

TEMPLATE FOR THE GOOD PRACTICE

What is a good practice?

A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it.

Please follow the instructions included to fill in the template. You can replace the guiding questions for each element with your description.

Mandatory fields are defined by *

Element	Description
Title*	<i>Creating partnerships/skills ecosystems</i>
Name of the VET Provider	Vietnamese – German Technical College of Ha Tinh
Thematic domain	What is the thematic domain covered by this good practice? More than one domain can be indicated ☒ Innovation ☒ Digital ☐ Green ☐ Inclusion ☐ Entrepreneurial ☐ Career guidance ☐ Lifelong learning ☒ Creating partnerships/skills ecosystems Main domain: Creating partnerships/skills ecosystems, through sustained cooperation between the college, enterprises, government and international development partners to align training programmes, learning outcomes and practical training with labour market needs, supported by innovation, digital and green skills development.
Introduction*	The main challenge was to strengthen the link between TVET and the real needs of enterprises and the labour market. The College has developed a partnership-based approach involving enterprises, international organisations and other stakeholders in curriculum development, practical training, career guidance, internships and employment. This aims to create a stronger skills ecosystem in which training providers and employers jointly contribute to developing relevant and future-oriented skills for learners.

Period: 2020–present.

Stakeholders and Partners

The main beneficiaries are **vocational students and learners**, particularly those preparing to enter the labour market or seeking to upgrade their professional skills. Enterprises are both beneficiaries and users of the practice, as they participate in skills development and recruitment of qualified workers. Key partners include local and national enterprises such as Formosa Ha Tinh Steel Corporation, Hoanh Son Group, Luxshare ICT and Yazaki, as well as other enterprises in the automotive, mechanical, electrical, refrigeration and related sectors. The College also cooperated with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH through cooperation with Germany in the previous project phases in supporting the development of high-quality TVET and training.

Enterprise partners contribute by identifying skills needs, participating in curriculum development and training activities, providing practical training and internships, and offering employment opportunities for graduates. GIZ contributes through capacity building, technical cooperation, knowledge exchange and support for the development of high-quality and future-oriented vocational skills.

Vietnamese-German Technical College of Ha Tinh is the main implementing institution and coordinator, facilitating cooperation among the College, enterprises and GIZ to strengthen the link between TVET and the labour market and to develop a sustainable skills ecosystem.

Impact*

The good practice has generated positive impacts on learners, enterprises, and the local community. It has strengthened the connection between TVET and labour market needs, helping learners improve their practical skills and employment opportunities. The college currently provides training in 19 high-quality occupations and has around 3,000 students enrolled each year. The employment rate of graduates is estimated at 95–98%, demonstrating the relevance of training to labour market demand.

The practice has also created positive social and economic impacts through a growing network of cooperation with enterprises. The college works with enterprises and employers such as Formosa Ha Tinh Steel Corporation, Duc Tai Mechanical and Technology Co., Ltd., Hoang Ha Trading and Services Co., Ltd., Luxshare ICT Nghe An, and other companies in manufacturing, mechanical engineering, automotive technology, electrical engineering and refrigeration. These partnerships provide students with opportunities for workplace-based learning, internships, practical training, recruitment and employment after graduation. They also enable the college to receive feedback from enterprises and adjust training content and practical skills to better match real workplace requirements.

Cooperation with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) has further supported the development of high-quality TVET and career orientation. For example, the German Career Orientation Bus

programme reached around 500 participants in person and a further 300 through livestream activities, helping students better understand TVET, career pathways and employment opportunities.

The practice contributes to the economic resilience of the region by supplying skilled workers for key local industries and by strengthening the connection between TVET and enterprises. Through cooperation with employers such as Formosa Ha Tinh Steel Corporation, Duc Tai Mechanical and Technology Co., Ltd., Hoang Ha Trading and Services Co., Ltd. and Luxshare ICT Nghe An, learners can gain practical experience and access employment opportunities without having to leave the region for training and career development. At the same time, enterprises benefit from a more locally available and better-prepared workforce.

The practice also contributes to environmental objectives through the development of skills related to modern technologies, energy efficiency and greener production. Training in areas such as electrical engineering, refrigeration and air-conditioning, automotive technology and mechanical engineering increasingly incorporates technologies and skills required by modern and more environmentally sustainable industries.

Evidence of the impact includes the 95–98% graduate employment rate, around 3,000 learners trained each year, 19 high-quality occupations, partnerships with a range of enterprises for internships and recruitment, and career orientation activities reaching around 800 participants both directly and online. These results demonstrate that the good practice has generated measurable benefits for learners while contributing to the social, economic and workforce development of Ha Tinh province.

