

**1st Expert Meeting on Future Skills Needs and Anticipation
in Selected Sectors and Industries
in the Asia and Pacific Region
4 – 5 December 2017 Bangkok, Thailand**

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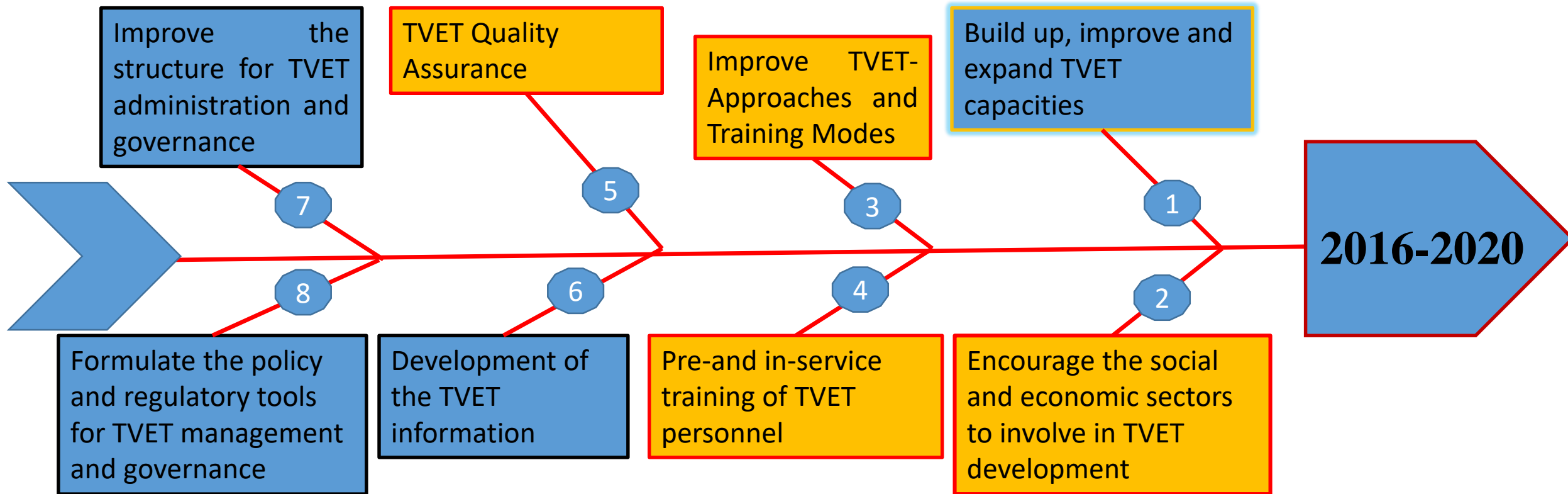
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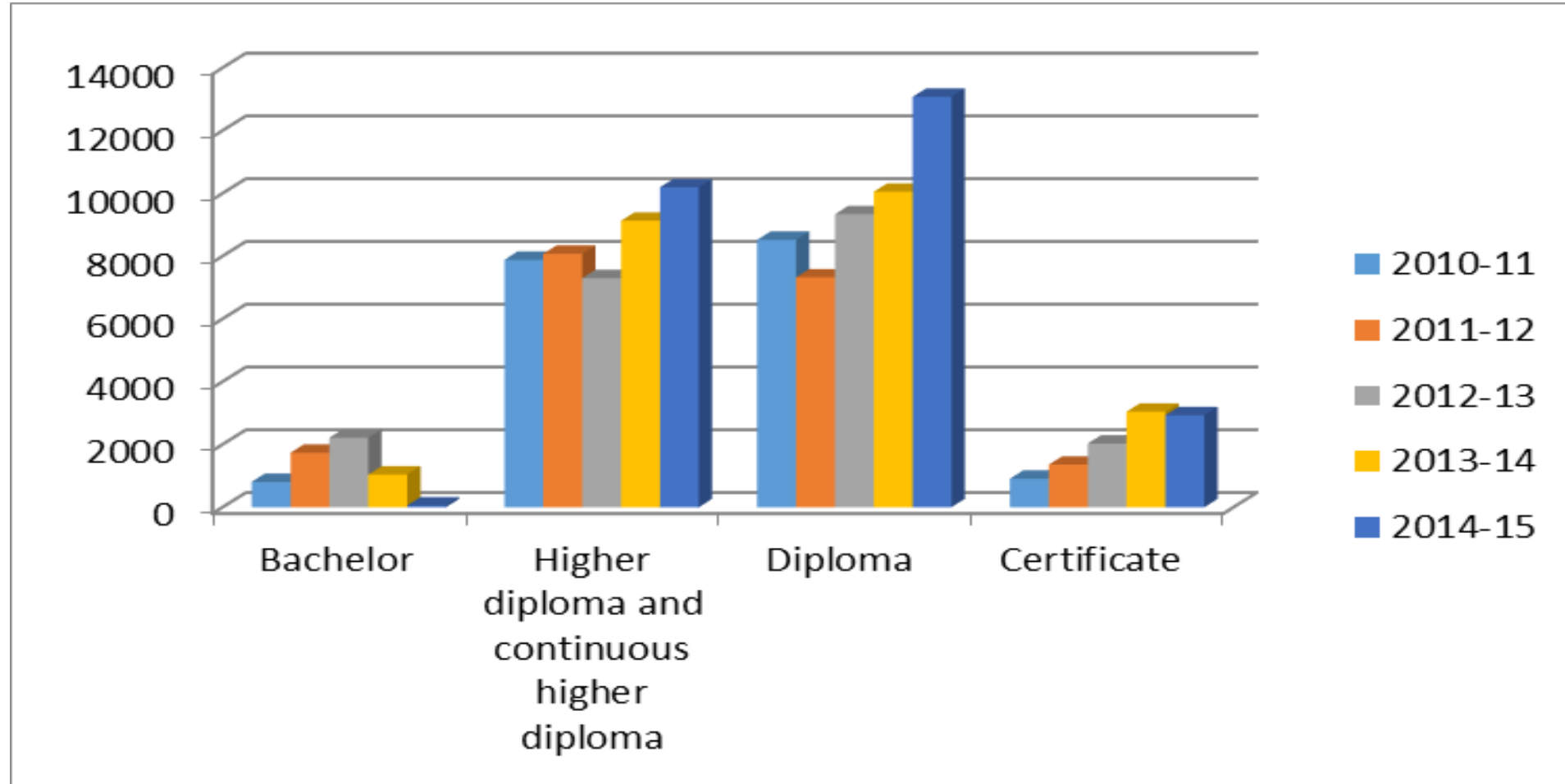
RATIONALE

