

INDUSTRIAL HUMAN RESOURCE DEVELOPMENT



OPERATION AND ACTIVITIES
IN VIETNAM

Sector Background & Challenges

Vietnam has achieved rapid economic growth since the launch of Doi Moi in 1986, partly driven by robust growth of the manufacturing sector. However, economic growth has been slowing down over the last 20 years due to a lack of innovations and low and declining labor productivity. The value-added products created by the manufacturing sector are still low due to various factors, one of which is insufficient high quality human resources in the manufacturing sector.

In order to achieve industrialization with higher value-added manufacturing, Vietnam's manufacturing sector needs high quality human resources including highly-skilled workers, practical engineers, and corporate managers.

Policy of the Government of Vietnam

The Government of Vietnam considers human resource development (HRD) as one of the three strategic breakthroughs for the socio-economic development period 2011-2020. The Government has been implementing the following policies:

- Strengthening the vocational education and training system through improving training curricula, renovating the education management mechanism, and developing lecturers and management staff.
- Improving the quality of vocational education and training through focusing on education of working ethics, and promoting the creativeness and practical capacity of trainees.
- Strengthening collaboration and linkages with private enterprises to meet their needs for human resources as well as to improve their social responsibilities.

JICA's Assistance Strategy

Support to meet demand for industrial human resources in various stages of industrial development in Vietnam

As seen in a number of successful Japanese manufacturers in the world, Japan has rich experiences in HRD for the manufacturing sector, in developing highly-skilled workers, practical and creative engineers, and corporate managers. For example, "5-S" and "Kaizen" are widely recognized as effective management techniques not only in manufacturing but also in various organizational management situations. In addition, Japanese

manufacturers located in Vietnam employ Vietnamese human resources and are interested in recruiting more; and, in turn, Vietnamese people are interested in working for Japanese firms.

In this context, JICA's assistance is to provide cooperation to meet demand for human resources in various stages of industrial development of Vietnam by using the good practices of industrial HRD in Japan, and taking into consideration Japanese companies' demand for human resources in Vietnam. Main cooperation is as follows:

(1) Development of skilled workers

While Vietnam has an abundant and low-cost labor force, manufacturers increasingly demand skilled workers for higher productivity. JICA has been providing technical cooperation to strengthen vocational training institutes through curriculum development, training of trainers, and provision of training equipment at Japanese standard (Good Practice 1). JICA also supports implementation of national skills tests at Japanese standard (Good Practice 2).

(2) Training of practical and creative engineers

Stepping into the higher value-added stage of industrialization, many companies need practical and creative engineers who have leadership at their workplaces. JICA has been introducing the Japanese poly-technique system called "Kosen Model" which focuses on improving the ability, mindset and creativeness of trainees.

(3) Training of managerial human resources

To develop corporate managers who have a good sense of business management and capability of leading Vietnamese industrial society, JICA has long been assisting corporate management training to provide Japanese-style business management skills and the forum for Japanese and Vietnamese companies to find reliable partners (Good Practice 3).

In parallel with continuing these supports, JICA encourages the Vietnamese Government and training institutions to establish and expand these models and good practices in industrial HRD through their own efforts.

Good Practice (1)

Project on Strengthening TOT Functions at Hanoi University of Industry (HaUI) (2013– 2017)

Project Outline

The Project aims at widely disseminating the “HaUI Technical Model” to vocational training institutions in the occupations of machining, electronics and electricity, contributing to strengthening the vocational education training system in Vietnam.

* The HaUI Technical Model means the model developed through JICA’s technical cooperation projects with HaUI since 2000. The model is composed of (a) development of curriculum reflecting the needs of the labor market, (b) technical improvement in targeted occupations, (c) soft skills such as 5S and Safety, (d) enterprise partnership including employment support and (e) skills test.

Project Outcome

The training curriculum of 10 TOT courses and TOT manuals developed by the Project were approved by the Directorate of Vocational Education and Training as the National TOT programs in 2016. During the Project, 68 TOT courses were organized with the participation of 795 trainees from 48 vocational training institutions with a high level of satisfaction. The materials of the TOT courses have been widely utilized in these vocational training institutions by their efforts to continuously improve training quality.



TOT course on maintenance



5S activity at HaUI

Future Prospect

The TOT courses have been continuously developed and disseminated to other vocational education and training institutions by not only HaUI but also two other key colleges including Technique Technology College and HCMC Vocational College of Technology, which are two beneficiaries of the JICA’s Project.

Featured by Media

“HaUI is one of a few vocational institutions able to develop vocational curriculum of Japanese standards that suits the needs of the national industry. “

(VCCI News, 2 July 2014)



Practical class for operating machining center at HaUI

Good Practice (2)

Advisors to Support the Development of National Skill Test System (2010– 2018)

Activity Outline

JICA has been supporting the Directorate of Vocational Education and Training (DVET) in developing the Japanese-standard occupational skills tests in the manufacturing sector in order to improve employees' spirit in accumulating skills and promote their whole-life practice for suitable jobs and social recognition.

Project Outcome

In the context that DVET is aware of the importance but faces various difficulties in developing a National Skills Test System due to a lack of expertise, official mechanism for sustainable implementation, facilities and human resources for organizing the Japanese-standard skills tests, JICA has dispatched individual advisors to DVET and provided support through trial activities in other JICA schemes including grass-root projects and technical cooperation projects. With such support, skills tests for 5 occupations (milling, turning, mechanical inspection, information network cabling and sequence control) have been organized with the participation of 285 candidates (of which, 139

candidates passed the tests) as of November 2017. More importantly, the capacity of DVET in developing a National Skills Test System has been strengthened.