Innovation and Success Factors *

The good practice has contributed to innovation by strengthening the link between TVET, enterprises and the labour market. Enterprises are not only involved in providing internships and employment opportunities, but also participate in the development and quality assurance of training programmes. In accordance with current regulations, enterprises and industry representatives are involved in reviewing and appraising training programmes and textbooks, providing feedback on learning outcomes, and contributing to the development and revision of occupational learning outcomes. This ensures that the knowledge, skills and competencies expected from graduates are relevant to actual workplace requirements.

The college works with enterprises such as Formosa Ha Tinh Steel Corporation, Duc Tai Mechanical and Technology Co., Ltd., Hoang Ha Trading and Services Co., Ltd., Luxshare ICT Nghe An and other employers to obtain feedback on skills requirements, technologies and production processes. This enterprise involvement creates a continuous feedback loop between the labour market and the training system: enterprises identify emerging skills needs, the college integrates these requirements into curricula and practical training, and feedback from graduates and employers is subsequently used for further improvement.

The practice has also encouraged innovation in training content and learning environments. The college currently provides training in 19 high-quality occupations and has gradually integrated new technologies, digital skills, energy efficiency and green skills into relevant training areas.

For the good practice to be successfully replicated in a similar context, several conditions are important. Institutionally, there needs to be strong commitment from the TVET institution, clear mechanisms for regular enterprise participation, and an appropriate regulatory framework allowing enterprises to contribute to curriculum development, programme and textbook appraisal, learning outcomes and quality assurance. There should also be sufficient flexibility to regularly update curricula and training equipment in response to technological and labour market changes.

Economically, adequate and sustainable funding is needed for modern training equipment, teacher professional development, curriculum development, workplace-based learning and cooperation with enterprises. Contributions and technical support from development partners can accelerate innovation, while long-term sustainability requires the active participation and investment of local and regional enterprises.

Socially, successful replication requires the engagement of enterprises, teachers, learners, parents and local authorities. Enterprises need to recognise their role not only as employers but also as partners in developing the future workforce. Teachers also need opportunities for continuous professional development and exposure to current workplace technologies and production practices.

From an environmental perspective, training institutions should have access to technologies and equipment that support energy efficiency, resource efficiency and green production. Environmental considerations should increasingly be reflected in occupational standards, learning outcomes, curricula, practical training and assessment.

Overall, the practice is transferable because its core principles—enterprise participation in curriculum and learning-outcome development, programme and textbook appraisal, demand-driven training, practical learning, continuous quality improvement and multi-stakeholder cooperation—can be adapted to different local contexts. Successful replication, however, requires adaptation to the local labour market, available enterprises, institutional capacity, funding conditions and the technological and environmental priorities of each region.

Constraints*

The implementation of the good practice has faced several challenges.

First, technology and skills requirements in industry are changing rapidly, making it necessary to continuously update training programmes, curricula, textbooks, equipment and learning outcomes. To address this challenge, the college regularly reviews and revises its training programmes in consultation with enterprises and industry representatives. Enterprises are involved in providing feedback on skills requirements, contributing to the development of learning outcomes, and participating in the appraisal of training programmes

and textbooks in accordance with current regulations. This helps ensure that training remains relevant to technological and labour market changes.

Second, access to modern equipment and sufficient financial resources for high-quality TVET remains a challenge. Some technologies and production equipment used by enterprises are expensive and change rapidly. The college has addressed this by mobilising resources from different sources, strengthening cooperation with enterprises and development partners, and gradually investing in and upgrading training equipment. Cooperation with development partners and enterprises has also provided opportunities for technical support, equipment, knowledge exchange and exposure to modern technologies.

Third, maintaining regular and meaningful cooperation with enterprises can be challenging because enterprises have different production schedules, priorities and capacities to participate in training activities. The college has addressed this by establishing and maintaining cooperation with a diverse group of enterprises, including Formosa Ha Tinh Steel Corporation, Duc Tai Mechanical and Technology Co., Ltd., Hoang Ha Trading and Services Co., Ltd., Luxshare ICT Nghe An and other employers. Cooperation is implemented through different forms, including curriculum and textbook appraisal, consultation on learning outcomes, workplace-based learning, internships, technical exchanges and recruitment.

