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**Transforming TVET: Building Skills for Work
and Life**
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**TVET Reform in Lao PDR:
Challenges and Issues
and Step Forward
within 2011-2015**

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Overview

to share experiences on:

1. Current Development of TVET in Laos
2. Issues and Challenges
3. Directions to shape Lao TVET in response to the national socioeconomic development policies

Current Development Context, Laos

Geography: Located in heart of Indochina; GMS East-West and North-South Economic Corridor, Member of ASEAN-Community



Current Development Context, Laos

Population

- Approx. 6.2 million,
- A multi-ethnic nation of 49 groups, but categorized into 4 main ethno-linguistic families (e.g. Lao Tai: 65%, Mon-Khmer: 23%, Hmong Yao: 8% and Tibeto-Burma: 3%)

Work force

- 2.7 million of 5.6 million (2005), est. 53,000 entering labor market
- more than 70% engaged in the agricultural sector
- over the next 5 years (2011-2015): an estimated 3.3 million working people in labor market

Labor structure

Sector	1985	2005	2010	2015 *
Agriculture	89.2	76.6	75.0	70.0
Industry + construction	1	7.7	5.5	7.0
Services	2.7	15.6	19.5	23.0

Source: National Statistic Centre 2008, 7th NSEDP 2011-2015 report in the 9th Party Congress, March 2011

Current...

GDP growth:

- 7.9% on average of 5 years from 2006-2010
- Projected 8% and more in the next 5 years

