

Report

Appraisal Mission – Vocational Teacher Education Laos

By order of

GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit)

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1. Introduction

The actual GIZ-project “Vocational Teacher Education Laos” started in 2012 and will be run up to 2016. It is based on predecessor projects which started in a stricter sense in 2004 by establishing the vocational teacher education at the Faculty of Engineering, National University of Laos as a coordinating unit, according to a decree of the Minister of Education. In 2005 the unit was upgraded to the “Vocational Teacher Training Division”, in 2011 upgraded to the actual state as a “Vocational Teacher Education Department” at the Faculty of Engineering (FE) of the National University of Laos (NUOL).

The “Appraisal Mission” in context of the GIZ-Project “Vocational Teacher Education Laos” has the objective target to survey the current state of the above-mentioned GIZ-project. Based on the findings the engaged expert should make proposals about following issues:

- Structure of Vocational Teacher Education (VTE)
- Further development of the curriculum of VTE studies
 - Professional profile of a vocational teacher in Laos
 - Prerequisites and conditions of admission for the VTE studies in Laos
 - Knowledge, skills and competences included in the curriculum of VTE studies
 - Division of theoretical (special and pedagogical knowledge) and practical skills and competences within the curriculum of VTE studies
- Establishing of a system of preparatory traineeships including a mentoring system for vocational teacher entrants

1.1 GIZ-Project “Vocational Teacher Education Laos”

Lao-German cooperation is existing since 1958. Up from 1993 GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit) is running by order of the German Ministry of International Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung - BMZ) several projects in Laos. In parallel to other projects GIZ is supporting the Laotian “**Vocational Teacher Education**” by running an adequate project.

Purchaser:	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ)
Contractor:	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
Country:	Laos
Political responsible Institution:	Department for International Cooperation / Ministry of Planning and Investment (MPI)
Duration:	2012 to 2016
Objectiv target:	The education of Vocational Teachers is increased qualitative and quantitativ.
Modus operandi:	The project is supporting the reformation of Vocational Teacher Education (VTE) in Laos by following activities:

- Consulting of the Vocational Teacher Education Department (VETD) and the Vocational Education Development Centre (VEDC) at the Faculty of Engineering of the National University of Laos (FE/NUOL).
- The emphasis of the project are placed on
 - Development of a framework of regulations
 - Adaptation of study regulations
 - Development of standards
 - Reworking of curricula
 - Monitoring the process of reworking the Vocational Teacher Education
- Support of cooperation with the industry and international projects in terms of education
- First and foremost the project is supporting the implementation of practical courses in enterprises by integrated practical semesters during the studies of Vocational Teacher Education and practical courses in terms of further education for teachers.

1.2 Appraisal Mission – Vocational Teacher Education Laos

Purchaser:	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
Contractors:	Mr. Reinhard Platter Dr. Sengprasong Phrakonkham
Task formulation:	Consulting of the above described GIZ-project “Vocational Teacher Education” in Laos
Duration:	20.01.2013 to 02.02.2013
Terms of Reference:	<p>The following issues have to be plied within the Appraisal Mission:</p> <ul style="list-style-type: none"> • Analysis of the current structure and the present curricula of Vocational Teacher Education (VTE) at Vocational Teacher Education Department (VTED). • Analysis of the requirements concerning the work of vocational teachers in Laos. • Recommendations concerning the prospective scheme of VTE at VETD. • Coaching of a working group (done at the distance from Germany) which is reworking the structure of the Vocational Teacher Education at VTED, based on the advices of the expert.

2. Analysis of the current structure and the present curricula of Vocational Teacher Education

at the Vocational Teacher Education Department at the Faculty of Engineering of the National University of Laos

2.1 Preliminary remarks

The comprehensive scope of the following analysis within the limited time of the Appraisal Mission is limited as well. It is based on

- Interviews with representatives and decision makers of the Faculty of Engineering (FE) and the Vocational Teacher Education Department (VTED): Dean of FE, Leader and Deputy Leader of VTED, Representatives of Departments of FE
- Feedback with representatives of GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit) and GTZ (Deutsche Gesellschaft für Technische Zusammenarbeit), who are involved in Vocational Teacher Education (VTE) projects in Laos
- Interviews with representatives of the Ministry of Education and Sport
- Meetings with the management of vocational schools in Vientiane
- Meetings with the management of industrial companies
- Results of the final workshop at the end of the Appraisal Mission
- Internet Researches

The analysis first and foremost is focused to the practical implementation of Technical Vocational Education and Training (TVET) in Laos, with a special view to the Vocational Teacher Education at VTED.

2.2 Corner marks about the current situation of the Vocational Teacher Education in Laos

According to the statistics of the Ministry of Education and Sport (MoES) currently about 20, 000 students and pupils and about 1 500 teachers are learning and teaching in the Vocational Education System of Laos PDR. 22 public schools in the responsibility of MoES and 10 schools in the responsibility of other ministries as well as 90 private institutions are engaged in Technical Vocational Education and Training.

About 300 new educated and graduated teachers per annum are needed in the next few years. Currently the outcome of all institutions who are involved in the education of vocational teachers is about 150 – 180 teachers per year.

