



IVET framework for improving access to TVET in rural areas in Lao PDR

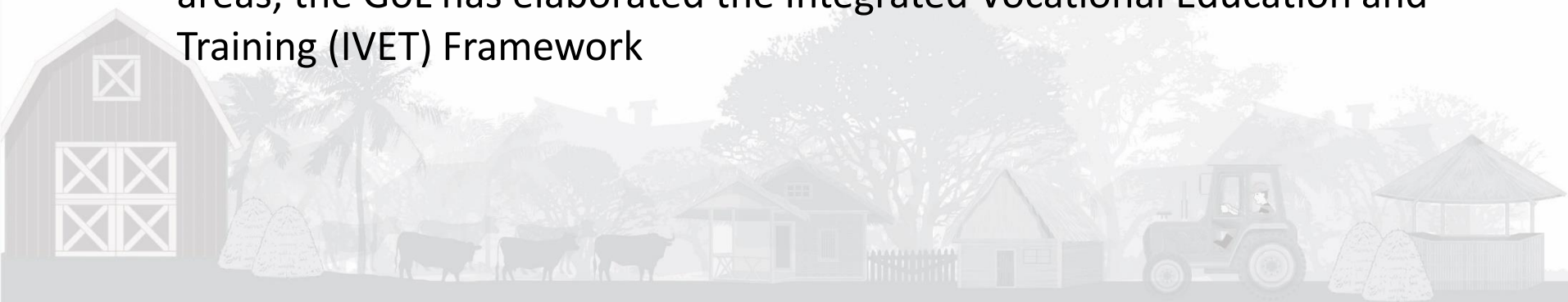
**Somlith Virivong, Deputy Director General, TVET
Department, MoES, Lao PDR**





1. Background

- High economic growth over last ten years in Lao PDR (on average 7%)
- Increasing demand for workers at all skill levels
- Particularly in urban areas employers face the challenge to find qualified workers
- At the same time, disadvantaged groups in remote areas have difficulties to access TVET and employment due to the lack of economic activities
- As a result, the labour market is characterized by the coexistence of underemployment and lack of qualified workers
- To specifically address the challenges of disadvantaged groups in rural areas, the GoL has elaborated the Integrated Vocational Education and Training (IVET) Framework

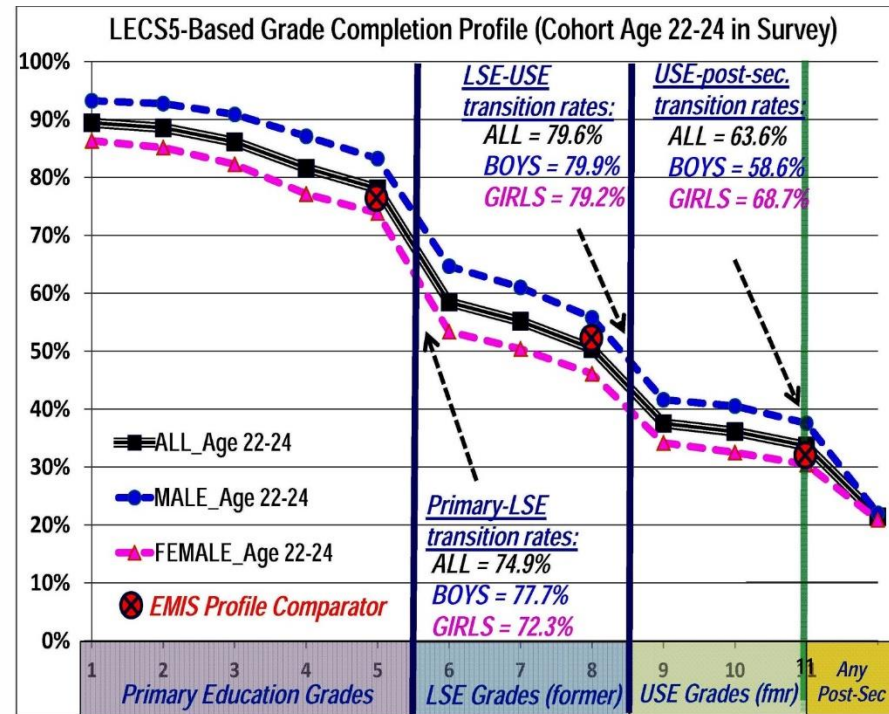




2. Why IVET?

- ~50% finish lower secondary
- ~30% complete upper secondary
- ~20% enter TVET or higher education