Source: 7th NSEDP 2011-2015 in the report of 9th Party Conference, March 2011

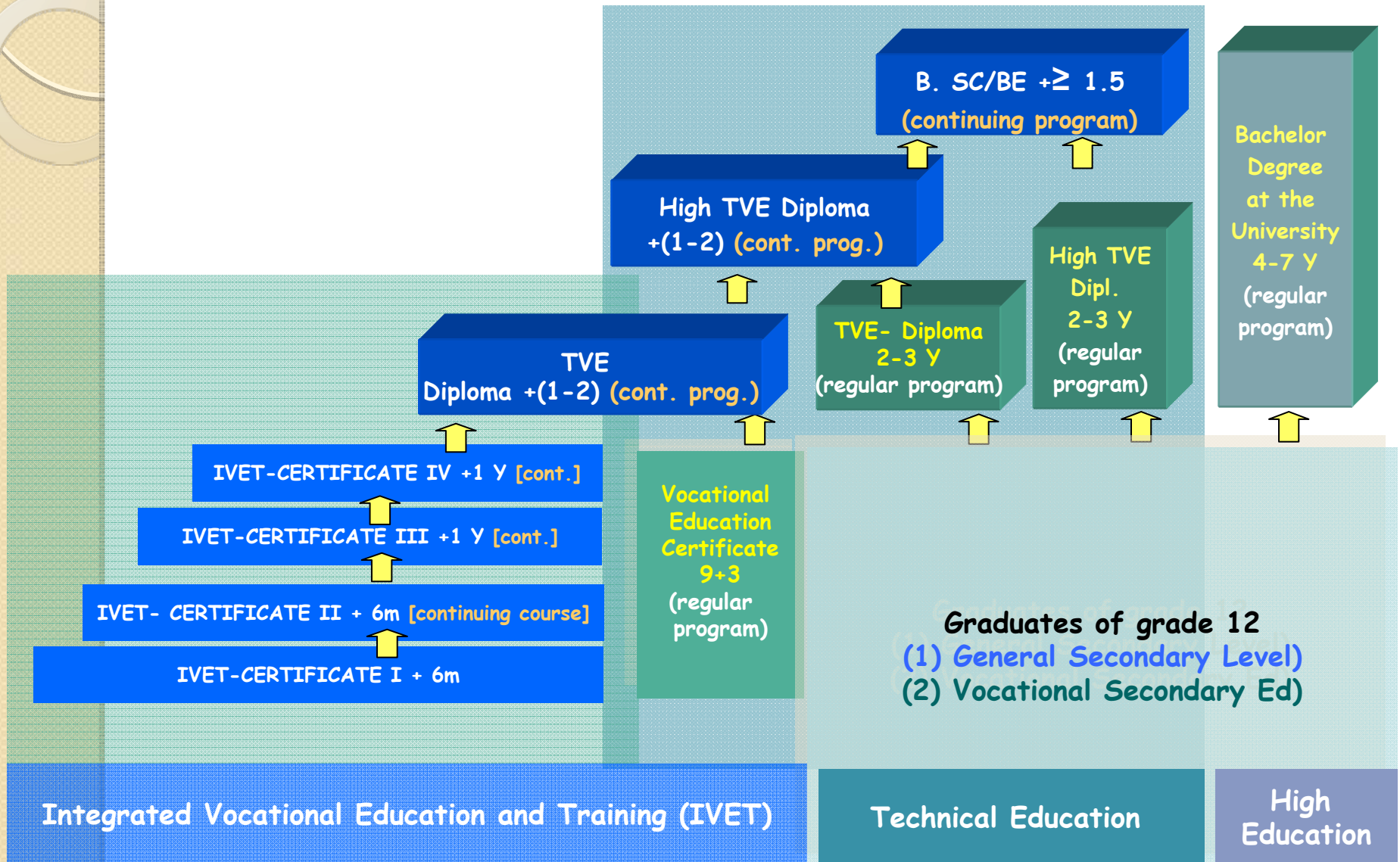
Share of GDP

Sector	1985	2007	2009	2015*
Agriculture (%)	70.9	40.3	29.5	23
Processing (%)	34.1	10.9	27.5	39
