

**Lao People's Democratic Republic**  
**Peace Independence Democracy Unity Prosperity**



**Ministry of Education**

**STRATEGIC PLAN FOR THE DEVELOPMENT  
OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING  
FROM 2006 TO 2020**

Vientiane, April 2007

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## List of Abbreviations

AFTA	Asian Free Trade Area
APL	Accreditation of Prior Learning
DCT	Dual Cooperative Training
GoL	Government of Laos
ICT	Information and Communication Technology
IVETS	Integrated Vocational Education and Training System
LNCCI	Lao National Chamber of Commerce and Industry
MoE	Ministry of Education
MoLSW	Ministry of Labour and Social Welfare
NFEDC	Non-Formal Education Development Centre
NTC	National Training Council
PES	Provincial Education Service
PhD	Doctor of Philosophy
PLD	Provincial Labour Department
PMO	Prime Minister's Office
RPL	Recognition of Prior Learning
SME	Small and Medium Enterprise
TVET	Technical and Vocational Education and Training
TWG	Trade Working Group
VEDC	Vocational Education Development Centre

## PREFACE

In order to synchronise measures, activities and policies of the TVET sector, and in order to harmonise those activities with the overall socio-economic and educational development, the Ministry of Education developed and approved the “*Strategy Paper for the Development of the Vocational Education System*” in April 1997 during the improvement of policy and socio-economic plan by the Government of Lao PDR (GoL). However, the 1997 Strategy Paper is no longer suitable for the current situation in terms of the human resource development and socio-economic development of the country.

The new Strategy for the Development of TVET is in accordance with the reform and development plan of the education sector up to 2020, and suitable for the extension and further development of TVET, whereby gradual, sustainable, systematic development and the needs of the labour market will be taken into consideration. At the same time, TVET will contribute to the national socio-economic development in order to achieve formulated development goals of the nation e.g. the implementation of strategy for economic growth and national poverty eradication; and finally focusing on the industrialization and modernisation of the country.

The new Strategic Plan bases on the principle of development of TVET as lifelong learning, the principle of participation of the society and the principle of continuous development of learning contents and processes which will be applied within formal, non-formal and informal education. For the provision of TVET, different approaches will be applied such as integrated vocational education and training, cooperative training, offering of special courses, short-term courses, e-learning, open learning, distance learning etc. according to the environment, conditions and specialties of TVET providers and the position of training institutions. Detailed approaches and methodologies of TVET development will be provided by the Ministry of Education in cooperation with relevant bodies responsible for TVET in order to issue detailed and complete regulations and strategic plan. This has to be in line with the three programs within the Education Sector Development Framework (ESDF) namely increasing equitable access to education programs, improving quality and relevance program and education administration and management program aiming at the complete and qualitative Development of TVET in Lao PDR.

## CHAPTER I

### The Implementation of Technical, Vocational Education and Training in the Past.

#### 1. The Implementation of TVET up to now

In the period between 1996 and 2000, the education sector has carried out the Education Development Plan based upon five programs namely: Pre-School and General Education Program, Non-Formal Education Program, Teacher Training Program, Vocational and Higher Education Program and Administration and Management Program. Especially TVET has been continuously reformed since 1997 onwards based on the 1997 Strategy Paper and the Prime Minister Decree No. 209 on the Development of TVET in Lao PDR dated October 19<sup>th</sup>, 1998.

Based on the Strategy Paper from 1997, different legal provisions and regulations have been developed as important tools for the administration, management and implementation of TVET. In 2000, the Education Sector has developed and improved the Education Strategic Vision, which is divided into three programmes namely increasing equitable access to education programs, improving quality and relevance program and education administration and management program. During the implementation of the above-mentioned Education Strategic Vision, TVET has achieved many accomplishments. The Government of Laos recognizes the role and importance of TVET for training and upgrading of work force for the contribution to socio-economic development of the country in general, for gradual improvement of quality of life of the Lao People in particular.

#### 2. Overall Observation

During the implementation of the Education Strategic Vision 2001-2020 and the Education Development Plan 2001-2005 in the past, especially the implementation of the 1997 Strategy for Development of TVET as well as the extension and application of Prime Minister Decrees, Minister Decrees and regulations, the following accomplishments, advantages, disadvantages, remained issues and related causes can be summarized as stated below:

##### 2.1. Previous Accomplishments of Development of Technical, Vocational Education and Training

- 1) Establishing the National Training Council (NTC) including its supporting units (Permanent Office of NTC, Trade Working Groups).
- 2) Elaborating and issuing different legal provisions as tools for the administration, management and implementation of TVET such as:
  - Decree on Vocational Training Act, Prime Minister Decree 209/PMO, 19. October 1998.