- ALTHOUGH, THE LAO PDR MADE CONSIDERABLE PROGRESS IN MODERNIZING THE TVET SYSTEM, IT IS VITAL TO EXPAND AND IMPROVE THE QUALITY AND RELEVANCE OF TVET TO COPE WITH THE INCREASING DEMAND FOR A COMPETENCE WORKFORCE WHICH INCREASING RAPIDLY.
- TVET has received high attention by the government and a number of key development partners as highly skilled TVET graduates will strengthen the national workforce and in turn will contribute to national socio-development
- MOES ENDORSED THE TVET DEVELOPMENT PLAN 2016-2020, WHICH AIMS TO INCREASE ACCESS AND STRENGTHEN THE TVET.

TVET Development Plan 2016-2020



Number of Public TVET Students on each level, separated by academic year



Number of Students and Teachers of both Public and Private TVET Institutions

| | 2016 | | | | 2017 | | | |
|---------------------------|--------|--------|--------|-------|--------|--------|--------|-------|
| Public TVET Inst. | Total | Men | Female | F (%) | Total | Men | Female | F (%) |
| Teaching Staffs & Adm. | 2,228 | 1,404 | 824 | 36.98 | 2,287 | 1,438 | 849 | 37.12 |
| Students | 30,221 | 17,889 | 12,332 | 40.81 | 33,114 | 18,887 | 14,227 | 42.96 |
| Private TVET Inst. | | | | | | | | |
| Teaching Staffs & Adm. | 3,002 | 2,208 | 794 | 26.45 | 2,719 | 1,924 | 795 | 29.24 |
| Students | 36,424 | 17,345 | 19,079 | 52.38 | 30,855 | 14,288 | 16,567 | 53.69 |

