SOP Handbook
Standard Operating Procedures
in Dual-Cooperative Training in Lao PDR

Implemented by

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

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List of Abbreviations

Abbreviations of the schools	
CTC	Champasak Technical College
DATC	Dongkhamxang Agriculture Technical College
LPTC	Luang Prabang Technical Vocational College
LGTC	Lao-German Technical College
Abbreviations	
CoD	Committee of Directors
DCT	Dual Cooperative Training
F&B" & "FPP"	Food and Beverage Service & Food Production Professionals
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit, GmbH
HoD	Head of Department
HoS	Head of Section
HoU	Head of Unit
ICT	In-company training
ILO	International labour organization

LNCCI	Lao National Chamber of Commerce & Industry
MoES	Ministry of Sports and Education
MoU	Memorandum of Understanding
PCCI	Provincial Chamber of Commerce
SAC	Self assessment committee
SAR	Self assessment report
SBT	School-based training
SOP	Standard Operating Procedure
TVET	Technical and Vocational Education and Training
VEDI	Vocational Education Development Institute
VELA	Vocational Education in Laos

Foreword

The **SOP Handbook** "Standard Operating Procedures for DCT in Lao PDR" contains a description and outlines all relevant processes for the implementation of a standardized and quality secured Dual-Cooperative Training (DCT) in Laos.

The recurring workflows in the annual training cycle are presented as processes and the users are given further information on the independent and targeted implementation of the DCT.

This step-by-step instruction is intended to serve as a guide for all stakeholders and to give links to relevant documents and templates.

This SOP Handbook is the result of a moderated co-production within the VELA project of the Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, the Ministry of Sports and Education (MoES), the participating TVET Colleges: Champasak Technical College, Dongkhamxang Agriculture Technical College, Luang Prabang Technical Vocational College and Lao-German Technical College. A list of all participants can be found in the annex.

The objectives of this SOP Handbook

❖ To describe **Standard Operating Procedures** (SOP) of the Dual-Cooperative Training (DCT) in Laos in a practice-oriented way.

❖ To make the SOPs available to all participating stakeholders as a Handbook for their **own implementation**.

❖ To facilitate compliance with agreements and requirements or even guidelines that serve **good cooperation** and the working environment.

❖ To integrate SOP as a **component of quality assurance**.

❖ To present **successful DCT** and examples of good practice.

The structure of the SOP Handbook

This SOP Handbook is divided five chapters.

The **chapters** are detailed:

I.   Introduction for working with the SOP Handbook:
This general part provides instructions and information on
how to use this SOP Handbook. It also gives an overview
of all relevant processes in Dual-Cooperative Training.

II.   Standard Operating Procedures (SOP):
This chapter II presents 6 SOPs of DCT in text and in
table forms.

At first the individual processes are described briefly in
text form. For each SOP, the purpose, responsible
stakeholders and useful references are listed.
References are helpful documents that are needed as
input to complete a step, or as output after an activity to
continue the next steps.

Each textual representation includes always an
organigram showing the Key process and the according
Sub-processes.

Textual representation of SOPs:

- o Purpose of SOP
- + Stakeholders
- ⇨ References/
   Documents

Organigram:
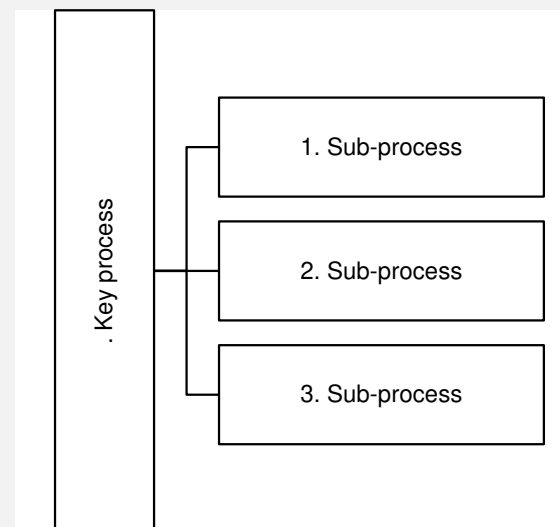
All presented SOPs follow this structure in text and table forms.

