

SURVEY REPORT

THE INSTITUTIONALIZATION AND DISSEMINATION OF SKILLS TEST IN VIETNAM

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SESPP Secretariat

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1. Survey outline

(1) Purpose of the survey

Based on the support and cooperation of Skill Evaluation System Promotion Program (SESPP), by analyzing the factors that led to the adoption and implementation of the Japanese-style skills test into the national test of beneficiary country as well as the implementation results, the survey clarifies the current issues and makes proposal for solution. At the same time, it will contribute to the effective implementation of SESPP in the future.

(2) Target occupations of the survey: Turning and Milling machine

(3) Survey method

We conduct a research on the data obtained from the questionnaire surveys conducted so far, existing materials and official documents, collect necessary information, and compile a report.

The materials used are as follows.

- ① Interview survey on development cooperation for the establishment of national skills test in Vietnam (conducted in October 2019)
- ② Questionnaire survey of Japanese companies in Vietnam regarding the demand for skilled workers (conducted in March 2019)
- ③ Overview of Skills Assessment System by country (Vietnam, dated August 31, 2021)
- ④ J-Skills News Vol.1, FY2021

2. Background of the establishment of National skills test

Since 2008, with annual GDP growth at approx. 6%, Vietnam has taken various measures under the government's policy of aiming to become an industrialized country by 2020. These strong economic activities have prompted many foreign-affiliated companies to enter its market. As a result, securing the number and improving quality of skilled workers who are major labor force to support economic activities have become an urgent issue. However, the development of vocational skill standards necessary for evaluating and certifying workers' abilities to perform their duties and the development of vocational skill evaluation systems based on those standards have been delayed.

To improve this situation, with the cooperation of the German International Cooperation Agency (then GTZ ¹, currently Deutsche Gesellschaft für Internationale Zusammenarbeit: GIZ), in 2008, Vietnam started the development of competency-based National Occupational Skill Standard (NOSS) and the efforts to build a National skill evaluation system. On the other hand, through the cooperation with JICA (dispatching experts to GDVT (currently DVET²) from 2010 to 2018), SESPP activities and HaUI-JICA Project for Industrial Human Resource Development, Vietnamese side has

¹ In January 2011, GIZ was established by integrating the three implementing agencies involved in technical cooperation in Germany (Germany Technical Cooperation (GTZ), German Development Service (DED) and Capacity Building International (InWEnt)). GIZ implements its projects in more than 130 countries around the world.

² The 2014 Vocational Education Law 74/2014/QH13 stipulates the integration and the unified implementation of the vocational education under the jurisdiction of MOET (Ministry of Education and Training) and the vocational training under the jurisdiction of GDVT. Based on the provisions of this law, GDVT (General Directorate of Vocational Training) was reorganized into DVET (Directorate of Vocational Education and Training) in October 2017.

learned the methods of implementing Japanese-style national skills test, creating test questions, training assessors, etc., and proceeded with preparation for national skills test.

In 2011, the first Vietnamese national skill evaluation test (national skills test) on “Mine drilling technology” occupation was held targeting at the employees of the VINACOMIN group, a state-owned mining company under the jurisdiction of the Ministry of Commerce and Industry, at the Hon Gai Mining Vocational Training College, Quang Ninh Province).

As of August 2021, NOSS for 199 occupations have been developed, and the number of certified occupations has expanded to 55.

3. Japan's cooperation for the implementation of National skills test

Japan's cooperation on three following activities has contributed significantly to the implementation of Vietnam's national skills test (see Fig. 1): (1) dispatching experts to GDVT, (2) support activities by the Skill Evaluation System Promotion Program (SESPP), and (3) Project for Human Resource Development of Technicians at Hanoi University of Industry (HaUI) (JICA-HaUI Project Phase II).

