Quarterly Project Implementation Plan to serve Project monitoring, supervising and assessing assignments;
- Approving contents of all bidding activities which are under ODA fund;
- Giving comments for changes, adjustments of equipment bidding contracts made by centralized procurement method according to requests of sub-project owners in the contract implementation period (if any);
- Directing PMU to perform its role incorporating the sub-projects with the donor and other appropriate authorities and agencies;
- Directing PMU to conduct Project Complement Report and Sub-project 4 Liquidation Report, audit, output documents of the sub-project 4 and comply all the provisions of closing project in the International Treaty and ODA Agreements and the regulations of the Law of Vietnam;
- Following up, summarizing project implementation process; periodical and unscheduled reporting MOLISA, Ministry of Planning and Investment, appropriate authorities;
- Carrying out other tasks according to legal stipulations.

X.2.4 Sub-project owners 1,2,3,4: GDVT, ThuaThien Hue Vocational college, Quang Nam Vocational college and Long Bien Vocational college

- Managing the implementation of their respective sub-projects according to its approved objectives, content and progress schedule; Establishing and authorizing the PIU at the institution level to perform assigned duties;
- Submitting the governing agencies of sub-projects to approve: Sub-project Documents; Implementation Plan of Medium term Sub-project; Project master Plan and Annual Sub-projects Implementation Plan in accordance with the objectives, content, process of Sub-projects.
- Approving annual operational plans of the respective sub-projects;
- Based on project's annual plans, developing financial annual plans and submitting financial annual plans of their activities under respective sub-projects to their local governing body of the respective sub-projects for approval;
- Jointly participating in assessment of the needs and preparation of a list for the equipment, specifications, and descriptions for didactic technology transfer activities of their own Colleges with support from the international consultant;
- Based on the results of the joint assessment of the needs on equipment and didactic technology transfer approving the cost estimate, list and specifications under their own packages of equipment purchased for the invested occupations for all sub-projects. Vocational training Colleges send the approved cost estimate, list and specifications to PMU, which will synthesize and submit these documents to GDVT so that GDVT will make bidding plans submitted to MOLISA for approval; sufficiently and timely arranging and channelling tax payment to the supplier;
- Submitting bidding plans for packages of construction financed from the counterpart fund;

- Carrying out bidding, negotiations, contract signing, and the contract implementation supervision for packages of construction financed from the counterpart fund in accordance with legal stipulations;
- Getting no objections from the donor through PMU during the project implementation process;
- Being responsible for paying debt for the on-lending amount. The payment time and interest rate follow the stipulations of the Ministry of Finance;
- Appointing staffs to participate to bidding appraisal team with PMU in implementing central bidding packages from the start up to the completion of the process;
- Jointly participating in negotiations and directly in contract signing after receiving the final results of the central bidding process which reflect the same allocated amount of investment value of each respective College; and jointly carrying out the supervision of the contract implementation for all packages financed from the ODA fund in accordance with legal stipulations;
- Submitting to their governing body the final technical and financial report of their respective sub-projects; sending these reports to PMU so that PMU synthesizes these to submit to GDVT then to MOLISA for approval of the project completion;
- Mobilizing the professional apparatus to participate in the Project implementation; arranging enough staff and teachers participating in the project activities; committing to assign the staff who has participated in training courses under the project to each required position;
- Directing the PIU to implement the Project activities to meet the requirements of objectives and progress;
- Arranging enough space of workshops and classrooms and necessary conditions to accept, install the equipment financed from the ODA fund; ensuring the project objectives;
- Totally being responsible for mistakes in project management of the respective sub-projects;
- Implementing the reporting regime on the performance results of the project, implementation periodically and unexpectedly when requested by the relevant agencies; sending reports to ODA-funded Vocational Training Projects Management Unit (PMU), which synthesizes the reports for the relevant agencies;
- Carrying out other activities of the project.