Secondly in chapter II, each **SOP is presented in table form**. The systematics of the tables follow always the structure of the organigram with its Key process and Sub-processes.

The **tabular representation** includes **7 categories** to present times, stakeholders, steps, activities and references to follow SOPs from the beginning to the completion.

Each SOP is presented according to the following **categories** in the table:

Duration	Stakehol ders	Steps of sub- process	Activities	Inputs	Referen- ces	Outputs

A detailed description of these categories is given in Chapter I.

III. The procedure of reviewing SOPs on vocational school level is described in chapter III **"↔ SOP Review"**

IV. The procedure of **updating of SOPs** by TVET Department on central government level is described in chapter IV.

V. **Attachments:** Helpful documents and references can be found in the **Annex**. A digital link to the respective documents is planned.

It is recommended to use this SOP Handbook as an electronic format primarily to conserve paper resources and secondly to keep it easy to update or add processes.

I. Introduction for working with the SOP Handbook

Processes are recurring patterns and methods of routine and semi-routine activities across the entire DCT training.

> A Standard Operating Procedure - SOP - describes a standardized way of managing the work steps to be performed.

A SOP is always documented in writing and describes in detail **what, when, by whom** and **how** something should be done in order to implement the Dual-Cooperative Training in a sustainable way.

Following the systematics of the SOP, **routine processes** that take place again and again in the course of a whole school year or several years of training can be **easily traced and standardised**.

Each SOP describes in detail individual **steps** and **activities** along the entire process.

It is generally recommended to appoint a **Team**, e.g. an DCT Unit for each SOP and develop a corresponding Master plan. This will help to clarify responsibilities and task distribution in order to coordinate the processes in a goal-oriented manner.

A **MASTER PLAN** always contains school- and course-specific requirements, such as material **LISTS** or personnel deployment plans. In addition, a Master plan generally also contains a time plan and budget plan for each SOP.

> It is recommended to set up a Team and establish a Master plan at the beginning of each SOP!

Overview SOPs

In the DCT context, **6 Key processes** and their associated **sub-processes** determine everyday work and school life.

SOPs in DCT:

Key processes	Sub-processes
1. Partnering with companies	1. Identification of potential Partner companies
	2. DCT Kick-off meetings with potential Partner companies
	3. DCT introduction meeting at college
	4. Signing MoUs
	5. Activity plan and evaluation of implementation
	6. Review of SOP
2. Enrolment of students	1. Planning and preparation of enrolment process
	2. Admission interviews/tests for study applicants
	3. Enrolment of students in college
	4. Selection of students by companies
	5. DCT Contract between students and companies
	6. Review of SOP
3. In-school training	1. Organizing in-school training
	2. Implementation of in-school training
	3. Assessment of students
	4. Review of SOP

4. In-company training	1. Organization of ICT
	2. Preparation of companies for ICT
	3. Preparation of students for ICT
	4. Preparation & evaluation meetings with companies before and after ICT
	5. Transportation of students to companies and "Introduction Meeting
	6. Implementation of ICT
	7. Review of SOP
5. Mentoring	1. Planning and preparation of Mentoring
	2. Conducting DCT Mentoring at college
	3. Conducting DCT Mentoring at companies
	4. Review of SOP
6. DCT Examination and certification	1. Planning and organizing modular assessments
	2. Conducting modular assessments
	3. Planning and organizing final exam
	4. Conducting final exam
	5. Certification
	6. Review of SOP

> All Key processes and associated Sub-processes are
>
> dynamic and sequential!

Chronological sequence

The 6 Key processes are dynamic and sequential. This means that each process step is always causally dependent on and determined by other, previous steps.

However, the **chronological sequence** of the individual steps is not always static, it could also run parallel or offset in time.