- Decree on National Training Council (NTC), Prime Minister Decree 35/PMO, 04. April 2002.
  - Decree on NTC, Regulations, Role and Rules, NTC President Decree No. 1327/NTC.02.
  - Decree on Trade Working Groups, NTC President Decree No. 425/NTC/03, 20. March 2003.
  - Decree on Vocational Education Development Centre (VEDC), Minister Decree No. 1663/ 10.10.1998.
  - Decree on Vocational Education Development Centre (VEDC), Minister Decree No. 481/24.03.2004.
  - Decree on Integrated Vocational Education and Training System (IVETS), Minister Decree No. 1503/ED.HV.03, 10.09.2003.
  - Decree on Management of Additional Income, Minister Decree No. 193/11.12.2001.
  - Decree on Upgrading of Polytechnic School into Polytechnic College, Minister Decree No. 1464/01.08.2006.
- 3) Establishing the Vocational Education Development Centre, Integrated Vocational and Technical (IVET) Schools in some provinces including the provision of facilities, training equipments and materials needed. Up to now, only two provinces have not yet established vocational school (Saravanh and Sekong). There were 9,587 vocational and technical students in 2000 and increase to 24,874 students in 2005. The number of teaching staff is also increasing from 1,586 teachers in 2000 to 2,363 teachers in 2005.
  - 4) Developing pre-service and in-service vocational teacher training system including implementing of training courses for many teachers and administrative personnel in order to meet the development needs of TVET both formal and non-formal.
  - 5) Developing and improving curricula, media for learning and teaching and training materials for many teaching subjects in collaboration with public and private training providers.
  - 6) Implementing internal projects and projects in cooperation with international organisation and foreign countries for building, extension and improving of public and private vocational schools and training centres.

## 2.2. Current Issues

Beside the above-mentioned achievements, some issues and problems remain to be addressed in order to adapt to the fast changing situations, especially in the area of ICT, which has a direct impact on the development, and economic growth of our country. Globalization, the opening of the Asian Free Trade Area (AFTA) in 2008, the efforts for abandoning the status of developing country in 2020, the industrialization and modernization of our nation are huge challenges for TVET in our country. In general speaking, the development of TVET will still have to face diverse problems such as:

- The number of graduates of secondary schools increases, but there are no sufficient training places. Many young people, especially in the provinces near the border, are going to neighbour countries to look for low-paid jobs both legal and illegal. This causes many social problems.
- Few people are interested in TVET. Furthermore, our society promotes higher education and requires graduates of higher education only for employment. The training of labour force is not in line with “pyramidal education form” and does not match the real demand for the socio-economic development of the country.
- Compared to general education, TVET needs high investments, especially where sciences and technologies are changing and developing very fast, but the supporting budget for the development of TVET remains very limited.
- Buildings, facilities and workshops of some schools/training centres are out-of-date, especially in newly established public schools in some provinces. Some private vocational schools or training centres still lack textbooks, teaching-learning materials, machines, tools, and training materials.
- The development of vocational curricula for bridging courses starting from the basic level up to higher level is very important, but there are no sufficient technical personal in this particular area. Therefore, delays in development in this matter occurred.
- Within teaching-learning processes, traditional approaches are mostly applied, so that student-centred teaching does not exist. Many teachers lack teaching experiences and/or have had no pedagogical training or vocational teacher training before.
- Provincial Education Service (PES), Provincial Labour Department (PLD) still lack experiences for the implementation of TVET system and for the Public Private Partnership, especially in the provinces with new vocational and technical schools. They also lack experiences for the organisation of teaching and learning processes within IVET and dual cooperative training system.

## **2.3. Strengths, Weaknesses and their Causes**

### **2.3.1. Strengths and Causes for Strengths**

#### **Strengths:**

- There is the Strategy Paper for Development of TVET, legal provisions and regulations for the management of TVET at macro level; Education Strategic Vision, long-term, midterm and annual education development plans are basis for the carrying out of central duties of the Ministry of Education in terms of management and coordinating of TVET at macro level.
- There is the National Training Council (NTC) and its related units (Permanent Office, TWGs) have already started the coordination between public and private sector concerning the development of TVET e.g. the development of vocational standards and curricula and the preparation of Dual Cooperative Training (DCT).
- There are vocational and technical schools and vocational training centres in different provinces for the starting point of IVET.
- There are the Vocational Education Development Centre (VEDC) and the Non-Formal Education Development Centre (NFDEC). They have the duties to develop



curricula and instructional media and to carry out pre-service and in-service training for school managers, teachers and administrative personnel on a regular basis.

- There are international donor organisations and foreign countries as well as local agencies, which are implementing and preparing cooperation projects for the development of TVET nationwide.

### **Causes for Strengths:**

- The Party and the Government have recognized the importance of the development of TVET.
- There are development cooperation projects.
- There is substantial contribution of the economic sector (LNCCI, enterprises) and the society within public and private sector to the development of TVET.

### **2.3.2. Weaknesses and Causes for Weaknesses**

- Women, poor, disadvantaged, disable people and ethnic minorities in remote area have little chance to access training because of poverty, traditional barriers and their settlement is far away from school.
- Lack of systematic vocational counselling; employment counselling and tracer study system.
- Low quality of training because of lack of financial resources, instructional media and textbooks in Lao language; Lack of workshop and laboratory for some schools; the provision of machines, tools and training materials does not match the minimum requirement; lack of information centres/libraries and budget for maintenance; old training equipments in many public and private TVET schools, training institutions and centres; income generating activities of some schools focus on financial aspect only without taking quality issues, socio-economic development and training capacity into consideration.
- Lack of vocational standards in many occupations, which can be used as basis for curriculum development; lack of participation and involvement of enterprises and entrepreneurs in TVET development.
- The quality of TVET teachers remains mostly very low; teachers lack practical experiences, because they have not been employed in companies or enterprises and/or trained in the pedagogical field before.
- Lack of TVET quality insurance system; lack of monitoring, control and evaluation of the training both internal and external.
- The coordination within the NTC framework between MoE and MoLSW is not well done; lack of coordination between different projects supporting TVET development.

