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## **Mid-Term Review Report**

### **Mid-Term Review of the Vocational Training Education Support Services (VTESS) Project**

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## Executive Summary

Over the past decade Lao PDR has seen an increased regional integration, and with this increased demand on its economy and in particular its labour market. To be able to compete with neighbouring countries Lao PDR has been required to provide skilled labour but also raise its standards in the skills development sector. This has generated an increased demand for well-qualified, skilled workers.

The Swiss Agency for Development and Cooperation (SDC) has included Skills Development and Employment within its Mekong Region Strategy 2017-2021 as part of the “Inclusive Economic Development” focus of its Mekong Regional Cooperation Programme 2022-2025. SDC has been supporting the VTESS project following the results and lessons learned of the VELA project.

The SDC support to Vocational Training and Technical Vocational Education and Training is in line with the SDGs (SDG4, SDG5 and SDG8) and the Lao 9th National Social and Economic Development Plans (NSEDP).

The Vocational Training and Employment Support Services (VTESS) project aims at providing a track for early school leavers, young, disadvantaged people, 15-35 years of age, who have completed only primary education to take part in market responsive vocational training to be better prepared to labour market, and being implemented in Oudomxay, Luangprabang, Xiengkhouang, Sayabuly, Khammouane and Salavane. The goal is to bring 3,550 early school leavers back into employment, self-employment, income generation or back into the education system. VTESS is a project of the Government of the Lao PDR and the Government of Switzerland through the Swiss Agency for Development and Cooperation. It is implemented by the Ministry of Education and Sports, the Ministry of Labour and Social Welfare with the technical and management support from a consortium of Swisscontact and the Lucerne University of Applied Sciences and Arts. The total investment of the VTESS project is CHF 8,610,000.00 (USD9,250,000) and is fully financed by SDC.

The project has reached the mid-term mark, and this evaluation has been commissioned to assess the overall project implementation, the implementation of its 3 components in light of the Lao PDR current political, economic, social context

The scope of the assignment was based on an understanding of the project status and progress. The evaluation was carried out through a combination of desk-top review of project documents, interviews with project stakeholders, and briefings with the SDC team. A total of 48 meetings were held assembling about 315 participants in the various forms of meetings and discussions in Vientiane and in the 5 project provinces. The evaluation focused on relevance, effectiveness, efficiency, sustainability, impact as the main evaluation criteria. The evaluation has considered gender equality and social inclusion (GESI) as a cross cutting theme.

Under Component 1 the project is supposed to support the IVET schools in to implement C1, C2, C3 courses that are relevant to the market while attracting early school leavers and students from disadvantaged groups. With the project reaching the halfway point the Component 1 of the project has been meeting or exceeding the targets for most of the indicators relating to the C1 training. However,

it appears as if will be a challenge to reach the project target of 2,550 early school leavers from disadvantaged groups complete either C1, C2 or C3 courses before the end of the project.

Under Component 2 the project is piloting a employment support services (ESS) with a new coaching cycle approach that focuses on individual and group coaching. The first full coaching cycle (12 months but 3 more months were added due to covid-19) will be concluded by May 2022. The second batch of participants will however not be able to apply for the second round of seed money unless project extension is made. Eighty percent of ESS graduates are expected to find jobs, however with ongoing COVID-19 restrictions and economic situation the target could be too ambitious.

Component 3 seeks to strengthen the overall context for IVET and ESS conditions. It deals primarily with provision of small grants through a challenge fund (CF) and seed money (SM), which has been added after the start of the project. Pending the implementation of these two interventions in 2022 the results are yet to be seen. The results from the application of the first round of CF has not yet been completed, however the initial feedback is not satisfactory, and is an indicative agreement to shifts the project budget of the planned second CF funding round to SM.

#### Performance

The project is on track regarding achieving some indicators in the project log-frame, and behind in other. The indicators are however not time-bound to the implementation plan, but rather made as “end-of-project” targets which makes it harder to assess whether it is possible to recover on the components where the project is lagging.

The project is **relevant** to the project beneficiaries in the sense that it addresses a gap in the education sector which is to provide opportunities for early school leavers to re-enter the education system to gain skills that would be useful on the labour market.

In terms of **effectiveness** the focus of the project has very much been on the students, increasing their capacity and skills. The project stakeholders who have been selected as coaches have also improved their capacity, but the question is how this capacity will be used in a post-project context.

There is a clear intention of the project to target women by giving them equal opportunities. The gender balance in the different coences do however follows a very traditional split between what is considered male and female trades. The COVID-19 pandemic is the overreaching factor limiting the full potential of the project, and the ability of it to reach the targeted outcomes.

As for **efficiency** the project cost per capita (student/ teacher beneficiary) is about CHF1,700 for activities under Component 1 and 2. Comparing with similar project in the regional and in Lao PDR this is high. The project interventions are however implemented as pilots, which could justify the higher costs. For a second phase, it is expected that activities would be streamlined. Most of the activities are not achieved on time, however the project has a plan to catch up in order to achieve the targets within the overall project period.

In terms of **sustainability** the components developed by the project (C1, C2, C3, EP, ESS, OP), will most likely not continue without external support and the continuation of the project. To date the tools and systems have not made a strong enough foothold in the IVET schools to continue.

The COVID-19 pandemic has played a restricting effect on the potential **impacts** of the project. Both at the macro level, in that the economy has contracted and it is harder for graduates to find employment, paid work in family businesses, and to start their own viable business. Meanwhile the project team, including MoES and the IVET schools have implemented the project in a flexible manner allowing for changes and course corrections to adjust to the macro level conditions.

#### Recommendations

Project reporting has been an issue raised by project stakeholders. It is recommended that the project shares quarterly report with the project stakeholders which includes summaries of the main achievements and obstacles during the reporting period, plans and actions needed for the next quarter, and a summary of the MRM dashboard outlining the performance against the main project indicators.

The log frame indicators are currently mainly quantitative, and while this provides information on the scale of the project achievements, it is less telling whether for example the training program delivered makes the students better prepared for the job market. The MTR recommends that the projects come up with approaches to assess also the quality of the delivered activities, so that potential adjustments can be made for the second phase.

The recommendation of the MTR is to not expand on the present selection criteria during the present project, but to consider including a broadened range of students during the next phase. Similarly it is recommended to not expand the roll out of the seed money component, however mainly due to the resources needed to manage and monitor the activities.

Based on the experience from the present phase of the project it is important that the project sets out with an overall implementation plan, which is including targets in the log frame for each year.

Since the ESS program has struggled to maintain its participants shown by high drop-out rates and with identifying relevant and willing companies to receive trainees in the five project provinces, a recommendation for the next phase is to pilot the ESS with its coaching cycle in the larger urban areas such as Vientiane, Savannakhet and Luangphrabang, where there are more larger companies.

The project should further expand its engagement with non-governmental stakeholders, including NPAs and private sector, and not limit the selection of organizations based on the project provinces where they are active, but also to those from other provinces. There is a higher probability that especially the ones from the larger cities have available ability and resources to contribute to the project in a more substantive manner. As part of the recommendation of expanding the participation of non-governmental stakeholders the project should also aim to produce and train full-time professional coaches.

#### GESI recommendations

SDC has the ambition of transformational change when it comes to Gender Equality and Social Inclusion (GESI). The project is in line with the project gender related targets, although the indicator is considered at the end of the project. It is important that the project is not only considering the determinants of exclusion but also the underlying roots causes and effects of exclusion. GESI inequalities, causes and solutions require qualitative rather than quantitative considerations, so it is not only including gender

disaggregated data, but rather providing analysis of the data, in view of the change the project is looking for, or regarding unexpected results, challenges and lessons learned.

For the next phase the recommendation is to include qualitative GESI indicators in the log frame, focusing on results relating to the provision of equal opportunities. In addition to ensuring that training data is disaggregated by sex/gender, project should consider both quantitative and qualitative gender responsive indicators. GESI-responsive indicators include: gender/ ethnicity -specific and/or gender/ ethnicity -disaggregated indicators, social stratifier specific and/or disaggregated indicators, as well as gender/ ethnicity equality indicators which explore the role of gender/ ethnicity related inequality in relation to particular project component or outcomes.

## 1 Introduction

Over the past decade Lao PDR has seen an increased regional integration, and with this increased demand on its economy and in particular its labour market. To be able to compete with neighbouring countries Lao PDR has been required to provide skilled labour but also raise its standards in the skills development sector. This has generated an increased demand for well-qualified, skilled workers. This has posed a challenge since traditionally among parents and youth technical and vocational training has had a poor reputation, coming partly from the cultural perceptions that “education” equals an academic path, and that “traditional” degree would provide a higher salary, but partly from the poor performance of the TVET sector. The Government has made efforts to improve the systems and the delivery while also bolstering the reputation, to encourage young people to seek a vocational/ technical path. On the other hand, the reputation of TVET with parents and youth remains low, despite government campaigns to encourage young people to go for Technical vocational training.

The demands for skilled labour from the labour market has primarily been focused on the construction, tourism and agriculture sectors, however the existing TVET institutions have not been able to deliver a matching number of students. Meanwhile private TVET institutions have emerged, providing more attractive prospects for students, but rather than tending to the needs of the labour market, have been tailoring programs to please societal pressures and preference of the youth. Private TVET institutions have in relative terms seen higher enrolment of students than in the public institutions. The Government with support from external loans and grants focused on improving the quality and relevance of training provided in public TVET schools, since this historically has been a hurdle, but external financing has also been required since training in technical occupations requires higher initial investments in machinery and equipment. Meanwhile the government has been struggling with has been to encourage private institutions to provide for training in technical occupations that responds to the demands of the labour market.

The reforms have been progressing in the education and in particular the TVET sector, where steps have mainly been seen in the strengthening of the regulatory framework by adopting new laws including the revised TVET Law as well as the inclusion of emphasis of TVET in the 9th NSEDP 5-year plan. In the 9th NSEDP, TVET is considered in the education sector need to improve new curriculum and instruction methods, teacher capacity is highlighted, along with access to TVET for people in rural and remote areas. The 9th NSEDP further stresses that it is necessary to create opportunities for people to access quality education in areas that are relevant for the labour market.

The main development partners involved in supporting the strengthening of the TVET sector, including ADB, GIZ/KfW, LuxDev and SDC have been supporting the TVET sector in the past years. Through the previous GIZ/KfW financed projects, Integrated VET schools have been built received technical support in the form of training of teachers, systems and equipment.

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The SDC support to Vocational Training and Technical Vocational Education and Training is in line with the SDGs (SDG4, SDG5 and SDG8) and the Lao 9th National Social and Economic Development Plans (NSEDP).

### 1.1 Objective of VTESS

The Vocational Training and Employment Support Services (VTESS) project aims at providing a track for early school leavers, young, disadvantaged people, 15-35 years of age, who have completed only primary education to take part in market responsive vocational training to be better prepared to labour market. The goal is to bring 3,550 early school leavers back into employment, self-employment, income generation or back into the education system. VTESS is a project of the Government of the Lao PDR and the Government of Switzerland through the Swiss Agency for Development and Cooperation. It is implemented by the Ministry of Education and Sports, the Ministry of Labour and Social Welfare with the technical and management support from a consortium of Swisscontact and the Lucerne University of Applied Sciences and Arts. The total investment of the VTESS project is CHF 8,610,000.00 (USD9,250,000) and is fully financed by SDC as a grant.

The project has reached the mid-term mark, and this evaluation has been commissioned to assess the overall project implementation, the implementation of its 3 components in light of the Lao PDR current political, economic, social context.

### 1.2 MTR Approach

The scope and approach of the Mid-Term Evaluation was clearly defined in the ToR issued by SDC (See Annex 1). The scope of the assignment as presented in the ToR was based on a clear understanding of the project status and progress. The evaluation was carried out through a combination of desk-top review of project documents, interviews with project stakeholders, and briefings with the SDC team. The guiding questions, which were included in the ToR were expanded on, and tailored for specific stakeholders. Discussions and responses with the interviews also lead to added insights and additional questions and follow up. The respondent stakeholders included C1 and C2 students that both were in training and recent graduates and ESS students, IVET teachers, ESS coaches, IVET school administrators, PPIC members, companies receiving trainees, and central level government officials from MoES and MoLSW. A total of 48 meetings were held assembling about 315 participants in the various forms of meetings and discussions in Vientiane and in the 5 project provinces. Beside individual interviews with selected project stakeholders, focus group discussions with key actors from the three components were also carried out.

The evaluation focused on relevance, effectiveness, efficiency, sustainability, impact as the main evaluation criteria. The evaluation has considered gender equality and social inclusion (GESI) as a cross cutting theme. The themes below have been considered central to the scope:

- The project started at the beginning of the COVID-19 pandemic, and there has undoubtedly been changes between how the project was planned during the project development/preparation stage, and how it has been implemented.

- The Coaching concept that has been introduced to the project is new to Lao PDR, and it will be important to gain an understanding of how effective and efficient this has been in the Lao context. This should also be placed in the light of COVID-19 restrictions which at least during periods have limited interaction between coaches and students/ trainees.
- Also related to the implications of COVID-19 is the efficiency to which the implementation at IVET school level has been running with less than planned technical advice and support.
- In terms of project implementation, the evaluation will also look at the effectiveness of the service delivery. This is also a point related to the implications related to the COVID-19 impacts, however there may also be other and independent factors that have impacted the performance of the project.
- The project has been developing new curriculum, and the question is how relevant these are, whether there are overlaps between this and other vocational training projects being implemented in Lao PDR, and/ or whether the curriculum really prepared based on a demand.
- Equitable access has been a theme of the project where digital learning has been introduced as a way to ensure easier access for otherwise disadvantaged groups, and it is important moving forward to assess how successful the approach the project has taken, has been.

The evaluation has assessed the overall project implementation, as well as the separate implementation of project components. The evaluation has been carried out in light of the Lao PDR current political, economic, social context, as well as the impact of the present COVID-19 pandemic and provide is providing recommendations for the implementation of the second half of the ongoing phase and remainder of the project as well as for the next phase.

To guide the evaluation a simplified evaluation matrix was developed to form the main analytical framework considering the guiding questions set out in the ToR. To develop the matrix, the questions/sub-questions are placed against by criteria, and for each identify what data would be collected to answer the questions, and which data collection methods will be used, from which sources, how the data would be analyzed and assess the strengths of evidence.

*Table 1: MTR Approach Matrix*

Guiding questions / sub-questions	Indicators	Data collection methods	Main sources of data / information	Data analysis methods / triangulation	Data availability / reliability
Guiding questions to be taken from the ToR cover (a) relevance, (b) effectiveness, (c) efficiency, (d) sustainability, and (e) impact, outcomes, and results, called criteria.	Indicators and measures determine how performance or progress is judged for each question and sub-question. Indicators should be realistic in terms of data collection within the scope of the evaluation. Measures/indicators should be clear and measurable (either	This includes key informant interviews, group meetings, desk reviews, etc. With these methods used, data collection will be systematically mapped back to the evaluation	Primary and secondary data and information as referred to data collection methods.	Documents how all data that is collected is analyzed to ensure they can answer the evaluation questions. Data analysis will be systematically mapped back to the evaluation	Strength of evidence for each evaluation question will be recorded as narrative descriptors: strong, fair, weak.

Sub-questions to criterion will be developed when necessary.	qualitatively or quantitatively) and correspond to the evaluation question or sub-question.	questions that were asked (or vice versa).		questions that were asked (or vice versa).	
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## 2 Evaluation of Project Performance

### 2.1 Component 1

The focus of Component 1 is to strengthen the IVET pathway (C1, C2 and C3, plus Equivalency) in order to facilitate the transition of early school leavers from school to work, and to provide them with options for useful employment whether as wage and self-employed, as well as and the opportunity to enroll in further education and training. For this to take place it has been noted in the project documents that the relevance, governance, and sustainability of the IVET system needs to be improved. This component has been seeking to deliver labor market relevant training to about 2,550 trainees with a focus on sustainability and completion of the IVET training path. Under this component the project was supposed to: a) review the legal basis of the IVET path and its financing; b) select IVET schools in five project provinces and build their capacity, including the teacher, to deliver quality training; c) revise and/ or develop curricula jointly with the private sector so that the skills acquired by the IVET graduates match with the requirement of market, and; d) train early school leavers in short courses on Certificate 1, 2 and 3.

#### 2.1.1 Main Observations

Of the four parts of this project component listed above, the focus of the MTR has been placed on the last, the training delivery of early school leavers in short courses, primarily C1 and C2. These activities are also the ones include as outputs in the log frame and are measurable. However, it is the understanding of the MTR that the project has reviewed the legal basis and financing of the IVET path, and that this is an ongoing process following changes in legal and financial requirements. Capacity of the IVET schools and teachers is also a continuous process. It is however unclear how specifically the private sector and parent associations has been participating in the development process of the IVET curricula for C1, C2 and C3.

#### 2.1.2 Component 1 Implementation

Under Component 1 the project is supposed to support the IVET schools in the five project provinces to implement C1, C2, C3 courses that are relevant to the market while attracting early school leavers and students from disadvantaged groups. To attract these students the project through the IVET schools and project partners in the provinces has been implementing an outreach program. Moreover, under Component 1 the equivalency program has been designed together with the Department of Non-Formal Education at MoES to ensure that there is a path for early school leavers from disadvantaged groups to re-enter the education system. The equivalency program has been endorsed by the MoES and is currently piloted in the IVET schools in the five provinces.

The scope and purpose of Component 1 is relevant since for youth from the backgrounds the project is targeting, having only basic education the education system offers no other alternatives. The

equivalency program where technical/ vocational training is delivered together with general subjects, such as math, reading, writing is providing the opportunity for graduates to either enter the work force, or advance to getting to diploma level and higher levels. While they receive this “formal” education, since they have been outside either school or the workforce for a long period of time, they are also receiving valuable opportunities to learn, socialize, create networks, and gain other soft skills that can be used in other jobs.

While the program has mainly carried out training for C1 so far, it has become evident that companies are primarily looking for graduates with at least C2 level or higher, hence only having the C1 training would not necessarily provide an advantage on the labor market. Interviews with students suggest that the C1 training gave them only basic knowledge and skills in trade. The curriculum is developed just for basic knowledge and skills. Students want to learn at higher level with more diverse skills while in training. Interviews with students also suggest that the students saying so were above 25 years of age.

