



## Guideline

# Selection and Promotion of TVET Institutes based on Criteria

Objectives – Programme Design – Implementation



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## List of abbreviations

<b>BMZ</b>	Federal German Ministry for Economic Cooperation and Development
<b>CIM</b>	Centrum fuer internationale Migration und Entwicklung
<b>DED</b>	Deutscher Entwicklungsdienst (German Development Service)
<b>EUR</b>	Euro
<b>FC</b>	Financial Cooperation
<b>GDVT</b>	General Directorate for Vocational Training
<b>GoV</b>	Government of Viet Nam
<b>GTZ</b>	Deutsche Gesellschaft fuer Technische Zusammenarbeit (GTZ) GmbH
<b>HRD</b>	Human Resource Development
<b>InWEnt</b>	Internationale Weiterbildung und Entwicklung gGmbH
<b>KfW</b>	KfW Entwicklungsbank
<b>MoLISA</b>	Ministry of Labour, Invalids and Social Affairs
<b>MPI</b>	Ministry for Planning and Investment
<b>ODA</b>	Official Development Assistance
<b>PMU</b>	Project Management Unit
<b>PP</b>	Project Proposal
<b>TC</b>	Technical Cooperation
<b>Tel</b>	Telephone
<b>TNA</b>	Training Needs Assessment
<b>TVET</b>	Technical and Vocational Education and Training
<b>VND</b>	Viet Nam Dong

## Context and programme approach

Qualified labour is one of the most important competitive factors of any economy. Technical and Vocational Education and Training (TVET) forms competent and self-reliant citizens who contribute to economic and social development. TVET thus serves the diversification and international integration of the economy, sustainably reduces poverty, and improves the livelihood of all Vietnamese citizens.

In this regard TVET is a prerequisite for both economic development and increasing employment and, thus, is a key factor to achieve the national development objectives of Viet Nam.

In Viet Nam, the TVET system is facing the following major challenges:

- High population growth.
- Increasing unemployment in rural areas.
- Current economic sectors cannot provide sufficient jobs.
- Structural economic change leading to new occupational requirements.
- National and international migration of labour.
- Integration into the regional and global economy.

In order to create a TVET system that is accessible to the majority of the population, a considerable amount of training capacity must be established – while at the same time quality of training needs to be improved. Demand-oriented vocational competences need to be transferred to target groups with different levels of general education in order to improve the citizen's employability with broad impact. TVET institutes must be put in a position to perform their own workplace and training needs analyses, establish cooperation arrangements with the industry, adapt existing curricula in a flexible manner, develop needs-oriented training programmes and increase the employment relevance of their existing training courses.

The promotion of TVET institutes has been pursued in various countries as part of development cooperation programmes for a long time. Unfortunately, in the past the choice of TVET institutes has not always occurred based on quality or demand orientation of training, so that programme measures were often not

sustainable and had only limited employment impact.

In order to correct this pattern, GTZ and KfW have established the principle that the promotion of TVET institutes through German Technical and Financial Cooperation should always be tied to the fulfilment of certain performance criteria.

The most important criteria are:

1. Employment-relevance of training: geared towards training demand, high proportion of practical training, development of workplace-related competences; cooperation with industry.
2. Financial self-sustainability: Sufficient funds to recover current costs, re-investments and pay-back of loans.
3. Competence level of personnel: practical work experience and training competence of teaching staff, management experience of management staff.
4. Organisational set-up and efficiency: appropriate organisational structure and staffing concept, workshop organisation, maintenance, external relationships, etc.

The most important criterion for promotion is the relevance of the training. This is the only way to guarantee that the form and content of vocational skills development are adequate and lead to employability. The other criteria aim to ensure training quality, accessibility by various target groups, proactive management, as well as the financial sustainability of the provided TC and FC support. Only those TVET institutes that meet most of these criteria qualify for promotion. Basing selection on criteria allows the choice of promoted institutes to be more objective and minimises the risk of political interference.

The Government of Viet Nam has welcomed the approach. Meanwhile, the General Directorate for Vocational Training (GDVT) of the Ministry of Labour, Invalids and Social Affairs (MoLISA) has declared the principles of the criteria-based approach to be binding for any future cooperation programme funded by the German Government or by other donors.

## Programme objectives, output and TC/FC measures



The TVET programme objectives, suggested measures under Technical and Financial Cooperation as well as their expected output can be summarised as follows:

### PROGRAMME OBJECTIVE

Acquisition of employment-relevant competences through utilisation of improved training programmes by the target group.

### OUTPUT

Appreciable expansion of TVET capacity in both quantitative and qualitative respects; implementation of needs-oriented formal and non-formal training opportunities.