This numbers are indicating a quantitative problem on the one hand: There is a big gap between the needed numbers and the available numbers of teaching staff in the above-mentioned institutions. On the other hand it is supposed that a qualitative problem is evident as well.

To staff the institutions of Vocational Education by qualified teachers a study program for educating of Vocational Teachers was established, supported by the Lao-German “Human Resource Development for a Market Economy” (HRDME) Program. This

program was established in 2004 at the Faculty of Engineering of the National University of Laos (FE/NUOL) as Vocational Teacher Training Division (VTTD), up from 2011 as “Vocational Teacher Education Department” (VTED) at FE/NUOL (cf. chapter 1. and 2.). This studies – in case they are finished successfully - are certificated on the level of Bachelor degree.

Currently most of the students are recruited out of the courses of studies in the fields of engineering. At the FE/NUOL 7 fields of engineering studies are provided, including the major fields of studies beneath the fields of engineering studies 14 different courses of engineering studies are provided at FE/NUOL. Hence the Vocational Teacher Department worked out 14 different curricula for Vocational Teacher studies on Bachelor level and sended them for permission to the Ministry of Education and Sport.

In 2010/11 a research project had been affected. The objective target was to get to know which jobs are done by the alumni after they finished the Vocational Teacher Education at the Faculty of Engineering. Incorporated were about 100 alumni which finished their studies successfully in the ages from 2007/08 to 2010/11. In parallel to others the result is that the Vocational Teacher Education, done by VTED, is incomplete in preparing soon-to-be teachers in practical competences of their profession. That concerns the pedagogical and the specialized knowledge as well. In cooperation with GIZ in the first step VTED plans to rework the curriculum of Vocational Teacher Education in 4 fields of studies: Civil Engineering, Electrical Engineering, Mechanical Engineering and Water Resource Engineering.

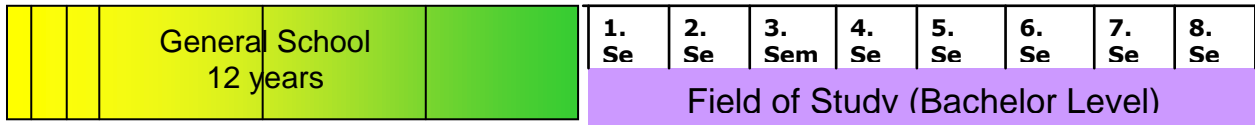
2.3 Existing structure of Vocational Teacher Education (VTE)

2.3.1 Existing organisation chart of VTE

Three types of Vocational Teacher Education are existing:

Type	Institution	Degree	Admission	Duration
Type 1	Vocational Teacher Education Department	Bachelor Degree	- Higher Secondary School Certification	- General School: 12 y - Studies: 4 years
Type 2	Vocational Schools, e.g. Vocational School “Pakpasak”	Higher Diploma	- Higher Secondary School Certification - Technician Certification	- General School: 12 y - Technician: 2 years - Teacher: 1 year
Type 3	Lao-German Technical School	Higher Diploma	- Lower Secondary School Certification - Skilled Worker Certific. - Technician Certification	- General School: 9 y - Skilled Worker: 3 y - Technician: 1.5 years - Teacher: 1.5 years

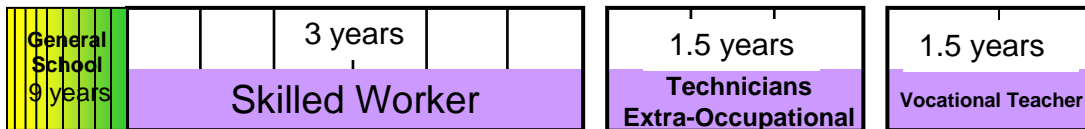
Type 1: Vocational Teacher Education at the Faculty of Engineering, Bachelor degree



Type 2a: Vocational Teacher Education at Vocational School, e.g. “Pakpasak”, Higher Diploma degree



Type 2b: Vocational Teacher Education at Lao-German Technical School, Higher Diploma degree



All different educated kinds of Vocational Teachers are claiming to be “Two in One” – teachers. It means that they should be able to teach both parts of the education of pupils and students on the level of Skilled Workers and Technicians in vocational schools: The theoretical and the practical part.

2.3.2 Existing curricula of the 4-years Program of Vocational Teacher Education at VTED

The “Summary of Existing Curricular Structure” of the 4-year-program of Vocational Teacher Education at VTED – researched by **Dr. Sengprasong Phrakokham** – is added as **Annex 1**.

The summary of the results of this research as a comparison between engineering and pedagogical knowledge on the one hand and between theoretical and practical competences on the other hand is pictured below:

- Engineering/Pedagogical
 - ❖ Credits: 96.77/22.46 > 4.3/1
 - ❖ Hours: 144.92/36.92 > 3.9/1
- Theory/Practice
 - ❖ Credits: 89.36/10.64 > 8.4/1
 - ❖ Hours: 73.46/26.54 > 2.7/1
- Top-Down system (Engineering → Vocational education)

On average of all fields of study of Vocational Teacher Education at VTED there is a significant predominance of engineering over pedagogical knowledge on the one hand and theoretical over practical competences on the other hand.