Based on the interviews with project stakeholders the MTR concludes that the capacity among project stakeholders at the IVET schools has improved from the beginning of the project. They are reportedly taking more initiative and showing more accountability, while showing more involvement in meetings and interactions with the project team. There are however differences in involvement and performance between the five participating IVET schools.

One of the main challenges expressed by the teachers involved in the C1/C2 equivalency program short courses is the difficulty of delivering theoretical classes with students who cannot properly read and write. Many of the students are moreover from ethnic groups and are not using Lao language in their daily life, which adds another level of resistance to the return to school. Since the understanding of these basics is lacking, communication during classes is difficult. To overcome this, teachers have suggested that they should receive training on “adult teaching”, introduce the use of more visual aids in the technical training, and possibly increase the amount of practical learning sessions, including internships.

A large share of the students who have graduated from C1 have not been able to find employment, since workers with C1 skills does not seem to be needed by businesses. Many current students and those who have graduated, wish to start their own business, but to do this lack a) basic business training, b) starting capital for self-employment, and c) tools/equipment to operate their business.

Most students express they either are not aware how to find work, and if graduated do not know where to search. The Lao economy is to a great extent built on small businesses that are usually family owned and/ or managed, and entering any form of employment, even low skilled for menial work these connections will most often be required. Without being part of these relationship-based networks, it is difficult to enter the labor market. The IVET schools and some of the teachers are providing “informal” support during the studies and in some cases also continue supporting students once they have graduated.

The general impression is however that the students need to improve their soft skills including communication, inter-personal, social, and generally how to act and interact in a work environment).

The project schools do however focus on hard skills as they must teach following the curriculum approved by MoES.

The drop-out rate among C1 students is at the same time remarkably low, compared to the overall enrolment and drop-out of the “regular” IVET program. While it is understood that the figures for the regular IVET programs include in the enrolment number also incorporate prospective students enrolling but not showing up, the % figures for the C1 students is much lower than for the ESS (see below).

Drop-Outs in C1		
	Female	Male
Oudomxay	0,00%	0,90%
Sayabuly	0,86%	2,48%
Xienkhuang	0,00%	1,10%
Khammouane	0,00%	7,14%
Salavane	2,24%	6,32%
<b>Total</b>	<b>0,87%</b>	<b>3,42%</b>
		<b>2,26%</b>

### 2.1.3 Component 1 Performance

The table below presents the present status as of end of 2021, of the main indicators relating to Component 1.

Table 2: Component 1 Log frame Status

Outputs 1	Output 1 Indicators	Status to date
C1, C2, C3 courses at pilot IVET schools are accessed and appropriate for early school leavers from disadvantaged groups	2550 early school leavers from disadvantaged groups complete C1,C2,C3 courses 30% of course graduates should be female At least 10% of graduates in male-oriented occupations should be female At least 50% of graduates should come from marginalised ethnic background	<b>697</b> have graduated from C1 courses. Of these, 64 continued to C2 of which 13 have graduated and 51 still in training <b>45%</b> of C1 students in the program are female, while <b>44%</b> of C1 graduates are female, however only 17% drop-out of the drop-outs in C1 are female. <b>10%</b> of graduates in male-oriented courses are female. <b>58%</b> of graduates come from non-Lao “ethnic background”
Labour market relevant C1, C2, C3 courses successfully implemented in pilot IVET schools	Up to 15 C1, C2, C3 courses offered in supported IVET schools 45 sessions of capacity building for school management 40 teachers trained to C1, C2, C3 courses Feedback from 150 employers on skills of employees (graduates) and students during internships on relevancy	C1: Each IVET partner implements <b>5-6 C1 courses with a total</b> 12 different courses implemented under the project. C2: Only one course offered in Salavane C3: No courses offered for C3 yet <b>3 exchange workshops</b> with IVET directors, trainers and staff held to prepare capacity development Training of Trainer carried out during one event for <b>25 teachers</b> Feedback received from <b>40 employers</b> on skills of employees (C1 graduates)
Outreach Programme for early school leavers from disadvantaged groups successfully piloted	450 Early school leavers from disadvantaged groups complete outreach program	<b>229 students</b> , being early school leavers from disadvantaged groups and part of the outreach program have graduated.
Partners (training providers in the provinces) offer Outreach Programme	IVET partners offer outreach program	<b>All 5 IVET</b> partners have offered at least 1 outreach program training
Equivalency programme (EP) is accessible and appropriate for early	Number of early school leavers from disadvantaged groups complete EP	Activities not yet started

school leavers from disadvantaged groups		
Equivalency programme successfully piloted at IVET schools	Number of IVET schools offer equivalency program Number of graduates of EP % of EP graduates who enroll in training courses	Activities not yet started Selection of IVET schools (up to 3) to offer EP will happen in 2022. EP piloting starts in 2022 only.

With the project reaching the halfway point the Component 1 of the project has been meeting or exceeding the targets for most of the indicators relating to the C1 training. However, with 697 C1 students having graduated and 1016 are currently in the program it appears as if will be a challenge to reach the project target of 2,550 early school leavers from disadvantaged groups complete either C1, C2 or C3 courses before the end of the project.

It appears as the training of teachers and the implementation of the Equivalence Program has been lagging, although activities are scheduled to start during 2022. Since the activities are labeled as pilots, it is important that they are properly rolled out in a way to ensure that they can be properly evaluated by the end of the project.

Since the indicators in the log frame are not time bound, it is hard to tell whether activities and targets are behind, on or behind schedule. Activities and the resulting achievements would be carried out in a defined sequence, in that training of the teachers on a newly introduced program would logically come before the delivery of courses and graduation of students.

The Outreach Program, which is included in the project design to cover also prospective trainees that falls outside of the selection criteria, has not been implemented to the fullest. Reasons for this could be the challenges posed by the COVID-19 travel restrictions, and that it has seen lower priority in favor of training carried out at the IVET schools.

## 2.2 Component 2

The project's employment support services (ESS) component pilots a new coaching cycle approach that focuses on individual and group coaching. It, during the project, involves 1000 early school leavers in a coaching process over a year integrating them back into employment, self-employment, income generation, or back into the education system. This Component is closely linked to Component 1. The ESS participants or trainees are able to attend IVET training (and IVET trainees can join the coaching cycle). With this ESS component, the project aims to (a) adapt the ESS concept developed by the HSLU to the Lao context; (b) select ESS partners in the 5 provinces to build their capacity and develop a coach's pool to deliver quality coaching; (c) deliver coaching to early school leavers called ESS participants; and (d) seek to anchor the successfully piloted ESS on national/subnational level.

### *2.2.1 Main Observations*

The project's ESS component is highly relevant to address the rural youth employment and it is in line with the 9<sup>th</sup> NSEDP<sup>1</sup> and National Rural Employment Strategy in Lao PDR (December 2021).<sup>2</sup> The project supports and creates alternative opportunities for young people particularly those living in rural areas when economic and training opportunities are limited in the project provinces particularly in self-employment and income generation.

The component development has produced all essential tools and actors (such as the ESS concept approved for piloting, ESS partners/coaches contracted to do the coaching, ESS participants/trainees engaged in the coaching cycle, and enterprise-based training service providers identified to be part of the cycle) as per the project's log frame. It is however understood by the stakeholders that the ESS is in a mid-term of the project, and that the project is in its Phase 1 piloting the coaching cycle with a focus on one specific target group particularly of young people. The experiences and lessons learned during this phase will further adapt the coaching cycle for the local context and for it being institutionalized as a universally applicable tool. Due to the COVID-19 outbreaks and lockdowns being an external factor, the coaching cycle has been extended for three months making it a 15-month cycle. Time extension is prolonging ESS participants' expectations. Those participants already wanted to do their expected long-term internship at the enterprise. The cycle of 9 steps is intermittently carried out by the coach. The intermittent carry-outs have generated a sense of long expectations in the ESS participants. The coaching cycle despite the lockdowns has progressed and been adjusted to the changing situation (e.g., partially from a face-to-face exercise to an online/distance one).

### *2.2.2 Component 2 Implementation*

The ESS concept document was validated and approved in Q2 of 2020. Following this, inputs and capacities were developed for ESS with a focus on the development of ESS content and coaching materials, implementation of the training of the coaches (e.g., selection of coaches and conducting training of coaches), preparation of a provincial set-up for ESS delivery, as well as mobilization/enrolment of ESS participants. The implementation of the seven steps of the coaching cycle for ESS participants and was launched during Q1 2021, which included the grouping the participants, exploring the "world of work", conducting short internships, developing Individual Development Plans (IDPs), getting into business, and closing and evaluation.

ESS activities have been delayed primarily because of the COVID-19 pandemic resulting in an initial extension of three months. As a result, the first full coaching cycle is expected to be concluded in May 2022, hence the MTR has not been able to receive feedback following the completion of the full cycle.<sup>3</sup> There is time pressure to start the second coaching cycle by June 2022 so that it can be completed before VTESS Phase 1 ends in July 2023. The ESS participants from batch 1 will be able to apply for a

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<sup>1</sup> Lao Government. March 2021. The 9<sup>th</sup> Five-Year National Socio-Economic Development Plan (2021-2025). Vientiane Capital.

<sup>2</sup> Department of Skills Development and Employment, MoLSW. December 2021. National Rural Employment Strategy in Lao PDR.

<sup>3</sup> The last two Training of Coaches were planned in January and April 2022 respectively. Selecting and contracting the [existing] ESS partners and new coaches from batch 1 already began for batch 2. The project plans to select and contract 10 new ESS partners and 25-30 new coaches for batch 2.

competitive seed money but those from batch 2 will have a most likely not have this possibility during the project phase 1. Basic Entrepreneurship Training (BET) will be conducted for the batch 1 of ESS participants in May 2022 and selection of recipients of the seed money proposals will be completed in June 2022. Hence, in case all goes according to the VTESS plan there will only be a 12 month period for the implementation and monitoring for the selected students to make use of the seed money. It should also be kept in mind that there are still uncertainties with potential further disruptions caused by COVID-19 – further delaying ESS activities.

Much of the feedback has centered around whether the coaching cycle has been too long. The approach seems however to have been misunderstood and regarded more as traditional “training”. Coaching is not training but rather career counselling. Training and internship are only components of the coaching exercise. It should be understood that it takes time to help target groups, particularly since they are early school leavers to make the informed decision to pursue their careers. The coaching cycle might appear too long to the coaches, since they are supposed to become fully trained coaches at the same time as they have to perform their regular official duties. The training of the coaches has also been done on the coaching modules while they were required to apply what they have learned in terms of knowledge and skills coaching ESS participants. It should also be highlighted that the selected coaches have no prior experience with similar coaching tasks. Most coaches also suggested that they spent more time than the 50% that had been agreed, in particular more time has been required with supporting the ESS participants who have difficulties to properly read and write to develop their own Individual Development Plans. The coaching cycle concept is also viewed to include too many steps and that these consumes significant amount of time. The gaps between one step to another are perceived free time. The sense of the coaching cycle being too long most likely comes from the coaching cycle not being implemented fully as intended.

Misunderstanding have also been found surrounding the IDPs. The IDPs are developed as a tool to assist each ESS participant in career and personal development. It is primarily to support them achieve short and long-term career goals. The IDPs are a three-to-five-year plan which obviously goes beyond the project life (July 2023). Questions have emerged about how the coaches would be able to monitor and support the participants in reaching their career goals since the IDPs extend beyond the project, and that it would require necessary resources to do the follow-up. It is still a question from the viewpoint of the ESS participants how they would be able to carry on their IDPs without support considering their education and employment background. This view could again come from the notion that there is a lacking understanding of the purpose of the IDPs.

The ESS partners in agreement with VTESS assign their personnel to get trained as ESS coaches. Fifteen organizations were selected based on resources available particularly people and commitment made during the coaching cycle. With the selected public entities (like IVET schools, PoLSWs, and LWUs) account for the majority. Three provincial NPAs and no private sector actors were contracted.<sup>4</sup> The

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<sup>4</sup> ODX has 4 coaches – 1 each from LDA/NPA and PoLSW, and 2 from IVET school; XYL has 6 coaches – 2 each from IVET school, LWU, and PoLSW; XKG has 5 coaches – 2 each from IVET school and LDPA/NPA, and 1 from PoLSW; KHM has 5 coaches – 2 each from TVET college and LWU, and 1 from PoLSW; and SRV has 5 coaches – 2 each from IVET schools and ACD/NPA and 1 from PoLSW.

project has also limited the participation to provincial partner candidates. This has likely prevented potential partners in other provinces from applying. At the same time, many NPAs work with socioeconomic improvement through establishment and strengthening of rural organizations and improvement of income generations activities of different groups (women and youth) and would also relevant at applying the coaching cycle and practically better at finding the fund – a sign of sustainability.

The quality of the coaches was also raised during the interviews, as a factor impacting the quality of the coaching. The coaches are being trained while they are expected to coach, while being engaged in their regular tasks. After attending a coaching module, they apply what they have learned, however they officially become coaches only after they have completed all the nine modules on training of coaches, a process that takes over one year.<sup>5</sup> The question is how the project can ensure that the so-called coaches are able to do the coaching and work with their ESS participants without proper testing of their coaching knowledge and skills gained from the coaching training. In other words, training of the coaches is conducted in parallel with (enrolling and) the coaching of ESS participants. It is moreover important that coaches should understand and know the labor market information to guide their trainees in making a right decision on selecting trades and careers. It is questionable whether the extent the coaches are confident enough to do the coaching, and have the ability to communicate the expectations of the coaching cycle – The few misunderstandings highlighted above is suggesting this could be the case.

Like IVET trainees, ESS participants lack soft skills, especially communication and interaction with people. It was observed during the interviews and the focus groups that the participants who were more active and able to properly communicate, were also the one who had found jobs or started their own businesses. Most participants were however very shy or silent. They however said that joining the ESS activities has improved their social skills and increased their confidence through interactions with new friends and coaches both at an individual and group levels.

The project provinces have a majority of micro and small enterprises. Finding or identifying them as EBT is a challenge. Economic and training opportunities are limited. The most suitable employment is self-employment and income generation activities.

### *2.2.3 Component 2 Performance*

The table below presents the present status as of the end of 2021, of the main indicators relating to Component 2. The first full coaching cycle will be concluded by May 2022 enrolling 385 ESS participants with females accounting for 65% vs. 30% a set target and non-Lao accounting for 38% against a 50% target. The second cycle will start by May or June 2022 and enroll nearly 380 participants for the full cycle and approximately 300 participants from C1 and C2 courses under Component 1.<sup>6</sup> The overall target of 1000 full and partial cycle graduates is achievable if activities are not further delayed by COVID-19 or other unexpected events. The second batch of participants will however not be able to apply for

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<sup>5</sup> Refer to VTESS Lao PDR: Coaching for Employment and Entrepreneurship (C4EE) Concept Paper for Employment Support Services.

<sup>6</sup> This group will go through the getting-into-business step of the cycle.

the second round of seed money unless project extension is made. Eighty percent of ESS graduates are expected to find jobs, however with ongoing COVID-19 restrictions and economic situation the target could be too ambitious. Before completion of the first coaching cycle, 28 of the participants have already found a jobs. The survey on the 1<sup>st</sup> batch of ESS participants has been planned to be conducted during Q3 2022 to determine the actual placement rate.

Fifteen ESS partners have agreed to provide 25 trainee coaches for the first batch of training of coaches against a set target of 50 within the project life, with additional 25 to be recruited during Q2 2022.

*Table 3: Component 2 Log frame Status*

Outputs 2	Output 2 Indicators	Status to date
Full and partial Coaching Cycle (CC) accessed and appropriate for early school leavers from disadvantaged groups	1,000 Early school leavers from disadvantaged groups complete the full/partial cycle 30% female participants 10% of female graduates in male-dominated professions 50% coming from marginalised ethnic background (non-Lao) Number of Coaching Cycle (CC)-application or awareness events Number of participants at application or awareness events	<b>385</b> ESS participants (Females: 251 or <b>65%</b> ; non-Lao: 146 or <b>38%</b> ) enrolled in the full Coaching Cycle. Completion of the full coaching cycle is expected by May 2022. <b>274</b> currently still participating (111 dropouts of which 31 or 28% found a job before completion of the CC). <b>132</b> community awareness events held. <b>2'448</b> people (55% F) attended the events
ESS partners offer relevant Coaching	Number of partners offering ESS Number of coaches assigned to CC by partners (job centres, LWU, LYU, NPAs, etc.) 50 coaches trained Feedback of employers on skills of employees (CC finishers) on relevancy	<b>15 ESS partners</b> offering ESS (3 ESS partners per province). <b>25 ESS coaches</b> assigned. <b>25 ESS coaches</b> trained. No feedback available yet (tracing 6 months after the end of CC).
Early school leavers from disadvantaged backgrounds decide for and complete internships	Number of CC participants starting and completing internships 30% of interns completing internships female 50% of interns completing internships coming from marginalised ethnic background	<b>302 ESS participants</b> completed short internships (Females: 200 or 66%; non-Lao: 117 or 34%).
Private sector offers internship and engages with the sub-national skills fora	Number of private sector businesses offering internships Number of public-private consultation meetings/year	<b>227 private sector businesses</b> offered short internships for all provinces combined. 3 public-private consultation meetings held.
Early school leavers from disadvantaged groups access a Seed Money Mechanism as part of ESS <sup>7</sup>	200 Early school leavers from disadvantaged groups receive Seed Money, complete basic business skills coaching 30% female participants 10% of female graduates in male-dominated occupations	No results yet.

<sup>7</sup> Outputs has been added during the operational reporting for 2020. The Seed Money Mechanism was introduced in 2020, after approval of the ProDoc incl. Log frame.

	50% coming from marginalised ethnic background	
ESS partners offer relevant coaching on Seed Money and basic business skills training or coaching <sup>2</sup>	<p>Number of partners offering Seed Money/basic business skills training or coaching</p> <p>Number of trainers or coaches assigned to Seed Money/ basic business skills coaching by partners</p> <p>Number of trainers or coaches trained</p> <p>Feedback of Seed Money receivers on relevancy</p>	<b>14 BET Partners contracted.</b> <b>20 BET Trainers assigned and trained.</b>
Seed Money Mechanism (SMM) established to support an innovative service within the ESS framework <sup>2</sup>	<p>SMM agreed by PSC</p> <p>SMM management set up</p> <p>SMM materials developed</p>	SM mechanism incl. tools developed and approved by MoES. SMM management has been established.