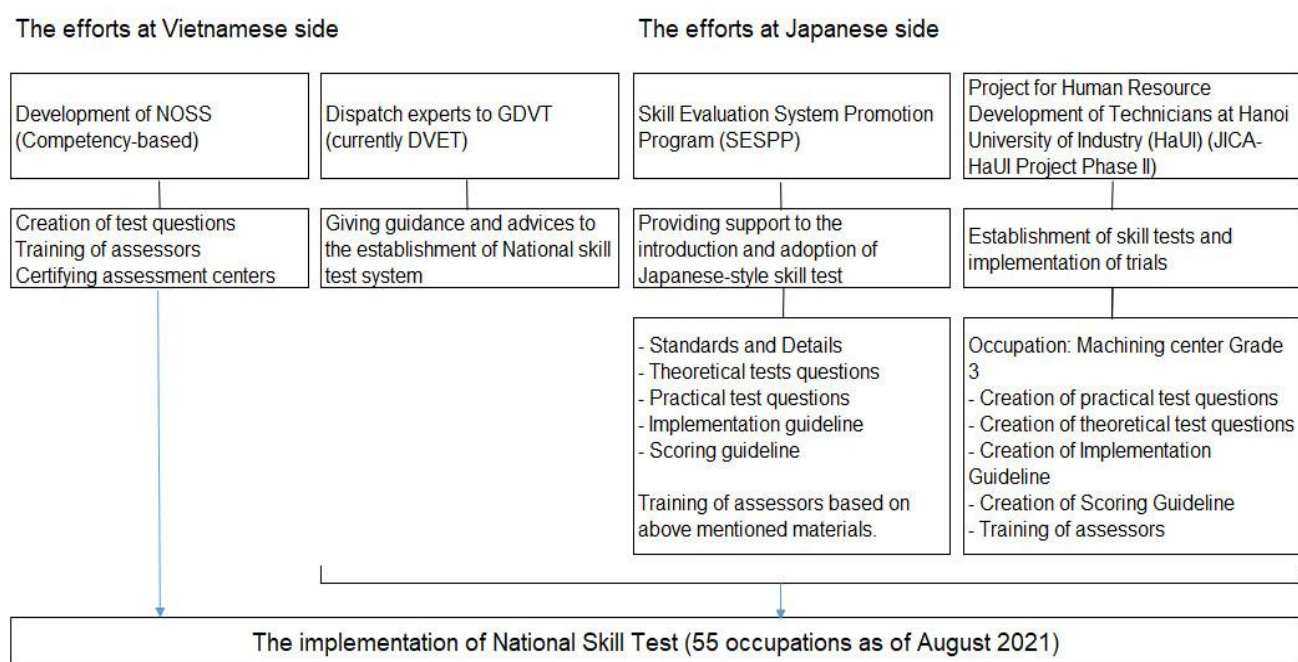


Figure 1. The efforts and cooperation between the two countries toward the implementation of the national skills test

(1) The roles of JICA cooperation of dispatching experts to GDVT

From 2010 to 2018, JICA dispatched three experts to GDVT. The main mission of these experts was to provide advice and guidance on the establishment of a national skills test system. They introduced the mechanism of the Japanese skills test system, the implementation method of skills test, etc., and supported the establishment of skills test system in Vietnam.

JICA experts and SESPP Secretariat closely collaborated with GDVT in deciding the

implementation program, selecting participants, the venues, the timing of training activities and in implementing them.

Through the information and advices provided by JICA experts and the knowledge and know-how related to the implementation of skills test obtained from SESPP, GDVT has learned the method of organizing Japanese-style skills test (evaluation by theoretical test and practical test, scoring and evaluation by deduction method, roles and responsibilities of assessors, etc.). Then, we worked on creating question banks for theoretical tests and practical tests, training assessors through Skill Assessor Training (SAT) program, and certifying assessment centers.

By that time, the Mine drilling technology occupation was implemented as the first national skills test in 2011. As shown in Fig. 1, the support from JICA cooperation in dispatching experts to GDVT and SESPP had made a significant contribution to this outcome.

(2) The roles of Skill Evaluation System Promotion Program (SESPP)

The objectives of this program are to train assessors on Japanese-style skills test implementation methods and evaluation methods so that they can implement and operate skills test, and to support the establishment of a system that enables Vietnamese side to independently implement and operate skills test.

In collaboration with JICA experts and the Ministry of Health, Labor and Welfare, SESPP Secretariat is working on this program by planning the implementation of activities and dispatching experts in the requested fields. At the annual Public-Private Joint Committee (PPJC), after considering the report on the implementation status and results of the annual implementation plan including the training programs implemented in that year, proposals for improvement, directions for the following year, the demands of the companies who are the users, and the opinions and requests from attendees (including Japanese companies), relevant stakeholders decide the plan for the following year.

