

THE PREPARATION OF LAO EDUCATION FOR ASEAN ECONOMIC COMMUNITY
IN 2015: THE CASE STUDY OF PRIVATE VOCATIONAL SCHOOLS AND COLLEGES



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จุฬาลงกรณ์มหาวิทยาลัย

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วิไล น้อยมะณี : การเตรียมความพร้อมด้านการศึกษาของสปป.ลาวเพื่อเข้าสู่ประชาคมเศรษฐกิจอาเซียนในค.ศ.2015: กรณีศึกษาโรงเรียนและวิทยาลัยอาชีวศึกษาเอกชน. (THE PREPARATION OF LAO EDUCATION FOR ASEAN ECONOMIC COMMUNITY IN 2015: THE CASE STUDY OF PRIVATE VOCATIONAL SCHOOLS AND COLLEGES) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ผศ. ดร. ชีระ นุชเปี่ยม, 142 หน้า.

การวิจัยครั้งนี้มีวัตถุประสงค์ที่จะศึกษาถึงการเตรียมความพร้อมของการศึกษาประเทศลาว ในการก้าวเข้าสู่ประชาคมทางเศรษฐกิจของอาเซียน (AEC) ค.ศ. 2015 โดยเฉพาะจะได้นำไปใช้ประเด็นการเตรียมความพร้อมของการศึกษาภาคเอกชน ในระดับโรงเรียนและวิทยาลัยอาชีวศึกษาในนครหลวงเวียงจันทน์และตัวเมืองแขวง สะหวันนเขต เพราะเห็นว่าการศึกษาในด้านนี้มีความสำคัญยิ่งต่อการพัฒนากำลังคนสำหรับการเติบโตทางเศรษฐกิจที่คาดว่าจะมีมากขึ้นเมื่อลาวเป็นส่วนหนึ่งของ AEC ใน ค.ศ. 2015

กลุ่มตัวอย่างในการวิจัยครั้งนี้ คือ ครู อาจารย์ที่สอนในระดับโรงเรียนและวิทยาลัยอาชีวศึกษาที่นครหลวงเวียงจันทน์และแขวงสะหวันนเขต ปีการศึกษา 2014 จำนวน 80 คน เครื่องมือที่ใช้ในการเก็บข้อมูลเป็นรูปแบบสอบถาม และการสัมภาษณ์นักลงทุนและผู้อำนวยการในโรงเรียนและวิทยาลัยอาชีวศึกษา จากผลการวิจัยพบว่า การเตรียมความพร้อมของการศึกษาประเทศลาว ในการก้าวเข้าสู่ประชาคมทางเศรษฐกิจของอาเซียนของโรงเรียนและวิทยาลัยอาชีวศึกษาภาคเอกชน พบว่าโดยทั่วไปอยู่ในระดับปานกลาง ถึง มาก การเตรียมพร้อมที่มากที่สุดก็คือด้านหลักสูตร เนื่องจากภาคเอกชนได้นำใช้เทคโนโลยีใหม่ๆ เข้าในการเรียนการสอนในหลักสูตรวิชาชีพและได้นำภาคการปฏิบัติจริงเป็นหลักทำให้มีความพร้อมในด้านนี้ รองลงมาคือมีความพร้อมด้านการบริหารและการจัดการ เนื่องจากในด้านนี้ภาคเอกชนได้นำเรื่องคุณภาพของการศึกษาวิชาชีพเป็นหลักและได้นำสร้างบทบาทเพื่อเกิดค่านิยมและความเชื่อมั่นของสังคมต่อการศึกษาด้านนี้ พร้อมกันนั้นก็ให้การศึกษาภาคเอกชนเคียงคู่กับการพัฒนาการศึกษาของภาครัฐบาลในปัจจุบันและอนาคต ส่วนปัญหาหรือ ด้านที่มีความพร้อมน้อยที่สุดก็คือด้านอาคารสำหรับการเรียนการสอนถ้าจะเปรียบเทียบในทุกๆ ด้าน เนื่องจากว่าขาดเรื่องงบประมาณและการช่วยเหลือจากภาครัฐบาลเป็นส่วนมาก รวมทั้งเชิงนโยบายต่างๆในภาคโรงเรียนวิชาชีพและวิทยาลัยเอกชนที่ได้รับสิทธิพิเศษหรือประโยชน์น้อยมากและการมีส่วนร่วมก็น้อยมากบนพื้นฐานบทบาทของภาคเอกชนในปัจจุบัน ซึ่งส่งผลให้ขาดงบประมาณในการพัฒนาอาคารสถานที่เป็นส่วนมาก และความพร้อมอื่นๆตามลำดับ

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KEYWORDS: FOREIGNER DIRECT INVESTMENT/DOMESTIC INVESTMENT/ VALUES OF EDUCATION/ THE QUALITY OF EDUCATION/ PERSONNEL OF LAO GOVERNMENT AND PRIVATE SECTORS/ LAO POLICY EDUCATION

VILAY NOYMANY: THE PREPARATION OF LAO EDUCATION FOR ASEAN ECONOMIC COMMUNITY IN 2015: THE CASE STUDY OF PRIVATE VOCATIONAL SCHOOLS AND COLLEGES. ADVISOR: ASST. PROF. THEERA NUCHPIAM,, Ph.D., 142 pp.

The purpose of this research is to study the preparation of Lao PDR's education for the ASEAN Economic Community (AEC), which will formally come into existence in 2015. The research focuses on the preparation of Lao PDR's private vocational schools and colleges in Vientiane Capital and the city of Savannakhet because this aspect of education is crucial for the development of workforce for the expected economic expansion of Laos when the country becomes part of the AEC in 2015. The sampling for this study consists of 80 teachers in private vocational schools and colleges, together with a limited number of investors in private education and directors of private vocational schools and colleges. The study tools include questionnaires for the teachers and in-depth interviews for investors and directors. The research found that Lao PDR's preparation for the AEC through its private vocational education ranges from the medium to high levels. The highest level of preparation was found in the curriculum, because the private vocational schools and colleges have introduced new technologies to vocational teaching and learning and their focus on real practice to develop skills. The next level of preparation is found in administration and management because the private sector in education places emphasis on the quality of vocational education, as well as the creation of social value and confidence in this type of education. At the same time it is emphasized by the private sector that private education must go hand in hand with that provided by the state. Private vocational education suffers most from its shortages in matters relating to premises for teaching and learning since it lacks budget and sufficient support from the state sector. Moreover, in addition to lack of privileges in any form, the private education sector does not have an opportunity to participate in the formulation of educational policy, and this has in part accounted for those shortages it has been suffering from.

Field of Study: Southeast Asian Studies Student's Signature

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Chapter I

Introduction

1. Background and rationale

The Association of Southeast Asian Nations (ASEAN) was established on August 8, 1967 by the Bangkok Declaration. Initially, there were five members of the Association, namely the Kingdom of Thailand, the Republic of Indonesia, the Federation of Malaysia, the Republic of the Philippines, and the Republic of Singapore. Then, Negara Brunei Darussalam joined ASEAN on January 8, 1984, the Socialist Republic of Vietnam on July 28, 1995, Lao PDR and the Republic of the Union of Myanmar on July 23, 1997, and the Kingdom of Cambodia on April 30, 1999(1). One of the seven purposes of ASEAN is cooperation in education and training among the ASEAN countries(2). (*Ministry of Foreign Affairs of Lao PDR, 1997 and Association of Southeast Asian Nations, 2012*)

As one of the three pillars of the ASEAN Community, the ASEAN Economic Community (AEC), which will establish a single market and production base in this region, aims to encourage the free flows of goods, services, investment, capital, and skill labor (AEC Blueprint). In doing this, it also wants to promote the region's

economic development and its integration into the world economy, reduce poverty, and enhance regional competitiveness(3). To achieve these goals, the promotion of educational, vocational and skilled-labor development is of utmost importance(4)(*Towards ASEAN Community 2015*). As a member of ASEAN, Lao PDR also aims to achieve this specific objective as part of its preparation for successful participation in the AEC.

Cooperation in ASEAN on human resources development represents a principal measure to strengthen its work force through investment in education in the state and private sectors, life-long learning, and training of skilled labors and technicians to support participation in the AEC with its expanded market and production base. The people have been encouraged to learn English and ASEAN languages, information and communication technology, and other subjects, especially those in the science and technology areas which support socio-economic development(5) (*ASEAN social cultural community Blueprint, 2009*).

Since it became an ASEAN member 17 years ago, Lao PDR has embarked upon new perspectives on political stability and socio-economic development, including the development of its educational system. In this respect, the country has

benefited from the cooperation and support of ASEAN. Moreover, the Lao government has encouraged the participation of the private sector in investment in educational development as part of its action plan for the preparation for the AEC in 2015(6).

Since its liberation in 1975, Lao PDR has launched many reform programs in education. In 1989, the party and the state initiated a new reform policy focusing on harmonizing and attracting all available resources from all sources, local and abroad, to contribute to the socio-economic development of the country, including the development of its human resources. In relation to this latter goal, the idea is that private education should be supported by the various societal stakeholders and expanded in accordance with the specific circumstances and reality in each local area. In order to encourage and promote private education with the new move of the market-oriented mechanism, the Lao government issued the following respective decrees: Decree No 58/PM regarding the permission to establish private education institutions issued in 1990, and Decree No. 64/PM on private education and the establishment of the Office of Private Education in the Ministry of Education and Sports in 1995. Afterwards, in 2008, the Office of Private Education was transformed into the Department of Private Education Management, ensuring relevant promotion and management based on the demand and the growth of private education in the

new phase. Currently, individuals, local and those coming from abroad, have invested in the establishment of private education institutions in almost all provinces throughout the country, especially in Vientiane capital, such as vocational schools and colleges or higher education institutions. Private education institutions have rapidly expanded in respect of quantity and quality and met some of the demand of the labor market(6). Though the production of the work force by the private sector for the labor market is still not sufficient, it has already contributed to national socioeconomic development and helped reduce the funding from the Lao government.

The development of the Lao educational system, especially private education, in the recent time has been based on the legislation and policies, such as the newly amended law on education and the decree on private education of 2008. Various ministries and concerned organizations, apart from the Ministry of Education and Sports, have jointly implemented related laws and decrees, for example: the law on investment promotion, tax law, the newly amended law on customs duties, and the decree on the association. The regulations and other principles have been put in place, including those on the management of private education, the organizational structure and management-administration mechanisms from the

central to the grassroots levels, which contain the clear roles, duties and scope of the right of the private education advisory council and private education association.

In the past 15 years, alongside public education, private education has expanded in terms of the quantity and quality, contributed a lot to the production of human resources and thereby responded to the labor demand essential for the country's socio-economic development.

In terms of educational quality, private education has been promoted as a social mission. Since the government has the policy to promote private education, especially during the period of the national education reform, both the local and foreign individuals are interested in investing in private education on all levels and courses. Particularly, there are now vocational schools and colleges, together with 81 vocational training centers, whose number arose by 57 compared with that of the year 1995. Five of these are intermediate vocational training centers (two of these have no students). There are now 90 colleges and educational institutions (88 in 1995). Among the 90 colleges, 88 are open for 20 academic fields, with the total of 19,889 students, 9,644 of whom are the female. 35 of the colleges offer the bachelor degree in 17 academic fields, with the number of 14,721 students, 6,926 of whom are the female. Three institutions offer Master's degree programs jointly taught by

local and international faculty staffs: the countries involved in this collaborative effort include Vietnam and Thailand.

In terms of educational quality, there has been competition aiming to ensure the quality of the learning and teaching based on the regulations and acceptance from the society. Entrepreneurs have paid attention to investing in the upgrading and the construction of the infrastructure, building, venues and other facilities with better standard, in order to produce and upgrade the human resources in the short and long runs. The best performing students who have graduated from the private vocational schools and colleges are almost invariably able to find jobs.

The increase in the number of private schools, together with the need for efficient college management, has made it necessary to establish the Private Education Advisory Council as part of the Private Education Association. The purpose of setting up these organizations is to develop and revise the principles and regulations for the management of the private education institutions and necessary legislative measures for the development of private education. The organizational structure, roles, performance of private education premises have been upgraded in line with the regulations for private vocational schools and colleges. Teachers'

training has also been further developed on the basis of new teaching method, inspection, and evaluation to encourage the implementation of curriculum, regulation and principles, which have been developed.

Private education in Lao PDR started in 1990 and has continually developed since then along the line of private education in various countries worldwide. Private education has influenced the education system in Lao PDR by its participation in state education in much the same vein as private education in the world and other countries in Southeast Asia. That is, investment in and promotion of private education contribute to educational development and human resources development for the preparation for participation in the ASEAN Economic Community that will formally come into being in 2015. Moreover, private education development has also aided the reform of education of Lao PDR (6)(*Strategy for Promoting Private Education, 2010 to 2020*).

Private education was introduced in Lao PDR under the “Chintanakan Mai” (New thinking policy) in 1986 to 1990s; Lao PDR is a period of socialism and a period of reform or marketing economy respectively including education system(7). Since then it has become increasingly important in Lao PDR for different levels of

education in the state and private education sectors. It is a means of education development and educational reform in Lao PDR so that the country becomes on a par with other ASEAN countries. Besides, it is aimed to provide the chance for foreign investors to participate in the development of Lao PDR. Since the new thinking policy was implemented, the Lao government has promoted foreign investment in private education in Lao PDR. The introduction of Lao PDR as an observer in ASEAN in 1992 and as a full member of ASEAN in 1997 also increased the necessity of private education in the country.

From the above-mentioned reasons, the development of private education, especially in terms of the development of the competence of vocational schools and colleges, has been the aim of educational development as a state and private approach as it is this ability which helps establish successful schools and colleges. It is a widely used approach in the field of vocational schools and colleges as its focus on the development of private education. However, the implementation of private education policy has not been successful for many reasons as it was in conflict with policy norm. One way to avoid this difficulty is to conduct a need analysis before implementing private education system in the Lao context. This can help in finding means for a constructive interaction of education and the contextual constraints.

Most vocational schools and colleges are located in the urban areas where the high and middle income earners reside as well as where there has been rapid economic growth. So, the development of vocational schools and colleges as a means of promoting the private sector in education became a challenge for the Lao government. There is clearly the problem of how to encourage investment in private education in the rural areas and how much investment is required by the private sector in order to meet the present as well as future demand for skilled labor. Moreover, the Lao government must also attend to the need to increase the quality of private education, which involves the development of the quality of students and staffs of private education institutions.

While the Lao government needs to attend to the market-oriented conditions and the implementation of the policy of opening to the international community, the existing state of affairs directly affects the morale of the personnel, teachers, pupils, students and the laborers. This is mainly because the existing education system still lacks a comprehensively implemented approach to cope with the system's existing flaws and shortages. There is clearly the need for the restructuring of each level of organization and the promotion of the policy and incentives for the entrepreneurs, administrators, teachers, and personnel, but this seems to be slow compared to the educational expansion and the demand for the development in

the new phase. The national revenue remains low. Indeed, the budget, materials, equipment and investment to promote private education appear to be limited, whereas the need for funding the investment in improving and developing the personnel, infrastructure and other facilities is still high.

Actually, the state has amended the decrees, legislation and policies to promote private education; that is, setting the regulations and principles to manage the private education institutions, as well as the follow-up inspection and evaluation measures for the implementation of the academic curriculum with greater efficiency and relevance to the national education reform. It is also necessary to streamline the roles and responsibilities of the Advisory Council and Private Education Association to order to facilitate the regulatory control(6). The public and private sectors should collaborate in building up the labor force in various professions in line with the demand of the labor market and the national socio-economic development plan. The state should support the training and upgrading of personnel from the private education institutions as it has done for the public school teachers. Entrepreneurs should develop the infrastructure and technical facilities relevant to the government defined standards. Further, it is necessary to increase the cooperation among the private education institutions or with public education institutions, business venues or state-owned enterprises, to produce the technical personnel in the vocational and

higher education fields. It is important to set up the cooperative network among the private education institutions or with public education institutions within the country or the foreign counterparts in order to exchange the academic lessons learned. Finally, it is necessary to promote and mobilize the individuals, groups of people or private organizations within the country and overseas to invest more in private education.

From above-mentioned reasons, the Lao government has initiated the policy for Inward and Outward Investment. It is still in need of aid from the neighboring countries and foreign direct investment to promote private education. In addition, Lao PDR will continue to be a Battery of ASEAN in the future on the perspective of the Lao government, so it has aimed to achieve economic growth on a 8% per year rate and to invest 32% of its GDP for this purpose⁽⁸⁾ (*Strategic plan for the development of technical and vocational education and training from 2006 to 2020*). The problem of Lao PDR is that it still lacks the technical and vocational labor forces to meet the market demand. These include technicians, vocational groups, engineers, bricklayers, skilled labors and etc. (9). Lao PDR is widely open to direct investment from 2011 to 2015 under the two plus three scheme, namely Lao PDR will participate by providing the labor force and land, whereas businessmen are responsible for the marketing, technologies and funding. Lao PDR needs aid on

inward and outward investment. Human resources development is very important for the Lao government, and this can be achieved through the expansion and upgrading of the education system. The private sector can significantly participate in the preparation of Lao PDR for the new economic mechanisms and opportunities in the ASEAN Economic Community. Moreover, the Lao government aims to reduce poverty as well as illiteracy by 2020(10). (*Action plan for Lao economic development 2006 to 2015*).

Since Lao PDR has joined ASEAN in 1997, the country has been eager to speed up socio-economic development and prepare for participation in the AEC in 2015. This includes the preparation of the Lao educational system for this purpose. This specific preparation involves the promotion of the role of the private sector in private education, especially in investment in schools and vocational colleges(6), which, it is hoped, would contribute to the expansion and strengthening of Lao PDR work force for its expanded role in ASEAN. This development can thus be expected to benefit ASEAN, which is becoming a single market and production base, as a whole.

