

REPORT

Tracer Study on Non-Formal Vocational Training Courses

Submitted by:



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List of Abbreviations

ADB	Asian Development Bank
DVV	Deutscher Volkshochschul-Verband
DVVi	DVV International
GIZ	Gesellschaft für International Zusammenarbeit (German Corporation for International Cooperation)
LGDC	Lao-German Development Consulting Co., Ltd.
M5	Mattayom grade 5 (Secondary school grade 5)
MoES	Ministry of Education and Sports
NFE	Non-formal Education
NFEDC	Non-Formal Education Development Center
Q1	Questionnaire 1
Q2	Questionnaire 2
Q3	Questionnaire 3
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
VELA	Vocational Education in Laos

1. Introduction

This report is the result of joint efforts the DVV International (DVVi) and the Department of Non-formal Education (NFE) of the Ministry of Education and Sports (MoES) who contracted consultants from the Lao-German Development Consulting Company (LGDC) to implement the survey by developing the concept, the methodology and the questionnaires as well as analysing the data and formulating the final report.

The report provides information about the vocational training activities carried out in the framework of the respective development projects of DVVi and the German Corporation for International Cooperation (GIZ) with the focus on impact of the training courses on the living conditions of the target group. Since 2009, DVV International is working in Lao PDR, and since 2010, the institute supports in cooperation with GIZ the implementation of Non-Formal Vocational Training Courses, implemented by the Integrated Vocational Education and Training (IVET) schools, designed to offer vocational skills trainings to excluded or marginalized groups. Annually, an average of 15 training courses was supported with 300 – 400 participants. In 2015, the project was able to support 16 trainings at 10 IVET schools with 375 participants.

These Non-Formal Vocational Training Courses bring teachers of the IVET Schools into remote villages to offer 5 – 10 days vocational skills trainings programs. Villages are identified in close cooperation with the Provincial and District Education Authorities in line with the government's Sam Sang policy, the rationale behind local development in Laos. The subject of the trainings is chosen (primarily) according to the needs of the villagers and the profile of the IVET schools. The trainings do not lead to a formal qualification, yet all participants receive a certificate of participation at the end. The main purpose of the training is to offer skills to the participants enabling them to improve their livelihood and income generating possibilities. It is also intended to motivate participants to continue their skills training at the IVET School, especially under the C1 and C2 scheme supported by the GIZ VELA project, which represent the lowest steps of the formal TVET system.

Objective

The current study aims to establish an understanding as to what extend these objectives have been met in order to get valuable information for the planning of future training activities. Thereby the objective of the study is to answer the following questions:

The tracer study should explore whether the project reaches the defined impact, concerning the following issues:

- Do the participants use the skills they gained in the trainings? If yes, how are they used?
- Does this lead to additional income?
- Are any other effects concerning an improved livelihood measurable?
- Do some participants continue their studies at the IVET School?

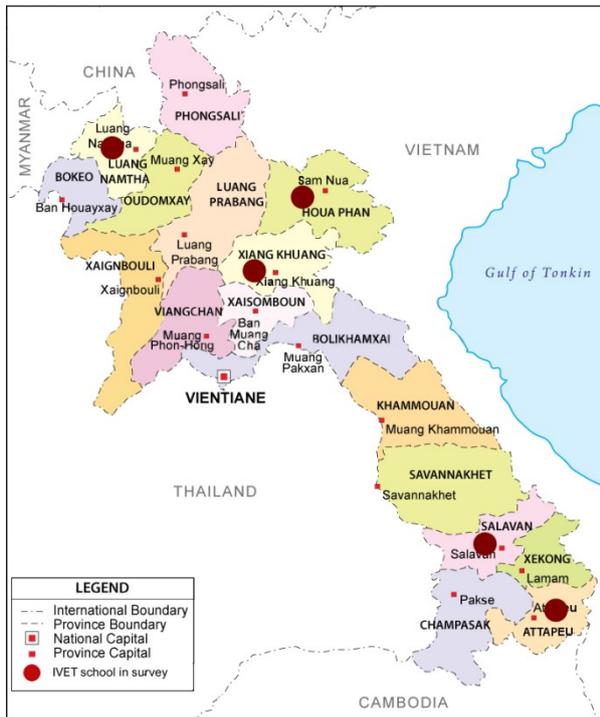
This objective emphasises on results generated by the training for participants. However, DVVi was also interested in feedback about the preparation, organisation and implementation of the training in order to further improve this process for future trainings. From a systemic point of view it was also

important to assess whether and - if yes – how these short term training fit into the general TVET system.

2. Methodology and Implementation of the Tracer Study

The tracer study has been implemented in the form of structured personal interviews with participants of DVVi/GIZ VELA supported training courses implemented by five selected IVET schools, as well as with involved teachers and village heads of the target villages.

Figure 1: Locations of the selected IVET schools



According to the ToR the tracer study was to be conducted at five selected IVET schools, namely Saravan, Sekong, Attapeu, Huaphanh and Luang Namtha. During the preparation of the fieldwork Sekong province was replaced by Xieng Khouang for the reason that in 2015 no courses had been implemented by the IVET school Sekong. Four of the five selected IVET schools (Luang Namtha, Houahanh, Xieng Khouang and Saravan) had carried out 2 courses each in 2015, one school (Attopeu) implemented one course (see table 1).

It was intended to interview at least 80% of the participants of the trainings conducted in 2015 as well as all heads of the villages, where the training took place and the teachers who provided the trainings, and directors/vice-directors of IVET schools or other staff involved in organising the non-formal courses. Records of

DVVi and the IVET schools have been used to identify the total number of courses and participants.

For the respective interviews 3 questionnaires (one for participants, one for IVET school staff, and one for village representatives, Q1, Q2 and Q3 respectively) have been developed by LGDC in two versions, a printed version and an online version based on Google Forms (see annex ??).

Enumerators have been identified by DVVi and included volunteers from a local organisation as well as staff from MoES' Non-formal Education Development Center (NFEDC) and the respective IVET schools. All enumerators have been trained by LGDC in a 2 days training session at NFEDC in Vientiane Capital which took place on 20. and 21.04.2017. During the training each of the three questionnaires has been explained in detail. Feedback from the participants was used for further upgrading and clarifying the questions. The training also included extensive practical exercises of the enumerators by forming groups of 2 persons interviewing each other in a role play with changing roles. Thereby it was ensured that the 2-persons-teams came from different background (teams formed as volunteer-NFEDC, volunteer-school representative, NFEDC-school representative). During the role play both versions, the printed and the online questionnaires, have been used. Problems or misunderstandings occurring during these practical exercises have been used for additional explanation or – when possible – for further changes in the questionnaires. The training was also

used to decide upon organisation of the fieldwork. For fieldwork it was strongly recommended that teachers of the IVET schools do not participate in the interviews of the training participants.

Field work has been carried out from 08.-14.05.2017. Five teams had been formed, one for each province. The teams consisted of representatives of the respective IVET school as local coordinators and volunteers from NFEDC (Luang Namtha, Houaphanh and Xieng Khouang) and/or a local NPA (Xieng Khouang, Saravan, Attapeu). The sample had been defined by the ToR as 80% of the participants of courses that took place in 2015 based on data provided by DVVi for the trainings held in 2015. For the IVET school representatives a target of 3 interviews per schools has been set, for village administration the target was 2 interviews per village. Having 5 IVET schools and 9 villages in the survey means the total target number of interviews was 140 for questionnaire 1, 15 for Q2 and 18 for Q3. For fieldwork support provided by the selected IVET schools, the respective PESS as well as the village administration of the target villages was essential in order to organise the interviews.

Table 1: Number of courses and participants in 2015 and target for the survey

Province	Number of courses 2015	Number of participants (DVVi statistics)	Target 80%
Luang Namtha	2	40	32
Houaphanh	2	35	28
Xieng Khouang	2	35	28
Saravan	2	45	36
Attapeu	1	20	16
TOTAL	9	175	140

The fieldwork team were facing a number of challenges with respect to logistics (bad roads, lack of facilities) and contacting training participants. Thanks to the commitment of the interviewers and the support provided by local authorities these challenges did finally have not impact on the result. Not all participants of the training held in 2015 could be interviewed. According to information provided by village authorities the main reason for not having been able to contact participants was moving to other locations or working outside of the home village. Especially the latter fact can be judged positively as those people found work and income. In the majority of cases the number of participants not found for interviews did not have impact on the target of 80%. One special case was reported as in Houaphanh one training was organised directly at the IVET school having participants from 2 different villages. In this case 4 participants from the nearby village could not be contacted. In the case of Ban Sakhae in Attapeu province half of the originally 20 participants could not be interviewed. The majority moved temporarily (working outside the village, working in Thailand) or permanently to other places. This can also be interpreted as a hint that in this particular location it is very difficult to find work locally. In Attapeu the team found it also difficult to interview IVET school representatives and village authorities where changes in staff have been given as reason.

The collected data has been entered by the interviewers directly to the online questionnaires allowing also to check quality of data immediately during fieldwork. This allowed for direct intervention. Some interviewers approached the consultants for advice on minor technical problems related data entry. No major problems occurred.

Table 2: The sample by province and target group

Province	Village	Participants		IVET School	Village admin
		trained	interviewed		
Luang Namtha		40	34	3	4
	Phouchalae	20	17		2
	Nakham	20	17		2
Xieng Khouang		35	32	3	5
	Nhotliang	20	21		2
	Khangphanieng	15	11		3
Houaphanh		35	28	2	4
	Soblao	20	17		2
	IVETS Huaphan	15	11		2
Salavan		45	41	2	3
	Nongkae	25	21		2
	Senevang	20	20		1
Attapeu		20	10	1	1
	Sakhae	20	10		1
TOTAL		175	145	11	17

After data entry and cleaning the consultant will analyse the collected data with regard to the 3 guiding questions representing the objective of the study. A draft will be produced and discussed with DVVi and processed into a final version in line with the recommendations made during the discussion.

Based on the discussion with DVV International a presentation will be prepared and presented in a workshop organized by DVV International.

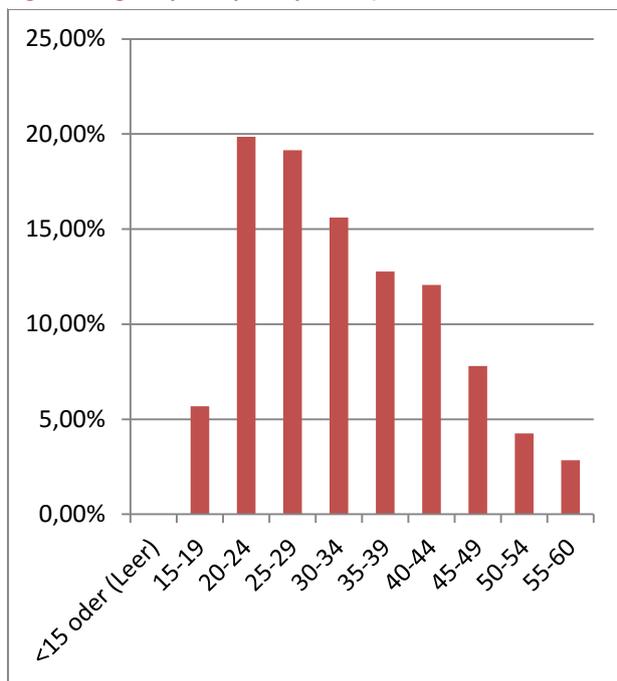
3. Findings

A Participants

3.1 General description of the sample

Out of the total target population of 175 people 145 have been interviewed (83%). However the response differs between 50% in Ban Sakhae (Attopeu) and 105% in Nhotliang (Xieng Khouang). The unexpected share of more than 100% could be explained by a data error at organisers level as 25 people successfully participated the respective training course instead of 20 as recorded. The fact was proven by the participants showing their certificates.

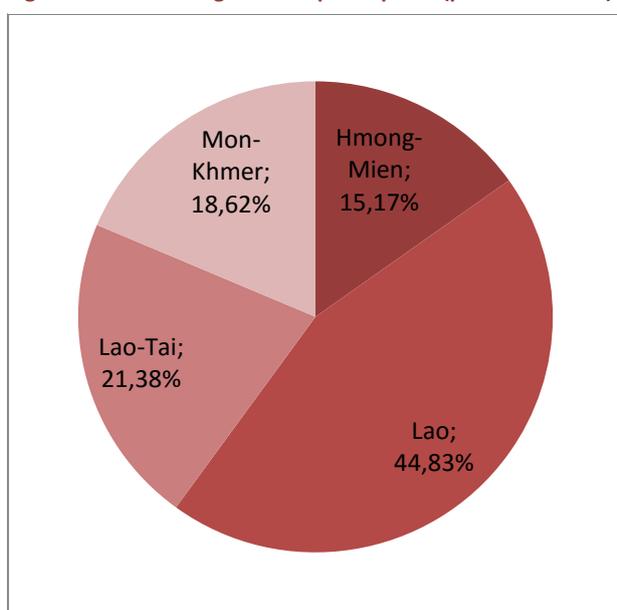
Figure 2: Age of participants percent



Participants came from a wide range of age groups with the youngest participant being at age 17 and the oldest 56. The mean age is 30 years. With 28 and 27 people respectively the age groups 20-24 years and 25-29 years are the biggest representing together 39% of the interviewed participants. This means also that at the time of training the majority of participants was older than 30 years.