To date, SESPP has been working on training programs on Skill Assessor Training (SAT), Skill Evaluation Trial (SET) and Skill Evaluation Method (SEM) for Turning Grade 2, Grade 3; Milling machine Grade 3; Mechanical inspection Grade 2, Grade 3; Information network cabling Grade 2; Sequence control Grade 2 and CAD drawing Grade 3.

As the result of these efforts, Level 2 (equivalent to Grade 3 in Japan) of Turning work and Milling machining work, which are the most in-demand basic manufacturing skills by Japanese companies, and Level 3 (equivalent to Grade 2 in Japan) of Turning work was implemented as national skills test in Vietnam in July 2018 and in October 2021 respectively.

The key factors behind this result were (1) the close collaboration between JICA experts and SESPP Secretariat in developing the program, and (2) the close collaboration between JICA and DVET and the detailed advice and guidance given by experts.

(3) Roles of Project for Human Resource Development of Technicians at Hanoi University of Industry (HaUI) (JICA-HaUI Project Phase II)

The mission of JICA-HaUI Project Phase II, which was carried out from 2010 to 2013, is (1) to introduce of a permanent management cycle that can improve education and training in response to the needs of industry, (2) to implement pilot skills test and (3) to improve the employment support system for students.

This project worked on the implementation of the skills test of Machining center work Grade 2, which is a part of NOSS for CNC metal processing. A working group of 6 people was set up to take the initiative in this task. The Standards and Details, and test questions (theoretical test and practical test) of the Japanese Skills Test of Machining Center Work Grade 3 and NOSS for CNC metal processing were used as reference teaching materials.

The practical test of the Machining center work Grade 3 in Japan consists of "written test of practical skill" and "a task requires programming of instructed figure and drawing the programmed figure on actual machine", and it does not requires working with actual machine.

However, in the Vietnamese version of the practical test, since the emphasis is laid on working with actual machine, the working group developed practical test questions which comprise of a written test related to the practical skill (which comprises of following 3 tasks: (1) selecting tools suitable for the machining process, (2) calculating the offset amount of work piece coordinates, and (3) programming) and a task requires working with actual machine.

On the other hand, for the theoretical test, taking the curriculum content of vocational colleges in Vietnam into consideration, the working group developed a collection of test questions (210 questions included) covering 13 fields. Regarding the questions for the first theoretical test, 50 questions were selected from all these fields.

After that, the project developed Practical test implementation guideline, Scoring guideline, Scoring standard, etc. and conducted assessor training activities aiming at 6 members of this working group.

The project chose second year students of Machining course at HaUI's Vietnam - Japan Center (VJC) as examinees to conduct pilot skills test. Based on the data obtained in the pilot skills test, the necessary documents such as the Practical test implementation guideline, Scoring guideline, and Scoring standard were modified and completed.

In October 2012, in order to obtain the approval for Machining center work Level 2 as a national skills test, HaUI submitted to GDVT with 17 types of documents related to its implementation such as exam questions (for theoretical and practical test), Practical exam implementation guideline, Scoring guideline, Scoring standard, etc. It was approved as a national skills test by GDVT in November 2012. The first national skills test of Machining level 2 was conducted at HaUI for 10 employees of Japanese companies in December that year.

As the characteristics of this project, it was a comprehensive effort in developing human resources necessary for the implementation and operation of the skills test through a series of activities from

developing a framework for test questions, creating questions, training assessors to conducting pilot skills test.

After that, HaUI developed Machining center work Level 3 by utilizing the experience and know-how cultivated in the project phase II, applied for DVET's approval, and obtained approval as a national skills test.

Currently, Machining center work from Level 1 to Level 3 are being implemented as national skills test in Vietnam.

(4) Impacts of Japanese cooperation in Vietnam

Regarding the skill evaluation based on NOSS, which is competency-based and consists of many units, it evaluates the achievement level of each unit through onsite work at companies and decides whether the examinees pass or fail the unit. If the examinees pass all the applicable units, they are certified for qualification.