For example, the Enrolment of students (SOP 2) takes place in spring and activities for organizing In-company training (SOP 4) also take place at the same time. Or there is an overlap of whole courses; *e.g.* while a course is going through the final exam (SOP 6) necessary invitations to Kick-off **MEETINGS** with potential Partner companies (SOP 1) are already being distributed.

!

The sequence of procedures need not always be

Cross references

Some processes refer to each other or conditioning each other or have the same sub-process. Such entanglements are represented as cross references.

Here, the symbol of two arms arrows indicates to another SOP. Cross references are used in all tables and can be found in the category "References

$$\longleftrightarrow$$

A cross reference is always assigned to the respective SOP with its "official SOP name"!

This *example* shows a cross reference from SOP 5. Mentoring to ↔ SOP 4 In-company training. This cross-reference shows that the user can find further information about these activities in the SOP 4 ICT.

!

| + DCT Mentors
+ […] | **Preparing DCT Mentoring in companies** | Share "DCT Mentoring plan" with companies
[…] | • […] | ↔ SOP 4 ICT | |

Official SOP name

The "official SOP name" is mainly **used to identify, review or update SOPs**. This system quickly shows which SOP it is, how many Sub-processes it has and which edition it is.

Key process	official SOP name
1. Partnering with companies	**SOP 1 PWC 1-6_001**
2. Enrolment of students	**SOP 2 EOS 1-6_001**
3. In-school training	**SOP 3 IST 1-4_001**
4. In-company training	**SOP 4 ICT 1-7_001**
5. Mentoring	**SOP 5 MEN 1-4_001**
6. DCT Examination and certification	**SOP 6 EXC 1-6_001**
	Abbreviations of SOPs

The **abbreviation** of the official SOP name is composed as follows:

→ SOP / number (1 to 6) of Key process
→ The first 3 initial letters
→ Numbers (1 to 7) of Sub-processes
→ _001 is the current revision number

Please notice about using the "official SOP name" or pointing out a specific step, *e.g. Mentoring:*