83,4% of the participants are married (however it was not asked about their family status at the time of the training), 77,9% of the respondents have children. This information is important because people with family obligation are less inclined to move out of their village for long term training.

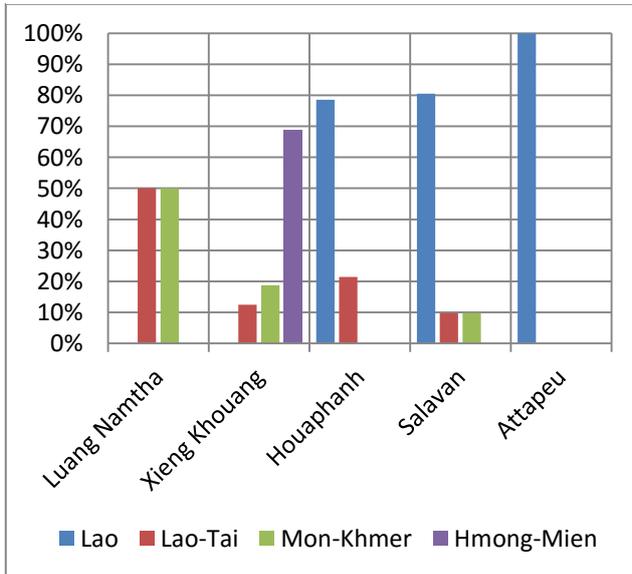
Figure 3: Ethnic background of participants (percent of total)



The ethnic composition of the target group was largely determined by the selection of villages for training. In fact only the trainings in Nhotliang (Xiengkhouang) and Viengsay (IVET school Houaphanh) had a considerably mixed ethnic background of participants. In general ethnic Lao counted for 44,8% of all participants even not having any Lao in the sample in Luang Namtha and Xieng Khouang provinces. But representatives from the biggest ethnic group in the country accounted for the majority of participants in Saravan, Houaphanh and Attapeu provinces. The second largest number of participants came from the Lao-Tai ethnic group (21.4% of the total, focus on Luang

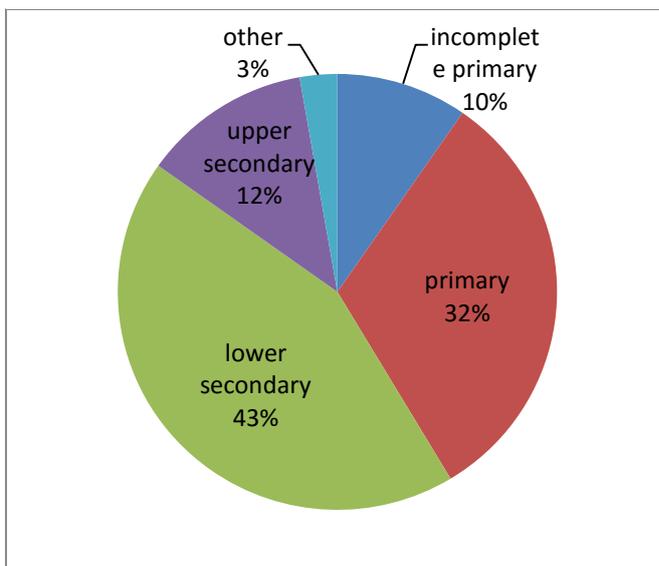
Namtha), followed Mon-Khmer (18.6%, also focus on Luang Namtha) and Hmong-Mieng (15.2%, only in Xieng Khouang).

Figure 4: Ethnic background by province percent of each province)



If ethnic composition was determined by the selection of villages gender composition is determined by the selection of training programs mainly following traditional patterns. Training in construction and furniture making was a pure male business whereas training in tailoring and food processing was reserved to women. The traditional role models may vary depending on other factors as well. For example electrical installation which was offered in Xieng Khouang and Attapeu. In Xieng Khouang (100% Hmong-Mien) three women were among the trainees whereas in Attapeu (100% Lao) only men participated in the course. Mixed participation of both sexes was reported for Organic Fertilizer Making (Xieng Khouang) with 40% male and 60% female participants, and Frog and Fish Raising (Salavan) where the composition was 35% female and 65% male participants. In general in the survey representatives from both sexes participated almost at the same number with 75 men (52%) vs 70 women (48%).

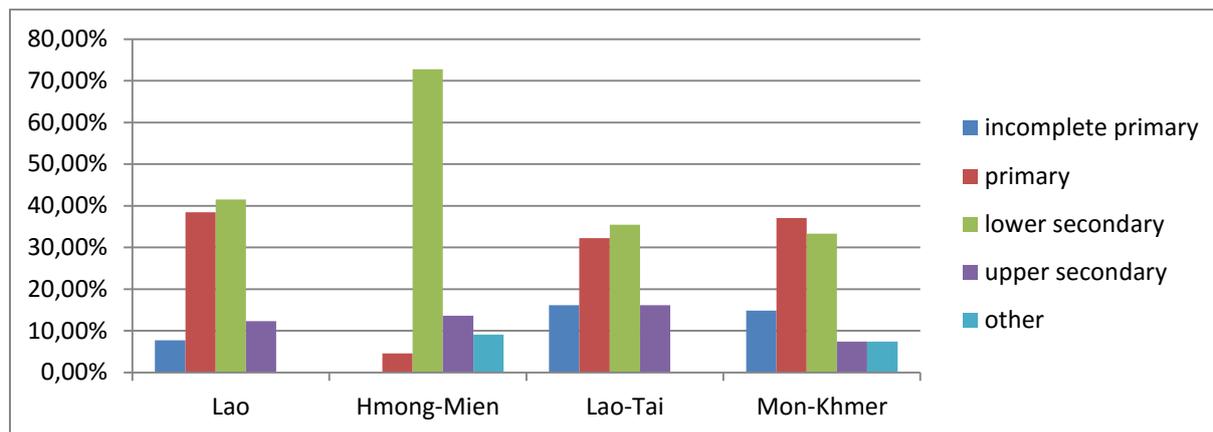
Figure 5: Highest level of general education (percent)



The level of general education for the interviewed ranged from incomplete primary to higher diploma level with the biggest group of people finishing lower secondary education as the highest level achieved (43%). This is followed by completed primary education and (32%) completed upper secondary education (12%). 10% of the interviewed participants did not finish primary education. Among the 4 people stating “other” 2 finished teacher education and one was still in secondary school (M5). One respondent stated “staff at district administration” as his level of education.

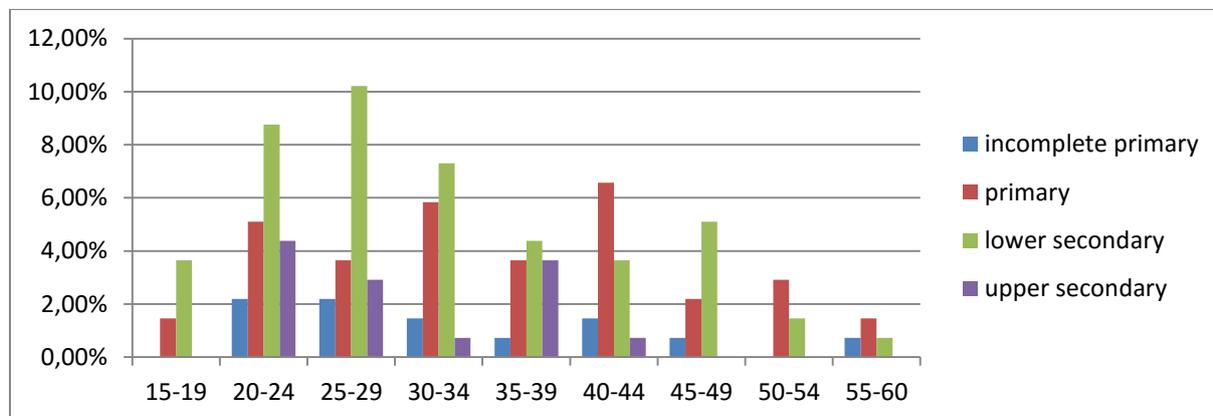
Looking deeper into details the highest concentration of participants completing lower secondary education was found among the Hmong-Mien. It can be expected that in this particular case opportunities to continue education at higher levels are limited as such a concentration of people not continuing from lower to upper secondary education is quite unusual. But this would need additional research. The highest share of people not completing primary education was found among Mon-Khmer and Lao-Tai ethnic groups.

Figure 6: Level of education by ethnic background (percent of each group)



Setting the general education in relation to the age of the participants it was found that incomplete primary education was surprisingly high among the age groups 20-24 and 25-29 years.

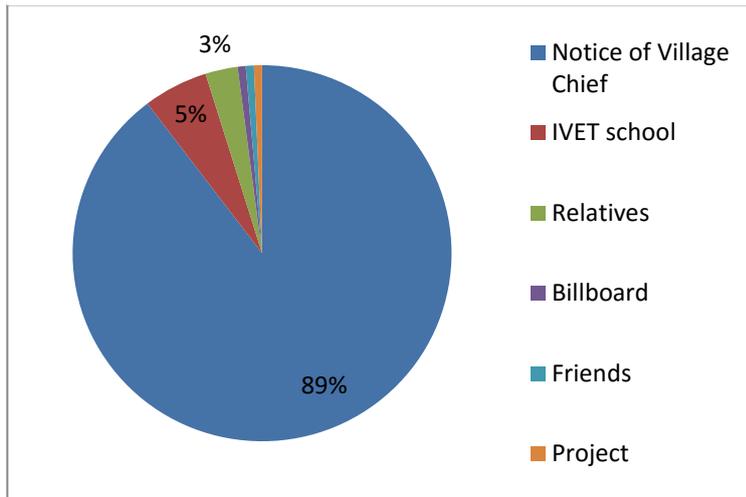
Figure 7: Level of education by age (percent of total)



3.2 Assessment of the training courses

The participants have been asked from which source they got the information about the upcoming training opportunity. An astonishing 89.7% (130 respondents) stated that they had been informed by their respective village chief. 8 participants (5.5%) stated that they got the information from the respective IVET school. 4 participants (2.8%) were informed by relatives. This finding emphasises on the huge importance of correct communication with village authorities during the process of preparation and selection of participants.

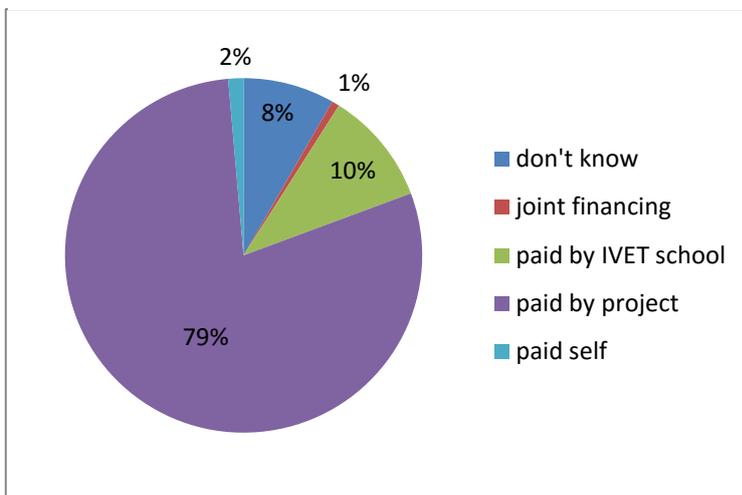
Figure 8: Source of information (percent of total)



Most of the participants reported a very short distance they had to travel to the training venue. 101 participants (69.7% of all respondents) reported a distance of 1 km or less, 11 (8%) travelled about 2 km, another 11 participants had 3-5 km to master. 3 participants travelled 20-25 km and 2 came from more than 100 km away.

Interviewed participants stated participation in the training for the full time of training with just one exception: 6 out of 17 participants at the food processing training in Soblao (Houaphanh) reported that they participated only for 2-3 days whereas the other 11 were trained for 7 days.

Figure 9: Who paid for the training? (percent of the total)



The responses to the question who financed the training are interesting to note; especially as 2 participants stated here that they paid by themselves. 15 people understood that the training was paid by the IVET school. The majority acknowledged that the training was financed by DVVi.

All but 2 participants stated that they received certificates of participation at the end of the training. Interesting to note that

one of these two did participate in less than half of the training time. The second respondent had stated participation for the full 7 days of that particular training. Other participants who reported that they did not follow the full training course stated that they received certificates as well.

The participants had been asked how they rate the training. This rating had to be done separately for practical and theoretical training. In general the training packages were rated very positively. A total of 89.4% rated the practical training very or even extremely useful.

The same figure for theory training reached 82.1%. However when looking deeper into the specific training courses the picture shows bigger differentiation.

