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ANNEX II

to the Commission Implementing Decision on the financing of the annual action plan in favour of Vietnam for 2024 part 1

Action Document for EU- Vietnam TVET Programme (VETVET)

ANNUAL PLAN

This document constitutes the annual work programme within the meaning of Article 110(2) of the Financial Regulation, within the meaning of Article 23 of the NDICI-Global Europe Regulation.

1 SYNOPSIS

1.1 Action Summary Table

1. Title CRIS/OPSYS business reference Basic Act	EU-Vietnam TVET Programme (VETVET) OPSYS number: ACT - 62178 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)
2. Team Europe Initiative	Yes TEI 2: Decent employment and inclusive entrepreneurship (Vietnam) In collaboration with Germany and France
3. Zone benefiting from the action	The action shall be carried out in Vietnam
4. Programming document	Multiannual Indicative Programme for Vietnam 2021-2027
5. Link with relevant MIP(s) objectives / expected results	Priority Area 2: Responsible entrepreneurship and enhanced skills for decent employment; Specific Objective 2.3: Youth and adults equipped with relevant technical and professional skills
PRIORITY AREAS AND SECTOR INFORMATION	
6. Priority Area(s), sectors	113 – secondary education
7. Sustainable Development Goals (SDGs)	Main SDG: SDG 4 "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" Other significant SDGs and where appropriate, targets: SDG 5: Gender Equality SDG 8: Decent work and economic growth SDG 10.7: Facilitate orderly, safe, regular and responsible migration and mobility of people SDG 13: Climate Action
8 a) DAC code(s)	11330 - Vocational training: 100%

8 b) Main Delivery Channel	Central Government 12001			
9. Targets	<input checked="" type="checkbox"/> Migration <input checked="" type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input type="checkbox"/> Human Rights, Democracy and Governance			
10. Markers (from DAC form)	General policy objective @	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Aid to environment @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal objective
	Biological diversity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Internal markers and Tags:	Policy objectives	Not targeted	Significant objective	Principal objective
	Digitalisation @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	digital connectivity digital governance digital entrepreneurship digital skills/literacy digital services	YES <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	NO <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	/
	Connectivity @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	digital connectivity energy	YES <input checked="" type="checkbox"/> <input type="checkbox"/>	NO <input type="checkbox"/> <input checked="" type="checkbox"/>	/

	transport health education and research	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	/
	Migration @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Covid-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET INFORMATION				
12. Amounts concerned	<p>Budget line(s) (article, item): 14.020131</p> <p>Total estimated cost: EUR 54 600 000</p> <p>Total amount of EU budget contribution: EUR 40 000 000</p> <p>The contribution is for an amount of EUR 40 000 000 from the general budget of the European Union for 2024, subject to the availability of appropriations following the adoption of the relevant annual budget, or as provided for in the system of provisional twelfths.</p> <p>This action is co-financed in joint co-financing by:</p> <p>DE for an amount of EUR 14 000 000 FR for an amount of EUR 600 000</p> <p>Indicative contributions by the EUMS to the TEI are therefore:</p> <p>DE for an amount of EUR 14 000 000 FR for an amount of EUR 600 000</p>			
MANAGEMENT AND IMPLEMENTATION				
13. Type of financing	Indirect management with the entity(ies) to be selected in accordance with the criteria set out in section 4.3			

1.2 Summary of the Action

The proposed action EU-Vietnam Technical and Vocational Education and Training Programme (VE TVET) will bring together stakeholders to enhance the governance and coordination structure of the technical and vocational education and training ecosystem to better respond to labour market needs and contribute to sustainable growth, circular economy (circular value chains) as well as competitiveness, resource-efficiency and improved industrial productivity in Vietnam. TVET is considered a driver for innovation and a catalyst for digital and green transitions and for decent employment. In particular, the action contributes significantly to Vietnam's net zero emissions goal by 2050 by contributing to skills and employment opportunities in the clean energy sector and possibly in the industry, sustainable agriculture and forestry sectors. The action will enhance youth awareness of how TVET is an attractive educational option leading to decent work and self employment. It will also increase access to a TVET offer based on international standards and recognition of professional qualifications, supporting an ordered and safe labour mobility and migration (internal and international) of Vietnamese youths and migrant workers. The action supports the TVET system at national level, in provinces with higher youth unemployment rate and higher migration potential through the network of high quality training institutions it endeavour to develop and establish. As part of the Team Europe Initiative (TEI), the action will build on the initiatives and programmes implemented by the EU Member States (EU MS) and other development partners, with particular references to the past and on-going financial and technical support, in particular by Germany, France, Denmark and Finland to Vietnamese TVET colleges, and employer-led skills bodies and organisations, i.e: sector skills council.

The **Overall Objective** of the proposed EU action is to improve knowledge and job skills of the labour force for decent employment and entrepreneurship in the framework of climate change mitigation, and green and digital transitions in Vietnam.

The **Specific Objectives** of this action are:

SO 1: To enhance governance and coordination among the institutions and stakeholders involved in the TVET sector and the implementation of its policies and strategies;

SO2: To increase quality and coverage of Skills Development Programmes for young women and men and other vulnerable groups in their diversity in accordance with national and international labour market demands for climate action, and green and digital transitions;

SO 3: To improve recognition of TVET among Vietnamese young men and women and other vulnerable groups in their diversity as a viable educational option in the framework of the green and digital transitions;

The Action will be implemented through a Financing Agreement with Ministry of Labour, Invalids and Labour Affairs (MOLISA), with its main component implemented in partnership with EU MS agencies with extensive experience and expertise on TVET and migration and on the development of skilled and employable human capital required for to the green and digital transitions.

The action is in line with the objective of the priority area 2 of the EU’s Multiannual Indicative Programme (MIP) with Vietnam over the period 2021-2027 (“Responsible entrepreneurship and enhanced skills for decent employment”), under which the EU partnership with Vietnam aims to create and promote jobs that provide decent earnings, ensure safe working conditions, provide social protection and safeguard workers’ rights. The Action is also fully aligned with and contributes to the implementation of Team Europe Initiative 2 “Decent employment and inclusive entrepreneurship”, aiming at making Vietnam more competitive regionally and globally by fostering TVET’s relevance for the labour market and supporting upskilling and re-skilling vocational training and skills development including digital and green skills. It will be implemented as part of the mentioned TEI jointly with Germany and France. Under the framework of the Global Gateway, through this action, the EU and Member States will invest in quality education, including digital and inclusive education, i.e. including students with disability and students with ethnic minorities and migration backgrounds. The EU and Vietnam will join forces to reinforce the education system and facilitate the mobility of students, staff, teachers and trainees. This action will therefore contribute to the Global Gateway priority area of “Education and research”.

The action will contribute to the realisation of the EU Gender Action Plan 2021-2025 GAP III¹, in particular to its thematic area of engagement “Strengthening economic and social rights and empowering girls and women ” and “Addressing the challenges and opportunities of green transition and digital transformation”.

The action will mainly contribute to the achievement of SDG 4 (Inclusive Education for All – relevant targets 4.3, 4.4, 4.5 and 4.7). It will also contribute to SDG 5 (Gender equality), SDG 8 (Decent work and economic growth), SDG 10, target 10.7 (Facilitate orderly, safe, regular and responsible migration and mobility of people), and SDG 13 (climate action).

2 RATIONALE

2.1 Context

Vietnam is a country with a population of 98 million (World Bank, 2021), of which 25% are aged between 16 and 30. Its GDP per capita increased 3.6 times between 2002 and 2021. In education, primary school enrolment reaches 99 % of eligible children, and school attendance ratios for boys and girls largely equalised, after the 2006 Law on Gender Equality established the principles of gender equality in a number of fields including TVET. Despite this, gender-responsive actions have yet to be mainstreamed.

¹ EU Gender Action Plan (GAP) III – An ambitious agenda for gender equality and women’s empowerment in EU external action, JOIN(2020) 17 of 25.11.2020.