The assorting of the fields of study within Vocational Teacher Education at VTED is conducted out of the existing engineering fields of studies at the Faculty of Engineering.

2.4 Conclusions

2.4.1 Strengths and weaknesses of Technical and Technical Vocational Education and Training

In Chapter I, no. 2.3 of the “Strategic Plan for the Development of Technical and Vocational Education and Training - From 2006 to 2020” of the Ministry of Education the “Strengths, Weaknesses and their Causes” are described concurrently. The points of strengths and weaknesses which are fixed in this paper – dating of April 2007 - are still operating, in a constructive and destructive sense as well. Obviously the situation of Technical and Vocational Education and Training didn’t change a lot concerning the emphases of vocational education since 2007. This should be one of the estimated results of the actual by the Ministry of Education and Sport run project, in which the process of reformation of the education system will be evaluated till 2015.

It seems to be necessary to increase the quality and quantity of Technical and Vocational Education and Training (TVET) on all levels and at all different institutions which are involved in TVET – especially pertained on Vocational Teacher Education (VTE) – by

- strengthen the orientation of VTE towards a coherent overall concept,
- decreeing a Legal Framework and a Framework of Regulations, finally regulated by a decree of the Ministry of Education and Sport (MoES),
- institutionalizing an effective working control system with centralized responsibilities,
- involving all potential partners in the process of increase the quality of VTE in detail and TVET in general.

One of the most important conditions of succeeding is to do it in little steps, oriented at the specific feasibilities and the necessities of VTE in Laos.

With this in mind in what follows is focused on some weak points within the current structure and the present curricula of Vocational Teacher Education at VTED. Not to do it like a smart aleck, but to identify the **fields of activities** with the objective target of increase the quality and quantity of VTE by establishing it as a long term oriented stable system.

2.4.2 Weak points

- Different models of Vocational Teacher Education (VTE) are causing confusion and less orientation for candidates, institutions which are involved in VTE and takers of educated vocational teachers as well.

This statement is – in parallel to others - based on the results of the meetings with three institutions which are involved in VTE. In summary there are more of them, spreaded all over the country. So it is supposed that in reality more different kinds of VTE studies than above described are existing.

- “Two in One”-teachers are educated as generalists.

That means, that this kind of teachers have to teach both parts within the framework of educating Skilled Workers and Technicians - the theoretical and the practical part as well. To meet the requirements of teaching and educating students at vocational schools on a high quality level, it has to be done on “the current state of technology”, concerning to the theoretical and practical part of Technical and Vocational Education and Training (TVET). It means, that it is hard to believe, that a “general” educated vocational teacher is able to meet the aforementioned requirements. In the light of the aforesaid statements maybe “(to do) everything could be nothing” (in any case: “not enough concerning the acceptable quality level”).

- The structure of VTE, especially the structure of the 4-years Program of VTE at VTED at the Faculty of Engineering (FE) is not oriented and conducted towards the skill needs of Skilled Workers and Technicians.

Instead of that the fields of studies for vocational teachers are oriented towards the education of engineers at the Faculty of Engineering: VTED sent 14 different curricula in 14 different fields of VTE for permission to the Ministry of Education and Sport, exactly in the same special fields in which the Faculty of Engineering is educating engineers. Vocational teachers who have been educated at VTED are somehow “**Stripped-Down-Engineers**”, not in the first place vocational teachers of their own profession.

- Lack of an institutionalized and methodically preparation of the prospective teachers as entrants in vocational schools and comparable institutions.

- Lack of pre-study practical experiences in companies and enterprises.

- Most of the students of VTE at VTED are recruited out of the pool of students who are matriculated at the engineering departments of the Faculty of Engineering.

To strengthen the quality and quantity of VTE at VTED it is necessary to strengthen the image of VTE as well as the image of Technical and Vocational Education and Training (TVET) in general. Objective target is, to get more “original” students for VTE.

- The relation between special knowledge in engineering and pedagogic isn't balanced to meet the requirements of being a professional teacher (instead of being a “Stripped-Down-Engineer”).

Cf. chapter 2.3.2

The relation between theory and practise in VTE at VTED isn't balanced to meet the requirements and the challenges of being a "Two in One"-teacher, who is teaching both parts of the education of Skilled Workers and Technicians at Vocational Schools, the theoretical as well as the practical part.

Cf. chapter 2.3.2

- Lack of experts in pedagogic and practise within the teaching staff (professors and university lectures) at the Faculty of Engineering

VTED needs beyond the imports of human resources from the other departments of the Faculty of Engineering teaching staff in pedagogic, didactic and practise for its own.

- The equipment at the Faculty of Engineering is inadequate to the education of vocational teachers and engineers on a high qualitative level (oriented at "the current state of technology"). This is concerning to lectures, tutorials and practises as well.