### TC MEASURES

Criteria-based selection of institutes to be promoted; elaboration of institutional development plans; strategic and operational manage-

ment consultancy with regard to the promotion criteria; continuing further training and advisory services for management staff; operational advisory and continuing further training of teaching staff; complementary political advisory to the partner government in relation to the implementation of TVET reform.

### FC MEASURES

Detailed planning, procurement, installation and commissioning of technical equipment; equipment-related training; corresponding consulting services.

### COUNTERPART CONTRIBUTION

Active participation in elaboration and implementation of institutional development plans; ensuring availability of personnel; erection of new workshop buildings; rehabilitation of existing buildings.

## Programme implementation



Generally, open programmes for the promotion of TVET institutes through German TC and FC are publicly announced in the major newspapers available nationwide and in some cases, also on radio or television programmes.

For reasons of consistency, programmes for the promotion of TVET institutes are designed as so-called 'open programmes'. In so doing, the selection of institutes and planning of programme measures are not undertaken beforehand but rather in the course of programme implementation. In general, both governmental and non-governmental training providers may apply for promotion. Due to the criteria employed, promotion focuses on those institutes which are prepared to develop and offer employment-related training programmes in cooperation with the industry.

Generally, open programmes for the promotion of TVET institutes through German TC and FC are publicly announced in the major newspapers, radio or television programmes available nationwide and in some cases, TVET institutes are invited by the national project implementation partner directly. Selection then takes place in three steps:

1. Testing conditional minimum requirements (prequalification).
2. Assessment of project applications submitted by the prequalified institutes.
3. Evaluation of the institutes on the ground.

The institutes that most completely fulfil the promotion criteria and can prove that they train their target groups in a demand-oriented and sustainable manner are selected.

The criteria are rarely met in their entirety prior to the start of promotion. Most TVET institutes still have a considerable potential for development. Thus, fulfilling the hitherto unmet criteria must be considered as part of promotion. Based on the mandate and development objectives of the TVET institutes, specific development plans are defined with the particular management, in which corresponding training measures and advisory services (TC) are offered in addition to the required physical investment into modern training facilities, equipment and teaching aids (FC). In this context, measures for further qualification of teaching and management staff are particularly necessary. Achieving the planned development steps calls for intermittent monitoring and in-process advisory service. This is the only way to ensure improved quality of training with regard to practical and employment orientation and continued accessibility for broad target groups in the long term.

## Pre-Conditions for Selection of TVET Institutes

The **Pre-Conditions** listed below shall ensure that only those institutes will be eligible for application, which

- in the case of Viet Nam fall under the Vietnamese list of priority institutes;
- have adequate experience in providing TVET in the agreed trade areas; and
- show sufficient readiness for cooperation.



Conditions applied within Vietnamese-German Financial and Technical Cooperation:

Condition 1: Institutional Setting and Scope of training	
Sub-condition	Indicators
Adequate legal status through accreditation/registration	Decision of Establishment issued by relevant Vietnamese authority (Remark: The programme shall be open for public, corporation-based and private TVET institutes)
Minimum of 3 years experience in providing vocational training at intermediate or higher level (vocational secondary school or college)	Accordance with Vietnamese legislation, e.g. section 2/3 of Law on Vocational Training (Law No.: 76/2006/QH11)
Institute is included in priority list of MOLISA as focal school or school in disadvantaged areas	Accordance with agreed short-list of 25 TVET institutes to be invited for application for this programme
Institute's selection is in line with the national and regional socio-economic development plans	Accordance with agreed short-list of 25 TVET institutes to be invited for application for this programme
Providing vocational training in agreed trade areas, representing Germany's technological advantage and/or increasing demand for qualified labour within the Vietnamese economy	Existing training offers for selected occupations in the following trade areas: -Metal Technology (incl. Mechatronics), -Electrical Technology/Electronics, and/or -Tourism (Hotel/Gastronomy)

Condition 2: Readiness for Cooperation	
Sub-condition	Indicators
Ability and willingness to elaborate a project proposal according to template reflecting MPI, MOLISA/GDVT as well as KfW and GTZ requirements	Commitment to be confirmed by the institute in its Letter of Interest
Appreciation of the agreed selection procedure and selection criteria	Commitment to be confirmed by the institute in its Letter of Interest
Readiness to assign available competent staff and to take active part in elaboration of an institutional development/business plan in cooperation with GDVT and international consultant	Commitment to be confirmed by the institute in its Letter of Interest. (Evidence to be given during implementation phase)
Readiness to contribute to the programme by physical investment (FC) by at least 20% of the total investment	Commitment to be confirmed by the institute in its Letter of Interest. (Evidence to be given during implementation phase; public institutes will receive required budget from government; while private institutes have to provide partner contribution by their own means)
Private institutes: Readiness to pay back loan to conditions to be agreed upon between MOF and KfW.	Commitment to be confirmed by the institute in its Letter of Interest. (Evidence to be given during implementation phase)
Readiness to assign teaching and management personnel to take part in further training and advisory measures (TC)	Commitment to be confirmed by the institute in its Letter of Interest. (Evidence to be given during implementation phase)