## 2.4. Lessons Learnt

- 1) Upgrading the role of NTC in order to promote the development of TVET in accordance with the socio-economic development of the country, especially to meet the labour market demand quantitatively and qualitatively in the present and future; strengthening the NTC and its supporting agencies as coordinating and cooperating body for public and private partnership in terms of TVET development.
- 2) Upgrading the management role of MoE at macro level and the coordination with different sectors/providers involved in TVET.
- 3) Upgrading the accountability of TVET management bodies and providers in terms of strict implementation of decrees, regulations and rules issued.
- 4) For investments in construction, improvement and extension of formal and non-formal TVET schools and/or training centres, the real demand of labour market and potential for socio-economic development in each period within the province or localities concerned have to be taken into consideration.
- 5) The construction and extension of TVET schools and/or training centres shall be done in parallel with the training and further training of TVET managers, teachers and administrative personnel.
- 6) Establishing cooperation network and creating conditions for exchange of management experiences and lessons learnt between TVET managers and providers in order to improve the quality and relevance of the training.
- 7) TVET management bodies must be responsible for regular monitoring, control and evaluation of the training.
- 8) Continuing further assistance from foreign countries in order to accomplish the cooperation in the area of TVET according to formulated goals and objectives, and to make cooperation projects, which are currently running, successful and sustainable.
- 9) Subjects such as ICT, entrepreneurship and environmental protection should be included in TVET curricula.

## CHAPTER II

### Strategic Plan for Development of Technical, Vocational Education and Training up to 2020

#### 1. Overall Situation

The implementation of education development plan in general and the development of TVET in particular are being done continuously while the Government and Party are carrying-out the 8<sup>th</sup> Plenary Session of the Party's Central Committee, the 6<sup>th</sup> National Socio-Economic Development Plan, the Strategy for Economic Growth and Poverty Eradication in order to quit the developing status of our country in 2020; and to access industrialization and modernization.

For the development of TVET in Lao PDR, there are stimulating factors e.g. political stability, continuous economic growth about 6.1% , availability of enormous industrial development projects such as hydro power plant and mining which are well running, promotion of SME, and the fast development of NGOs. Furthermore, local and foreign investment is increasing; human resource development, the application and development of ICT and infrastructure are improving quickly. The most important thing is that the Government and the Party are making correct policy in line with the development of our epoch.

At the same time, for the development of TVET in our country, we are still facing many internal and external difficulties and challenges, especially the quality of education remains very low, but living standards are high which make the quality of life of people more difficult i.e. among Government employees and students. Technology is changing very fast in the era of globalisation and the economic framework in our country and in the region is changing quickly, particularly towards the opening of the Free Trade Area in the upcoming years. This development has certain impact on investments in education, particularly in TVET and causes some difficulties for TVET development program.

It can be summarized that the development of TVET in the next years will face many challenges, which could be opportunities on the one hand and obstacles on the other hand that have to be taken and successfully solved by TVET managers.

#### 2. Vision and Overall Goals

TVET is an integral and crucial part of the National Education System. It is a means for preparing the work force and technicians at various levels for employment by training so that they are equipped with necessary knowledge, abilities, skills and attitude.

## 2.1. Vision

- Building up work force to be a good citizen who possesses necessary knowledge and occupational skills and is able to start up business as entrepreneur; who is creative and enthusiastic towards the development of the nation and himself; who has good health and ethics in order to fulfil the development requirements of our nation.
- Developing work force in line with potentials of regions and linked to the real way of life of the people in accordance with the economic framework of the country based on potentials and intellectual strengths of the nation in order to meet the demand of national and international labour market as well as the requirements for the integration into the region and the world
- Developing training occupations in line with potentials of economic development and regions focussing on agriculture and forestry sector, industrial processing sector, electricity sector concentrating on hydro-power, corridor for economic exchange, tourism and mining sector in order to create economic framework based on agriculture and forestry and in connection with industry and service.

## 2.2. Overall Goals

- Establishing of at least one TVET school and/or training centre in each province and in some districts with favourable conditions; improving and expanding existing TVET schools, training centres and skills training centres; upgrading TVET schools in some provinces to be technical colleges in order to provide different types of training on different levels e.g. short-term, long-term, daily, evening, full-time and part-time courses these are only types of training levels are missing.
- Increasing access to TVET for up to 60% of graduates of secondary schools nationwide; promoting women, poor, disable and ethnic groups.
- Developing and positioning TVET in conjunction with the Education Strategic Vision by classification of training occupations, development of vocational standards and curricula; application of modular and credit training system in order to facilitate the comparability and transfer of different levels of qualification; integrating subjects such as ICT, business administration for SME and environmental protection into TVET curricula.
- Introducing vocational subjects into general education curricula and pilot testing of these subjects in some schools with favourable conditions.
- Establishing vocational counselling in order to rise interest in vocational training and counselling of TVET graduates for employment.
- Building up vocational teachers for different subjects (technical and pedagogical) at different levels within the country and abroad in order to provide teachers for all TVET institutions sufficiently according to their demand; upgrading teachers for technical and pedagogical subjects and upgrading TVET managers and administrative personnel continuously in order to enable them to follow the ICT development.
- Establishing TVET quality insurance and evaluation system to ensure effectiveness and efficiency of the work force training.

- Upgrading and expanding organisations/bodies/apparatus, which are responsible for TVET management and organisation at macro level starting with agencies from central to provincial level and in some districts with favourable conditions e.g. departments of line ministries, TVET sections in PES and other bodies involved.
- Formulating policy and issuing regulations in order to support and promote all parties of the society to contribute to the development of Lao work force, to promote ethnic and disadvantaged groups to get access to TVET; elaborating and improving rules on additional income generation, training cum production, services and courses subject to changes etc.