Services (%)	18.4	25.6	42.7	38

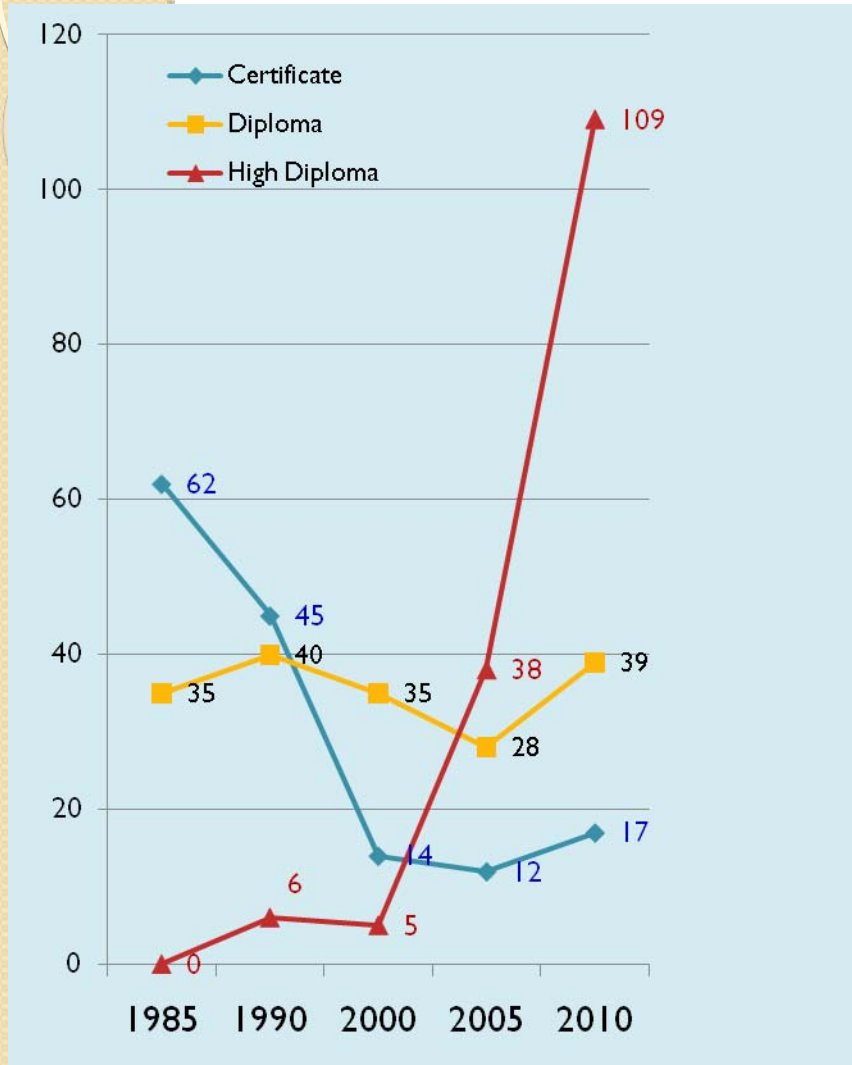
Source: National Statistic Centre 2008; * projected, see also 7th NSEDP from 2011-2015 report of the 9th Party Congress March 2011