## Criteria for Selection of TVET Institutes

The application of Selection Criteria is aiming at

- A transparent selection process to identify those possible beneficiary institutes with a given potential to allow an efficient Financial and Technical Cooperation (FC/TC);
- Awareness creation and motivation towards well-functioning provision of TVET, including high demand-orientation of training;
- Supporting the TVET Institute's development towards fulfillment of National political directives, respective legal framework

(in particular Law on Vocational Training) as well as agreed programme objectives;

- Preparing and motivating TVET Institutes to adjust their activities accordingly to benefit from the cooperation programme;
- Guaranteeing participation of disadvantaged target groups through specific criteria and support of modular training;
- Inclusion of further training / skills upgrading demand of employees;
- Ensuring supported institutes are financially self-sustainable;
- Supporting future system reforms.

Criteria applied within Vietnamese-German Financial and Technical Cooperation:

Criterion 1: Employment-Relevance of Training		Weighting: 50%
Sub-criteria	Indicators	
Sufficient demand for ongoing and planned training courses	High percentage of employees who gained training-related employment (>70%, if possible evidence through tracer studies); Further training offer for employees is requested and used by local industry	10%
Gender-oriented training policy	Gender policy in place	5%
Appropriate training concept	High proportion of practical training, related to the world of work; Modular training approach; Regular training needs assessment (TNA); Offering of training for disadvantaged groups incl. people with disabilities / handicapped	10%
Implementation of training in cooperation with industry/enterprises	Frequent practical internships of trainees; Frequent practical internships of teaching and training personnel; Existing advisory board with appropriate participation of industry/enterprises; Participation of enterprises in planning, implementation of training and testing activities; Location of TVET institution close to existing/potentially cooperating industry/enterprises	15%
Implementation of follow-up measures	Counselling of trainees; Existence of a trainee support unit; Support to graduates in finding employment; Implementation of regular tracer studies, gaining feedback from employed graduates and their employers	5%
Permanent availability of materials for practical training	Material provision matches the curriculum requirements	5%



Criterion 2: Financial self-sustainability		Conditional
Sub-condition	Indicators	
Sufficient funds to recover current costs	Financial plan covering last 3 years and future 5-10 years; (to be elaborated in the course of the development/ business plan in cooperation with the consultant)	
Sufficient reserves for -re-investment (all institutes); resp. -re-investment and pay-back of loan (only private institutes)	Financial plan covering last 3 years and future 5-10 years; (to be elaborated in the course of the development/ business plan in cooperation with the consultant)	

Criterion 3: Competence Level of personnel		Weighting: 25%
Sub-criteria	Indicators	
Existing competencies of training staff	Appropriate training competence (practical work experience in the industry in related occupational fields; Adequate certified skills level (1-7); Didactical knowhow / certificates; – or in case of insufficient level of competence: existing potential for skills upgrading; Regular assignment of visiting teachers from the industry	15%
Existing competencies of management staff	Assignment of management staff according to their educational background; Management experience in respect of appropriate conceptual, financial and personnel planning and operation of the institute; – or in case of insufficient level of competence: existing upgrading potential	5%
Active and flexible management	Pro-active facilitation of industry cooperation; Availability of suff. means (e.g. electricity, water, consumables) for operation of TVET institute; Availability of training materials; Follow-up of graduates (tracing); Fulfilment of ongoing maintenance	5%



Criterion 4: Organisational Set-up and Efficiency		Weighting: 25%
Sub-criteria	Indicators	
Appropriate organisational structure	Clear division of work (organisational chart), job descriptions available	2.5%
Appropriate number of training staff	At least 1 instructor/25 trainees for technical and at least 1 instructor/40 trainees for non-technical courses; More appropriate would be an instructor/trainee ratio of 1/15 for technical and 1/25 for nontechnical courses	5%
Appropriate number of management staff	Approx. 1 administrator/40-60 trainees	2.5%
Possibility to gain and retain qualified personnel	Performance-related incentives (financial / non-financial) for motivation of management and training personnel	2.5%
Appropriate workshop/training organisation	Utilisation of existing equipment; Functional organisation of equipment, storage of materials and tools, cleanliness, safety precautions	5%
Appropriate maintenance concept	Defined responsibilities for maintenance, recognition in organisation chart and job description; Ongoing maintenance of building facilities, equipment and tools; Differentiation between preventive, corrective, and breakdown maintenance	5%
Relationship to relevant stakeholders and other TVET institutes	Ongoing cooperations, existing network	2.5%

While the **Pre-Conditions and Criterion 2** are subject to clear decision whether the condition is fulfilled or not, the **Selection Criteria 1, 3, and 4** shall be used for a more *qualitative assessment*.