Vietnam has diversified its economy, which was previously based mainly on the primary sector (mainly farming), towards the secondary and tertiary sectors. However, to maintain its high growth and industrialisation rates, Vietnam relied on a low-cost labour model that is also socially, environmentally and energetically unsustainable. The economic boom in recent decades has not yet translated into adequate skills and competencies in technology, research, innovation, digitalisation required for current and future jobs. A relevant and high-quality TVET system is key to provide people, and especially youth, with the knowledge and professional skills for decent employment, increase productivity, produce demand-oriented quality goods, products and services, and maintain the country's very ambitious economic growth objectives. These ambitious economic growth objectives will be underpinned by high energy demand growth, which itself needs to be fully aligned with Vietnam's net zero emission goals and other relevant commitments undertaken in the context of the Just Energy Transition Partnership (JETP)². The JETP Political Declaration also highlights the need to create a "centre of excellence for renewable energy in Viet Nam" and emphasises the need for skills development.

In parallel, human development is equally increasingly affected by climate change and the country's economic transformation will depend on better management of natural and human resources. Vietnam needs to invest in infrastructure and human capital, as well as strengthen its governance and ensure participation of non-state actors to tackle rising inequalities. This transition may pose a risk to many of its development ambitions, such as to become a high-income country by 2045, achieve net-zero emissions by 2050 and fulfil a just and clean energy transition.

The TVET sector in Vietnam consists of a network of 1,905 institutions (408 colleges, 449 post-secondary schools, and 1,058 VET centers), 85,000 teachers and trainers (65% in public institutions, 70% male), 2.3 million learners per year (2.2 million graduates, 25.5% women)³. There are 52 organisations that recognise and grant National Occupational Skills Standards (NOSS). Further, about 8,900 (1.2% of total enterprises) public, private and FDI enterprises are engaged in vocational skills training programmes leading students to a qualification and 250,000 (33%) providing training, retraining and skills upgrading to own workers. The TVET ecosystem is tiered and education offered ranges from basic, intermediate to advanced, the latter corresponding to European TVET standards. According to the 2018 Report on Vocational Education, 14.4 per cent of enrolled students were at college, 10.3 per cent were at intermediate level; and the elementary level and other levels of vocational training accounted for 75.3 per cent, showing that enrollment is still concentrated at the elementary level.

To date, other central ministries like the Ministry of Education and Training (MOET), the Ministry of Industry and Trade (MOIT), Ministry of Agriculture and Rural Development (MARD) manage 41% of public TVET institutions at the college level and 11% at the intermediate level. Local governments and organisations like the Vietnam General Confederation of Labour (VGCL), are responsible for the remaining 48% at intermediate level and of 95% of the public TVET institutes that provide training at elementary level and below (ADB, 2020)⁴. Organisations such as the Chamber of Commerce and Industry (VCCI), the General Confederation of Labour (VGCL), SME and sector-based associations, the Women's Union and Youth Union are the main TVET stakeholders involved in the governance of a TVET system that is somewhat unstructured and not fully formalised.

The TVET system in Vietnam is complex and its governance still partially fragmented. The Directorate of Vocational Education and Training (DVET) of the Ministry of Labour - Invalids and Social Affairs (MOLISA) acts as the single central "state management" agency for TVET governance (Resolution No. 76/2016/NQ-CP-2016), supported by the Department of Employment on labour market information and career guidance. The TVET law of 2014 provided the legal basis for improved management functions of DVET and the full autonomy of public TVET institutions.

The policy framework for the long-term development of TVET is defined and guided by the Labour Code 2019; the Law on Employment 2013; the Law on Vocational Education 2014; and strategies and programmes, namely the main being the Vietnam's Socio-Economic Development Strategy for the 2021-2030 issued in 2021; the Strategy for development of vocational education during the 2021- 2030 period with vision to 2045 issued in 2021;

² Joint Political Declaration on establishing the Just Energy Transition Partnership with Viet Nam, 15.12.2022.

³ Skilling Up Vietnam Scheme – MOLISA, December 2021.

⁴ Asian Development Bank (2020), Viet Nam Technical and Vocational Education and Training Sector Assessment (Retrieved from: <https://www.adb.org/sites/default/files/institutional-document/551001/viet-nam-tvet-sector-assessment.pdf>)

the 2018 resolution on Improvement of the quality of vocational education to 2021 and orientation to 2030⁵; the Training and Retraining Programme to meet the requirements of the Fourth Industrial Revolution issued in 2021; the Programme on Digital Transformation until 2025 and orientation until 2030 issued in 2021; the National Strategy on Gender Equality for the 2021-2030 issued in 2021; and the Skill Up Scheme to develop highly skilled workforce (Resolution No. 50/NQ-CP) which is under preparation.

Gender equality in vocational education is regulated in the 2014 Law on Vocational Education, which includes provisions to support women learners to take part in elementary vocational courses and courses of up to three months' duration.⁶ However, this has not been translated into specific programs and strategies since most regulations and programs do not include an analysis of issues, barriers or stereotypes affecting vocational education uptake and outcomes upon completion⁷.

Vietnam is currently reforming its TVET system to shift from a mostly institution-based training to more flexible and multimodal trainings, blending e-learning and workplace training. It aims to link research, policy and practice in light of an increasingly digital and connected world. The reform agenda addresses: state management of TVET; development of teachers and managers; occupational standards and the national vocational qualification framework; training curriculum and instructional materials; digital standards for TVET facilities and equipment; quality assurance; linkage between TVET institutions, the labour market, and enterprises; digital skills training at basic, intermediate and higher levels as workplaces undergo digital transformation; TVET financial mechanisms including a skills development funds; the visibility of TVET reform itself and the crucial contribution of the international cooperation. However, the reform's implementation modalities, tasks and responsibilities, actors and processes and related indicators are yet to be fully identified and defined.

To bridge the skills and employment gap between current Vietnam's ambitions and on the ground reality, the EU VETVET programme will contribute to the implementation of the Vietnam Free Trade Agreement (EVFTA) with a particular focus on Chapter 13 on sustainable development. It also contributes to the Just Energy Transition Partnership (JETP) with Vietnam to ensure that the transition away from coal is "just" and does not significantly and negatively impact workers, to support necessary education, vocational training and re-skilling programmes as part of the clean transition. It strengthens the contribution of TVET and skills development to the achievement of the targets of phasing out coal-fueled power generation by the 2040s and reach net-zero emissions by 2050 which requires a highly skilled and environmentally savvy workforce. It is also an opportunity to support a more inclusive and skilled workforce through the development of a gender mainstreaming strategy and a budgeted action plan for the TVET sector as an integral part of existing programs and strategies to strengthen the sector.

In Vietnam, several EU Member States and their development agencies provide financial and technical assistance in TVET sector in the past decades. The on-going Programme 'Reform of TVET in Vietnam' commissioned by BMZ and implemented by GIZ focuses on the key strands on policy advice, supporting eleven high quality TVET colleges, engaging and enhancing the role of private sector in TVET reform process as well as promotion and enhancing the image of TVET. The German KfW on behalf of the BMZ supported nine out of the eleven colleges with over EUR 32 million (loan) over the past 10 years, to improve the workshops and training facilities. The French Development Agency, AFD, supported the development of TVET centres of excellence in Vietnam via a EUR 24.5 million loan (2019) and EUR 0.5 million grant (2017). The project covered five TVET colleges through infrastructure loans for construction and equipment, partly provided by French manufacturers. Technical assistance for institutional management, translation and adaptation of French training programmes, training of trainers and project management was also offered.

⁵ Resolution No 617-NQ /BCSD dated on 28 December 2018 on Improvement of the quality of vocational education to 2021 and orientation to 2030

⁶ Law on Vocational Education (2014): Clause 7, Article 6 (Government's policy on vocational education development); Article 60 (Rights and Obligations of the learners); and Article 62 (Policies for learners of vocational education programs).

⁷ UNWOMEN (2021) Country Gender Equality Profile Viet Nam 2021 (Retrieved from: [https://asiapacific.unwomen.org/en/digital-library/publications/2021/10/country-gender-equality-profile-viet-nam-2021#:~:text=Country%20Gender%20Equality%20Profile%20Viet%20Nam%202021%20\(CGEP\)%20is%20a,available%20evidence%2C%20data%20and%20research.](https://asiapacific.unwomen.org/en/digital-library/publications/2021/10/country-gender-equality-profile-viet-nam-2021#:~:text=Country%20Gender%20Equality%20Profile%20Viet%20Nam%202021%20(CGEP)%20is%20a,available%20evidence%2C%20data%20and%20research.))