In order to carry out competency-based skill evaluation method, it is essential that companies should have good understanding about it and a system enabling them to cooperate should be in place. Besides, this evaluation method requires a lot of time, money and multiple assessors to evaluate each unit, and it is very difficult for developing countries to implement.

In October 2019, JICA conducted an interview survey on development cooperation for the establishment of a national skills test in Vietnam targeting at DVET, assessment centers, National institute for vocational education and training, Japanese companies, etc. According to this survey, it has been confirmed that Vietnamese government has adopted various foreign models and adapted them to the situation in Vietnam, depending on the occupations of the skills test. For example, Japanese model have been introduced for Machining center work, Turning work and Milling machine work. Korean model and Australian model are applied in Welding and Tourism-related occupations respectively.

Although there are some differences depending on the occupations, for the occupations other than those related to the tourism industry, the comprehensive skill evaluation method based on the theoretical test and the practical skills test is applied, not the competency-based skill evaluation method.

This interview survey shows that Vietnam has adopted Japanese-style skills test into its national skills test, and fully acknowledge the difficulties of applying the competency-based skill evaluation method. An example of the interview results is shown below.

Competency-based skill assessment should be done on a unit-by-unit basis, but currently, it is impossible to implement in Vietnam. The reasons are (1) insufficient number of assessors due to insufficient assessors training, (2) no system available for evaluation at companies' site, and (3) extremely high cost. Therefore, in the current situation, it is difficult for Vietnam to implement a competency-based skill evaluation method. Vietnamese side has learned the comprehensive skill evaluation method (which comprises of theoretical test and practical test) and the

evaluation by the deduction method from Japanese skill evaluation system. It is an extremely effective content to apply to the current Vietnam. [Deputy Director A, National Institute for Vocational Education and Training]

With the cooperation of Germany, we started the development of competency-based NOSS and we have been working on it. However, regarding skill evaluation, evaluation for each unit is carried out in the theoretical test and the practical skills test because the infrastructure is not fully equipped. We adopted the comprehensive skill evaluation method which comprises of the theoretical test and the practical skills test that we learnt from JICA experts. Considering the inadequate infrastructure, I think we will continue to use the comprehensive skill evaluation method in the future. [Director A, DVET]

At the same time with JICA-HaUI Project Phase II, GDVT (currently DVET) experimented the competency-based evaluation system that had been developed, but it did not work. So I think it was revised to a Japanese-style comprehensive skill evaluation. HaUI has never tried European approach. Skill evaluation has been carried out with the support of JAVADA. I think SESPP implemented by JAVADA is the best match for the actual situation in Vietnam. [Former Board Member A, HaUI]

It requires a great deal of time and labor to evaluate and obtain the qualification for each unit individually. By taking out the knowledge and skills necessary from all the units that constitute the occupation, it is more economical to create the theoretical test questions and the practical test questions and implement them. Japan's comprehensive skill evaluation method is suitable for the current situation in Vietnam. [Senior Expert A, HaUI]

Machining center work Level 3 was developed in the same way with Level 2. The development of Level 2 was carried out in collaboration between JICA experts and the working group. Since the cooperation also focused on developing human resources, the practical skills of Vietnamese staff had been improved and they were able to develop Level 3 smoothly. [Head of Department A, HaUI]

4. The implementation jointly with JICA experts and its impacts

From 2010 to 2018, SESPP Secretariat closely collaborated with JICA experts to GDVT in the implementation of this program to provide timely support to Vietnam. During that time, Vietnamese side began to work on the establishment of a national skills test, and they also showed a strong interest in the Japanese-style skills test method.

JICA expert carefully and persistently explained that the Japanese-style skills test is conducted in the comprehensive skill evaluation and it was suitable for the actual situation in Vietnam. After reviewing the competency-based skill evaluation, Vietnamese side decided to adopt the comprehensive skill evaluation.

Moreover, through the implementation of Skills Assessor Training (SAT) and Skill Evaluation Trial (SET) by SESPP experts, Vietnamese side has realized that the time, labor, and cost required for

implementation and operation of skills test based on comprehensive skill evaluation are less than those of competency-based skill evaluation. Besides, they have also learned the advantage of the skills test based on the comprehensive skill evaluation that many examinees can take the test at the same time.