- Lack of institutionalized partnerships between VTED and companies, vocational schools and decision makers in the Ministry of Education and Sport and Provincial Education Services; lack of participation and involvement of enterprises and entrepreneurs in VTE development.

Without an institutionalized network of partnerships, including regulations about responsibilities and rules of cooperation, every single institution is running the risk to get somehow a "closed shop", without (enough) inputs which are needed to refine the system of Vocational Teacher Education on a high quality standard, oriented at the needs of the teaching practise in vocational schools.

- Lack of systematic vocational counselling and employment counselling.

This point is directly joint with and depending of the above mentioned "lack of institutionalized partnerships".

- Lack of compulsory decrees within an ultimate Legal Framework of Regulations - including the lack of obligatory standards for TVET (Technical and Vocational Education and Training) and especially for VTE (Vocational Teacher Education) - attending with a lack of consequences in case of ignoring them.

Despite of the fact that a lot of regulations and decrees are legislated, they are not respected very much.

- Lack of coherence

With this in mind this point is compounding the cooperation between the partner institutions in TVET and VTE negative.

- Lack of ultimate regulations about the distribution of responsibilities.

Responsibilities in charge of activities in TVET and VTE have to be mapped transparent and obligatory.

- Lack of quality insurance system, lack of monitoring and control.

3. Analysis of the requirements concerning the work of Vocational Teachers in Laos.

3.1 Overall situation

The overall situation of TVET (Technical and Vocational Education and Training) in Laos PDR is described concurrently in the above mentioned “Strategic Plan for the Development of Technical and Vocational Education and Training - From 2006 to 2020” of the Ministry of Education, including a plan of increasing the quality and quantity of TVET. In parallel to others it is an objective target that about 60 % of the alumni of the general school system should pass through a course of education in TVET. This underlines the high rate of importance which is attached to TVET for developing the social and economic system of Laos PDR in the aforementioned Strategic Plan.

3.2 Dependence of Social and Economic Development on Technical Vocational Education and Training

In what follows it is tried to describe some requirements, concerning the work of vocational teachers and some highlights, concerning the personal and vocational situation of vocational teachers – as far as it is possible to gain a greater insight and to give a reasoned opinion within the limited time of the appraisal mission.

The requirements profile of vocational teachers is depending of the current and future social and economic situation in Laos. The rate of growth of the economy of Laos PDR was and still is on a high level of about 6% to 7% per annum. To continue and stabilize this dynamic development process it is necessary to have splendid educated employees in industry and administration. This means that a developed system of TVET is basis and motor as well for the development of the social and economic system.

3.3 Requirements profile of vocational teachers

TVET in vocational schools is including both kind of competences which are needed to be employed as a Skilled Worker or Technician: The theoretical and the practical part concerning the special profession of education. In any case TVET has to be done on a whole in vocational schools as long as a Dual Cooperative Training (DCT), based on a institutionalized partnership between vocational schools and companies, does not exist, unless in exceptional cases.

Resultant of that it is necessary to have teaching staff in vocational schools which is able to educate students in theoretical and practical lessons and exercises on the current state of technology. Objective target is, that the Skilled Workers and Technicians - after finished their education successfully - are able to fill in a job in industry or administration without any limitations. This is one of the most important factor by fighting youth unemployment and to give young people optimistic and promising future prospects.

Beyond that in 2015 within the ASEAN Free Trade Area (AFTA) the labour market will be liberalized. That means that the skilled employees in Laos are competing without any limitations with well educated job applicants from other ASEAN member nations.

To draw of what is afore mentioned, it has to be recorded that the “Two in One” Vocational Teachers have to be splendid experts in both parts of the education of Skilled Workers and Technicians, in the theoretical part as well as in the practical part.

This seems to be a major challenge which is not reachable for all of them.

Resultant of that, leaders of vocational schools are pleading to educate two different kind of vocational teachers:

Type 1, who is the “theoretical specialist” (with sustained practical competences as well), educated on Bachelor level and

Type 2, who is the “practical specialist” (with sustained theoretical knowledge as well), educated on the level of Technicians with an additional education in pedagogic.

3.4 Social and Economic Status of Voactional Teachers

First and foremost it is necessary to strengthen the general image of teachers, especially of vocational teachers. Otherwise it will keep difficult to get motivated candidates for VTE (Vocational Teacher Education) studies.

The current situation is in parallel to others marked by a lack of information about requirements and chances of VET studies. As it is above mentioned most of the students of VET studies at VETD are recruited out of the pool of engineer students at the Faculty of Engineering. And in addition to that the general background system of recruiting candidates for studies is determined by the “Quota System”, in which the Provincial Education Services are running a pool of candidates for different fields of study – on demand of their necessities.

In the current state of VTE studies the “Quota System” on the one hand is covering a thinkable alternative system to recruit students, especially for VTE studies. On the other hand it would not be very promising to open the actual system wide, because actual too less of candidates would do their choice in VTE studies.

The salary is weighting the social reputation of teachers as an important fact too, of course. Up from 1st of October 2012 the Government of Laos increased the salary for teachers in general, entrants on Bachelor level are getting about 115 Euro per month. Within the general plan of reformation the structure of salaries for government employees up to 2015 the salary for teachers will be doubled.