X.2.5 Vocational Training Projects Management Unit as Central PMU

- Being the contact point between the donor and Vietnamese related agencies;
- Helping MOLISA and GDVT to manage the project activities in accordance with stipulations; committing to ensure the objectives and progress specified in the approved plan;
- Getting no objections from the donor on related contents of activities financed from the ODA fund and performed by PMU and to transfer it to the PIU in the vocational training Colleges;
- Developing Project Documents and Sub-project 4 Documents, Implementation Plan of Medium term Project, Project master Plan, Annual Project Implementation Plan to submit to GDVT, which then will be submitted to MOLISA for approval;
- Developing regulations on project implementation management;
- Jointly participating in assessment of the needs and preparation of a list for the equipment, specifications, and descriptions for the didactic technology transfer activities of 3 Colleges under the Project with support from the international consultant;
- Organizing central bidding for the procurement of equipment and training financed from the ODA fund for three beneficiary institutions from preparing procurement plan until the bidding results are approved; Involving the representatives from the three Colleges in the analysis and appraisal of the bidding offers;
- Supporting PIUs in contract negotiations and signing contracts financed under the ODA fund and submitting the Bidder Selection Result to GDVT;
- Managing and coordinating activities of consultants who help the related agencies to implement the project;

- To preside over the organisation and implementation of the teachers' didactic technology transfer activities of three Vocational Colleges for the selected qualification standard.
- Performing payment procedures, liquidation procedures for sub-project 4 and other activities financed by ODA fund of the two public Colleges with the donor according to the stipulations of Vietnam and the donor;
- Consolidating all the required documents and sending them to the MOF for money disbursement from ODA fund to pay for equipment and didactic technology transfer provider in accordance with Laws and stipulations
- Developing the completion liquidation of project sub-project 4 (Didactic technology transfer Component implemented by CPMU) to submit it to GDVT then to MOLISA for approval;
- Synthesizing reports on the completion liquidation of the sub-projects into the project completion liquidation to submit it to GDVT then to MOLISA for approval;
- Implementing the reporting regime on the performance results of the Project implementation periodically and unexpectedly when requested by the relevant agencies;
- Assessing the project implementation result;
- Carrying out other activities of the project.

X.3 Coordination mechanisms

X.3.1 Coordination in promulgation of all regulation documents for project implementation management

All the project governing bodies have responsibility to coordinate with the donor AICS and other related state organizations for promulgation of guidance and general direction of project implementation. The governing bodies of sub-projects will base their decisions following the direction of the governing body of Project O to regulate the respective sub-project implementation.

X.3.2 Coordination in implementation of operational plan to ensure the achievement of the project objectives

Based on the guidance and direction from governing bodies of Project O and sub-projects, operational plan and implementation methods will be developed according to law and project management regulation.

X.3.3 Coordination in monitoring and evaluation of the project

The governing body of project O will take the lead in coordinating with other sub-project governing bodies to organize monitoring and evaluation activities as planned or unexpectedly, or authorize it to sub-project governing bodies to implement the monitoring and evaluation in specific circumstances according to regulation.

X.3.4 Coordination in press release and reporting activities

Sub-project owners, CPMU have responsibilities to develop, provide information as planned or unexpectedly as requested by the governing body and owner of Project O, to ensure the transparency for the project.

X.3.5 Coordination in financial disbursement and management

- Modalities for the use of counterpart fund:
PMU and Sub-Project Owners will follow the regulations of Vietnamese Government regarding cost management, disbursement, financial document finalization.
- Modalities for the disbursement of the Soft Loan:
The main features of the Soft Loan disbursement procedure, which will be detailed in the Financial Agreement, are summarized here below:
 - After preparation of the bidding documents, CPMU shall send, before the launching of the bids, copy of these documents to AICS for its no-objection.
 - After completion of the bidding and bid evaluation, CPMU shall prepare a Tender Evaluation Report with annexed a copy of the initialled Contract that CPMU intends to

sign with the selected Contractor. CPMU shall submit the Report on the selection process to AICS for the necessary no-objection.

- The AICS, after giving its no-objection on the said Report, shall notify it to CPMU.
- Once CPMU has received the no-objection by AICS on the Report and has signed the Contract with the selected Contractor, CPMU will send the signed Contract to AICS.
- After having verified the compliance of the signed Contract, the AICS will send to the Italian Financial Institution (IFI), Cassa Depositi e Prestiti, the request for the insertion of the Contract in the Financial Agreement.
- Upon receipt of the above request, the IFI will complete the inquiry over the Contractor (including compliance of the Contractor with anti-mafia Italian regulations). The successful result of such inquiry will cause the allocation of the Contract to the Financial Agreement for financing.
- Once that each single payment becomes due, the Contractor will submit to the IFI a request of disbursement together with the Contractual Documentation (like bank guarantees, invoices, shipping documents, etc.) as already sent to the CPMU. After receiving the request for disbursement, the IFI shall wait for the authorization from MOF (who in turn, shall consult with CPMU), before proceeding with the payment to the Contractor. The payment will be done directly by the IFI through a bank transfer to the Contractor's bank account.
- Any variation or amendment to the Contract shall receive a prior no-objection by the AICS.