## 2.3 Component 3

This component seeks to strengthen the overall context for IVET and ESS conditions. It deals primarily with provision of small grants through a challenge fund (CF) and seed money (SM), which has been added after the start of the project. Each small grant has two rounds of disbursement over the project period. The Challenge Fund supports innovative projects, with focus that they are supposed to be innovative to contribute to the strengthening of IVET and ESS conditions, by key stakeholders at sub-national and national level. The SM aims to complement and contribute to the outcomes of the VTESS project, particularly to bring people from the target group into self-employment.

### 2.3.1 Main Observations

The CF and SM concepts were agreed with partners in 2020 and 2022, respectively. Pending the implementation of these two grants in 2022 the results are yet to be seen. The results from the applications of the first round of CF has not yet been completed, the evaluation and learning experience is pending. However, it has already been an indicative agreement to shifts the project budget of the planned second CF funding round to SM. General feedback from the MTR suggests to increase the number of SM recipients. Managing and monitoring the SM implementation will require additional resources which will be a major undertaking from the project. It will be difficult at this stage to increase the numbers unless considering additional resources e.g., personnel and administration budgets.

### 2.3.2 Component 3 Implementation

Facing some delays, the first CF round of 7 projects is being disbursed (at the time of mission report writing), aiming to contribute to employment for instance by organizing a job fair and skills test, short-term training for IVET trainers at companies. The selection of the successful recipients was done in Q4 2021, and the finalization of the seven selected technical and financial proposals was completed in Q1 2022, including signing of the partner agreements. Implementation and evaluation is yet to be completed. A large number of the grantees are public organizations (3 PoLSWs, 2 IVET schools, 1 Youth Union, 1 PoES) as the first round. The main issue, and the primary reason the CF will be discontinued is that the proposals lack innovative aspects. The selected proposals were not of good enough quality for both technical and financial aspects, they took very long time to finalize, and required considerable

additional support from the project team. In addition, the CF drew weak interests and participation from the private sector to submit proposals.

The SM is expected to be disbursed during Q3 2022. Attending Basic Entrepreneurship Training (BET) is a condition for people from the target groups to apply for and receive SM. One of the main findings was that both IVET trainees and ESS participants regardless of men and women were from poor rural families, have found it a major challenge to access financial facilities e.g., banks and microfinance to start-up capital. Many have doubt over their employability after completing the ESS program, and see self-employment as the solution. At the same time, the local economy in the project provinces are composed mainly of family based micro and small businesses, which offer limited employment opportunities for non-family members or related in other ways. Nearly all IVET and ESS trainees/participants that were interviewed expressed interests in or were aiming to start their own business/ self-employed like mobile construction services, tailoring or electrical installations, in their own communities; and to do that they said 'they need a startup capital to buy some equipment or tools'. Although lacking access to start-up capital is an obstacle, most also lack basic business skills and knowledge on how to plan and run a successful business and self-employment startups.

### 2.3.3 Component 3 Performance

The table below presents the present status as of the end of 2021, of the main indicators relating to Component 3. The results will be visible towards the end 2022, once the seven CF projects that have been selected as the first round will be implemented. Learning from the experience during the CF selection process as described above, the budgeted second round of the CF funding has been recommended to shift to SM. All funded CF projects will be concluded in December 2022. It is possible if the results from the monitoring will be taken into account.

Table 4: Component 3 Log frame Status

Outputs 3	Output 3 Indicators	Status to date
Partner organisations offer innovative services on organisational, institutional and system's level through awards from the Small Grants Mechanism	A minimum of 10 innovative services available that improve system performance Number of organisations that offer an innovative service	Results visible 2022 onwards: <b>7 small grant projects have been contracted to date (March 2022).</b>
Small Grants Mechanism established to support development of innovative services in VET and ESS	Number of awarded projects by the SGM Number of applications through SGM received Small Grant Mechanism agreed by PSC SGM management set up SGM guidelines developed SGM templates developed	<b>7 awarded projects.</b> <b>39 concept notes</b> received; <b>10 full proposals</b> received. Challenge Fund (FKA SGM) agreed by PSC. Challenge Fund management set up, guidelines developed, tools and templates developed.

## 3 Conclusions & Recommendations

### 3.1 On Relevance Efficiency, Effectiveness, Sustainability, Impact, Outcomes and Results

The project is on track regarding achieving some indicators in the project log-frame, and behind in other. The indicators are however not time-bound to the implementation plan, but rather made as “end-of-project” targets which makes it harder to assess whether it is possible to recover on the components where the project is lagging.

#### 3.1.1 *Relevance*

The project is relevant to the project beneficiaries in the sense that it addresses a gap in the education sector which is to provide opportunities for early school leavers to re-enter the education system to gain skills that would be useful on the labour market.

There is a large number of youths, especially in rural areas and from traditionally disadvantaged backgrounds, who for different reasons do not complete primary school. The project is providing an opportunity for these to re-enter the system.

The project has the objective, not only to prepare students for employment on the labour market, but also to provide the basis for self-employment. This has become even more important following the COVID-19 pandemic and the effect it has had on the economy and society.

The direction of the project has somewhat changed, partly due to the effects of the COVID-19 pandemic, since planned activities had to change, partly activities and output had changed since they were possibly overly ambitious (Challenge Fund)

#### 3.1.2 *Effectiveness*

There is a demand from the society to increase the skills and quality of labour. The project has however not necessarily taken in enough of the demand of employers and the labour market. Moreover, the project while focusing on potential employers did not assess the needs of the market in general when for example selecting the different trades. For example, how many electricians or tailors can these provinces accommodate. This may be because the project has used courses and curriculum already in use by the IVET schools.

The focus of the project have very much been on the students, increasing their capacity and skills. The project stakeholders who have been selected as coaches has also improved their capacity, but the question is how this capacity will be used in a post-project context.

The COVID-19 pandemic is the overreaching factor limiting the full potential of the project, and the ability of it to reach the targeted outcomes.

The liaison with developing partners has been limited. The reason being that the project focus on early school leavers is not covered by other projects, hence it has been argued that there is little to exchange.

There is a clear intention of the project to target women by giving them equal opportunities. The gender balance in the different courses do however follows a very traditional split between what is considered male and female trades.

#### 3.1.3 *Efficiency*

The cost per capita (student/ teacher beneficiary) is about CHF1,700 for activities under Component 1 and 2. Comparing with similar project in the regional and in Lao PDR this is high. The project

interventions are however implemented as pilots, which could justify the higher costs. For a second phase, it is expected that activities would be streamlined.

Most of the activities are not achieved on time, however the project has a plan to catch up in order to achieve the targets within the overall project period. The targets in the log frame have not been time bound, which is something that should be addressed for the second phase.

Considering the pilot nature of the project it is expected and needed to be heavy on the project management and technical assistance. It is necessary to established procedures and evaluate at the end of the project whether they work or not.

The COVID-19 pandemic has had restrictive effects on the project at different levels, the main ones include: a) Training which was supposed to be carried out in person and in groups had to be carried out online, and in some cases individually; b) travel restrictions have restricted the ability of the project team to travel to provinces for necessary coordination, support and assistance; c) it has limited the ability of students, either by forced travel restriction or by personal worries of catching and spreading the virus, less keen to attend classes at the IVET schools.

### *3.1.4 Sustainability*

The components developed by the project (C1, C2, C3, EP, ESS, OP), will most likely not continue without external support and the continuation of the project. To date the tools and systems have not made a strong enough foothold in the IVET schools to continue.

There is local ownership for the project components, especially there is evidence that they acknowledge the benefit for the C1, C2 and C3 and the EP, however it is unlikely these will continue without external support. The question is whether the intention and end goal is to continue with more and expanded projects, or that the processes and tools are to be handed over to GoL.

It is important that the processes and tools implemented under the project are streamlined, so that more can be handled by the IVET schools. For the sustainability it is also important that there is a realistic financing mechanism which will support the schools and the students. It is understood that the intention is not for the activities that are currently being introduced and piloted under the project are to be financed by SDC for ever.

The project has been implemented in parallel with the regulatory framework, and hence to a great extent not been affected. The implementation of a regulatory framework including a viable financing modality for the target segment of early school leavers is required to ensure that what has been introduced under the project can be continued and that the knowledge is not lost.

The project has a clear approach in reaching and including consideration for the inclusion of disadvantaged groups (ethnic groups, poor and women) in the project, data is gender and ethnicity disaggregated, so it is possible to see the numbers of students in different courses and categories. GESI considerations do however require also qualitative indicators. Reaching equality only by reaching quantitative targets does not ensure (or measure) long terms effects, since they provide very little information on whether the interventions have the desired effects, whether they are appropriate and can be sustained.

### 3.1.5 Impact, Outcomes and Results

Impact and Outcome level indicators are assumed to be achieved at the end of the project and beyond. Interim results are expected by middle of 2022

An issue is that the indicator targets are not time-bound, and since they are not, it is not possible to say whether targets at this stage of the project (mid-term) are on track to be achieved or not. At the same time, of the indicators where the targets have been achieved, such as female and ethnic group participation in C1, C2 and C3, it remains to be seen whether the % rate will remain at the end of the project.

The COVID-19 pandemic has played a restricting effect on the project reaching the targets. Both at the macro level, in that the economy has contracted and it is harder for graduates to find employment, paid work in family businesses, and to start their own viable business. Meanwhile the project team, including MoES and the IVET schools have implemented the project in a flexible manner allowing for changes and course corrections to adjust to the macro level conditions.

A monitoring system should be considered a tool for management to get an overview of the project activities and achievements on a continuous basis in order to take knowledge-based decisions. The MRM is a tool that is primarily used by the project team in Vientiane and includes all available information about the project stakeholders and beneficiaries, and presents this information in interactive dashboards, while partly lacking the analysis aspect - where data becomes information for knowledge-based decision making. To better assist the project management (including MoES/MoLSW and the IVET schools and the PPICs) the MRM should also consider preparing summaries to be shared with key stakeholder on a regular basis.

## 3.2 Financial Performance

The cost per capita can either be calculated as the number of trainees, targeted to be graduated in any of the project activities by the overall budget of the project, or as the same number of trainees by the specific investment in the project components excluding experts and other support. It is the view of the MTR that the cost per capita should be calculated based on the overall budget, since it is assumed that the experts and the support the project is providing is doing this to reach the targets of the project beneficiaries. The per capita cost is CHF1,749 for Component 1 and CHF1,728 for Component 2.

The MTR has *Table 5- Cost per capita comparison*

compared this “cost efficiency indicator” with similar vocational and technical projects. For the purpose of

Country	Year	Donor	Overall budget (USD)	Non-infrastructure	Beneficiaries	per capita cost (CHF)
Tajikistan	2015	ADB	30 000 000	12 100 000	17 868	650
Cambodia	2014	ADB	23 280 000	19 600 000	55 100	341
Lao PDR	2010	ADB	22 600 000	14 100 000	20 000	677
Lao PDR	2016	ADB	24 000 000	13 849 710	40 000	332

comparison four projects with similar scope have been compared. Two of them in Lao PDR, one in Cambodia and one in Tajikistan. The two projects in Lao PDR were grants similar to VTESS, while the ones in Cambodia and Tajikistan had both loan and grant components. To compare the projects on somewhat equal terms, components with civil works and equipment have been removed from the calculations, hence only including only training, strengthening of systems, consulting services and

administrative costs. As the table below shows cost per capita for the VTESS project is comparatively high.

The distinction *Table 6 - TA/support share comparison*

between the “implementation” part of the project and the “Technical Assistance and

Country	Year	Donor	Overall budget	Non-infrastructure	Technical Assistance	% Technical Assistance
Tajikistan	2015	ADB	30 000 000	12 100 000	3 400 000	28,1%
Cambodia	2014	ADB	23 280 000	19 600 000	4 154 000	21,2%
Lao PDR	2010	ADB	22 600 000	14 100 000	4 134 000	29,3%
Lao PDR	2016	ADB	24 000 000	13 849 710	2 875 000	20,8%

Support”, is however still relevant. Of the overall budget 46,6% is allocated to “TA/Support” while 53,4% for the implementation. Again, compared to other similar projects the share of “TA/Support” in relation to the overall project budget is rather high. The MRT has with the same reference projects as above to compare the ratio of “TA/Support” with the overall budget. As can be seen in the table below the VTESS ratio is about double that of the reference projects.

With half of the project time has passed 55,7% of the “TA/Support” has been utilized, while 26,8% have been utilized of the “Implementation” budget, which suggests that the expenditure related to the “TA/Support” is more or less on

*Table 7 - Budget balance breakdown*

Item	Share	Budget	Utilization	% utilized	Balance
Services HQ	2,9%	249 446	139 224	56%	110 222
Local Office	1,9%	160 875	94 786	59%	66 089
Long Terms Experts	28,6%	2 463 769	1 417 594	58%	1 046 175
Short Term Experts	5,8%	502 160	235 810	47%	266 350
Local Support	7,4%	633 751	346 564	55%	287 187
“TA/Support”	46,6%	4 010 001	2 233 978	56%	1 776 023
“Implementation”	53,4%	4 599 999	1 234 328	27%	3 365 671
		8 610 000	3 468 306		5 141 694

track and should be able to complete the project within the current timeframe with the allocated resources, while the expenditure for the “Implementation” is behind. Because of the COVID-19 induced delays it is likely that additional time will be needed to complete the planned activities, however it is expected that this can be made as a no cost extension through re-allocation between the “TA/Support” budget. Considering the additional time needed for the completing a second round of ESS participant to be able to apply for the seed money, the project would need such no-cost extension from the end of December 2023 to July 2024.

A cost-benefit analysis (CBA) was carried out at the inception of the project. As with all cost-benefit analyses this was based on a number of assumptions, that for the acceptable values to be achieved need to be fulfilled.

- The CBA includes only outputs (trainees) and costs related to Component 1 and 2 with the argument that the benefits from Component 3 cannot be directly attributed.
- That 30% of IVET graduates and 80% of ESS graduates become either employed or enter self-employment as a result of their participation in the project
- That “stipends” for the trainees are not considered costs for the project, but rather an income.
- That the Lao Kip remains stable against CHF
- That the Inflation rate is maintained at around 2.2%

The table below was included in the CBA, but where the figures from the past two years have been added. As can be seen there has been a major change in the exchange rate (CHF-LAK) over the past Covid-19 years, and while inflation has

*Table 8 - Changes in financial conditions*

Year	CHF	LAK	Change per year	Inflation
Mar-16	1	7.776	0,00%	2,60%
Mar-17	1	7.628	-1,90%	0,83%
Mar-18	1	8.338	9,30%	2,04%
Mar-19	1	8.111	-2,70%	3,32%
Mar-20	1	8.953	10,40%	6,14%
Mar-21	1	9.893	10,50%	3,23%
Mar-22	1	11.905	20,30%	7,31%
Total change in 5 years (CBA)			+15,1% (3,00 %/year)	2,23%/year
Total change in 5 years			+42,8% (8,55%/year)	4,68%/year
Total Change since Project Start			+32,9% (16,4%/year)	5,56%/year

increased, it has not done so to the same degree. It should however be noted that the inflation rate is the official figures from Bank of Lao (BoL), which tend to be leaning towards macro-economic factors, and less towards everyday cost of living, which reportedly has increased considerably during the past two years. The Consumer Price Index has according to BoL statistics increased about 20% over the past 5 years and over 10% since the start of the project. Salaries have reportedly not increased at the same rate.

Since a major part of the “implementation” budget for Component 1 and 2, which is going to be spent in LAK, and is to be utilized during year 3 and 4, there will be major savings due to the change in the exchange rate. Since the stipends, seed money, and other payments made to project beneficiaries and schools are made in LAK, what is as of end of 2021 still outstanding would be equal to 30,132,852,463 LAK at the start-of-project exchange rate, would with the current exchange rate give 40,068,313,255 LAK, which is 9,935,460,792LAK or 32,9% more LAK for the same CHF.

The assumptions regarding the labor market insertion rate will, following the economic downturn resulted from Covid-19, most likely be lower. Moreover, it seems a majority of the graduates will come from C1 and from the ESS, hence the attribution rate would need to be weighted towards the 3-4 year range, which would reduce the assumed benefits.

Although the MTR has not had access to the CBA spreadsheet for it to provide an update of the key figures, the conclusion based on the above is that the assumed potential future benefits would be reduced.

### 3.3 Project Components

#### 3.3.1 Component 1

On Component 1 one of the main indicators, which is the number of Early school leavers from disadvantaged groups complete C1, C2, C3 courses is on the critical path, with only 27,3% of the target being achieved to date. While it is however understood that the project has a plan to reach the target (2,550) before the end of the project, voices throughout the project organization, from the teachers, to school management to MoES, that the student selection criteria should be loosened up since it has been difficult to identify and attract sufficient number of students for the program. A limitation has also been the COVID-19 restrictions, which has limited the ability to carry out social marketing campaigns and once the country is opening to a “new normal” it might become easier again to fill the courses.

Teachers have also not been trained on C1, C2 and C3 courses to the expected extent. As for other forms of training under the project it has suffered from the consequences of the COVID-19 pandemic, which could explain why only 25 of the targeted 40 teachers have received training. Similarly, since internships have not been rolled out, companies receiving the students have not provided feedback on the relevancy of the gained skills of the students have not been reached.

The Outreach Program which has also suffered from the impacts of the COVID-19 pandemic has reached about half of the targeted trainees. It is assumed that the project can catch up during the remainder of the project, although during the interviews with the IVET stakeholders the outreach program does not appear to be a priority, since it is challenging to identify the training recipients, and since it is less attractive for the trainers to carry out the training off campus. Since the outreach program is an important means for the project to reach disadvantaged youth in rural communities, the project should during the second half of the implementation encourage the IVET schools to increase the emphasis during the second half.

The Equivalency Program was approved by MoES late 2021 and is ready to be implemented by the project IVET schools. Nine Vocational Education and Training Curricula has been developed for three trades, as well as training modules and it is ready to be piloted. Since the EP is considered a pilot under the project it makes sense that the indicators are not measurable.