### **3. Major Areas for Development of TVET**

#### **3.1. Construction, Improvement and Expansion of TVET Institutions**

- Establishing TVET schools and training centres in provinces and developed districts.
- Improving and expanding existing TVET schools e.g. construction and renovation of infrastructure, provision of technical equipment, materials and other facilities.
- Upgrading technical and vocational schools in some provinces to be technical colleges in order to train technicians at higher level.

#### **3.2. Reform of TVET**

- Improving TVET system in connection with the National Education Reform by applying different types of training.
- Developing and improving curricula, instructional media, manuals and training equipments.

#### **3.3. Pre- and In-service Training of TVET Teacher and Administrative Personnel**

- Planning pre-service and in-service training and development of TVET teachers and administrative personnel.
- Creating Vocational Teacher Training Institutes in regions in order to be able to train vocational teachers at various levels in connection with the expansion of TVET institutions.
- Establishing cooperation network at regional and international level for the exchange of experiences and lessons in the area of vocational teacher training.

#### **3.4. Quality Insurance of TVET**

- Developing standards for TVET teachers and administrative personnel.
- Developing standards for TVET institutions.

- Improving and developing occupational and vocational training standards; establishing skills assessment and Recognition of Prior Learning (RPL) system.

### **3.5. Development of TVET Information System**

- Establishing TVET Information System and data base design to link with MoE and MoLSW Information System.
- Studying and analysing training needs and requirements for TVET quality improvement in accordance with the real needs of the socio-economic development in each period.
- Establishing annual report system for TVET.
- Establishing tracer study system for TVET graduates.

### **3.6. Improvement of TVET Management Apparatus**

- Improving TVET management and organisation apparatus at macro level within ministries in line with real working capacity.
- Establishing TVET division within PES, Provincial Department of Labour and Social Welfare and other departments at provincial and capital city level.
- Improving management apparatus of colleges and TVET schools according to their level and size.

### **3.7. Formulation of Regulatory Framework and Establishment of Management Mechanisms for TVET Development**

- Formulating policy for supporting and promoting persons with talent, women, disadvantaged, disable and ethnic groups in remote areas.
- Formulating policy on implementation of incentive measures for outstanding personnel in the area of vocational education.
- Formulating policy for encouraging public and private enterprises and businesses, communities and societies to get involved, contribute and invest in TVET development.
- Establishing and improving legal provisions and regulations for TVET management at macro level and establishing regulations on management of TVET institutions and additional income generating.
- Issuing regulations on allocation of budgets and financial resources for TVET development by using public budget, different funds, own income of institutions and donation from society, public and private enterprises in order to meet the necessary requirements for training.

## Chapter III

### Plan of Operation for TVET Development from now up to 2010

#### Goals:

- At least one TVET school/training centre has been established in each province.
- Upgrading at least 4 Technical and Vocational Schools to be technical colleges.
- By 2010, providing 8,000 study places per annum within TVET schools and 2,000 training places per annum for short-term courses; providing 3,000 training places per annum within non-formal education centres and community education centres nationwide; providing 5,000 training places per annum within skills training centres; and providing 200 training places per annum for Dual Cooperative Training in cooperation with Trade Working Groups for the sectors of restaurant and hotel, tourism, handicraft and wood processing industry.
- Increasing access to vocational schools for girls so that female students share at least 40% of total vocational students (at the moment about 30%); establishing vocational access opportunities for disadvantages and disabled people by providing different types of training.
- Sufficient TVET teachers at various levels are available for TVET institutions.
- Occupational standards are available; modular curricula with transferable credits are improved for at least 20 training occupations.
- TVET quality insurance and evaluation system is available at central and provincial level.
- Suitable TVET management and organisation apparatus and mechanisms are available.
- Dual Cooperation Training is implemented in at least 4 trades.
- TVET division/unit within related provincial departments is established.
- Legal provisions and regulations for TVET management are available.

#### 1. Increasing Equitable Access to Education Program

##### ***First Project: Establishing, Improving and Expanding TVET institutions***

#### **Activities:**

- Establishing vocational school in the province without any vocational school e.g. Sekong and Saravanh province.
- Improving and expanding existing IVET schools e.g. in Xiengkhouang, Oudomxay, Phongsaly to be completed in 2008 and IVET schools in Houaphanh, Xayabouri, and Louangnamtha to be completed in 2010.

- Upgrading 4 Technical and Vocational Schools to be Technical Colleges such as Pakpasak Technical School, Savannakhet Technical School, Vientiane Province Technical and Vocational School and Champassak Technical and Vocational School.
- Expanding training occupations for at least five schools with readiness for the area of energy, mining, management of real estate and treasure, environmental protection, tourism, commerce, communication, transport, ICT, handicraft, processing industry, service etc.
- Operating training courses in Non-Formal Education Centres and Community Education Centres.
- Implementing vocational and skills training for export of work force (skills training sector).
- Piloting Dual Cooperative Training for at least 4 trades such as hotel and restaurant, garment, handicraft and furniture.