Other EU Member States such as Denmark established a cooperation between MOLISA and Danish Ministry of Children and Education, with project aimed at bridging the skill gap and address skills-needs in the industries of furniture and graphic design by developing an effective school-based TVET with industry links. Denmark is considering to extend their cooperation and engagement in TVET in the years to come. Meanwhile, Finland is scaling up Finnish – Vietnamese cooperation in the education sector via strengthened links between Finnish and Vietnamese businesses and vocational training institutions.

2.2 Problem Analysis

Despite reform efforts, started with the Law on Employment 2013 and the Vocational Education and Training law that came into effect in 2015, followed by a series of normative documents and guidelines aiming to improve the effectiveness of the system and supporting TVET institutes in the delivery of high-quality training and employment services, Vietnam’s TVET and labour market support systems have remained weak, fragmented, and underfunded.

As such, they perform poorly and lack the ability to adapt to evolving market demands and to align to a world of work which will be increasingly digital and green. As the consulted employers’ and workers’ organisations, like VGCL, VCCI, as well as EuroCham, said, Vietnam does not suffer from low labour demand; its employers are seeking workers, but they cannot find the workers that match their skill needs. Hiring new workers is difficult either because of the inadequate skills of job applicants (a “skills gap”), or because of a scarcity of workers in some occupations (a “skills shortage”).

Further, in the context of the Just Energy Transition Partnership (JETP) and to support Vietnam’s commitment to net zero emissions by 2050, there is a significant skills gap in the clean energy industry as well as in industry, sustainable agriculture and forestry. JETP targets include 47% installed capacity of renewables by 2030 and phasing out of coal. The coal mining industry employs upwards of 75,000 individuals whose jobs may be at risk. Upskilling them and skilling new generations for the clean energy transition presents opportunities for this TVET action.

The key areas identified as hampering TVET’s effectiveness to address skills gap and the significant shortage of skilled workers that put at risk the achievements of the economy in the past two decades are:

- The regulatory framework is not consistent and coherent enough to ensure the governance of a TVET system that aims to become open, flexible, inclusive and just, and that develops the workforce for the twin transition (digital and green) of the economy. Since the Vocational Education and Training law of 2015, the policy landscape has been enriched by a series of normative documents and guidelines issued with the aim of improving the effectiveness of the system and supporting TVET institutes in delivering high-quality services. In order to ensure that policies are informed by evidence and effectively applied, a multi-level approach is needed where lessons learned from policies implemented at the micro level inform and support policy development at the national level and their global implementation. Moreover, gender-responsive laws, policies, and strategies need to benefit from stronger monitoring and evaluation systems (including gender-sensitive indicators and targets) and prioritisation on expenditures on gender is essential for the effective implementation policies and mandates.
- There is a lack of engagement of the business sector in TVET. A multi-stakeholder partnership platform at national level, at the level of sectors (Sector Skills Councils) and at training institute’s level (advisory councils) is not established. It would be key for the business sector to advise the Government on TVET policies, on skills forecasting and needs assessment for each sector, guarantee national occupational standards and standardisation of training delivery in TVET institutes and in enterprises, develop the in-company trainer qualification system and, finally, carry out joint examination and certification of the trainees. Additionally, the business sector could work with women trainees to identify training approaches that respond to dual productive and reproductive roles of women such as consideration to flexible hours and work arrangements.
- The quality of the TVET system as a whole is low. The pace is slow in the progress of the quality assurance and accreditation towards a unified system of national occupational standards and towards a single qualification framework instead of the existing two (external quality) placed by the DVET as national TVET

authority. The reach of a quality culture and tools by the Vietnam Vocational Education and Training Accreditation Agency (VETA) concerns a limited number of individuals within TVET institutes. The data collection and publication of an annual TVET performance report by the Vietnamese National Institute of Vocational Education and Training (NIVT) does not sufficiently match the skills demand side. The QA initiatives are not implemented as a structured Quality Assurance Management System (QAMS) using a standard QA cycle (planning, implementation, evaluation/ assessment, and review/revision), descriptors and indicators and applicable to quality management at both TVET system and TVET provider levels. In this respect, the European Quality Assurance in Vocational Education and Training (EQAVET) could provide a framework to strengthen the quality of the Vietnam's TVET system. It could contribute to TVET gaining credibility, increase accountability in the context of expanding autonomy of TVET institutes and growing competition, and lastly meet needs of skilled workers in national and international labour markets. More support is required to harmonise internal and external quality and establish a QA monitoring and evaluation system. Furthermore, annual reports on vocational training have limited sex-disaggregated data and tend to lack gender analysis information.⁸ Routine sex-disaggregated data collection and in-depth gender analysis is needed to bring gender disparities and issues to light, and to address them as a priority.

- The quality of training institutions is poor. To improve the relevance and quality of training for occupations (internal quality), TVET institutes need to evolve into high quality training institutes (HQTI). This process covers both processes and products (curricula; more inclusive training programmes for the integration of marginalised groups such as women, ethnic minorities, disabled people; improved training of trainers, managers and supervisors, products, materials and tools). The Vietnamese Directorate of Vocational Education and Training, DVET, promotes a holistic and comprehensive approach to digitalization in TVET by adopting the digital ecosystem and its main components. HQTIs need to accelerate digital integration to become more flexible, open, adaptive and responsive to the global digital transformation accelerated by COVID-19. Vietnam currently has 56 million people in the working age, but only 26% of the workforce has a professional qualification (General Statistics Office 2021). In the 'new normal', digital strategies adopted during the pandemic lockdown have picked up pace and consumer and producer behaviour has been altered permanently with greater digital exposure. Hence, training institutes are required to strengthen digital capabilities, enhance online/distance learning, adopt digital platforms, education technology and simulation-based learning a basis for online or blended teaching and learning activities as well as learning analytics to inform TVET policies, innovation of training contents and student services. They must also green TVET campuses, curricula, research, the community and building a green culture⁹. DVET remains responsible for the integration, implementation and promotion of green TVET in decision-making and institutional level, according to Vietnam's Green Growth Strategy (VGGS) 2021-2030. The model of the Centres of Vocational Excellence (CoVEs) could be considered, which is a model that is based on a bottom-up approach to vocational excellence involving local stakeholders and enabling VET institutions to rapidly adapt the skills offer to evolving economic and social needs. The transition to green models and digitalization need to consider the existing gaps on access to advanced digital technologies and digital literacy and skills. Nearly 80% of working-age women in Vietnam are either low-skilled or unskilled. Up to 86% of workers in Vietnam's textile and footwear industries are at risk of losing their job within the next 15 years. In this context, migrant female workers are among the most affected as they account for a large proportion of the low-skilled labour force¹⁰
- The image of TVET as an education opportunity is poor and awareness on TVET in terms of employment opportunities in green and digital jobs lags behind academic education. Any communication and visibility actions, social and mass media campaigns, marketing and public relations activities, dissemination of good practices and approaches and information sharing between different TVET stakeholders, young people and their families, are less effective and impactful in the absence of a strategy and a multi-level and multi-stakeholders implementation plan. Particularly among women, whose choices and enrolment in short-courses in traditional sectors are affected by socio-cultural stereotypes that need to be challenged through awareness raising campaigns that will require the use of champions, role models, and mentors alongside social media to reach potential female trainees, their families and teachers.

8 UNWOMEN, 2021

9 UNESCO- UNEVOC's whole institution approach to greening TVET in : Greening Technical and Vocational Education and Training A practical guide for institutions, Paris 2017

10 UN (2023) Policy Brief: DigitALL - Innovation and technology for Gender Equality in Viet Nam. Retrieved from: <https://vietnam.un.org/en/221387-policy-brief-digitall-innovation-and-technology-gender-equality-viet-nam>.