Practical training was rated best in tailoring (both 100% “very” or “extremely useful”) and

Figure 11: Rating of practical training percent of each course)

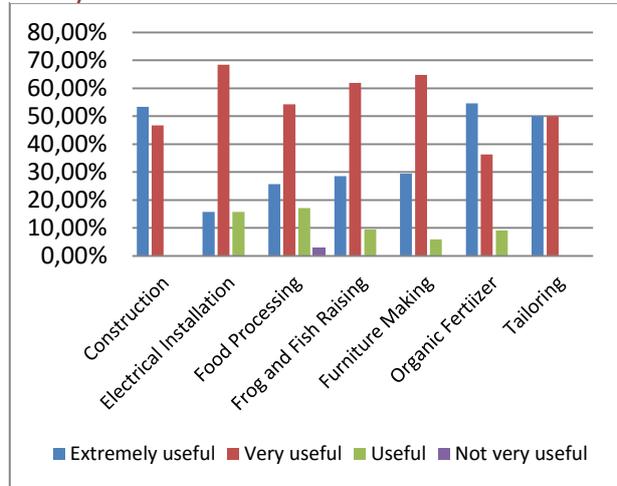
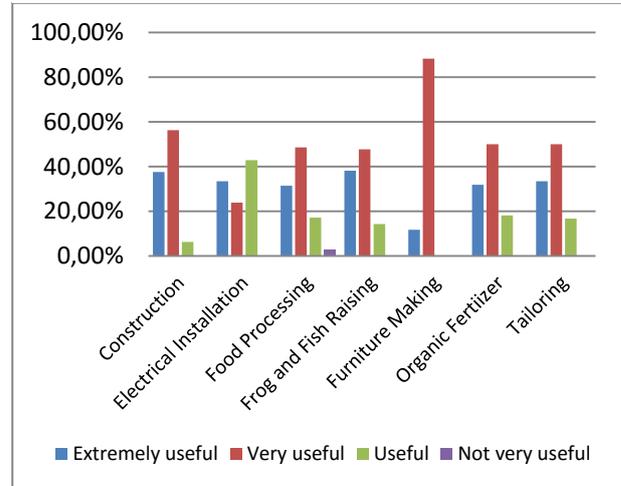
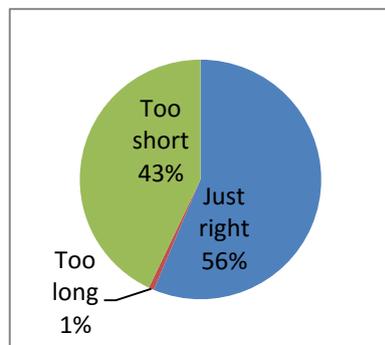


Figure 10: Rating of theory training (percent of each course)



construction courses. Food processing (cooking and bakery courses) rated lowest also with the highest share of just useful ratings and the only rating “not very useful”. One may add that this was the only course where participants left during the course. Electrical installation was also judged a bit less positively. Theory was in general rated lower. Again construction scored highest with 93.75% “very” or “extremely useful” marks. Food processing scored lowest again with “only” 80% “very” and “extremely useful” ratings.

Figure 12: Feedback on duration of training (percent of total)



Concerning the duration of the training the majority seemed satisfied with the number of days spent for the respective trainings. By looking more closely to the individual training courses the picture changes substantially thereby providing valuable feedback for future planning of courses in the respective occupations. The satisfaction about the duration of a training related to a specific subject like production of organic fertilizer is substantially higher than the satisfaction with training duration in more complex professional fields like construction or tailoring. So for the making of fertilizer 91% stated that the duration of the training was just right whereas 83.3% of participants in tailoring

and 68.7% of those trained in construction said that the training was too short. This corresponds to experiences of the consultants in other field where especially in tailoring participants reported that even in courses of three months duration the obtained knowledge was limited to just one or two product lines (mainly Lao skirts). Similar in construction where many different work processes need to be mastered in order to cope with the requirements of construction work. This will be further illustrated by responses on wishes for further training. However this approach does not explain the high level of satisfaction with the training duration in furniture making which is also a very complex profession. Here further in-depth research would be needed.

Figure 13: Feedback on duration (percent of each training course)

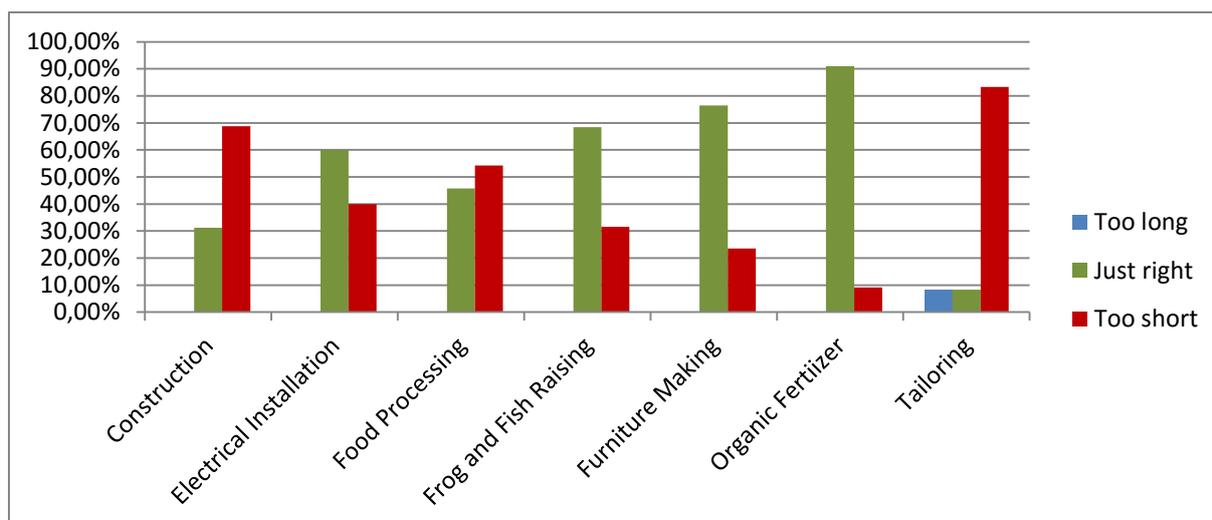
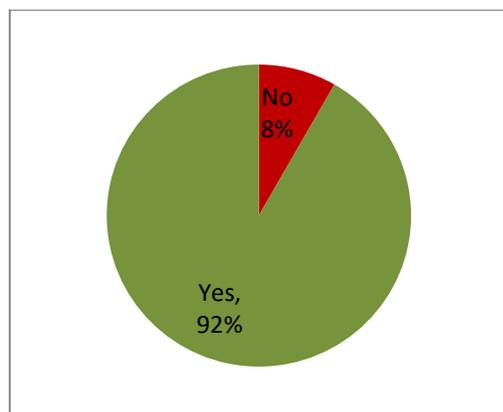


Figure 14: Would you recommend the training? (percent of total)



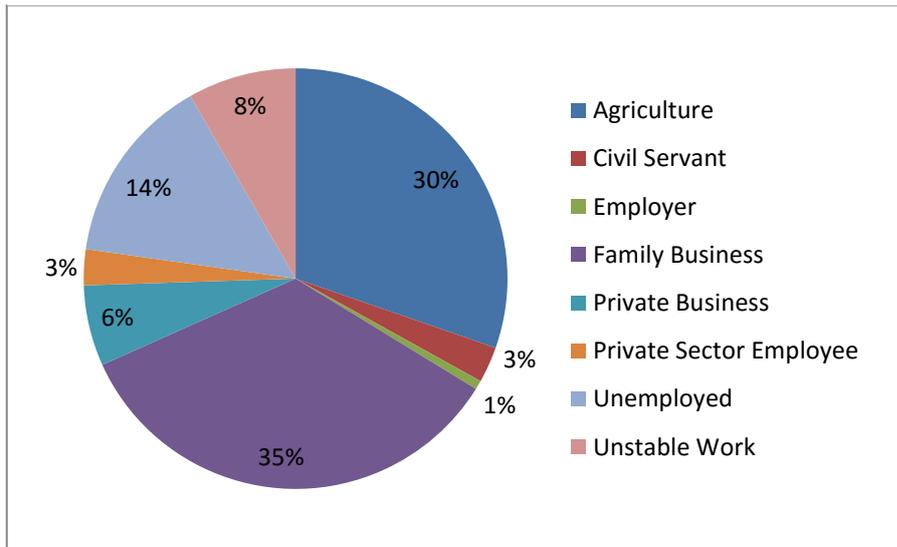
A certain feedback on the general satisfaction can also be obtained from the answer to the question whether the participants recommended the training to their friends and relatives. Looking into the same question for the specific trainings a concentration of answers “would not recommend” was found in tailoring (4 answers = 33.3%), and at some distance frog and fish raising (14.3%) and furniture making (11.8%). The reasons should be further investigated.

3.3 Assessment of the economic situation of the participants

For assessing the economic situation of the participants and any changes which might have happened in relation to the training courses the status before and after the training was recorded and compared. As this is in general an ex-ante study the status before the training has also been recorded after the training took place. In addition the participants have been asked about their expectations prior to the course. The results will also being compared to the real situation after the course.

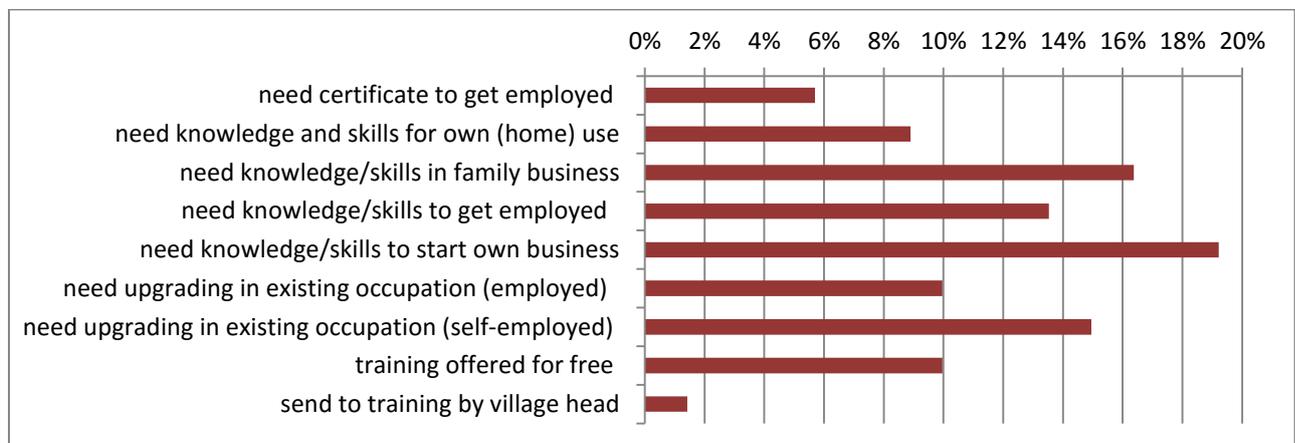
The largest number of participants were already in the small business sector either in a family business (35%) or private business (6%). 30% of all respondents stated that they worked in agriculture. A relatively high share of 14% stated being unemployed.

Figure 15: Occupation BEFORE the training (percent of total)



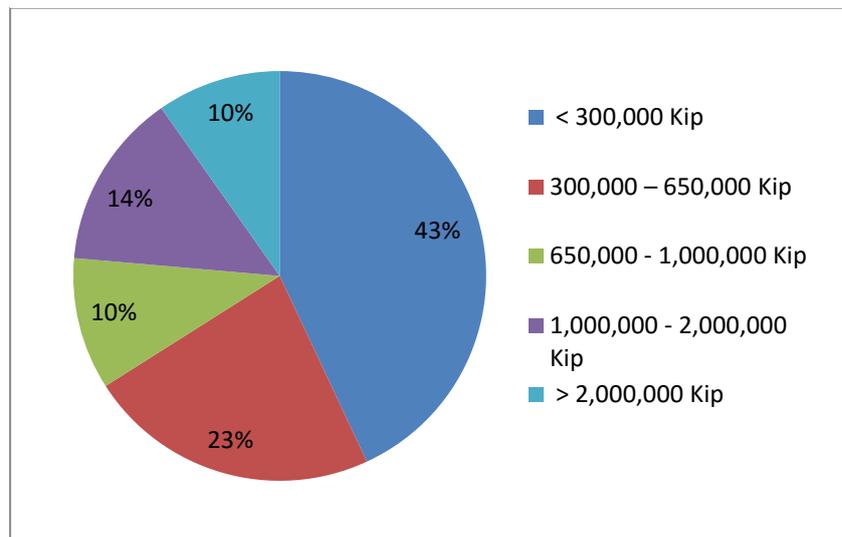
Participants have been asked about the reason joining the training course. The answers to this question at least partially provide also insight into expectations. During the interview participants had the opportunity to choose up to 3 reasons. However, 57 respondents provided just one reason for participating in the training. Here it has to be noted that two options for answers had not been marked by any of the participants: 1. Sent to training by enterprise, and 2. Sent to training by the project. Two more option had not be chosen by respondents ticking just one option: 1. Training offered for free, and 2. Sent to training by village head. This means these two options have not been considered as the main or single reason to join, it has been considered as an additional factor. On the other side the most often given reason for joining the training was the need for new skills to start a small business (19.2% of all answers) followed by improving the family business (16.4%) and improving the existing own business (14.9%). Means more than half of all answers stated that the new skills from the training were needed to start or develop a small business. Compared to this the expected use of the skills for employment, either in existing employment (10%) or for getting employed (13.2%) rated lower. Formal consideration like the interest in a certificate (5.7%) or joining the training as a good opportunity offered for free (10%) rated low.