So a lot of things concerning the salary are done or planned to do already. Against this background it is necessary nevertheless to judge, if the salary of teachers is sufficient. In any case the current situation – especially of vocational teachers – is marked of the fact, that quite a lot of them are doing a second or even a third job aside from their job as vocational teachers. So maybe the additional jobs could be more important for them than their teacher job.

And in addition to that it has to be judged whether the social and financial incentives for young people to work as vocational teachers are strong enough to fight the competition with industrial jobs. In any case – concerning to the above mentioned research, done in 2010 /11 (cf. chapter 2.3) - the current situation is marked of the fact, that a high percentage of alumni of the VTE studies at VETD are accepting a job in industry instead of a job as a teacher in vocational schools after they finished their education.

4. Recommendations concerning the prospective scheme of Vocational Teacher Education (VTE) at the Vocational Teacher Department (VTED) at the Faculty of Engineering of the National University of Los (FE/NOUL)

4.1 Preliminary remarks

The following recommendations are conclusions and findings of researches within the Appraisal Mission, delineated in chapter 2. and 3. It is not intended to be exhaustive.

The instruments of analysis were interviews, feedback and meetings with representatives of different institutions which are involved in Technical Vocational Education and Training (TVET) and VTE, a final workshop and internet researches. The recommendations will not be justified in detail, they are – as it aforesaid already – conclusions of the analysis in chapter 2. and 3.

4.2 Prospective Structure of Vocational Teacher Education in Laos PDR

The existing structure of VTE is delineated and pictured in chapter 2.3. It is characterized by

- Different types of VTE (cf. chapter 2.3.1)
- Different levels of academic degrees
- Different emphases in theoretical (general and specialized knowledge) and practical skills and competences within the relevant curriculum (as far as an obligatory curriculum is existing)
- Different prerequisites and conditions of admission for VTE studies
- Different kind of organisational structures
- Different kind of institutions for VTE

In general the structure of VTE is marked by

- Lack of commitment pertained to structure and responsibilities, as well as a
- Lack of coherence

Consequential the most important policy of reworking the structure of VTE is to

- Strengthen the orientating function by focussing the different types of VTE on one or two obligatory types of education
- Strengthen the commitment and to fix responsibilities

4.2.1 Professional Profile of a Vocational Teacher

Vocational teachers are experts in educating Skilled Workers and Technicians on a high level of quality, oriented towards the “current level of technology” (cf. chapter 3.3). The skills and competences which vocational teachers need to practise their job have to be conducted towards the skill needs of Skilled Workers and Technicians. Their job is not to construct machines as an engineer, for example, or to support machines or other technical equipment in companies. They have to teach young people on the level of Skilled Workers and Technicians.

This means that the following guideline should be respected on all levels of reworking the structure and curriculum of VTE:

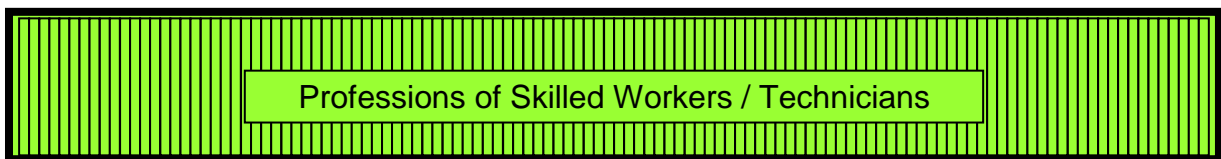
“It is an Original Profession to be a Vocational Teacher!”
- Vocational Teachers are not “Stripped Down Engineers! –

4.2.2 Fields of VTE study

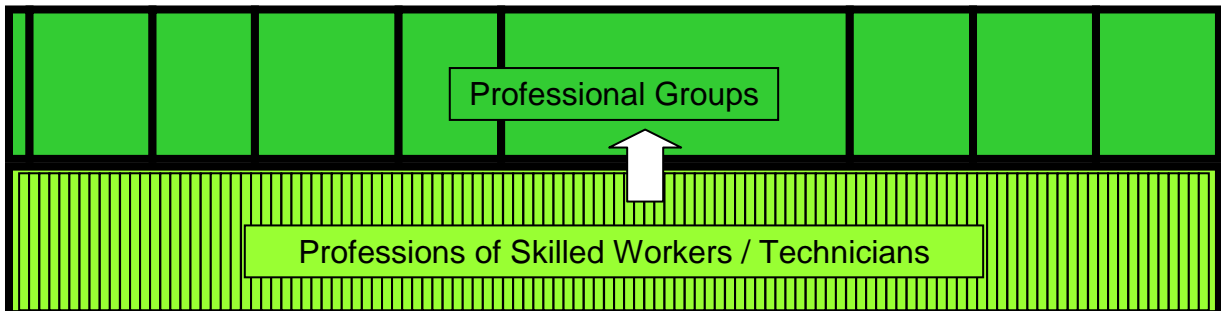
Currently the fields of VTE studies at VTED of FE/NUOL are derived from the engineering fields of study at the Faculty of Engineering (cf. chapter 2.4.2). In the course of reworking the structure and curriculum of VTE at VTED it has to be evaluated whether this is compatible to the above mentioned guideline.

