



Strengthening training of training (TOT) functions at Hanoi University of Industry (HaUI) (HaUI-JICA Project)

Van Quan Pham and Shinichiro Nakahara

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JICA's cooperation on TVET in Vietnam

Establishment
of vocational
training
courses at
Hanoi
University of
Industry
(HaUI)

[2000-2005]

Development
of human
resources
responding to
the needs of
industries at
HaUI

[2010-2013]

Strengthening
HaUI's TOT
function

[2013-2016]

Utilizing TOT
model
developed at
HaUI in other
institutions

[2017-]



Strengthening HaUI's TOT function

[Phase 3: 2013-2016]

Expected outcomes:

- **System for implementing TOT for TVET institutions under different ministries established.**
- **TOT programs on machining, electricity and electronics developed (curriculum, materials, trainers).**
- **HaUI's expertise on TOT shared with Hanoi Technique and Technology College and Ho Chi Minh Vocational College of Technology.**



Cơ khí/Machining



Điện/ Electricity



Điện tử/Electronics



Skill Test



Enterprise



5S Activity

HaUI Technical Model

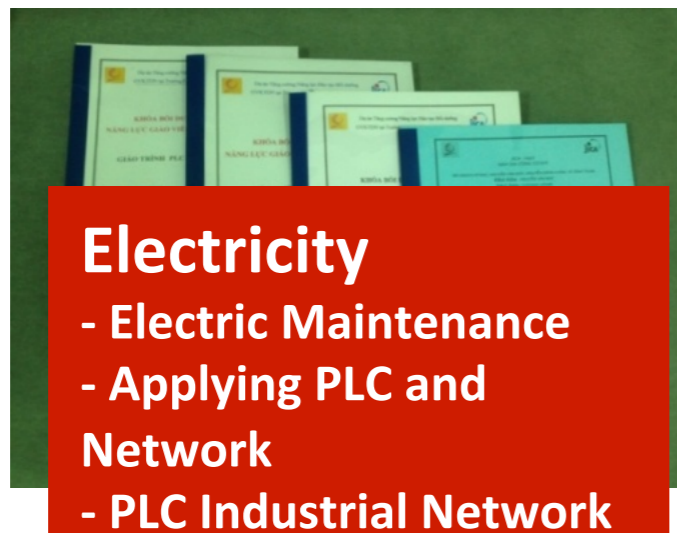
TOT Model / Program

Approval from GDVT as National TOT Program (under Appraisal Committee)



Machining

- MC Programming & Operation
- Mechanical Maintenance
- 3D CAD Design



Electricity

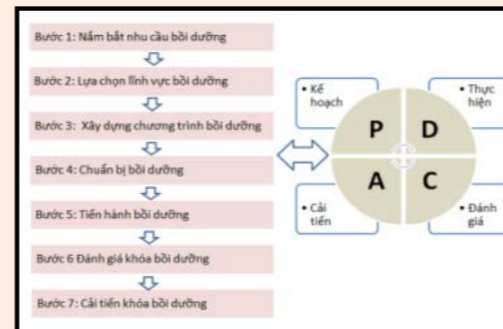
- Electric Maintenance
- Applying PLC and Network
- PLC Industrial Network



Electronics

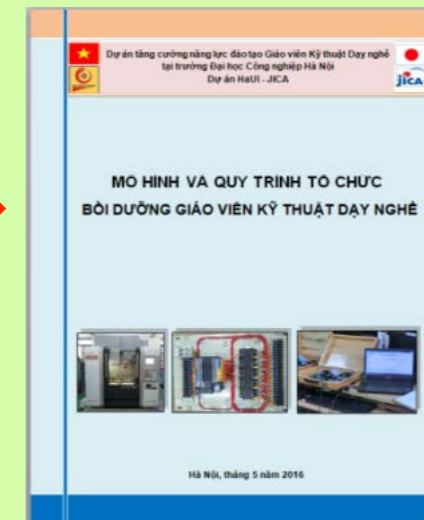
- PIC Micro Controller
- PIC Application
- PLC Inverter -

How to manage Training



How to Develop Curriculum

How to Progress TOT course



TOT model/program

Short Term Training for Enterprises (CPA)



Center for Enterprise Partnership and Vocational Skill Assessment(CPA)



Outline of Project for Improving TVET Quality to Meet the Needs of Industries

Horchhong Cheng and Shinichiro Nakahara

Project Aim

Project for Improving TVET Quality to Meet the Needs of Industries

Output 1: Standard Training Package for the higher diploma in electricity is developed.