Figure 16: Reasons for joining the training (percent of answers)



Looking into the financial situation of participants before the training shows that three quarters (76%) of all respondents stated to have an income below or just at the current level of the minimum

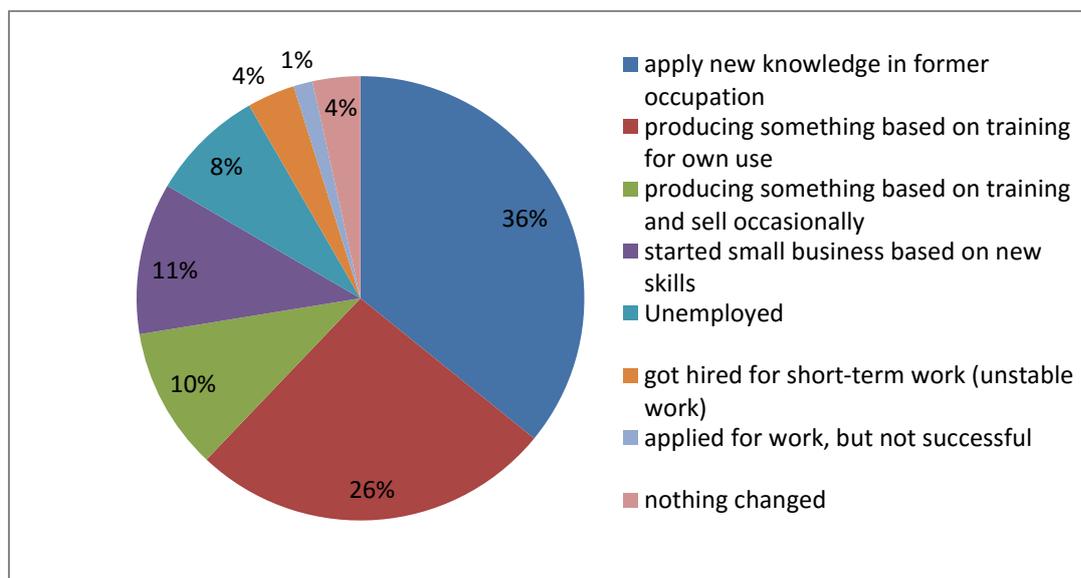
Figure 17: Monthly income BEFORE the training (percent of total)



wage of 900,000 Kip. 43% reported an income below 300,000 Kip per month. 24% reported an monthly income of more than 1 million Kip, with 10% stating an income higher than 2 million Kip per months.

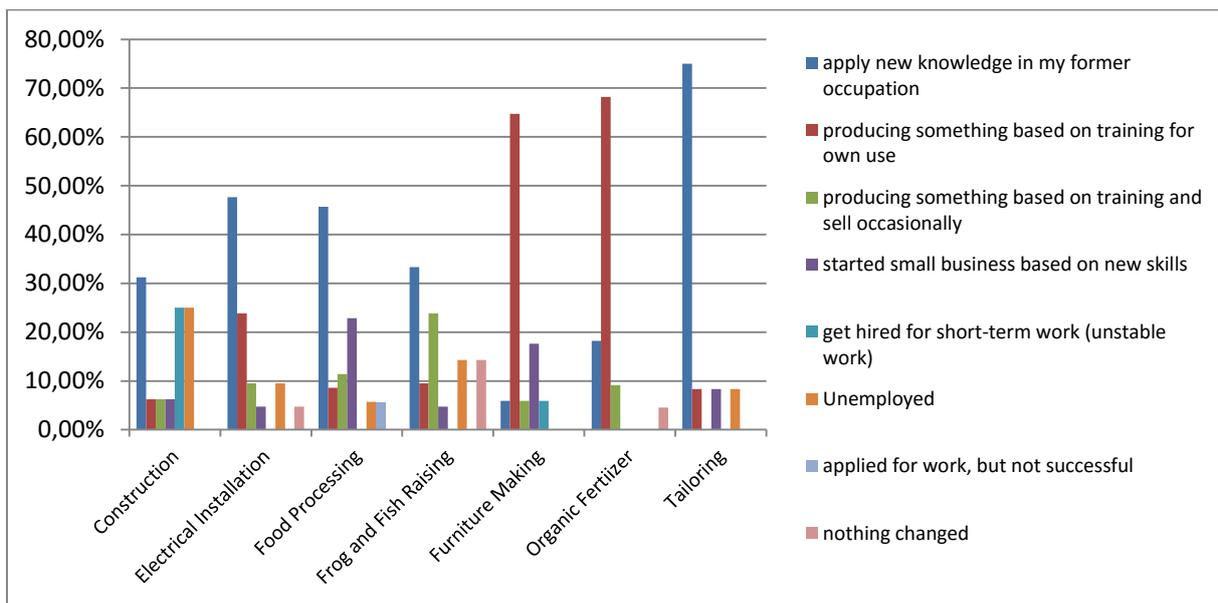
After the training the occupational situation of the participants experienced some changes. However, these changes took mainly place within the former framework. 36% of the respondents stated that they were applying the new knowledge in their former occupation. Another 26% reported that they used the new skills to produce something for own use/consumption. This would hint to an improvement in subsistence. 10% are following mainly the same pattern but selling at least occasionally some of the new products. 11% of the participants started their own business. If comparing this information with the reasons for joining the training it shows that a bit more than half of the share having the establishment of an own business in mind (19.2%, see figure 16) did so. As a very positive result the share of unemployed people dropped from 14% (see figure 15) to 8%. On the other hand getting employed was much more difficult. 5 people (3.5%) found temporary employment, 2 people reported that their efforts to find employment were not successful.

Figure 18: Use of new skills (percent of total)



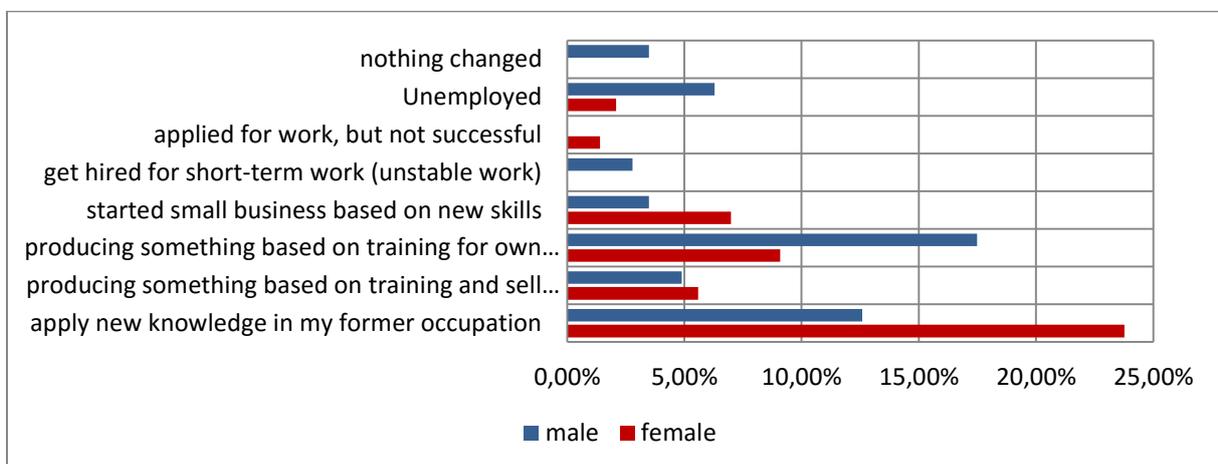
Looking deeper into details the results show that changes are not evenly distributed among the different trainings. Most people trained in tailoring stated that they apply the new skills in their former occupation whereas many people trained in fertiliser production and furniture making use their new skill for production for own use. The highest share of unemployed people is found among those trained in construction (25% of those trained in construction). In the same occupation all cases of short term employment are found. The biggest share of business creation is recorded among people trained in food processing (22.9%) followed by furniture making (17.6%). In this field also occurred the two cases of people unsuccessfully applying for work. Occasional sales are most often reported by people trained in frog and fish raising (23.8%) followed by food processing (11.4%).

Figure 19: Use of new skills by training (percent of each training group)



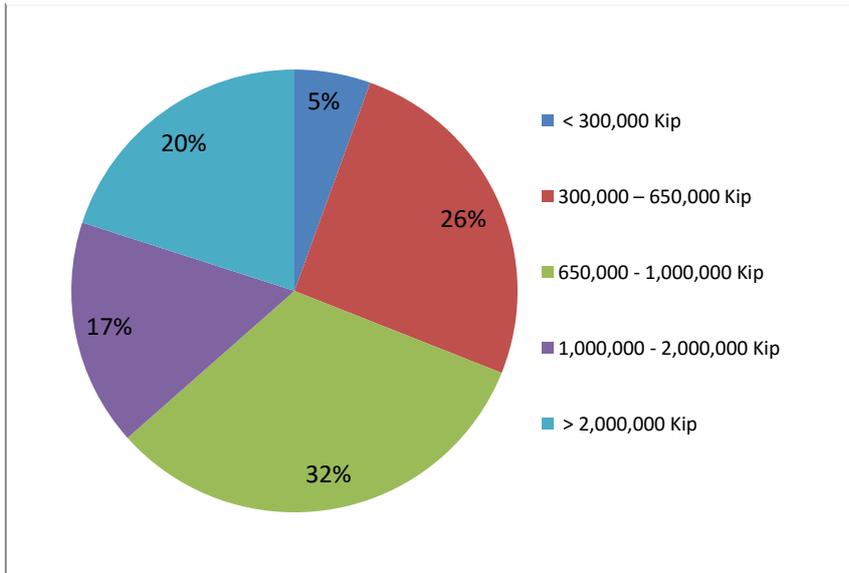
The use of the newly acquired skills separated by gender shows that short term jobs and no changes at all have been reported by men only. Unemployment and use of the new skills to produce something for own use are much more widespread among men than among women as well. On the other hand applying the new skills in the former occupation and starting a small business has reported by significantly more women than men (23.8% : 12.6% and 7% : 3.5% respectively).

Figure 20: Use of new skills by gender (percent of total)



The survey also tried to compare the income situation before and after the training. The method to ask for both indicators in one interview, even by putting the questions under different sections and sometime during the interview apart from each other, is far from being ideal. However the result

Figure 21: Monthly income AFTER training (percent of total)



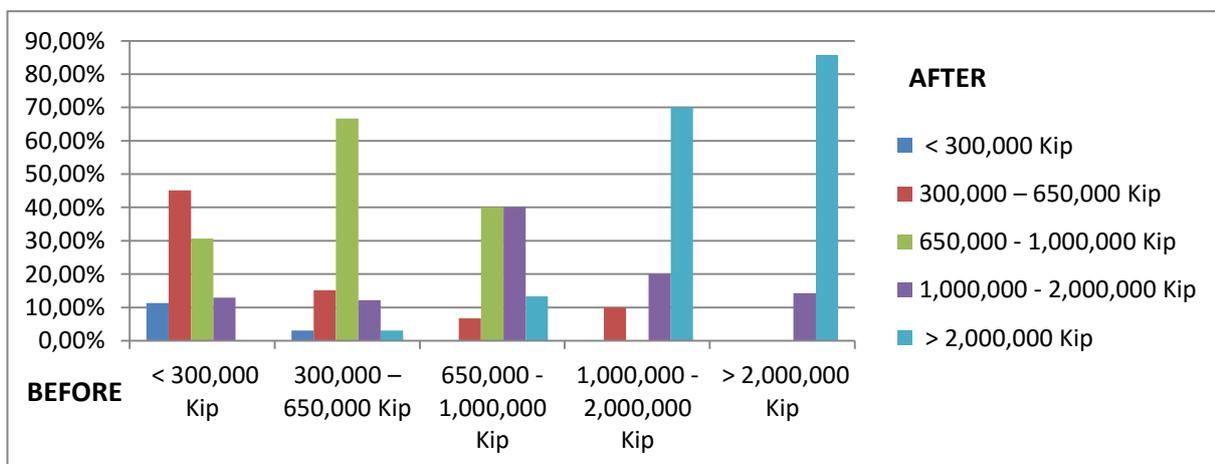
may provide some hints.

The general share of participants stating an income below 300,000 Kip dropped substantially from 43% to 5%. The share of those earning between 300,000 and 650,000 Kip grew slightly from 23% to 26%. The next bracket from 650,000 to 1,000,000 Kip saw the biggest increase from 10% to 32%. Also the share of earners of more than 1 million Kip increased with the share of

people earning more than 2 million Kip doubling. After training 37% of the respondents stated to earn more than the official minimum wage.