Current TVET-System in LAO PDR

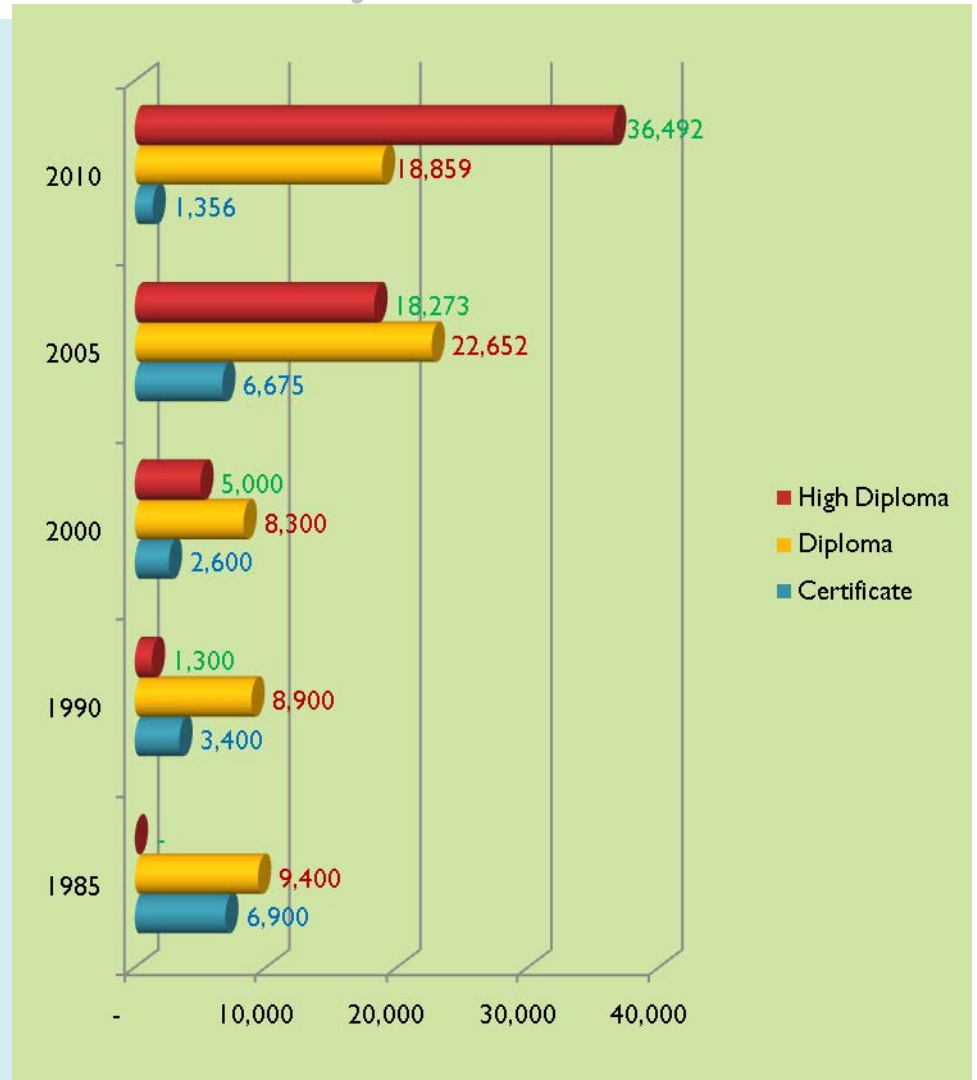
WORLD OF WORK



Current TVET-Development



TVET-institutions



Number of TVET-students

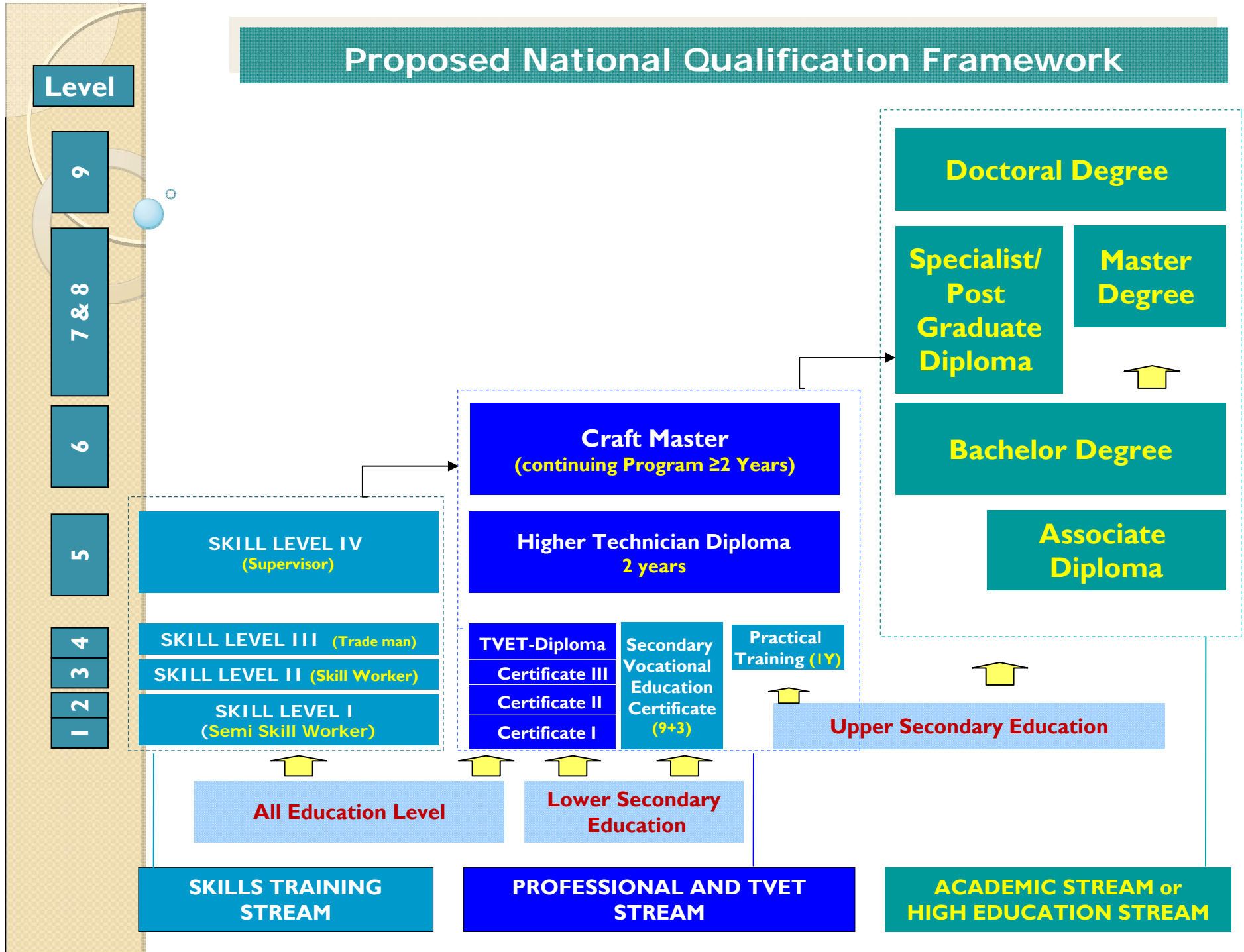


Current TVET-Development

Most significant TVET development:

- Education Law 2000 and revised in 2007
- Establishing the National Training Council in 2002
- TVET-Strategic Plan 2006-2020 and TVET-Master Plan 2008-2015 approved in 2007 and 2008 respectively
- attaches importance to TVET as it is one of 4 main components in national education reform strategy 2006-2015;
- Prime ministerial decree on TVET and Skills Development approved in 2010
- Education Sector Development Framework (ESDF) 2009-2015
- TVED was established in 2008 separated the Department of Higher Education
- TVET schools in each province in 2010

Proposed National Qualification Framework



Quality Assurance

The TVET quality standard consists of 10 components and 32 indicators as follows:

Component 1: Vision, mission, and objectives

Component 2: Curriculum and teaching-learning delivery

Component 3: Learners, support of learners and graduates

Component 4: Staff management and development

Component 5: Budget and funding sources

Component 6: Facilities and Environment

Component 7: Management of information system

Component 8: Public relations and marketing

Component 9: Quality assurance system

Component 10: Enhancement of invention and innovation; and promotion of community services