Instruction before theoretical examination of turning machine skills test

Featured by Media

“Developing the skills tests in accordance with Japanese standards is an important task to support Vietnam in improving the capacity of national skills testing assessors, contributing to raise the trust of enterprises toward a National Occupational Skills Testing System” (Education Times ,13 March 2015)

Good Practice (3)

Institutional Capacity Development of Vietnam – Japan Institute for HRD (VJCC) for a Landmark of Development and Networking for Business Human Resources (2016-2021)

Project Outline

The Project aims at developing managerial human resources who play an important role in the development of SMEs and supporting industries in Vietnam as well as creating the Japan- Vietnam business network through Keiejuku courses, business courses and business matching events with Japanese companies.

Project Outcome

The Project gradually transfers Japanese-style business administration namely 5S, Kaizen etc. to Vietnamese business people through Keiejuku courses and business courses. By November 2017, there were 299 business people who joined the courses which incorporates hands-on training in Japan. The Keiejuku club has been launched with



Group discussion about business strategy in Keiejuku course

the active participation of ex-trainees to become the forum to exchange business experience and facilitate cooperation among members as well as with Japanese partners.

Comment by Vietnamese SME

“Training courses at VJCC help us widen our management vision with a global mindset; provide us with scientific knowledge for formulating and adjusting our business target and strategy. The experts transfer to us the flame of enthusiasm, goodwill, Japanese spirit as well as teach us the way to bring the passion into our enterprises.” - Mr. Pham Viet Khoa, Director General, FECON, ex-trainee

PROJECTS IN VIETNAM:

	Title	Duration	Beneficiary
1	Policy advisor on SME development	2000-2012	Agency for Small and Medium Enterprise Development, Ministry of Planning and Investment (ASMED/MPI) (former name of AED/MPI)
2	Reinforcement of the SME Technical Assistance Center (TAC)	2006-2008	TAC Hanoi under AED/MPI and SMEs in fields of machinery, electricity and electronics in 30 northern provinces in Viet Nam
3	Project for Strengthening Public Functions for Supporting Small and Medium Enterprises	2011-2014	Agency for Enterprise Development, Ministry of Planning and Investment (AED/MPI), Departments of Planning and Investment of targeted provinces; pilot activities in Hanoi and Vinh Phuc
4	Advisors for National Trade Skills Testing and Certification System (three experts)	2010-2018	Directorate of Vocational Education and Training, vocational training institutions and employees
5	The Project for Construction of Vietnam-Japan Human Resources Cooperation Center (VJCC) (Phase 1, Phase 2)	2000-2010	Foreign Trade University, teachers, staff and students of VJCC
6	Vietnam-Japan Human Resources Cooperation Center (Phase 1, Phase 2)	2000-2010	VJCC's Lecturers, staffs, trainees and enterprises
7	Project for Capacity Development of Business Persons through Vietnam-Japan Human Resources Cooperation Center	2012-2016	VJCC's Lecturers, staffs and trainees and enterprises
8	Project for Institutional Capacity Development of VJCC for a Landmark of Development and Networking for Managerial Human Resources	2016-2021	VJCC's Lecturers, staffs, trainees and enterprises
9	The Project for Strengthening Training Capability for Technical Workers Course in Hanoi Industrial College	2000-2005	Teachers and management staff, students of Hanoi Industrial College
10	Project for Human Resource Development of Technicians at Hanoi University of Industry (HaUI)	2009-2012	Lecturers and students of HaUI; enterprises in manufacturing sector
11	Project for strengthening TOT functions at Hanoi University of Industry (HaUI)	2013-2017	Lecturers and students of HaUI, Technique Technology College, HCMC College of Technology, enterprises in manufacturing sector
12	The Project for Human Resources Development for Heavy-Chemical Industry at Industrial University of Ho chi Minh City (IUH)	2013-2018	Lecturers and students of IUH and other education and training institutions; employers.
13	The Project of Vietnam Information Technology Training	1997-2002	Lecturers and students of Vietnam Information Technology Training Institutes, participants from enterprises,
14	ASEAN University Network / Southeast Asia Engineering Education Development Network (AUN/SEED-Net) (Phase 1 – Phase 2 – Phase 3)	2003-2018	Lecturers, researchers, graduates of Hanoi University of Science and Technology and Ho Chi Minh City University of Technology, National University of Vietnam in HCMC
15	Higher Education Development Support Project on ICT	2006-2014	Lecturers, students in Hanoi University of Technology
16	Strengthening the capacity of ITSS education at Hanoi University of Technology (Phase1, Phase 2)	2006-2012	Lecturers, researchers and students of Hanoi University of Technology
17	Capacity Building of Ho Chi Minh City University of Technology to Strengthen University-Community Linkage(Phase 1, Phase 2)	2006-2012	Lecturers, researchers and students of HCMC University of Technology

(*) Japanese senior volunteers who have rich experiences are also active in this field.

JICA's New Vision from 2017

Mission

JICA, in accordance with the Development Cooperation Charter, will work on human security and quality growth.

Vision

Leading the world with trust

JICA, with its partners, will take the lead in forging bonds of trust across the world, aspiring for a free, peaceful and prosperous world where people can hope for a better future and explore their diverse potentials.

Actions

1. Commitment:

Commit ourselves with pride and passion to achieving our mission and vision.

2. Gemba:

Dive into the field ("gemba") and work together with the people.

3. Strategy:

Think and act strategically with broad and long-term perspectives.

4. Co-creation:

Bring together diverse wisdom and resources.

5. Innovation:

Innovate to bring about unprecedented impacts

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