It can be said that within the framework of SESPP, the collaboration between JICA experts and SESPP experts had significantly contributed to the decision of adopting the implementation and operation method of the Japanese-style skills test in Vietnam.

5. Current status and issues

(1) Implementation system

In Vietnam, DVET, DOLISA and the assessment centers are three organizations to implement and operate the national skills test, and each organization is in charge of the following tasks.

- DEVT: (1) Certification of assessment center, (2) Training of assessors, (3) Approval of annual plan submitted by assessment center, (4) Approval of assessor members, Approval of members of supervisory committee, (5) Provision of practical and theoretical test questions, (6) Approval of test results and issue pass certificates.
- DOLISA (Departments of Labor, Invalids and Social Affairs): (1) Establishment of a monitoring committee to supervise the operation of the national skills test; Submission of the list of committee members to DVET, (2) Public relations activities to companies (actually, it is likely that they haven't implemented this task)
- Assessment centers: (1) Creation of an annual implementation plan and submission to DVET and DOLISA, (2) Selection of assessor members and submission of the list of assessor members to DVET and DOLISA, (3) Establishment of an assessor committee, (4) Public relations activities, examinees recruitment, collection of examination fees, (5) Preparation, implementation and evaluation of the test, (6) Report on the test results to DVET.

The members of the monitoring committee and the assessors of the assessor committee, who are approved by DVET, implement and operate and national skills test. Despite the fact that three organizations get involved in the implementation of national skills test, it seems that the workload of the assessment center is too heavy. Regarding public relations activities, no cooperation between these three organizations and insufficient information provision make it difficult for users (companies, etc.) to utilize.

(2) Implementation status and issues

Table 1 shows the implementation status of the national skills test for the last three years (the top 5 occupations with the largest number of examinees and the 3 machining occupations).

Table 1. The current situation of National Skills test Implementation in Vietnam
(Top 5 occupations with biggest number of examinees and 3 Machining related occupations)

No.	Occupation	2018				2019						2020					
		Level 2		Level 3		Level 1		Level 2		Level 3		Level 1		Level 2		Level 3	
		Number of examinees	Number of successful examinees	Number of examinees	Number of successful examinees	Number of examinees	Number of successful examinees	Number of examinees	Number of successful examinees	Number of examinees	Number of successful examinees	Number of examinees	Number of successful examinees	Number of examinees	Number of successful examinees	Number of examinees	Number of successful examinees
1	Mine Drilling Technology	4808	4659	167	158	3334	2854	475	407			4387	3741	249	172		
2	Mine Electric Technology	3131	2998	44	43	155	111	303	244			533	433	184	145		
3	Industrial Electricity	674	652	575	485	273	221	273	255	421	384	183	162	221	186	429	389
4	Automobile Technology	599	573	537	484	2635	2519	286	242	198	171	341	322	97	78	215	196
5	Mine Construction Technology	151	145	33	31	241	213	41	27			421	350				
6	CNC Machining			129	122	35	34	20	12	161	159	97	61	75	67	156	139
7	Universal lathe	74	36					5	5					50	26		
8	Milling machine	9	1														
Total successful examinees of 3 Machining related occupations		212				221						378					
Total successful examinees of 34 occupations		16,316				9,747						8,922					

Source: Department of Occupational Skills, DVET

Note: Regarding mining related occupations, the workers have to pass the national skill test when engaging in this occupation.

To date, 55 occupations have been certified, and 34 occupations have been conducted as skills tests in the last three years. Regarding machining occupations, Vietnam is implementing skills test on CNC metal processing, Turning work, and Milling machine work. The total number of examinees for all occupations in 2020 reached 8,922.

With 328 examinees for CNC metal processing and 50 examinees for Turning work, the skills test of Machining have been implemented annually and they gradually taken root in Vietnam. On the other hand, the skills test of Milling machine work haven't been implemented because vocational colleges are not equipped with multiple milling machines (5 or more) that meet the mechanical specifications for skills test.

However, the number of examinees is still small and it is hard to say that it is widely known to the industry community.

In the future, in order to expand and develop the skills test, it is necessary to overcome many issues including public relations activities.