### **Second Project: Improving TVET system**

#### **Activities:**

- Developing TVET system by providing different types of training e.g. formal, non-formal, dual-cooperative, integrated, informal training; distance and e-learning.
- Establishing vocational counselling system and introducing vocational counselling for lower and upper secondary schools.
- Introducing vocational curricula in lower and upper secondary schools with favourable conditions.
- Developing vocational curricula at various levels on the basis of modular and credit system.
- Integrating subjects in the area of ICT, entrepreneurship (SME) and environmental protection into vocational curricula.
- Developing manuals, instructional media and training materials for various types of vocational training.

## **2. Improving Quality and Relevance Program**

### **First Project: Carrying out Pre-service and In-service Training and Developing TVET Teacher and Administrative Personnel**

#### **Activities:**

- Establishing plan for pre-service and in-service training and development of TVET teachers and administrative personnel.
- Creating regional Vocational Teachers Training Institutes in order to train TVET teachers at various levels according to the expansion of TVET institutions.



- Establishing cooperation network at regional and international level in order to exchange lessons learnt and experiences and to train and upgrade TVET teachers.

**Second Project: Ensuring TVET Quality**

**Activities:**

- Developing Standards for TVET teachers and administrative personnel.
- Developing standards for TVET institutions.
- Improving and developing occupational/vocational standards; Implementing ability test and skills assessment, and accrediting prior learning.

**Third Project: Developing TVET Information System**

**Activities:**

- Establishing TVET information system and data base design to link with MoE and MoLSW Information System.
- Studying and analysing training needs and requirements for TVET quality improvement in accordance with the real needs of the socio-economic development in each period.
- Establishing annual report system for TVET.
- Establishing tracer study system for TVET graduates.

**3. Improving TVET Administration and Management Program**

**First Project: Improving TVET Management Apparatus**

**Activities:**

- Improving TVET management and organisation apparatus at macro level within ministries in line with real working capacity.
- Establishing TVET division within PES, Provincial Labour Department and other departments at provincial and capital city level.
- Improving management apparatus of technical colleges and TVET schools according to their level and size.
- Improving the role and functions of NCT and agencies responsible for coordination and cooperation of public private partnership in order to implement Dual Cooperative Training.

**Second Project: Formulating Policy and Establishing Management Mechanisms for TVET Development at Macro Level**

**Activities:**

- Formulating policy for supporting and promoting persons with talent, women, disadvantaged, disable and ethnic groups in remote areas.
- Formulating policy on implementation of incentive measures for outstanding personnel in the area of vocational education.
- Formulating policy for encouraging public and private enterprises and businesses, communities and societies to get involved, contribute and invest in TVET development.
- Establishing and improving legal provisions and regulations for TVET management at macro level and establishing regulations on management of TVET institutions and additional income generating.
- Issuing regulations on allocation of budgets and financial resources for TVET development by using public budgets, different funds, own income of institutions and donation from society, public and private enterprises in order to meet the necessary requirement for training.

## Chapter IV

### Operation Plan for TVET Development from 2010 to 2020

#### Goals:

- Universal qualified, competitive work forces, which can cope with requirements of regional and international labour market and are ready to start up business or establish own enterprise, and to increase production and service effectiveness, are available. At the same time, sufficient work forces are available in accordance with the needs of different sectors for the socio-economic development, industrialization and modernization of the country.
- Improving infrastructure, providing technical equipments, developing curricula, textbooks and instructional media to meet international standards.
- At least five more TVET schools are further upgraded to technical colleges; at least five more vocational schools/training centres have been established in big cities which have had good socio-economic development.
- Expanding training occupations, which are intellectual potentials/properties of the locality in the area of hydro power electricity, electro mechanics, auto mechanics, welding and plumbing, mining-surveying-processing, management of land and property, environmental protection, tourism, commerce, communication, transport, ICT, handicraft, processing industry, economic exchange corridor service etc.
- Carrying out pre-service and in-service training for TVET teacher and administrative personnel qualitatively so that the demand of TVET institutions can be met sufficiently.
- Increasing access to training within technical training occupations up to at least 10% for girls and to vocational training up to at least 15% for disadvantaged people.
- Complete and effective systems of school organisation and management, quality insurance, financial organisation and management are available for the TVET area.

#### 1. Increasing Equitable Access to Education Program

##### ***First Project: Establishing, Improving and Expanding TVET Institutions***

#### ***Activities:***

- Strengthening vocational schools and training centres.
- Upgrading four more TVET schools into technical college level.
- Expanding training occupations, which are potentials for the economy in the area of hydro power electricity, electro-mechanics, auto mechanics, welding and plumbing, mining-surveying-processing, management of real estate and treasure, environmental protection, tourism, commerce, communication, transport, ICT, handicraft, processing industry, economic exchange corridor service etc.

- Establishing three more technical-vocational school/training centres in districts with well developed economy.

**Second Project: Promoting Society and Businesses to Contribute to TVET Development**

**Activities:**

- Convincing, supporting and promoting different organisations of the society and entrepreneurs to make contribution to TVET development.
- Strengthening the National Training Council for coordination and cooperation between public and private sector to develop qualified Lao labour forces continuously.

**2. Improving Quality and Relevance Program**

**First Project: Improving the Modes of Delivery of TVET**

**Activities:**

- Improving types of training e.g. formal and non-formal, dual-cooperative, integrated, informal training; distance and e-learning.
- Improving curricula for different subjects and at different levels to be conformed with the socio-economic development as well as the demand of the labour market within the country.
- Applying vocational subjects in lower and upper secondary schools of provinces.
- Implementing vocational counselling in lower and upper secondary schools and counselling for job placement/employment.
- Introducing subjects such as ICT, entrepreneurship (SME) and environmental protection into vocational curricula.
- Developing manuals, instructional media and training equipment for different types of training.