> Related to whole Key process: SOP 5 MEN **1-4**_001
> Related to only 1 specific Sub-process   SOP 5 MEN **4**_001
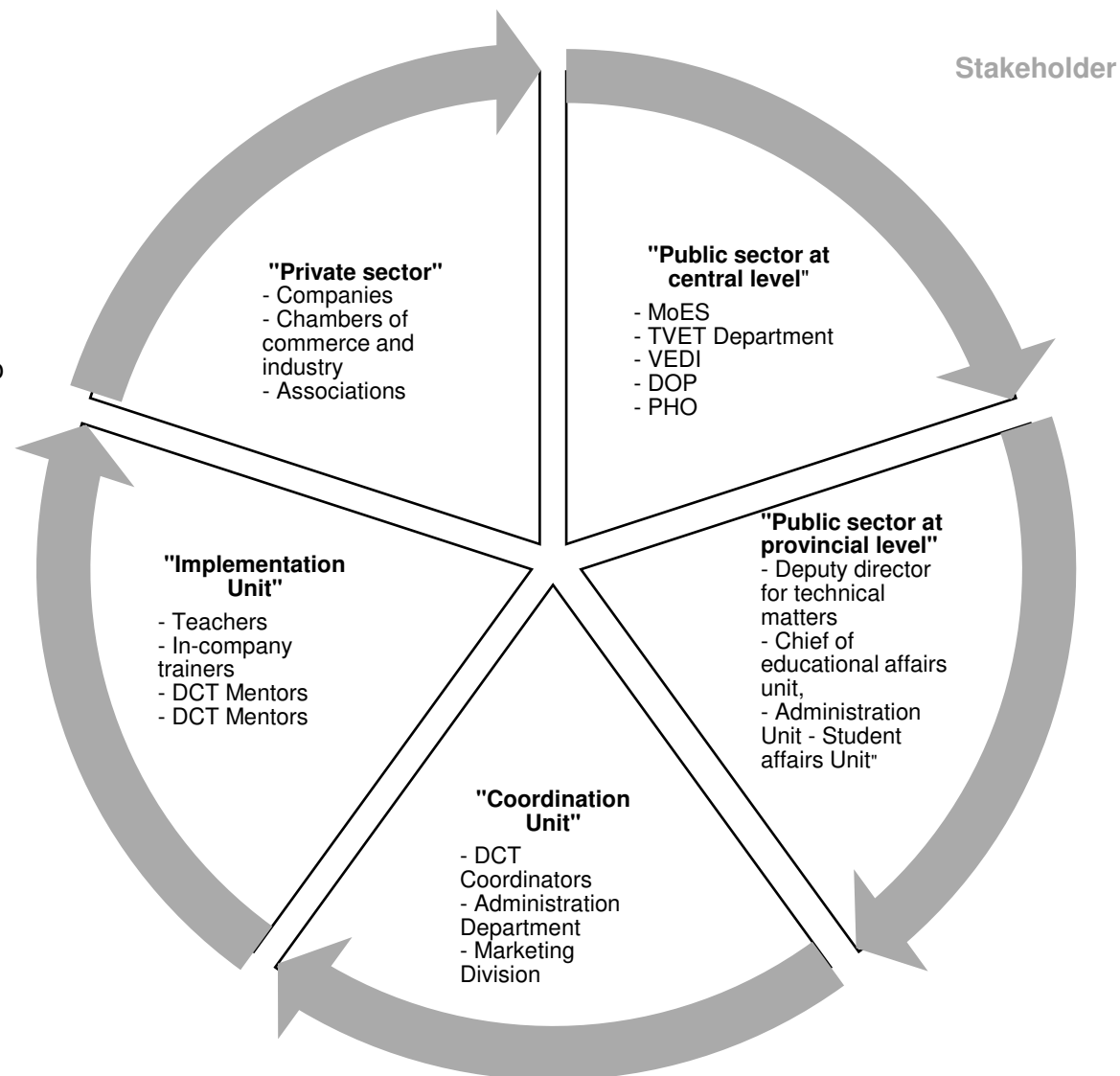
Please notice; each tabular representation of the SOP has a "header". This header contains information about the edition and updates of the SOPs.

For more information, see Chapter IV. Update and revision of SOPs

!

Stakeholders

All parties which are involved in the planning, organisation,

implementation, the Mentoring process and examination are

stakeholders of DCT. The **interfaces** of **activities**, **tasks** and

responsinbilities of DCT are manifold!

The **common focus** is always on achieving the training

objectives and maintaining quality standards at national level.

The diagram shows different stakeholders according to

organisational functions:

Stakeholder

"Private sector"
- Companies
- Chambers of commerce and industry
- Associations

"Public sector at central level"
- MoES
- TVET Department
- VEDI
- DOP
- PHO

"Public sector at provincial level"
- Deputy director for technical matters
- Chief of educational affairs unit,
- Administration Unit - Student affairs Unit"

"Implementation Unit"
- Teachers
- In-company trainers
- DCT Mentors
- DCT Mentors

"Coordination Unit"
- DCT Coordinators
- Administration Department
- Marketing Division

Dual-Cooperative Training

DCT is divided between two learning venues: an in-company learning venue and the vocational college.

The different functions and tasks of all stakeholders that different learning venues perform, result in a **continuous need for coordination** and **processes in order** to provide comprehensive and planned training.

Challenges

One of the biggest challenges of the DCT is to plan and organize the processes in **cooperation** with the practice partners. These Partner companies can be from industry, the formal or even the informal sector.

The SOP Handbook has documented helpfully remarks and tips from these partners in practice.

The notes, on the joint design of the in-company training, are reproduced as *"quotations"* in the box with the eye.

These notes are particularly valuable because they can illuminate the DCT from the **company's point of view** and open up new perspectives.

