

# Promoting Technical and Vocational Education in Lao PDR

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# Background

- Laos's increasing integration into regional markets brings along great opportunities for the country
- Employers find it difficult to recruit the qualified people they need to meet this demand.
- The country faces a number of challenges in this respect , especially difficult for disadvantaged groups to start and complete TVET.
- There are also significant shortcomings in the quality and relevance of the training provided the standard of the vocational teaching, and the level to which employers are involved



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# Skills needs and training gaps

- The agriculture sector accounts for the majority of the country's workers.
- Lao youth are not interested in agriculture; they aspire to have “city jobs” and office jobs, particularly in the public sector – such as banking
- Many people prefer working as public-sector officials
- The challenge posed by the low interest in, and take-up of, TVET among youth – which is attributable to social preference and negative perceptions of the sector



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# Statistic of TVET Enrollment

Number of students who enrolled in the Public TVET Institutions, under the Ministry of Education and Sports, 2017-2018

No:	Fields	Number of students		Percentage	
		Total	Female	Total	Female
1	Agriculture	3.548	2.060	9,59	13,03
2	Industry	19.321	3.401	52,21	21,51
3	Service	13.844	10.231	37,41	64,70
4	Teacher Upgrading	292	120	0,79	0,76
	Total	37,005	15.812	100	100



# Statistic of TVET Enrollment

Number of students who enrolled in the Private TVET Institutions, 2017-2018.

No:	Fields	Number of students		Percentage	
		Total	Female	Total	Female
1	Agriculture	0	0	0	0
2	Industry	2.818	759	10,93	5,51
3	Service	22.970	12.918	89,07	94,49
	Total	25.788	13.672	100	100



# TVET objectives and mechanisms for implementation

- § The main objectives for TVET in the Lao PDR are to contribute to the country's socio-economic development,
- § Poverty reduction targets, and help the country to emerge from the group of least-developed countries by 2020
- § The purpose of the TVET Master Plan was to provide directions for managers, administrators, directors, and staff of TVET providers, and to identify the roles and responsibilities



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# TVET target groups and access

- Training providers are encouraged to target several groups, including new labour market entrants (school leavers), existing workers, young people, older adults, and disadvantaged groups.
- The government is providing incentives for disadvantaged groups to participate in TVET, through voucher schemes and scholarships.
- The new TVET law aims to improve access to, and the flexibility of, training programmes. It therefore emphasizes several modes of training delivery



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# How to promote TVET?

1. *Changing perceptions about TVET*
2. Quota provision for female participants in courses covering priority skills
3. introduction of a voucher assistance system to entice poorer students to take up short courses in priority skills areas
4. construction of dormitories to encourage students from remote and poor rural areas to take up TVET education, with 50% of the spaces reserved for girls.
5. conducted a social marketing drive to improve perceptions of TVET



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# How to promote TVET? (cont.)

## 1. *Changing perceptions about TVET*

- § Quota provision for female participants in courses covering priority skills
- § introduction of a voucher assistance system to entice poorer students to take up short courses in priority skills areas
- § construction of dormitories to encourage students from remote and poor rural areas to take up TVET education, with 50% of the spaces reserved for girls.



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# How to promote TVET? (Cont.)

## 1. Changing perceptions about TVET

Strengthening TVET's links to industry and workplace training,

Basing TVET on standards that are set or validated by industry,

Making learner placement, internships, and on-the-job training programs regular features of TVET delivery.



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# Approach

- To change its TVET policy from a supply-driven to a demand-driven approach that more closely reflects the needs of the labour market
- In a dual cooperative training system, technical schools and private enterprises plan and deliver vocational training jointly
- Easier access to vocational training for all people, regardless of gender, ethnicity, disabilities or financial status.
- To assist these groups by scholarship providing



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# Approach (Cont.)

- § Improved quality of public & private TVET - Positive images of females in the 4 skill areas,
- § Social marketing campaign to attract females, improve image of TVET,
- § Increased and more equitable access to TVET - Assistance with tuition fees/stipends for the 4 priority skills areas (25% girls),
- § Dormitory spaces reserved for girls (50%) ,
- § Increased private sector involvement in TVET strategy and delivery.



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# Results achieved

- Restructuring the National Training Council, which will perform many of the TVET supervisory functions
- Introduced certified C1, C2 courses and have significantly improved access to training for disadvantaged groups, which finances C1, C2 and C3 courses.
- Have been trained as scholarship students which cover enrolment fees, the cost of living for students and operational costs for training.
- Annual enrolment rates have increased gradually



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# Challenges

- § Low investment and support in TVET
- § Insufficient TVET school's infrastructure and facilities to accommodate increased number of trainees and students
- § Mismatching between TVET students produced and labor market demand,
- § Insufficient training materials and out-of-date machines and tools for practical training of students
- § Insufficient teaching staff, moreover they lack teaching skills and industrial experiences
- § Weak linkages between industry and TVET institutions



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Thank you very much

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# Thank you



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