The strategy, promotes private education and action plan for educational reform as the preparation for ASEAN Economic Community mentioned above. The researcher works in Department of Private Education Management (now the Private Education Advisory Council Office (PEACO) of the Ministry of Education and Sports; he thus wants to engage in this research, which is exploratory in nature and orientation. Its purpose is to study the preparation levels of Lao private education for AEC in 2015. Especially this research will focus on private vocational schools and colleges because Lao PDR still lacks vocational skill labors. Besides this research tries to identify the problems of vocational schools and colleges, particularly those relating to their performance, and the national reform for promoting private education across the country (6). So in near the future, Lao PDR will move towards One Vision, One Identity and One Community (1) of ASEAN Education Network.

However, this exploratory research emphasizes the neutral opinion of participants in the questionnaires and interviews, who work with vocational schools and colleges, for the preparation for AEC on the sixth purposes namely Teaching and Learning, Curriculums, Human Resources development, Administration and Management, Factors and Development plan for vocational schools and colleges. This outcome of exploratory research will be the way for action plan and usefulness

on the policy on the private vocational schools and colleges for step by step promotion of private education quality up to relevant international standards.

2. Objectives

- 2.1 To analyze the importance of vocational education to the preparation of Lao PDR for participation in the ASEAN Economic Community (AEC)
- 2.2 To assess the role of private vocational schools and colleges in filling the gap left by the state in providing vocational education in Lao PDR
- 2.3 To examine the role of private vocational schools and colleges in the preparation of Lao education for the AEC

3. Research questions

- 3.1 What are state and private attitude, perception, and beliefs towards the enhanced role of vocational schools and colleges in Lao PDR?
- 3.2 What problems do the state face when implementing the policy of promoting vocational schools and colleges in the Lao context?
- 3.3 What skills and strategies does the state want in order to conduct private schools in the country?

3.4 Why private education is very important for developing education and the preparation of Lao PDR for ASEAN in 2015?

3.5 What is the current role of private education in Lao PDR?

3.6 What can foreign direction investment and domestic investment do to encourage NGOs, local and foreign, to contribute to the investment in private education?

4. Keywords

Lao Education / Private Vocational Schools and Colleges / Skilled labor demand / Lao Economy /preparation for the AEC

5. Literature review

According to Zhongmin Li (2013), foreign direct investment is a special policy and includes domestic investment; that is, both are mixed. Investment is comprised of four policies. First, there is the need for capable organizations, good infrastructure, and a strong supply of high-quality labor. Second, developing countries have to open the doors to foreign direct investment, and to effect liberalization to promote investment. Third, opening for international cooperation must be close-fitting(11). Finally, it involves policy allowing foreign direct investors to participate in the global market.

Seminar Report on Private Sector's Investment Promotion on Education

(January 11, 1995) explains the development of education to promote investment. The development goals of government cannot be attained without participation of the private sector, and private education is very important for the development and preparation of the education system in the countries; the state has widely opened the policies, legislations and other deregulation for private sector investment in education. This can be achieved by the private sector obtaining loan from the state at low interest rates. The state has scholarship loan schemes for poor students and orphans, who pay the money back after they have graduated and have found a job: about 2% to 4 % of their salary is to be repaid during a period of 5 to 20 years. In addition, the state and private sector divide investment in education development(12). So, the development of education is very essential, for which the state and the private sector cooperate in both the short and long terms for this purpose.

Strategies of Thai Higher Education for the Preparation for the ASEAN

Community in 2015 (January, 2010): the preparation of the educational system especially insofar as this involves vocational schools and colleges is very important for the ASEAN Community. Education is truly essential to the countries in this region which are mostly developing countries; the labor market in these countries requires

labor force with technical skills in various fields as well as those in English for communication, management and other related subjects. However, this book explains how to prepare the educational infrastructure of ASEAN comprised of five aims. The first explains to people how the ASEAN Economic Community would come into being and to live a life together under the AEC that does not lead to conflict on benefits while the community needs to cooperate particularly to achieve Education for All (EFA) and thereby to reduce differences in the levels of development among the ASEAN countries. The second goal emphasized ASEAN's niche focus on Investment in education including the promotion of the ASEAN Studies Program. The third aim involves human resources development through the development of education for the ASEAN Community. Activities to achieve this goal include exchange of teachers and other educational personnel in the public and private sectors, providing scholarships to promote exchange between countries and support for vocational skill development, and etc. The fourth goal involves efforts to strengthen universities under the ASEAN University Network Management "AUNM" for mutual recognition of qualifications and standards in the member countries(13). The final aim is to cooperate in solving problems in education.

DanaiSatidthanavoot (Thesis, 1978): *The Rate of Return to Investment in Education in Private Colleges*. According to this thesis, private education requires the rate of return to investment with expensive tuition fees. This is possible if the

popularity and quality are high and students after graduation have good jobs and higher salary. Therefore, private education is no less important than public education for the development of a country. Private education provides a venue for students who have lost an opportunity to study in the public education system and it is also a choice for students who do not want to study in a public educational institution, and thereby helps reduce the government's financial burden. Most significantly, it contributes to human resources development for the labor market(14). While Lao PDR has also widely opened itself to the wider world for foreign direct investment, it still lacks educational infrastructure to meet the labor market demand. The promotion of vocational private education is thus essential.

Stephen P. Heyneman, Jonathan M.B. Stern, 2013. *Low cost private schools for the poor: What public policy is appropriated?* Investment in the private education system is limited by the risk faced by potential investors and the lack of government support. But private education is under government control, so its policy is extremely important. This has thus led to the private sector's demand to the government for appropriate policy and legislations: the state ought to limit tax, and clearly define the rights and duties on education for the private sector. This book explains that if there is a clear policy that the state strongly supports private education, more participation of the private sector in educational provision and human resources development for the labor market can be expected(15). Indeed, the state alone cannot adequately

provide education for its populace to fully meet the market's demand for labor force. Private education is indispensable.

Ratsamy Thammavongsa (Thesis, 2010): *The states and problems of academic administration of private college in Vientiane (Lao PDR)*. The thesis demonstrates that private education system in Lao PDR as prepared in teaching and learning is good and very important for education development. This is because it is invested directly by the private sector and it has saved the funds of state and increased its role in Lao society by its participation in human resources development. This research examined the problem of educational administration in schools and colleges and the lack of understanding of the government policy on state and private education, especially insofar as vocation is concerned, and how this state of affairs has affected human resources development. The study indicated that there was the need to invest in the development of good teachers in private education, as well as in the development of school and college management. Together with the lack of clear understanding on the part of the private sector of the government policy, the limited investment in the above-mentioned respects resulted in the quality of education in both short and long term⁽¹⁶⁾. The research thus emphasized the need to pay greater attention to how to encourage the participation of the private sector in the development of human resources, which would have great impacts on economic development. This

required reform of the educational system to allow for the enhanced role of the private sector.

Bounxay Vangchongcher (Thesis, 2010): *The states and problems on educational administration of private college administration in Vientiane Capital (Lao PDR)*. This thesis explored the conditions and problems of administration of private colleges in Vientiane capital and identified various issues, including the management of curriculums, human resources development, the building and management of private colleges and their participation in educational development in Lao society(17). From the case studies this thesis showed that the role of the private sector in human resources development, especially the development of staffs and teachers who worked in colleges, remained poor and quite limited.

7. Research Methodology

This research used qualitative and quantitative data collection as tools and relied on the personal experiences of those who worked for private schools and vocational colleges in Lao PDR, especially in Vientiane capital and Savanakheth province. The study targeted at 100 teachers and staffs who worked in private schools and vocational colleges as respondents to the questionnaire. In the case of those who are in the administrative positions in vocational schools and colleges and

policy makers, the study focused on four directors of schools and vocational colleges, together with the board of General Director Department of Private Education Management at the Ministry of Education and Sports in Vientiane. All these people were interviewed. The main data collection instrument for this research is the questionnaire to survey the teachers including those who managed schools and colleges. The questionnaire was used to assess their attitudes, needs, role, policy, and teaching and learning activities, particularly how this was related to human resources development by the private sector as the preparation for the ASEAN Economic Community.

In-depth interview with the directors of schools and those who work for private education in Ministry of Education and Sports was also used to investigate their attitudes, action plan, perceptions, beliefs about AEC, as well as the strategy and legislations for private education in Lao PDR for the promotion and development of vocational schools and colleges as part of the preparation of Lao PDR for participation in the AEC.

This analysis of data collected from the questionnaires and interviews relied on the SPSS program. The data from his exploration consisted of three parts, namely, personal information, information on the preparation of Lao education for ASEAN Economic Community, and information on important factors concerning private

schools and vocational colleges, which are relevant to the preparation of Lao education for this goal.

The analysis focuses on the preparation of Lao for ASEAN Economic Community in 2015, especially in vocational schools and colleges. The researcher has selected 80 participants for responding of questionnaires who is teaching in private schools and colleges (teachers) and 5 directors of schools and colleges included directors of relevant Ministry of Education and Sports on the in-depth interview. During the research, the tools were used for recording; taking note and some cameras for taking pictures and spent more time with data collection, interview which mentioned in details in limitation of research.

From the in-depth interview outcome of schools and colleges' directors found that: the participations of Lao private education are limited especially vocational schools and colleges, due to the state did not support the aid to them and the majority of projects invested in Lao PDR under the vocational skilled labor development are mainly directed towards state vocational schools and colleges, while private vocational schools and colleges still suffer from shortages and lack of support. For the preparation of Lao education in private vocational schools and colleges, directors estimated that the preparation of private schools and colleges were generally at the low to medium levels, because new concepts, document distribution, information, and seminar on AEC were meant mainly for personnel in

the state sector, especially the board directors, so understanding of teachers and staffs in private schools and colleges about AEC was limited. Some teachers in schools and colleges did not know AEC because no documents had been widely distributed, and no seminar in Lao society was widely opened (18). (Board directors of vocational schools and colleges in Lao PDR said, 2014).

On the policy towards AEC, the importance of vocational schools and colleges for AEC was generally estimated to be at the low to medium levels because the private vocational schools and colleges, because their role in filling the gap left by the state in providing vocational education in Lao PDR had been left unclear. The private education sector had not participated in the making of education policy, so the importance of private vocational schools and colleges was not particularly highlighted. Besides, Directors referred to the education of neighboring countries and ASEAN member's country on the role and importance of private are highly in society and good quality more than Lao education such as Singapore and Thailand. However, investment in Lao PDR on the development educational now, especially vocational field is risked due to the popularity in society and other policies (Board directors of vocational schools and colleges in Lao PDR said, 2014). From the interview shown the role and importance of private education in Lao PDR were totally at the low to medium levels and the end of interview, they needed to Lao government take care aid and showed on the policy clearly. Besides interview,

researcher has gather secondary data(16) such as books and analyzing, sampling size of Thesis's shown that Lao education of private were the low to medium(17) (Ratsamy Thammavong & BounxayVangchongcher, Thesis, 2010).

However, after in-depth interview Board directors of vocational schools and colleges, researcher emphasized to the General Director of Private Education Management (DPEM) and Private Education Advisory Council Office (PEACO). From the interview found that private education was very important for the preparation towards ASEAN Economic Community (AEC) due to private education is a major reforming of education in the country especially in vocational schools and colleges because the private education sector have a lot of hundred students graduated in the fields of vocational per a year, and now, Lao PDR is still suffered for skilled labors and demanding for skilled labors from 2014 to 2015, there are more than 50,000 people of labor force such as Technicians, Bricklayers, Mechanical and other vocations field, so private sector is very important for participation and support in vocational fields and Lao skilled labors towards AEC. While, General Directors of Departments in Ministry of Education and Sports cannot expected to the number of skilled labors demanding in details of any vocations field due to these data were not fix in this period of time and these information connected with Ministries, Organizations and other(19) (Board Directors of Ministry of Education and Sports said, 2014).

Besides, they speech that, on the role of Lao private education in the present time, there are many thing have to improve in Lao society under the educational reforming due to the role of private education especially vocational schools and colleges have to improve the quality because the marketing of ASEAN needed to good Lao workers and skilled labors supplying. So, the preparation towards AEC in 2015, Ministry of Education and Sports has a lot of action plan on the reforming private education during in academic year 2014 to 2015 namely private role, participations in Lao PDR, quality education improvement and etc. from these mentioned are mainly reforming and in order to the new strategy for promoting private education across country(19)(Board Directors of Ministry of Education and Sports said, 2014).

From the information above, researcher can summary to the important of private education towards AEC is very important on the role and participation in Lao PDR and new educational reforming for Human Resources Development underneath the preparation of Lao education for ASEAN Economic Community (AEC) in 2015.

8. Significance and usefulness of research / expected outcomes

8.1 The finding will be very important for the improvement of the education system in Lao PDR, especially private education, for preparation of Lao PDR for the AEC in 2015.

8.2 This research will enhance the awareness of problem of joblessness and human resources development, with focus on private vocational schools and colleges.

8.3 This thesis aims to be policy relevant, namely, leading to the increase in the role of the private sector in the development of Lao PDR's education system.

9. Limitation of Research

Due to the time is limited on the research and very short time for thesis writing. So some questionnaires are not reliability in checking by professional and IOC, however this research is only the exploratory research and these questionnaires are used for the direct survey in exploratory this thesis. Thus, there also are many contexts of questionnaires need to be improve to go ahead. Besides, there are some limitations of search mentioned below.

Firstly, the sampling is more than 100 teachers who teach in vocational schools and colleges in Vientiane Capital and Savanakheth province. During the time researcher gathered data which found that some vocational schools and colleges were lately supported the data and some teachers could not respond on the questionnaire, some directors on the in-depth interview warmly discussed especially in Savanakheth province of Xaysombath vocational school and college, and some directors in Vientiane Capital namely Lao International college, Soutsaka college, Vientiane Human Research Development, Vientiane Professional Development College and Quest College and including Participatory Development Training School and Center and other(18). But, the researcher found that interviewing could not interview some directors because they did not have free time so that is the problems. However, there are 80 questionnaires can bring to the research such as 17 questionnaires of schools and 63 questionnaires of colleges and the researcher has in-depth-interview 5 participants included General Director of Private Department Education Management.

Besides, researcher spent more time for questionnaires distribution, gathered data and interviewed so many days. The research was started a field work on February to March, 2014 and researcher focused on two provinces in Lao PDR (Vientiane Capital is so far from Savanakheth province). It is so far around 446 km, researcher spent 10 hours per day for travelling because the researcher took by

public transportation and by bus, on the schedule was interviewed for 5-6 participants a day, but some general directors or majority of interview are not convenient on time. So, it was lately interview and moved to other days for appointment again or next time, during the time it was started working from 8 a.m. to 4 p.m. according to the time, official working is on Monday to Friday.

Secondary data collections are difficulty due to the information concerned with the Ministries and agency organizations, especially data are quite limited of Lao government, almost documents are Lao language and no website and one more the cooperation of some Lao government officials are neglected.

The survey gets in-depth interview was discussed about their colleges and vocational schools management, the preparation towards ASEAN Economic Community in 2015, and focus on role of participation in Lao PDR including used the policy and etc.

Chapter II

Lao PDR's economic development and demand for skilled labors

2.1. Lao PDR's economic development

2.1.1 Back ground of Lao economic development and growth of GDP

Lao People's Democratic Republic (Lao PDR) is a small country in Southeast Asia. It is a land lock country which is located in the middle of mainland Southeast Asia. It has a border with five countries namely the P.R China to the North, the S.R Vietnam to the East, the Royal Kingdom of Cambodia to the South, the Kingdom of Thailand to the West and the Republic of the Union of Myanmar to the North West. Lao PDR has a total area of 236,800 square kilometers and about 70 percent of that is covered by mountains. Lao PDR has population of 6,514,432 people (2013) of whom 3,239,980 are female. The female population accounts a little bit more than 50 percent of the total population. The average of the population density is 26 people per square kilometers. Lao PDR consists of 17 provinces. Its capital city is Vientiane, which has a population of 797,130 people. Lao PDR has no coastal border. Economic development has proceeded under the socialist-based market system after the adoption of reform in 1986, and today 6% to 19% of the population work in the industrial sector, which includes the service industry, and 75% still work in agriculture(20)(Lao Statistics Bureau, 2013).

According to the strategy of Lao PDR for economic development plan from 2005 to 2014 and sources from United Nations (UN) and *Vientiane Times*, Lao PDR has been named one of the top 10 fastest growing economies in the world, and a well-established forecasting organization, the Economist Intelligence Unit has released its projections for economic growth in 2014, in which the Lao economy will see 8.5% growth this year, which would keep it among the top 10 fastest growing economies in the world. International financial institutions including the Asian Development Bank (ADB) and the World Bank have also confirmed that the Lao economy has seen remarkable growth over the past five years due to the export of natural resources including products of mining and rising investment in hydropower production leading to increases in output. At the same time, from the perspectives of some Institutions, Lao PDR should diversify its economy if it wishes to sustain economic growth in the longer term as the export of natural resources will one day be depleted⁽²¹⁾. (*Vientiane Times*, Monday January 20, 2014).