- The participation of women in the TVET sector is too low. 25.5% of trainees are women, with a record-low of 5% in technical occupations, such as those related to automotive technology, building and construction or welding. Rural women have the lowest rates of vocational training, compared with both rural men and urban women and men. Training is mostly concentrated in the ‘feminised’ fields of garment making, footwear, electronic assembling, tourism, services, and seafood processing in agricultural production¹¹. These gaps are mostly due to the enduring gender biased norms and stereotypes, including discriminatory perceptions among students and parents that technical occupations are not suitable for women. Other identified barriers for the equal participation of women in TVET include sexual harassment and low numbers of female trainers to serve as role models and mentors¹².
- Further, disabled people are also offered very few opportunities to participate in regular vocational training due to infrastructural, financial and social barriers. (Only about 4.4 per cent of women with disabilities receive vocational training, compared to around 12 per cent of men with disabilities)¹³. This unequal access to TVET contributes to limited opportunities for marginalised groups on the labour market requiring stronger inclusive policies which promote diversity and gender equality. Digitalisation, including assistive technologies for disabled people, enhances the capacity to engage marginalised groups.
- The minority ethnic young people has far less access to vocational training than the Kinh (Vietnamese ethnic) counterparts (5% versus 21%). Lack of training opportunities, lower literacy levels are amongst the main barriers for minority ethnic youth access to vocational training¹⁴.
- Workers with the intention to migrate¹⁵ have limited access to TVET opportunities. TVET institutions are not prepared to provide on a large scale, incentives such as quotas or subsidies and services like targeted technical and vocational training in occupations in demand in countries of destination, pre-departure training including intercultural and language training, informing migrants about their rights, and training in basic and core work skills including IT skills, which are also relevant for internal, regional labour markets. Decent jobs for migrant workers can be further supported by TVET programmes leading to occupations based on international standards and recognition of foreign professional qualifications for an ordered and safe labour migration to other countries, including EU MS. TVET can play a crucial role in offering up-skilling and re-skilling short-term, modular programmes leading to an elementary level formal certificate for workers migrating from regions affected by climate changes to others with high labour demand, to improve their employment outlook.

Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action:

The **Ministry of Labour, Invalids and Social Affairs (MOLISA)** is mandated with policy implementation in the fields of vocational training, employment, occupational safety, and gender equality. MOLISA is involved in the preparation and submission of all draft legislation linked to the Vietnamese Law on Vocational Education and Training (TVET Law), Employment Law, Labour Code to the National Assembly and/or the Prime Minister.

The General Directorate of Vocational Training (DVET), is the main government contact point and partner for this Action. It is a subordinate agency under MOLISA, and is mandated on leading TVET reform and formulating and implementing the TVET public. DVET has limited financial resources to foster an enabling environment that facilitates development of a skilled workforce at the pace demanded by the enterprises within the Industrial Revolution 4.0, and the green and digital transition of the economy. DVET has a strong influence in creating an enabling environment for governance, permeability, PPPs, inclusive, gender-responsive, transformative, green, digital and just TVET system.

Other governmental agencies: Ministry of Education and Training (MoET) is responsible for the governance of general/academic education and higher education in Vietnam including Vietnam Qualification Framework.

¹¹ ADB 2020. ADB Briefs: Enhancing Gender Responsiveness of Technical and Vocational Education and Training in Viet Nam. Retrieved from: <https://www.adb.org/sites/default/files/publication/561246/adb-brief-126-gender-responsiveness-tvet-viet-nam.pdf>

¹² Ibid.

¹³ GSO. 2019. National Survey on People with Disabilities

¹⁴ <https://www.adb.org/sites/default/files/publication/59724/tvet-viet-nam-assessment.pdf>

¹⁵ According to the Department of Overseas Labour (DOLAB), of MOLISA, more than 142,000 workers had migrated (34.2 % women) in 2022 to Japan (more than 67,000), Taiwan (58,600) and the Republic of Korea (10,000). MOLISA estimates that in 2023, 110,000 workers will migrate. According to the World Bank and IMF, Viet Nam is the third top receiver of remittances in the Asia-Pacific, with inflows at USD\$18.1 billion in 2021 (4.9 % of GDP). Source: TRIANGLE in ASEAN Programme (ILO-Australian Department of Foreign Affairs and Trade and Global Affairs Canada), Quarterly Briefing Note, July – December 2022.

Ministry of Planning and Investment (MPI) is responsible for state management over planning and investment whilst Ministry of Finance (MoF) is mandated with national budget and TVET budget planning and allocation included. Other sector ministries are running TVET institutes in agriculture, health, construction, culture and tourism.

Local governments and other organisations like the Vietnam General Confederation of Labour (VGCL) are responsible for vocational training at intermediate level and of for the public TVET institutes that provide training at elementary level and below. The social partners like the Chamber of Commerce and Industry (VCCI), General Confederation of Labour (VGCL), Vietnam Cooperative Alliance (VCA), SME and sector-based associations, Women’s Union and Youth Union are the main TVET stakeholders, involved in the governance of a TVET system to an extent that is still being structured and formalised. Both local governments and organisations have limited financial and technical capacity and limited capacity to lobby on behalf of their members. These actors have potential capacity to support the private sector TVET policy development and Quality Assurance.

The **European business community** is organised under the umbrella of EuroCham Vietnam (European Chamber of Commerce in Vietnam). It is one of the oldest in Asia, with a total membership exceeding 1,000. EuroCham has a long history of cooperation with the EU through previous projects, notably the EU-Vietnam Business Network, which supported the preparation of the Whitebook, EuroCham’s annual flagship publication. European companies lobby under 21 EuroCham sectoral and thematic working groups, including one group on Human Resources, which follows closely the developments related to the Labour Code and skills development.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

Overall Objective: to improve knowledge and job skills of the labour force for decent employment and entrepreneurship in the framework of climate change mitigation, and green and digital transitions in Vietnam.

The **Specific Objectives/Outcomes** of this action are:

Specific Objective 1. To enhance governance and coordination among the institutions and stakeholders involved in the TVET sector and the implementation of its policies and strategies;

Specific Objective 2. To increase quality and coverage of Skills Development Programmes for young women and men in their diversity in accordance with national and international labour market demands for climate action and green and digital transitions;

Specific Objective 3. To improve recognition of TVET among Vietnamese young men and women in their diversity as a viable educational option in the framework of the green and digital transition and net zero emission commitments.

The **Expected Results (ER)/Outputs** are:

Contributing to Outcome 1

Output 1.1. TVET and skills development policies (Laws, By-Laws and regulations) developed with support of the action.

Output 1.2. A multi-stakeholder cooperation mechanism for business sector in TVET policy consultation, skills anticipation and forecasting, standardisation, testing and examination, developed. .

Contributing to Outcome 2

Output 2.1. A TVET Quality Assurance Management System both at TVET sector and Institutes' level developed.

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Output 2.2. TVET qualifications aligned to international standards, based on flexible, modular Competency based (CBT) training, curricula and programmes mainstreaming DX and green transformation, blending e-Learning, digital contents and 4.0 technologies, developed with support of the action.

Contributing to Outcome 3

Output 3.1. A Communication and Visibility (C&V) strategy for the TVET sector developed and a TVET Communication Plan implemented.

Output 3.2. Quality in-company training programmes for partner enterprises (contents design and on-the-job training delivery modality) developed and implemented with the support of the action. netnet

3.2 Indicative Activities

Indicative activities relating to Output 1.1 - *TVET and skills development policies drafted jointly by DVET, MOLISA, social partners including non-state actors (NSAs) and training institutions*

- establish the National social dialogue platform for DVET, MOLISA, employers' and workers' organisations, private sector and TVET providers for the development, implementation, and evaluation of TVET policies, programmes, budgets and financing including mainstreaming of climate change mitigation opportunities and gender analysis and assessment on gender responsiveness of TVET sector in Vietnam;
- provide TA to revise and complete - with participation of employers and workers organisation and the private sector - the TVET Laws, By-Laws, Regulations and policies/strategies relating to: open, flexible, permeable, inclusive and non-discriminatory TVET; autonomy of institutions and financing; Quality Assurance (QA); digitalization and green TVET; including gender mainstreaming strategies with specific actions, targets and/or quotas, committed resource allocations and mandated sex- and age-disaggregated data collection.
- build /strengthen technical capability of DVET, MOLISA staff and managers of private and public TVET Institutions on TVET administrative reform through capacity building, training and learning and exposure to international best practices, in-country and overseas.
- establish mechanism with an aim to engage Non state actors (NSAs) in the promotion of access to vocational training and decent employment opportunities, with a focus and priority for marginalized groups (i.e: ethnic minorities, people with disabilities, people with migration intention/background, women and young children).