According to the suggested scoring, the non-fulfilment of certain sub-criteria can be balanced by fulfilment of other sub-criteria.

## Selection Process

The process of selecting TVET institutes for the support through Vietnamese-German Financial and Technical Cooperation is executed in the following steps:

### Preparatory Steps:

- Invitation and Submission of Information Package by GDVT
- Submission of Project Proposals and pre-Assessment by GDVT

### After approval by Vietnamese and German partners:

- Step 1: Evaluation of Project Proposals and preliminary Ranking
- Step 2: On-site Evaluation and final Ranking
- Step 3: Evaluation Report
- Step 4: Approval of Selection
- Step 5: Elaboration of Development Plans
- Step 6: Approval of Development Plans
- Step 7: Detailed Planning
- Step 8: Development Plan Implementation

### Selection steps in detail within Vietnamese-German Financial and Technical Cooperation:

#### Preparatory Step: Invitation and Submission of Information Package by GDVT

GDVT invites a number of short-listed TVET institutes to submit their institutional Project Proposal based on an agreed template. This template reflects MPI requirements (ODA Project Outline) as well as the agreed selection criteria. The invitation by GDVT is accompanied by a comprehensive information package, comprising the agreed selection criteria, information on the selection process, as well as the agreed template for Project Proposals<sup>1</sup> to be elaborated by the applying institutes.

#### Preparatory Step: Submission of Project Proposals and Pre-Assessment by GDVT

The invited institutes elaborate their Project Proposals in English language in accordance with the submitted template. These proposals reflect the training demand, the ongoing training activities as well as the intended future development of the institute. In order to allow an evaluation against the agreed Selection Criteria,

<sup>1</sup> see Annex: Guideline for the Elaboration of Project Proposals (PPs) and Template for Project Proposal

sufficient supporting documents, in Vietnamese or English language, are provided as annexes to the Project Proposal.

The received Project Proposals are pre-assessed by GDVT in order to examine whether the institutes fulfill the agreed Pre-Conditions<sup>2</sup>. Those institutes, which do fulfill the agreed Pre-Conditions, will be eligible for detailed evaluation (Step 1).

After approval of the cooperation programme by the German Ministry of Economic Cooperation and Development (BMZ) and after signing of the implementation agreement between GTZ and MoLISA, GDVT receives assistance by GTZ for the following steps:

#### Step 1: Evaluation of Project Proposals and preliminary Ranking

The submitted Project Proposals are evaluated in detail by GDVT in cooperation with GTZ. Based on this evaluation, a preliminary ranking is elaborated based on the level of fulfilment of selection criteria 1, 3 and 4 (scoring). An approx. number of 15 highest-ranking TVET institutes is selected for further on-site evaluation. These approx. 15 institutes to be further evaluated shall comprise the eligible institutes.

<sup>2</sup> remark: the conditional Criterion 'Financial self-Sustainability' is evaluated in the course of Step 2

The sample of approx. 15 institutes shall include a sufficient number institutes located in economically developed and/or priority skill areas, institutes located in disadvantaged areas, and non-public institutes in order to allow a final selection according to the priorities of the Government of Viet Nam.

#### Step 2: On-site Evaluation and final Ranking

The visits and on-site evaluation of the 15 institutes are carried out by a joint team of GDVT experts and GTZ. The on-site evaluation aims at verifying the level of fulfilment of criteria 1, 3 and 4 (scoring). Furthermore, the conditional criterion 2 'Financial self-sustainability' is evaluated at this stage. During the site visits the scoring may be revised, which might result in a modification of the preliminary ranking.

#### Step 3: Evaluation Report

GDVT assisted by GTZ elaborates an Evaluation Report describing the selection process, the evaluation results, the final ranking of TVET institutes according to the reached scoring, as well as a list of those institutes to be selected for support through the programme in accordance with the agreed criteria. The Project Proposals of the proposed institutes are attached as annexes to the Evaluation Report. The Evaluation Report is circulated and coordinated between GDVT, GTZ, and KfW and thereafter submitted to MoLISA and MPI for approval.