> *"Good cooperation of DCT from the view of Partner companies."* (Quotation*)*
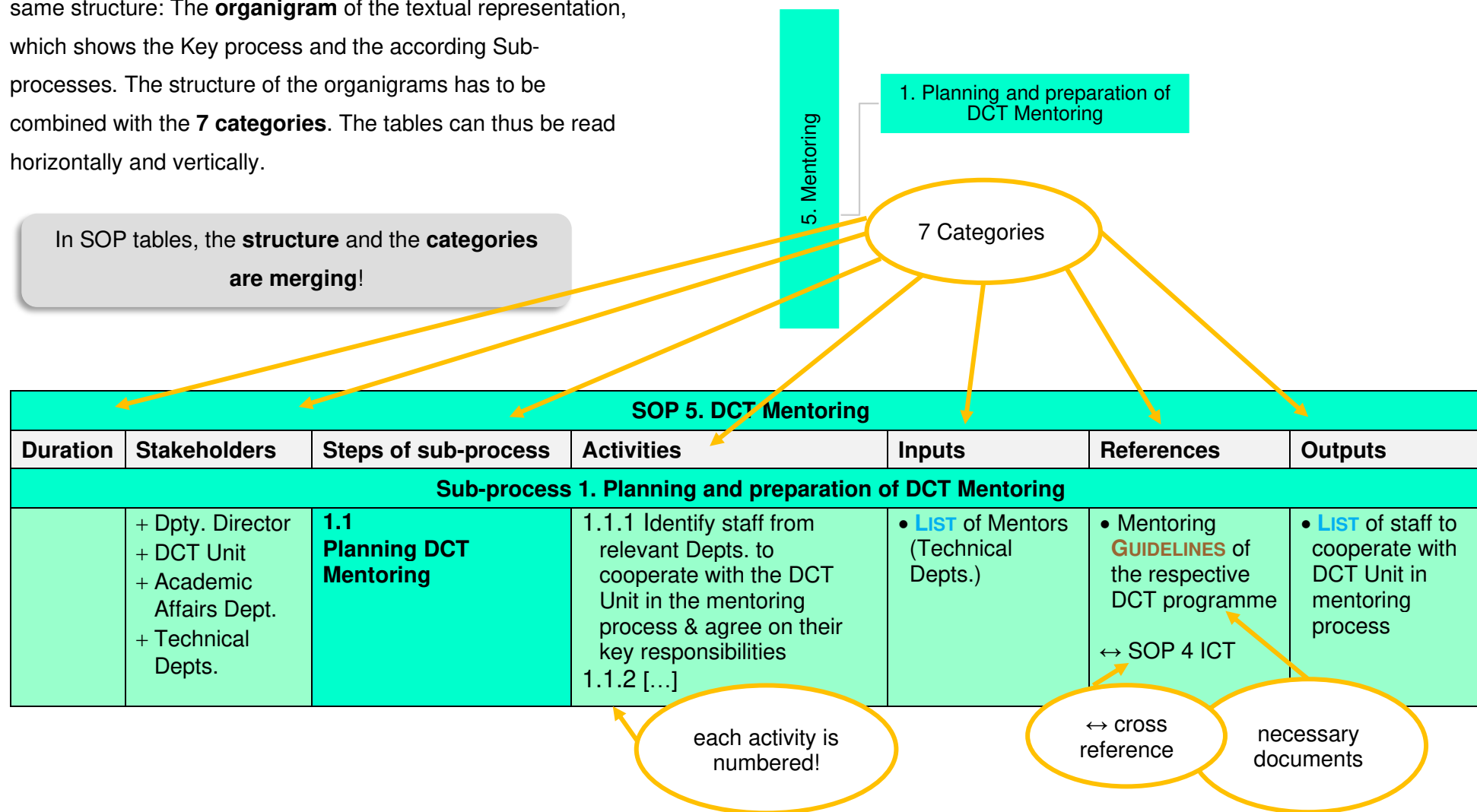
Reading the tables

The presentations of the SOPs as tables follows always the same structure: The **organigram** of the textual representation, which shows the Key process and the according Sub-processes. The structure of the organigrams has to be combined with the **7 categories**. The tables can thus be read horizontally and vertically.

> In SOP tables, the **structure** and the **categories are merging**!