Though from the dominant geographical point of view, Lao PDR is a mall landlocked country in Southeast Asia, it has now become a land link with the neighboring countries in this region and beyond. This shift in its status will become even more important after the ASEAN Economic Community formally becomes a single market and production base in 2015, because this would have significant implications for Lao development especially insofar as communications,

transportation, trade, domestic investment, foreign direct investment, and education, among other sectors, are concerned. Lao PDR's economy is still based on natural resources; its land, in particular, is suitable for green agriculture. The country is also rich in terms of its culture heritage. In addition, many factors favor its development, and these include friendly relationship with all neighboring countries and other foreign countries, its political stability and its development policy. Lao PDR has demonstrated its interest in joining the World Trade Organization (WTO) in the future. Lao PDR nevertheless still remains one of the least developed countries. The Lao government has promoted economic reform by adopting a state-managed market economy. Employment as well as economic development has been boosted through the creation of special economic zones especially along the East-West Economic Corridor(22). Important measures adopted for this purpose include the change of land into capital to promote industrialization and the setting up of one-stop services to facilitate trade and investment.

The Lao People's Revolution Party and the government believe that this is necessary to promote investment in locations dedicated to special economic zones as well as the development of infrastructure, working skills, and transfer of technology in the service and industrial sectors. In Lao PDR now there are a total of five special and specific economic zones, namely Savanaketh-Seno Special Economic Zone (Savanaketh province (2003), Bortendankham Special Economic Zone

(Luangnamtha province, 2003), Golden triangle Special Economic Zone (Borkeo province, 2007), Vientiane Industrial and Trade Area Special Economic Zone (Vientiane capital, 2008) and Phoukhiew Specific Economic Zone (Khammuan province, 2010)(23). Under the Lao government's strategy for economic reform and development, a target is to employ about 50,000 people in the economic zones, and one special economic zone should employ at least about 2000 people, so that people can find jobs from now to 2020. Lao PDR thus need to encourage domestic and foreign investment in these projects amounting to US\$ 3 billion, so that Lao people who work in the economic zones would have a net annual per capita income US\$ 24,000(24)(At the ^{9th} National Congress of Lao people's Revolutionary Party on March 17 – 21, 2011)

2.1.2 Socio-Economic Development Plan for Lao PDR

Lao PDR has developed under the socialist-based market economic system. Reform has been adopted to promote domestic as well as foreign direct investment. In particular, Lao PDR has prepared for the AEC from 2004 to 2015. The 6th Ordinary Congress of the Lao People's Revolutionary Party discussed the action plan for economic development in fiscal year 2004-2005. The target GDP growth rate for this year was 6.5-7%, with agriculture being targeted for 3.5-4%, industry 11-12%, and services 7-7.5%, and with private domestic and foreign investment being targeted for

growth at about 18.2%. The actual economic performance showed at the end of the year the GDP growth rate of 7.2% (actually planned for 6.5-7%), agricultural growth at 3.5% (planned for 3.5-4%), industrial growth at 13% (planned for 11-12%) and service growth at 8% (planned 7-7.5%). Thus, the economic growth strategy of Lao PDR succeeded in attaining its planned target⁽²⁵⁾. (*Plan of Lao socio-economic development, 2005-2006*)

In fiscal year 2008-2009, the average GDP growth rate was 7.9%, with agriculture accounting for 3.1%, industry 13.4% and services 9.9%⁽²⁶⁾(*Plan of Lao economic development, 2008-2009*). For 2011-2013, the average growth rate was 8.3%, with agriculture contributing 3.5%, industry 16.8% and services 6.7%. The latest GDP growth rate is 8.5%, with agricultural growth at 4.0%, industry 16.6% and services 8.4%. This economic performance has placed Lao PDR among the top 10 fastest growing economies; when compared to other countries in the region, Lao PDR's economic growth has been considerably higher.

Lao PDR's economic development plan is closely related to its preparation for the AEC in 2015. One of the most important goals is the elimination of poverty, such that Lao PDR would no longer be a least developed country by 2020. This would have the important effect of eliminating its inferiority complex or weak point, and given its very fast economic growth rate this goal is mostly likely to be achieved. However, a challenge still remains for the government of Lao PDR, especially in terms of how it

could continue to attract both domestic and foreign direct investment. This challenge is clearly related to the country's human resources development especially through education field. In recent years, the Lao government has had two urgent strategies, namely to protect the Land and to develop the country. In one important respect, the development strategy includes the development the Lao educational system, which would, in turn, have important implications for both human resources development and the elimination of illiteracy and poverty(27).

2.1.3 Demand for skilled labors

Lao PDR's economic development policy has set as one of its crucial goals to boost the development the promotion of domestic as well as foreign investment in areas such as natural resources extraction, mining, and hydropower production, among others. However, Lao PDR in the past paid least attention to skills labors development particularly by upgrading its education system, so Lao PDR has lacked skilled labors, in particular technicians, craftsmen, and others with skills for work in the agricultural, industrial, service and other sectors. Thus, after the 1986-1990s Lao PDR reformed its education under the "New Thinking Policy" Economies reforming across the country joint venture state and private(7), besides Lao PDR were encouraged by promoting vocational education to be delivered by both the state and private sectors. Currently it is envisaged that the new education system will offer

courses in more than 10 vocational skills such as electronic and electrical work, bricklaying and carpentry. It is estimated that Lao PDR now will be able to produce about 6,000 skilled workers every year. Lao PDR boasts of investment potential in the vocational training sector as the country needs a large number of skilled workers to meet the growing demand of the domestic labor market and drive the country's economic growth. The National Assembly(NA)approved a Vocational Education Law in a move to speed up and promote the development of vocational education. Lao PDR is suffering from a shortage of manpower, especially skilled labors, required for jobs in various sectors; many skilled workers have already been hired from neighboring China and Vietnam.

However, according to Lao Economists speech that Lao PDR needs to continue to bring in more foreign nationals to work on development projects if the country is to maintain high levels of economic growth. According to initial estimate, as many as 500,000 workers including vocational school or college graduates will be needed by 2015(21). These of course include unskilled as well as skilled workers, who are required by the service and industrial sectors, and while unskilled laborers can be employed in the agriculture sector, more foreign workers are expected to be imported. This would permit a workplace or enterprise to employ up to 15% of foreign laborers, an increase from the 10% limit on the total number of workers stipulated in the old law. In addition, an employer is allowed to hire up to 25% of

white-collar foreign workers, an increase from the previous 20% limit⁽²¹⁾(*Vientiane Times, 2014*).

According to the biggest report projects in Lao PDR, the number of demanding for Lao skilled labors, Lao PDR opened widely to AEC especially the biggest of investment between countriesostensiblyLao and Chinese projects, eight special and two specific zones and joint venture of ASEAN member countries and etc. However, on the number of estimation, as many as 500,000 workers and skilled labors will be needed by 2015 to AEC. From number of Lao workers and skilled labors will be needed, Lao government is still a serious shortage of skilled labors on the human resources development with strong economic growth was at 7.6% per year and this is forecast in Lao PDR of World Bank by 2015, While, the Lao government could provide at 55,000 of skilled labors and workers per year⁽²⁸⁾according to the number of the Ministry of Labour and Social Welfare reported by 2014.

The high demand for skilled labors grows with foreign investment in the factories and joint venture between Lao PDR and another countries investment due to low labor wages, and Lao skilled labors must make up 70% of workforce, monthly minimum waged at 626,000 kip (\$81) and this is estimated and doubled from old

rate in 2012, whilst skilled labors required giving right with Lao workers for opportunities of job.

However, on the human resources development, Technical Vocational Education and Training of state and private aimed to increase opportunities for young both men and women to access vocational education and technical training for skilled labors supply to the marketing ASEAN, so Lao PDR limited on the human resources development and the problem has still lacked of skilled labors and skills shortages namely Furniture-making, Construction and Automotive, Mechanical, Bricklayers, Carpentry, Electrical and Electronics, Plumbing and Metalwork and other fields(11). These are purposed to human resources development on the courses of training, vocational schools, colleges including state and private sector towards ASEAN Economic Community (AEC) in 2015 nearly the future.

2.1.3.3 Services sector

The services sector has grown at a slower rate than the industrial one; its annual growth rate averaged at 8.4%. The development of the services sector is critical for socio-economic development. During this period (2006-2010), the contribution of the services sector was 37.2% to GDP. Its major components are wholesale and retail trade and repairing business, constituting 51%; public services

17.3%; and transport, warehousing, post and telecommunication 12.5%. The rest of the contributions to this sector are from financial services, rental services, public services, social services (public and private), hotels, restaurants, and others.

Currently the service sector is very important for Lao PDR, because the revenue from services amounts to so many billion U\$ per year, especially from international trade, communication and transport, tourism, and etc. The contribution of this sector is so substantial that it has become the core of the economic development plan of Lao PDR. International trade, in particular, currently has annually increased by 11% and trade infrastructure has been widely expanded: there are 628 markets in the rural as well as urban areas, of which 73 are large markets, 156 are of medium size, and 429 are small markets. In addition, shopping malls, supermarkets, and night-markets have been established. Lao PDR is opened widely to private sector investment, and usually the construction of markets and shopping malls has mostly been funded by private (both domestic and foreign) investors. Therefore, there are 17 international checkpoints, 43 domestic checkpoints, and 63 border-trade areas between people who live in different parts of the country. This increase has also raised the value added in trade; as a result, the average annual growth in trade is estimated at 7.6% between 2006 and 2010, contributing about 51% to the value added in services. Communication and transport currently consist of four types: mechanized road transport, water transport, air transport, and train

transport. Since Lao PDR started its economic reform, it has opened widely to communication and transport between it and the neighboring countries, and it has also maintained friendly relations with other countries, particularly China. This foreign policy posture is evident in the importance it has given to the construction of the bridges across the Mekong River, as well as roads and rail lines along the North-South and East-West Economic Corridors. All these transport links have turned Lao PDR from a land-locked to a land-link country and tremendously boosted trade and tourism between Lao PDR and the neighboring countries⁽²²⁾. Thailand has an advantage over other countries in the AEC, because shares with Lao PDR the language, culture and life style. And with good relationship that has been maintained from generation to generation, so in recent years most of the tourists in Lao PDR are the Thai people, and the country relies on Thailand for about 80% of its imports.

2.1.3.4 Skilled labors sector

The Lao government has encouraged the development of skilled labors since the adoption of economic reform. This development effort has been carried out by schools, training centers, skill training and development center, on the job training, and study tours, among other forms skill development. In addition, the organization of skilled labors is responsible for the encouragement and development of skills and it has coordinated with concerned organizations in the state and private sectors for

this purpose. At the same time employers must ensure that workers they have employed are trained to have qualifications and expertise that would enable them gradually to become skilled and specialized workers(29).

The state and private sectors, as well as other concerned organizations have given much attention to the development of skills in response to the need for the skilled labor market in each stage of the preparation of Lao labor for the AEC in 2015.

Furthermore, the Lao government should enlarge the pool of skilled labors through encouragement and development of vocational education system and on the job training opportunities, while at the same time increasing investment in the service and other sectors and employment opportunities for skilled labors(29). However, insofar as human resources development is concerned, the government policy is not particularly clear. The Lao government still promotes the export of Lao workers for employment in foreign countries, especially Thailand and at the same time imports foreign skilled labors into Lao PDR. Foreign skilled labor is usually screened and given access to Lao PDR. The country, in short, is exchanging labors with the neighboring countries, particularly China, Vietnam and Thailand and in this way Lao labor could be trained on the job in these countries and thereby become skilled labor force. The Lao government believes that Lao PDR will have enough

skilled labor for the country to fruitfully participate in the AEC when the latter comes into being in 2015.

2.1.3.5 Policy

In response to the need for the development skilled labors and human resources, the Lao government has a policy to encourage and promote vocational education. Various measures have been taken for this purpose, including skill competition, encouragement of creativeness, and provision of skilled labor information. The aim is to raise labors discipline and supply internal as well as external labor markets with skilled labor while at the same time providing this labor force with employment opportunities. The Lao government has also attended to the needs such as those involving the protection of the rights and fair income of skilled labors and relations with the employers. In view of the economic and educational development plan 2008-2020 and the preparation for the AEC in 2015(30), Lao PDR has reformed all system by new thinking policy which covers a whole range of schooling from primary schools to universities and includes private as well as public education. Therefore, the state and private sectors emphasize the need to develop vocational education and to increase the quality of skilled labor through informal or non-formal education, especially for students from rural areas who have finished secondary schools and upper secondary schools with no change to go to university

and thus need to further their study in vocational education. The education reform for 2010 to 2020 provides courses without tuition fees, and the Lao government covers all expenses during study. So it is expected that by 2015, when the AEC formally comes into being, Lao PDR will have supplied 50.000 skilled workers, but in view of the economic growth of Lao PDR as many as 500.000 skilled workers will be needed(21)

Therefore, the preparation of Lao education for the AEC requires an increased role of the private sector in vocational education development in Lao PDR. This emphasis on vocational education is obvious: Lao PDR lacks skilled labors and technical infrastructure for the industry, agriculture, and the service sector. Without vocational education development, the Lao government will lose the chance to develop the country itself, and with this the whole expectation to reduce poverty and get out of the LDC category. Lao PDR, as has been indicated, has for many years depended on foreign skilled labors, especially those from China and Vietnam, while a number of Lao skilled labors have moved to the neighboring countries especially Thailand(31). The number has averaged over than five thousand according to the number in the present time but these numbers are not fixing (31)(Statistics of Lao Embassy, 2013-2014). This situation needs to be rectified.

Lao PDR thus needs to increase to the role of the state as well as private sector in vocational education development. A major problem here is that almost all students

are not studying in the vocational fields in vocational schools and colleges. These fields are not popular in Lao society, given the low compensation and income but high living expenses. So the state and private sectors must attend to these problems in order to encourage Lao society to supply skilled labors and hence cater to the preparation for the AEC in the very near future⁽³²⁾(Ministry of Education and Sports, Plan of vocational development, 2008-2020).



Chapter III

Lao private Vocational Education and Human Resources Development

3.1 Back ground

In the 1990s the Lao government put in place reform of the Lao education system covering state as well as private education. After that private education has had a greater role in Lao society especially in the step-by-step development of education in order to upgrade educational quality. The National Education Reform Framework and Ministry of Education and Sports' Action Plan for 2006 to 2015 and 2015 to 2020 have sought to accomplish three major educational programs, namely equitable access, quality improvement and relevance, and educational management(33).

The main aim of the Lao government is to encourage and promote all societal sectors, including individuals, groups of people, local and international organizations, to access education continuously through long life learning in both formal and non-formal education based on the conditions and characteristics of educational institutions and learners in each local community.

After the state adopted the policy to more widely open the education system, private education has also expanded nationwide from the north to the south

of Lao PDR. Currently, there are 244 kindergartens and nurseries, 160 primary schools, 63 secondary schools, and 81 vocational training centers, five of which are on the intermediate level, and 90 colleges and educational institutions. The number of students amounts to over 100,847(34)(*Statistics 2009 to 2013*). The increase in the number of private educational institutions shows the role of private education in Lao society and important participation in the country's educational reform and human resources development. Such a role has definitely contributed to the preparation of Lao education for the ASEAN Economic Community in 2015.

This chapter specifically focuses on the role of Lao private vocational education in schools or centers and vocational colleges in Lao PDR's economic development and, as a consequence, in the preparation for participation in the AEC. The Lao government has encouraged the development of skilled labor through vocational education and human resources development. Of course, all major aspects of education have been promoted, particularly, modern science, sports and artistic education(27). All these are aimed as part of the preparation towards AEC of Lao PDR under the Human Resources Development and Lao education development system including skills labors development of the state and private sectors on the three principles of Lao Education such as Nationally, Scientifically - Modernized, and Globally. And five dimensions of Lao Education as Behavior Education, Intelligence or

Wisdom Education, Labor or Employment Education, Physical Education and Arts Education(35).

Since Lao PDR has launched its plan for economic reform plan for 2006-2020 with the dual purpose of preparation for the AEC in 2015 and reduction of poverty, the private sector has increased its role in Lao society especially in the development of vocational education(6). In meeting the country's need for skilled labor and other professionals, this forms part of the strategy and plan for vocational development in short term and in the long term the government wants to encourage and promote the private sector to contribute to the development of Lao PDR on the basis of the three principles of Lao Education and five dimensions of education of educational reforming(35) towards ASEAN Economic Community (AEC) in 2015 in the future soon.

3.2 The role of private education

Private education development has been part of the Lao government's strategy and plan for economic development. Both the state and private sectors participate in the Lao education system to meet the demand of the market economy by supplying man power for the economy to work. Since Lao PDR became a member of ASEAN in 1997, the Lao government has promoted the development of vocational education in private schools and colleges of private on three principles of

Lao Education and five dimensions⁽³⁵⁾for the preparation towards ASEAN Economic Community. On the whole, this involves developing Lao PDR such that its people are released from poverty and the country from the status of least developed country. It needs to develop modern industry and modern culture and be prepared for integration into the regional and international economy. This requires the preparation of skilled labor. Teaching and learning in modern science and technology is of utmost importance, because these subjects provide the crucial basis for economic and educational development. Besides, it is also necessary to emphasize the role of education in cultivating international understanding, especially with the neighboring countries, and those in the world at large. At the same time, the Lao government must attend to the environment, so that sustainable development could be achieved. All these must constitute indispensable aspects of the development of Lao skilled labor, technicians, as well as administrators – that the development of the country's human resources ⁽²⁴⁾*(Documents of the 9th Lao People's Revolutionary Party Big Congress in 2011)*.