For example, it is urgent to implement measures in line with the following demands from companies.

- ① We couldn't get enough information on the skills test. If we know the annual implementation schedule of the region, it would be easy for us to incorporate it into employee education.
- ② We can't educate our employees because we don't know the scope of the test or what kind of questions to be asked. Please disclose the test questions of the previous skills test.
- ③ The examination fee varies depending on the assessment center and they should be unified.
- ④ I would be grateful if you could carry out the Mechanical inspection occupation as a national skills test.
- ⑤ The pass rate is unusually high and I wonder if it is worth it as a qualification.

6. Proposals for future activities and solutions to current issues

In the last three years, Vietnam has conducted skills test for 34 occupations, but the number of examinees is about 9,000, and it cannot be said that these tests are widely used by industry and companies. The reasons for this are (1) the method of public relations activities, (2) examination fee varies depending on the assessment center, (3) the small number of occupations in the manufacturing industry which are subject to skills test (4) the problem of reliability and value of skills test, and (5) the competence and the ability to respond of assessment centers, etc..

In order to expand and develop the skills test, the Vietnamese side has to work on these issues and take improvement measures. The following shows the improvement measures that Vietnam side should take to solve the problem.

(1) Unifying public relations activities and enhancing this function

Regarding public relations activities, the current situation of companies as the users is that they can only receive the information from the assessment centers with which they have a relationship, and they do not have access to the information from other assessment centers. Therefore, it is difficult for them to get the overall annual implementation plan of the skills test in the region, and use it for the human resource development purpose. Japanese companies create a human resource development plan for employees at the beginning of the fiscal year and conduct training activities, etc., so it will be easier for them to use the skills test if the annual implementation plan is made widely known at an early stage. In this sense, the unified information transmission to the user's side is extremely important.

All the assessment centers submit the annual implementation plan of the national skills test conducted at their facilities to DOLISA of the province/city where they are located at so that DOLISA can centrally manage information. Therefore, it can be said that DOLISA is the most suitable agency for centrally managing information on the annual implementation plan of the skills test, recruitment of examinees and providing this information to companies in the region.

A system that centrally manages and provides unified information in the region, including examination fees, has great advantages for companies. It is necessary to decide the type and content of the information to be provided, and to create a mechanism to centrally manage and provide information as soon as possible. One of the solutions to this issue is to enhance the functions of DOLISA and deepen the degree of its involvement.

Moreover, the efforts from DOLISA only are not enough, Vietnamese side should cooperate with the Chamber of Commerce, business and industry associations, etc., in public relations, publicity activities, and launch of a website with a search function for skills test on specific occupations and assessment centers in different regions. It is important to strengthen the information transmission function.

It is also effective to create promotional posters and post them on the site of the companies so that people concerned (the managers and the workers) can directly get access to the information of the skills test.

(2) The ability to respond to the demands from the companies as the users

For Japanese companies, having employees take the national skills test is positioned as a part of employee education. They obtain information about the skills test from the assessment center with which they have a relationship, and they do not get information from DVET, DOLISA or the assessment center with which they do not have a relationship. Since it is impossible to know what kind of questions is being asked in the test because no information on the test questions is available, it is very difficult for companies to give guidance or advice to the examinees. This situation does not motivate the examinees, and the companies lose the desire to have their employee take the skills test. Many people say that they want to have the test questions of previous skills test disclosed, that means publicizing the test questions after the test is over. Alternatively, it is necessary to consider measures to make them available to the companies, such as selling the test questions of the previous skills test.

(3) Unification of examination fees

The determination and collection of the examination fee are decided by the assessment centers and the examination fee varies depending on each assessment center. Since the assessment centers do not meet together to discuss examination fees, etc., the fee is not unified and it is a problem for the examinees. In the same region, it is necessary to unify the examination fee and take measures so that the test can be taken at a fair and equal fee regardless of the assessment center where the examinees take the test.

(4) Toward the development of NOSS and the implementation of skills test of Mechanical Inspection

The content of the Mechanical inspection occupation covers a wide range of fields and it is required not only for machining work but also for finishing work, machine assembly work, and parts delivery - shipping work. Japanese manufacturing companies lay importance on this content as one of the basic skills required for employees, and there is high demand for the skills test of this occupation. Therefore, the development of NOSS and the implementation of the national skills test are awaited.