**Second Project: Carrying out Pre-service and In-service Training for TVET Teachers and Administrative Personnel**

**Activities:**

- Monitoring and evaluating results of pre-service and in-service training for TVET teachers a higher technician level and bachelor level.
- Expanding Vocational Teacher Training College at regional level to meet the real requirement TVET schools and training centres.
- Establishing cooperation network at regional and international level for technical exchanges to train TVET teachers at Master's degree and PhD level.

### **Third Project: Ensuring TVET quality**

#### **Activities:**

- Improving standards for TVET teachers and administrative personnel.
- Improving standards for TVET institutions.
- Improving and developing occupational/vocational standards; Implementing ability test, skills assessment and recognition of prior learning and experiences.

### **Fourth Project: Developing TVET Information System**

#### **Activities:**

- Improving TVET information system, designing the model of information system in line with the information systems of MoE and MoLSW.
- Studying and analysing training needs and requirements for TVET quality improvement in accordance with the real needs of the socio-economic development in each period.
- Improving annual report system for TVET.
- Improving tracer study system for TVET graduates.

## **3. Improving TVET Administration and Management Program**

### **First Project: Improving TVET Management Apparatus**

#### **Activities:**

- Strengthening TVET management and organisation apparatus/agencies from central to local level.
- Upgrading Vocational Education Development Centre to be Vocational Education Development Institute.
- Upgrading of TVET managers in the area of organisation and management.

### **Second Project: Formulating Policy and Establishing of Management Mechanisms for TVET Development at Macro Level**

#### **Activities:**

- Improving legal provisions and regulations for TVET management in line with the real situation.
- Implementing and improving regulations on expenses and investment for TVET development.
- Improving regulations on expenses and investments for TVET development.

## Chapter V

### Measures for the Implementation

In order to implement formulated guidelines and goals stated in the strategy and operation plans for the development of TVET successfully, all concerned parties have to carry out closed coordination and cooperation and share responsibilities as follows:

1. The Ministry of Education works out the draft of Prime Minister Decree on TVET Development in cooperation with parties concerned and issues the Minister's recommendation on, and promulgate the implementation of this Strategic Plan.
2. The Ministry of Education is the leading body responsible for technical aspect of TVET development in collaboration with other parties concerned.
3. The Ministry of Education has the duty to cooperate and coordinate with different bodies, economic sectors, local authority and donor organisations both national and international to look for financial resources and technical cooperation to implement the Strategic Plan for TVET development successfully.
4. The departments of the ministries concerned and TVET institution from central to local level have the duty to implement this Strategic Plan by developing and implementing master plan, programs, working plans, projects; by formulating and identifying and carrying out detailed goals, activities, financial plans and implementation measures; and by strong decentralization to promote TVET development process.
5. TVET organisation and management bodies have the duty to direct, monitor, control and evaluate the implementation of the Strategic Plan for TVET development according to their role and function; and to promote and award outstanding organisation and persons.
6. Financial resources for the implementation of the Strategic Plan and operation plans for development of TVET are from Government budget, financial contribution of diverse sectors, private investments, and contribution of national and international society organisations, grant aids, loans and foreign investments.



## Definition of Terms




<b>Strategic Plan:</b>	A plan to achieve goals by formulating unified policy for implementation
<b>Vocational Education:</b>	Technical and vocational education
<b>Technical Education:</b>	Education which enables graduates to acquire and obtain practical skills needed for employment or any job related to the application of science and technology
<b>Vocational Training:</b>	Short-term training course to acquire skills, abilities and knowledge required for the upgrade of qualification, further education and knowledge improvement of graduates in order to follow the changing condition within an occupation or a job
<b>Technical, Vocational Education and Training:</b>	Process of technical, vocational education and training; and training for building up and developing work force towards the acquisition of knowledge, technical abilities and correct attitudes at certain level to meet the requirement of the socio-economic development in each period
<b>Formal Education:</b>	Education which determines objectives, methods, curricula, learning duration clearly by measuring and evaluating results as condition for education accomplishment
<b>Non-formal education:</b>	Education which is flexible for the determination of objectives, forms, methods and duration of learning by determining flexible learning contents and curricula according to real situation, conditions and demand of each target groups
<b>Informal Education:</b>	Education whereby learner educates him/herself according to his/her interest, circumstance, readiness and opportunity by learning from other person, experiences, society, media or other sources
<b>Lifelong Learning:</b>	Education derived from the combination of formal, non-formal and informal education in order to develop quality of life




<b>Continuous Education:</b>	Education for upgrading level of qualification or increasing knowledge and skills to learn within any subject or training occupation
<b>Bridging Course:</b>	Course by curricula with transferable credit and recognition of prior learning (RPL)
<b>Integrated Vocational Training:</b>	Training approach which includes formal, non-formal and informal education and where teaching and learning is organised at the same training institution according to identified condition; and which facilitates the credit transfer between formal and non-formal education
<b>Dual Cooperative Training:</b>	Training in collaboration with enterprises (public and private sector) with the emphasis on practical part of training; the theoretical part of the training takes place at school and practical training at the workplace enterprise; the collaboration bases on regulations, condition and contract between two parties (school and enterprise); or contract between three parties (school, enterprise, apprentice)
<b>Part-time course:</b>	Course with flexible curricula, which allow students to study and work in parallel; and with interruptions. There are three options namely course by turns, learning through exchange of letter and course in blocks
<b>Full-time Course:</b>	Full study course with fixed curricula without any interruption or vacation
<b>Open Learning:</b>	Learning course which can be interrupted at any time whereas credits/learning units can be accumulated to bridge the gap between courses at a certain qualification level
<b>Distance Learning:</b>	Learning through exchange of letter, by Radio, Television or through internet e.g. e-learning
<b>Special Course:</b>	Long-term or short-term fee paid course running by public and private training institutions for different subjects or training occupations
<b>Skills:</b>	Occupational proficiency within a job