Fourth, teachers need to continuously update their professional and technological knowledge to keep pace with changes in industry. The college therefore encourages teachers to participate in professional development, practical exposure and cooperation activities with enterprises. Feedback from enterprises and workplace experience are also used to improve teaching content and practical training.

Finally, there can be a gap between the resources and capacities of a vocational institution and the requirements of modern industry. Rather than attempting to implement all innovations at once, the college has adopted a gradual and demand-driven approach, prioritising occupations and technologies that are most relevant to the regional labour market. This approach allows available resources to be concentrated on areas with the greatest potential impact.

Overall, the main response to these challenges has been to strengthen multi-stakeholder cooperation, particularly with enterprises and international development partners, while continuously improving curricula, teachers, equipment and quality assurance processes. This has helped the college make the good practice more sustainable and adaptable to changing labour market and technological conditions.

Lessons learned *

The key message from the good practice is that high-quality TVET is most effective when it is developed together with enterprises and continuously adapted to labour market needs. Enterprises should not be considered only as

employers of graduates, but as active partners throughout the training cycle—from identifying skills needs and contributing to learning outcomes, to participating in the appraisal of training programmes and textbooks, providing workplace-based learning, and giving feedback on graduate competencies.

Several key lessons have been learned from the experience:

1. Strong and sustained enterprise engagement is essential. Regular cooperation with enterprises helps TVET institutions understand changes in technology, production processes and skills requirements, allowing training to remain relevant and responsive.
2. Training quality depends on continuous improvement. Training programmes, learning outcomes, curricula, textbooks, equipment and teaching methods need to be regularly reviewed and updated.
3. Practical learning and workplace exposure are critical. Combining school-based training with real workplace experience helps bridge the gap between theoretical knowledge and workplace competencies and improves graduates' employability.
4. Partnerships can accelerate innovation. Cooperation with international development partners, together with local and regional enterprises, can provide access to expertise, technology, equipment and good practices.

The overall lesson is that a successful CoVE model is based on continuous cooperation and feedback between the vocational institution, enterprises, learners, government and development partners, creating a more responsive and sustainable TVET system.

Replicability and/or up-scaling

The good practice can be replicated by other TVET colleges and training institutions, especially those working closely with local enterprises. The main approach is to build strong cooperation between the college, enterprises, government and development partners to make training better match labour market needs.

To replicate the practice, each institution should adapt it to its own local context, including the needs of local industries, available enterprises, priority occupations and available resources. Enterprises should be actively involved in identifying skills needs, developing learning outcomes, reviewing training programmes and textbooks, providing workplace training and supporting graduate employment.

The practice can be expanded through cooperation between TVET colleges and enterprises at regional and national levels. The main lesson is not to copy all activities exactly, but to apply the same partnership approach and adapt it to the needs and conditions of each locality.

Contact details

- Mr Cao Xuan Phu - Vice Rector in charge
Phone: 0916575677

Email: xuanphuvdht@gmail.com

- Ms. Nguyen Thi Thuy Trang – Staff, Department of Training Management and Quality Assurance

Phone: 0915658788

Email: trangnguyen.vdht@gmail.com

Vietnamese – German Technical College of Ha Tinh, 371 Nguyen Cong Tru Street, Thanh Sen Ward, Ha Tinh Province.

URL of the practice

Can the good practice be found on the Internet?

Website: <http://vdht.edu.vn/>

Related resources that have been developed

The good practice has been supported by a range of training, technical and communication resources developed by the college, including:

- Training programmes, curricula, teaching materials and practical training plans developed and regularly updated in cooperation with enterprises and industry partners.

- Technical guidelines, learning materials and practical exercises related to new technologies, digital skills, green skills and energy-efficient technologies.

- Materials and guidelines for competency-based training, assessment and skills development in accordance with occupational and industry requirements.

- Photos, posters, news articles and communication materials presenting training activities, enterprise cooperation, career orientation, internships and employment opportunities.

- Videos and livestreams showcasing practical training, skills practice, enterprise visits, career guidance, skills competitions and student achievements.

- Materials developed through cooperation with international partners, including activities related to high-quality TVET, green transformation and the introduction of international occupational standards.

- Information and communication materials shared through the college's official website and Facebook page to disseminate good practices, training opportunities and results to learners, enterprises and other stakeholders.

These resources are used in teaching, teacher development, career guidance, enterprise cooperation and communication activities. They can be accessed through the college's official website and social media channels, as well as through the college's internal training and documentation system. Selected materials can also be shared with other TVET institutions and partners as references for adaptation and replication in different contexts.