As said the method of asking these two questions in just one interview may be looked at as questionable. But also the direct comparison of answers looks at least plausible. The majority of changes took place from one income bracket to the next highest. Large jumps were rather sporadic as the following figure shows. However huge steps were most common among those earning below

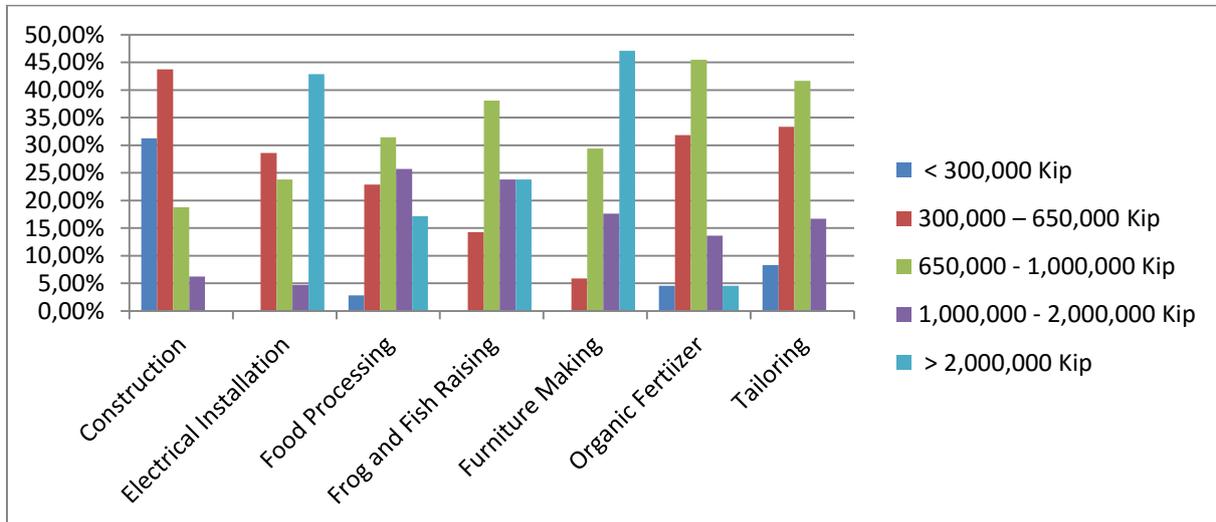
Figure 22: Shift in income after training (percent of each group)



300,000 Kip before the training.

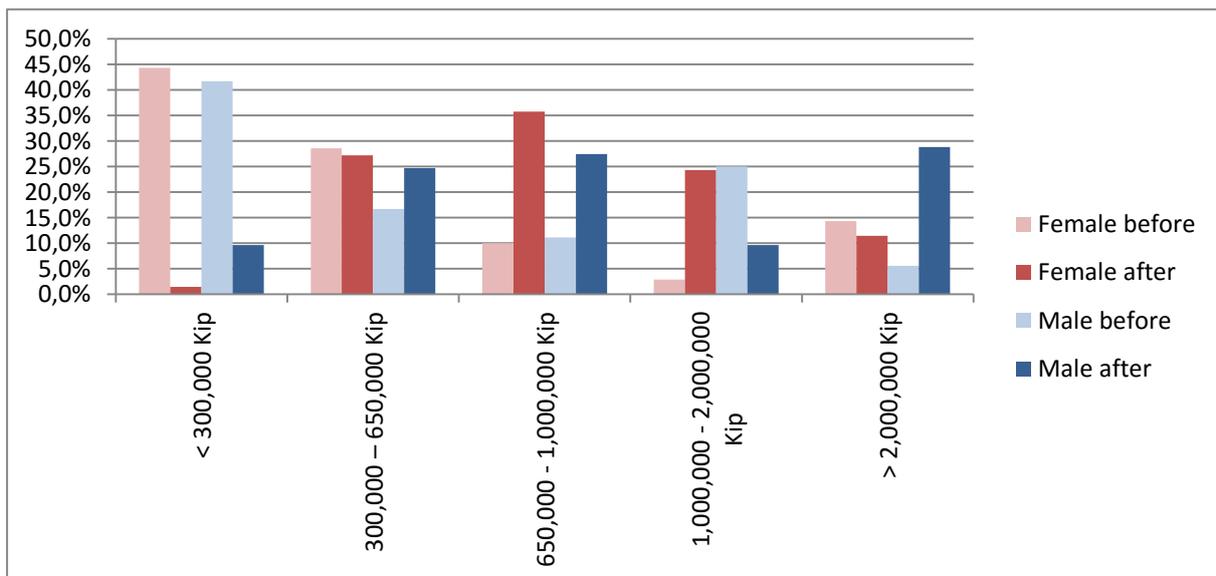
When looking into the income situation after the training by the different training courses a concentration of higher income in electrical installation and furniture making becomes obvious. Here 42.9% or 47.1% reported a monthly income above 2 million Kip respectively. The highest concentration of low income was reported by participants in construction training.

Figure 23: Income AFTER training by training course (percent of training course)



When looking into the development of income by gender it was found that the biggest drop occurred by women earning less than 300,000 Kip before the training. The biggest increase in earnings was reported by women earning 650,000-1,000,000 Kip and 1,000,000-2,000,000 Kip whereas the group of men earning more than 2,000,000 Kip grew most followed by the income group 650,000-1,000,000 Kip.

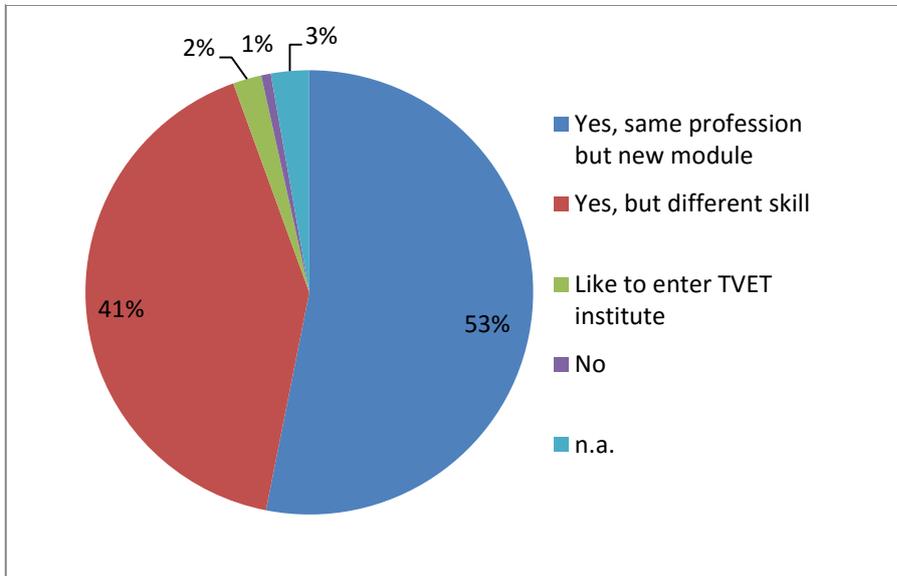
Figure 24: Income before and after training by gender (percent of each group)



3.4 Demand for further training

The participants have been asked whether they would be interested in further training, offering the choice between training in the same field, in a new profession or entering a TVET institute. The

Figure 25: Interest in further training (percent of total)



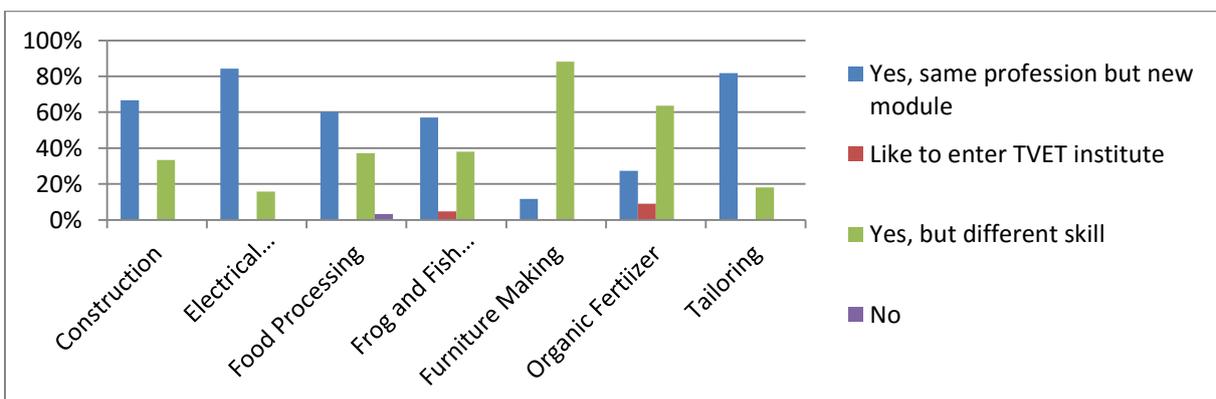
majority (53%) would like to get more training in the same occupation. This was further underlined by the final question (general comments) where a substantial number of comments repeated the same idea.

41% or the respondents would like to get training in a different occupation. 2% (3 people)

expressed their wish to enter a TVET institute. Just 1 persons stated not having an interest in further training (in fact a 55 years old women).

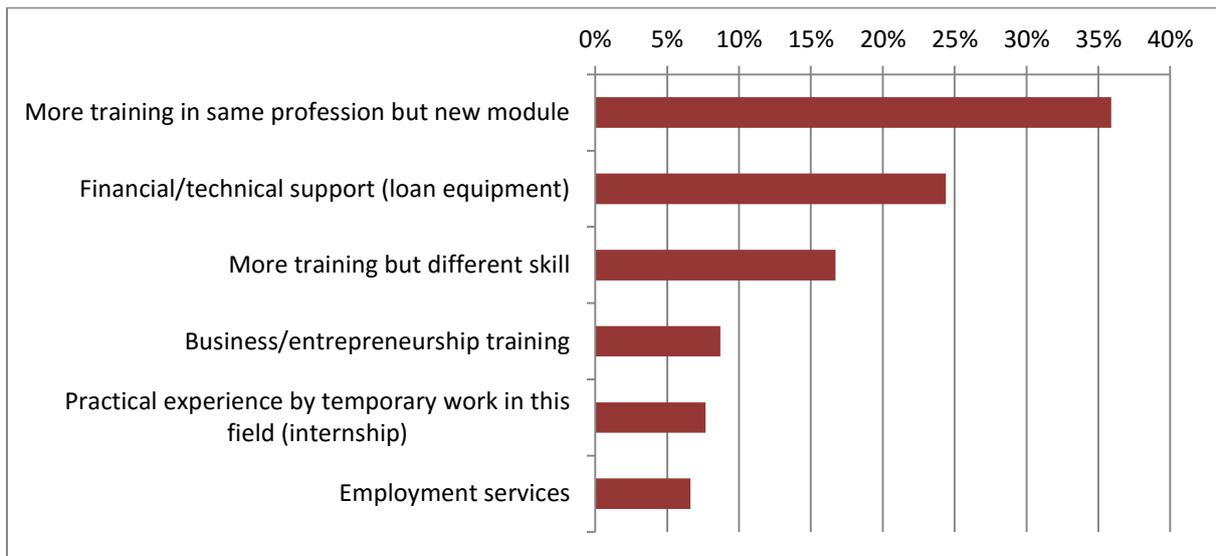
Looking into the same issue by the training the participants got the result shows that the wish for additional training in the same occupation was expressed for participants in electrical installation (84.2%) and tailoring (81.8%) followed by construction (66.7%). The highest trend to switch to a different occupation was found among those trained in furniture making (88.2%) and in production of organic fertilizers (63.4%). In the case of furniture making this might be related to the high requirements in kind of skills and investment whereas the production of fertilizer is a relatively narrow topic not giving much room for additional training. From the totally of 3 participants who expressed their wish to enter formal vocational training 2 were trained in fertilizer production and 1 in frog and fish raising.

Figure 26: Interest in further training by field of training (percent of each training)



The participants have also been asked what kind of additional support would be needed to make better use of the newly acquired skills. Among a mix of additional technical training, technical or financial support or different business development services interviewees could choose up to 3 options. Important to note that nobody chose the option “no need for any support”. The highest importance was given to “more training in the same profession but new module” (35.9% of all answers). Almost one quarter of all respondents (24.4%) wished to get “financial/technical support”. 16.7% opted for “more training but different skill”. Just 8.7% showed interest in getting business/entrepreneurship training. Surprisingly high has been the share of 6.6% requesting employment services as such services are not very well known in Lao PDR yet.

Figure 27: Needs for additional support (percent of all answers)



At the end of the interview two open questions have been asked: Q-29 in which new field the participants would like to get trained and Q-30 general comments on the training. The answers were in many cases duplicating answers to questions 26 (further training) and 28 (additional needs) but gave also a more differentiated picture. In cases the answers to Q-29 and Q-30 were identical or overlapping they have been counted just once. In general 39 participants gave a general statement that they are interested in more training, 9 of them stating more precisely that more budget should be provided for additional trainings. 20 participants underlined their wish for more training in the occupational field they got their first training in 2015, 22 requested more time for training in the same occupation. 16 people proposed that equipment should be provided to the participants after the training to start work or a small business, 4 more asked in general for support for enterprise creation. 3 participants proposed that the project should also pay daily allowances to participants. 2 participants wished that the project would make follow-up visits and evaluate the training results.

In terms of specific fields of training the most common wishes are shown in table 3 below.