Besides, the five principles mainly involve educational development and human resources development. The aim is mainly to develop skilled labor, workers, technicians and the work force in other vocational fields, and this would open the door for the door for the Lao government to develop its country in the short and long terms as well as to prepare Lao education for the AEC⁽³⁵⁾ *(Documents for*

educational reform of Ministry of Education and Sports, under the three Principles and five Dimensions, Vientiane, 2013). However, though the Lao government has been open extensively for the role of private education, it is not clear from both the policy and legislations how much the private sector will be free in the management and administration. It is also not clear even about the role of private education itself, and this has naturally implications for domestic as well as foreign investors in terms of how much they could invest in private education on the long-term basis. This is one of the problems facing the Lao government now – problems that must be solved to increase the role of the private sector and encourage its investment and participation with the state and Lao society in the development of vocational private education now and in the future. Another problem is that while the state has attached much importance to the role of private schools and colleges in developing Lao education, the state still needs to speed nation-wide educational reform for the preparation for the AEC. This involves an overhaul of the whole system, from teaching-learning and curriculums to upgrading of Lao educational quality. The preparation of Lao education for the AEC from this period of time to 2015 must more extensively allow for the role of private education, especially private vocational schools and colleges. Lao PDR, in other words, must more extensively rely on domestic as well as foreign investors on the short- and long-term basis for this purpose⁽²⁷⁾. (*Reforming the Education System Phase I and Phase II (2006-2015)*, MOES, 2013)

Currently, there are 638 private schools and colleges in Lao PDR and about a total of 100,847 students (Statistics, 2014). The average number of students who finish education from private schools and colleges is more than 10,234 people per year averaged, and the number of those who finish education in vocational fields is about 17,415 people averaged per year. So, from number of students who finish education from private schools and colleges, the importance of private education system to human resources development in Lao PDR is evident. There thus needs to be greater collaboration between the state and the private sector to increase the role of the latter in the country's educational development. The educational infrastructure in society should not be separated between the state and private sectors, so that both sectors could equally contribute to the country's socio-economies development through education and human resource development.

3.3 Implementation of policies and legislations on private education

The government of Lao PDR has initiated policies and legislative measures to promote schools and private colleges, particularly during the period of the national education reform. The Lao government discussed the country's development policy at 8th Party Congress and expected that by 2015-2020 Lao PDR would graduate from the least developed country status, and be equipped with the fundamental factors

moving it to the modernization of its economy through further industrialization. In order to accomplish these goals, the Lao government has to reform the country's education system, so that it could become a cornerstone for the development of human resources and thereby enable the state and private sectors to increase their investment. The government has thus issued policy and legislation to mobilize Lao society, especially the private sector, to contribute more to the educational development. The state certainly cannot accomplish this task alone; it requires the private sector support for the build-up of the infrastructure for this purpose. For about over 20 years ago of reform, private schools and colleges have gradually developed in terms of quality and quantity, resulting in the growth of economy. The private sector has benefited from the promotion, encouragement and enhancement of its capability by local and international sources contributing considerably to the fast growth of private sector investment in education. Indeed, the support of the local and international societies has provided the conditions for private education in Lao PDR to progress. Now students are encouraged to enter private schools and colleges(6)(*Strategy and policy for private education, 2011*)

However, the private education system in Lao PDR still faces local as well as global challenges for chances of further development. A challenge being faced by the private education system is how it could expand more rapidly: its popularity is still low among the populace, and it still needs to upgrade its quality. Moreover, the

infrastructure for private education is also in need of further expansion and strengthening. The private education sector also suffers from poor management and administration, especially in comparison with the state-managed education system. Despite all these challenges, opportunities exist for further expansion and development. In view of the opportunities and challenges mentioned, it is realized that a strategic plan needs to be formed to encourage the setting of more private schools and colleges and to mobilize domestic as well as international support for this task by encouraging the recognition of the significance of this goal and thereby promoting more private-sector investment in education for the country's socio-economic development and the preparation for the ASEAN Economic Community.

By opening Lao PDR's economy through reform policy, the Lao government has galvanized investment, both foreign direct investment and domestic investment. However, the interest of private foreign direct investors in education is still lower than that of domestic investors. This is mainly due to lack of understanding on the part of foreign investors of the Lao policy, especially insofar as this involves their role in the management and administration and legal rights relevant to investment in education. With such problems the increase in the number of vocational schools and colleges all over the country remains low every year, even though business investment in education in Lao PDR has already been formally recognized by the government and an action plan for educational and economic reform has been

formulated(36)(*Decree 64 of Lao government, 1995*). In fact, the private sector still has limited freedom in terms of designing its courses and their delivery through teaching and learning modes. This certainly has a significant impact on the development of private education in Lao PDR and, as a consequence, its human resources development for the country's economic development and preparation for the AEC. Lao PDR, in short, still lacks skilled labor force for both purposes. Apart from further effort on the part of the government of Lao PDR, cooperative support by friendly countries is also necessary.

Chapter IV

The role of private vocational education in the preparation for AEC

This chapter and in this part present an analysis of data collected from the teachers, general directors or investors in private education through questionnaires especially on the preparation or preparedness of vocational schools, collages, and/or training centers in Laos. The information will be presented on tables. In addition, they are categorized into 3 parts, as follows:

- ◆ Personal Information
- ◆ The preparation of Lao education for Asian Economic Community
- ◆ Important factors influencing the contribution of private schools and colleges to the preparation of Lao education for this purpose

I. Results and surveys from schools

Part1. Personal Information

1.1. Sex of participants

Table 1: Participants sex (schools)

Sex	Number of participants	Percentage %
Female	7	41.2
Male	10	58.8
Total	17	100

The table 1 shows all participants in the research, of whom 7 are female (41.2%) and 10 are male (58.8%).

1.2. Age of participants

Table 2: Participants' age (schools)

Age	Number of participants	Percentage %
Under 30	11	64.7059
31-40	2	11.7647
41-50	2	11.7647
up to 51	2	11.7647
Total	17	100

The result of the questionnaire survey shows that most of the participants (11 of them or about 64.7%) are under 30 years of age; the rest are in the 31-51 age group.

1.3. Education

Table 3: Participants' education (schools)

Education	Number of participants	Percentage %
Under Bachelor	16	94.1
Higher Bachelor	1	5.9
Total	17	100

The result of the questionnaire survey shows that the educational qualifications of nearly all of the participants (16 out of 17 or 94.1%) are below the bachelor degree level.

1.4. Working Experience

Table 4: Participants' working experience (schools)

Working Experience	Number of participants	Percentage %
Less than 5 years	9	52.9
Up to 5 years	8	47.1
Total	17	100

The result of the questionnaire survey shows that the numbers of those with less than and those with up to 5 years of working experiences are roughly the same, that is, 9 to 8 or 52.9% and 47.1%, respectively.

Part2. The preparation of Lao Education for Asian Economic Community

2.1. General preparation

Participants' opinion on the general preparation of Lao education for Asian Economic Community. (See appendix on table A1)

General preparation of Lao education for the ASEAN Economic Community:

The results of this survey shown that most of the respondents gave “neither agree” in their response to the questionnaire and nearly one-third (31.81%) of answers are of the “agree” category. This means, in the perception of the respondents, the preparation of Lao education could be estimated to be quite ready for the AEC,

especially insofar as the educational administration system, English courses, staffs and teachers are concerned; the latter, in particular, are eager to learn new knowledge about the AEC.

2.2. Building, teaching and learning

The level of participants' gave the answer on the building, teaching and learning of Lao education for the ASEAN Economic Community. (See appendix on table A2)

The result of the survey on the building points out that the overall score on this aspect of Lao education is neither agrees. Some improvements are required, for example, the laboratories to support for students and teachers are still not enough, and higher technology, tools and technicians are still in great demand.

2.3. Curriculums

The level of preparation of the curriculums of Lao education for the ASEAN Economic Community. (See appendix on table A3)

Curriculums of Lao education has on average neither agrees shown by the result of this survey, although further improvements are still needed, including those

relating to the implementation of the courses by the teachers who have devised their course syllabus, and the evaluation that has to be done on time.

2.4. Human resources development

Level of preparation of Lao education for human resources development for the ASEAN Economic Community. (See appendix on table A4)

The overall picture of human resources development is good according to the marks “Neither agree” and “Agree” given by respondents to the questionnaire. The most interesting point in this respect is that schools and colleges have promoted and encouraged teachers to study foreign languages, especially English as a preparation for the AEC and they have also been supported to upgrade their vocational knowledge to improve private vocational education

2.5. Administration

The level of preparation of the administrators of Lao education for the ASEAN Economic Community. (See appendix on table A5)

Insofar as the preparation of the administration of Lao education for the ASEAN Economic Community is concerned, the respondents gave “Neither agrees” and “Agree” marks (“Agree” accounting for about 60% of the answers). From the result of this survey, the main point involves the need to improve the educational quality to meet the administrative goal and the preparation of teaching and learning in private education includes improving and developing in vocational fields to supporting the labor market of Lao PDR and ASEAN for upcoming AEC in the near future.

Part 3. Important factors influencing the preparation of private schools and colleges for the preparation of Lao education for the AEC

3.1. The preparation

The level of preparation of the important factors relating to private schools and colleges for the preparation of Lao education for the AEC. (See appendix table A6)

Important factors can be found that account for the preparation of private schools and colleges for the AEC. The result of this survey seems to provide an above average mark for this aspect of the preparation for the AEC by private schools and colleges, such as Lao educational policies for private schools and colleges,

public relations and information dissemination, the interest of the students' families in vocational education and skilled labor training.

3.2. Dominant obstacles

The level of dominant obstacles important factors for the preparation of private schools and colleges for the preparation of Lao education for the AEC. (See appendix on table A7)

It can be seen from the survey that there are some important factors that have obstructed private schools and colleges in their contribution to the preparation of Lao education for the AEC. One of them involves the chances opened for private vocational schools and colleges for human resources and skilled labor development. The private education system remains limited and the fact that some graduates from vocational schools and colleges are still unemployed or have low income is a very challenging issue.

3.3. Action plans as important factors for vocational schools and colleges in their preparation

Respondents' views on the action plans as important factors for private vocational schools and colleges in their contribution to the preparation of Lao education for the AEC. (See appendix on table A8)

The result of the survey shows that private vocational schools and colleges have strongly prepared for improving the quality vocational education and human resources development in terms of action plans for the acquisition of tools and materials for teaching and learning for developing skilled labor.

II. Results and surveys from vocational colleges

Part1. Personal Information

1.1. Sex of participants

Table 5: Participants' sex (vocational)

Sex	Number of participants	Percentage %
Female	22	34.9
Male	41	65.1
Total	63	100

The table 5 shows 63 participants in the research, of whom 22% are female and 41% are male.

1.2. Age of participants

Table 6: Participants' age (vocational)

Age	Number of participants	Percentage %
Under 30	31	49.2
31-40	23	36.5
41-50	8	12.7
up to 51	1	1.6
Total	63	100

Table 6 shows that of the 63 participants nearly half are under 30, about the same number are in the 31-50 age group, and only one of the is up to 51.

1.3. Education

Table 7: Participants' education (vocational)

Education	Number of participants	Percentage %
Under Bachelor	43	68.3
Higher Bachelor	20	31.7
Total	63	100

The result of the survey shows that more than half of the participants (68.3%) have educational qualifications that are lower than the bachelor

degree level and that only 31.7% of them have qualifications of this level or higher.

1.4. Working Experience

Table 8: Participants' working experience (vocational)

Working Experience	Number of participants	Percentage %
Less than 5 years	27	42.9
Up to 5 years	36	57.1
Total	63	100

Table 8 shows that the number of those with less than 5 years' experience (42.9 %) is not much different from the number of those with up to 5 years' experience (57.1%).

Part2. The preparation of Lao education for the ASEAN Economic Community

2.1. General preparation

The level of general preparation of Lao education for the ASEAN Economic Community. (See appendix on table A9)

Most participants in the research gave a “Neither agree” mark for most of the questions on the general preparation of Lao education for the ASEAN Economic Community. They saw the preparation of private vocational schools and colleges as

important for the preparation for the AEC. One important thing about this preparation is the study of languages, especially the English language, which everyone has to use in order to communicate in the ASEAN countries. On the other hand, they need to understand the culture to explain similarities and differences among ASEAN countries, which are, together, becoming an ASEAN community. As Lao PDR is going to be a part of the ASEAN community in 2015, the country needs to prepare for the upcoming change. English is becoming more important, because it is going to be used as the working language in ASEAN. So private schools and colleges, as part of the education system, are one of the important factors for the development of human resources. It can be seen from the survey result that staffs and teachers are eager for new knowledge about the AEC. Most of the staffs and teachers have to know well or understand about AEC; they have to attend conferences on ASEAN to obtain new knowledge or new experience about the AEC, and then to disseminate the information to students or the people who do not know yet. Lao private education should be prepared to improve and develop its quality according to the standards of the neighboring countries. In addition, in preparation for the AEC, they need to be prepared to learn at least the English Language, and, perhaps, at least one of the Asian languages, such as Thai, Chinese, Japanese, or Vietnamese. On this point the survey shows a neither agree score of 2.81.

2.2. Building teaching and learning

The level of preparation in terms of building, teaching and learning of Lao education for the ASEAN Economic Community. (See appendix on table A10)

The overall result of the survey on the building, teaching and learning in Lao education for the ASEAN Economic Community is almost agree, except that in certain categories the marks are neither agree and disagree. The highest mean 3.79 indicates that schools buildings are appropriate for learning and teaching for the preparation to the AEC. In order to maintain the standards and quality of this educational infrastructure, every year the committees explore the building to see whether it is still strong and appropriate for teaching and learning. This is because all private schools and colleges need to have their own buildings: they cannot rent a building for educational purpose. This mark is followed by that of 3.78 for the preparation of the private to support education that is being able to set to build school building. Of course, the private sector still suffers some limitations, for instance, some schools and colleges still do not have their own land; they to rent land from landlords. On the other hand, the respondents to the questionnaire gave only a disagree mark to item 8 (2.21) on the question whether the state should support some budgets to the private education in establishing school and college buildings. The private sector still needs some help from the government in their effort to develop private education.

2.3. Curriculums

The level of preparation of curriculums of Lao education for the ASEAN Economic Community. (See appendix on table A11)

The results of the survey on the preparation of curriculums of Lao education for the ASEAN Economic Community, show that the preparation in this respect is generally agree or neither agree (actually mostly agree). Item 30, which is about the rule for testing, in particular, has a mean score of 4.29 for every college, which means that all colleges have the same rule for testing. The test may be formative or summative in character, depending on teachers, but overall the test is neither agree for students because it evaluates them how they have learned or improved themselves. The item on the examination scores of students gains a mean of 4.22: students' grades are determined by the agreement of committees. Most of the teachers will be present in the committees because the determination of students' grades is very important for the development of the curriculum. However, the preparation in terms of availability of computer rooms for teaching and learning that would enable students to access online courses and to search useful lessons or information is still not enough; private schools and colleges need more computers in learning and teaching. Now the world is changing and everything is changing;

everyone should know how to use modern technology in order to be able to catch up with the world. In addition, some respondents are not particularly satisfied with the limited standard of private education; hence, the mean score for this item is only 3.06. They think that the standard of Lao private education should be upgraded so that it is sufficiently prepared for the ASEAN Economic Community.

2.4. Human resources development

The level of preparation of Lao Education for the ASEAN Economic Community in terms of human resources development.(See appendix on table A12)

Research results shows the level of preparation of Lao private education in terms of human resources development for the ASEAN Economic Community. It is clear from that the respondents would like to develop human resources through the arrangements for documents and books for teachers and students (item5). All teachers and students have to read more books in order to understand the world, so that they need more material especially through better facilities for reading like reading rooms. The books should cover the lessons or other aspects of the programs and courses. Some schools and colleges may still lack documents and books, so it would be good for Lao private education if it could have support in this respect by some organizations. Support is also needed for teachers and staffs to upgrade their vocational knowledge and thereby improve private education (item8). For this

purpose they should have more training in teaching and work management to upgrade their knowledge and teaching experience and capability.

2.5. Administration

The level of preparation of Lao education administration for the ASEAN Economic Community. (See appendix on table A13)

The survey result shows that the preparation of the administration of Lao private education for the ASEAN Economic Community is generally agree, insofar as the system of private vocational schools and colleges is concerned. The respondents to the questionnaire highly agree (4.02) that the needs of society and the labor market of Lao PDR and the AEC would be met by vocational and skilled labor development; companies and offices, for instance, need human resources to work for them but they need to be sufficiently trained vocationally.

Part 3. Important factors influencing the preparation of private schools and colleges for the preparation of Lao education for the AEC

3.1. The preparation

The level of preparation of the important factors relating to private schools and colleges for the preparation of Lao education for the AEC. (See appendix on table A14)

Data shows that the factors for success in the development of private vocational education in Laos for the preparation for the AEC are generally very good with a mean score of 3.94. After students finished their vocational education the state and private sectors should provide jobs for them. So students will look to the future with the hope that they will have a chance to work in the vocational fields in which they have trained. With regard to the prospect for those who have opted for vocational education could improve their quality of life in comparison with those who have university education, the mean score is also relatively very high, that is, 3.90. This means that vocational education is very important in that it helps them in their real life because the school or college they have attended trained them to a job. Scores for other items in the questionnaire are also relatively high; so the preparation of Lao private vocational education for the AEC is generally good.

3.2. Dominant obstacles

The level of dominant obstacles important factors for the preparation of private schools and colleges for the preparation of Lao education for the AEC.

(See appendix on table A15)

The result of the survey on the dominant problems and obstacles to the preparation of Lao private vocational education for the AEC shows an overall neither agree score, the highest being 3.51 on the agree. One of the existing problems involves students being unable to find jobs or to have low income after they have finished their vocational education. The government thus has to care about this to support them in their work in their fields after they have finished in the form of job placement schemes for these students.