X.4 Bidding activities for procurement from ODA soft loan

TT	Bidding packages	Value (EURO)	Financial Sources	Bidding method	Bidding types	Time
1	Equipment Procurement and didactic technology transfer based on the Italian system	3.320.000	ODA	Single stage, two envelopes	Restricted Bidding to Italian and Vietnamese firms.	year 2
Total		3.320.000				

XI. Total investment for the Project and allocation

The total investment of the project is 4.944.387 EURO, equivalent to 121.785.196.197 VND, and 5.563.508,28 USD.

XI.1 ODA

- ODA soft loan: 3.500.000 EURO, equivalent to 86.208.500.000 đồng Việt Nam, and to 3.938.259,48 USD;
- ODA non-refundable: 300.000 EURO equivalent to 7.389.300.000 đồng Việt Nam, and to 337.565.1 USD;

XI.2 Counterpart fund

Total counterpart fund is: 28.187.396.197 đồng Việt Nam, equivalent to 1.144.387 EURO, and to 1.287.683,7 USD, including:

- 8.785.360.449 VND, equivalent 356.679 EURO, and to 401.341,27 USD provided by MOLISA from yearly budget granted for GDVT
- 10.584.137.748 VND, equivalent 429.708 EURO, and to 483.514,74 USD provided by PPC Thừa Thiên Huế from the local budget granted yearly to Vocational Training College of Thừa Thiên Huế;
- 5.418.820.000 VND, equivalent g 220.000 EURO, and 247.547,74 USD provided by PPC Quang Nam from the local budget granted yearly to QNVC;
- 3.399.078.000 đồng Việt Nam, equivalent 138.000 EURO, and to 155.279,95 provided by Vinatex from its own budget granted to Long Biên Vocational Training College.

(Exchange rate by MOF in Oct./2015, 01 EURO = 24.631 VNĐ, 01 USD = 21.890 VNĐ)

Detailed breakdown cost items					
No.	Item	ODA		Counterpart fund	Total
		Loan	Grant		
1	Procurement of equipment and didactic technology transfer for 3 colleges	3,320,000		-	3,320,000
	ThuaThien Hue vocational college (Industrial Electricity Installation and Control)	1,040,000		-	
	Quang Nam Secondary Vocational college (automotive technology)	1,540,000			
	Long Bien vocational college (tailoring and fashion design)	740,000		-	
2	Civil work	0		103,831	103,831
	ThuaThien Hue Vocational College	0		103,831	
	Quang Nam Vocational College	0		0	
	Long Biên Vocational College	0		0	
3	Project Implementation Assistance	0	300,000	0	300,000
	Italian consultants/experts		279,719		
	Organizing workshop, conferences under Project		10,000		
	Office equipment for PMUs		10,281		
4	Procurement of supporting equipment, taxes and fees			570,000	570,000
	ThuaThien Hue Vocational Training College (Industrial Electricity Installation and Control)			260,000	
	Quang Nam Secondary Vocational college (automotive technology)			190,000	
	Long Bien vocational college (tailoring and fashion design)			120,000	
5	Project management cost, monitoring & evaluation approval of reports and other costs	0		470,556	470,556
	ThuaThien Hue Vocational College PIU	0		65,877	
	Quang Nam Vocational College PIU	0		30,000	
	Long Bien Vocational college PIU	0		18,000	
	Central PMU	0		356,679	
6	Contingencies	180,000			180,000
	Total	3,500,000	300,000	1,144,387	4,944,387

Total investment by financial sources					
No	Ministry/Province	ODA		Counterpart fund	Total
		Soft loan	Grant		

I	Central State Budget			356.679	356.679
1	MOLISA granted to GDVT			356.679	356.679
II	Local Budget	3.320.000		787.708	3.827.708
1	PPC Thừa Thiên Huế granted to the Vocational Training College of ThuaThien Hue	1040.000		429.708	1.329.708
2	PPC Quang Nam granted to the Vocational Training College of Quang Nam	1.540.000		220.000	1.620.000
3	Vinatex granted to Long VTC	740.000		138.000	878.000
III	Grant to be managed directly by the donor		300.000		300.000
IV	Contingencies	180.000			180.000
	Total	3.500.000	300.000	1.144.387	4.944.387