The overall budget of Component 1 is CHF5,396,849, which broken down on the targeted beneficiaries<sup>8</sup>, the per capita cost is CHF1,749. Comparing with other similar projects, in Lao PDR and similar countries this is high, and it should also be considered that this is the cost of the project if targets are met. Training is however not necessarily a quantitative measurement, but rather a qualitative since it is the question is what students actually get out of the training and how they are able to use what they have learned, rather than “just” attendance.

### *3.3.2 Component 2*

The first full coaching cycle of 385 ESS participants enrolled (comprising 65% of women and 38% of non-Lao) is about to be concluded by May 2022. Of them 28% found a job before completing the cycle. The project will be launching the second full and partial coaching cycle of almost 700 participants. The second cycle will face a time pressure before the project ends and potential COVID-19 outbreaks. It may be difficult or challenging for ESS participants to apply for the second SM round unless the current project phase is non-cost extended and/or the next project phase starts to ensure continuation. The project admits that it is rather a challenge to reach 80% of the ESS graduates over the project period due to the COVID-19 pandemic. The project has worked with 15 ESS partners of 25 coaches who have just completed all cycle modules. Selection process of the second batch of 25 new coaches have begun. The project is on track in filling the 50 coaches. The experience was gained from identifying and working with partner businesses that are willing to offer internships for ESS participants and will be a learning experience for carrying out the next round.

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<sup>8</sup> For Component 1 including 2,550 graduated from C1, C2 or C3 courses, 450 early school leave from disadvantaged groups completed the outreach program, 45 school management staff receiving capacity building, and 40 teachers trained to C1, C2, C3 courses

The overall budget of Component 2 is CHF1,814,613, which broken down on the targeted beneficiaries<sup>9</sup>, the per capita cost is CHF1,728. As this is in line with the high cost per capita of Component 1, the coaching cycle is a pilot, and it would have been expected to carry a higher cost. However, it should also be noted that this is the cost if the project targets are met.

### 3.3.3 Component 3

Due to delays, implementation of the CF and SM is possible in 2022. The first round of CF officially launched early Q3 2022 when all the seven CF recipients and the project entered into an agreement. Through the CF selection exercise, it has been agreed that the second or last round of 3-5 projects would discontinue at the current project phase and that the CF budget be reallocated to the SM. The discontinuation has been in principle agreed at the MTR debriefing to the SDC, MoES, MoLSW, and VTESS/SC. The first SM round will be rolled out by May 2022. The 6-month-old SM will be disbursed to 100 projects on a competitive basis for ESS participants. The second, last round of 100 SMs will start by Q4 2022. With the to-be-officially-confirmed discontinuation of the CF during the current project phase can be for the next phase of the project.

The overall budget of Component 3 is CHF1,398,537, which in the log frame does not attribute number of targeted beneficiaries making it not possible to get a per capita figure. It is also not yet confirmed which of the Challenge Funds have/ will be awarded, and how many beneficiaries these will reach.

## 3.4 Recommendations on Remaining Period

Project reporting has been an issue raised by project stakeholders. Regular project reports is a way for the project team to communicate progress, performance and obstacles to project stakeholders, while reports from project stakeholders (mainly PPIC and the IVET school administration and management), is a means to keep the project team updated on the conditions “on the ground”. It is recommended that the project shares quarterly report with the project stakeholders which includes summaries of the main achievements and obstacles during the reporting period, plans and actions needed for the next quarter, and a summary of the MRM dashboard outlining the performance against the main project indicators. This would increase the participation among the project stakeholders, increase their engagement and cohesion.

The log frame indicators are currently mainly quantitative – the number of trainees, teachers, how many get employment etc. Although this provides information on the scale of the project achievements, it is less telling whether for example the training program delivered makes the students better prepared for the job market. The MTR recommends that the projects come up with approaches to assess also the quality of the delivered activities, so that potential adjustments can be made for the second phase.

There have been repeated suggestions from the project stakeholders to expand the selection criteria for C1 and ESS students: a) to include students over the age of 35; b) include students (ESS participants) from outside the 10km radius, and c) also include students who have completed Lower Secondary

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<sup>9</sup> For Component 2 including 1,000 early school leavers from disadvantaged groups complete the full/partial cycles, and 50 coaches trained.

Education. The recommendation of the MTR is not to expand on the present criteria during the present project, but to consider including a broadened range of students during the next phase.

Similar to the suggestions of expanding the selection criteria, there have been repeated suggestions to expand the roll out of the seed money component. There is a high demand among students, since many have the intention to start their own business, where the seed money would be of providing an initial support. However, while seed money is important, it is also necessary that the students beside receiving the technical training also receive basic business training. While this is being planned for the ESS during the coaching cycle, it would also provide better opportunities for the C1, C2 and C3 students once they enter the market as “self-employed” or as part of a family business.

As has already been planned, the project will discontinue the Challenge Fund. While the first round of the Challenge Fund proposals will be funded, a second round of proposals during this phase of the project will not be called for.

Because of the COVID-19 induced delays it is likely that additional time will be needed to complete the planned activities, however it is expected that this can be made as a no cost extension through re-allocation between the “TA/Support” budget. Considering the additional time needed for the completing a second round of ESS participant to be able to apply for the seed money, the project would need such no-cost extension from the end of December 2023 to July 2024.

### 3.5 Recommendations for the Next Phase

Based on the experience from the present phase of the project it is important that the project sets out with an overall implementation plan, which is including targets in the log frame for each year. The log frame of the current phase only includes project targets for the end of the project, while year-to year targets are set for indicators in the annual operational plans making them measurable and time bound. The recommendation is that it should be included in the project design that project performance could be assessed towards annual targets, which in turn would make adjustments and course corrections easier.

Because of the large interest among present and graduated students in starting up their own business, a recommendation for the second phase of the project is to expand the Seed Money component. This will pose a challenge on the project management, since it will require considerable resources to manage and monitor the recipients to ensure that the money, they receive are used for the purposes they are intended for. The procedures for providing the Seed Money and for the monitoring and follow up need to be streamlined to ensure that the program can be efficiently managed. It is further recommended in relation to the expansion during the second phase, that the seed money component would also be open for the IVET students. Reward requirement and criteria must be clear, and the application procedure must be made simple. It would also be ever so important that also successfully completed “basic business training” is made a requirement.

Since the ESS program has struggled to maintain its participants shown by high drop-out rates and with identifying relevant and willing companies to receive trainees in the five project provinces, a recommendation is to pilot the ESS with its coaching cycle in the larger urban areas such as Vientiane, Savannakhet and Luangphrabang, where there are more larger companies. The target beneficiaries

would still be early school leavers from disadvantaged groups. Doing this the project should also consider carrying out a new market assessment where it is separating between a labour market assessment which would support the part of the project which is targeting employment, and a market assessment which would be looking at the supply and demand for self-employment.

The project should expand its engagement with non-governmental stakeholders, including NPAs and private sector, and not limit the selection of organizations based on the project provinces where they are active, but also to those from other provinces. There is a higher probability that especially the ones from the larger cities have available ability and resources to contribute to the project in a more substantive manner. If the coaching cycle is to be sustained, it will be key that there are credible and reliable organizations in the country, sharing a similar vision who would even be able to continue the coaching cycle approach by themselves. An indirect outcome would be strengthened capacity among the civil society.

As part of the recommendation of expanding the participation of non-governmental stakeholders the project should also aim to produce and train full-time professional coaches. It is understandable during the project phase 1 to pilot the coaching cycle approach by primarily engaging with public officers (from IVET schools, PoLSW, LWU etc) in doing the coaching cycle. This may not be sustainable for two reasons: a), public officers often moved between positions and departments within their organizations, and b) coaching students for employment/ self-employment is not their main profession and is therefore regarded as an additional tasks to their regular work.

### 3.6 GESI Aspects and Recommendations

SDC has the ambition of transformational change when it comes to Gender Equality and Social Inclusion (GESI). This means that the scope of interventions needs to be set to pursue equal opportunities, to strengthen the position of discriminated persons, to enable more meaningful participation. For this it is necessary to promote GESI responsive policies and budgets, to achieve change of behavior and power relations and finally, to promote more equal benefits that leads to inclusive and sustainable development.

The project is in line with the project gender related targets, although the indicator is considered at the end of the project. While there is a majority female in the ESS program (65-35), female is in minority enrolled in the C1 (45-55), the overall gender balance is about 50-50. At the same time the dropout rate is somewhat larger among female than male students (9,2% vs. 7,2%). Achieving this transformational change is thus not only however not only by adding up numbers, but rather striving to ensure that people from traditionally disadvantaged groups have equal opportunities, both to access specific courses and opportunities within the project, but also creating the conditions for equal opportunities once the students have completed their training. Although the Lao culture has been “traditional” in how gender roles are considered in society, times are changing and there is an increasing acceptance to seek training and employment in sectors that are not considered to be aligned with traditional gender roles. To understand existing inequalities, one need to be looking at the following four factors:

- Access to and control over services/resources

- Division of labor - roles & responsibilities that defines the position and scope of action
- Participation in decision making
- Assess the specific needs and priorities.

It is important that the project is not only considering the determinants of exclusion but also the underlying roots causes and effects of exclusion. GESI inequalities, causes and solutions require qualitative rather than quantitative considerations, so it is not only including gender disaggregated data, but rather providing analysis of the data, in view of the change the project is looking for, or regarding unexpected results, challenges and lessons learned. This can be done in the form of case studies and special workshops with female students/ teachers to gain a better understanding on on-going issues. Furthermore

The recommendation for the remaining half of the project is to maintain the project GESI targets (gender equality access and ethnic participation in programs), but go beyond just counting the numbers, and include additional qualitative assessments on the factors that limit inclusion and based on these make adjustment to improve the opportunities.

For the next phase the recommendation is to include qualitative GESI indicators in the log frame, focusing on results relating to the provision of equal opportunities. In addition to ensuring that training data is disaggregated by sex/gender, project should consider both quantitative and qualitative gender responsive indicators. GESI-responsive indicators include: gender/ ethnicity -specific and/or gender/ ethnicity -disaggregated indicators, social stratifier specific and/or disaggregated indicators, as well as gender/ ethnicity equality indicators which explore the role of gender/ ethnicity related inequality in relation to particular project component or outcomes. Note that these indicators can be either quantitative or qualitative.



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**and Consular Agency of Switzerland, Vientiane, Lao PDR**

## Annex 1 – Terms of Reference

# **Terms of Reference for the Mid-Term Review of the Vocational Training Education Support Services (VTESS) Project**

## **1. Purpose**

The present Terms of Reference (TOR) provide the framework for the mid-term review (MTR) of the Vocational Training Education Support Services Project (VTESS) in Laos. The aim of the MTR is to assess achievements of the project to date versus the VTESS logical framework, assess the implementation strategy and make recommendations for the remaining duration of the phase.

## **2. Review and Evaluation context**

The increasing integration of Laos into the ASEAN region entails not only the opening up of the economy and of the labour market, but also intensified competition with other countries in the region. Consequently, there is an increased need in the number of well-qualified, skilled workers. On the other hand, the reputation of TVET with parents and youth remains low, despite government campaigns to encourage young people to go for Technical vocational training. Parents and youth still prefer university degrees as this ensures higher social reputation and presumably higher salaries.

The labour market demands for skilled labour with focus on construction, tourism and agriculture, for which the existing TVET institutions cannot cater with a sufficient number of students. Currently, there are important number of Private TVET institutions compared to public TVET institutions, with student enrolment in private institutions being higher than in the public institutions. On one hand because there is more demand by students and on the other hand because the training in technical occupations requires higher investments in machinery and equipment. The key challenge for government is how to encourage private institutions to provide for training in technical occupations which comply with labour market needs. Another important challenge for the government is to improve quality and relevance of training provided in public TVET schools.

Despite ongoing reform efforts in the education and in particular the TVET sector progress has mainly been limited to strengthening the regulatory framework by adopting new laws and the

revised TVET Law has been approved in 2020 and the almost final draft of The 9th NSEDP 5 year plan reflects the emphasis the GoL puts on TVET .

Promising initiatives such as the creation of a common “Labour fund” for skills training to be supported with resources of various stakeholders such as employers, government and donors, could so far not been concretized

In the 9th NSEDP, TVET is prominently addressed in the education sector and highlights the need to improve new curriculum and instruction methods, teacher capacity as well as access to TVET for people in rural and remote areas. It furthers points out the necessity of creating opportunity for people to access quality education services in areas that are relevant for the labour market.

Development partners have been supporting the TVET sector in the past years. Through the previous VELA project, Integrated VET schools have been built and technically been supported.

### **3. Subject of the evaluation : VTESS Phase 1**

Switzerland has included Skills Development and Employment within its Mekong Region Strategy 2017-2021 as SDE domain and as part of the Inclusive Economic Development focus of its Mekong Regional Cooperation Programme 2022-2025. SDC supports the VTESS project based on the results of the VELA project of which the data baseline was used for developing the project concept notes and project design.

Switzerland supports Vocational Training as well as the Technical Vocational Education and Training “TVET” in line with the SDGs and the Lao 9<sup>th</sup> National Social and Economic Development Plans (NSEDP) in the five provinces Oudomxay, Xayyabouly, Xiengkhouang, Khammoun and Salavan.

The total cost of the project is CHF 8,610,000.00 and is fully financed by SDC as a mandated project.

#### **Objective of VTESS:**

The Vocational Training and Employment Support Services (VTESS) project aims at vocational training and labour market insertion of early school leavers, young, disadvantaged people, 15-35 years of age, who have completed only primary education. The goal is to bring 3'000 early school leavers back into employment, self-employment, income generation or back into the education system. VTESS is a project of the Government of the Lao PDR and the Government of Switzerland through the Swiss Agency for Development and Cooperation. It is implemented by the Ministry of Education and Sports, the Ministry of Labour and Social Welfare and the consortium of Swisscontact and the Lucerne University of Applied Sciences and Arts. The project is working in Oudomxay, Xayaboury, Xiengkhouang, Khammuane and Saravane and consists of 3 interrelated components:

#### **Specific objectives:**

**CMP1-Integrated Vocational Education and Training (IVET):** This component seeks to deliver labour market relevant training to 2'000 trainees with a focus on sustainability and completion of the IVET training path. Under this component the project: i) reviews the legal

basis of the IVET path and its financing; ii) selects IVET schools in targeted provinces and build their capacity, including its teacher body, to deliver quality training; iii) revises and /or develops curricula jointly with the private sector in order the skills acquired by the IVET graduates match with the requirement of the world of work; iv) trains early school leavers in short courses on Certificate level 1, 2 and 3.

**CMP2-Employment Support Services (ESS):** The employment support services component is a new approach and will be conceptualized, developed, and piloted during the project. The approach involves 1'000 early school leavers in a coaching process over a year integrating them back into employment, self-employment, income generation or back into the education system. This component is closely linked to CMP1; trainees from the coaching cycle can attend IVET training and IVET trainees can join the coaching cycle. Under this component the project: i) adapts the ESS concept developed by the Lucerne University of Applied Sciences and Arts to the context of Lao; ii) selects ESS partners in the 5 provinces to build their capacity and develop a coaches pool to deliver quality coaching; iii) delivers coaching to early school leavers; iv) seek to anchor the successfully piloted ESS on national/ subnational level.

**CMP3-IVET Framework Conditions:** This component seeks to strengthen the overall context for IVET and ESS conditions. The component will support selected innovative projects through a Challenge Fund at the level of key stakeholders at sub-national and national level. The projects are expected to contribute to the strengthening of IVET and ESS conditions. Furthermore, the component pilots a Seed Money Mechanism to complement and contribute to the outcomes of the VTESS project, particularly to bring people from the target group into self-employment. Attending Basic Entrepreneurship Training (BET) is a condition for people from the target groups to apply for Seed Money.

Not all young men and women manage easily the transition from school to work. Especially, persons from marginalized groups or youth in difficult economic (e. g. from rural areas), educational (e.g. early school leavers) or social situations (e.g. with single mothers or from a difficult family background) struggling with the school-work transition or starting a vocational education program. They may not have finished the obligatory school time and consequently face difficulties when looking for employment which are further exacerbated by their lack of financial means and prejudices towards their background and community.

Coaching for Employment and Entrepreneurship (C4EE) aims to address the skills and needs of these young men and women who have little or no access to vocational education, training and the labor market. Doing so, the C4EE approach contributes to fight the exclusion of vulnerable groups on the labor market in the country.

Stakeholders in the IVET system contribute to improved system performance by accessing innovative services on organizational, institutional and at systems level.

For more details on the project design and implementation strategy, see VTESS logical framework.

## 4. Objectives, approach and scope of the MTR

### Objectives

The main objectives of the external MTR are to:

- (1) Review the relevance, effectiveness, efficiency and sustainability of the VTESS Project to date;
- (2) Identify any intended or unintended outcomes which may already be visible;
- (3) Assess the effectiveness of the project monitoring and evaluation system; and
- (4) Make recommendations regarding eventual adaptions in the 3 components for the remaining duration of the phase in view of reaching project goals.

## Approach

Analyze achievements in the 3 components, identify main challenges for the implementation and recommendations (if appropriate) for adjustments

## Scope

The breadth and depth of the evaluation will be informed by the questions that the mid-term evaluation seeks to answer (see Section 5 below, “Guiding questions”).

The evaluation will assess overall project implementation, as well as the implementation of its 3 components, in light of the Lao PDR current political, economic, social context, and the impact of the COVID pandemic and provide recommendation for the implementation of the second half of the ongoing phase. The time frame to be considered for the MTR&E is from December to end of March 2022.

The team leader will be required to draft an evaluation design matrix with sub-questions that will guide the evaluation (see Section 8, “Deliverables”). The questions set out below, grouped according to the main objectives of the evaluation (see Section 4), are intended to provide overall guidance to the drafting of the evaluation design matrix and the sub-questions referred to earlier.

## 5. Guiding Questions

### A. Relevance

- Is the project relevant in relation to the needs and priorities of the intended beneficiaries (IVET schools/trainers, ESS partners and coaches, Challenge Fund Recipients) Ultimate beneficiaries: C1/2/3 trainees, coaching cycle participants)?
- Are the project results consistent with Lao PDR’s needs and priorities?
- To what extent are the objectives of the project still valid?
- Are the activities and outputs of the project consistent with the overall goal and the attainment of its outcomes?