To answer this question the fields of VTE studies have to be fixed “bottom up”, in orientation towards the professions of Skilled Workers and Technicians.

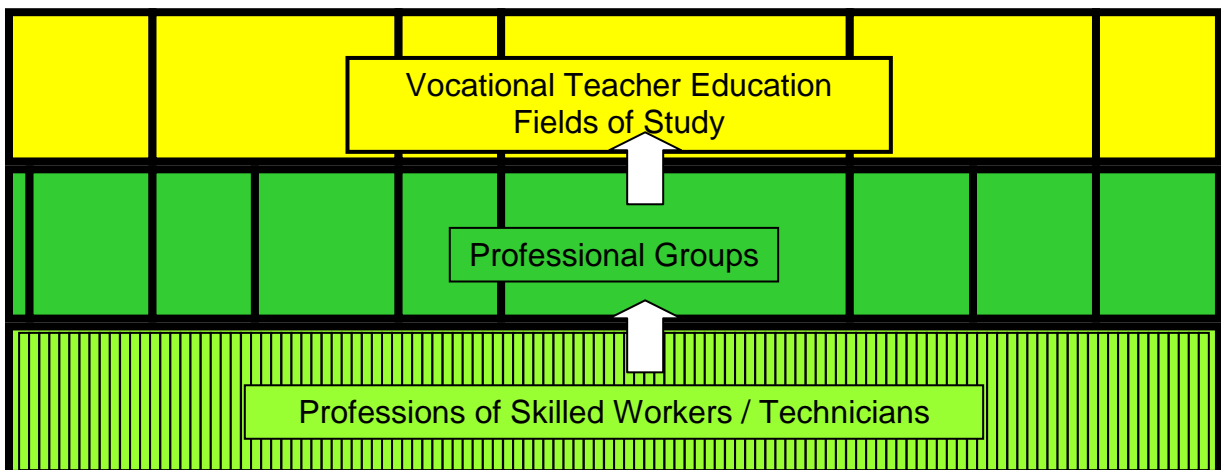
Consequential in the first step the professions on the level of Skilled Workers and Technicians have to identified:



In the second step professional groups have to be assorted into cluster, which are containing occupations with overlapping skills needs and competences:



In the last step the fields of VTE study have to be fixed, derived of the professional groups (groups of occupations):



4.2.3 Types of VTE study

In chapter 3.3 the **Requirements profile of vocational teachers** is described. With reference to the statements within this chapter it is proposed to focus the VTE studies on **two types of vocational teachers**:

Vocational Teacher, Type 1:

- Education on the level of Bachelor Study
- Basic and specialized knowledge in the Special Field of Study
- Pedagogical knowledge (pedagogic, didactic, methodology)
- Practical knowledge

Operating range:

- Theoretical part of the education of Skilled Workers and Technicians

Vocational Teacher, Type 2:

- Education on the level of Technicians plus an additional education in pedagogic
- Expert know-how in practical skills of the professional group (group of occupations)
- Pedagogical knowledge
- Basic and specialized (theoretical) knowledge in the special professional group (group of occupations)

Operating range:

- Theoretical part of the education of Skilled Workers and Technicians

4.2.4 General structure and curriculum of VTE study, Type 1 (VTE studies on Bachelor level at VTED)

4.2.4.1 Proposals for reworking the general structure of VTE study, Type 1

Cf. chapter 2.3.1, 2.3.2 and 2.3.4

The research of **Dr. Sengprasong Phrokokham** (cf. [chapter 2.3.2](#)) about the “Existing curricula of the 4 years Program of Vocational Teacher Education at VTED” is indicating a significant predominance of engineering over pedagogical knowledge and – first and foremost – a lack of practical competences. Meetings and interviews with representatives of enterprises, vocational schools and the Ministry of Education and Sport vindicate this result.

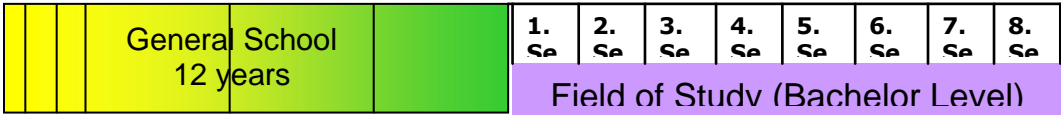
To increase the quality of VTE studies at VTED in general it is – in parallel to others - necessary to increase the percentage of the practical parts of VTE studies.

This has to be done by individual, bilateral partnerships on the one hand. But on the other hand it is even more important to fix institutionalised partnerships in “Dual

Cooperating Training and Education” within the structure and the curriculum of VTE at VTED. Otherwise it would be done by random.

The proposals of reworking the structure of VTE at VTED in what follows pursue the aforementioned target: To ensure that the practical part of VTE is pushed to a higher quality and quality level.