Table 3: Additional training demand (absolute figures)

Field of training	Answers to Q-29	Answers to Q-30	Total
Animal husbandry	3	14	17
Tailoring	10	5	15
Farming	7	2	9
Roof making	5	3	8
Car repair	4	3	8
Electricity	5	0	5
Repair of electrical appliances	4	1	5
Food processing	4	2	6
Furniture/carpentry	0	4	4

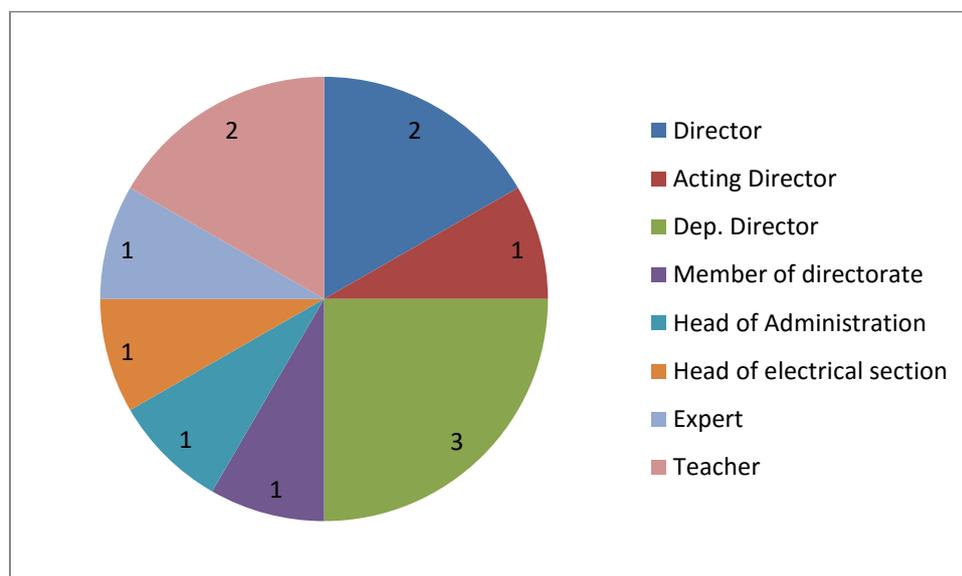
Hereby it is interesting to note that participants in the construction training have a very precise idea of the next trainings they would need stating roof making, plastering and tile laying as next priorities. On the other hand participants in tailoring and food processing with the exception of one person asking for international cooking just generally expressed the need for more extended training. The high interest in agricultural occupations is remarkable. To the 17 proposals shown in the table one may add three people proposing poultry raising. One person suggested the production of natural pesticides.

B IVET School Representatives

The survey aimed to interview 3 representatives from each of the concerned 5 IVET schools in order to collect additional information about the trainings especially with regard to organisational questions. In Attapeu only one representative of the IVET school could be reached for an interview due to changes in personal and other commitments.

Out of the 12 respondents 8 are working in management or administrative positions, among them 3 school directors and 3 deputy school directors.

Figure 28: Positions of IVET school representatives



This corresponds to answers about their involvement in the particular trainings where 7 people stated that they had responsibility as directors/vice directors, 3 had been organising the trainings and 2 had been working as trainers.

The original decision about the IVET concept requires from IVET schools to use 50% of their capacities for non-formal trainings. Therefore school representatives have been asked how the non-formal courses are embedded in the training offers of their respective schools. 3 people from different schools responded that non-formal courses are part of the annual work plan of their respective schools. The next question was if the non-formal training is part of the work plan how many non-formal training courses the school organises per year. Two respondents reported 1 non-formal course per year, 1 reported 2 courses. 6 of the respondents stated that non-formal training is organised on initiative of the target groups and 3 that the proposal comes from projects (thereby IVET School Xieng Khouang named DVVi as regular partner). 1 school reported that non-formal courses are initiated by MoES/PESS. No one reported that courses are organised on request of enterprises.

It is also interesting to look who gave the respective answers. In one case director and vice-director of the IVET school stated that non-formal courses are organised on proposal of projects whereas a teacher of the same school responded that non-formal courses are part of the work plan. The 6 answers stating that non-formal courses are organised upon request from target groups concentrate on 2 IVET schools –Xieng Khouang and Saravan.

In terms of budget provided the respondents from Xieng Khouang unanimously stated that the budget is sufficient. All respondents from the remaining four schools stated the opposite: budget is insufficient. With regard to the duration of the training all except one voted that the duration is just right. One stated that the training time is too short

Concerning the teachers involved in the non-formal training course all but one respondent stated that general teachers deliver the training. The exception was IVET Attapeu reporting to use specialised teachers in non-formal training.

Regarding the curricula used it was again IVET Attapeu not agreeing with all other respondents by stating that a modular type of curriculum was used. All other respondent stated using specific stand-alone curricula, 2 of them stating that the training was mostly concentrating on theory. 9 people answered that the stand-alone curriculum was mainly practice-oriented. All curricula had been developed by the respective IVET school (one respondent stated that curricula provided by the non-formal education department was used but the other representatives of the same school stated the opposite).

Coming to the selection of the target villages representatives from Saravan stated unanimously that the initiative came from the respective villages. In Xieng Khouang provincial authorities were involved (2 votes for recommended by provincial authorities, one from list of poor villages). In the other cases responses from the same school differed making it difficult to find out the real situation.

The IVET school representatives rated the success of participants between “good” and “fair” with a concentration of “fair” in Saravan. No one rated “very good” but also no “not good” or “bad” ratings occurred.

The IVET school representatives have also been asked about their ideas for future non-formal training. These answers express the individual point of view of the respondents more than the view of the respective school. So a majority of 7 responses said that training at IVET schools would be a more efficient way of delivery, against 5 votes for delivery in the respective villages. The other options (“in the district center” or “it doesn’t matter”) got zero votes.

Figure 30: Preferred location of training

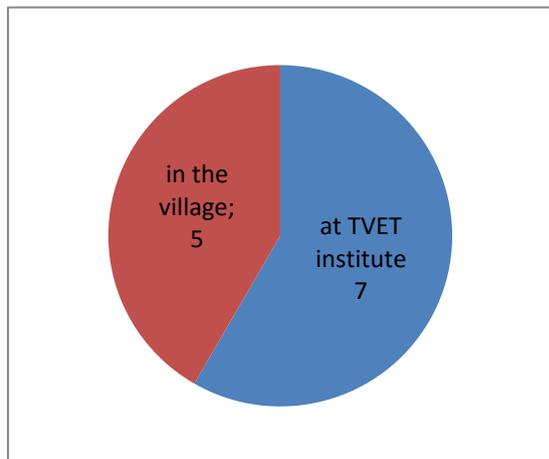
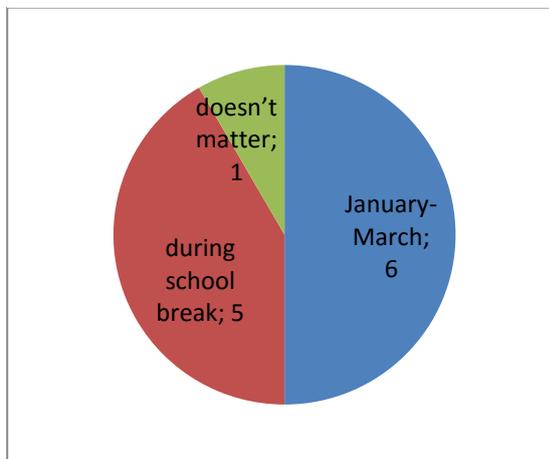


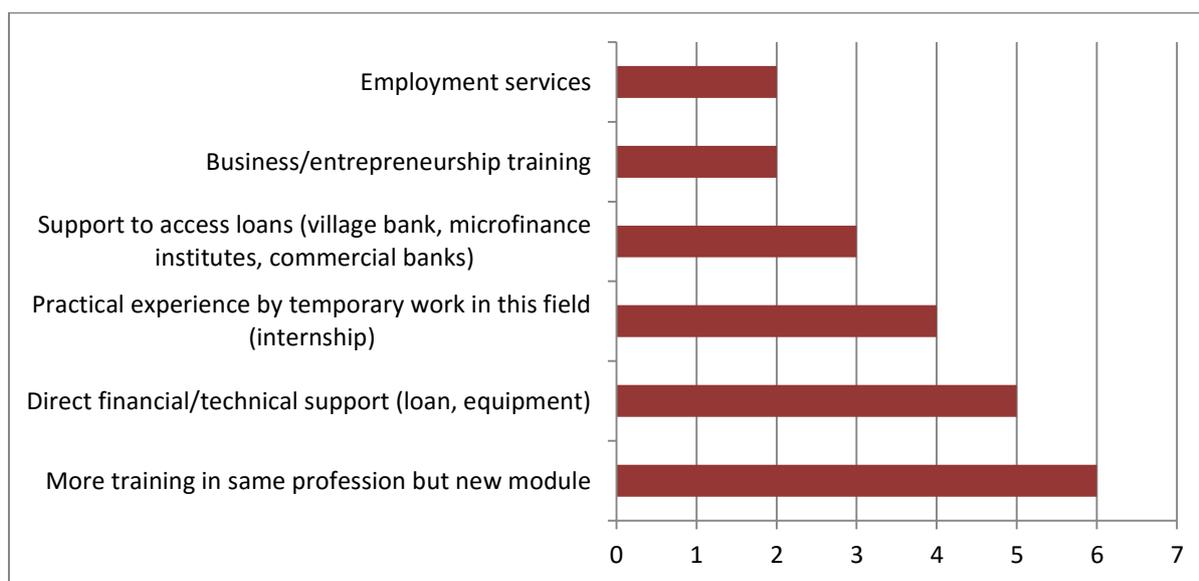
Figure 29: Preferred by IVET schools time of training



Regarding the best time for non-formal training 50% of the responses opted for the first quarter of the year followed by 42% preferring “during the school break”. This time of the year is characterised by a relatively low workload in traditional agriculture (in areas with only one rice season per year).

Asked what kind of additional input could support the use of the newly acquired skills the provision of more training in the same field with different content (new module) ranked first (6 votes) followed by direct support (financial/equipment; 5 votes) and internships (4 votes). This confirms the findings among participants where the first and second ranked options were the same.

Figure 31: Needs for support seen by IVET schools



The IVET school representatives have also been asked about their opinion for training needs in specific fields. Even by far not all respondents filled the complete table the results provide some basic information. The school representatives in general rated training needs relatively low. The

Table 4: Training needs (ranked by importance)

	high	medium	no need
Animal husbandry	8		1
Farming	6	1	1
Repair	4	1	1
Food processing	4		
Electro	2	2	
Tailoring	2	1	
Construction	1	3	1
Welding	1		
Car repair			1
Accounting			

highest score was 8 what means that 8 out of 12 respondents rated the training need as high, 9 out of 12 responded with regard to this particular training. The scores for other training fields were even lower with only 4 out of 12 people seeing any need for training in the electrical field and construction. However, school representatives anticipate highest demand in animal husbandry followed by farming, general repair, food processing and electro. Not a single entry (not even a “no need”) was received for accounting,

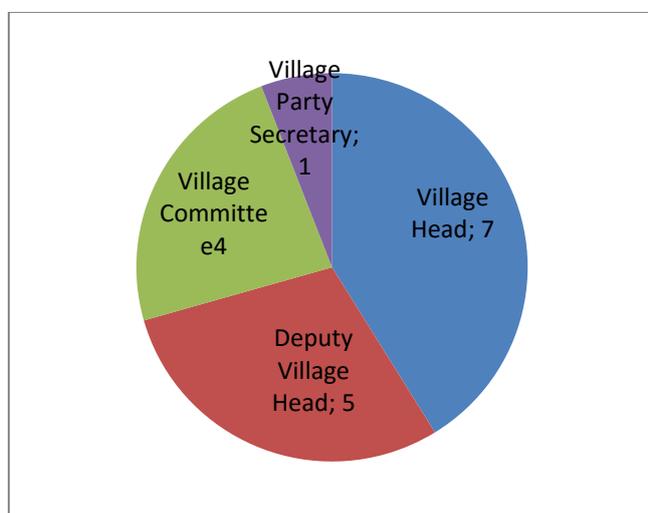
traditionally one of the biggest sections in all TVET institutes in Lao PDR. These results respond only partially to the suggestions given by the participants who ranked food processing, car repair and construction significantly higher. The biggest match was recorded for agro-professions, especially animal husbandry.

In the final (open) questions respondents highlighted as important result that villagers got skills to start a new occupation and to improve their livelihoods. Among the positive results good cooperation between authorities and people was highlighted as well.

Concerning proposals for improvement the top raking suggestion (8 times mentioned) is to introduce follow-up visits in the villages. The provision of material support or the establishment of a support fund ranked second (5 mentions). Two people proposed to provide more material for the training itself. The provision of teacher training, additional trainings to participants at IVET schools, a better selection of participants, the selection of other than Sam Sang villages and the alignment of training content with the needs of the labour market were mentioned once each.