Indicative activities relating to Output 1.2 - - *A TVET Quality Assurance System both at TVET sector and Institute level is developed and in use*

- complete and adopt the TVET Quality Assurance Management System completed and adopted,
- build/strengthen technical capability, through capacity building and training in-country and overseas, to apply a TVET QAMS and a TVET M&E System by staff at Vocational Education and Training Accreditation Agency (VETA), TVET Institutes managers, teachers and accreditors;
- provide TA and policy advice to DVET and MOE on unifying the system of national occupational standards and the existing National Qualification Framework (NQF)and NSQF (National Skills Qualification Framework) and align with regional standards (ASEAN Qualification Reference Framework – QRF) and to be gender sensitive;

Indicative activities related to Output 2.1 – *A multi-stakeholder cooperation mechanism for business sector in TVET policy consultation, skills anticipation and forecasting, standardisation, testing and examination is developed and applied*

- provide TA and policy advice to finalise, adopt and enforce the Legal framework (Employment Law, Regulations and policies developed) for engagement of the business sector in TVET, conditions incentives and contributions;
- provide TA, capacity building and training to establish and operate up to 8 Sector Skills Councils (SSCs) according to the SSC model developed with the EU support and up to 40 industry advisory councils according to the model developed with the EU support, responding to the skills and employment needs required to fulfill net zero emissions by 2050;

- provide TA, capacity building and training to establish Public Private Partnerships (PPP) of training institutes and private national or international companies, established with EU's support;

Indicative activities related to Output 2.2 – *TVET qualifications are aligned to international standards, based on flexible, modular Competence based training, curricula and programmes mainstreaming digital and green transformation, blending e-Learning, digital contents and 4.0 technologies with a focus on skills needed for fulfilling ambitions regarding carbon-neutral activities in sectors such as energy, agriculture and industry, developed by the assisted Training Institutes*

- upgrade 30 TVET colleges to the level of High-quality TVET Institutes (HQTI), with reference to CoVE model level, which are equipped with tools for digital transformation and/or practical training, inclusive and particularly targeting women, people with disabilities and migrant workers and which will include a focus on building skills needed for a low-carbon economy in line with national commitments in Vietnam's latest Nationally Determined Contribution (NDC);););
- provide TA to HQTI to develop qualifications, curricula/modular training programmes for intermediate, college levels, adapted for non-formal short-term training, blending Face to Face (F2F) and eLearning with enriched digital contents, aligned to international standards and supporting the just transition and a circular economy, in line with the net zero emissions by 2050 pledge;
- train up to 2000 trainers and teachers on high quality training programmes (including skills needed for digital and low carbon transformation);

Indicative activities relating to Output 3.1 - *A Communication and Visibility (C&V) strategy to increase the attractiveness of the TVET sector is developed and a TVET Communication Plan implemented*

- develop and implement a gender-sensitive and inclusive Communication and Visibility (C&V) strategy for the TVET sector and support DVET and TVET stakeholders on the implementation of the C&V Plan (multi-media campaigns targeting general and specific audience including disadvantaged and vulnerable groups), with a component to emphasise the profile of TVET to support the clean and just energy transition and green economy, including employment and skills required to fulfil net zero goals ;
- build the capacity of DVET and TVET providers by training PR focal points and managers capable to implement C&V's toolkit and guidelines, particularly on challenging social and cultural attitudes and raising awareness about women working in nontraditional sectors;
- organise public image events (career guidance, open days, job fairs, shows and testimonials...) participation of trainees in world skill competitions and TVET institutions/providers in promoting TVET system through regional and international TVET platforms to increase outreach of youths and parents, authorities, employers and companies, particularly on challenging social and cultural attitudes and raising awareness about women working in nontraditional sectors;

Indicative activities related to Output 3.2 - *Quality in-company training programmes (contents design and on-the-job training delivery modality) in partner enterprises, implemented*

- provide TA and capacity building and training to increase number (up to 200) of enterprises becoming in-company training partners of TVET institutes and access to enterprise-based training for skilled and semi-skilled workers, workers, unemployed and disadvantaged groups (up to 5,000) with a focus on target industries for the fulfillment of net zero commitments, notably clean energy, industry and agriculture;
- train up to 300 in-company trainers to become qualified trainers at workplace;
- train up to 300 examiners from companies, to ensure enterprise participation in examinations.

3.3 Mainstreaming

Environmental Protection & Climate Change

Outcomes of the EIA (Environmental Impact Assessment) screening (relevant for projects and/or specific interventions within a project)

The EIA (Environment Impact Assessment) screening classified the action as not requiring an EIA, but for which environment aspects will be addressed during design. The project focuses on institutional support, capacity building, awareness raising, and development of standards and regulations.

Outcome of the CRA (Climate Risk Assessment) screening (relevant for projects and/or specific interventions within a project)

The Climate Risk Assessment (CRA) screening concluded that this action is no or low risk (no need for further assessment). The project is at low or no risk from climate change and climate change concerns e.g., greening TVET programmes and curricula as well as campus and Institutes, will be addressed at the level of outcomes and/or outputs and activities and further detailed in the course of the formulation.

With a focus on the products/sectors/value chains with high sustainability and the ambition to contribute to Vietnam's commitments to net zero emissions by 2050, this action will contribute to climate change mitigation (and indirectly to adaptation) by supporting skills development for key sectors such as clean energy, sustainable agriculture and industry. Training based on resource efficiency, a circular economy and a carbon neutral models is expected to create value added for the whole value chain which should on the one hand decrease the environmental impact of these sectors in the future through uptake and adoption of green and digital solutions.

Gender equality and empowerment of women and girls

As per the OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. This implies that action will be mainstreaming gender issue into the planned activities and promote gender equality agenda through its activities. The action contributes to the EU GAP III, and particularly its' thematic areas of engagement 1) Promoting economic and social rights and empowering girls and women and 2) Addressing the challenges of harnessing the opportunities offered by green transition and digital transformation.

By actively addressing social norms and stereotypes that hinder women's access to non-traditional and high-quality TVET opportunities, this action will contain some gender-transformative elements. The Action will ensure that women will be better equipped with necessary skills, will take equal part in the value chain of product or service related to green technologies or digital solutions and will support efforts for decent work agenda.

Some gender specific measures: (i) all indicators will be disaggregated by gender; (ii) Vocational guidance materials and the training of Trainers should include gender-sensitive topics (iii) the organisation of training actions will be gender-sensitive (iv) Gender and disability quotas will be included in supported activities, particularly those supporting training institutions and capacity building events.

TVET sector gender analysis will be used in formulation of follow-up documents to this action. Gender equality and human rights expertise will be ensured during the implementation of the intervention via integration of expertise in relevant technical assistance and capacity building activities and documents.

Human Rights

Proposed action is expected mainstream human rights issues into the project. Human rights based approach and its key principles will be integrated throughout the action. All actors involved in the action will abide by the UN Guiding Principles on Human Rights. The proposed action will develop the capacities of the stakeholders as 'rights-holders' to claim their rights and 'duty-bearers' to meet their obligations. Since the action targets vulnerable segments of the economy, it will pay special attention to ensuring that rights are consolidated and when possible expanded.

Disability

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D1 and this implies that the inclusion of Persons with Disability will be ensured at governance /policy making, sectoral and Training Institute level throughout the whole action, in order to increase opportunities to participate in regular vocational training, and realising the rights of all learners to receive high-quality education and thus improving access to the labour market by overcoming infrastructural, financial, and social barriers. The action will strengthen capacities of partner TVET institutes to use of digital and media channels utilised to reach different target groups effectively including assistive technologies.

Reduction of inequalities

The proposed action recognises as a problem the vulnerable groups facing inequality and limited opportunities, to get skilled. It promotes inclusive policy development and legislation to ensure accessibility and availability by

addressing gender inequalities through innovation and technology, digitalisation, revised curricula, programmes and materials and eLearning. It also promotes awareness creation to facilitate youths' and adult skills development. The action also supports and facilitate the reinforcement and capacity building of existing social dialogue mechanisms for TVET, ensuring the participation of workers' representatives in the design and monitoring of TVET programmes, consulting and involving key national or local stakeholders in the design of effective TVET responses targeting the most vulnerable.