In case Vietnam develop competency-based NOSS by utilizing the Japanese skills test standards for Mechanical inspection occupation, the Indonesian presentation at the ASEAN Skills Assessors Seminar (AAS) which held from January 18th to 20th , 2022 within SESPP's framework) is a good reference.

Indonesia is developing competency-based NOSS for Mechanical inspection occupations with reference to the skills test standards of the Japanese comprehensive skill evaluation method.

Indonesian version of NOSS consists of 10 units at level 1, 6 units at level 2, and 5 units at level 3. Indonesia implemented the national skills test of Mechanical inspection level 2 and level 3 based on this NOSS.

Details can be obtained from the Indonesian seminar presenter.

(5) Reviewing the validity of test questions

There are many occupations with a passing rate of over 90%, and some of them are 100%. This rate is very high compared to the pass rate in Japan³. Some DVET officials have also questioned this high pass rate and feared that the credibility of the qualification could be impaired.

If the pass rate is too high, the credibility of the qualification will be diminished and the qualification will lose its value.

In order to maintain the credibility of the qualification, it is necessary to feed back the test results and comments from the test site to the test question bank creation committee, review the test questions in terms of the content and the level of difficulty, and recreate them.

For the work categories that require workers to obtain qualifications, many solutions can be taken into consideration, such as conducting training sessions (theory and practical skills) and issuing certificates of completion

In the case of Japan, regarding the work categories that require workers to obtain qualifications, the Industrial Safety and Health Act stipulates the implementation training courses on special education and occupational safety and health (theory and practical skills) and the issuance of course completion certificates. For examples, "special education for workers handling free grinding wheel replacement and test run", "special education for workers handling low pressure electricity", "special education for scaffold assembly", and "special education for dust work", etc.

In order to maintain the credibility and value of qualifications, it is necessary to divide them into qualifications obtained by taking valid tests and qualifications obtained by completing courses on special education. From the perspective of qualification value and quality assurance, it is necessary to consider how appropriate the pass rate should be and review the test questions.

(6) Enhancing the competence of the assessment center

Assessment centers are the implementing body of the national skills test certified by DVET. Currently (as of the end of December 2009), 52 institutions such as vocational colleges, universities, and state-owned enterprises have been certified, and there is a big difference in competence among them. In many vocational colleges, most of the operation at the assessment centers are performed by instructors at school faculties (e.g. Mechanical faculty, Electrical faculty, etc.), and only few centers employ full-time staff. In the case of the assessment center at Hanoi Industrial Vocational College (HIVC), due to the heavy workload at the school faculties, the instructors cannot fully cope with the operation at the assessment center, especially public relations activities and examinees recruitment activities. As a result, it is difficult for assessment centers to recruit examinees. Moreover, regarding the development of test questions, the assessment centers may send their staff to participate as committee members, but they are not commissioned to create test questions.

³ The pass rate of the Japanese skills test is generally as follows. Special grade: 10 ~ 25%, 1st grade: 20 ~ 30%, 2nd grade: 25 ~ 35%, 3rd grade: 50 ~ 65%

On the other hand, HaUI is a rare case where they utilize the experience obtained from JICA Project Phase II, establish Center for Enterprise Partnership and Center for Testing & Assessment inside the campus and assign full-time staff to carry out daily operation. These centers not only implement and operate the national skills test, but also provides short-term training courses for employees of companies and design training courses based on the requests of companies.

Thanks to these activities, HaUI has a strong cooperation with companies and it does not have any difficulty in recruiting examinees.

Based on JICA project's outcomes, the achievements made by HaUI in vocational education and training over many years have been highly evaluated by MOIT (Ministry of Industry and Trade) and DVET, and HaUI was commissioned to develop NOSS and create test questions. HaUI has developed NOSS and test questions for many occupations. In this sense, there is a large difference in competence between assessment centers, and it is necessary to carry out activities to disseminate HaUI's experience and know-how to other assessment centers. Improving the competence of assessment centers has become an important task for expanding and developing the skills test system in Vietnam.