### B. Effectiveness

- To what extent has the VTESS Project contributed to a demand-oriented TVET system?
- Which capacities of stakeholders were changed, to what extend and how?
- What are the major factors influencing the achievement or non-achievement of the outcomes?
- How has the project liaised with other Development partners? And how this as contributed to the achievement of outputs and outcomes
- How does the intervention affect men and women? If there are differences, why?

### C. Efficiency

- Were the activities of interventions cost-efficient, i.e. how economically have resources/inputs (funds, expertise, time, etc.) been converted to results?
- Have objectives been achieved on time?
- Has the project been implemented in the most efficient way compared with alternatives? Is the project set-up and project management adequate (for example in regard to employment of national versus expat staff)?
- How the Covid-19 pandemic and restriction had an impacted to project implementation?

#### D. Sustainability

- To what extent are the benefits of the project likely to continue after the project end (e.g. continuation of C1, C2 and C3 courses, continuation of ESS and Challenge Fund).
- To what extend is local ownership established? What is the uptake by GoL other partners in implementation at lower level (IVET schools, ESS partners, etc.), specifically by the MoES, based on project results to upscale or replicate?
- What are the major factors that could be identified at this stage that influence the achievement or non-achievement of the project's sustainability?
- How is the regulatory framework and its delay in implementation affecting the sustainability of the project (e.g. delay in establishment of NTC, Training fund, National Qualification Framework etc.)
- Have gender data identification and the inclusion of disadvantaged people (ethnic minorities, poor, women) been integrated, how? What are possible long-term effects regarding gender equality and inclusion disadvantaged people?

#### E. Impact, Outcomes and Results

- Which intended and unintended impact and outcomes have been achieved and are expected to be achieved?
- What factors played a role in achieving these outcomes and impact?
- Is the existing monitoring system of the VTESS project designed in a way to provide credible and good quality data? Does it comply with international standards on results based monitoring systems?

#### Lessons Learned and Recommendations

- What lessons can be learned from the implementation thus far in regard to its relevance, effectiveness, efficiency, sustainability and ways of bringing about change?
- Are there any recommendations for improving the achievement of outcomes?
- What are the recommendations for eventual adjustments or changes that are needed in either the design of the project (outcome, outputs), the strategy, approach and set-up that it employs, the choice of implementation partners and implementation arrangements, and/or the areas of focus and priorities during the remaining 17 month of the current phase (until July 2023) in order to ensure satisfactory achievements, their consolidation and sustainability;

## **6. Methodology**

The overall methodological approach for the evaluation is participatory. The evaluation team will consist of the international expert as Evaluation Team Leader, to be mandated by SDC. The competencies of the Evaluation team are detailed in Section 7.

The Evaluation Team will closely collaborate with the main stakeholders in order to ensure that the findings of the evaluation are credible, sustainable and likely to be used. Under the guidance of the SDC Office in Laos, the MTR evaluation international consultant will work together with the VTESS project team, IVET and TVET schools, government and private sector partners under ESS (not for profit Association partners).

Thorough preparation ahead of the in-country mission is a key requirement. Before the in-country mission, the team leader is expected to deliver an evaluation approach paper with a draft work plan for the evaluation (including the evaluation design matrix) in collaboration with evaluation team members. The work plan will be based on a desk review of reference documents (see Section 12, "Reference documents") and communication sessions with SDC Laos.

The evaluation will interact and hold interviews with partners, stakeholders and beneficiaries; visit or online meeting or joint meeting among group of all 5 IVET/TVET schools, ESS partners, coaches, the Provincial Project Implementation Committee (PPIC), challenge fund recipients and employers of graduates, if possible, and facilitate participatory workshops and discussions among stakeholders both inside and outside of the project to determine their views about the context and implementation of the project.

The selection of the IVET schools to be visited will be made at a later stage, based on travel regulations at the time of the review.

For the IVET/TVET schools and other government partners mentioned above which will not be visited physically, respective school directors will be called to a joint meeting in one of the closest schools.

In all visited schools, C1, C2 and C3 students should be interviewed (group interviews). Interviews with students of formal courses in IVET Schools should also be conducted in order to get a feeling about overall functioning of the schools.

For time and efficiency reasons, the team leader may organize into one groups, under the lead of the international evaluation person, accompanied by one local TVET specialist.

The consultant team will apply gender sensitive methods and consult women and men, and minority ethnic groups.

The partners to be interviewed should include, but not be limited to, representatives from the following organizations:

- Ministry of Education and Sports, Department of Vocational Education
- Ministry of Labour and Social Welfare, Department of skills development and promotion
- Ministry of Labour and Social Welfare, Department of Provincial Labor & Social Welfare (DPLSW)
- Ministry of Planning and Investment (MPI), Department of International Cooperation
- SDC (Christian Engler, Sonenaly Phetsiriseng and Santi Sayarath)
- IVET and TVET school directors/management and teachers in selected regions
- IVET and TVET students (C1, C2 and C3 courses),
- Consultants involved in the planning and implementation of VTESS (included project team)
- Provincial office of Education and Sport
- Provincial employers
- Vocational Education Development Institute (VEDI)
- ESS partners (Govt institutions, Women Unions, Not for Profit Associations), coaches, coaching participants
- Challenge Fund recipients
- Job assist office

## 7. Evaluation team

The mission core team will be composed by one international Expert mandated by SDC (Team leader), and one local consultant also as interpreter.

**Team leader:** The team leader will be an international expert and will assume overall responsibility for the expected results of the evaluation mission. Requirements: A senior professional with proven experience and expertise in all aspects of project-cycle management: Project planning/design; implementation; and in particular a proven record of project evaluations/reviews. Experience in gender mainstreaming and inclusion of vulnerable groups, as well as sound knowledge on monitoring and evaluation systems is necessary.

In addition, he/she is expected to have a thorough understanding of development processes, including both technical and capacity building. Understanding and experience with TVET systems is a must, as are sound interpersonal and report-writing skills. Experience in labor policies is desirable. Previous experience as an evaluation team leader is a key requirement. Knowledge of the Lao TVET context is desirable.

**Local TVET expert, with particular expertise on gender equality and inclusion of disadvantaged groups.** A professional with proven experience and expertise in all aspects of TVET systems; experience in project evaluations/reviews is an advantage. In addition, the expert is expected to have a sound theoretical and practical understanding of the Lao TVET system. Good written and oral English skills are required.

## 8. Deliverables

Two distinctive products are expected from the evaluation:

**1. An evaluation approach paper and a work plan:** The brief approach paper (AP) will be elaborated ahead of the in-country mission and in consultation with the main stakeholders before its formal approval by SDC Laos. The AP will state the outputs that will be delivered by the evaluation team; describe the key stages of the evaluation process and its time line; and establish clear roles and responsibilities for evaluation team members, the commissioning organization and other stakeholders in the evaluation process. In addition, the AP will contain the evaluation design matrix, which will flesh out the guiding questions by adding descriptive, normative, causal sub-questions and project design/conceptual questions. Moreover, the evaluation AP will describe the evaluation quality assurance process, and the process for obtaining and incorporating stakeholders' comments in the draft evaluation report (see below).

**2. Evaluation report:** The main output of the evaluation will be a detailed evaluation report that includes a thorough situation analysis (taking into account the guiding questions), an evaluation of ongoing activities, and comprehensive and specific recommendations. The evaluation report should be objective and factual so that it can be distributed and shared with all major stakeholders. The length of the report should not exceed 20 pages, excluding annexes.

The report should be developed in view of the need to:

- Validate the current project outputs and outcomes and report on project's progress in relation to the anticipated outcomes, both within the existing constraints and in relation to its consequences for the remaining two years of implementation.
- Identify the gaps to be addressed, lessons learned to be applied, and any adjustments to be made in relation to outputs, outcomes and strategies, and actions needed to achieve these adjustments.
- Provide recommendations on new activities and upscaling/improvements within the scope of existing activities, approaches and strategies to be undertaken by the project to achieve the expected outputs and outcomes.
- Provide recommendations for improved collaboration and cooperation with the relevant government agencies, implementing partners and donor organizations in order to increase the effectiveness of the project components in support of the overall government's TVET reform agenda.

## 9. Timeframe

In accordance with the detailed timeframe above, the evaluation process will formally start on 20 January 2022. The in-country mission is proposed to take place in Laos from 07 February to March, 2022. During the in-country mission, the evaluation will stay the two first week in Vientiane, and then will move to the selected TVET/IVET schools. Given the changing COVID-19 related restrictions, flexibility and short-term adaptability will be required.

The below table shows a tentative time allocation for mission members, which also constitutes the basis for the individual contracts between the consultants and SDC.

Dates	Description	Days	Days
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		Team Leader	Local TVET expert
<b>Consultant contracting</b>			
13.12.2021	SDC sends TORS to selected consultants		
20.12.2021	Consultants submit technical and financial offer to SDC		
04-06.01.2022	Selection process		
07.01.2022	SDC informs bidders on the outcome of selection process		
By 11.01.2022	Contracting and refinement of proposal by successful bidders		
<b>MTR Mission</b>			
25 - 26 Jan. 2022	Review of documents	2	2
27-31 Jan. 2022	Elaboration of draft AP, evaluation design matrix and MTE report outline (telephone/skype interviews with SDC or main stakeholders if needed)	2	1
02 - 04 Feb. 2022	Revision of draft AP	1	
07 - 11 Feb. 2022	In country mission, interview relevant stakeholders ( VTESS, DVET, VEDI, DSDP, DPLSW, Job centers)	5	5
14 -26 Feb. - 4 Mar. 2022	Field mission	10	10
02 Mar. 2022	Debriefing to SDC	1	1
4 Mar 2022	Debriefing to the counterpart	1	1
09 - 18 Mar. 2022	Report drafting	6	3
28 Mar 2022	Revisions to draft evaluation report	1	1
31 Mar 2022	Final Evaluation Report sent to SDC		
Total Days		29	24

## 10. Budget

The budget(s) will be separately annexed. Contracts will be concluded with the team leader based on 29 working days, with the local TVET expert based on 24 working days.

Contractors must include the expenses for accommodation (cost ceiling) and meals (lump sum) in their offer. If the offered rates exceed the FDFA's internal rates, negotiations will be conducted.

Travel costs should also be included in the offer.

## 11. Reporting and logistics

The evaluation team will report to the Deputy Director of Cooperation and the national Program Officer for TVET of SDC Lao PDR for the entire duration of the assignment. During the in-country mission, team members will work under the guidance of the team leader.

Administrative support will be provided by the National Programme Officer (NPO) responsible for the TVET domain.

The SDC office and VTESS project team will give logistical and administrative support to the evaluation team and will provide contact details for people to be met and interviewed. SDC and VTESS project team will also arrange for the meetings with government stakeholders in Vientiane as well as in IVET/TVET schools in the selected regions as well as project field visit.

The local experts are expected to support the team leader by setting up the mission schedule and coordinate with the SDC for logistical arrangements;

An initial briefing will take place on the first day of the in country mission with SDC, as well as VTESS project team.

At the end of the in-country mission, the evaluation team will hold a **debriefing** with SDC, VTESS project management team and government stakeholders in Vientiane, outlining the main preliminary findings and recommendations.

Final findings and recommendations will be captured in the evaluation report, which is to be submitted after the in-country mission.

## 12. Reference documents

- Swiss Cooperation Strategy 2017-21 for the Mekong Region (SDC)
- Swiss Cooperation Programme 2022-25 for the Mekong Region (SDC)
- VTESS Project document: implementation plan, LogFrame, phase plan, phase budget.
- VTESS fact sheet VTESS
- VTESS Credit Proposal document (SDC)
- VTESS Annual Workplans and annual Budgets
- VTESS tracer studies
- VTESS market appraisal
- VTESS Annual Reports, progress report etc.
- TVET Masterplan
- TVET Law
- 9<sup>th</sup> NSEDP
- Other laws and regulations as deemed necessary
- Other relevant background documents to the project

### Evaluation Criteria

Evaluation criteria for consultancy service providers	Weight
CV of the international expert applying for the position of team leader, and particular relevant experience in the past five years	45%
Understanding of the assignment, including a proposal for approaches to the evaluation	35%
Attractiveness of the financial proposal	20%

## Annex 2 – MTR Schedule

Dates	Description
25 - 26 January	Review of documents
27 - 28 January	Elaboration of draft AP, evaluation design matrix and MTE report outline (telephone/skype interviews with SDC or main stakeholders if needed)
31 - 04 February	Revision of draft AP Coordination and planning of mission schedule In country mission, interview relevant stakeholders (VTESS, DVET, VEDI, DSDP, DPLSW, Job centers)
07 - 11 February	In country mission, interview relevant stakeholders ( VTESS, DVET, VEDI, DSDP, DPLSW, Job centers)
13 February (Sun)	Train To Oudomxay (8:00am-10:46am)
14 February (Mon)	Oudomxay and interviews with: (1) school staff/teachers/ students (2) PPIC (3) ESS partners/coaches (4) Provincial coordinator <i>(Interviews may continue until 15 Feb morning if needed)</i>
15 February (Tue)	Train from Oudomxay (12:30pm) to Luangprabang (13:17pm) Car from Luangprabang (14:00pm) to Xayabouly (16:00pm)
16 February (Wed)	Xayabouly and interviews with: (1) IVET school staff/teachers/ students (2) PPIC (3) ESS partners/coaches (4) Provincial coordinator
17 February (Thu)	By car by to Xiengkhuang
18 February (Fri)	Xiengkhuang, and interviews with: (1) school staff/teachers/ students (2) PPIC (3) ESS partners/coaches (4) Provincial coordinator?
19 February (Sat)	Return to Vientiane by flight
21 February (Mon)	Car to Thakek/Khammouane
22 February (Tue)	Khammouane, and interviews with: (1) school staff/teachers/ students (2) PPIC (3) ESS partners/coaches (4) Provincial coordinator
23 February (Wed)	Car to Salavane Provincial coordinator
	Drive to Thakek
25 February (Fri)	Return to Vientiane
3 March (Thu)	Follow-up with Swisscontact team
18 March (Fri)	Debriefing to the SDC/MoES/MoLSW
09 March– 3 April	Report drafting
4 April (Mon)	Submission of Draft Report
	Final MTR Report sent to SDC

## Annex 3 – List of Persons Met

Below include lists of the project stakeholders and beneficiaries interviewed during the course of the MRT. In addition to the MTR team Nils Gardek and Sunnti Duangtavanh, Ms. Latsany Laoin and Singthong Singhalath participated in most meetings and interviews during the visit to the five provinces. Ms. Sonenaly Phetsiriseng from Project Manager from SDC participated in the meetings in Oudomxay Province

### Vientiane Province

No.	Full Name	Position	Organization	Telephone
1	Dr. Phouvieng Phommilay	Director	VEDI/MoES	020 55523211
2	Ass. Prof. Dr. Bounsaeng	Deputy Director	VEDI/MoES	
3	Mrs. Philany Phitsamay	Deputy Director General	Dept. of Non-formal Edu./MoES	020 52334798
4	Mr. Khornsy Mahavong	Deputy Director General	Dept. of Employment/MoLSW	
5	Mr. Singthong Singhalath	Technical Official	Dept. of Employment/MoLSW	020 29773848
6	Mr. Nouphan Outsa	Director General	Dept. of TVET/MoES	
7	Mr. Michael Fink	Country Director	Swisscontact	
8	Mr. Manfred Egger	VTESS Team Leader	Swisscontact	
9	Mr. Phetsavart Phangphongphakdy	Component 1 Manager	Swisscontact	
10	Ms. Sousaichay Baudez	Component 2 Manager	Swisscontact	
11	Mr. Peter Leibacher	Component 3 Manager	Swisscontact	
12	Ms. Vannida Hubxaythong	Component 1 Coordinator	Swisscontact	
13	ທ. ສາຍສະຫຼອນ ກົມສື	ຜູ້ອ່ານວຍການ	Lao-India Entr. Dev. Centre/MoES	020 55630759
14	ນ. ແຕນຸ້າຝັດ ທໍາມະວົງ	ຮັກສາການຫົວໜ້າດ້ານບໍລິຫານ	Lao-India Entr. Dev. Centre/MoES	020 22429511
15	ທ. ພອນທະວີ ໄຊລະວາດ	ຫົວໜ້າຂະແໜງ	Lao-India Entr. Dev. Centre/MoES	020 56414441
16	ທ. ເດັດສຸວິຄິດ ສີທະນາ	ຫົວໜ້າຂະແໜງຫຼັກສູດ	Lao-India Entr. Dev. Centre/MoES	020 55989775