Other considerations if relevant

Due to impacts of the changing world of work, the 4th Industrial Revolution (Industry4.0), the increased autonomy and competitiveness in education and training, the action will exploit the opportunities and potentials that digitalization can bring to digital governance and administration of TVET. This is in line with the holistic and comprehensive approach of a digitalization ecosystem proposed by the DVET that encourages the involvement of relevant key stakeholders, including leaders, managers, staff, teachers, in-company trainers, students, and workers from TVET management organizations, colleges, enterprises, and professional associations

3.4 Risks and Lessons Learnt

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
1 - External environment	Macroeconomic/ fiscal risks, and low fiscal revenues limit human resources available in national and local administrations	Medium	Low	The project will actively build the capacity of the TVET stakeholders and apex sectoral bodies to develop the TVET formula funding for the TVET financing scheme in Vietnam
2 - people and organisation	Coordination between departments of MOLISA, and between MOLISA and other ministries on linkages between TVET and labour migration is insufficient	Medium	Medium	The establishment of the governance platforms including the stakeholders and social partners that exercise a role of stimulus and shared responsibility is expected to sustain intra-DVET and inter-ministerial coordination.
3 - people and organisation	Businesses give limited priority to engage in social dialogue for TVET governance and implementation	Medium	Low	The private sector and businesses will be encouraged to engage through continuous exposure and dialogue at national, sector and Institute levels. There will also be capacity building on the role of employers in TVET governance and delivery of awareness raising activities on benefits for producing the skills the employers need and for accessing the EU market.
4- Gender	Gender inequalities undermine women's access to the opportunities	Medium	Medium	Awareness raising and liaising with private sector partners to recruit women into TVET programmes (e.g. expanding free training programmes for women,

	created by the Action			supporting recruitment and mentorship programs to support women entering industries dominated by men, expanding scholarship and awards programs for women entering areas dominated by men, etc.)
5-Legality and regularity aspects	Possible delay in approval of the action related to the new project implementation modality under Decree No. 114/2020/NĐ-CP	High	High	The EU will closely coordinate with line ministries, EU Member States and other development partners on the most appropriate implementation modality and during preparation of project document and contract preparation.

Lessons Learnt:

The proposed action is the first complex EU intervention in Vietnam's TVET sector, while some Member States and other international development partners have gained significant experience in the field and achieved notable results in strengthening the implementation capacity of a number of TVET institutes, especially at college level. They also contributed to the policy and legislative framework, to improve the conditions and processes that facilitate the implementation of some phases of the TVET reform, including specific actions on governance, access and quality. The main lessons learnt from these interventions are:

- A coherent legal framework i.e., a unified, coherent, clear and workable body of rules, regulations and other administrative acts defining roles and responsibilities of government, local authorities, public and private, training bodies, TVET stakeholders and beneficiaries, that complements the rules enacted since 2015, is essential for the implementation of the TVET reform as a whole and the programs that have characterized it, such as for example the green and digital transformation of the TVET offer.
- The pace of the TVET reform needs to be accelerated and synchronized with the reduction of the skills gap and shortages at the level of sectors where the identification of training needs takes place and the needs of employers are expressed in terms of specific profiles occupational standards, and skill level by occupation.
- The development of TVET policies and strategies certainly needs to be evidence-based (including gender-sensitive data) and a labor market information system that informs prediction and anticipation of skills remains the long-term goal. However, the immediate answer to the skills shortage is found at the level of TVET Institutes where the needs of industries across different sectors is translated into curricula and programmes.
- The business sector can be included in TVET through a structured participation of companies and their associations in a multi-stakeholder partnership platform at national, sector (Sector Skills Councils) and training institution (advisory councils) levels. This would be the most productive option for joint decision-making on policies and implementation of TVET programmes with government, workers' organizations and stakeholders.
- Quality assurance (QA) of TVET services and programmes is applied in a fragmented and inconsistent way if QA remains not structured as a system. Many attempts have been made by DVET and VETA to model existing quality assurance and accreditation practices within a system of standards, national employment qualifications and a unified qualifications framework. This requires extensive capacity building to implement and regularly monitor a QAMS in all TVET institutes.
- Methodologies and tools for a green and digital TVET that goes in parallel with the policy framework and QA system, are not regularly used by TVET institutions including High Quality TVET Institutes. Digital integration is the way to become more flexible, open, adaptive and responsive to the green and digital transformation. To transform emergency digital solutions adopted during the pandemic lockdown into regular modes of content production and delivery, educational institutions need support to strengthen their digital capabilities, improve online/distance learning, adopt digital platforms, educational technologies and simulation-based learning. They also need to be assisted in greening TVET's occupations, curricula, programmes, as well as their management processes, premises and campuses.
- Gender inclusive and transformative green and digital skills are explicitly mentioned in policy and strategy documents, however their application at TVET institute level remains low. The proposed action aims to elevate a number of institutions to the level of high quality institutions. The participation in TVET of people with disabilities (PWDs) has been limited by infrastructural, financial and social barriers. This unequal access to TVET has also impacted migrant workers and other marginalized groups. The proposed action includes the development of

inclusive institutional policies and programmes to reach and engage more individuals, communities and marginalized groups in TVET and skills development.

- TVET's poor image is compounded by the lack of awareness about the employment and self-employment opportunities that TVET offers, especially in relation to skills for green jobs and digitalisation. This problem is reiterated in the reports of past or ongoing TVET projects that concur it can be addressed through communication and visibility campaigns and a systematic dissemination of approaches, technical and managerial skills, programmes and tools from the most advanced High Quality Institutes to other TVET Institutes not directly assisted by this action.

3.5 The Intervention Logic

If the governance and coordination among the institutions and stakeholders involved in the TVET sector and the implementation of its policies and strategies are enhanced (Specific Objective 1), and if the quality and coverage of Skills Development Programmes for young women and men in their diversity in accordance with national and international labour market demands for climate action, and green and digital transitions are increased (Specific Objective 2), and if the recognition of TVET among Vietnamese young men and women in their diversity as a viable educational option in the framework of the green and digital transition is improved (Specific Objective 3), then the knowledge and job skills of the labour force for decent employment and entrepreneurship in the framework of the climate change mitigation, and green and digital transitions will be improved in Vietnam (Overall Objective) provided that the government agencies and the business associations will remain committed to improve TVET National Strategy and its financing (Assumption 1)

If commitment of multi-stakeholders ranging from the Government agencies, business associations, and training institutes hold true, the TVET legal and policy framework jointly drafted by these actors will be attainable (output 1.1) couple with a TVET Quality Assurance System both at TVET sector and Institutes' level is developed and in use (out 1.2), then the governance and coordination structure of TVET sector and its reform process in Vietnam will be strengthened (outcome 1).

If adequate funding and budget availability for ensuring the continuity of the TVET greening in all component related to infrastructure and campus and equipment and tools needed for the digital transformation, a multi stakeholder cooperation mechanism for business sector in TVET policy consultation, skills anticipation and forecasting, standardisation, testing and examination developed (Output 2.1) couple with TVET qualifications aligned to international standards based on flexible, modular Competence based training, curricula and programmes mainstreaming digital and green transformation, blending e-Learning, digital contents and 4.0 technologies (output 2.2), then the quality of skills development for young women and men to meet national and international labour market demands for a green and digital transition is improved (outcome 2)

If a Communication and Visibility (C&V) strategy for the TVET sector developed and a TVET Communication Plan implemented (Output 3.1) in addition to the development of quality in-company training programmes for partner enterprises (contents design and on-the-job training delivery modality) in place (Output 3.2), then the image and attractiveness of TVET as a viable educational option for Vietnamese young men and women and those with a migration background are enhanced (outcome 3) with the assumption that relevant stakeholders agree on key political messages on benefit of TVET for individuals, the economy, the society.

Ultimately, a solid governance and coordination structure of TVET sector (Outcome 1) backed by the matching between skills and labour market needs (Outcome 2) and the enhancement of image and attractiveness of TVET (Outcome 3) will contribute to the development of skilled human capital and employability of people in contribution to the green and digital transition (Impact)

Linkage to TEI: if EU Member States and their financing institutions implement their actions under the Team Europe Initiative 2 (Decent Work), this will further contribute to reaching the overall objective of this Action, because they are all related to vocational training decent work and skills development.

If EU Member States and their financing institutions implement their projects on Qualification Reference Framework, this will contribute to reaching specific objectives 2 of this Action, because this will improve the quality of skills that respond to labour market demands.