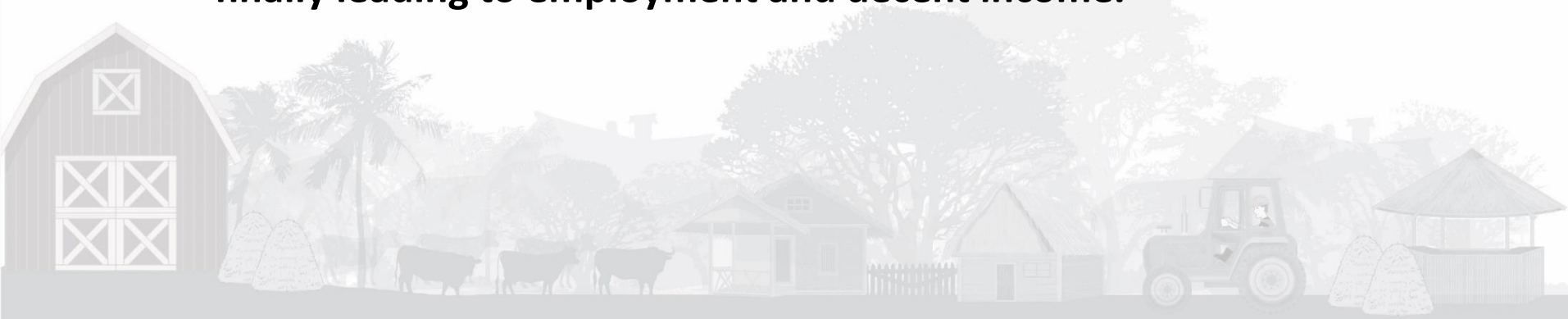
... so **half** of Lao PDR youth finish primary never to finish secondary





3. IVET Concept

- First concept drafted in 2000 as part of the education reform strategy 2001-2020 of GoL
- Further elaborated and piloted with support from Germany (GTZ and KfW)
- Included in the first TVET Law which was adopted by the parliament in 2013
- **Overall goal: All Lao people, regardless of their ethnicity, gender, disability or social status should receive quality vocational education and training, equally and appropriate to individual capabilities and finally leading to employment and decent income.**