3.3. Action plans as important factors for vocational schools and colleges in their preparation

Respondents' views on the action plans as important factors for private vocational schools and colleges in their contribution to the preparation of Lao education for the AEC. (See appendix on table A16)

The result of the survey on the action plans of private vocational schools and colleges shows an overall score of “agree” especially insofar as these schools and colleges have prepared for the improvement of the quality of vocational education and support for vocational development for the AEC. The private sector is prepared to build vocational schools and colleges and improve the quality of the curriculum in various fields of skilled labor for the AEC. The highest value of mean is 4.10, and the second highest one the action plan to attend to the students who have finished vocational education, so that they can find a job. The mean score for this item is 4.03.

Chapter V

Conclusions and Recommendations

5.1 Conclusions

This research on the *“Preparation of Lao Education for ASEAN Economic Community in 2015: The Case of Private Vocational Schools and Colleges”* in Vientiane capital relied on qualitative and quantitative data collection. The tools used for this purpose were the questionnaire and interviews. 80 copies of the questionnaire were distributed to teachers who worked in private vocational schools and colleges, and interviews were conducted with the directors of schools and colleges, as well as the director-general of the Department of Private Education Management, who was currently transferred to the Private Education Advisory Council Office (PEACO) in the Ministry of Education and Sports. Besides, the researcher gathered secondary data on both private- and state-sector education. This study on the preparation of Lao PDR for the AEC in 2015 also covered the country’s educational system. The research result can be summarized as follows.

5.1.1 Lao PDR's economic development and demand for skilled labor

Lao PDR is a small underdeveloped land-locked country. Compared with other Southeast Asian and countries especially before the launch of economic reform, Lao PDR’s economic development was progressing very slowly.

However, this research has shown that Lao PDR's economic development especially since the start of economic reform in 2006 has been greatly revitalized. The reform not only has economic goals such the reduction of poverty so that Lao PDR could upgrade itself from the least development country status but is also aimed as a preparation for participation in the ASEAN Economic Community (AEC). Various sectors of the economy have achieved high growth rates, especially the agriculture-forestry, industry, and services. In addition, action plans for economic reform from 2015 to 2020 have been adopted; the goal is the reduction of poverty in 2020: by that time Laos is expected to graduate from the least developed country status. For this purpose the government has opened the country for foreign direct investment, expanded cooperation with the neighboring countries, and joined regional as well as world organizations such as the WTO. Lao PDR has been named one of the top 10 fastest growing economies in the world in 2014 as the economic system has grown at a very high average rate. During the past three years (from 2010 to 2013) the GDP continued to grow at an average rate of 8.2%, and in 2014 it achieved a growth rate of 8.5%.

The educational system and skilled labor development has also undergone reform and improvement. New policy and legislation have been adopted especially for the new education reform from 2010 to 2020. Part of the reform involves waiving tuition fees, so the Lao government expects that before the AEC formally comes into being in 2015 Laos will be able to supply a skilled labor of about 50,000, though the country still lacks 500,000 as its skilled workforce, which would be enough for the development of the country and releasing it from an underdeveloped country status.

Hence, human resource and skilled labor development has become a truly challenging goal now as well as in the future for Lao PDR.

5.1.2 Lao private vocational education and human resources development

This study of the role of private schools and colleges in Lao PDR has demonstrated that private education is very important to Lao PDR's economic and education reform; there thus needs to be close cooperation between the state and private sectors. State and private education has been developed mainly in accordance with three national characteristics and five principles of education for human resources development and the policy of preparing for the AEC in 2015. This policy has also involved the role of the private sector in the economic reform of Lao PDR. In this latter respect, many factors are involved, and these include the need to encourage investors and businessmen to invest in schools and colleges offering programs and courses such as management and other vocational fields. Among other factors are the need to develop the management and administrative systems that are open to participation by the private sector, the budget to support the government policy on human resources development, the effort to solve inequality in Lao society, as well as the improvement of the quality of the education system.

All these factors and others have affected the development of schools and colleges for human resources development in the short term and long terms under the preparation of Lao education for the AEC in 2015 and solving the problem for poverty reduction in 2020 with the private participation.

5.1.3 Summary of personal information

This research on the preparation of Lao PDR's education for the ASEAN Economic Community (AEC) in 2015 used a sampling of 80 respondents from private vocational schools and colleges. Of these 17 are from schools and 63 participants from colleges. Most respondents are male.

5.1.4 The preparation of Lao education for the ASEAN Economic Community

5.1.4.1 General preparations

The survey on the preparation of Lao education for the ASEAN Economic Community (AEC) in 2015 shows that the levels of preparation of vocational schools and colleges range from “neither agree” to “agree”. The highest level of general preparation of schools (averaged at 3.76) involves the eagerness of staffs and teachers for new knowledge about the AEC. The next level of general preparation (3.71) concerns the attention the Lao government has given to the development of private vocational education. Another average of 2.35 indicates the knowledge and understanding of change of the Lao economy and preparation after the AEC comes into being.

The score given by respondents from vocational colleges also range from “neither agrees” to “agree”. An average of 3.92 (agree) indicates the recognition of the importance of the preparation of private vocational schools and colleges for the

AEC. The next highest score, 3.78, marks the eagerness of the staffs and teachers for new knowledge about the AEC. The lowest score, 2.81 (good) indicates the preparation for the study of other languages, especially English, as well as Thai, Vietnamese, Chinese and Japanese, which are on offer at some private schools and colleges.

5.1.4.2 Building for teaching and learning

With regard to the preparation of buildings of schools for teaching and learning, the highest score is 3.71 (agree), which indicates the security and comfort in using the buildings for this purpose. The next score, 3.59, suggests that buildings are appropriate for using, and that they are permanent, clean and tidy for teaching and learning. The lowest score 2.94 (neither agree) is concerned with whether there are enough laboratories and other facilities for students and teachers in support of their study.

In the same way, the preparation of vocational colleges in terms of having appropriate buildings, that is, being permanent, clean and tidy for teaching and learning is marked by the average score of 3.79. The next highest average score, 3.78, was given by the respondents to the preparation of the private sector is not limited to building the schools and colleges but also involves the readiness to offer programs and courses at the higher educational level to support education reform during 2011-2015. The lowest average value, 2.21 (disagree), indicates the extent to which the establishment of schools and colleges has been supported by the

government; this suggests that the government cannot provide support for the investment in setting up schools and colleges.

5.1.4.3 Curriculums

The preparation of schools and colleges in terms of whether or not they have rules of testing every term is marked by the average score 3.94, which is agree. A “agree” mark, 3.65, was also given to the preparation in terms of the way the students’ examination scores are determined. The lowest mean value, 2.71, indicates preparation involving the delivery of programs and courses under the calendar.

5.1.4.4 Human resources development

Human resources development is very important for the development of the country, and this recognition is evident in the answers of respondents to the questionnaire. The result of this survey can be summarized as follows. The preparation of private education especially in schools in terms of the promotion and encouragement for teachers to study foreign languages, especially English, as part of the preparation for the AEC is indicated by the 3.75. The next second highest score, 3.71, was given to the support for teachers and staffs to upgrade their vocational knowledge for improving the private vocational education system in the short term and long term. The lowest average mean value for preparation involving human resources development, 3.24, was given to the support provided by schools and

colleges for staffs and teachers for vocational training, or attending local and/or international seminars.

For the item on the arrangement of documents and books for teachers and students for the teaching and learning an average value of 3.83 was achieved. The next highest average value, 3.79, was given to the support for teachers and staffs to improve their vocational development and management. The lowest value is 3.44, which is the average for the preparation in terms of whether the vocational colleges have invited professors to upgrade the vocational knowledge for teachers and staffs.

5.1.4.5 Management and administration

The result of the survey on the preparation in terms of the management and administration of private vocational education for the AEC in 2015 can be summarized as follows: in schools, an average mean score of 3.94 was achieved for the preparation and competition to upgrade the quality of the private educational system. The next highest average score, 3.88, indicates educational management and administration to upgrade professional quality of schools. The lowest average score for management and administration is 3.24, which indicates how much after educational reform the state has encouraged and supported private teaching and learning for vocational and skilled labor development, especially in terms of providing clear policy on the role of private vocational education.

In vocational colleges, an average mean value of 4.11 was achieved for the preparation of educational administration for the skilled labor, technical and professional development. The second highest score, 4.02, marks the recognition of the role of private vocational education in meeting the needs of society, as well as the labor market of the country and the AEC by its contribution to skilled labor and human resources development. The lowest score, 3.52, indicates preparation in terms of the evaluation of state and private education to see the difference in quality between the two sectors.

5.1.5 Factors relating to success and obstacles

5.1.5.1 Vocational Schools

The highest mean value of 4.00 indicating preparation with regard to clear and appropriate policy for private vocational education. The second highest value of 3.76 was achieved for preparation in terms of students who want to opt for skilled labor development and whether their families are interested in vocational education and understand the need for preparation for the AEC. The lowest average value of 3.00 indicates the state's promotion and encouragement for the preparation of private vocational schools and colleges for this purpose.

With regard to the problems and obstacles for the preparation of private schools and colleges for the AEC, the highest value of 3.53 indicates the opportunities of students who have finished private vocational education for employment: whether they find

jobs and/or whether they have low income. The second highest value of 3.47 indicates the extent to which the state has regulated and limited private vocational education and how much it has given the chances for the private sector to contribute to skilled labor and human resources development. The lowest mean value of 2.65 indicates the extent to which the private sector has participated in the formulation of the Lao government policy and how much this has affected policies and legislations on private education.

5.1.5.2 Vocational colleges

An average value of 3.94 indicates the opportunities of students who have finished private vocational education for employment: whether they find jobs and/or whether they have low income. The second highest value, 3.90, involves the question whether students who have finished vocational education can improve their quality of life and whether they can continue their study at the university in Lao PDR or abroad. The lowest score of 3.27 indicates the level of preparation of Lao education in terms of coordination and cooperation between the state and private sectors, as well as the support the state has given to private education. This issue is estimated to have an impact on investment in private education and the quality of human resources development.

The lowest score of 3.51 indicates whether students who have finished vocational education from colleges can find jobs and whether they have only low

income. An average value of 3.46 indicates the extent to which the state has regulated and limited private education and its participation in policy-making.

5.1.6 Action plans and implementation

For the preparation of private schools and vocational colleges in terms of action plans and implementation of plans the overall result is neither agree, that is, indicating the availability of plans for improvement of educational quality, support for vocational education development for the AEC, encouragement for the private sector to build vocational schools and colleges, the improvement of curriculum quality, as well as the attention to whether the students who have finished vocational education can find jobs.

5.2 Recommendations

Private education can contribute to the preparation for the AEC, which will be officially inaugurated in 2015. Thus, the Lao government and the private sector must cooperate to achieve this goal. Under educational reform, the private sector should be eager to take part in human resources development by supporting and encouraging who work in private education upgrade their knowledge; especially teachers and staffs should be really knowledgeable about the AEC and its importance, and they should realize that the improvement of private education is

urgently needed if Lao private education is to compete with the other ASEAN countries in the future.

With regard to the factors affecting the preparation of private vocational education for the AEC, the private education system, especially private vocational schools and colleges should be more strongly supported and encouraged to contribute to vocational development for the AEC. In particular, the role or value of private education in Lao society should be promoted and the quality of private education improved, together with investment in private education and participation with the state in developing educational policies. Besides private vocational schools and colleges should open seminars about the AEC and lectures on important may be delivered in Lao PDR, English and other languages. In addition, they should consider inviting instructors and professors from Thailand, because teachers, students and Lao people can understand the Thai language, and this will have the important effect of encouraging exchanges of knowledge and lessons between the neighboring countries on the AEC. From this research it is evident that some teachers and staffs in vocational schools and colleges cannot understand clearly about the AEC and some people do not know what the AEC is. So, the private sector has to promote knowledge about the AEC by supplying relevant documents, holding seminars, and initiating other activities for this purpose.

Moreover, on its part, the state should have clear action plans for educational development and improve the teaching and learning by introducing new modes and styles of doing this through exchanges with the neighboring countries.

The state and the private sector should adopt the same standards on the educational system through policies and legislations so that state and private perform equally well. This will have the important effect of encouraging investment in private education which will, in turn, contribute to vocational development. All this needs especially clear policy of the state.

Form interviewing general directors, businessmen and investors in private education in Vientiane Capital and Savanakheth province, as well as teachers and staffs at vocational schools and colleges about the preparation for the AEC and level of performance of Lao education, it is evident that the levels of preparation in various respects for the AEC range from fair to good as a result of various factors. There is nevertheless the problem of unclear policy; for example, the role and freedom for management and administration of the private is quite limited; the chances given to the state and private education are not of the standard; that is the two sectors do not have equal chances for contributing to human resources development. This has the important effect on development of vocational and skilled labor, which still has low value in the eyes of students, who are not then interested to study in private schools and colleges. This separation between the state and private sectors in terms of standards and quality will continue to have an adverse impact on the value of private vocational education in Lao PDR. The interviewees generally agree that the Lao government should open the chances widely and equally for state and private schools to colleges. In addition, they need to more clearly know the aims of government action plans for meeting the demand of labor market.

From interviewing the Director-General of the Department of Private Education Management in the Ministry of Education and Sports, the researcher was informed that currently the Lao government is preparing and have action plans to establish the meeting for reform of the role of private education for the AEC through initiation of clear policy and legislations on the participation of private investors and businessmen in private education. The private sector, in other words, will be supported and encouraged to establish private vocational schools and colleges with a view to promoting their contribution to human resources development and to meet the needs of Lao PDR, which lacks skilled labor, especially the demand for a new skilled workforce of more than 50,000 in 2015 (Interview from General Director in Ministry of Education and Sports, Lao PDR).

However, from mention and research above. Researcher found that the private education is very important for educational reforming in Lao PDR especially vocational fields towards the ASEAN Economic Community (AEC) in 2015 on One Vision, One Identity, One Community and living life in ASEAN member countries. Researcher spent a lot of time to gather the data questionnaire distributions to teachers and included interview with general directors of state and private sectors, data secondary information are until got information in analyzing clearly. So from the data collection, researcher can summarize that the preparation of Lao education for ASEAN Economic Community in vocational fields at private vocational schools and colleges across the Lao country on the preparation were totally at low to medium levels due to the distribution documents, information receiving about the AEC and

new changes economic of Lao PDR towards AEC in the future is nearly limited for private schools and colleges, and are almost government officials received to AEC (on perspectives of private). Thus, the private sector cannot received to the purpose and aims of ASEAN mainly, these problems are became the miserable of the all private education system and became the challenging them on the preparation for ASEAN Economic Community and world economic especially in vocational fields.

Another, the private education in vocational schools and colleges in vocational fields has still shortages on the role, participation, importance of educational development, human resources development and included education popularity in the Lao PDR. Furthermore, due to the time is limited in research and data collection, in addition to the sampling size area is so far between Vientiane capital and Savanakheth province and are quite difficult on interview and data collection included the budgets, spent a lot money in this research. Therefore, this research on the context is not perfected and it should be improve in the future who interested in this topic or title, especially the context of questionnaire form should be improve it and checking by IOC because these questionnaires form of researcher made it for exploratory research of this thesis and the checking for IOC not yet. So, the researcher deposited to who interested this topic and needs to study the Lao vocational schools and colleges of the preparation towards AEC. Please take this questionnaire for improving under the standard of IOC towards quality of research in the future.

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APPENDIX

จุฬาลงกรณ์มหาวิทยาลัย
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Table A1: Participants' opinion on the general preparation of Lao education for Asian Economic Community

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
1. The national private education system should be preparing for the AEC.	1 (5.9)	4 (23.5)	5 (29.4)	7 (41.2)	0 0	17 (100)	2.94 Neither agree
2. The educational administration system under the process of Lao PDR's economic development is appropriate for AEC.	3 (17.6)	6 (35.3)	7 (41.2)	1 (5.9)	0 0	17 (100)	3.65 Agree
3. The private vocational schools and colleges of Lao PDR are importance in the preparation for the AEC.	4 (23.5)	5 (29.4)	5 (29.4)	3 (17.6)	0 0	17 (100)	3.59 Agree
4. Staffs and teachers are eager to learn new knowledge about the AEC.	3 (17.6)	8 (47.1)	5 (29.4)	1 (5.9)	0 0	17 (100)	3.76 Agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
5. According to the standard of the neighboring countries and ASEAN members Countries under the One Vision, One Identity and One Community, Lao private education should be prepared to improve and develop.	2 (11.8)	5 (29.4)	6 (35.3)	4 (23.5)	0 0	17 (100)	3.29 Neither agree
6. The educational system of vocational schools and colleges should have independence in administration.	2 (11.8)	8 (47.1)	5 (29.4)	2 (11.8)	0 0	17 (100)	3.59 Agree
7. The state should have the policy to promote individual development with local as well as international support as a contribution to the development of private education in the Lao PDR.	1 (5.9)	7 (41.2)	5 (29.4)	4 (23.5)	0 0	17 (100)	3.29 Neither agree
8. The government should declare the policy of the implementation of the private education by considering private's comment in important points.	3 (17.6)	4 (23.5)	6 (35.3)	4 (23.5)	0 0	17 (100)	3.35 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
9. The cooperation between state and private education in disseminating about AEC information to private sectors is good.	0 0	5 (29.4)	8 (47.1)	4 (23.5)	0 0	17 (100)	3.06 Neither agree
10. The state declared the policy to the private education that had difficulties in implementation.	1 (5.9)	6 (35.3)	7 (41.2)	3 (17.6)	0 0	17 (100)	3.29 Neither agree
11. The staffs and teachers of the private education have important roles in eager to learn new knowledge about vocational education for improving the teaching and learning to prepare for the AEC.	2 (11.8)	7 (41.2)	6 (35.3)	2 (11.8)	0 0	17 (100)	3.53 Agree
12. The private education should have direct roles in finding information about vocational information in entering to the AEC.	2 (11.8)	5 (29.4)	4 (23.5)	4 (23.5)	2 (11.8)	17 (100)	3.06 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
13. The acknowledgement of ASEAN member countries' information is important for AEC to cooperate in education areas.	2 (11.8)	3 (17.6)	6 (35.3)	6 (35.3)	0 0	17 (100)	3.06 Neither agree
14. The private education has important roles in preparing English language for AEC.	3 (17.6)	7 (41.2)	4 (23.5)	3 (17.6)	0 0	17 (100)	3.59 Agree
15. The private education has important roles and participates in human resources development in vocational field.	3 (17.6)	6 (35.3)	4 (23.5)	2 (11.8)	2 (11.8)	17 (100)	3.35 Neither agree
16. The Lao government should give more roles and importance in vocational education development in Lao PDR.	4 (23.5)	6 (35.3)	5 (29.4)	2 (11.8)	0 0	17 (100)	3.71 Agree
17. Private vocational education should have important roles the same as state vocational education under the same standard.	1 (5.9)	5 (29.4)	9 (52.9)	2 (11.8)	0 0	17 (100)	3.29 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
18. On the roles of private vocational schools and colleges, after students have finished vocational education from private institutions, the government should provide jobs entirely.	5 (29.4)	9 (52.9)	1 (5.9)	2 (11.8)	0 (0)	17 (100)	3.00 Neither agree
19. The state education should be a model in developing vocational education in order to make the quality of private education for the AEC.	1 (5.9)	3 (17.6)	9 (52.9)	4 (23.5)	0 (0)	17 (100)	3.06 Neither agree
20. The private education should have preparation in learning other languages of ASEAN member countries besides English languages.	2 (11.8)	4 (23.5)	6 (35.3)	1 (5.9)	4 (23.5)	17 (100)	2.94 Neither agree
21. The private education sectors should participate in seminars about AEC's information to prepare for the AEC.	0 (0)	3 (17.6)	6 (35.3)	6 (35.3)	2 (11.8)	17 (100)	2.59 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
22. The private education should acknowledge and understand about national economic changing and economic development plan.	0 0	1 (5.9)	7 (41.2)	6 (35.3)	3 (17.6)	17 (100)	2.35 Disagree

Table A2: the level of participants' gave the answer on the building, teaching and learning of Lao education for the ASEAN Economic Community.