Disbursement Plan

Unit: Euro

No	Item	year 1		year 2		year 3		Total
		Counterpart fund	ODA fund	Counterpart fund	ODA fund	Counterpart fund	ODA fund	
1	Costs of project management, verification costs, approval of account, auditing of finished projects	38,511		188,511		243,534		470,556
2	Construction	103,831						103,831
3	Procurement of equipment and didactic technology transfer						3,320,000	3,320,000
	Tax					570,000		570,000
4	Project Implementation Assistance		35,000		120,000		145,000	300,000
5	Contingencies							180,000
	Total							4,944,387

Disbursement Plan of the non-business administrative capital

Unit: Euro

No	Item	year 1		year 2		year 3		Total
		Counterpart fund	ODA fund	Counterpart fund	ODA fund	Counterpart fund	ODA fund	
1	Project management cost, monitoring & evaluation approval of reports	18,000		165,511		173,168		356.679
2	Grant to be managed directly by the donor		35,000		120,000		145,000	300.000
3	Contingencies							180.000
	TOTAL							836.679

Disbursement Plan of Investment and development capital

Unit: Euro

No	Item	year 1		year 2		year 3		Total
		Counterpart fund	ODA fund	Counterpart fund	ODA fund	Counterpart fund	ODA fund	
1	Project management cost, monitoring & evaluation approval of reports	20.511		23.000		70.168		113.679
2	Construction	103.831						103.831
3	Procurement of equipment and didactic technology transfer for 3 colleges						3.320.000	3.320.000
4	Tax					570.000		570.000
	TOTAL							3.537.510

XII. Recommendation for local financial mechanism for the project

XII.1 With regard to the ODA loan of EURO 3,500,000

- The state budget for administration works allocation mechanism will be applied to the Ministry of Labour, Invalids and Social Affairs with the amount of EURO180,000 (equivalent to 4.433.580.000 VND equivalent to 202,539.06 USD)
- The state budget allocation mechanism with the amount of 936,000 Euro for basis construction and installation (equivalent to 23.054.616.000 VND, equivalent to 1,053,203.11 USD)and relending with the amount of EURO 104.000 (equivalent to 2.561.624.000 VND, equivalent to 117,022.57 USD) will be applied to TTHVC(Equipment purchase for Industrial Electricity Installation and Control);
- The state budget allocation mechanism with the amount of 1,386,000 Euro for basis construction and installation (equivalent to 34.138.566.000 VND, equivalent to 1,559,550.75 USD)and relending with the amount of EURO 154,000 (equivalent to 3.793.174.000 VND, equivalent to 173,283.42 USD)will be applied to QNVC(Equipment purchase for Industrial Electricity Installation and Control (equipment purchase for Automotive Technology);
- 100% relending will be applied to LBVC under Vinatex Corporation with the amount of EURO 740,000(equivalent to 18.226.940.000 VND, equivalent to 832,660.58 USD).
- Total state budget allocation for basic construction and installation makes up to 66% of total ODA soft loan
- Total state budget allocation for administration works makes up to 6% of the total ODA soft loan
- Total relending amount makes up to 28% of total ODA soft loan

XII.2 With regard to the counterpart fund of 28.187.396.197 VND

- State budget allocation from the central government (Ministry of Labour, Invalids and Social Affairs allocating for CPMUof GDVT): 8.785.360.449 VND making up of 31.16%of total counterpart fund and 7.21% of the project total investment
- State budget allocation from the local government (for public vocational Colleges under the People's Committee): 23.318.364.748 VND , making up of 56.78% total counterpart fund and 13.14% of the project total investment.
 - PPC ThừaThiênHuếwill allocate to Vocational Training College of Hue: 10.584.137.748 VND
 - PPC Quang Namwill allocate to Vocational Training College of Quang Nam: 5.418.820.000 VND
- Counterpart fund for LBVC under Vinatex Corporation: EURO 138,000 making up of 12.06% of total counterpart fund and 2.79% of project total investment

The counterpart fund is used for payment of the following activities: capital construction, tax and fees, verification costs, approval of account, auditing of finished projects, office rental for Italian consultants for technical assistance and project management costs and other related costs.

XII.3 With regard to the grant of 300,000 EUR

The grant of 300,000 EUR (equivalent to 7.389.300.000 VND and 337,565.1 USD) is directly managed and disbursed by the donor. Financial management and payment related to this amount are in accordance with regulations of the Government of Italy.

XII.4 Payment Plan for the re-lending amounts

All the Colleges will base on their own income sources for the repayment of the respective re-lending amounts .