## Oudomxay Province

No.	Full Name	Position	Organization	Telephone
17	Mr. Phetphalang Phanyavong	IVET school director	IVET ODX	
18	ນ. ທົ່ງທອງ ວິວະດາ	Trainer/ຄອງພະແນກວິຊາວັ້ງສັດ	ພະແນກວິຊາວັ້ງສັດ	020 29122197
19	ຄູນ. ຜຸດທະສອນ ແກ້ວລັນດາ	Trainer/ຄອງພະແນກວິຊາປຸກຟັງ	ພະແນກປຸກຟັງ	020 95597141
20	ທ. ໄພວັນ ຫັນນິສິນ	Trainer/ທົ່ວທັນພະແນກ	ຊ່າງໄມ້	020 55871228
21	ວັນລະດດ ກັນລະລາ	Trainer/ຄອງພະແນກ	ໄຟຟ້າ	020 22849944
22	ນ. ໄພມະນີຄອນ ວິນະພັນ	Trainer/ວິຊາການ	ຕັດຫຼືບ	020 22849955
23	ທ. ສົມສັກ ສຸຟິໄລ	PPIC/ທົ່ວທັນພະແນກ	ສສກ	020 55365561
24	ທ. ຄໍາຫຼັນ ຜອງມະນີ	PPIC/ຄອງພະແນກ	ກະສ	020 56789116
25	ທ. ວົງສອນ ລື	PPIC/ຄອງຂະແໜງ	ຊາວຫຼຸມແຂວງ	020 57879666
26	ທ. ອຸພອນ ມົງບູບຜາ	PPIC/ທົ່ວທັນຂະແໜງ ຮມສ	ພູຜທ.ອຊ	020 56615599
27	ປອ ກອງສີ ມະນີພອນ	PPIC/ຄະນະສະພາການຄ້າ	ສະພາການຄ້າ	020 52558777
28	ທ. ບຸນແກ້ວ ສຸວິໄງ	PPIC/ທົ່ວທັນຂະແໜງ	ກຳມະບານແຂວງ	020 99705599
29	ນ. ຈັນສະຫຼອນ ສຸວິຄອນ	PPIC/ວິຊາການ	ສະຫະພັນແມ່ໄຟແຂວງ	020 23960977
30	ທ. ຄໍາສົງ ສັນຕິໄວງ	PPIC/ຜູ້ປະສານງານຂັ້ນເມືອງ	ຮຮ ເຕັກນິກ-ວິຊາອືບ	020 54232888
31	ທ. ພອນສີ ສີຄຸນຮັກ	Student/ວັງສັດ 4 ເດືອນ	IVET school	020 95445058
32	ທ. ສູນ ແສງອຸນຫຼ້າ	Student/ຊ່າງໄມ້	IVET school	020 91536522
33	ທ. ຫຼູ້ໄຊ ແກ້ວຄູນທອງ	Student/ປຸກຟັງ 4 ເດືອນ	IVET school	020 55415386
34	ທ. ດອນ ມະນີພັນ	Student/ຊ່າງໄມ້ 4 ເດືອນ	IVET school	020 99811900
35	ທ. ໄຊຂະນະ ຜິວາຄູນ	Student/ຊ່າງໄມ້ 4 ເດືອນ	IVET school	020 56088635
36	ນ. ບິນຄໍາ ວົງສາ	Student/ຕັດຫຼືບ	IVET school	020 29679179
37	ນ. ເຢັ້ງ ວິ	Student/ຕັດຫຼືບ	IVET school	020 78823306
38	ນ. ມອນ ລອດມະນີລັນ	Student/ຕັດຫຼືບ	IVET school	020 59727966
39	ທ. ໂຄນ ອິນທະສີ	Student/ໄຟຟ້າ	IVET school	020 54636995
40	ນ. ແອັບ	Student/ຕັດຫຼືບ	IVET school	020 55208564
41	ນ. ປາລູ ວິງພະລັນ	Student/ຕັດຫຼືບ	IVET school	020 97538883
42	ທ. ຄໍາຫຼັກ ຮັກອຸ່ນເຮືອນ	Student/ໄຟຟ້າ	IVET school	020 98485957
43	ນ. ໄຊລະສອນ ຜັນທະວົງ	Student/ໄຟຟ້າ	IVET school	020 56876507
44	ທ. ສົມຜົງ ແກ້ວວິໄລ	Student/ໄຟຟ້າ	IVET school	020 99271399
45	ທ. ຄໍາມະນີ ມາງຂັນແກ້ວ	Student/ຊ່າງໄມ້	IVET school	020 78061106
46	ທ. ອຸໄວສິນ ສິນທະວົງ	ESS participant/(ຕັດຜົມວຸາຍ)		020 96537899
47	ນ. ລົດສະຫຼອນ ກຸນສົມອົມ	ESS participant/(ຕັດຫຼືບ)		020 55013762
48	ນ. ບົກ ສຸກມີໄຊ	ESS participant/(ຕົ້ນເຫຼົ້າ)		020 96220225
49	ນ. ສີເຄ ຜັນທະວົນ	ESS participant/(ຕັດຫຼືບ)		020 76134051
50	ນ. ແລ້ງ ລ່ວແກ້ວອຸດົນ	ESS participant/(ຕັດຫຼືບ)		030 4400424
51	ນ. ແບ້ ກວາງຫວານລຸນ	ESS participant/(ເຮືອມຮວຍລືງ)		020 52969792
52	ນ. ວັດດາວັນ ລະເວັນໄຊ	ESS participant/(ຕັດຫຼືບ)		020 55144142
53	ນ. ສີດາ ວິງພະລິດ	ESS participant/(ເຮືອມຮວຍ)		020 99584030
54	ນ. ສອນວິ ຕຸ້ລົມະນີ	ESS participant/(ຕັດຫຼືບ)		020 54117900
55	ນ. ອ້ອລ ຈັນຕະຫຼັນ	ESS participant/(ຕັດຫຼືບ)		020 52538684
56	ນ. ຕຸ້ລົມະນີວາ	ESS participant/(ກະສືກຳ)		020 76757296
57	ນ. ບົວຜາ ມຸກສະຫວັນ	ESS participant/(ກະສືກຳ)		020 58135839
58	ນ. ສຸກພາວັນ ແຜດມຸງຄູນ	ESS participant/(ຕັດຫຼືບ)		020 77804624
59	ທ. ຄໍາມະນີ ວິໄວແສງ	ESS participant/(ຂັບວິດ)		020 99713941

60	ທ. ວິໄລ ພອນນະລີ	Graduate/ຊ່າງໄມ້ 4 ເດືອນ	IVET school	020 76361739
61	ທ. ສຸວິພອນ ແສງພະແກ້ວ	Graduate/ຊ່າງໄມ້ 4 ເດືອນ	IVET school	020 78823104
62	ນ. ຕ່ອງຄໍາ ໄທຍ່ວິດວົງ	Graduate/ບູກຟັງ 4 ເດືອນ	IVET school	020 52247946
63	ນ. ວັນະສຸກ ເຄືອງອຸດົມ	Graduate/ບູກຟັງ 4 ເດືອນ	IVET school	020 55266354
64	ນ. ຈ່າປາ ລັນທະວົງ	Graduate/ບູກຟັງ 4 ເດືອນ	IVET school	020 59120840
65	ທ. ໜອງດີ ອາຊາ	Graduate/ບູກຟັງ 4 ເດືອນ	IVET school	020 55770715
66	ນ. ອອນດີ ລັນທະພອນ	Graduate/ວັງງສັດ 4 ເດືອນ	IVET school	020 57069083
67	ນ. ສຸ ພາບສີດທິພອນ	Graduate/ວັງງສັດ 4 ເດືອນ	IVET school	020 55320935
68	ນ. ບໍ່ງກູ ຕ່າ	Graduate/ວັງງສັດ 4 ເດືອນ	IVET school	020 78869794
69	ທ. ສົງຄໍາ ໜອງອານຸນ	Graduate/ວັງງສັດ 4 ເດືອນ	IVET school	020 77996101
70	ທ. ສົມຜິກ ບຸດດາສັກ	Coach	IVET ODX	020 22377714
71	ທ. ແກ້ວ ພົມະນີ	Coach	LDA ODX	020 96955777
72	ທ. ອຸນຄໍາ ສຸກບຸນມາ	Coach	PoLSW	020 22998854
73	ນ. ຫົງຫອງ ວິວະດາ	Coach	IVET ODX	020 29122197
74	Mr. Sounakhone Phomsengsouline	Provincial Coordinator	VTES/SC	020 59597963

## Xayabuly Province

No.	Full Name	Position	Organization	Telephone
75	Mr. Thongchan PhanthouAmath	IVET school director	IVET SCHOOL	
76	ນ. ສຸວັນພອນ ແຮງບັນລາ	Coach	PoLSW	020 54888335
77	ນ. ສຸພາບ ສີລະດິນ	Coach	IVET SCHOOL	020 23799883
78	ນ. ສາຍຄ້າ ເຜັດບັນລາ	Coach	LWU	020 29855599
79	ນ. ແຮງອາວຸນ ແກ້ວບົວ	Coach	LWU	020 54746460
80	ນ. ສົມບອງ ຖາວອນ	Coach	IVET SCHOOL	020 56877800
81	ທ. ດຸກ ຄ້າບຸນເຮືອງ	Graduate C1/ນັກງານສ້ອມແບ່ງ C1	XYL TVETS	020 77590942
82	ທ. ກອງໃຈ ເຮືອງຄໍາມັນ	Graduate C1/ນັກງານສ້ອມແບ່ງ C1	XYL TVETS	020 91815310
83	ນ. ນວນສີ ແຮງດາວອນ	Graduate C1/ບູກຝັງ	XYL TVETS	020 76454785
84	ນ. ເປັນສັດ ເຜັນນະພາ	Graduate C1/ບູກຝັງ	XYL TVETS	020 95240029
85	ທ. ອົງນັ້ງ ວິ	Graduate C1/ໄຟຟ້າ	XYL TVETS	030 7520106
86	ທ. ລູ້ ຫວ່າງ	Graduate C1/ໄຟຟ້າ	XYL TVETS	030 2868850
87	ນ. ວັດສະເໜີ	Graduate C1/ບູກຝັງ	XYL TVETS	020 28627337
88	ນ. ລູ້ ສູກອ່ອນແກ້ວ	Graduate C1/ລັ້ງງໝດ	XYL TVETS	020 59492200
89	ທ. ໂິໄລ ອ່ອນພັນ	Graduate C1/ບູກຝັງ	XYL TVETS	020 78786410
90	ນ. ບົວໄລ ສີລັນສູກ	Graduate C1/ລັ້ງງໝດ	XYL TVETS	030 9995672
91	ນ. ວິໄລພອນ ລັນທີບ	Graduate C1/ບູກຝັງ	XYL TVETS	020 93681267
92	ນ. ພຸດສະດີ ແກ້ວວິໄລ	ESS participant	ESS/TVET XYL	020 78994719
93	ທ. ລິນ ສອນວິໄລ	ESS participant	ESS/TVET XYL	020 58994799
94	ນ. ບຸນມາ ກັນທະວົງ	ESS participant	ESS/TVET XYL	020 22558886
95	ທ. ຄ້າພັນ ແກວຕະໄຊ	ESS participant	ESS/TVET XYL	030 7740869
96	ນ. ແລ້ວ ສີທາພັນ	ESS participant	ESS/TVET XYL	020 97930766
97	ນ. ລວມ ໄວຊາຍ	ESS participant	ESS/TVET XYL	020 54242453
98	ນ. ຜົມມະນີ ໄຊລະວາດ	ESS participant	ESS/TVET XYL	020 59842439
99	ນ. ອ້ອມ ໄຊດວງຕາ	ESS participant	ESS/TVET XYL	020 52719410
100	ນ. ຄໍາ ແຮງທອມ	ESS participant	ESS/TVET XYL	020 56918565
101	ນ. ວິນ ແຮງຄໍາພອນ	ESS participant	ESS/TVET XYL	020 59591426
102	ນ. ລອມ ທີ່ແກ້ວ	ESS participant	ESS/TVET XYL	020 96064293
103	ທ. ບູນດຳ ສີບຸນເຮືອງ	ESS participant	ESS/TVET XYL	020 55667102
104	ນ. ສີອໍາພອນ ລັນທະວົງ	ESS participant	ESS/TVET XYL	020 95589508
105	ນ. ສົມລິດ ແກ້ວມະນີ	ESS participant	ESS/TVET XYL	020 54545049
106	ນ. ວິໄລພອນ ສີສູພັນ	ESS participant	ESS/TVET XYL	020 77603653
107	ນ. ແຮງອາວຸນ ສີມີ	ESS participant	ESS/TVET XYL	020 59618302
108	ນ. ໜູ້ພັນມາ	Student C1/ສາຂາອ່າງໃມ້	TVET XYL	020 78820973
109	ນ. ຈົນນີ້ ກໍານີ	Student C1/ສາຂາອ່າງໃມ້	TVET XYL	020 92298572
110	ທ. ສົມສະບຸກ	Student C1/ສາຂາອ່າງໃມ້	TVET XYL	030 2805721
111	ນ. ນົງນ ດາວ່ັນ	Student C2/1/ສາຂາໄຟຟ້າ	TVET XYL	020 52880986
112	ທ. ໂທຫອລນໍາຍອງ	Student C2/1/ສາຂາໄຟຟ້າ	TVET XYL	020 99253952
113	ທ. ເຜີນ ບຸນພອລ	Student C2/1/ສາຂາໄຟຟ້າ	TVET XYL	020 52112568
114	ທ. ເບີຍ ອີໄລແກ້ວ	Student C2/1/ສາຂາໄຟຟ້າ	TVET XYL	020 58116873
115	ທ. ບູນ ໄຊລະແຍງ	Student C2/1/ສາຂາໄຟຟ້າ	TVET XYL	020 76456246
116	ທ. ບຸນໄລ ຄົດທະບອງ	Student C2/1/ສາຂາໄຟຟ້າ	TVET XYL	020 98586242
117	ທ. ອຸນແກ້ວ	Student C1/2/ສາຂາອ່າງໃມ້	TVET XYL	
118	ທ. ຄ້າບັນ ຜັນວະນາສີ	PPIC/ສະຫະພັນກຳມະບານ	Trade Union	020 55989529
119	ທ. ພວງແຜດ ສົງຫາຮາຊ	PPIC/ສະພາການຄ້າແຂວງ	Chamber of Commerce	020 55577577
120	ນ. ຄ້າຜົວ ຜັນທະວົງ	PPIC/ສະຫະພັນມມໍລົງແຂວງ	Lao Women's Union	020 55677772

121	ທ. ບໍ່ມໍານຸ່ງ ໄກສະບັບນໍາມາລຶດ	PPIC/ຟະແນນກ ຮະກະ ແຂວງ	PoLSW	020 55677988
122	ທ. ຈີ້ດີ ທໍ່	PPIC/ວິຊາສືບ	IVET SCHOOL	020 29094791
123	ນ. ກິດສະບາກ ລັນທະບູນ	PPIC/ຫ້ອງວ່າການແຂວງ	Prov. Governor Office	020 22493301
124	ທ. ສົມວິໄລ ຜົມມະໂຄດ	PPIC/ຊາວໜຸ່ມແຂວງ	Youth Union	020 23026789
125	ທ. ຄ່າຜັນ ດວງຕາ	Trainer	IVET SCHOOL	020 23155136
126	ທ. ສາຍລົມ ຄົງສະຫວັນ	Trainer	IVET SCHOOL	020 98606662
127	ທ. ບຸນທອນ ຜົມມະຈັນ	Trainer	IVET SCHOOL	020 58119949
128	ທ. ສີທະນົມໄຊ ສີຮັກສາ	Trainer	IVET SCHOOL	020 29094720
129	ທ. ສິດທິສຸນ ທໍ່	Trainer	IVET SCHOOL	020 29094832
130	ທ. ໜອງດີ ສົມະນິວົງ	Trainer	IVET SCHOOL	020 55979884
131	Ms. Somphit Sittiphone	Provincial Coordinator	VTESS/SC	020 55533577

**Xiengkhouang Province**

No.	Full Name	Position	Organization	Telephone
132	Mr. Bounkhong Douangphavanh	IVET school director	IVET SCHOOL	
133	Mr. Souphat	IVET school deputy director	IVET SCHOOL	
134	ທ. ປາວມິນ ບ້າວຕູ້	PPIC/ວິທະຍາໄລ	ຜູ້ປະສານງານ	020 56651633
135	ທ. ຄໍາ ອຸ່ນນາ	PPIC/ຟ/ນ ຂະສະແຂວງ	ຮອງຫົວໜ້າພະແນກ	020 22936576
136	ນ. ດອກແກ້ວ ຢ່າງລົ້ວສີ	PPIC/ສະຫະຜັນແມ່ມື້ງແຂວງ	ວິຊາການ	020 29565224
137	ທ. ສຸກະເຫຼວ ຜາລອຸດອນ	PPIC/ຟະແນວກະແຜນການ	ວິຊາການ	020 54548254
138	ທ. ບຸນຄົງ ລັດຕະນະວິໄລ	PPIC/ສຶກສາແຂວງ	ຮອງພະແນກ	020 22344370
139	ທ. ພອນ ສີວຳພັນ	PPIC/ຊາວໜຸ່ມແຂວງ	ຫ/ບ້ານ ຂະແໜງ	020 23529324
140	ທ. ແຜດທະວາ ດວງພະລັນ	PPIC/ສະພາການຄ້າ	ປະທານ	020 22340130
141	ທ. ກູ້ ວ່າງ	PPIC/ຟະແນວ ຂະສະແຂວງ	ຮອງຫົວໜ້າຂະແໜງ	020 56655665
142	ທ. ແກ່ອງວິດາ ບຸນລັນໄຊ	PPIC/ສຶກສາແຂວງ	ຮອງຫົວໜ້າຂະແໜງ	020 55660833
143	ທ. ສາຍຮະຫວາດ	PPIC/ຟ/ນການຕ່າງປະເທດ	ວິຊາການ	020 22345881
144	ທ. ສຸພັດ ຄໍາລົ້າ	Trainer/ວິທະຍາໄວຕັກນິກ	ຮອງ ຜອ	020 22340442
145	ທ. ອຸດ ຜົມບຸດຕາ	Trainer/ກ່ຽວໜ້ອທະະສະຖານ	ຮອງພາກ	010 29295804
146	ທ. ໄມຄອນ ຜັນທະແສນ	Trainer/ສາຂາສ້ອມແປງ	ຄູ່ຮອນ	020 77916561
147	ນ. ໄມວ່າ ວ່ະຍີ	Trainer/ສາຂາຕັດຫຼືບ	ຮອງຫົວໜ້າ	020 22453946
148	ທ. ໄຊະແຫວ່ງ ດວງປະກັນ	Trainer/ສາຂາກະສິກຳ	ຄູ່ຮອນ	020 55055590
149	ທ. ບຸດະເດີ ໂຄຕະເມີ	Trainer/ສາຂາໄຟຟ້າ-ຕັກນິກ	ຄູ່ຮອນ	020 95777507
150	ນ. ຄໍາຍອງ ແແງ່ທີລັກ	Trainer/ສາຂາບູກຟັງ	ຮອງພາກກະສິກຳ	020 22345398
151	ທ. ບຸນແຈງ ແທບພະວົງ	Student/ສາຂາໄຟຟ້າC1	IVET SCHOOL	020 96188555
152	ທ. ບົວຮອນ ສະໜອນລົດ	Student/ສາຂາໄຟຟ້າC1	IVET SCHOOL	020 93941032
153	ທ. ພອນສັກ ສອນວິໄລ	Student/ສາຂາໄຟຟ້າC1	IVET SCHOOL	020 97932901
154	ທ. ຄໍາແຜງ ສາຍນຸ່ງ	Student/ສາຂາໄຟຟ້າC1	IVET SCHOOL	020 53426353
155	ທ. ສາຍແກ້ວ ແກ້ວຕາໄຫຼ	Student/ສາຂາໄຟຟ້າC1	IVET SCHOOL	020 92225118
156	ນ. ຄໍາຍາລ ສີສະໜອນ	Student/ສາຂາບູກຟັງ C1	IVET SCHOOL	020 95611364
157	ນ. ຜູ້ວັນ ລັນທະໄຊ	Student/ສາຂາບູກຟັງ C1	IVET SCHOOL	020 29569834
158	ນ. ບົວວັນ ແຜງຄໍາ	Student/ສາຂາບູກຟັງ C1	IVET SCHOOL	020 56079410
159	ທ. ວັ້ນສັກລົງວິໄລ	ສາຂາບູກຟັງ C1	IVET SCHOOL	020 91386828
160	ທ. ສົມຜົງ ທໍາມະວົງ	ສາຂາບູກຟັງ C1	IVET SCHOOL	020 77840604
161	ນ. ສຸກສາຄອນ ຜົມມານາ	ສາຂາຕັດຫຼືບ	IVET SCHOOL	020 76312810
162	ນ. ບົວຄໍາ	ສາຂາຕັດຫຼືບ	IVET SCHOOL	020 98061894
163	ນ. ຕິມ	ສາຂາຕັດຫຼືບ	IVET SCHOOL	020 92973420
164	ນ. ຄໍາແຜດ	ສາຂາຕັດຫຼືບ	IVET SCHOOL	020 96052214
165	ທ. ຄໍາທະນວມ	ສາຂາຕັດຫຼືບ	IVET SCHOOL	030 9044911
166	ນ. ໄມຢ່າງ	Graduate/ສາຂາຕັດຫຼືບ(ລົບແວ້ວ)		020 52497434
167	ນ. ແລື່ທໍ	Graduate/ສາຂາຕັດຫຼືບ(ລົບແວ້ວ)		020 76272385
168	ນ. ວິຈົ່ງ	Graduate/ສາຂາຕັດຫຼືບ(ລົບແວ້ວ)		020 93148605
169	ນ. ດຸກມະນີວອນ ຜົມລໍາປາ	Graduate/ສາຂາວັງສັດ (ລົບແວ້ວ)		020 99966450
170	ນ. ວ່ອກກີ່ ສາຍນີໄຊ	Graduate/ສາຂາວັງສັດ (ລົບແວ້ວ)		020 93622411
171	ນ. ລັນຮະເບນ ຜົມມະສອນ	Graduate/ດັ່ງຫຼືບ (ລົບແວ້ວ)		020 91552881
172	ນ. ຜັດະເດີ ວັດຕະນະວິໄລ	Coach/ສາຂາອາຫານ	IVET SCHOOL	020 56055511
173	ນ. ສົກ ໂນວາທີ	Coach/ສາຂາວັງສັດ	IVET SCHOOL	020 54862966
174	ທ. ອຸທໍ່	Coach/LDPA	LDPA	020 78954641
175	ທ. ຄໍາແຜງ ລັນທະວົງສາ	Coach/LDPA	LDPA	020 22340349
176	ທ. ດົວວິ	Coach/IVET school	IVET SCHOOL	020 22502200
177	ນ. ສອນມະນີ ນັນທະຜອນ	ESS participant/ສາຂາເສີມສວລ ESS	ESS/TVET XKG	020 2858275

178	ນ. ອ່າໄຟຜອນ ແກ້ວວິ່ຄ້າ	ESS participant/ສາຂາບຸງແຕ່ງ ESS	ESS/TVET XKG	020 91642052
179	ທ. ລ່ງສີສະຫວັນ ເັດທະນາ	ESS participant/ຟະແນນກ ກະສະ	ວິຊາການ	020 23232797
180	ນ. ສີອ່າໄຟ ສີຫາໄຄດ ESS	ESS participant/ເສີມສວຍ	ESS/TVET XKG	020 76876733
181	ທ. ຢ່າຜີ ທ່າວ ESS	ESS participant/ຕັດຜົມ	ESS/TVET XKG	020 96976208
182	ທ. ອາວັກ ຜັນທະວົງ ESS	ESS participant/ສ້ອມແບງມືຖື	ESS/TVET XKG	020 94417244
183	ທ. ລັນເັງ ສີປະເສີດ ESS	ESS participant/ສ້ອມແບງລົດໃຫຍ່	ESS/TVET XKG	020 93326718
184	ທ. ບຸນສີວີ	ESS participant/ຕັດໝີບ	ESS/TVET XKG	020 92299166
185	ທ. ບຸນລັນ	ESS participant/ຂັບວິດ	ESS/TVET XKG	020 76340195
186	ທ. ພື້ວ່າງ ບົວເໝັ່ງວ່າງ	ESS participant/ຂັບວິດ	ESS/TVET XKG	020 97793972
187	ທ. ເຢັ້ວີ	ESS participant/ສ້ອມແບງ	ESS/TVET XKG	020 7685305
188	ນ. ໄກສອນ	ESS participant/ລ້ຽງສັດ	ESS/TVET XKG	020 28862753
189	ນ. ໄຊເລມົວ	ESS participant/ເສີມສວຍ	ESS/TVET XKG	020 29877062
190	ນ. ດາວຍະສຸກ	ESS participant/ຕັດໝີບ	ESS/TVET XKG	020 29240862
191	ທ. ສັນຕິສຸກ	ESS participant/ຕັດຜົມ	ESS/TVET XKG	020 28005566
192	ທ. ເຢັ້ງມົວ ປາວີ	Provincial coordinator	VTESS/SC	020 23240039
193	Garage	EBT/OWNER	Garage in Lee Village	
194	Tailor	EBT/OWNER	Tailor in Phonsavan Village	

### Khammouane Province

No.	Full Name	Position	Organization	Telephone
195	Mr. Viengsavanh Phatthavong	IVET school director	IVET SCHOOL	
196	ຄູ່ສືບັນດອນ ວັນນຸ່ວົງ	Trainer/ຫົວໜ້າໜ່າວລາງງານ	ສາຂາໄຟຟ້າເຄື່ອງແຍ້ນ	030 3386820
197	ຄູ່ກອງຄໍາ ດວນວົງສາ	Trainer/ຄູ່ຮອນ	ສາຂາປຸກເຫັດ	020 97623386
198	ຄູ່ ໄຊບັນຍາ ວັດຖະລັກ	Trainer/ຮອງພາກວິຊາກົນລັກ	ສ້ອມແບງວິດລັກ	020 56820034
199	ນ. ວັດດາ ໄຊລະກຸມມານາ	Coach/ຮອງຂະແໜງ	ສະຫະຜັນແມ່ລິງແຂວງ	020 23932665
200	ນ. ວັນນິດາ ລະເວີນສຸກ	Coach/ວິຊາການ	ສະຫະຜັນແມ່ລິງແຂວງ	020 28494996
201	ນ. ມະນີແກ້ວ່າ ວິທະຍາ	Coach/ຮອງພະແນກ	ວິທະຍາໄວຕັນນິກ	020 28494113
202	ທ. ບົງຜັນ ແຜງວົງສາ	Coach/ວິຊາການ	ພະແນກ ອະນຸມະນຸມ	020 98333301
203	ນ. ສັນະນີ ທ່າມະລັກ	Coach/ວິຊາການ	ວິທະຍາໄວຕັນນິກ	020 59279556
204	ນ. ປານ ລະເວີນຊັບ	ESS Participant	IVET School	020 95687689
205	ນ. ອຸໄວຜອນ ໄຊລະວົງ	ESS Participant	IVET School	020 98630094
206	ນ. ບໍວະວັນ ລັນບົວຜັນ	ESS Participant	IVET School	020 95922803
207	ນ. ສາຍລາ ອ່ອນມະນີ	ESS Participant	IVET School	020 55823751
208	ນ. ວັນຜັນ ໄຊລະວົງ	ESS Participant	IVET School	020 54722571
209	ທ. ອ່ອງ ນີ	ESS Participant	IVET School	020 94020130
210	ທ. ຂວັນຕາ ໄຊລະວາດ	ESS Participant	IVET School	020 98507397
211	ນ. ເນື້ອທອງ ສຸວັນນະວາດ	ESS Participant	IVET School	020 94294500
212	ນ. ຂຸນແຜດ ສຸວັນນະວາດ	ESS Participant	IVET School	020 91137799
213	ທ. ແຮມ ຜູ້ມືລັນ	ESS Participant	IVET School	020 95387805
214	ທ. ອານິນ ວັດຕະນະ	ESS Participant	IVET School	020 93366415
215	ນ. ລັນຖະວອນ	ESS Participant	IVET School	020 96418155
216	ນ. ລັນທີ ແກ້ວປະດິດ	ESS Participant	IVET School	030 4747920
217	ນ. ຜິດສະໄໝ	ESS Participant	IVET School	020 97128281
218	ນ. ວິໄວຜອນ	ESS Participant	IVET School	020 97175133
219	ນ. ນ້ອຍນາທີ	ESS Participant	IVET School	020 56800090
220	ນ. ສຸດສີດາ ໂສດາ	Student	IVET School	020 99537316
221	ນ. ຈໍາປາ ຜົມຄໍາຕາ	Student	IVET School	020 91895139
222	ນ. ສີແຜງ ສີຫາວາດ	Student	IVET School	020 92857512
223	ນ. ຜຸດທະສອນ ພົມມະລັນ	Student	IVET School	020 53628210
224	ນ. ວິໄວ ສົນດາທອນ	Student	IVET School	020 92960374
225	ນ. ອອນ ມາວາສົດໃສ	Student	IVET School	020 95301592
226	ນ. ທ່າວາວິໄຕງົງວິໄລວັນ	Student	IVET School	020 96757974
227	ທ. ວັດຕະນະຜອນ	Student	IVET School	020 95163164
228	ທ. ສຸວິລາ	Student	IVET School	020 99664993
229	ທ. ປາໄນ	Student	IVET School	020 96903831
230	ທ. ສອນໄຊ	Student	IVET School	020 95477157
231	ທ. ຄຸນມາ ແກ້ວພະລັນ	Student	IVET School	020 95983241
232	ນ. ວິຟາ ບົດຕະພານິດ	Student	IVET School	020 59447958
233	ນ. ກັດສະໜາ ສີງໄຊ	Student	IVET School	020 96791252
234	ທ. ເຮັດ ອາດຈຳຜອນ	Student	IVET School	020 58077043
235	ທ່ານ ສີກາ ໄຊລະວົງ	PPIC/ລະບົບການສະພາການຄ້າ	ສຄອ ແຂວງຄໍາມ່ວນ	020 55656179
236	ທ່ານ ບັນຍາ ກົງນາໄຊ	PPIC/ຮອງຂະແໜງອາຊື່ວະສິກສາ	ສກຊ	020 54709994
237	ທ່ານ ສຸວິລັນ ໄຊລະວາດ	PPIC/ຫົວໜ້າພະແນກ		020 23443371
238	ທ. ສິງທອງ ສີງຫາວາດ	PPIC/ວິຊາການ	ກະຊວງຄະເງົາງານ	020 29773848
239	ນ. ໄພວັນ ຜັນຫາວາດ	PPIC/ຮອງປະທານ	ສະຫະຜັນແມ່ລິງແຂວງ	020 22329580
240	ນ. ບຸນມີ ຜົມມະລັກ	PPIC/ຫົວໜ້າຂະແໜງ	ຊາວໜຸນແຂວງ	020 97021612

241	ທ. ສີສຸວັນ ສີຜັນໄຊ	PPIC/ຫົວໜ້າຂະແໜນງ	ພ/ນ ດແຍນການ ແລະ ການລົງທຶນ	020 52935599
242	ທ. ວົງຈະຫວັນ ພັດທະວົງ	PPIC/ຜູ້ອໍານວຍການ	ວິທະຍາໄລຕັນນິກ	020 28466966
243	ນ. ມືແຜດ ແກ້ວດວງດີ	PPIC/ຮອງຫົວໜ້າພະແນກ	ພະແນກແຮງງານ ແລະ ສະຫວັດດີການສັງຄົມ	020 55465956
244	ນ. ສີປະເສີດ ສີຮອນໄຊ	PPIC/ວິຊາການ	ພ/ນ ດແຍນການ	020 56668363
245	ທ. ແສງລັນ ເຊືອດວົງສາ	Provincial coordinator	VTESS/SC	020 22522206

## Salavane Province

No.	Full Name	Position	Organization	Telephone
246	Mr. Sitthideth Chanthabouddy	IVET school director	IVET School	
247	ນ. ບົວລອມ ແກ້ວມະວາຄ່າ	PPIC/ຫົວໜ້າຂະແໜງ	ຊາວໜ້າຂະແໜງ	020 99534423
248	ນ. ມະນີວັນ ສີບຸນເຮືອງ	PPIC/ຮອງຂະແໜງ	ພະແນກ ກະສ ແຂວງ	020 91776404
249	ທ. ນິລິມ ແກ້ວມະນີ	PPIC/ຮອງຂະແໜງ	ກໍາມະບານ ແຂວງ	020 91968886
250	ທ. ບົວລາ ຈັນທະສອນ	PPIC/ຮອງປະທານ	ສ.ອ. ແຂວງ	020 55548054
251	ນ. ຈັນທະຈອນ ຫວາດທະນາວົງ	PPIC/ຮອງປະທານ	ສະຫະພັນແມ່ລົງແຂວງ	020 54721968
252	ທ. ສິດທິດດ ຈັນທະບູດດີ	PPIC/ອ່ານວຍການໂຮງຮຽນ	ໂຮງຮຽນວິຊາຊືບ	020 99638044
253	ທ. ວົງສະໜີ້ນ ແກ້ວໄຊລະ	PPIC/ວິຊາການ	ແຜນການ	020 55380593
254	ທ. ບຸນທະວີ ສົວິພັນ	PPIC/ຜູ້ປະການງານໂຮງຮຽນ	ໂຮງຮຽນຕັກນິກ-ວິຊາຊືບ	020 91813139
255	ທ. ສີສະຫວາດ ຕາວພອນໄຊ	PPIC/ຫົວໜ້າຂະແໜງ	ສຶກສາແຂວງ	020 95373876
256	ທ. ສີໄໂຂ ຄໍາປະເສີດ	PPIC/ວິຊາການ	ຫ້ອງວ່າການແຂວງ	020 99998735
257	ທ. ຄໍາໄປ ສີມີອງຄຸນ	PPIC/ຮອງພະແນກ	ແຮງງານແຂວງ	020 55767221
258	ນ. ນວນວະໄມ ສີສົນບູນ	Coach	ສະມາຄົມຜັດທະນາຊຸມລຸ່ມບ້ານເຮົາ	020 97827789
259	ນ. ຕົກທອງ ພັນສີວິ	Coach	ໂຮງຮຽນຕັກນິກ-ວິຊາຊືບ	020 99312889
260	ທ. ຄໍາຕູ້ ຄໍາພາເຮືອງ	Coach	ໂຮງຮຽນຕັກນິກ-ວິຊາຊືບ	020 99191049
261	ທ. ຜຸກ ນວງໄຊລະວົງ	Coach	ສະມາຄົມຜັດທະນາຊຸມລຸ່ມບ້ານເຮົາ	020 92848086
262	ນ. ຂານຄໍາວິໄລ	Student C2	ນັກຮຽນ	020 22788904
263	ນ. ແສງດາວ ພຸດສະເໜີ	Student C2	ຕັດຫີບ	020 28359920
264	ນ. ທີ່ງ ບຸນວັບ	Student C2	ຕັດຫີບ	020 93852150
265	ນ. ອຸນ ວິຊູນສູນ	Student C2	ຕັດຫີບ	020 91641880
266	ນ. ໜົດສະເໜີ	Student C1	ບຸກຟັງ	020 91615969
267	ນ. ຜຸດ ໄຊລະສານ	Student C1	ບຸກຟັງ	020 91529525
268	ນ. ພຸດສະດີ ແກ້ວວົງສາ	Student C1	ວັງງສັດ	020 94381390
269	ທ. ຄໍາຄຸນ	Student C1	ວິດລິນ	020 99275853
270	ທ. ອຸງນ ມິນລາສີ	Student C1	ວິດລິນ	020 96641780
271	ທ. ສຸນ ຫວງແສງ	Student C1	ຊ່າງໄມ້	020 95308544
272	ທ. ຄໍາສົງ	Student C1	ກໍ່ສ້າງ	020 98418922
273	ຈັດໄຊ	Student C1	ກໍ່ສ້າງ	020 98418922
274	ດາ	Student C1	ວິດລິນ	030 4717024
275	ທ. ຫວັນ ມິນມະນີ	Student C1	ຊ່າງໄມ້	020 92392368
276	ທ. ເສີກ ຫາລຸລວິງຄໍາ	Student C1	ວັງງສັດ	020 99738249
277	ນ. ວາດສະຫາ ໄຊລະດດ	Student C1	ສ້ອມແບງວິດລັກ	020 93912322
278	ນ. ດາວີ້ ນ້ອລແສງລັນ	Student C1	ວັງງປາ	020 92022841
279	ນ. ບຸນປອນ ໄຊຖາວອນ	Student C1	ບຸກເຫັດ	020 93990727
280	ນ. ແອນວີ ແກ້ວມະນີ	Student C1	ບຸກເຫັດ	020 54278172
281	ນ. ແສງອົທິນ ລັນລະເວີນ	Student C1	ບຸກເຫັດ	020 99394027
282	ທ. ເວີອງສັກ ໄຊສຸພາ	Graduate C1	ໄຟຟ້າເຄື່ອງເຢັນ	020 97890403
283	ທ. ຂັນຕົງ ແກ້ວພະກົງ	Graduate C1	ສ້ອມແບງວິດລັກ	020 92495875
284	ທ. ສັນ ທີ່ສູພອນ	Graduate C1	ສ້ອມແບງວິດລັກ	020 91639641
285	ທ. ດິດ່ ນິມິງເມືອງ	Graduate C1	ສ້ອມແບງວິດລັກ	030 9533903
286	ທ. ເຄອາບອລ ປະກອບສີດ	Graduate C1	ສ້ອມແບງ	
287	ທ. ປາຕອງ ສີຫາວາດ	Graduate C1	ສ້ອມແບງ	020 54058258
288	ທ. ແອນວັນ ໄຊລະວົງ	Graduate C1	ສ້ອມແບງ	020 96439287
289	ທ. ສົງດົງ ນິດອິນ	Graduate C1	ສ້ອມແບງວິດລັກ	020 93481688
290	ທ. ມະນີໄຊ ສີໄຊລະກາດ	Graduate C1	ສ້ອມແບງວິດລັກ	020 93196484
291	ທ. ໃຫຍ່ ກອງນະພາ	Graduate C1	ສ້ອມແບງວິດລັກ	020 95113136