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
1. Schools buildings are appropriate for learning and teaching for the preparation to the AEC.	4 (23.5)	6 (35.3)	3 (17.6)	4 (23.5)	0 (0)	17 (100)	3.59 Agree
2. The schools buildings are secure and comfortable for using for preparation to the AEC.	6 (35.3)	3 (17.6)	5 (29.4)	3 (17.6)	0 (0)	17 (100)	3.71 Agree
3. There are enough classes and laboratories in vocational education.	4 (23.5)	2 (11.8)	2 (11.8)	7 (41.2)	2 (11.8)	17 (100)	2.94 Neither agree
4. Schools and colleges have laboratories and other classes to service the courses they offer, especially on the majoring in skills labors.	3 (17.6)	4 (23.5)	2 (11.8)	5 (29.4)	3 (17.6)	17 (100)	2.94 Neither agree
5. The equipment offered at the laboratories are enough,modern and high quality.	5 (29.4)	1 (5.9)	5 (29.4)	4 (23.5)	2 (11.8)	17 (100)	3.18 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
6. Facilities and environments around building are comfortable.	2 (11.8)	6 (35.3)	6 (35.3)	3 (17.6)	0 0	17 (100)	3.41 Neither agree
7. The private education is being able to set to build school building.	3 (17.6)	3 (17.6)	8 (47.1)	3 (17.6)	0 0	17 (100)	3.35 Neither agree
8. The state should support some budgets to the private education in establishing school and college buildings.	0 0	3 (17.6)	5 (29.4)	8 (47.1)	1 (5.9)	17 (100)	2.59 Neither agree
9. The state should support in terms of low-interest loans to the private sectors for establishing schools and college buildings.	1 (5.9)	4 (23.5)	7 (41.2)	4 (23.5)	1 (5.9)	17 (100)	3.00 Neither agree
10. The state should design the standard of constructing school and college buildings clearly for the AEC.	8 (47.1)	6 (35.3)	1 (5.9)	2 (11.8)	0 0	17 (100)	3.18 Neither agree

Table A3: The level of preparation of the curriculums of Lao education for the ASEAN Economic Community

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
1. The courses of vocational and higher education at private schools and colleges are appropriate as preparation for the AEC.	0 (0)	6 (35.3)	6 (35.3)	4 (23.5)	1 (5.9)	17 (100)	3.00 Neither agree
2. The courses should of vocational and higher education at private and government schools and colleges should have the same standard.	2 (11.8)	5 (29.4)	6 (35.3)	3 (17.6)	1 (5.9)	17 (100)	3.24 Neither agree
3. The private education should have roles in limiting the curriculum besides the government's limitations.	1 (5.9)	4 (23.5)	9 (52.9)	2 (11.8)	1 (5.9)	17 (100)	3.12 Neither agree
4. The private education should have limitations for the boards of schools and colleges with regard to the calendar for development plans clearly.	2 (11.8)	4 (23.5)	7 (41.2)	4 (23.5)	0 (0)	17 (100)	3.24 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
5. There are limitations for parents of the students with regard to the calendar of schools and collages for understanding them on the courses clearly.	3 (17.6)	2 (11.8)	5 (29.4)	4 (23.5)	3 (17.6)	17 (100)	2.88 Neither agree
6. The private education should offer many diverse practical activities on the course.	1 (5.9)	5 (29.4)	7 (41.2)	4 (23.5)	0 0	17 (100)	3.18 Neither agree
7. The private education has set the models of course implementation for AEC.	1 (5.9)	5 (29.4)	5 (29.4)	5 (29.4)	1 (5.9)	17 (100)	3.00 Neither agree
8. The courses are implemented under the calendar.	0 0	4 (23.5)	6 (35.3)	5 (29.4)	2 (11.8)	17 (100)	2.71 Neither agree
9. The private education should use visual aids for learning and teaching.	1 (5.9)	7 (41.2)	3 (17.6)	5 (29.4)	1 (5.9)	17 (100)	3.12 Neither agree
10. The private education should assess and evaluate for its course implementation.	1 (5.9)	4 (23.5)	5 (29.4)	6 (35.3)	1 (5.9)	17 (100)	2.88 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
11. The materials and tools, as well as new innovations should be used in teaching and learning.	2 (11.8)	5 (29.4)	5 (29.4)	4 (23.5)	1 (5.9)	17 (100)	3.18 Neither agree
12. The private education should have enough budgets in supplying appropriated materials for learning and teaching.	3 (17.6)	6 (35.3)	4 (23.5)	3 (17.6)	1 (5.9)	17 (100)	3.41 Neither agree
13. The tools and materials for learning and teaching should be kept neatly kept after using.	4 (23.5)	3 (17.6)	5 (29.4)	5 (29.4)	0 0	17 (100)	3.35 Neither agree
14. The private education should have employees and staffs to give knowledge about how to use tools and materials for learning and teaching to the teachers.	4 (23.5)	4 (23.5)	4 (23.5)	4 (23.5)	1 (5.9)	17 (100)	3.35 Neither agree
15. The private education has prepared library service in terms of relevant books and documents on the major vocational programs and skill training.	2 (11.8)	5 (29.4)	6 (35.3)	4 (23.5)	0 0	17 (100)	3.29 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
16. The private education should have computer rooms for learning and teaching.	5 (29.4)	4 (23.5)	5 (29.4)	2 (11.8)	1 (5.9)	17 (100)	3.59 Agree
17. There are action plans to determine information with concerned agencies of the state and private for preparation and implementation of the study programs and courses.	3 (17.6)	5 (29.4)	4 (23.5)	4 (23.5)	1 (5.9)	17 (100)	3.29 Neither agree
18. The private education should have persons to accept responsibility for the course.	4 (23.5)	2 (11.8)	4 (23.5)	6 (35.3)	1 (5.9)	17 (100)	3.12 Neither agree
19. The relevant private sectors should have meetings with schools and colleges for implementation of courses.	3 (17.6)	6 (35.3)	3 (17.6)	2 (11.8)	3 (17.6)	17 (100)	3.24 Neither agree
20. The private education should have arrangements for practical training for courses.	2 (11.8)	6 (35.3)	6 (35.3)	3 (17.6)	0 (0)	17 (100)	3.41 Neither agree
21. The private education should encourage teachers and staffs to join in practical training for the courses.	5 (29.4)	3 (17.6)	5 (29.4)	3 (17.6)	1 (5.9)	17 (100)	3.47 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
22. The individual subjects should be appropriate for the curriculum of schools and colleges on the development skills.	2 (11.8)	7 (41.2)	5 (29.4)	1 (5.9)	2 (11.8)	17 (100)	3.35 Neither agree
23. The contexts of subject of the textbooks should be clear in details.	3 (17.6)	3 (17.6)	6 (35.3)	5 (29.4)	0 0	17 (100)	3.24 Neither agree
24. The schools and colleges should hold meetings and seminars for improvement of the courses.	4 (23.5)	2 (11.8)	7 (41.2)	4 (23.5)	0 0	17 (100)	3.35 Neither agree
25. The private education should distribute the information for teachers in implementation of learning and teaching.	1 (5.9)	6 (35.3)	5 (29.4)	5 (29.4)	0 0	17 (100)	3.18 Neither agree
26. Teachers should be evaluated for the implementation of teachers by the course syllabuses they have prepared.	2 (11.8)	3 (17.6)	5 (29.4)	4 (23.5)	3 (17.6)	17 (100)	2.82 Neither agree
27. Teachers should understand the action plan for teaching and know how to write lesson plans correctly.	5 (29.4)	3 (17.6)	4 (23.5)	5 (29.4)	0 0	17 (100)	3.47 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
28. All teachers have to have skills and abilities to teach their subjects well.	4 (23.5)	3 (17.6)	3 (17.6)	7 (41.2)	0 (0)	17 (100)	3.24 Neither agree
29. The course schedules should be arranged every year and terms.	3 (17.6)	8 (47.1)	4 (23.5)	0 (0)	2 (11.8)	17 (100)	3.59 Agree
30. The private education should have strict rules for testing.	6 (35.3)	5 (29.4)	5 (29.4)	1 (5.9)	0 (0)	17 (100)	3.94 Agree
31. The systems to determine the students' examination scores should be clear and have details.	5 (29.4)	6 (35.3)	2 (11.8)	3 (17.6)	1 (5.9)	17 (100)	3.65 Agree
32. The private education should have meetings to improve and solve any examination problems.	2 (11.8)	7 (41.2)	4 (23.5)	3 (17.6)	1 (5.9)	17 (100)	3.35 Neither agree
33. New technologies should be used in learning and teaching as well as in the evaluation.	1 (5.9)	5 (29.4)	6 (35.3)	4 (23.5)	1 (5.9)	17 (100)	3.06 Neither agree
34. The private education should have enough and modern tools and materials.	2 (11.8)	4 (23.5)	7 (41.2)	2 (11.8)	2 (11.8)	17 (100)	3.12 Neither agree

Table A4: Level of preparation of Lao education for human resources development
for the ASEAN Economic Community

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
1. The private education should choose teachers and staffs to upgrades their knowledge in Lao PDR or abroad.	3 (17.6)	4 (23.5)	6 (35.3)	4 (23.5)	0 (0)	17 (100)	3.35 Neither agree
2. The private education should support staffs and teacher of schools and colleges attend vocational training and seminars locally or internationally.	2 (11.8)	5 (29.4)	6 (35.3)	3 (17.6)	1 (5.9)	17 (100)	3.24 Neither agree
3. The private education should support teachers' workmanship technical works.	2 (11.8)	5 (29.4)	7 (41.2)	2 (11.8)	1 (5.9)	17 (100)	3.29 Neither agree
4. The private education should invite guest professors to give vocational knowledge to teachers and staffs.	4 (23.5)	5 (29.4)	5 (29.4)	2 (11.8)	1 (5.9)	17 (100)	3.53 Agree
5. The documents and textbooks should be prepared for teachers and students.	1 (5.9)	6 (35.3)	7 (41.2)	3 (17.6)	0 (0)	17 (100)	3.29 Neither agree
6. Teachers should be promoted and encouraged to study foreign languages, especially English for AEC.	7 (41.2)	3 (17.6)	4 (23.5)	2 (11.8)	1 (5.9)	17 (100)	3.76 Agree
7. Teachers should be supported to study computer (IT).	3 (17.6)	5 (29.4)	5 (29.4)	4 (23.5)	0 (0)	17 (100)	3.41 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
8. Teachers and staffs should be supported to upgrade vocational knowledge for improving private education.	3 (17.6)	8 (47.1)	4 (23.5)	2 (11.8)	0 0	17 (100)	3.71 Agree
9. Schools and vocational colleges should have clear policy on teachers and staffs.	2 (11.8)	6 (35.3)	6 (35.3)	1 (5.9)	2 (11.8)	17 (100)	3.29 Neither agree
10. Administrators, staffs and teachers of vocational schools and colleges have to have expert invocational development.	1 (5.9)	7 (41.2)	6 (35.3)	2 (11.8)	1 (5.9)	17 (100)	3.29 Neither agree

Table A5: The level of preparation of the administrators of Lao education for the ASEAN Economic Community

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
1. The education administration system of schools and colleges should be up to professional standards.	6 (35.3)	4 (23.5)	6 (35.3)	1 (5.9)	0 (0)	17 (100)	3.88 Agree
2. The private education should have inspection system to control corruption of teachers and staffs under the business of the educational system.	4 (23.5)	5 (29.4)	3 (17.6)	4 (23.5)	1 (5.9)	17 (100)	3.41 Neither agree
3. The private education meets the needs of society and the labors market in the country and the AEC for vocational manpower and skilled labor.	4 (23.5)	7 (41.2)	5 (29.4)	0 (0)	1 (5.9)	17 (100)	3.76 Agree
4. Private vocational schools and colleges have well- prepared and competed in terms the educational quality for AEC.	3 (17.6)	6 (35.3)	4 (23.5)	4 (23.5)	0 (0)	17 (100)	3.47 Neither agree
5. After the reform of the state's educational system, the private vocational education in learning and teaching should have priority in developing vocational field for the AEC.	3 (17.6)	5 (29.4)	3 (17.6)	5 (29.4)	1 (5.9)	17 (100)	3.24 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
6. The preparation towards the AEC in 2015, state and private sectors have to complete on quality by widely opened.	5 (29.4)	7 (41.2)	4 (23.5)	1 (5.9)	0 (0)	17 (100)	3.94 Agree
7. The Lao government should impose assessment and evaluation of education on the private education system.	3 (17.6)	5 (29.4)	6 (35.3)	2 (11.8)	1 (5.9)	17 (100)	3.41 Neither agree
8. The private education should have roles in developing vocational education the AEC.	4 (23.5)	5 (29.4)	5 (29.4)	2 (11.8)	1 (5.9)	17 (100)	3.53 Agree
9. The personnel in private education including the academic staffs and administrators should prepare for the AEC.	3 (17.6)	6 (35.3)	7 (41.2)	1 (5.9)	0 (0)	17 (100)	3.65 Agree
10. The private education should develop labour skilled in vocational fields to support the labour markets of Lao PDR and ASEAN.	4 (23.5)	7 (41.2)	5 (29.4)	1 (5.9)	0 (0)	17 (100)	3.82 Agree

Table A6: The level of preparation of the important factors relating to private schools and colleges for the preparation of Lao education for the AEC

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
1. The factor of policy for private sectors should be appropriate and clearly in developing vocational fields.	4 (23.5)	9 (52.9)	4 (23.5)	0 0	0 0	17 (100)	4.00 Agree
2. The needs of the labor markets and shortage of labour markets must be clear in details.	1 (5.9)	7 (41.2)	4 (23.5)	5 (29.4)	0 0	17 (100)	3.24 Neither agree
3. Factor of human resources development should be appropriate with the needs of labour markets.	1 (5.9)	8 (47.1)	4 (23.5)	3 (17.6)	1 (5.9)	17 (100)	3.29 Neither agree
4. The organizations and agencies that relate to the private education should research the advantages and disadvantages in the implementation.	3 (17.6)	6 (35.3)	5 (29.4)	3 (17.6)	0 0	17 (100)	3.53 Agree
5. The administrators and policy-makers must have clearly policy in human resources development on the rules of private sectors.	4 (23.5)	5 (29.4)	2 (11.8)	5 (29.4)	1 (5.9)	17 (100)	3.35 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
6. Factors of human resources at vocational schools and colleges should support their progress and development.	3 (17.6)	5 (29.4)	6 (35.3)	2 (11.8)	1 (5.9)	17 (100)	3.41 Neither agree
7. The dominant environment and needs of society support the development of private vocational education.	1 (5.9)	8 (47.1)	6 (35.3)	2 (11.8)	0	17 (100)	3.47 Neither agree
8. The targets of students studying at private vocational schools and colleges factors should support the latter's development.	4 (23.5)	6 (35.3)	4 (23.5)	3 (17.6)	0	17 (100)	3.65 Agree
9. The factors of coordination, cooperation and support of state to develop private vocational education are still not well.	3 (17.6)	6 (35.3)	5 (29.4)	3 (17.6)	0	17 (100)	3.53 Agree
10. The state should establish seminars about AEC to private education in across the country.	4 (23.5)	3 (17.6)	5 (29.4)	3 (17.6)	2 (11.8)	17 (100)	3.24 Neither agree
11. The coordination of the relevant organizations should have cooperation between state and private sectors in giving information.	2 (11.8)	6 (35.3)	4 (23.5)	4 (23.5)	1 (5.9)	17 (100)	3.24 Neither agree
12. The private education should have action plans and administration in developing vocational fields clearly.	3 (17.6)	6 (35.3)	5 (29.4)	3 (17.6)	0	17 (100)	3.53 Agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
13. The private vocational school and colleges should have measures and evaluations.	5 (29.4)	4 (23.5)	4 (23.5)	3 (17.6)	1 (5.9)	17 (100)	3.53 Agree
14. The state should increase the roles of private schools and colleges in order to diverse choices in vocational fields for the AEC.	1 (5.9)	7 (41.2)	5 (29.4)	3 (17.6)	1 (5.9)	17 (100)	3.24 Neither agree
15. The vocational education should increase its roles in Lao PDR.	2 (11.8)	7 (41.2)	4 (23.5)	4 (23.5)	0 0	17 (100)	3.41 Neither agree
16. Upon students' completions from vocational schools and colleges, the state and private sectors should provide jobs for them.	5 (29.4)	3 (17.6)	5 (29.4)	4 (23.5)	0 0	17 (100)	3.53 Agree
17. The students' families should be interested in vocational and skilled labor training for the AEC.	4 (23.5)	9 (52.9)	1 (5.9)	2 (11.8)	1 (5.9)	17 (100)	3.76 Agree
18. The state should have policy in promoting vocational in order to attract the vocational education more interesting in Lao PDR.	1 (5.9)	5 (29.4)	5 (29.4)	5 (29.4)	1 (5.9)	17 (100)	3.00 Neither agree
19. Schools and colleges should be interested in the AEC and aware of the lack of skilled labor in vocational fields.	3 (17.6)	4 (23.5)	8 (47.1)	0 0	2 (11.8)	17 (100)	3.35 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
20. The policy of educational reform should be clear and appropriate to meet the needs of national economic development and labour markets.	2 (11.8)	4 (23.5)	6 (35.3)	5 (29.4)	0 (0)	17 (100)	3.18 Neither agree