C Village Authorities

Figure 32: Position of village representatives



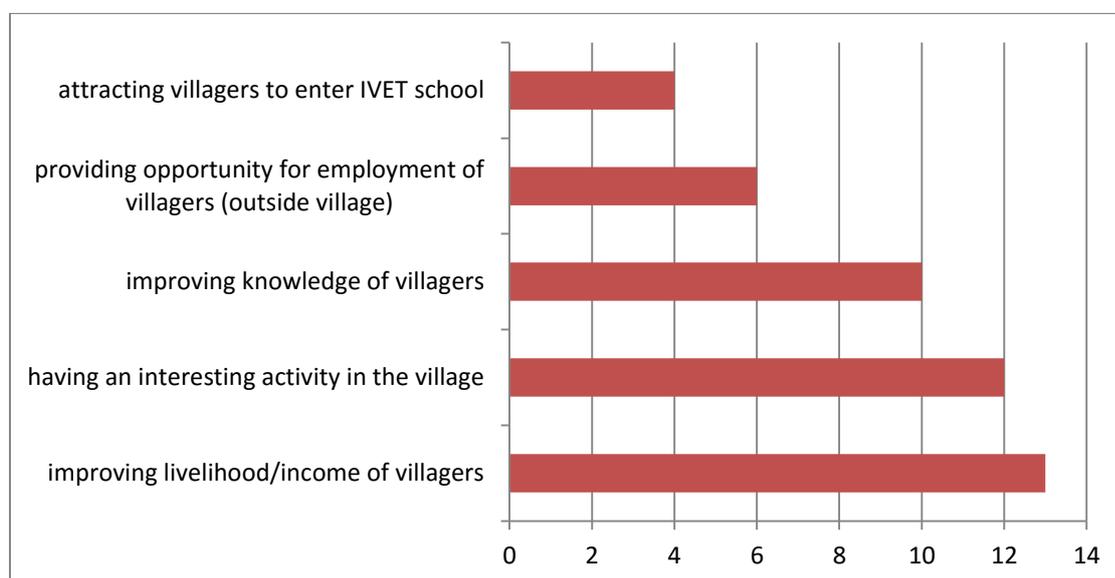
The original target was to interview two representatives from each village where in 2005 non-formal courses took place. Finally 17 representatives from all 9 villages have been interviewed. Again, as for participants and IVET school representatives Attapeu fell short of target with just one interview. Also in Saravan in one of the two villages only one person could be interviewed due to absence of other people in the village administration able to respond to the questions about the training in 2005.

7 of the respondents were head of their respective village, and 5 deputy village head.

13 out of the 17 respondents reported that they have been involved in the selection of the participants whereas 4 (from Luang Namtha and Attapeu) stated that they proposed the topic of training.

The village representatives have been asked about their intentions to organise such training courses for inhabitants of their respective villages. The interviewed village representatives could hereby select up to 3 options from a predefined list and add additional options. The majority of village elders (13 out of 17) had in mind to improve the livelihood and the income of villagers. 12 stated that having an interesting activity taking place in their respective village was their intention. Providing opportunities for employment (6) and attracting villagers to enter IVET schools for long term training (4) ranked significantly lower.

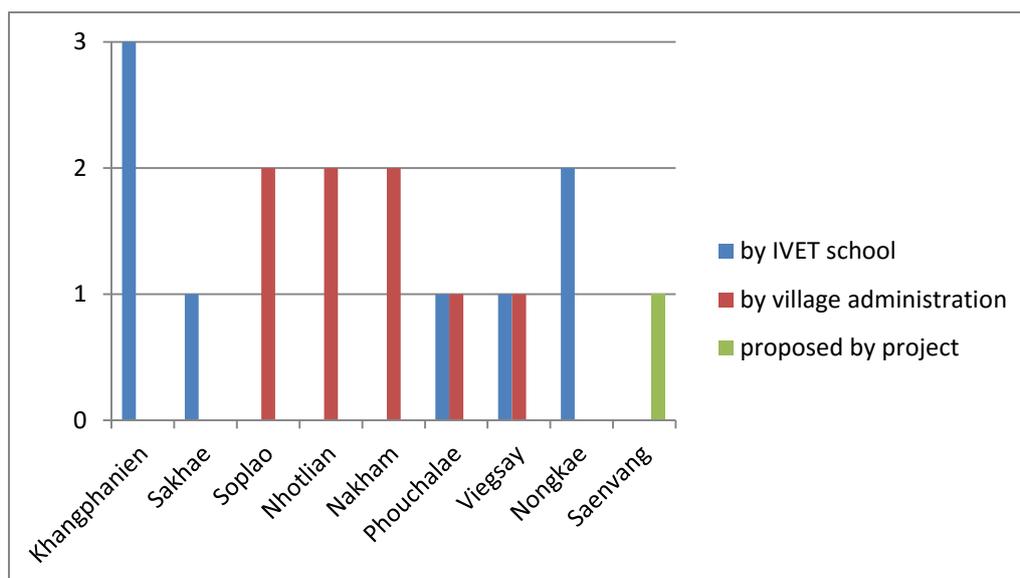
Figure 33: Reasons for organising training (number of answers)



The village elders have also been asked how often similar trainings take place in their villages. In two out of nine villages different people gave different answers to this question. A total of 8 people stated that such trainings have been organised for the first time in their respective villages. 4 respondents stated that similar activities take place about once per year, another 4 answered that training will take place if project budget is available. One person said that in that particular village training takes place regularly means more than twice a year. This view was not supported by the second answer from the same village. No one stated that trainings have been organised on initiative of enterprises.

With regard to the question who initiated the training representative from 2 villages provided different answers. In 3 villages the elders emphasised that the initiative came from the village, 3 villages stated that training was initiated by the IVET school, 2 villages were split and one reported that the project had been proposing the training.

Figure 34: Initiator of training by village (number of answers)



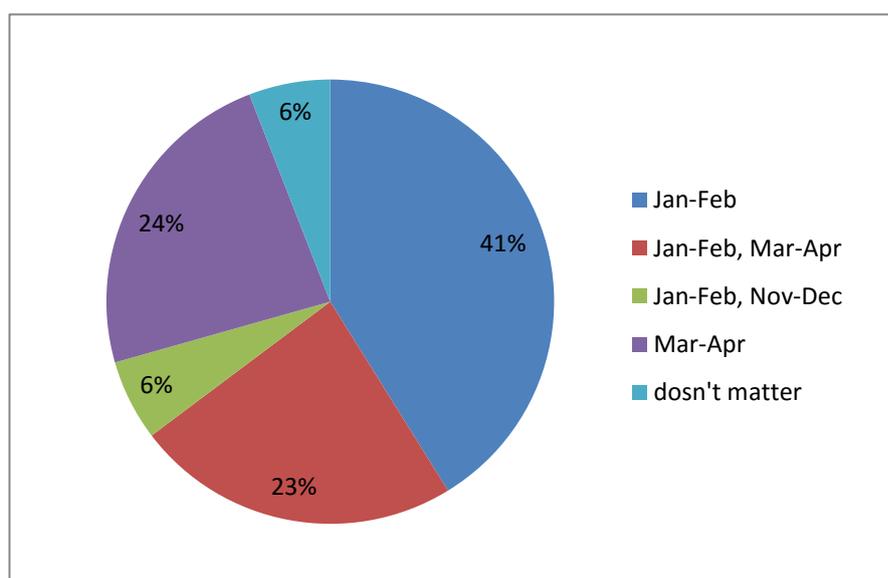
The majority of training took place in the village office, in some place in the school of the respective village. One training took place in the respective IVET school.

10 respondents stated that the budget for the training was insufficient, 4 said that it was sufficient and 3 ticked “don’t know”.

The main way of recruiting participants chosen by 16 out of 17 respondents was an announcement by the local loudspeaker system. For two of them this was the only way to communicate the upcoming training. 11 respondents also consulted the families in their villages (1 person only consulted families), 8 people consulted the village elders (for 2 the only choice). Nobody was using written information like billboards or postings. The most often used combination was discussion with families and loudspeaker announcement (5).

10 answers stated that the participants rated the training as “good”, 7 as “very good”.

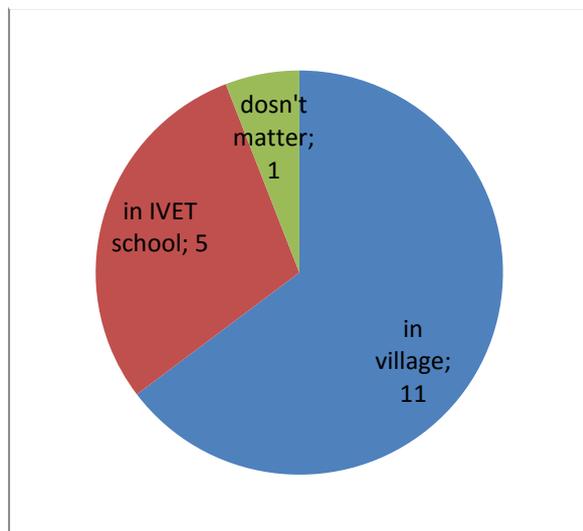
Figure 35: Preferred time for training (percent of all entries)



With regard to future trainings the respondents stated that the preferred time of the year would be January-February (12 votes) followed by March-April (8). November-December and “doesn’t matter” was ticked by one person each. This corresponds partially with the teacher’s view who also expressed their preference for the

first quarter of the year. On the other hand none of the villagers picked the second placed in schools time during summer break.

Figure 36: Preferred location for future trainings (number of answers)

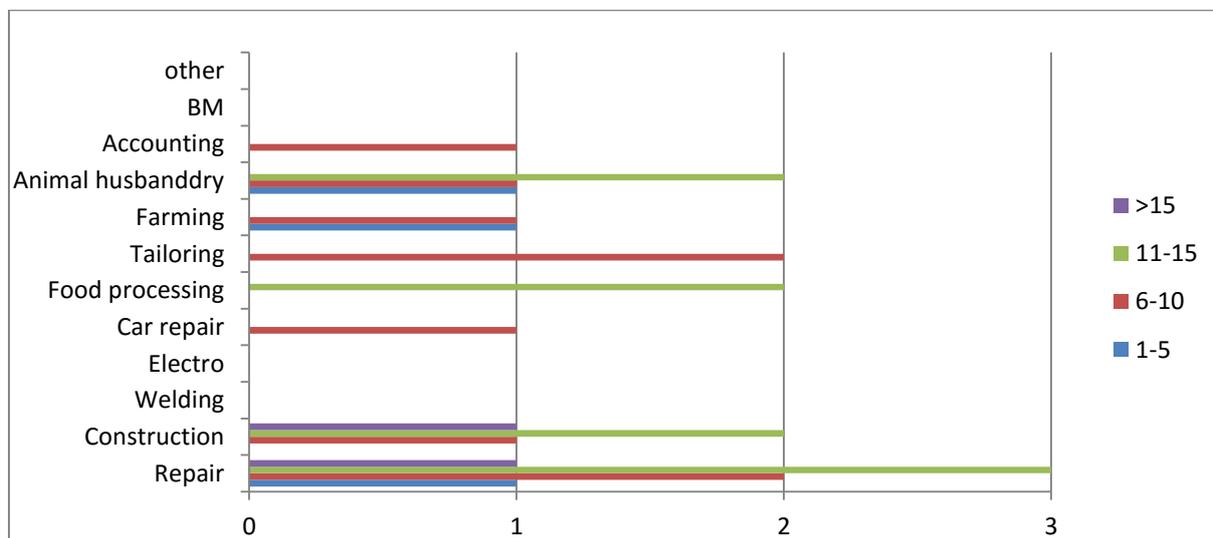


For the location of the training the villages representatives favour training courses in the villages over training in IVET schools. Other places have not been considered by the respondents.

The village representatives have also been asked to give their opinion about training needed in their respective villages. Thereby they were requested to provide numbers of potential participants instead of a general assessment of high, medium or low demand. In general the response was rather low with many interviewed village elders giving no answer at all or stating no needs. Among those who answered general repair was the most requested training course. 7 people stated demand, 3 of them estimated the number

of potential participants at 11-15, 2 at 6-10, 1 each at 1-5 and >15 people. High demand was also stated for construction and animal husbandry. The latter coincides with the demand as seen by IVET school representatives who see need for training in construction much lower than the village heads. No need was reported for business management, in the field of electro and in welding. Car repair and accounting ranked low (1 tick for 6-10 people each).

Figure 37: Demand for training by sector (number of answers)



In a last – open – question village representatives have been asked what improvements they would like to be implemented in further trainings. Similar to the proposals received from participants and IVET school representatives the answers have been clustered. For better comparison the answers from participants and school representatives are also included into the following table.

Table 5: Suggestions for future training for all 3 groups (percent of total)

Topic	Village representatives	IVET schools	Participants
Follow up after training	41,18	66,67	1,38
Longer training courses	41,18	0,00	15,17
Provision of equipment to participants	35,29	41,67	11,03
Provision of equipment to the village	11,76	0,00	0,00
Provision of more equipment to the training provider	0,00	16,67	0,00
Daily allowances	5,88	0,00	2,07
More budget	11,76	0,00	6,21

It seems common understanding that the provision of equipment to participants would increase the outcome of the trainings substantially. If adding the number of participants asking for financial support the percentage would even be higher. Other topics are shared by two out of the three groups like follow-up which is first priority among representatives from IVET schools as well as from villages but not among participants. One village head proposed a time frame for the follow-up by proposing to have it 6 months after the training. Participants and villages elders would like to extend the time of training, one villages representative even put very precisely to change from the current one to two weeks. This has not been mentioned by any of the IVET school representatives.