CHALLENGES OF TVET

1. ALIGNMENT OF TVET AND TRAINING PROGRAMS WITH LABOUR MARKET NEEDS

- CLOSER COOPERATION BETWEEN INDUSTRY/EMPLOYERS WITH TVET AND POST SECONDARY INSTITUTIONS
- NATIONAL TVET COUNCIL AND TRADES WORKING GROUPS SETTING DIRECTIONS AND STANDARDS

2. ADOPTING A NATIONAL STANDARDIZED SYSTEM

- INTEGRATION OF MOES TVET INSTITUTIONS WITH OTHER MINISTRIES' TRAINING CENTRES AND PRIVATE TRAINING PROVIDERS
- INDUSTRY DEVELOPED QUALIFICATIONS BASED ON COMPETENCY REQUIREMENTS AND TRADES/INDUSTRY STANDARDS (ASEAN)

3. TEACHING PERSONNEL: LACK OF MODERN PEDAGOGICAL SKILLS, LACK OF METHODOLOGICAL SKILLS IN THE CONTEXT OF AN LEARNING OUTCOME BASED TVET, LACK OF APPLYING MODERN DIDACTICAL AND TRAINING DELIVERY METHOD, LACK OF APPLICATION OF COMPETENCY BASED ASSESSMENT (CBA), LACK OF TECHNICAL SKILLS AND LACK OF ADEQUATE FACILITIES

4. TVET QUALITY ASSURANCE: THE QUALITY ASSURANCE CAN COVER ONLY THE INSTITUTIONAL MANAGEMENT AREA; BUT NOT ON THE COMPETENCY OR LEARNING OUTCOME YET, LACKING THE INVOLVEMENT FROM INDUSTRY AND LACKING OF COMMUNICATION STRATEGY ABOUT QUALITY ASSURANCE TO THE SOCIETY

RECOMMENDATIONS

We would like to propose the government and development partners for taking on consideration, continuing support in particular:

1. POLICY AND REGULATIONS AIMED AT INTEGRATING THE CURRENT TVET AND TRAINING SYSTEMS TO ENSURE THEY ARE FOCUSED ON MEETING LABOUR MARKET DEMANDS
2. STRENGTHENING THE MECHANISMS FOR GOVERNMENT, INDUSTRY AND TRAINING PROVIDERS TO REVIEW, ANALYSE AND MAKE USE OF LABOUR MARKET INFORMATION
3. IMPROVE THE TEACHING AND LEARNING ENVIRONMENT OF SOME TVET INSTITUTIONS (FACILITIES, TECHNICAL EQUIPMENT)
4. IMPROVE THE QUALITY AND CONSISTENCY OF TEACHING AND LEARNING (UPGRADING THE TECHNICAL AND PEDAGOGY SKILLS AND KNOWLEDGE OF TEACHERS)

Current Trends of Educational Choices

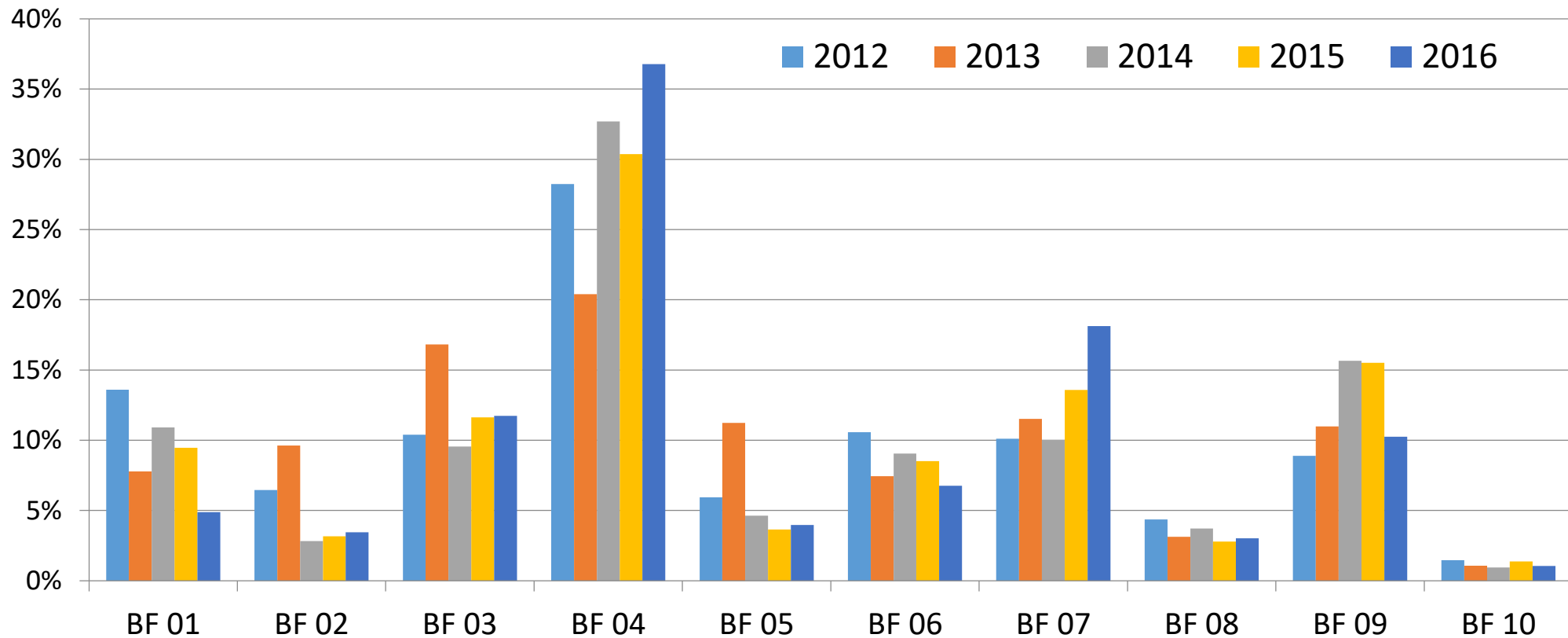
Sources: Ministry of Education and Sports, Department of Student Affairs

International Standard Classification of Education (ISCED2013)

ISCED codification:

- BF01: Education and Teacher Training
- BF02: Arts and Humanities
- BF03: Social Sciences, Journalism and Information
- BF04: Business Administration, Law and External Relations (adapted to Lao context)
- BF05: Natural Sciences, Mathematics and Statistics
- BF06: Information and Communication Technologies
- BF07: Engineering, Manufacturing and Construction
- BF08: Agriculture, Forestry, Fisheries and Veterinary
- BF09: Health and Welfare
- BF10: Service

1. Trends of educational choices abroad in the past 5 years (2012 to 2016)



Observations on trends of educational choices in country:

BF04 is always the highest choice and tends to increase more

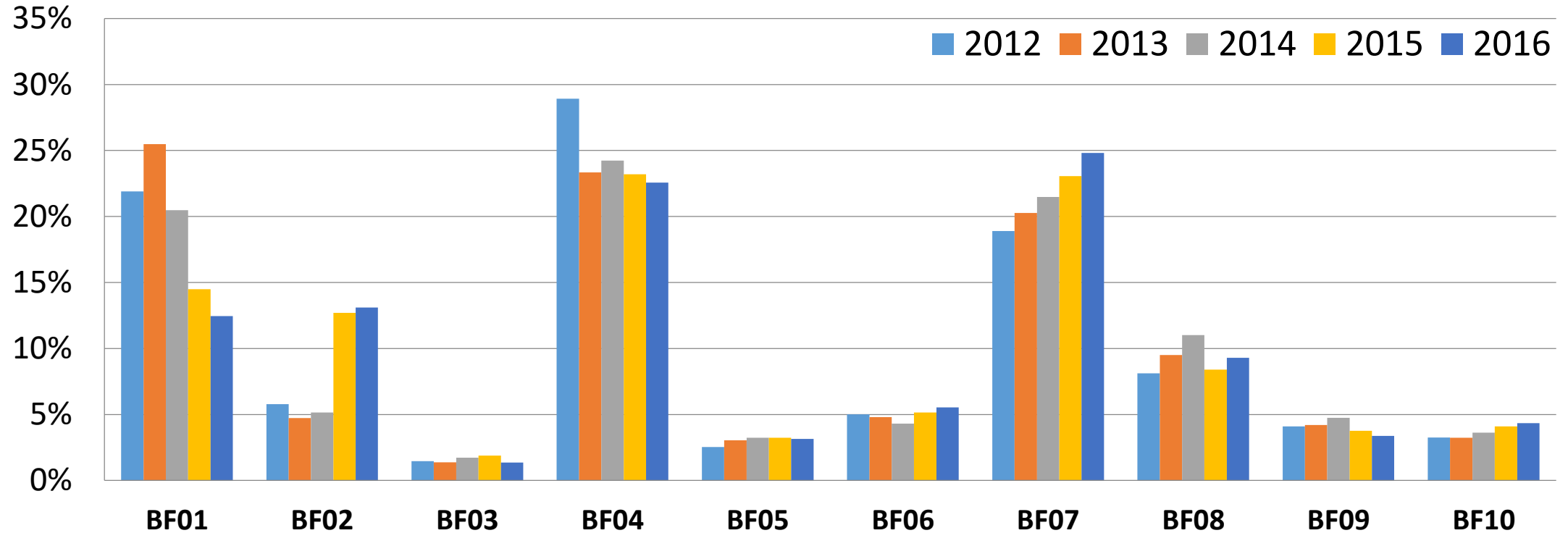
BFs 02 + 03 + 04 = 51.9% > BFs 05 + 06 + 07 = 43.2% (China ≈ 80%)

BF07 tends to increase but the proportion is still small compared to BF04

BF06 tends to decrease

BF10 represents a too small proportion

2. Trends of educational choices in country in the past 5 years (2012 to 2016)



Observations on trends of educational choices in country:

BF04 is always the highest choice except for 2013, but has a decreasing trend

BF07 represents important proportion and has an increasing trend

BF01 tends to decrease

BF08 is more or less stable

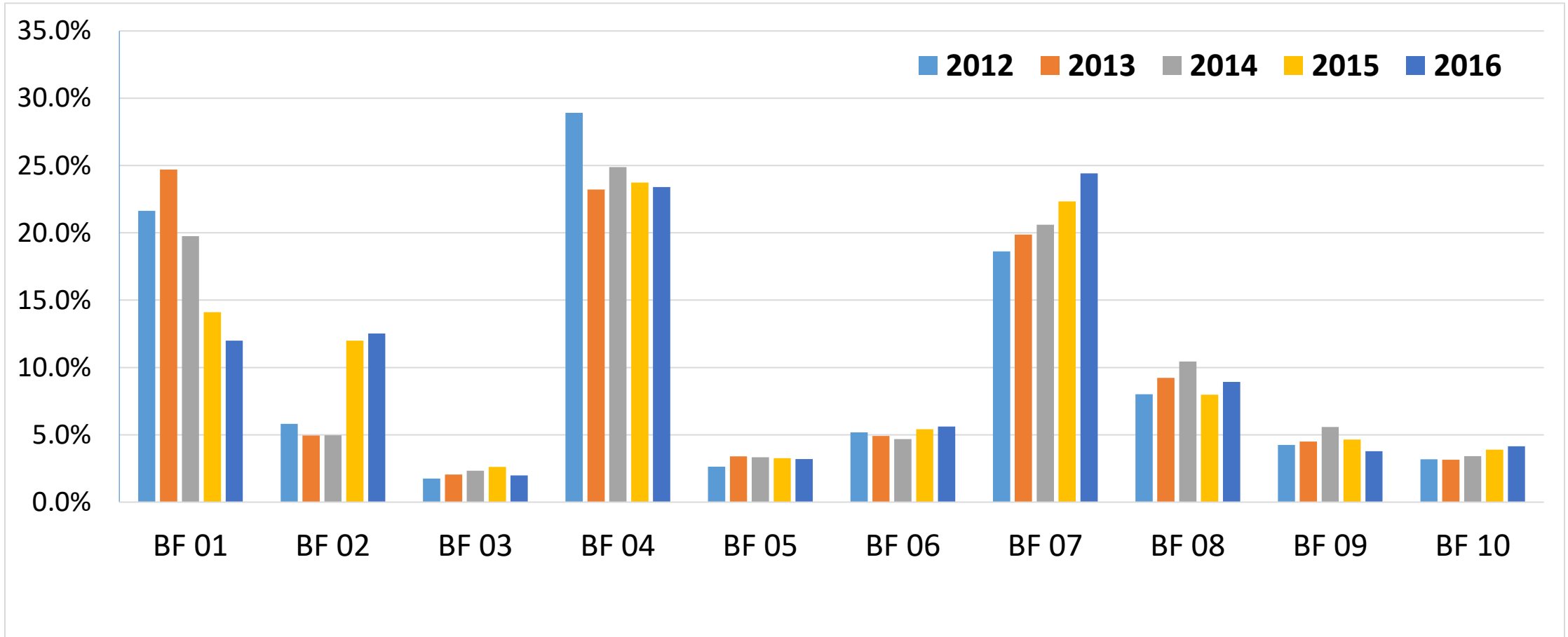
BF04 is always the highest choice except for 2013, but has a decreasing trend

BF07 represents important proportion and has an increasing trend

BF01 tends to decrease

BF08 is more or less stable

3. Trends of educational choices in country and abroad in the past 5 years (2012 to 2016)



Observations on trends of educational choices:

BF04, BF07 and BF01 are the largest

BF04 is the top choice (never less than 25%) but it tends to decrease

Rapid decrease for BF01

BF07 tends to increase, passing the level of 20% in 2014 to almost reach 25% in 2016

Directions for setting: priority fields of study for the next 5-10 years

- Better coordination between training in country and abroad: take into account programs, levels of study and education quality that exist in the country when consider international scholarships.
- Respect of employment hierarchical pyramid: continue to promote technical and vocational education and select the best students to enter universities
- While respecting the principle “free to choose”, invest more on improving the quality of our study/career guidance system.

In coming years:

- Continue to reduce the proportion of BF04 (Business Administration, Law,...) to an appropriate level, in particular international scholarships
- Continue to promote BF05, BF06 and BF07 (Natural sciences, Information and Communication Technologies, Engineering Manufacturing and Construction);
- Let BF02 (Art & Humanities), BF03 (Social sciences), BF09 (Health) and BF10 (Services) follow their course.
- Redress BF01 and in the same time pay more attention on Training of Teachers of Math. Phys. Chem. and Arts

Future priority fields of study:

based on VIII national 5 year socio-economic development plan

- 1) Agro-forestry product processing industries and related fields at all level of study;
- 2) Hydroelectricity and clean energies generation, distribution and maintenance at all level of study;
- 3) Mines exploration and exploitation at all level of study;
- 4) Infrastructure construction and maintenance: buildings, bridge-road, ports, railway... at all level of study;
- 5) Transportation engineering (road, railway, port, etc.) and logistics at all level of study;
- 6) Service and tourism (Hotel-restaurant-tour package) at all levels and peripheral businesses such as design and production of handicraft products (wooden-silver-gold works) at artisan level of study;
- 7) Financial and bank service focusing on high levels since colleges and universities in our country already deliver general knowledge of these fields;
- 8) Agriculture and farm production and related fields at all levels of study;
- 9) Health prevention and care at all levels of study;
- 10) Natural disaster prevention and recovery, environment protection and related fields at all levels of study;

THANK YOU