#### Step 4: Approval of Selection

MoLISA and MPI have to approve the final selection of institutes to be supported by the programme. In the unlikely case, that the Evaluation Report cannot be approved, further steps are to be discussed and agreed upon between MPI, MoLISA/GDVT, GTZ and KfW.

After approval of the Evaluation Report, all TVET institutes, which have submitted a Project Proposal, are informed by GDVT on the final result of the evaluation and selection.

#### Step 5: Elaboration of Development Plans

The TVET Institutes are visited further by GDVT and GTZ experts to elaborate the in-

stitutional Development Plans together with the management of the beneficiary institutes. In the course of approx. 2 additional visits, a structured expert input is provided by GTZ on aspects of organisational structures, HRD requirements, equipment requirements, and financial planning. As part of these visits, the Development Plans, the intended scope of FC and TC measures and partner contributions are discussed and defined.

The set of institutional Development Plans are circulated and coordinated between the respective TVET institutes, GDVT, GTZ and KfW. The TVET institutes confirm their appreciation of the Development Plan in writing. Thereafter, GDVT submits the set of Development Plans to MoLISA and MPI for approval.

#### Step 6: Approval of Development Plans

MoLISA and MPI have to approve the Development Plans. In the unlikely case, that the Development Plans cannot be approved, further steps are to be discussed and agreed upon between MPI, MoLISA/GDVT, GTZ and KfW.

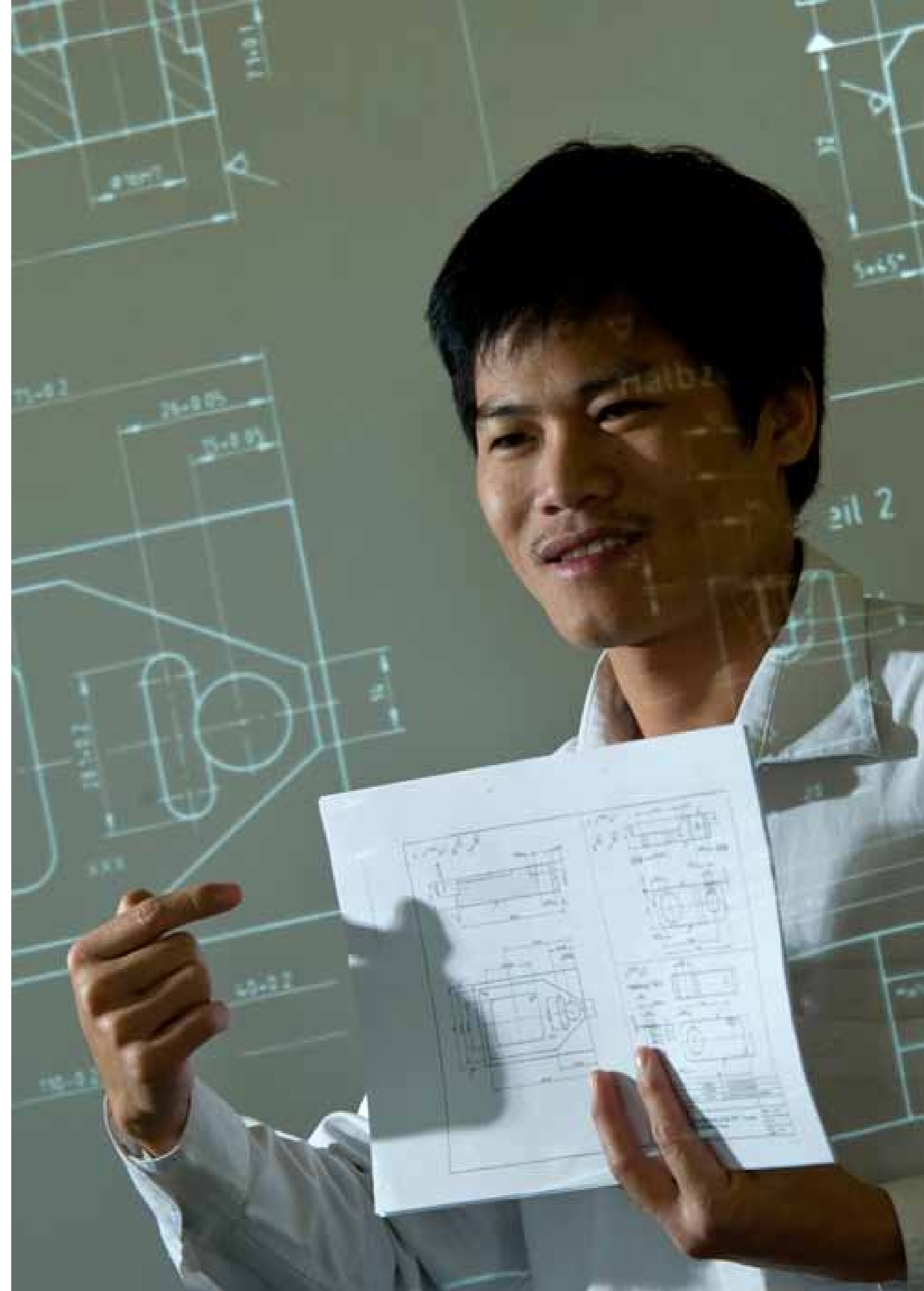
After approval of the Development Plans, the respective TVET institutes are informed by GDVT through respective notice.