Here the *example* of Mentoring:

5. Mentoring

1. Planning and preparation of DCT Mentoring

7 Categories

SOP 5. DCT Mentoring						
Duration	**Stakeholders**	**Steps of sub-process**	**Activities**	**Inputs**	**References**	**Outputs**
Sub-process 1. Planning and preparation of DCT Mentoring						
	+ Dpty. Director + DCT Unit + Academic Affairs Dept. + Technical Depts.	**1.1 Planning DCT Mentoring**	1.1.1 Identify staff from relevant Depts. to cooperate with the DCT Unit in the mentoring process & agree on their key responsibilities 1.1.2 […]	• LIST of Mentors (Technical Depts.)	• Mentoring GUIDELINES of the respective DCT programme ↔ SOP 4 ICT	• LIST of staff to cooperate with DCT Unit in mentoring process

each activity is numbered!

↔ cross reference

necessary documents

Advantages of using the SOP Handbook

- To have an **overview** of all processes of the DCT, even beyond your own work area.
- To ensure that every employee has **access to the information** relevant to his or her work in an appropriate form at all times at the appropriate workplace.
- To have quick access to relevant documents and TEMPLATES.
- To find detailed **information on activities** and partners, stakeholders involved.
- Ensure that **quality standards** and DCT requirements are **fulfilled**.
- To enable an **easier and faster induction** and training of employees.
- To **avoid** of repetitive **errors** in the workflow.
- To link the SOP with the **in-house quality assurance system**.
- To follow a structure and way of doing that **extends over** different parts of **Laos**.
- To **invite the user** to participate in the design of new SOPs in the Lao TVET system.

> It is the goal to map processes in a very comprehensive way so that anyone could take over a specific task and be able to complete it!

What to look for

Since the ongoing processes require complex cooperation and communication processes, **typical errors** that should be avoided when dealing with SOP are pointed out at this place:

- Current versions are not distributed to all relevant recipients!
- Obsolete versions are in circulation!
- Informations or formulations are unstructured or misleading!
- SOP are too detailed and extensive and make every day work unsuitable!
- The relevant workflow is described too general!
- The description corresponds to the ideal state instead of the real events!
- It is non-compliance with formalities and classifications!
- The SOPs should be integrated into the quality assurance system of the respective college.

- The process "Promotion and Marketing" will be added as previous SOP.

II. Standard Operating Procedures for DCT

Key processes	Sub-processes	Official SOP name
1. Partnering with companies	1. Identification of potential Partner companies	SOP 1 PWC 1-6_001
	2. DCT Kick-off meetings with potential Partner companies	
	3. DCT Introduction Meeting at college	
	4. Signing MoUs	
	5. Activity plan and evaluation of implementation	
	6. Review of SOP	
2. Enrolment of students	1. Planning and preparation of enrolment process	SOP 2 EOS 1-6_001
	2. Admission interviews/tests for study applicants	
	3. Enrolment of students in college	
	4. Selection of students by companies	
	5. DCT Contract between students and companies	
	6. Review of SOP	
3. In-school training	1. Organizing in-school training	SOP 3 IST 1-4_001
	2. Implementation of in-school training	
	3. Assessment of students	
	4. Review of SOP	