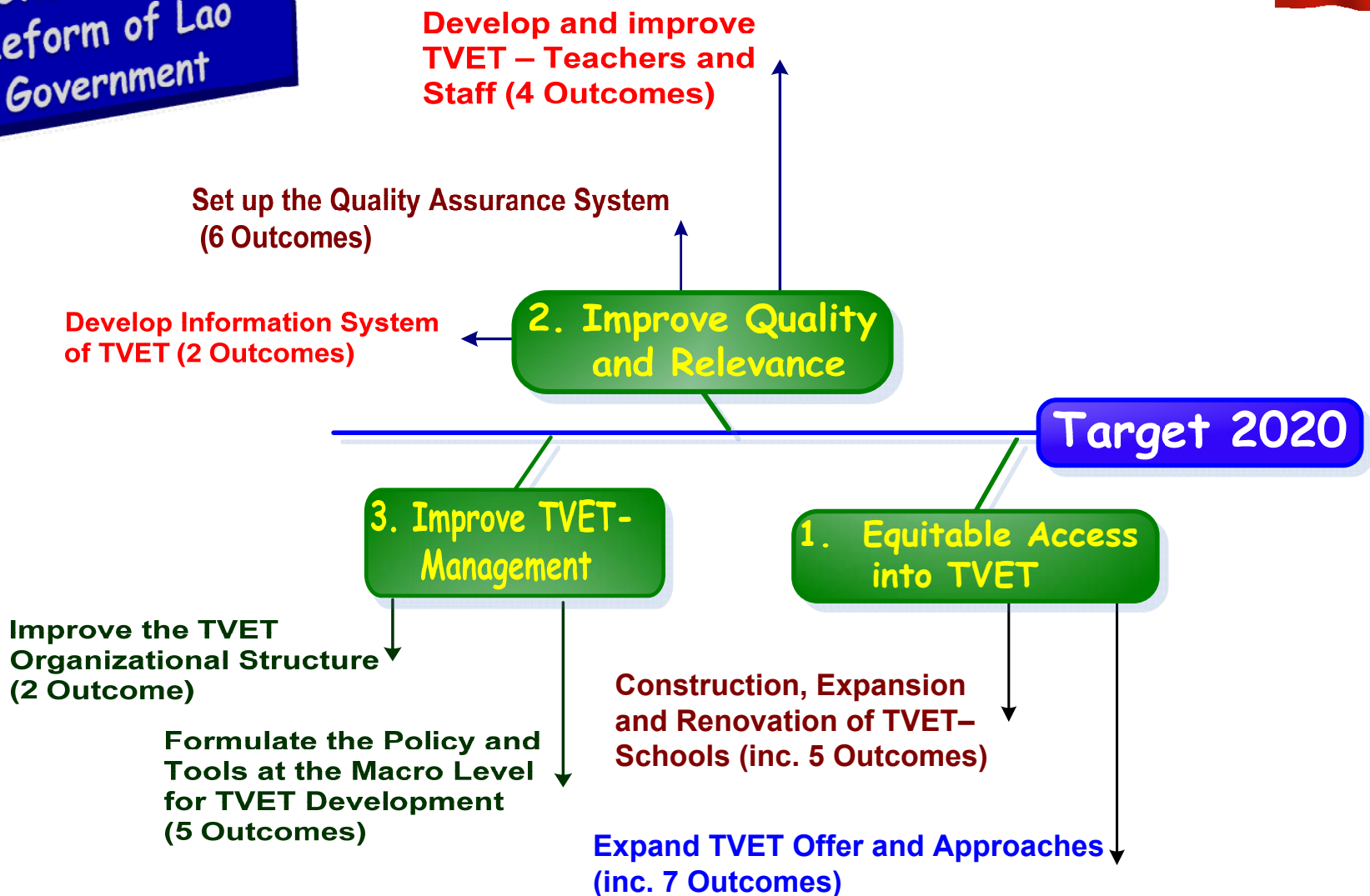


Issues and Challenges

- 1) Low investment and support in TVET
- 2) Insufficient TVET school's infrastructure and facilities to accommodate increased number of trainees and students
- 3) Mismatching between TVET students produced and labor market demand, thus suggesting insufficient integration of TVET with market needs
- 4) Insufficient training materials and out-of-date machines and tools for practical training of students
- 5) Insufficient teaching staff, moreover they lack teaching skills and industrial experiences
- 6) Most courses stress on time-based and school-based, and not student-centered
- 7) Weak inspection system
- 8) Weak linkages between industry and TVET institutions



**Direction for TVET-
Reform of Lao
Government**



STVET Project Consists Of Four (4) Key Components

Improve Quality of TVET

- a) Skill Standards in 4 priority skills areas
- b) Modular Curricula
- c) Assessment Procedures
- d) Enhance Teacher Standards
- e) Improve TVET Facilities
- f) Develop CGC
- g) TVET Marketing

Increase and More Equitable Access to Certificate and Diploma Programs

- a) Training Assistance Voucher Scheme
- b) Broadening Access
- c) Expand access for vulnerable groups

Increase Engagement between Corporate Sector & TVET System

- a) Strengthening NTC-PO
- b) Establish Advisory Boards at VET Institutions
- c) Introduce Contracting Schemes (2)

Strengthening Management and Governance of the TVET System

- a) Reform Policies, Regulatory and Funding Framework
- b) Strengthening Management Capacity at TVET and VC's
- c) Strengthening EMIS
- d) Establish LMIS

2011-2015



Conclusion

1. Lao PDR is in the transition from central planned economy to free market economy
2. Lao TVET is at the early stage of the reform
3. Lao TVET is facing with great Challenges and issues to respond the integration into the GMS and ASEAN communities
4. Implementation of ESDP in general and TVET-Strategic Plan 2006-2020 and Master Plan 2008-2015 in particular for Breaking through in HRD and Poverty reduction in Laos, and to exit the LDC-status in 2020.

Thankyou for your kind attention