#### Step 7: Detailed Planning

Based on the approved Development Plans, the envisaged FC and TC support measures are planned in detail. For detailed planning and implementation of FC measures, an international FC Consultant is to be assigned. The selection and contracting of the international FC Consultant might take place parallel to the selection of the TVET institutes so that the FC measures would start immediately after the approval of the Development Plans (Step 6). The detailed planning includes detailed specification of equipment and training materials to be procured (FC), as well as detailed design of advisory and further training measures (TC).

#### Step 8: Development Plan Implementation

Following the detailed planning, the tendering/procurement of equipment and training materials as well as execution of HRD measures according to the Development Plans will be started.







## Tentative Time Lines

### Preparation Phase

Invitation and Submission of Information Package  
Submission of Project Proposals and Pre-Assessment

### Month 1 - 2

Step 1: Evaluation of Project Proposals and preliminary Ranking  
Step 2: On-site Evaluation and final Ranking  
Step 3: Evaluation Report

### Month 3

Step 4: Approval of Selection

### Month 4 - 6

Step 5: Elaboration of Development Plans

### Month 7

Step 6: Approval of Development Plans

### From Month 8 ongoing

Step 7: Detailed Planning  
Step 8: Development Plan Implementation

## Annex

### Guideline for the Elaboration of Project Proposals (PPs)

#### Introduction

This guideline shall provide general orientation for TVET institutes on how to elaborate their Project Proposals (PPs).

The guideline takes into consideration MPI requirements according to the “Detailed Outline of ODA Investment Project” and the “Detailed Outline ODA Technical Assistance Project”. Furthermore, the guideline reflects the agreed “Pre-Conditions and Criteria for Selection of TVET Institutes” within the “Programme Vo-

ational Training 2008” under Vietnamese-German Financial and Technical Cooperation. Each institute shall only submit one Project Proposal combining FC and TC. Every section of the PP should be developed and emphasised according to actual needs. It is the responsibility of the persons assigned to the task to structure the Project Proposal accordingly.

All PPs should contain the following sections. This structure of the PP is binding (details see following template).

1. Summary
2. Statement of Commitment
3. Background and Necessity of the Project
4. Basis for Proposal
  - 4.1. Brief Description of Current Training Programmes
  - 4.2. Proof of Employment-Relevance
  - 4.3. Organisation (incl. Maintenance) and Personnel
  - 4.4. Financial Analysis
  - 4.5. Major Constraints and Challenges
5. Goals, Objectives, and Major Outcomes of the Project
6. Key Components and Activities, Tentative Allocation of the Resources in the Project
7. Cost Summary and Recommended Financing
8. Organization for Management and Implementation of the Project
9. Time Schedule
10. Proposed Alternative on Construction and Technology in Project Implementation
11. Preliminary Analysis of the Feasibility of the Project (in economic, financial aspects and in capacity of organizing for implementation)
12. Preliminary Analysis of the Efficiency of the Project

## Outlook

Promoting TVET institutes based on defined criteria is a suitable approach for ensuring that training is needs- and employment oriented and sustainable. The approach of open programmes has a significantly broader impact than the promotion of pre-selected training institutes and precludes the selection of inefficient unmotivated training providers. Hence, the criteria can be used both as a lever to strengthen private sector involvement in the TVET system and to promote cooperation between TVET institutes and industry.

It is indispensable to offer advice and advanced training for the staff members of the promoted institutes. If TVET reform is pursued at the same time, this corresponds to the desired multilevel approach of German Technical and Financial Cooperation. As a result, the promotion of TVET institutes based on criteria contributes to specifically implementing central elements of TVET system reform at the institutional level. The approach may conceivably be applied in the context of any country.

## Template for Project Proposal

The numbers in brackets behind the headings indicate the maximum recommended length in pages for each section of the PP.