If EU Member States and their financing institutions implement projects on Sector Skills Councils and Industry Advisory Body, this will contribute to reaching specific objective 1 and 2 of this Action, because this will contribute to enhance the role of the private sector in the TVET ecosystem structure.

Under the Team Europe Initiative, the presence of EU Member State representations in Vietnam will be important for the implementation of the action. One or several EU Member States will be entrusted with the implementation of the programme. During the consultation process of the formulation of this action, both DE and FR confirmed their interest in a joint programme with the EU, with a contribution from DE of EUR 10M and from FR of EUR 1M. Building on the current intervention as well as its synergies with the needs for the green and digital transitions, within the mentioned TEI with France and Germany is foreseen.

Moreover, this action will build synergies with the Skills and Knowledge for Inclusive Economic Growth project 2019-2024, funded by the Asian Development Bank with a concessional loan of USD 75 million and USD 3 million grant. The project assists 16 TVET colleges of 88 colleges scheduled by DVET to become high quality TVET institutes, in the occupational fields of Automotive, electrics-electronics, engineering, construction. The colleges, received financial and technical support by the DE, FR, DK and ADB project will be part of the upgrade of 30 TVET colleges that will be uplifted to the level of High-quality TVET Institutes (HQTI), as proposed under this programme. In particular, they will be assisted to develop qualifications, curricula/modular training programmes, blending F2F and eLearning with enriched digital contents, and their trainers and teachers trained on high quality training programmes.

3.6 Logical Framework Matrix

This indicative logframe constitutes the basis for the monitoring, reporting and evaluation of the intervention.

On the basis of this logframe matrix, a more detailed logframe (or several) may be developed at contracting stage. In case baselines and targets are not available for the action, they should be informed for each indicator at signature of the contract(s) linked to this AD, or in the first progress report at the latest. New columns may be added to set intermediary targets (milestones) for the Output and Outcome indicators whenever it is relevant.

- At inception, the first progress report should include the complete logframe (e.g. including baselines/targets).
- Progress reports should provide an updated logframe with current values for each indicator.
- The final report should enclose the logframe with baseline and final values for each indicator.

The indicative logical framework matrix may evolve during the lifetime of the action depending on the different implementation modalities of this action.

The activities, the expected Outputs and related indicators, targets and baselines included in the logframe matrix may be updated during the implementation of the action, no amendment being required to the Financing Decision.

Results	Results chain (a): Main expected results (maximum 10)	Indicators (a): (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
Impact	To improve knowledge and job skills of the labour force for decent employment and entrepreneurship in the framework of climate change mitigation, and green and digital transitions in Vietnam.	<p>1. Percentage of workforce skilled with occupational green skills recognised by the TVET institutions, disaggregated by sex, age, urban/rural location, disability status, migration.</p> <p>2. % of workers with basic information and communications technology (ICT) skills, recognised by the TVET institutions, disaggregated by sex and age.</p>	<p>1. TBD during inception phase</p> <p>2. TBD during inception phase</p>	<p>1. TBD during inception phase</p> <p>2. 90% by 2030</p>	<p>1. GSO labour force survey and Statistical Yearbook</p> <p>2. MOLISA report on Support Scheme for Vietnam's Labour Market Development by 2030</p>	<i>Not applicable</i>
Outcome 1	To enhance governance and coordination among the institutions and stakeholders involved in the TVET sector and the implementation of its policies and strategies	<p>1.1 Status of legal framework for TVET governance structure (National social dialogue platform including DVET, MOLISA, employers' and workers' organisations, private sector and TVET providers), with the EU support</p> <p>1.2 extent to which National social dialogue platform is functioning with EU support</p>	<p>1.1 Not in existence by 2023</p> <p>1.2 Not in existence by 2023</p>	<p>1.1 Developed: Establishing and functioning by 2029</p> <p>1.2 Developed: establishing and functioning by 2029</p>	<p>1.1. DVET MOLISA Reports and NIVT Annual</p> <p>1.2. DVET MOLISA Reports and NIVT Annual</p>	Government agencies and competent institutions, such as DVET, MOLISA and VGLC as well as the business associations, remain interested in improving the TVET National System, including its financing
Outcome 2	To increase quality and coverage of Skills Development Programmes for young women and men and other vulnerable groups in their diversity in accordance with	2.1. Number of students enrolled in TVET with EU support**: (GERF 36-SDG 4.3) disaggregated by sex, age, urban/rural location, disability status, migration, and	2.1. 0 in 2023	2.1. 30,000 students by 2029	<p>2.1. NIVT annual report. Employer surveys conducted by DOLISA</p> <p>2.2. NIVT annual report. Employer surveys conducted by DOLISA</p>	Decision makers allocate the necessary budget to ensure the

	national and international labour market demands for climate action and green and digital transitions;	<p>digital/green skills (long term and short term basis)</p> <p>2.2 Percentage of beneficiaries having their performance / technical skill as apprentice rated by their employers as satisfactory, disaggregated by beneficiaries' sex, age, disability status and economic sector (OPSYS core indicator).</p> <p>2.3 Number of TVET colleges that have been certified as High-quality TVET Institutes (HQTI) in accordance with the CoVE model with EU support.</p>	<p>2.2. 0% in 2023</p> <p>2.3. 0 in 2023</p>	<p>2.2. 50% in 2029</p> <p>2.3. 30 in 2029</p>	<p>2.3. NIVT annual report. Employer surveys conducted by DOLISA</p>	<p>continuity of the TVET greening in all components related to infrastructure, campuses and equipment, including digital transformation and practical training</p>
Outcome 3	To improve recognition of TVET among Vietnamese young men and women and other vulnerable groups in their diversity as a viable educational option in the framework of the green and digital transition	<p>3.1. Number of DVET and TVET stakeholders that are implementing Communication and Visibility strategies based on the toolkit and guidelines provided by the intervention.</p> <p>3.2 Number of persons reached by the campaign who report a better perception and attitude in relation to TVET programmes' opportunities and benefits with EU support , disaggregated by sex, age</p>	<p>3.1. 0 in 2023</p> <p>3.2. 0 in 2023</p>	<p>3.1 TBD at inception phase</p> <p>3.2. 30,000 in 2029</p>	<p>3.1 Surveys conducted and budgeted by the EU-funded intervention</p> <p>3.2. Surveys conducted and budgeted by the EU-funded intervention</p>	

<p>Output 1 relating to Outcome 1</p>	<p>1.1 TVET and skills development policies (Laws, By-Laws and regulations) developed with support of the action</p>	<p>1.1.1 Number of TVET primary and secondary legislation, policies and strategies drafted or reviewed with the participation of TVET sector’s stakeholders with EU support</p> <p>1.1.2 Number of DVET, MOLISA staff and managers of private and public TVET Institutions trained on TVET primary and secondary legislation, policies and strategies with EU support . Disaggregation by sex and age.</p>	<p>1.1.1. 0 in 2023</p> <p>1.1.2. 0 in 2023</p>	<p>1.1.1. 6 drafted by 2029</p> <p>1.1.2. 2000 by 2029</p>	<p>1.1.1. Reports by the EU-funded intervention</p> <p>1.1.2. Reports by the EU-funded intervention</p>	<p>The respective bodies timely approve and adopt drafted/revised legal norms.</p> <p>The authorities and other stakeholders make funding and adequate budget available.</p> <p>The persons trained remain on the job and can apply their knowledge and skills acquired.</p>
<p>Output 2 relating to Outcome 1</p>	<p>1.2 A multi-stakeholder cooperation mechanism for business sector in TVET policy consultation, skills anticipation and forecasting, standardisation, testing and examination, developed</p>	<p>1.2.1. Number of institutions and/or other key stakeholders that have been involved in the creation of the Sector Skills Councils (SSC) and the Industry Advisory Councils with EU support.</p> <p>1.2.2. Number of Public-Private Partnerships (PPP) that have been established between training institutes and national or international companies with EU support</p>	<p>1.2.1. 0 in 2023</p> <p>1.2.2. TBD in inception phase</p>	<p>1.2.1. TBD in the inception phase</p> <p>1.2.2. TBD in inception phase</p>	<p>1.2.1. Reports by the EU-funded implementation</p> <p>1.2.2. Reports by the EU-funded implementation</p>	<p>Coordination between the stakeholders improves over time.</p>