Table A7: The level of dominant obstacles important factors for the preparation of private schools and colleges for the preparation of Lao education for the AEC

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
1. Unclear policies for private schools and vocational colleges	0 (0)	4 (23.5)	9 (52.9)	3 (17.6)	1 (5.9)	17 (100)	2.94 Neither agree
2. Problems about documents such as legal measures, policies and legislations concerning vocational schools and colleges	1 (5.9)	5 (29.4)	4 (23.5)	5 (29.4)	2 (11.8)	17 (100)	2.88 Neither agree
3. There are views that private education in Lao PDR is not important for educational system.	1 (5.9)	6 (35.3)	6 (35.3)	3 (17.6)	1 (5.9)	17 (100)	3.18 Neither agree
4. There are problems in the cooperation for, and promotion of, vocational education in Lao PDR.	2 (11.8)	5 (29.4)	7 (41.2)	3 (17.6)	0 (0)	17 (100)	3.35 Neither agree
5. Unclear policies of the Lao government affected the problems in the development of vocational schools and colleges on implementation.	2 (11.8)	3 (17.6)	8 (47.1)	3 (17.6)	1 (5.9)	17 (100)	3.12 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
6. Problems about opening the chances for private vocational schools and colleges for human resource and skilled labor development	3 (17.6)	4 (23.5)	8 (47.1)	2 (11.8)	0 (0)	17 (100)	3.47 Neither agree
7. There is lacking of the state budget to support private vocational schools and colleges, which would have an adverse impact on their administration and investment in vocational programs and courses.	2 (11.8)	1 (5.9)	7 (41.2)	6 (35.3)	1 (5.9)	17 (100)	2.82 Neither agree
8. There are not enough staffs, teachers and professors for vocational education.	1 (5.9)	7 (41.2)	2 (11.8)	5 (29.4)	2 (11.8)	17 (100)	3.00 Neither agree
9. The policy of the Lao government has offered chances equally and openly for the participation of the private sector in vocational education of the country, but in the real implementation is still not good enough.	3 (17.6)	1 (5.9)	5 (29.4)	7 (41.2)	1 (5.9)	17 (100)	2.88 Neither agree
10. The state does not have money for loans for investment in private education.	0 (0)	3 (17.6)	8 (47.1)	5 (29.4)	1 (5.9)	17 (100)	2.76 Neither agree
11. The private education has not enough roles in making legislation and policy about vocational education.	1 (5.9)	2 (11.8)	5 (29.4)	8 (47.1)	1 (5.9)	17 (100)	2.65 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
12. The reform of the national education system in each phase, the private sectors has participated the least.	3 (17.6)	2 (11.8)	8 (47.1)	4 (23.5)	0 (0)	17 (100)	3.24 Neither agree
13. Because private vocational schools and colleges have invested for profit, this mean that the educational quality is not developed and sufficiently prepared.	1 (5.9)	3 (17.6)	6 (35.3)	5 (29.4)	2 (11.8)	17 (100)	2.76 Neither agree
14. Most of investment in private education represents family business.	1 (5.9)	5 (29.4)	6 (35.3)	4 (23.5)	1 (5.9)	17 (100)	3.06 Neither agree
15. The state has strictly regulated and thereby limited the potential of the private education system.	2 (11.8)	8 (47.1)	3 (17.6)	4 (23.5)	0 (0)	17 (100)	3.47 Neither agree
16. The state is not really intent upon developing private education.	2 (11.8)	3 (17.6)	6 (35.3)	5 (29.4)	1 (5.9)	17 (100)	3.00 Neither agree
17. The state vocational schools and colleges are not models for their counterparts in the private sector.	1 (5.9)	4 (23.5)	10 (58.8)	1 (5.9)	1 (5.9)	17 (100)	3.18 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
18. Factors relating to buildings and tools are not facilitating teaching and learning.	2 (11.8)	7 (41.2)	4 (23.5)	3 (17.6)	1 (5.9)	17 (100)	3.35 Neither agree
19. There are factors accounting for students not being interested in vocational schools and colleges and skilled labor training.	0 0	5 (29.4)	8 (47.1)	4 (23.5)	0 0	17 (100)	3.06 Neither agree
20. There are many cases of students who have finished vocational education and cannot find jobs or have low income.	5 (29.4)	4 (23.5)	4 (23.5)	3 (17.6)	1 (5.9)	17 (100)	3.53 Agree

Table A8: Respondents' views on the action plans as important factors for private vocational schools and colleges in their contribution to the preparation of Lao education for the AEC.

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
1. Private vocational schools and colleges should improve their educational quality in support of the preparation for vocational manpower for the AEC.	4 (23.5)	4 (23.5)	7 (41.2)	2 (11.8)	0 (0)	17 (100)	3.59 Agree
2. Private vocational schools and colleges should plan to improve the quality of curriculum on various vocational programs and courses for the development of skilled labor for the AEC.	3 (17.6)	5 (29.4)	5 (29.4)	3 (17.6)	1 (5.9)	17 (100)	3.35 Neither agree
3. Private vocational schools and colleges should have action plans for human resource and skilled labor development.	2 (11.8)	8 (47.1)	5 (29.4)	1 (5.9)	1 (5.9)	17 (100)	3.53 Agree
4. Private vocational schools and colleges should have action plans for the acquisition of tools and materials for teaching and learning to develop skilled labor.	4 (23.5)	6 (35.3)	4 (23.5)	2 (11.8)	1 (5.9)	17 (100)	3.59 Agree
5. Private vocational schools and colleges should have job placement schemes for students who have finished vocational education.	5 (29.4)	3 (17.6)	4 (23.5)	4 (23.5)	1 (5.9)	17 (100)	3.41 Neither agree

Table A9: The level of general preparation of Lao education for the ASEAN Economic Community.

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
1. The national private education system should be preparing for the AEC.	8 (12.7)	18 (28.6)	31 (49.2)	6 (9.5)	0 (0)	63 (100)	3.44 Neither agree
2. The educational administration system under the process of Lao PDR's economic development is appropriate for AEC.	13 (20.6)	17 (27)	25 (39.7)	7 (11.1)	1 (1.6)	63 (100)	3.54 Agree
3. The private vocational schools and colleges of Lao PDR are importance in the preparation for the AEC.	20 (31.7)	23 (36.5)	15 (23.8)	5 (7.9)	0 (0)	63 (100)	3.92 Agree
4. Staffs and teachers are eager to learn new knowledge about the AEC.	14 (22.2)	26 (41.3)	18 (28.6)	5 (7.9)	0 (0)	63 (100)	3.78 Agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
5. According to the standard of the neighboring countries and ASEAN members Countries under the One Vision, One Identity and One Community, Lao private education should be prepared to improve and develop.	13 (20.6)	25 (39.7)	22 (34.9)	3 (4.8)	0 (0)	63 (100)	3.76 Agree
6. The educational system of vocational schools and colleges should have independence in administration.	9 (14.3)	19 (30.2)	19 (30.2)	12 (19)	4 (6.3)	63 (100)	3.27 Neither agree
7. The state should have the policy to promote individual development with local as well as international support as a contribution to the development of private education in the Lao PDR.	13 (20.6)	22 (34.9)	21 (33.3)	6 (9.5)	1 (1.6)	63 (100)	3.63 Agree
8. The government should declare the policy of the implementation of the private education by considering private's comment in important points.	10 (15.9)	21 (33.3)	16 (25.4)	13 (20.6)	3 (4.8)	63 (100)	3.35 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
9. The cooperation between state and private education in disseminating about AEC information to private sectors is good.	8 (12.7)	28 (44.4)	18 (28.6)	7 (11.1)	2 (3.2)	63 (100)	3.52 Agree
10. The state declared the policy to the private education that had difficulties in implementation.	8 (12.7)	23 (36.5)	21 (33.3)	11 (17.5)	0 0	63 (100)	3.44 Neither agree
11. The staffs and teachers of the private education have important roles in eager to learn new knowledge about vocational education for improving the teaching and learning to prepare for the AEC.	13 (20.6)	27 (42.9)	18 (28.6)	5 (7.9)	0 0	63 (100)	3.76 Agree
12. The private education should have direct roles in finding information about vocational information in entering to the AEC.	6 (9.5)	20 (31.7)	23 (36.5)	14 (22.2)	0 0	63 (100)	3.29 Neither agree
13. The acknowledgement of ASEAN member countries' information is important for AEC to cooperate in education areas.	5 (7.9)	30 (47.6)	16 (25.4)	11 (17.5)	1 (1.6)	63 (100)	3.43 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
14. The private education has important roles in preparing English language for AEC.	15 (23.8)	19 (30.2)	20 (31.7)	7 (11.1)	2 (3.2)	63 (100)	3.60 Agree
15. The private education has important roles and participates in human resources development in vocational field.	17 (27)	20 (31.7)	19 (30.2)	6 (9.5)	1 (1.6)	63 (100)	3.73 Agree
16. The Lao government should give more roles and importance in vocational education development in Lao PDR.	10 (15.9)	22 (34.9)	21 (33.3)	7 (11.1)	3 (4.8)	63 (100)	3.46 Neither agree
17. Private vocational education should have important roles the same as state vocational education under the same standard.	15 (23.8)	18 (28.6)	26 (41.3)	4 (6.3)	0 0	63 (100)	3.70 Agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
18. On the roles of private vocational schools and colleges, after students have finished vocational education from private institutions, the government should provide jobs entirely.	10 (15.9)	22 (34.9)	20 (31.7)	7 (11.1)	4 (6.3)	63 (100)	3.43 Neither agree
19. The state education should be a model in developing vocational education in order to make the quality of private education for the AEC.	7 (11.1)	23 (36.5)	24 (38.1)	4 (6.3)	5 (7.9)	63 (100)	3.37 Neither agree
20. The private education should have preparation in learning other languages of ASEAN member countries besides English languages.	2 (3.2)	13 (20.6)	27 (42.9)	13 (20.6)	8 (12.7)	63 (100)	2.81 Neither agree
21. The private education sectors should participate in seminars about AEC's information to prepare for the AEC.	1 (1.6)	18 (28.6)	19 (30.2)	21 (33.3)	4 (6.3)	63 (100)	2.86 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
22. The private education should acknowledge and understand about national economic changing and economic development plan.	4 (6.3)	22 (34.9)	29 (46)	5 (7.9)	3 (4.8)	63 (100)	3.30 Neither agree

Table A10: The level of preparation in terms of building, teaching and learning of Lao education for the ASEAN Economic Community.

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
1. Schools buildings are appropriate for learning and teaching for the preparation to the AEC.	16 (25.4)	23 (36.5)	19 (30.2)	5 (7.9)	0 0	63 (100)	3.79 Agree
2. The schools buildings are secure and comfortable for using for preparation to the AEC.	13 (20.6)	25 (39.7)	19 (30.2)	6 (9.5)	0 0	63 (100)	3.71 Agree
3. There are enough classes and laboratories in vocational education.	10 (15.9)	28 (44.4)	16 (25.4)	6 (9.5)	3 (4.8)	63 (100)	3.57 Agree
4. Schools and colleges have laboratories and other classes to service the courses they offer, especially on the majoring in skills labors.	12 (19)	21 (33.3)	21 (33.3)	7 (11.1)	2 (3.2)	63 (100)	3.54 Agree
5. The equipment offered at the laboratories are enough, modern and high quality.	10 (15.9)	22 (34.9)	15 (23.8)	11 (17.5)	5 (7.9)	63 (100)	3.33 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
6. Facilities and environments around building are comfortable.	14 (22.2)	24 (38.1)	22 (34.9)	2 (3.2)	1 (1.6)	63 (100)	3.76 Agree
7. The private education is being able to set to build school building.	14 (22.2)	27 (42.9)	17 (27)	4 (6.3)	1 (1.6)	63 (100)	3.78 Agree
8. The state should support some budgets to the private education in establishing school and college buildings.	5 (7.9)	5 (7.9)	12 (19)	17 (27)	24 (38.1)	63 (100)	2.21 Disagree
9. The state should support in terms of low-interest loans to the private sectors for establishing schools and college buildings.	8 (12.7)	8 (12.7)	15 (23.8)	18 (28.6)	14 (22.2)	63 (100)	2.65 Neither agree
10. The state should design the standard of constructing school and college buildings clearly for the AEC.	9 (14.3)	21 (33.3)	17 (27)	7 (11.1)	9 (14.3)	63 (100)	3.22 Neither agree

Table A11: The level of preparation of curriculums of Lao education for the ASEAN