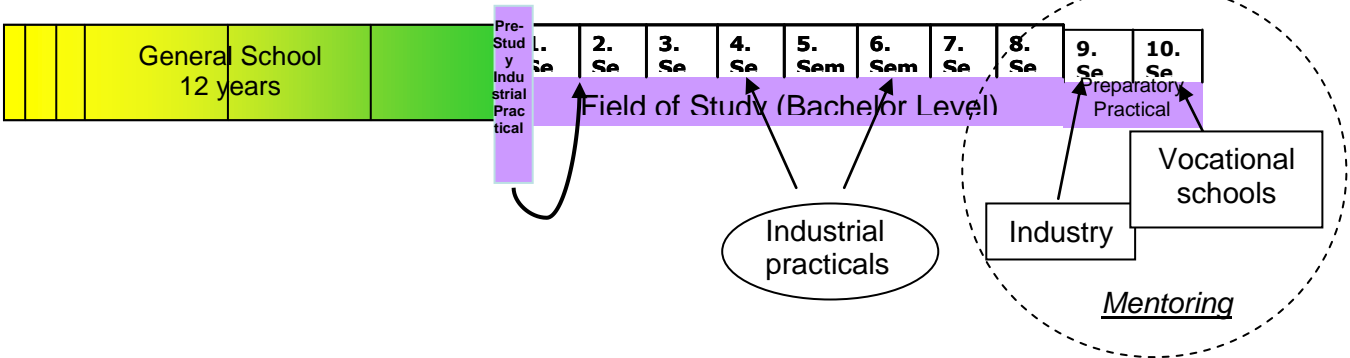
• Existing Structure



The existing structure inclusive of the curricula in the different fields of VTE studies at VTED are organized as a 4-year-program (8 semesters) on Bachelor level:

Students are starting the studies directly after they finished the Higher Secondary School. After passing the VTE studies at VTED they start to teach at vocational schools without any - or in any case without enough - practical experiences for doing their job as a vocational teacher.

• Proposed Structure



With reference to the statements in the aforementioned chapters following spheres of the VTE studies at VTED should be strengthen:

• Implementation of a “Prestudy Industrial Practical”

- Objective target: First-year students have experiences in industrial practise till the start of the second semester
- Intention: Increasing the quality of VTE studies, Consolidation Public-Private-Partnership (PPP) between VTED and companies
- Space of time: Between the end of general school and the start of the first semester, or/and between the end of the first and the start of the second semester
- Duration: 2 months minimum
- Organisation: Institutionalised Partnership between FTED and companies, FTED manages a pool of traineeships

State of commitment: Compulsory admission for starting the studies in the second semester

- **Institutionalising of industrial practicals**

Objective target: Alumni of VTE studies completed successfully 2 industrial practicals till the end of the 4-year Bachelor-program

Intention: Increasing the quality of VTE-studies, Consolidation Public-Private-Partnership (PPP) in Dual Cooperating Training (DCT) between FTED and companies

Space of time: Depending of the field of studies

Duration: 2 – 4 weeks per practical

Organisation: Institutionalised Partnership between FTED and companies, FTED manages a pool of traineeships

State of commitment: Compulsory admission for the exam at the end of VTE studies

- **Institutionalising of a Preparatory Practical**

Objective target: Alumni of VTE studies are able to work as vocational teachers without any limitations

Intention: Educating vocational teaches as experts in teaching Skilled Workers and Technicians

Space of time: 9th and 10th semester of VTE studies

Duration: 1 semester industrial practical
1 semester practical in vocational schools

Organisation: Institutionalised partnership between VTED and companies or vocational schools/vocational institutions under control of VTED
Alumni of Preparatory Practical get a practical-salary, paid of companies or/and vocational schools/vocational institutions

State of commitment: Compulsory admission for getting the permission to work as vocational teachers (exam at the end of the Preparatory Practical)

- **Implementation of Mentoring**

Objective target: Protegee have completed the Preparatory Practical successfully on a high qualitative theoretical and practical level

Intention: Coaching of students during the Preparatory Practical is preventing alumni of getting demotivated by a “shock of practise”

Space of time: 9th and 10th semester of VTE studies

Organisation: Controlled by the VTED

Mentors: Employees of VTED as well as employees of vocational schools or companies

4.2.4.2 Proposals for reworking the curriculum of VTE study, Type 1 (VTE studies on Bachelor level at VTED)

- **RCP- (Regional Co-operation Platform Vocational Education and Teacher Training in Asia) workshop in October 2012**

Within the aforementioned workshop it has been proposed to rework the structure for the 4-years Program of VTE on Bachelor level. In what follows the comparison between the existing of VTE at VTED and the proposed structure of VTE in general (RCP-workshop October 2012) is pictured (done by Dr. Sengprasong Phrokokham):

Structure Comparison

Components	Structure			
	Existing Structure of VTE at VTED		Proposed RCP Workshop 2012	
	No. Cr.	Remarks	No. Cr.	Remarks
General knowledge	32	21.33%	39	26.00%
Professional knowledge	114	76.00%	60	40.00%
Pedagogical knowledge	-	Integrated in Professional knowledge	21	14.00%
Internship – Practice	-		22	14.67%
Graduation paper	04	2.67%	08	5.33%
Total	150	100%	150	100%

- **Reworking the curriculum of VTE studies at VTED**

In the proposed structure of VTE, pertained to the above mentioned RCP workshop, the pedagogical and practical knowledge are strengthened in comparison with the existing structure.