<p>Output 1 relating to Outcome 2</p>	<p>2.1 A TVET Quality Assurance Management System both at TVET sector and Institutes ' level developed</p>	<p>2.1.1 Extent to which the Quality Assurance Management System (QAMS) for internal and external QA established with EU support</p> <p>2.1.2 Number of staff at Vietnam Vocational Education and Training Accreditation Agency (VETA), TVET Institutes managers, teachers and accreditors trained on QAMS (internal and external) and TVET M&E System. Disaggregation by sex and age.</p> <p>2.1.3 Extent to which the system of national occupational standards and the existing NQF and NSQF are linked to each other and to the regional ASEAN Qualifications Reference Framework (AQRF), with EU support</p>	<p>2.1.1. Not existence in 2023</p> <p>2.1.2. 0 in 2023</p> <p>2.1.3. Not existed: Separated in 2023</p>	<p>2.1.1. fully developed by 2029</p> <p>2.1.2. 1000 by 2029</p> <p>2.1.3 Developed: Linked by 2029</p>	<p>2.1.1. Reports by the EU-funded implementation</p> <p>2.1.2. Reports by the EU-funded implementation</p> <p>2.1.3. Reports by the EU-funded implementation</p>	
<p>Output 2 relating to Outcome 2</p>	<p>2.2 TVET qualifications aligned to international standards, based on flexible, modular Competency based (CBT) training, curricula and programmes mainstreaming DX and green transformation, blending e-Learning, digital contents and 4.0 technologies, developed with support of the action</p>	<p>2.2.1. Number of Qualifications, aligned to international standards developed by the intervention in coordination with the COE/HQTI</p> <p>2.2.2. Number of trainers and teachers who have improved their knowledge on gender-sensitive approaches, digital transformation and/or green economy to offer high-quality training courses.</p>	<p>2.2.1. 7 in 2023</p> <p>2.2.2. 500 in 2023</p>	<p>2.2.1. 20 by 2029</p> <p>2.2.2. 2000 by 2029</p>	<p>2.2.1. EU Programme M&E and contractual/ad-hoc reports</p> <p>2.2.2. EU Programme M&E and contractual/ad-hoc reports</p>	

		Disaggregated by sex, age and region				
Output 1 relating to Outcome 3	3.1 A Communication and Visibility (C&V) strategy for the TVET sector developed and a TVET Communication Plan implemented,	<p>3.1.1 Number of people who are better informed on TVET programmes and opportunities through the communications campaigns promoted through the intervention. Disaggregated by sex, age, region, disability, employment and/or migration condition.</p> <p>3.1.2 Number of people, staff of the DVET and TVET institutions, who have improved their skills and tools in marketing, communication and outreach.</p>	<p>3.1.1. 30,000 in 2023</p> <p>3.1.2. 300 in 2023</p>	<p>3.1.1. 120,000 by 2029</p> <p>3.1.2. 1,500 by 2029</p>	<p>3.1.1. Reports by the EU-funded implementation</p> <p>3.1.2. Reports by the EU-funded implementation</p>	
Output 2 relating to Outcome 3	3.2 Quality in-company training programmes for partner enterprises (contents design and on-the-job training delivery modality) developed and implemented with the support of the action.	<p>3.2.1. Number of enterprises that have received specific training and/or technical assistance to become in-company training partners of TVET institutes, with EU support</p> <p>3.2.2 Number of in-company trainers who have improved their competencies for the management of workplace trainings, with EU support . Disaggregated by sex, sector and region</p> <p>3.2.3. Number of examiners equipped with improved knowledge to ensure enterprise participation in examinations, with EU support.</p>	<p>3.2.1. 0 by 2023</p> <p>3.2.2. 70 by 2023</p> <p>3.2.3. 30 by 2023</p>	<p>3.2.1. 200 by 2029</p> <p>3.2.2. 300 by 2029</p> <p>3.2.3 300 by 2029</p>	<p>3.2.1. Reports by the EU-funded implementation</p> <p>3.2.2 Reports by the EU-funded implementation</p> <p>3.2.3. Reports by the EU-funded implementation</p>	

		Disaggregated by sex, sector and region				
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4 IMPLEMENTATION ARRANGEMENTS

4.1 Financing Agreement

In order to implement this action, it is envisaged to conclude a Financing Agreement with the partner country.

4.2 Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is **72 months** from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer in duly justified cases.

4.3 Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures¹⁶.

4.3.1 Indirect Management with one or more entrusted entities

This action may be implemented in indirect management with one or more entrusted entities, which will be selected by the Commission's services using the following criteria:

1. first-hand understanding of the TVET landscape in Vietnam
2. long standing experience working on TVET related issues in Vietnam, supported by a presence in the country and a team of qualified core staff;
3. good relations and track records working with the Government of Vietnam as an independent organisation;
4. previous experience implementing EU-funded projects successfully in Vietnam.

4.4 Indicative Budget

Indicative Budget components ¹⁷	EU contribution (amount in EUR)	Third-party contribution, in currency identified (amount in EUR)
Implementation modalities – cf. section 4.3		
Objective 1, 2 and 3 – enveloped under section 4.4.1	39 500 000	

¹⁶ www.sanctionsmap.eu. Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

¹⁷ N.B: The final text on audit/verification depends on the outcome of ongoing discussions on pooling of funding in (one or a limited number of) Decision(s) and the subsequent financial management, i.e. for the conclusion of audit contracts and payments.

Indirect management with one or more entrusted entities	39 500 000	600 000 (FR)	14 000 000 (DE)
Evaluation – cf. section 5.2 Audit – cf. section 5.3	500 000	-	
Totals	40 000 000	14 600 000	

4.5 Organisational Set-up and Responsibilities

A Project Steering Committee (PSC) will be established with responsibility for guiding the project and for approving work plans. The PSC will meet yearly and ad hoc, as required. The PSC shall be made up of at least:

- A representative from DVET (co-Chair)
- A representative from the EU Delegation to Vietnam (co-Chair);
- Representative(s) from third party contribution actors (DE and FR)
- A representative from employers, as invited by the co-Chairs
- A representative from workers organisations, as invited by the co-Chairs
- Representatives from EU Member States, as observers
- Other participants as observers invited by the co-chairs

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission may participate in the above governance structures set up for governing the implementation of the action and may sign or enter into joint declarations or statements, for the purpose of enhancing the visibility of the EU and its contribution to this action and ensuring effective coordination.

5 PERFORMANCE MEASUREMENT

5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix (for project modality) and the partner's strategy, policy or reform action plan list (for budget support).

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

Roles and responsibilities for data collection, analysis and monitoring:

Under the indirect management mode, the entrusted entity organisation will have in place a permanent internal, technical and financial monitoring system for the action. It will be responsible for data collection, analysis and monitoring, using data collection systems in place in Vietnam (e.g. Labour Market Information System or Skill Forecast) as well as surveys conducted by other partners and international organisations. The project will be used to collect additional data where gaps and missing data are reported.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

Frequent coordination meetings for reporting and monitoring results at management level will take place among programmes falling under this Team Europe Initiative.

5.2 Evaluation

Having regard to the nature of the action, mid-term and final evaluations will be carried out for this action or its components via independent consultants contracted by the Commission.

The mid-term evaluation will be carried out for problem solving and learning purposes, in particular with respect to the steering of the project and the identification of lessons learnt. The final evaluation will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the fact that the project is supporting several key ongoing reforms in Vietnam.

All evaluations shall assess to what extent the action is considering the human rights based approach, as well as how it contributes to gender equality and women's empowerment. Expertise on human rights and gender equality will be ensured in the evaluation teams. Where relevant indicators will be disaggregated by sex and age.

The Commission shall inform the implementing partner at least 30 days in advance of the dates envisaged for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports may be shared with the partner country and other key stakeholders following the best practice of evaluation dissemination. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

Evaluation services may be contracted under a framework contract.

5.3 Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle will adopt a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

In line with the 2022 "[Communicating and Raising EU Visibility: Guidance for External Actions](#)", it will remain a contractual obligation for all entities implementing EU-funded external actions to inform the relevant audiences of the Union's support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

However, action documents for specific sector programmes are in principle no longer required to include a provision for communication and visibility actions promoting the programmes concerned. These resources will instead be consolidated in Cooperation Facilities established by support measure action documents, allowing Delegations to plan and execute multiannual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale