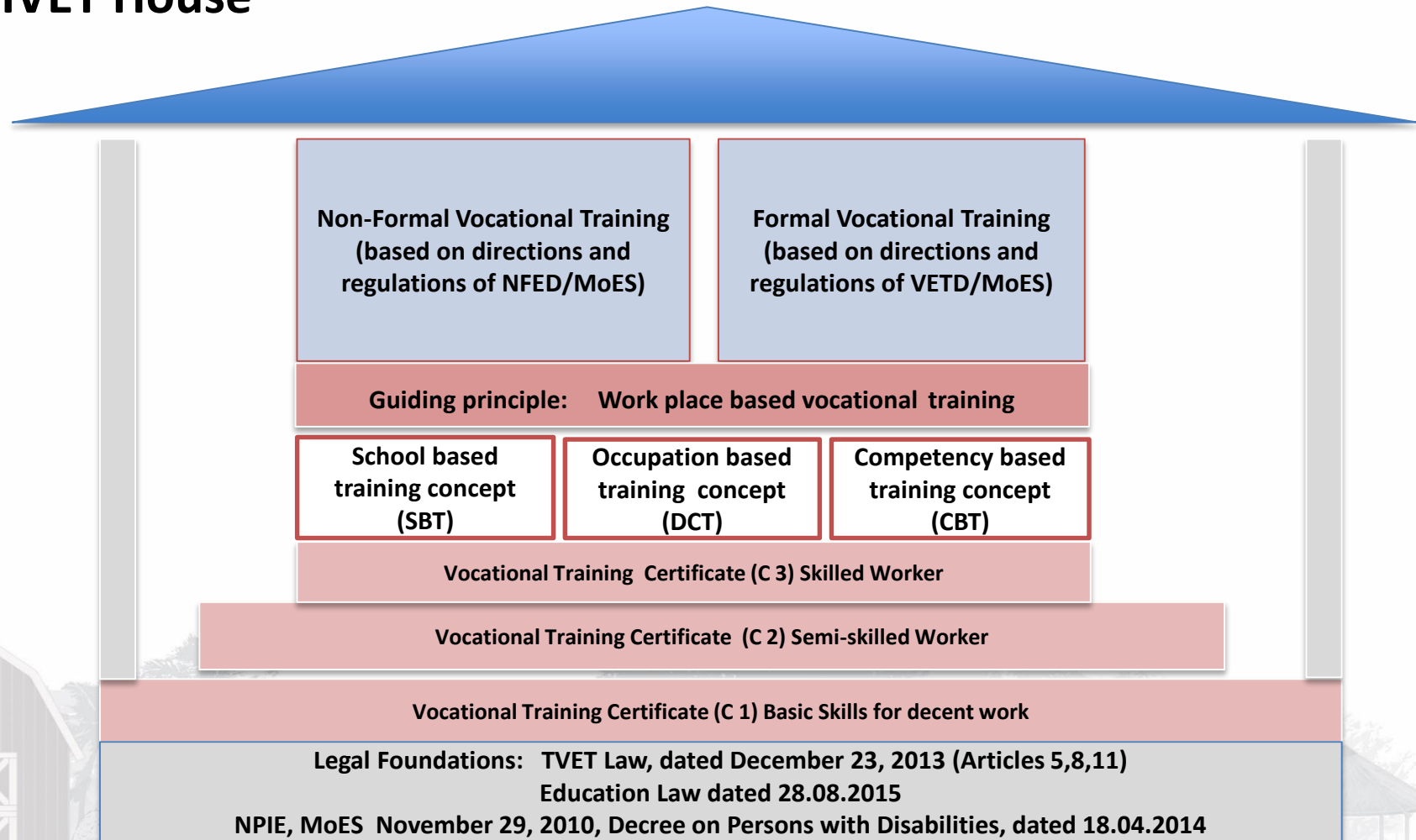
3. IVET Concept

- Key principles:
 - High amount of practical learning reflecting real work processes
 - Integration formal and non-formal, inclusive, general, special needs, adult and vocational education
 - IVET Pathway enables permeability, recognition of learning outcomes and certification
- IVET aims to bring together formal and non-formal vocational education and training “under one roof” in one training institution...





4. IVET House





5. IVET Path

C3 Certificate 3 Skilled worker (1 to 2 years)

Entry requirements: Completed C2 (or lower secondary)
Training content: Professional and transferable skills related to an occupation plus general education (up to 352 h) leading to recognition of class 9
Mode of delivery: SBT, DCT (guiding principle: work place based training)
Graduation: Certificate 3: Skilled worker plus general education equivalent class 9 and authorization to move to next levels in NVQF (4 and 5)

C2 Certificate 2 Semi-skilled Worker (6-12 months)

Entry requirements: Completed C1 and primary education (work experience / test)
Training content: Curricula with professional skills (up to 10 modules) plus general education (up to 352 h) preparing completion of class 9
Mode of delivery: SBT with possible workplace based training elements
Graduation: Certificate 2: Semi-skilled worker and authorization to move to C3

C1 Basic skills Certificate 1 (3-6 months)

Entry requirements: Completion of primary school (class 5)
Training content: Curricula with basic skills (7-10 modules) plus 3 modules with life skills plus general education (176 h)
Mode of delivery: SBT
Graduation: Certificate C1: Basic vocational skills and authorization to move to C2

World of Work



6. Results

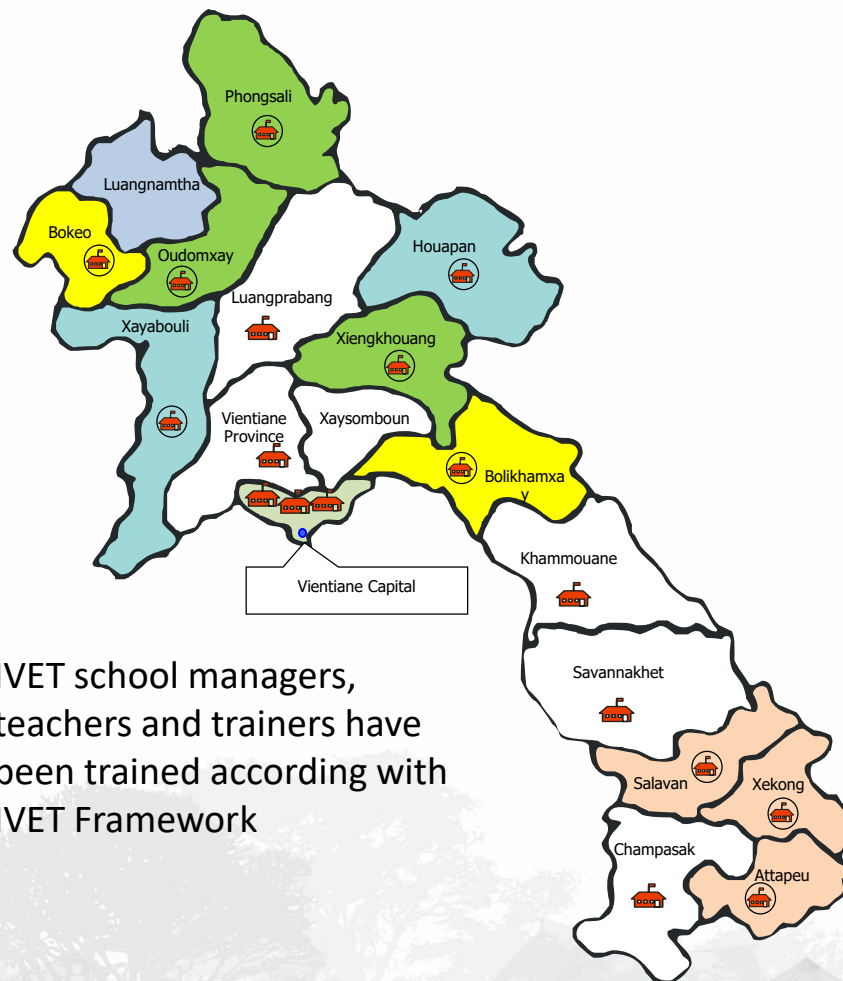
11 IVET Schools constructed and equipped with German financial support

VTP I: April 05, 2006
(Xiengkhouang, Oudomxay and Phongsaly)

VTP II: April 09, 2008
(Sayaboury, Luang Namtha and Houaphan)

VTP III and IV: July 11, 2011
(Salavan, Sekong and Attapeu)

VELA-FC (VTP V): October 26, 2015
(Bokeo, Bolikhamsay)

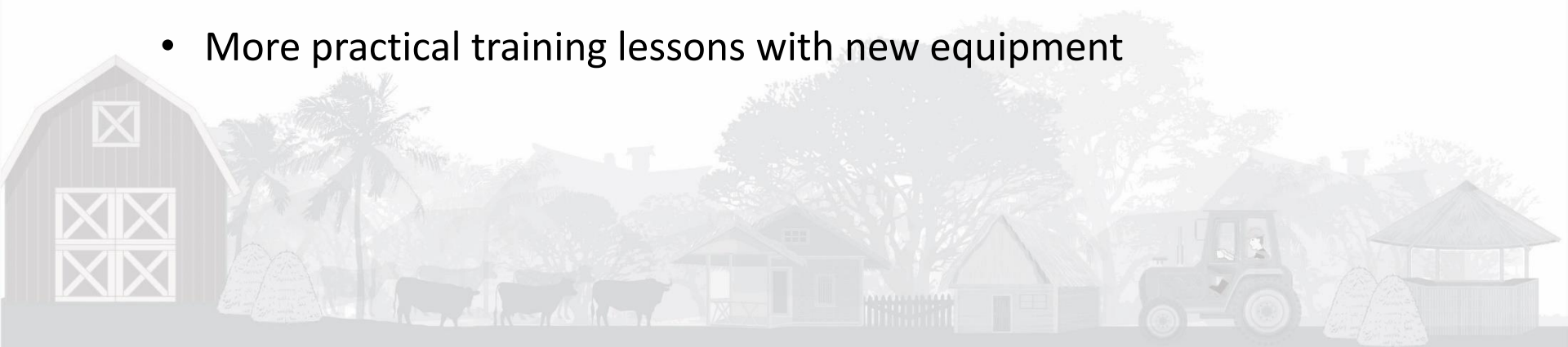


IVET school managers,
teachers and trainers have
been trained according with
IVET Framework



6. Results

- Access to regular level 4-5 TVET courses for approx. 8500 students/year (all students get stipends from GoL)
- Access to short courses (Level 1-3) for approx. 3000 students/year (mostly supported by development projects e.g. VELA, STVET)
- Development and availability of 10 C1 and 8 C2 (supported by VELA)
- Realization of complementary life skills and financial literacy skills trainings
- Increased capacities of teachers to plan, organize and implement C1 and C2 courses
- More practical training lessons with new equipment





Q&A

Kopchai lai lai! Thank you very much!