292	ທ. ສະຖາຜອນ ວັດຖະລັກ	Graduate C1	ສ້ອມແບງວິດຈັກ	020 58804675
293	ນ. ຄືດ ສີແຜງຕາ	ESS participant/C1 student	IVET School & ESS	020 91126429
294	ນ. ໂອໄວ່ ສີວາໄພ	ESS participant/C1 student	IVET School & ESS	020 58175346
295	ນ. ມຸກດາວັນ	ESS participant/C1 student	IVET School & ESS	020 93862064
296	ນ. ພວນ ພອນມະໄນ	ESS participant/C1 student	IVET School & ESS	020 96799783
297	ນ. ຕ່າຍ ວັນຄ່າໃຫ້	ESS participant/C1 student	IVET School & ESS	020 95915058
298	ທ. ຄໍາມອນ ສອນພາສີດ	ESS participant/C1 student	IVET School & ESS	020 98670770
299	ທ. ວິຈຸດ ສີດສາກອນ	ESS participant/C1 student	IVET School & ESS	020 99484108
300	ທ. ຫວັນ ຂັ້ນສີວົງ	ESS participant/C1 student	IVET School & ESS	020 91447344
301	ທ. ມີຮີມິດ ຮອນລາວົງ	ESS participant/C1 student	IVET School & ESS	020 98255738
302	ທ. ຈຸມມະນີ ນີວະວັນ	ESS participant/C1 student	IVET School & ESS	020 99240200
303	ທ. ທະນຸຮິດ ມະນີລັນ	ESS participant/C1 student	IVET School & ESS	020 99852378
304	ທ. ແສນອງ ນະລາດ	ESS participant/C1 student	IVET School & ESS	020 97942676
305	ນ. ນອງ ແກ້ວຄ່າດີ	ESS participant/C1 student	IVET School & ESS	020 96078767
306	ນ. ທຸມມາ ແສງມະນີ	ESS participant/C1 student	IVET School & ESS	020 97780285
307	ນ. ບຸນຖັກ ພອນມະໄນ	ESS participant/C1 student	IVET School & ESS	020 93832863
308	Ms. Ning Keolathsamy	Provincial coordinator	VTESS/SC	020 29351946
309	ນ. ໄມ ຄັນນະພາຜົນ	Trainer/Tailor	IVET school	020 22287396
310	ນ. ບຸນທີບນະຄອນ ວົງຄ່າລັນ	Trainer/Cooking	IVET school	020 22294229
311	ທ. ຂາວຜອນ ໃຈທະລັກ	Trainer/Repairs	IVET school	020 97948284
312	ທ. ບຸນຫັນກ ວົງມະນີ	Trainer/Repairs	IVET school	020 22479755
313	ນ. ແສງຄ່າ ສີນນະຮັອງ	Trainer/Tailor	IVET school	020 97948659
314	ນ. ມະນີວາ ບຸບຜາວັນ	Trainer/Cropping	IVET school	020 95245853
315	ທ. ຄົມວິໄລ ນາມມະເພົວນີ	Trainer/Livestock	IVET school	020 95390911
316	ທ. ມະນີແສງ ແກ້ວບດວງຕາ	Trainer/Cropping	IVET school	020 97189619

## Annex 4 – List of Documents Reviewed

Type	Title	Format	Date
General	SDC Mekong Strateg Mekong 2018-2021	.pdf	No date
General	Prodoc updated final	.pdf	2020.05.28
General	Memo with Ref to update ProDoc	.pdf	2020.05.28
General	Prodoc VTESS annex 18 Budget	.xlsx	2020.04.15
General	Prodoc VTESS annex 17.1 Workplan	.xlsx	2020.04.15
General	Prodoc VTESS annex 16 Cost Benefit Analyses Report	.pdf	2020.04.15
General	Prodoc VTESS annex 15 Logframe	.pdf	2020.04.15
General	VTESS factsheet.pdf	.pdf	2019.09.25
General	7F-08592.02 VTESS Credit Proposal revised final	.pdf	2019.20.05
General	MRCP 22-25 Results Framework IED revised version	.pdf	2021.21.07
General	Budget Plan 2022 final to SDC	.pdf	2022.01.05
General	Operational Plan 2022 final to SDC	.pdf	2022.01.05
General	Operational Plan 2021 final to SDC	.pdf	2020.12.07
General	VTESS Financial Report Jan-Dec'20 final	.pdf	2021.03.15
General	Budget vs expenses for finacial report SDC 2020 final	.pdf	2021.03.22
General	Operational Report final version (1)	.pdf	2021.04.05
General	Annual Budget Plan 2021 final to SDC	.pdf	2020.12.07
General	VTESS Progress report 2020_final version chapter numbering adjusted	.pdf	2021.06.05
General	VTESS Annual Operational Plan 2020 final	.pdf	2020.04.21
General	Final ESSDP_2021-2025	.pdf	2020.12.10
General	Final TVET 2021-2025 sent printing house_Oct 6	.pdf	2020.10.10
General	VTESS Annual Budget Plan 2020 (01.01.2020 - 31.12.2020) V3	.pdf	2020.03.31
General	Revised TVET Law	.pdf	2019.07.30
Market Appraisal	Annex 01 Provincial Assessments Process & Findings	.docx	No date
Market Appraisal	Annex 02 Mission Report ESS HSLU	.docx	No date
Market Appraisal	Annex 05 Lao Social Research Repor	.docx	No date
Market Appraisal	Lessons learnt from LSR (Vi PL V2)	.pdf	2020.04.06
Tracer Study	VTESS Tracer Study- final report 07.12	.docx	No date
Baseline	VTESS Swisscontact Final Report LSR	.pdf	2020.04.09
Baseline	Annex 09 GESI Guide for VTESS	.docx	No date
Baseline	Financing Facilities Report - final (rev_SD_clean)	.docx	No date
Baseline	Scoping Report - Seed	.docx	No date
Baseline	Money_commentsVTESS_SD_Clean	.docx	No date
Baseline	Annex 16 Cost Benefit Analyses Report	.docx	No date
Baseline	Annex 15.2 Explanation to outcome indicators on employment rates	.docx	No date
Small Grants	VTESS Challenge Fund concept V4	.docx	2020.07.30
Small Grants	Applicants INFO VTESS-CF - Engl - FINAL	.docx	2020.09.23
Small Grants	1.2 Challenge Fund Proposal - KHM PESS (1)	.pdf	No date

Small Grants	Challenge Fund Proposal - 12_XKG JC	.pdf	No date
Small Grants	Challenge Fund Proposal - 27 SLV YU	.pdf	No date
Small Grants	CF Selection Commottee meeting (PL)	.pdf	2021.09.29
Small Grants	Report CF Round 1	.pdf	2021.04.29
Small Grants	VTESS Seed Money concept V2 20200824-30	.pdf	2021.09.07
IVET Reporting	ບົດລາຍງານໃຫ້ໂຄງການພາຍຫັງວົງແນະແນວວິຈາກີບ	.docx	No date
IVET Reporting	Participant Selection report	.pdf	2022.10.09
IVET Reporting	IVET_Trainee_Application form	.pdf	No date
IVET Reporting	IVET_trainee Interview form	.pdf	No date
IVET Reporting	Proverty certificate	.pdf	No date
IVET Reporting	C1 batch 1 training report	.pdf	2021.03.23
IVET Reporting	TVET's Report for IVET training C1, Batch 1 2020. (1) Contract for IVET Traning Delivery_VTESS_XKH (LAO_ENG)1	.pdf	No date
IVET Reporting	Proposal Biofertilizer training course_LA (Final)	.docx	2021.11.09
Outreach Program	list of Participants	.pdf	No date
Outreach Program	XKH_Outreach training_application form	.pdf	No date
Outreach Program	Contract for OR Training SRV (EN)	.pdf	2021.11.12
Outreach Program	ຫນ້າສີການຮ່ວມມື (VTESS-OR) (ENG)	.pdf	No date
Equivalency Program	Pathways and Partnerships_291019 (Patricia)	.docx	2019.10.29
Equivalency Program	Appendix (i) Sample PPT Discussion Starter (Patricia)	.ppt	2019.10.29
Equivalency Program	Ministerial Guideline on EP and VET MOES Ministerial Guideline for EP and VET Implementation - Eng	.pdf	2021.12.06
Equivalency Program	Biology for C1-2 -EP (Cat Dee)	.docx	No date
Equivalency Program	Chemistry for C1-3-EP (Phoudthalith Keo)	.docx	No date
Equivalency Program	Literature for C1-3-EP (Darling Keo)	.docx	No date
Equivalency Program	ໂຄງສ້າງຫັກສດ 3 ສາຂາອາວິບ	.xls	No date
Equivalency Program	3. ຮ່າງຫັກສດ ປກພິດຜັກ ວະດັບ 1	.pdf	No date
Equivalency Program	2. ຮ່າງຫັກສດ ປົງຄ່ຕ່າງອາຫານລາວ ວະດັບ 1	.pdf	No date
Equivalency Program	1. ຮ່າງຫັກສດ ອ່າງໄຟຟ້າ ວະດັບ 1	.pdf	No date
Equivalency Program	ໂຄງສ້າງຫັກສດ 3 ສາຂາອາວິບ	.xls	No date
Equivalency Program	3. ຮ່າງຫັກສດ ປກຜັງ ວະດັບ 1	.docx	No date
Equivalency Program	2. ຮ່າງຫັກສດ ປົງຄ່ຕ່າງອາຫານ ວະດັບ 1	.docx	No date
Equivalency Program	1. ຮ່າງຫັກສດ ອ່າງໄຟຟ້າ ວະດັບ 2	.docx	No date
Equivalency Program	1. ຮ່າງຫັກສດ ອ່າງໄຟຟ້າ ວະດັບ 1	.docx	No date
Employment Service	ບົດລາຍງານປະຈໍາເດືອນ 08 ຂອງໂຄດສ Sompong	.docx	No date
Employment Service	ບົດລາຍງານເດືອນ11 Doua Lee 20210126 ບົດລາຍງານການລົງ_ແນະແນວໂຄສະນາຮັບສະໜັກຈາວຫຼຸ ມ-ໄວຫຼຸນ (1)	.pdf	No date
Employment Service	Signed contract b.w SC & LWU KM_final	.pdf	2021.12.01
Employment Service	Signed contract b.w SC & IVET XKH_Eng (1)	.pdf	No date
Employment Service	Amendment Extension ESS_ACD_SLV(Eng)	.pdf	No date

Coaching Cycle	English C4EE Concept Paper Lao PDR_Curriculum of coaches	.pdf	No date
Coaching Cycle	Report ToC 3 final	.pdf	No date
Coaching Cycle	Report of ToC7_KB	.pdf	2022.01.23
Coaching Cycle	Report of ToC 2 final	.pdf	2021.02.09
Internship Reports	IVET Trainee Satisfaction B1	.pptx	No date
Internship Reports	IVET Trainee Satisfaction B1_XYB	.pptx	No date
Internship Reports	IVET Trainee Satisfaction B1_XKH	.pptx	No date
Internship Reports	IVET Trainee Satisfaction B1_SRV	.pptx	No date
Internship Reports	IVET Trainee Satisfaction B1_ODX	.pptx	No date
Internship Reports	IVET Trainee Satisfaction B1_KHM	.pptx	No date
VEDI	CU assesment final report by VEDI	.docx	2021.10.04
VEDI	Assessment Report First Draft	.docx	2022.12.02
Case Studies	Final_VTESS impact story Souphat Khaykham. (Eng)	.pdf	No date
Case Studies	Final_VTESS impact story Soupharb Etc. (Eng)	.pdf	No date
Case Studies	Final_VTESS impact story Keo and Lieng (Eng)	.pdf	No date
Project Docs.	Prodoc updated final	.docx	2020.06.30
Project Docs.	00 LIST OF ANNEXES	.pdf	No date
Project Docs.	Annex 01 Provincial Assessments Process & Findings	.pdf	No date
Project Docs.	Annex 02 Mission Report ESS HSLU	.pdf	No date
Project Docs.	Annex 03.1 C4EE Concept Paper ESS Lao PDR (Lao)	.pdf	No date
Project Docs.	Annex 03.2 C4EE Concept Paper ESS Lao PDR (Eng)	.pdf	No date
Project Docs.	Annex 04 MoES Ministerial Appointment Letter - SPC CPIC PPIC	.pdf	No date
Project Docs.	Annex 05 Lao Social Research Report	.pdf	No date
Project Docs.	Annex 06 Assessment of Past and Current Initiative with Financing Facilities in Lao PDR	.pdf	No date
Project Docs.	Annex 07 List of Curricula C1,2,3 2019 TVED	.pdf	No date
Project Docs.	Annex 08 Profile of Target Provinces, Beneficiaries, TVET and ESS Provision	.pdf	No date
Project Docs.	Annex 09 GESI Guide for VTESS	.pdf	No date
Project Docs.	Annex 10 Report IVET Pathways and Equivalency	.pdf	No date
Project Docs.	Annex 11.1 ToR PSC CPIC (Final Draft Engl)	.pdf	No date
Project Docs.	Annex 11.2 ToR PSC CPIC (Final Draft Lao)	.pdf	No date
Project Docs.	Annex 12.1 ToR PPIC (Draft Eng)	.pdf	No date
Project Docs.	Annex 12.2 ToR PPIC (Draft Lao)	.pdf	No date
Project Docs.	Annex 13 Risk Management Plan	.pdf	No date
Project Docs.	Annex 14 Result Chain	.pdf	No date
Project Docs.	Annex 15 Logframe	.pdf	No date
Project Docs.	Annex 16 Cost Benefit Analyses Report	.pdf	No date
Project Docs.	Annex 17.1 Workplan	.xlsx	No date
Project Docs.	Annex 17.2 Explanation to Workplan	.pdf	No date
Project Docs.	Annex 18 Budget party open for all	.xlsx	No date
Project Docs.	Annex 18 Budget	.xlsx	No date
Project Docs.	Annex 19 CV Kathin Leitner HSLU	.pdf	No date

Project Docs.	Annex 20 Minutes of Meeting PSC No.01 (Signed and Stamped)	.pdf	No date
Project Docs.	Annex 21 Report CPIC Meeting (Lao)	.pdf	No date
Project Docs.	Annex 22 Overview Economic Sectors and Occupations in Provinces LSR	.xlsx	No date
Project Docs.	Annex 15.1 Logframe	.pdf	No date
Project Docs.	Annex 15.2 Explanation to outcome indicators on employment rates	.pdf	No date
Project Docs.	Annex 18 Budget updated final	.pdf	2020.06.30
Project Docs.	Annex 23 Reference to Rubric Scale	.pdf	No date
Project Docs.	Annex 24 Stakeholder Assessment	.pdf	No date
Annual Plans	VTESS Annual Operational Plan 2020 final	.pdf	2020.04.21
Annual Plans	VTESS Annual Budget Plan Jan-Dec'20 final	.pdf	2020.03.31
Annual Plans	Operational Plan 2021 - final with budget update as per 26 Feb21 plus add budget included Govt format	.pdf	2020.11.30
Annual Plans	Annual Budget Plan 2021-final with budget update as per 26Feb21	.docx	2020.12.06
Annual Plans	Operational Plan 2022 final to SDC (1)	.pdf	2022.01.05
Annual Plans	Budget Plan 2022 final to SDC	.pdf	2022.01.05
Annual Plans	Training targets per province (ME2 PL)	.xlsx	2020.02.12
Annual Reports	VTESS Progress Report Aug-Dec'19	.pdf	2020.03.31
Annual Reports	VTESS Financial Report Aug-Dec'19 final	.pdf	2020.03.31
Annual Reports	Operational Report final version, chapter numbering adjusted (1)	.pdf	2021.04.05
Annual Reports	VTESS Financial Report Jan-Dec'20 final (1)	.pdf	2021.03.15
Project Meetings	VTESS PSC Minutes of Meeting No.01 signed and stamped (1)	.pdf	2019.12.23
Project Meetings	Minute of meeting, VTESS steering meeting on 5 June 2020 final signed and stamped	.pdf	No date
Project Meetings	Minutes of meetings 3rd PSC signed	.pdf	2021.04.29
Project Meetings	Report CPIC Lao finalized	.pdf	2020.02.05
Project Meetings	Minute of Meeting_CPIC_ 13 Aug 2021_English-finalized (1)	.pdf	No date
Project Meetings	ບົດບັນທຶກອງປະຊຸມ PPIC_KhM on 7 Dec, 2020.PP	.pdf	No date
Project Meetings	ບົດລາຍງານຄວາມຄືບໜ້າຂອງການຈັດຕັ້ງປະຕິບັດໄຄງການ VTESS ແຂວງອໍານວຍ ບະຈຳປີ 2020	.pdf	No date
Project Meetings	PPIC Minute of meeting	.pdf	No date
Project Meetings	6 months report PPIC	.pdf	No date
Project Meetings	PPIC Meeting Notes (TX, PM, PP)	.pdf	No date
Project Meetings	ບົດລາຍງານຄວາມຄືບໜ້າຂອງການຈັດຕັ້ງປະຕິບັດໄຄງການ VTESS ແຂວງອຸງອາງ (TX, PP)	.pdf	2020.12.03
Project Meetings	READ ME	.txt	No date
Project Meetings	MRM documentation	.xlsx	No date
Project Agreements	7F-08592.02.01 Project Agreement 81063080 Swiss Contact Laos VTESS	.pdf	No date
Project Agreements	VTESS MOU MoFA Format EN final (PP DTVET MoFA clean (final))	.pdf	2021.08.17
Project Agreements	SC_SDC Contract signed VTESS pdf document	.pdf	2019.08.14
Project Agreements	Contract Amendment 1 VTESS signed	.pdf	No date