**Technical & Vocational Schools/Centers under the department of Technical and Vocational Education based on curriculum and field study in year 2008-2009**





No	Name Small School	Field of Study	C	CV	D	HD C	HD	B	Picture	Remark	
1	<b>Polytechnic College</b> <b>Sokpaluang Village</b> Sisattanak District Vientiane Capital Tel: (856-21) 313303, 312420	Surveying & Mapping			⊙			<b>1.1.1</b>       <b>1.1.2</b>		Accommodation	
		Land Administration Surveying				⊙	⊙				
		Land Management Surveying			⊙	⊙	⊙				
		Mining Surveying			⊙	⊙	⊙				
		Mining Processing			⊙	⊙	⊙				
		Electric Network			⊙	⊙	⊙				
		Electrical Hydropower									⊙
2	<b>Pakpasak Technical School</b> <b>Watchanh Village</b> Chanthabouly District Vientiane Capital Tel: (856-21) 213142, 228167	Automotive Technology		⊙	⊙				Accommodation		
		General Mechanic		⊙	⊙						
		Electrical Engineering		⊙	⊙	⊙	⊙				
		Electronics			⊙	⊙	⊙				
		Welding & Plumbing		⊙	⊙						
		Carpentry-Furniture		⊙	⊙						
		Construction		⊙	⊙	⊙	⊙				
		Restaurant & Hotel		⊙	⊙						
		Accounting			⊙	⊙	⊙				
		Secretarial			⊙						
		Tailoring		⊙							
		Business Administration		⊙		⊙	⊙				
		Business Computer				⊙					
Hotel & Tourism Administration						⊙					



3	<b>Lao-German Technical School</b> Watnak Village Sisattanak District Vientiane Capital Tel: (856-21) 312432, 312538	Automotive Technology			⊙	⊙	⊙		Accommodation
		Electronics			⊙	⊙	⊙		
		Metal Machining			⊙				
		Welding & Plumbing			⊙				
4	<b>Dongkhamxang Agricultural Technical school</b> Dongkhamxang Village Hatsaiphong District Vientiane Capital Tel: (856-21) 480510	Crop Production			⊙	⊙	⊙		Accommodation
		Animal Husbandry			⊙	⊙	⊙		
		Forestry			⊙	⊙	⊙		
5	<b>Technical School of Vientiane Province</b> NaKhuer Village Viengkham District Vientiane Province Tel: (856-23) 431509	Tailoring		⊙	⊙				Accommodation
		Restaurant & Hotel		⊙	⊙				
		Electronics		⊙	⊙	⊙	⊙		
		Construction		⊙	⊙				
		Crop Production		⊙	⊙	⊙	⊙		
		Animal Husbandry		⊙	⊙	⊙	⊙		
		Forestry			⊙				
		Carpentry		⊙	⊙				
		Accounting			⊙	⊙	⊙		
		Computer Business			⊙	⊙	⊙		
		Finance		⊙	⊙	⊙	⊙		

6	<b>Vocational &amp; Technical School of Savannakhet Province</b> Thahae Village Kaysornphomviharn District Savannakhet Province Tel: (856-41) 212149, 212120	Automotive Technology	⊙		⊙				Accommodation
		Electronics	⊙		⊙				
		Welding & Plumbing	⊙		⊙				
		Mechanic			⊙				
		Carpentry			⊙				
		Business Administration					⊙		
		Accounting				⊙	⊙		
		Bridge & Road			⊙	⊙	⊙		
		Bridge & Road Survey	⊙		⊙				
		Electronics			⊙				
		Restaurant & Hotel			⊙				
		Tailoring			⊙				
Construction				⊙	⊙				
7	<b>Vocational and Technical School of Bolikhamxay Province</b> Huaikhoun Village Borlikhanh District Bolikhamxay Province Tel: (856-54) 790167	Construction		⊙	⊙			Accommodation	
		Carpentry		⊙					
		Tailoring		⊙					
		Business Administration			⊙				
		Crop Production			⊙				
		Animal Husbandry			⊙				
8	<b>Vocational and Technical School of Champasack Province</b> Salakham Village Pakse District Champasack Province Tel: (856-31) 212007, 213801	Electrical Engineering			⊙	⊙	⊙		Accommodation
		Electronics			⊙		⊙		
		Business Administration			⊙		⊙		
		Accounting			⊙	⊙	⊙		
		Restaurant & Hotel		⊙	⊙				
		Automotive Technology		⊙	⊙				
		Welding & Plumbing		⊙	⊙				
		Tailoring			⊙				
		Construction			⊙	⊙	⊙		
		Carpentry & Furniture			⊙				
		Tourism					⊙		
Motobike Repair	⊙		⊙						