Economic Community

Contents	Level of remarks					total	Value of mean
	Strongly agree	Agree	Neither agree	Disagree	Strongly disagree		
	(5)	(4)	(3)	(2)	(1)		
1. The courses of vocational and higher education at private schools and colleges are appropriate as preparation for the AEC.	18 (28.6)	23 (36.5)	16 (25.4)	4 (6.3)	2 (3.2)	63 (100)	3.81 Agree
2. The courses should of vocational and higher education at private and government schools and colleges should have the same standard.	14 (22.2)	19 (30.2)	18 (28.6)	10 (15.9)	2 (3.2)	63 (100)	3.52 Agree
3. The private education should have roles in limiting the curriculum besides the government's limitations.	10 (15.9)	13 (20.6)	20 (31.7)	11 (17.5)	9 (14.3)	63 (100)	3.06 Neither agree
4. The private education should have limitations for the boards of schools and colleges with regard to the calendar for development plans clearly.	11 (17.5)	31 (49.2)	16 (25.4)	4 (6.3)	1 (1.6)	63 (100)	3.75 Agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
5. There are limitations for parents of the students with regard to the calendar of schools and collages for understanding them on the courses clearly.	10 (15.9)	26 (41.3)	17 (27)	6 (9.5)	4 (6.3)	63 (100)	3.51 Agree
6. The private education should offer many diverse practical activities on the course.	11 (17.5)	27 (42.9)	17 (27)	7 (11.1)	1 (1.6)	63 (100)	3.63 Agree
7. The private education has set the models of course implementation for AEC.	12 (19)	33 (52.4)	13 (20.6)	4 (6.3)	1 (1.6)	63 (100)	3.81 Agree
8. The courses are implemented under the calendar.	11 (17.5)	31 (49.2)	15 (23.8)	5 (7.9)	1 (1.6)	63 (100)	3.73 Agree
9. The private education should use visual aids for learning and teaching.	18 (28.6)	26 (41.3)	14 (22.2)	3 (4.8)	2 (3.2)	63 (100)	3.87 Agree
10. The private education should assess and evaluate for its course implementation.	15 (23.8)	29 (46)	17 (27)	1 (1.6)	1 (1.6)	63 (100)	3.89 Agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
11. The materials and tools, as well as new innovations should be used in teaching and learning.	17 (27)	29 (46)	8 (12.7)	7 (11.1)	2 (3.2)	63 (100)	3.83 Agree
12. The private education should have enough budgets in supplying appropriated materials for learning and teaching.	10 (15.9)	26 (41.3)	16 (25.4)	7 (11.1)	4 (6.3)	63 (100)	3.49 Neither agree
13. The tools and materials for learning and teaching should be kept neatly kept after using.	14 (22.2)	29 (46)	15 (23.8)	5 (7.9)	0 0	63 (100)	3.83 Agree
14. The private education should have employees and staffs to give knowledge about how to use tools and materials for learning and teaching to the teachers.	11 (17.5)	23 (36.5)	23 (36.5)	5 (7.9)	1 (1.6)	63 (100)	3.60 Agree
15. The private education has prepared library service in terms of relevant books and documents on the major vocational programs and skill training.	12 (19)	22 (34.9)	22 (34.9)	6 (9.5)	1 (1.6)	63 (100)	3.60 Agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
16. The private education should have computer rooms for learning and teaching.	24 (38.1)	25 (39.7)	9 (14.3)	5 (7.9)	0 0	63 (100)	4.08 Agree
17. There are action plans to determine information with concerned agencies of the state and private for preparation and implementation of the study programs and courses.	14 (22.2)	29 (46)	16 (25.4)	3 (4.8)	1 (1.6)	63 (100)	3.83 Agree
18. The private education should have persons to accept responsibility for the course.	16 (25.4)	30 (47.6)	11 (17.5)	5 (7.9)	1 (1.6)	63 (100)	3.87 Agree
19. The relevant private sectors should have meetings with schools and colleges for implementation of courses.	8 (12.7)	29 (46)	20 (31.7)	6 (9.5)	0 0	63 (100)	3.62 Agree
20. The private education should have arrangements for practical training for courses.	12 (19)	21 (33.3)	21 (33.3)	7 (11.1)	2 (3.2)	63 (100)	3.54 Agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
21. The private education should encourage teachers and staffs to join in practical training for the courses.	14 (22.2)	27 (42.9)	13 (20.6)	7 (11.1)	2 (3.2)	63 (100)	3.70 Agree
22. The individual subjects should be appropriate for the curriculum of schools and colleges on the development skills.	17 (27)	31 (49.2)	12 (19)	3 (4.8)	0 0	63 (100)	3.98 Agree
23. The contexts of subject of the textbooks should be clear in details.	16 (25.4)	28 (44.4)	16 (25.4)	3 (4.8)	0 0	63 (100)	3.90 Agree
24. The schools and colleges should hold meetings and seminars for improvement of the courses.	9 (14.3)	27 (42.9)	21 (33.3)	3 (4.8)	3 (4.8)	63 (100)	3.57 Agree
25. The private education should distribute the information for teachers in implementation of learning and teaching.	10 (15.9)	32 (50.8)	14 (22.2)	5 (7.9)	2 (3.2)	63 (100)	3.68 Agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
26. Teachers should be evaluated for the implementation of teachers by the course syllabuses they have prepared.	13 (20.6)	32 (50.8)	14 (22.2)	4 (6.3)	0 0	63 (100)	3.86 Agree
27. Teachers should understand the action plan for teaching and know how to write lesson plans correctly.	11 (17.5)	31 (49.2)	18 (28.6)	3 (4.8)	0 0	63 (100)	3.79 Agree
28. All teachers have to have skills and abilities to teach their subjects well.	14 (22.2)	29 (46)	19 (30.2)	1 (1.6)	0 0	63 (100)	3.89 Agree
29. The course schedules should be arranged every year and terms.	20 (31.7)	30 (47.6)	9 (14.3)	4 (6.3)	0 0	63 (100)	4.05 Agree
30. The private education should have strict rules for testing.	29 (46)	23 (36.5)	11 (17.5)	0 0	0 0	63 (100)	4.29 Agree
31. The systems to determine the students' examination scores should be clear and have details.	28 (44.4)	22 (34.9)	12 (19)	1 (1.6)	0 0	63 (100)	4.22 Agree
32. The private education should have meetings to improve and solve any examination problems.	18 (28.6)	25 (39.7)	16 (25.4)	3 (4.8)	1 (1.6)	63 (100)	3.89 Agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
33. New technologies should be used in learning and teaching as well as in the evaluation.	12 (19)	25 (39.7)	21 (33.3)	3 (4.8)	2 (3.2)	63 (100)	3.67 Agree
34. The private education should have enough and modern tools and materials.	11 (17.5)	22 (34.9)	22 (34.9)	3 (4.8)	5 (7.9)	63 (100)	3.49 Neither agree

Table A12: The level of preparation of Lao Education for the ASEAN Economic Community in terms of human resources development

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
1. The private education should choose teachers and staffs to upgrades their knowledge in Lao PDR or abroad.	17 (27)	18 (28.6)	19 (30.2)	8 (12.7)	1 (1.6)	63 (100)	3.67 Agree
2. The private education should support staffs and teacher of schools and colleges attend vocational training and seminars locally or internationally.	10 (15.9)	27 (42.9)	19 (30.2)	6 (9.5)	1 (1.6)	63 (100)	3.62 Agree
3. The private education should support teachers' workmanship technical works.	9 (14.3)	25 (39.7)	18 (28.6)	9 (14.3)	2 (3.2)	63 (100)	3.48 Neither agree
4. The private education should invite guest professors to give vocational knowledge to teachers and staffs.	11 (17.5)	18 (28.6)	23 (36.5)	10 (15.9)	1 (1.6)	63 (100)	3.44 Neither agree
5. The documents and textbooks should be prepared for teachers and students.	15 (23.8)	29 (46)	14 (22.2)	3 (4.8)	2 (3.2)	63 (100)	3.83 Agree
6. Teachers should be promoted and encouraged to study foreign languages, especially English for AEC.	12 (19)	18 (28.6)	21 (33.3)	11 (17.5)	1 (1.6)	63 (100)	3.46 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
7. Teachers should be supported to study computer (IT).	12 (19)	26 (41.3)	17 (27)	7 (11.1)	1 (1.6)	63 (100)	3.65 Agree
8. Teachers and staffs should be supported to upgrade vocational knowledge for improving private education.	17 (27)	26 (41.3)	13 (20.6)	4 (6.3)	3 (4.8)	63 (100)	3.79 Agree
9. Schools and vocational colleges should have clear policy on teachers and staffs.	10 (15.9)	25 (39.7)	19 (30.2)	8 (12.7)	1 (1.6)	63 (100)	3.56 Agree
10. Administrators, staffs and teachers of vocational schools and colleges have to have expert in vocational development.	13 (20.6)	23 (36.5)	21 (33.3)	6 (9.5)	0 0	63 (100)	3.68 Agree

Table A13: The level of preparation of Lao education administration for the ASEAN Economic Community

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
1. The education administration system of schools and colleges should be up to professional standards.	22 (34.9)	30 (47.6)	8 (12.7)	2 (3.2)	1 (1.6)	63 (100)	4.11 Agree
2. The private education should have inspection system to control corruption of teachers and staffs under the business of the educational system.	18 (28.6)	26 (41.3)	15 (23.8)	4 (6.3)	0 0	63 (100)	3.92 Agree
3. The private education meets the needs of society and the labors market in the country and the AEC for vocational manpower and skilled labor.	20 (31.7)	26 (41.3)	15 (23.8)	2 (3.2)	0 0	63 (100)	4.02 Agree
4. Private vocational schools and colleges have well- prepared and competed in terms the educational quality for AEC.	14 (22.2)	26 (41.3)	15 (23.8)	6 (9.5)	2 (3.2)	63 (100)	3.70 Agree
5. After the reform of the state's educational system, the private vocational education in learning and teaching should have priority in developing vocational field for the AEC.	11 (17.5)	28 (44.4)	19 (30.2)	4 (6.3)	1 (1.6)	63 (100)	3.70 Agree
6. The preparation towards the AEC in 2015, state and private sectors have to complete on quality by widely opened.	15 (23.8)	29 (46)	15 (23.8)	4 (6.3)	0 0	63 (100)	3.87 Agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
7. The Lao government should impose assessment and evaluation of education on the private education system.	4 (6.3)	31 (49.2)	22 (34.9)	6 (9.5)	0 (0)	63 (100)	3.52 Agree
8. The private education should have roles in developing vocational education the AEC.	14 (22.2)	30 (47.6)	15 (23.8)	3 (4.8)	1 (1.6)	63 (100)	3.84 Agree
9. The personnel in private education including the academic staffs and administrators should prepare for the AEC.	13 (20.6)	26 (41.3)	18 (28.6)	4 (6.3)	2 (3.2)	63 (100)	3.70 Agree
10. The private education should develop labour skilled in vocational fields to support the labour markets of Lao PDR and ASEAN.	17 (27)	22 (34.9)	18 (28.6)	4 (6.3)	2 (3.2)	63 (100)	3.76 Agree

Table A14: The level of preparation of the important factors relating to private schools and colleges for the preparation of Lao education for the AEC

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
1. The factor of policy for private sectors should be appropriate and clearly in developing vocational fields.	9 (14.3)	32 (50.8)	17 (27)	4 (6.3)	1 (1.6)	63 (100)	3.70 Agree
2. The needs of the labor markets and shortage of labour markets must be clear in details.	11 (17.5)	28 (44.4)	18 (28.6)	5 (7.9)	1 (1.6)	63 (100)	3.68 Agree
3. Factor of human resources development should be appropriate with the needs of labour markets.	12 (19)	20 (31.7)	23 (36.5)	6 (9.5)	2 (3.2)	63 (100)	3.54 Agree
4. The organizations and agencies that relate to the private education should research the advantages and disadvantages in the implementation.	12 (19)	17 (27)	23 (36.5)	8 (12.7)	3 (4.8)	63 (100)	3.43 Neither agree
5. The administrators and policy-makers must have clearly policy in human resources development on the rules of private sectors.	9 (14.3)	22 (34.9)	23 (36.5)	7 (11.1)	2 (3.2)	63 (100)	3.46 Neither agree
6. Factors of human resources at vocational schools and colleges should support their progress and development.	9 (14.3)	19 (30.2)	30 (47.6)	4 (6.3)	1 (1.6)	63 (100)	3.49 Neither agree
7. The dominant environment and needs of society support the development of private vocational education.	8 (12.7)	25 (39.7)	27 (42.9)	1 (1.6)	2 (3.2)	63 (100)	3.57 Agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
8. The targets of students studying at private vocational schools and colleges factors should support the latter's development.	8 (12.7)	27 (42.9)	23 (36.5)	5 (7.9)	0 (0)	63 (100)	3.60 Agree
9. The factors of coordination, cooperation and support of state to develop private vocational education are still not well.	11 (17.5)	14 (22.2)	25 (39.7)	7 (11.1)	6 (9.5)	63 (100)	3.27 Neither agree
10. The state should establish seminars about AEC to private education in across the country.	9 (14.3)	21 (33.3)	23 (36.5)	8 (12.7)	2 (3.2)	63 (100)	3.43 Neither agree
11. The coordination of the relevant organizations should have cooperation between state and private sectors in giving information.	9 (14.3)	17 (27)	23 (36.5)	10 (15.9)	4 (6.3)	63 (100)	3.27 Neither agree
12. The private education should have action plans and administration in developing vocational fields clearly.	12 (19)	16 (25.4)	24 (38.1)	11 (17.5)	0 (0)	63 (100)	3.46 Neither agree
13. The private vocational school and colleges should have measures and evaluations.	7 (11.1)	21 (33.3)	25 (39.7)	7 (11.1)	3 (4.8)	63 (100)	3.35 Neither agree
14. The state should increase the roles of private schools and colleges in order to diverse choices in vocational fields for the AEC.	11 (17.5)	22 (34.9)	20 (31.7)	8 (12.7)	2 (3.2)	63 (100)	3.51 Agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
15. The vocational education should increase its roles in Lao PDR.	13 (20.6)	35 (55.6)	11 (17.5)	4 (6.3)	0 0	63 (100)	3.90 Agree
16. Upon students' completions from vocational schools and colleges, the state and private sectors should provide jobs for them.	16 (25.4)	31 (49.2)	12 (19)	4 (6.3)	0 0	63 (100)	3.94 Agree
17. The students' families should be interested in vocational and skilled labor training for the AEC.	12 (19)	24 (38.1)	17 (27)	9 (14.3)	1 (1.6)	63 (100)	3.59 Agree
18. The state should have policy in promoting vocational in order to attract the vocational education more interesting in Lao PDR.	15 (23.8)	20 (31.7)	19 (30.2)	4 (6.3)	5 (7.9)	63 (100)	3.57 Agree
19. Schools and colleges should be interested in the AEC and aware of the lack of skilled labor in vocational fields.	19 (30.2)	25 (39.7)	12 (19)	6 (9.5)	1 (1.6)	63 (100)	3.87 Agree
20. The policy of educational reform should be clear and appropriate to meet the needs of national economic development and labour markets.	15 (23.8)	25 (39.7)	16 (25.4)	7 (11.1)	0 0	63 (100)	3.76 Agree

Table A15: The level of dominant obstacles important factors for the preparation of private schools and colleges for the preparation of Lao education for the AEC

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
1. Unclear policies for private schools and vocational colleges	9 (14.3)	16 (25.4)	23 (36.5)	9 (14.3)	6 (9.5)	63 (100)	3.21 Neither agree
2. Problems about documents such as legal measures, policies and legislations concerning vocational schools and colleges	12 (19)	16 (25.4)	22 (34.9)	8 (12.7)	5 (7.9)	63 (100)	3.35 Neither agree
3. There are views that private education in Lao PDR is not important for educational system.	11 (17.5)	17 (27)	20 (31.7)	8 (12.7)	7 (11.1)	63 (100)	3.27 Neither agree
4. There are problems in the cooperation for, and promotion of, vocational education in Lao PDR.	13 (20.6)	11 (17.5)	21 (33.3)	12 (19)	6 (9.5)	63 (100)	3.21 Neither agree
5. Unclear policies of the Lao government affected the problems in the development of vocational schools and colleges on implementation.	11 (17.5)	10 (15.9)	25 (39.7)	13 (20.6)	4 (6.3)	63 (100)	3.17 Neither agree
6. Problems about opening the chances for private vocational schools and colleges for human resource and skilled labor development	12 (19)	18 (28.6)	18 (28.6)	10 (15.9)	5 (7.9)	63 (100)	3.35 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
7. There is lacking of the state budget to support private vocational schools and colleges, which would have an adverse impact on their administration and investment in vocational programs and courses.	8 (12.7)	18 (28.6)	17 (27)	8 (12.7)	12 (19)	63 (100)	3.03 Neither agree
8. There are not enough staffs, teachers and professors for vocational education.	9 (14.3)	21 (33.3)	18 (28.6)	11 (17.5)	4 (6.3)	63 (100)	3.32 Neither agree
9. The policy of the Lao government has offered chances equally and openly for the participation of the private sector in vocational education of the country, but in the real implementation is still not good enough.	7 (11.1)	16 (25.4)	24 (38.1)	6 (9.5)	10 (15.9)	63 (100)	3.06 Neither agree
10. The state does not have money for loans for investment in private education.	10 (15.9)	11 (17.5)	19 (30.2)	13 (20.6)	10 (15.9)	63 (100)	2.97 Neither agree
11. The private education has not enough roles in making legislation and policy about vocational education.	7 (11.1)	13 (20.6)	20 (31.7)	16 (25.4)	7 (11.1)	63 (100)	2.95 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
12. The reform of the national education system in each phase, the private sectors has participated the least.	10 (15.9)	18 (28.6)	19 (30.2)	10 (15.9)	6 (9.5)	63 (100)	3.25 Neither agree
13. Because private vocational schools and colleges have invested for profit, this mean that the educational quality is not developed and sufficiently prepared.	10 (15.9)	13 (20.6)	21 (33.3)	10 (15.9)	9 (14.3)	63 (100)	3.08 Neither agree
14. Most of investment in private education represents family business.	11 (17.5)	19 (30.2)	22 (34.9)	2 (3.2)	9 (14.3)	63 (100)	3.33 Neither agree
15. The state has strictly regulated and thereby limited the potential of the private education system.	9 (14.3)	25 (39.7)	17 (27)	10 (15.9)	2 (3.2)	63 (100)	3.46 Neither agree
16. The state is not really intent upon developing private education.	10 (15.9)	14 (22.2)	33 (52.4)	2 (3.2)	4 (6.3)	63 (100)	3.38 Neither agree
17. The state vocational schools and colleges are not models for their counterparts in the private sector.	11 (17.5)	18 (28.6)	19 (30.2)	9 (14.3)	6 (9.5)	63 (100)	3.30 Neither agree

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
18. Factors relating to buildings and tools are not facilitating teaching and learning.	8 (12.7)	17 (27)	24 (38.1)	11 (17.5)	3 (4.8)	63 (100)	3.25 Neither agree
19. There are factors accounting for students not being interested in vocational schools and colleges and skilled labor training.	13 (20.6)	11 (17.5)	25 (39.7)	11 (17.5)	3 (4.8)	63 (100)	3.32 Neither agree
20. There are many cases of students who have finished vocational education and cannot find jobs or have low income.	15 (23.8)	16 (25.4)	22 (34.9)	6 (9.5)	4 (6.3)	63 (100)	3.51 Agree

Table A16: Respondents' views on the action plans as important factors for private vocational schools and colleges in their contribution to the preparation of Lao education for the AEC.

Contents	Level of remarks					total	Value of mean
	Strongly agree (5)	Agree (4)	Neither agree (3)	Disagree (2)	Strongly disagree (1)		
1. Private vocational schools and colleges should improve their educational quality in support of the preparation for vocational manpower for the AEC.	20 (31.7)	30 (47.6)	12 (19)	1 (1.6)	0 (0)	63 (100)	4.10 Agree
2. Private vocational schools and colleges should plan to improve the quality of curriculum on various vocational programs and courses for the development of skilled labor for the AEC.	18 (28.6)	33 (52.4)	12 (19)	0 (0)	0 (0)	63 (100)	4.10 Agree
3. Private vocational schools and colleges should have action plans for human resource and skilled labor development.	15 (23.8)	30 (47.6)	14 (22.2)	4 (6.3)	0 (0)	63 (100)	3.89 Agree
4. Private vocational schools and colleges should have action plans for the acquisition of tools and materials for teaching and learning to develop skilled labor.	24 (38.1)	20 (31.7)	14 (22.2)	4 (6.3)	1 (1.6)	63 (100)	3.98 Agree
5. Private vocational schools and colleges should have job placement schemes for students who have finished vocational education.	23 (36.5)	22 (34.9)	16 (25.4)	1 (1.6)	1 (1.6)	63 (100)	4.03 Agree

VITA

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