Output 2: Instructors of the pilot TVET institutions are able to provide training for the higher diploma in electricity based on Standard Training Package.

Output 3: System to disseminate Standard Training Package to non-pilot TVET institutions for the higher diploma in electricity is introduced.

[3-1: for pre-service instructors] Technical contents based on Standard Training Package are integrated in the pre-service teacher training (TOT curriculum at NTTI).

[3-2: for in-service instructors] Non-pilot TVET institutions providing training for the higher diploma participate in the dissemination seminar on Standard Training Package. (activities to be organized by MLVT with cooperation of the pilot TVET institutions)

Output 4: System to maintain and manage training facilities and equipment at the pilot TVET institutions is strengthened.

Output 5: Partnership between the pilot TVET institutions and industries is strengthened.
Project for Improving TVET Quality to Meet the Needs of Industries

Project Implementation Framework

Joint Coordinating Committee (JCC)

<Japanese Side>

- Japanese Experts
- Representative of JICA Cambodia Office

<Cambodian Side>

Ministry of Labor and Vocational Training

Directorate General of TVET (DGTVET)

- Project Manager: Director General
- Deputy Director General of TVET
- Director of Department of Standard and Curriculum
- Director of Department of Training
- Director of Department of Management of Training Institutes

<Observers>

- National Employment Agency (NEA)

<Observers>

- Representative of Japanese Embassy in Cambodia

Pilot TVET institutions

NPIC

- President

NTTI

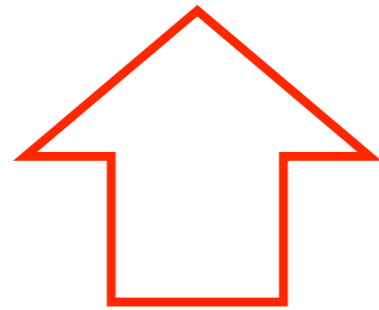
- Director

PPI

- Director

1. Background of issues and challenges until so far

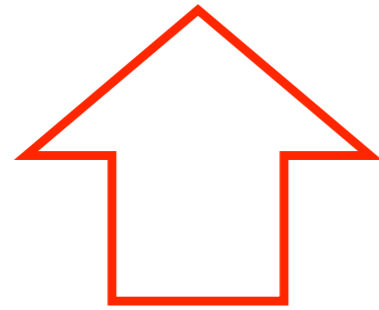
- (1) Lack of sharing of information, experience, skills and technology with other instructors
- (2) Lack of showing own curricula and textbooks each other
- (3) Lack of sharing of workshop (area) with other instructors



** TWG activities*

2. Innovative actions against the issues in a daily basis * through participating in TWG

- (1) Sharing information and facts among instructors periodically
- (2) Finding out challenges and problems in the current curriculum and textbooks, not only NPIC but also NTTI and PPI (** the latter ones are also PJ targeted institutes*)
- (3) Recognizing workshop as common area



3. Output and Outcome of the actions

(1) Proceeding sharing information and setting common base for activity

(2) Although assisting by JICA expert, beginning to consider contents of curriculum as well as other pilot institutes, using some invents such as CUDBAS method, and to recognize difference of other institutes

(3) Allowing other staff and instructors to observe workshop and starting 5S activity

4. Lesson learned

- To facilitate innovative actions rooted at site, significant to implement and encourage a daily activity
- To strengthen such an activity, effective to set up organization such as TWG at site, bottom- up unit, with motivating participants' further initiative
- To vitalize it, important to provide participants with opportunity with some events and giving play-ups as well as daily actions (as extended/ connected with daily ones)
- To sustain it, vital to involve top endorsement into the process in addition to bottom-up way