### Coverpage (1 page)

Title of Project Proposal/Outline

Name of Project Name of Line Agency Project Proposing Agency

### Basic Information about the Project

1. Name of Project:
2. Sector Code of Project:
3. Name of Donor:
4. Line Agency:
  - a) Contact Address:..... b) Tel./Fax:.....
5. Project Proposing Agency:
  - a) Contact Address:..... b) Tel./Fax:.....
6. Expected Project Owner:
  - a) Contact Address:..... b) Tel./Fax:.....
7. Project Duration:
8. Project Location:
9. Total Project Budget: ..... EUR  
Of which:
  - Expected ODA Funds:..... in EUR  
(According to convertible exchange rate announced by State Bank of Vietnam at the time of formulating the Project Proposal)
  - Expected Counterpart Funds:.....VND, equivalent to..... EUR
10. Type of ODA:
  - a) ODA grant
  - b) ODA concessional loan
  - c) ODA mix (grant and loan)

### 1. Summary (1-2 pages)

- Short overview on current training areas, enrolment figures,
- Strengths and weaknesses of the institute (institute's self-assessment, with reference to fulfilment of selection criteria),
- Summary of proposed FC/TC support measures.

### 2. Statement of Commitment (0.5 pages)

- Statement of the institute about its fulfilling of all agreed Pre-Conditions of the "Programme Vocational Training 2008" under Vietnamese-German Financial and Technical Cooperation.
- Reference is to be made to Condition 1 + 2 and Criterion 2.
- Evidence on fulfilment is to be given by respective supporting documents, which shall be attached to the Project Proposal.

### 3. Background and Necessity of the Project (1-2 pages)

- Reference to Master Plan, Development Plan,
- Completed and ongoing programmes and projects,
- Issues to be solved in the scope of the project,
- Beneficiaries of the project.

### 4. Basis for Proposal

#### 4.1 Brief Description of Current Training Programmes (2-3 pages)

- Scope of target groups (social status, gender differentiation, level of entrance qualification),
- Industrial sectors / skill areas of training,
- Number of existing training places (capacity) and actual no. of trainees (enrolment) by skill area,
- Training structure, duration and certificates issued,
- Further training for employees of industry, if any,
- Training for self-employment (only relevant for institutes in disadvantaged areas).

#### 4.2 Proof of Employment-Relevance (2-3 pages)

- Employment opportunities for graduates of existing training courses,
- Demand prospects for planned training (regional quantitative demand) based on requirements of labour market,
- Activities/measures of the institute to guarantee a practical orientation of training (e.g. project work, cooperation with industry, etc.),
- Appropriate level of technology based on workplace requirements; availability of material/consumables, teaching aids, and manuals
- Follow-up services, such as job-placement activities,
- Post-training evaluation, tracer studies assessing employment-relevance of the on-going training courses, etc.

The analysis has to be broken down into industrial sectors and skill areas.

#### 4.3 Organisation (incl. Maintenance) and Personnel (2-3 pages)

##### Organisation

- Owner of the institute,
- Organisational structure (please provide an organisational chart),
- Advisory board with participation of business community.

##### Personnel

- Number of management staff (total no. and ratio related to no. of trainees),
- Educational background and work experience of management personnel,
- Number of teaching staff (total no. and ratio related to no. of trainees),
- Educational background and industrial work experience of teaching staff,
- Incentive system(s) to motivate staff (financial, non-financial).

##### Maintenance concept

- Outline if/how the institute undertakes appropriate maintenance measures (responsibility, time-bound procedures, etc.) for existing and new training infrastructure/equipment
- Define additional requirements to further develop the maintenance concept

#### 4.4 Financial Analysis (set of tables, 3 pages)

- 5 years projection of future enrolment figures per training area (training capacity).
- Based thereon, outline of 5 years financial plan / forecast, considering:
  - Future total expenditure/running cost – taking into consideration the planned extension programme (divided into major cost components such as management and instructors' salaries, training materials, water/power/telecom, maintenance, depreciation, capital cost/interest payments, etc.).
  - Future total revenues (training fees, government budget, external grants, revenue self-generation by production or offer of tailor-made courses against fees).
- Calculation of cost coverage rates (1. coverage of total cost; 2. coverage of operational cost only – without depreciation/capital cost).

#### 4.5 Major Constraints and Challenges (max. 1 page)

- Major constraints of institute (listing the most significant first, then in descending order of significance).
- What the institution regards as the most crucial challenges (issues of financing, physical resources, relations with employers, etc.).