9	<b>Vocational and Technical School of Attapeu Province</b> Seyai Village Samakkhixay District Attapeu Tel: (856-20) 5478452 (856-36) 211841	Construction			⊙				Accommodation	
		Crop Production			⊙					
		Animal Husbandry			⊙					
		Restaurant & Hotel			⊙					
		Electronics			⊙					
		Welding & Plumbing			⊙					
10	<b>Vocational &amp; Technical School of Luangprabang Province</b> Khoi Village Luangprabang District Luangprabang Province Tel: (856-71 ) 212020	Construction		⊙	⊙	⊙	⊙		Accommodation	
		Welding & Plumbing		⊙	⊙					
		Auto Mechanic		⊙	⊙					
		Restaurant & Hotel		⊙	⊙					
		Carpentry		⊙	⊙					
		Business Administration		⊙	⊙	⊙	⊙			
		Accounting		⊙	⊙	⊙	⊙			
		Electrical Engineering		⊙	⊙	⊙	⊙			
		Hotel & Tourism Administration			⊙	⊙	⊙			
11	<b>Vocational and Technical School of Khammouane Province</b> Donkhuenxang Village Thakhaek District of Khammouane Province Tel: (856-51) 212538, 250004	Carpentry			⊙				Accommodation	
		Business Administration		⊙	⊙	⊙				
		Restaurant & Hotel		⊙	⊙					
		Tailoring		⊙	⊙					
		Construction		⊙	⊙					
		Mechanical Engineering			⊙					
		Electronics		⊙	⊙	⊙				
		Computer Techniques			⊙	⊙				
12	<b>Integrated Vocational school of Luangnamtha Province</b> Phonxaysavang Village Luangnamtha District Luangnamtha Province Tel: (856-30) 5111041	Restaurant & Hotel-Tourism			⊙				Accommodation	
		Crop Production			⊙					
		Animal Husbandry			⊙					
		Construction			⊙					

13	<b>Integrated Vocational school of Phongsaly Province</b> Bounxay Village Bounnuer District Phongsaly Province Tel: (856-20) 5787116 (856-30) 5100400	Crop Production			⊙				Accommodation
		Animal Husbandry			⊙				
		Restaurant & Hotel			⊙				
		Construction			⊙				
14	<b>Vocational and Technical School of Bokeo Province</b> Pakngao Village Huaisai District Tel: (856-84) 211451	Business Administration			⊙			Accommodation	
		Crop Production			⊙				
		Animal Husbandry			⊙				
		Construction			⊙				
15	<b>Integrated Vocational school of Sayabouly Province</b> Suan Village Sayabouly District Sayabouly Province Tel: (856-30) 5180297 (856-20) 5801009	Business Administration			⊙			Accommodation	
		Tourism & Hotel			⊙				
		Animal Husbandry			⊙				
		Crop Production			⊙				
		Construction			⊙				
		Tailoring		⊙					
16	<b>Integrated Vocational school of Houaphanh Province</b> Hanglong Village Viengxay District Houaphanh Province Tel, Fax: (856-30) 5160189	Crop Production			⊙			Accommodation	
		Animal Husbandry			⊙				
		Construction		⊙	⊙				
		Restaurant & Hotel			⊙				
		Tailoring		⊙					

17	<b>Integrated Vocational school of Oudomxay Province</b> Bor Village, Xay District Oudomxay Province Tel, Fax: (856-20) 5681739 (856-30) 5130346	Construction			⊙				Accommodation
		Furniture			⊙				
		Crop Production & Animal Husbandry			⊙				
		Carpentry			⊙				
18	<b>Integrated Vocational school of Xiengkhouang Province</b> Li Village, Paek District xiengkhouang Province Tel, Fax: (856- 61) 213295 (856-20) 5170261	Animal Husbandry			⊙				Accommodation
		Crop Production			⊙				
		Tailoring		⊙	⊙				
		Restaurant & Hotel		⊙	⊙				
		Construction		⊙	⊙				
		Carpentry		⊙	⊙				
		Electronics			⊙				
		Automotive Technology			⊙				
19	<b>Integrated Vocational school of Sekong Province</b> Mo Village, Lamam District Sekong Province Tel: (856-20) 5638176	Electronics			⊙			Accommodation	
		Agriculture (Crop Production & Animal Husbandry)			⊙				
		Construction			⊙				
20	<b>Integrated Vocational school of Saravane Province</b> Khouaset Village, Laongam District Saravane Province Tel: (856-34) 211892	Construction			⊙			Accommodation	
		Crop Production			⊙				
		Animal Husbandry			⊙				

21	<b>Vientiane-Hanoi Friendship Vocational School</b> Phonxay Village Kaysettha District Vientiane Capital Tel: (856- 21) 412461 Fax: (856-21) 453126	Accounting Informatics			⊙					
		Administrative Informatics			⊙					
		Computer Technology			⊙					
		Electronics			⊙	⊙	⊙			
		Information Technology				⊙	⊙			
		Computer Business				⊙	⊙			
22	<b>Vocational Education Development Center</b> Watnak Village Sisattanak District Vientiane Capital Road: Lao-Thai Tel: (856-21) 350497/312422 Fax: (856-21) 312421 E-mail: <a href="mailto:vedc@hotmail.com">vedc@hotmail.com</a>	Mechanical Engineering					⊙		Accommodation	
		Agriculture-Forestry								⊙
		Business Administration								⊙
		Electronics								⊙
		Construction								⊙

C: Certificate

CV: Certificate Vocational

D: Diploma

HDC: High Diploma continuous

HD: High Diploma

B: Bachelor