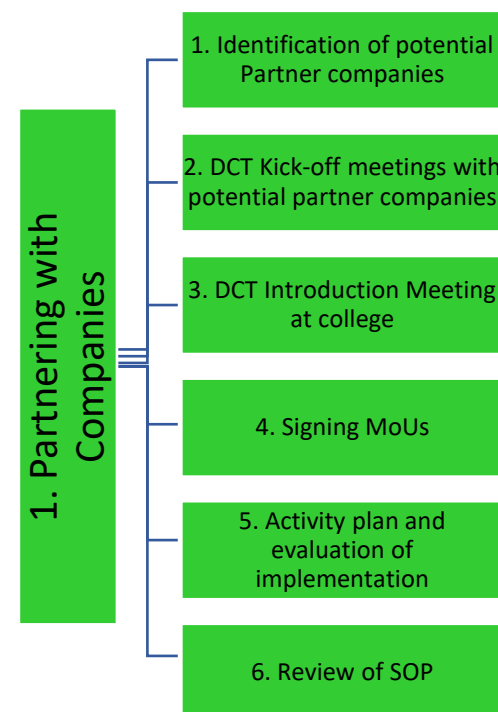| Key processes	Sub-processes	Official SOP name
4. In-company training	1. Organization of ICT	SOP 4 ICT 1-7_001
	2. Preparation of companies for ICT	
	3. Preparation of students for ICT	
	4. "Preparation & Evaluation Meetings" with companies before and after ICT	
	5. Transportation of students to companies and "Introduction Meeting"	
	6. Implementation of ICT	
	7. Review of SOP	
5. Mentoring	1. Planning and preparation of Mentoring	SOP 5 MEN 1-4_001
	2. Conducting DCT Mentoring at college	
	3. Conducting DCT Mentoring at companies	
	4. Review of SOP	
6. DCT Examination and certification	1. Planning and organizing modular assessments	SOP 6 EXC 1-6_001
	2. Conducting modular assessments	
	3. Planning and organizing final exam	
	4. Conducting final exam	
	5. Certification	
	6. Review of SOP	

SOP 1. Partnering with companies

Purpose

Partnering is one of the most important success factors of Dual-Cooperative Training in TVET worldwide.

A good cooperation promotes the experience for the students during their education and their development of necessary occupational competences.

Different learning venues and changing training- and teaching staff demand a high degree of communication and cooperation.

Contents of trainings and needed material and equipment as well as time schedules and costs are negotiated bindingly with the involvement of all participants.

Goals of Dual-Cooperative Training are:

❖ Work Hand-in-Hand and built up a community of partnership and trust

❖ Fulfil common the "Educational mandate"

❖ Well working infrastructure, equipment and facilities

❖ Joint training of skilled workers for the future

1. Partnering with Companies

- 1. Identification of potential Partner companies
- 2. DCT Kick-off meetings with potential partner companies
- 3. DCT Introduction Meeting at college
- 4. Signing MoUs
- 5. Activity plan and evaluation of implementation
- 6. Review of SOP

SOP 1 PWC 1-6_001

Stakeholders

+ Ministry of Education and Sports

+ Committee of Directors

+ PCCI

+ Trade Association(s)

+ Administration Dept. / Quality Assurance Unit

+ Academic Affairs Dept.

+ Technical Depts.

+ DCT Unit

+ DCT Mentors

+ Partner company/ DCT Instructor

+ Students

References / **Documents**

⇨ Number of new Year-1 students approved by TVET Dept.

⇨ "**MASTER PLAN** Partnering with companies"

⇨ "**BUDGET PLAN** Mastering with companies"

⇨ Training calendar

⇨ MoU **TEMPLATE**

⇨ DCT Contract **TEMPLATE**

⇨ Report book

⇨ "Criteria DCT Flagship Colleges"

⇨ Ministry of Education and Sports, Lao PDR: Dual-Cooperative Training Model (DCT), Lao PDR, Concept and Implementation Frame Work 2016-2020, Vientiane (07/ 2016)

⇨ "Suggestions SOP Review" **TEMPLATE**

SOP 1 PWC 1-6_001

Responsibility:	TVET Department of MoES	SOP 1 PWC 1-6_001
Number of review:	_001	
1st implementation date:	00/2020	
Last update:	00/2020	

| **SOP 1. Partnering with companies** |

Duration	Stakeholders	Steps of sub-process	Activities	Inputs	References	Outputs
**Sub-process 1. Identification of potential Partner companies**
	+ Committee of Directors + Academic Affairs Dept. + Technical Depts. + DCT Unit	**1.1** **Planning and preparation of the company partnering process**	1.1.1 Discuss and take decision for which DCT courses (additional) Partner companies are needed	• Information about labour market needs	• Decision of Committee of Directors which DCT courses to continue/open in the new school year and under which Department and Sections • Numbers of new Year-1 students for each DCT course as approved by TVET Dept. ↔ SOP 2 EOS	• Need for Partner companies for each DCT course are determined
	+ Deputy Director + Academic		1.1.2 Select staff from relevant Depts. to cooperate with the DCT Unit in the partnering process			• Proposal for selected staff to cooperate with DCT Unit in partnering