### 5. Goals, Objectives, and Major Outcomes of the Project (1 page)

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#### Intended Future Development of the Institute

- How the institution sees itself in 5 years (major objective(s) and results regarding capacity, quality, organisational structure etc. to be achieved).
- Aspects related to TVET reform (relevant for the intended development of the institute), to be discussed at provincial/national level.

#### Impact to be achieved by the Project

- Impact to be achieved by the project at institute's level (e.g. additional training capacity created).
- Impact at provincial/regional level; reference to section 1 of the PP.

### 6. Key Components and Activities, Tentative Allocation of the Resources in the Project

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(no. page dependent on scope of project)

The scope of the project is limited to the skill areas of

- Metal Technology incl. Mechatronics,
- Electrical Technology / Electronics,
- Tourism (Hotel and Gastronomy).

The proposed project components shall be focused and limited to training in these fields only. It is very important to guarantee that training matches workplace requirements, therefore, strengthen and emphasise all parts of practical training (wherever possible).

#### Buildings

- First list and explain the possible use of existing infrastructure (buildings);
- Then elaborate on the physical infrastructure requirements (rehabilitation and renovation, new buildings such as workshops, classrooms, others). Provide overall estimation of required surface area, sketches, building designs of planned measures and construction cost per square meter;
- Cost estimate.

#### Technical Equipment, tools and furniture

- First list and explain the possible use of existing equipment, tools and furniture by the project;
- Afterwards elaborate on the requirements for equipment and tools to be provided by the project, provide lists and cost estimates based on supplier offers (delivery free on site including freight and insurance, tax/customs exempt);
- Elaborate on the requirements for furniture, and provide lists;
- Cost estimate.

#### Training material and books, information technology and teaching aids

- First list and explain the possible use of existing training materials and books, information technology and teaching aids by the project;
- Then elaborate on the requirements for instructional materials, text and reference books, information technology and teaching aids as well as job aids (instructional materials, text and reference books, etc. for cooperating companies, entrepreneurs), provide lists;
- Cost estimate.

#### Further training, advisory services, human resource development

- required further training for management personnel,
- required further training for training personnel (instructors training),
- required advisory support related to strategic/organisational development of the institute.

For both training fields, optional forms of upgrading/training measures delivery (including, if known, delivering institutes) and cost are to be elaborated. Such measures should be organised and coordinated by GTZ, CIM, DED, InWEnt. In any case, emphasis has to be put on [practical training and workshop activities](#). The provision of academic studies should only be supported in exceptional cases.

#### Differentiation of Contributions to the Project

- Proposed scope of German FC (equipment, training material etc.),
- Proposed Scope of Partner Contribution to investment (buildings, furniture, other),
- Proposed Scope of German TC (HRD),
- Proposed Scope of own organisational/personnel development by the institute.

### 7. Cost Summary and Recommended Financing (1 page)

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#### Overall cost summary (physical investment only)

- Summary of total cost for possible programme measures,
- Cost of proposed FC measures to be financed by KfW,
- Cost investment to be financed by GoV,
- Cost investment to be financed by beneficiary institute.

#### Partner Contribution

According to Vietnamese-German agreement, the Vietnamese partners shall contribute 20% to the total investment component of the project.

In the case of public institutes to be funded by the Government of Vietnam; in case of non-public institutes by themselves/their owner.

The following measures are not considered to be part of the 20% partner contribution: provision of land, employment of additional staff, any current cost.

#### 8. Organization for Management and Implementation of the Project (1 page)

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- Method of organizing the management and implementation of the Project.
- Mention any forthcoming changes in managerial functions and organisational arrangements or provide an indication of how the existing structure is appropriate for the planned project measures. Describe the requirements for additional personnel (if needed).
- Working mechanism and relationship among the concerned parties: Line Agency, Project Owner, PMU, Contractors, Donor and other parties involved in the management and implementation of the Project.
- Capacity of organizing the management and implementation of the agency expected to be the Project Owner.
- Elaborate on major implementation steps (expansion of training capacity, employment of additional staff, acquisition of new infrastructure/equipment, further training for personnel, etc.).

#### 9. Time Schedule (1 page)

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Develop an overall time-schedule for all necessary steps in the Project Proposal to make the support project operational.

#### 10. Proposed Alternative on Construction and Technology in Project Implementation

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#### 11. Preliminary Analysis of the Feasibility of the Project (in economic, financial aspects and in capacity of organizing for implementation)

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#### 12. Preliminary Analysis of the Efficiency of the Project

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- Assessment of direct efficiency for Implementing Units,
- Assessment of economic, environmental and social impacts to the sector, field and locality,
- Assessment of sustainability of the Project after completion.