This is corresponding with the fields of activities derived from the “weak points” in [chapter 2.4.2.](#)

Consequential the above pictured “proposed structure” should be used as a general basis for reworking the curricula of the fields of VTE studies at VTED – upgraded by

the proposed corner marks of reworking the general structure of VTE at VTED, pictured in chapter 4.2.4.1.

This concerns in the first place the points of strengthen the practical parts of VTE studies.

4.2.5 Structure of Vocational Teacher Education (VTE), Type 2 (Higher Diploma degree)

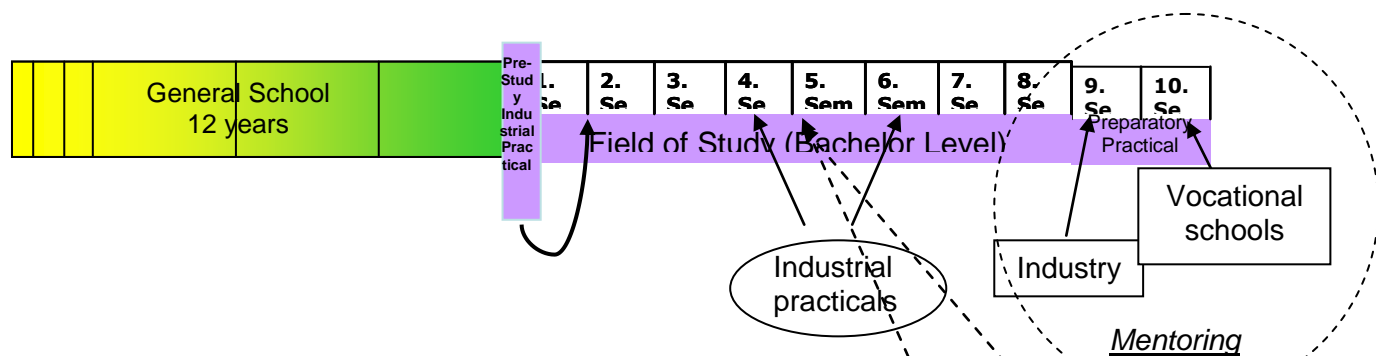
The following proposals, concerning the structure of VTE on the level of Higher Diploma, are exemplary examples, oriented at the existing structure of VTE at the vocational schools “Pakpasak” and “Laos-German Technical School”. In the further discussion about the development of VTE they have to be evaluated and modified if necessary.

- Existing structure

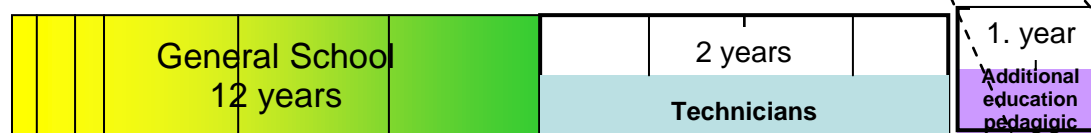
Cf. chapter 2.3.1

- Proposed Structure

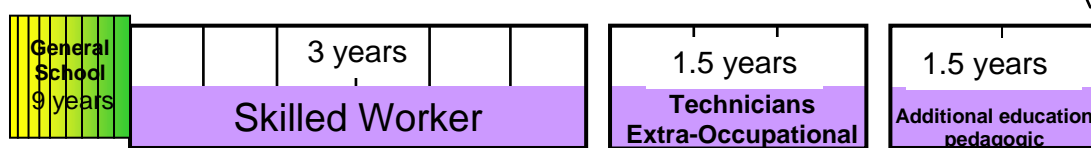
Type 1: Vocational Teacher Education at the Faculty of Engineering, Bachelor degree



Type 2a: Vocational Teacher Education at Vocational School, e.g. “Pakpasak”, Higher Diploma degree



Type 2b: Vocational Teacher Education at Lao-German Technical School, Higher Diploma degree



The above pictured proposals are based on the firmly conviction that in the current state of TVET in Laos it is necessary to employ two types of vocational teachers in vocational schools:

- Type 1, with a first and foremost “theoretical” profile and
- Type 2, with a first and foremost “practical” profile.

In any case it is necessary as long as there is a lack of Dual Cooperative Training (DCT) between vocational schools and industry within an institutionalised Privat Public Partnership in Technical Vocational Education and Training (TVET), cf. chapter 2.4.

In chapter III “Plan for Operation for TVET Development from now (2006) up to 2010” of the “Strategic Plan for the Development of Technical and Vocational Education and Training – From 2006 to 2020” of the Ministry of Education it is fixed as a goal for 2010: “Dual Cooperation Training is implemented in at least 4 trades”.

Even though this goal is not realized till now it is a permanent request to increase DCT in every trade.