Duration	Stakeholders	Steps of sub-process	Activities	Inputs	References	Outputs
	+ Affairs Dept. + Technical Depts. + DCT Unit	**1.1**	1.1.3 Agree on their key responsibilities 1.1.4 Prepare proposal for selected staff and submit to Director for approval			process (including key responsibilities)
	+ Committee of Directors		1.1.5 Approval of the Proposal of selected staff	• Proposal for selected staff to cooperate with DCT Unit in partnering process		• Staff to work with DCT Unit appointed

	+ Deputy Director
	
	+ DCT Unit
	
	+ Academic Affairs Dept.
	
	+ Technical Depts.
			1.1.6 Develop
			1ˢᵗ a **MASTER PLAN** "Partnering with companies" (tentative dates, staff & responsibilities)
			2ⁿᵈ a **BUDGET PLAN** (estimated costs) for major events, including:
			  o **KICK-OFF MEETINGS** with companies
			  o **CONSULTATION MEETING** with Provincial Chamber of Commerce (PCCI)/ Trade Association(s)
			  o DCT **INTRODUCTION MEETING** at college
			  o MoU signing
			1.1.7 Submits plan to Director for approval
						• Draft Master plan "Partnering with companies"
						• Draft Budget plan "Partnering with Companies"

IV. Update and revision of SOPs by the SOP Committee

If an SOP is updated or even newly created, this will be carried out on the **central level** by the SOP Committee.

Based on the review of the SOP Reports and recommendations submitted by the vocational schools, the SOPs will be finally reviewed and approved by the TVET Department.

The **TVET Department monitors** the recommendations for improvement for technical and factual correctness and completeness. It also pays attention to the harmonisation of all processes, e.g. time dependencies or inputs and outputs with partners.

An update always results in a change of the corresponding header. The **information in the header** is as follows:

The following **leading questions** can be helpful for updating SOPs:

⇨ Source: TVET Law Lao PDR, MoES

✓ Are the contents, steps and activities presented correctly?

✓ Are the processes described completely and fully?

✓ Are the formulations clearly chosen?

✓ Are formal guidelines and standards fulfilled?

Please notice; after updating or creating a new SOP, all stakeholders will be promptly informed about the change. Thus, all stakeholders are always up to date and provided with all informations!

Responsibility:	TVET Department of MoES	
Number of review:	Shows in which edition or revision loop the SOP is currently in. A new edition uses consecutive numbers:_002 > _003 > _004 > …	**Official SOP name**
1st implementation date:	Specifies the date on which the SOP became valid for the first time ever.	
Last update:	Displays the date of the last valid and most recent revision.	

V. Annex / Templates

1 **TEMPLATE** DCT Contract

2 **TEMPLATE** Inventory plan

3 **TEMPLATE** Lesson plan √

4 **TEMPLATE** MoU

5 **TEMPLATE** Report book with Work plans a) Weekly report √ + b) Work plan √

6 **TEMPLATE** Transportation plan

7 **TEMPLATE** "SOP Review" √

8 **TEMPLATE** "SOP Report"

9 **TEMPLATES**: "Preparation Meeting"

10 **TEMPLATES**: "Evaluation Meeting"

11 **TEMPLATE** "TVET Diploma Temporary Certificate"

12 **TEMPLATE** "TVET Diploma and transcripts

13 **TEMPLATE** Training calendar

14 **TEMPLATE** Training plan/ Rotation plan

15 "In-company training document **CHECKLIST**"

16 Mentoring **GUIDELINES** & Mentoring **FORMS**

17 Procurement **GUIDELINES** with **PROCUREMENT PLAN**