Other proposals of village representatives have been: more practical training, long term training, permanent training offers in the village or specific training requests for animal husbandry (2) or veterinary services.

4. Conclusions and recommendations

Based on these findings a number of conclusions combined with respective recommendations can be drawn. In this regard the consultants also refer to general experiences from longstanding cooperation with MoES and in particular in integrated vocational education and training with special focus on promoting disadvantaged target groups in remote areas in Lao PDR.

1. The non-formal training as one major approach of the entire TVET system, in this case activities supported by DVVi/GIZ VELA, is generating good results for the participants in kind of increasing motivations and abilities to improve skills in order to undertake or ameliorate basic economic activities and thereby achieve improved income. This affects especially people reporting very low income (<300,000 Kip) before the training.

It is therefore recommended to continue the non-formal vocational training activities for the target groups especially on-site in districts and villages. IVET schools should be encouraged to plan and implement similar activities on their own budget or with local/regional support (contact with business sector).

2. The gender relevance of the non-formal training activities depends substantially on the offered training programs as traditional areas of activities of men and women influence the participation of both sexes. This may slightly differ for different ethnic groups.

The traditional role pattern should be kept in mind when selecting specific training offers by always including so called women specific trainings (food processing, tailoring). On the other hand women should be explicitly encouraged to participate more in training traditionally seen as a male domain (technical professions).

3. The skills obtained during the training have widely been used, mainly for the improvement of livelihood by adding new skills to already existing economic activities or setting up new small businesses. The newly obtained skills did not develop visible relevance with regard to the formal labour market as no formal employment of participants after the training has been reported.

The focus on livelihood improvements could be combined with efforts to increase the relevance of the non-formal training for opening employment opportunities (labour-market relevance) by searching for cooperation with local or regional employers.

4. The selection of participants has in general potential for improvements as more than half of the participants fulfilled the requirements to enter formal vocational training (finished lower or upper secondary school). This should be seen in connection with the declared policy of GoL to provide qualified labour for employment which was translated into the target to get 60% of graduates from upper secondary education into (formal) vocational training instead of entering universities and colleges. In some cases the composition of participants by age (under 20 and over 50 years) may raise concern.

During preparation of training courses selection criteria for participants should be set according to the specific local conditions and clearly communicated and the list of participants checked against those criteria. In cooperation with the respective IVET school other training opportunities for specific target groups with possible scholarship schemes (like VELA C1, ADB or Lao Government funds) could be offered.

5. The trainings reached highest acceptance if clearly designed for an adequate objective (like “production of organic fertilizer”). In cases where the training subject was described as a rather large occupational field (like construction, tailoring) criticism emerged regarding the too short time of training or additional training on related subjects (new modules) was requested.

Also the topic of the training should be communicated very clearly (also realistic with regard to the available time and the starting level of participants). Therefore it would be recommendable to offer subject-specific training modules like bricklaying rather than construction, Sinh sewing rather than tailoring or 5 traditional Lao recipes instead of food processing. This would also allow to set up a multi-layer training approach in which several modules could be offered and certified in the same location (if DVVi is interested in such an approach). Otherwise clear advice should be given how to apply for the next courses (e.g. C1) at the respective IVET school.

6. Interaction with labour market needs on local/regional level is low and cooperation with the business sector is almost not existent. To overcome non-transparent or isolated non-formal

training activities has been a challenge for the entire vocational training system in Laos PDR for a long time.

Especially with regard to employment opportunities the cooperation with local/regional enterprises should be encouraged with special focus on labour demand for specific tasks of large projects. Experiences from other places also show a relatively high interest of employment service companies in cooperation with vocational training, starting from very basic short term training. Here DVVi could take the lead and guide and encourage employers, village and district authorities as well as IVET schools to work in this direction.

7. The provision of equipment or financial support was suggested by all three interviewed groups as one major factor to increase the use of the newly required skills.

The recommendation would be rather to link the participants to existing sources of finance like village banks or village development funds. In many cases this could be combined with additional offers in financial literacy or entrepreneurship training with the aim to increase the chance of successfully starting and operating a small business.

8. Especially representatives from IVET schools and villages proposed follow-up visits in order to assess the continuity of occupational activities and the use of obtained skills after a certain period of time.

Follow-up visits could be a good tool to re-check about the usefulness of the provided training. But it will become an efficient tool only if it can be combined with additional action, be it consultancy services to individuals, additional or refresher trainings or other kind of support.

9. Even if the number of people interested to follow on with long term training (C1,C2 and C3) at the respective IVET school is limited the general interest in more training is evident.

Therefore, DVVi in cooperation with GIZ VELA (also through their IVET school partners) should clearly advice to participants and village authorities how to apply for the next courses (e.g. how to enter the “pathway to craftsmanship” via C1 and C2) at respective IVET schools. In addition it would be recommendable to cooperate with respective IVET institutions in preparation of DVVi activities with the aim to combine non-formal activities with existing IVET training programs and potentials.

10. Coordination and interaction between non-formal education and formal vocational education departments of MoES seems to leave room for improvement.

All vocational training relevant aspects (like strategies and policies, curricula, cooperation activities with employers etc.) should be synchronized in order to improve quality and outcome of training as well as the comparability of vocational qualification and certification. Furthermore, coordination should improve the transparency and the image of training especially in remote areas and finally lead to optimising existing potentials of formal and non-formal training institutions in the respective areas and regions.

11. Besides DVVi also GIZ VELA and LuxDev Lao/029 orient towards support to target groups from disadvantaged background through specific mechanisms in short term training combined with scholarships (Inclusive Access Funds). This aims to provide basic vocational training (C1) but shall also open the way for school leavers at all levels to re-enter formalised training offering finally better access to employment.

It would be useful to form a permanent cooperation mechanism among the concerned development partners to agree on terms and conditions for the provision of basic vocational training.

5. ບົດສະຫລຸບ ແລະ ຂໍ້ແນະນຳ

ບົນພື້ນຖານ ຂໍ້ມູນທີ່ໄດ້ຮັບ ຈາກການເກັບກຳຂໍ້ມູນ ແລະ ປະສົບການ ທີມງານທີ່ປຶກສາ ທີ່ມີປະສົບການຫລວງຫລາຍ ຈາກການ ເຮັດວຽກ ຮ່ວມມືກັບ ກະຊວງ ສສກ ໂດຍສະເພາະໃນດ້ານ ອາຊີວະສຶກສາ ແລະ ການຝຶກອົບຮົມ ວິຊາຊີບ ກັບບັນດາກຸ່ມເປົ້າ ໝາຍ ທີ່ຕ້ອຍໂອກາດ ໃນເຂດຫ່າງໄກ ສອກຫລີກຂອງ ສປປ ລາວ, ຈຶ່ງສາມາດສະຫລຸບ ແລະ ມີຂໍ້ແນະນຳ ຈຳນວນ ນຶ່ງ ທີ່ກ່ຽວ ຂ້ອງ ດັ່ງຕໍ່ໄປນີ້.

1. ການຝຶກອົບຮົມ ນອກລະບົບໂຮງຮຽນ ແມ່ນພາດສ່ວນສຳຄັນອັນນຶ່ງ ຂອງລະບົບອາຊີວະສຶກສາ, ໃນກໍລະນີນີ້ ບັນດາ ກິດຈະກຳທີ່ໄດ້ຮັບ ການສະໜັບ ສະໜູນຈາກ ອົງການ DVVi/GIZ VELA, ສ້າງຜົນຮັບທີ່ມີປະສິດທິພາບ ສຳຫລັບ ຜູ້ ທີ່ໄດ້ເຂົ້າຮ່ວມ ໃນການເສີມຂະຫຍາຍ ແຮງຈູງໃຈ ແລະ ຄວາມສາມາດ ໃນການຍົກລະດັບທັກສະ, ເພື່ອປັບປຸງ ພື້ນ ຖານເສດຖະກິດ ແລະ ເຮັດໃຫ້ມີລາຍຮັບເພີ່ມຂຶ້ນ. ນີ້ແມ່ນ ຜົນຮັບສະເພາະ ທີ່ດີ ໃຫ້ແກ່ ປະຊາຊົນ ທີ່ເຂົາເຈົ້າໄດ້ກ່າວ ເຖິງລາຍຮັບ ທີ່ຕໍ່າ ກ່ອນຈະໄດ້ເຂົ້າຮ່ວມການຝຶກອົບຮົມ (<300,000 ກີບ).

ສະນັ້ນຈຶ່ງມີຂໍ້ແນະນຳ ໃຫ້ສືບຕໍ່ເຄື່ອນໄຫວກິດຈະກຳ ການຝຶກອົບຮົມ ນອກລະບົບໂຮງຮຽນ ໃຫ້ແກ່ກຸ່ມເປົ້າໝາຍ ໂດຍສະເພາະ ແມ່ນໃນເຂດ ເມືອງ ແລະ ບ້ານ. ໂຮງຮຽນ ວິຊາຊີບແບບປະສົມ ຄວນໄດ້ຮັບການຊຸກຍູ້ ໃນການ ວາງ ແຜນ ແລະ ຈັດຕັ້ງປະຕິບັດ ບັນດາກິດຈະກຳ ທີ່ຄ້າຍຄືກັນນີ້ ໂດຍການນຳໃຊ້ ງົບປະມານ ຂອງຕົນເອງ ຫລື ໂດຍການ ສະໜັບສະໜູນ ຂອງທ້ອງຖິ່ນ (ໃຫ້ມີການພົວພັນ ກັບ ຂະແໜງທຸລະກິດ).

2. ການກ່ຽວຂ້ອງ ທາງດ້ານ ບົດບາດຍິງ-ຊາຍ ຂອງກິດຈະກຳ ການຝຶກອົບຮົມ ນອກລະບົບໂຮງຮຽນ ສ່ວນໃຫຍ່ຂຶ້ນ ກັບ ວິ ຊາ ການຝຶກອົບຮົມ ທີ່ສະໜອງໃຫ້, ເນື່ອງຈາກວ່າ ແບບວິທີດຳລົງຊີວິດ ຂອງ ແມ່ຍິງ ແລະ ຜູ້ຊາຍ ຕາມ ປະເພນີ ມີອີ ທີພົນ ຕໍ່ການເຂົ້າຮ່ວມ ຂອງ ແມ່ຍິງ ແລະ ຜູ້ຊາຍ ໃນການຝຶກອົບຮົມ. ໃນນີ້ມັນອາດຈະແຕກແຕກ ຕ່າງຈາກ ກຸ່ມຊົນ ເຜົ່າ ເລັກນ້ອຍ.

ໃນການເລືອກວິຊາຝຶກອົບຮົມ ຕ້ອງອີງໃສ່ຮີດຄອງປະເພນີ ໂດຍສະເພາະວິຊາສຳລັບແມ່ຍິງ (ປຸງແຕ່ງອາຫານ ແລະ ຕັດ ຫຍິບ). ອີກດ້ານນຶ່ງ ແມ່ຍິງຄວນໄດ້ຮັບການຊຸກຍູ້ ແລະ ໃຫ້ສິດພິເສດໃຫ້ຫລາຍຂຶ້ນ ໃນການເຂົ້າຮ່ວມຝຶກ ອົບຮົມ ທີ່ ຖືວ່າເປັນວິຊາຂອງ ຜູ້ຊາຍ (ອາຊີບ ທາງດ້ານເຕັກນິກ).

3. ທັກສະທີ່ໄດ້ຮັບໃນການຝຶກອົບຮົມ ແມ່ນໄດ້ນຳໃຊ້ ຢ່າງກ້ວາງຂວາງ, ສ່ວນຫລາຍແມ່ນ ການປັບປຸງຊີວິດການເປັນ ຢູ່ ໂດຍນຳໃຊ້ ຄວາມຮູ້ໃໝ່ ເຂົ້າໃນໜ້າວຽກທີ່ມີຢູ່ແລ້ວ ຫລື ການສ້າງທຸລະກິດນ້ອຍ ຂຶ້ນໃໝ່. ການຮຽນເອົາທັກ ສະໃໝ່ ນີ້ ຍັງບໍ່ເໝາະສົມຕາມຄວາມຕ້ອງການ ແລະ ບໍ່ໄດ້ຖືກນຳເຂົ້າໃນຕລາດແຮງງານ, ເພາະບໍ່ມີຜູ້ແຈ້ງໃຫ້ຮູ້ວ່າ ໄດ້ຮັບການ ຈ້າງງານ ຫລັງຈາກໄດ້ຮັບຝຶກອົບຮົມແລ້ວ,

ການສຸມໃສ່ການປັບປຸງ ຊີວິດການເປັນຢູ່ ຕ້ອງຮວບຮວມເຂົ້າກັບ ຄວາມສຳຄັນຂອງການຝຶກອົບຮົມ ນອກລະບົບ ໂຮງ ຮຽນ ເພື່ອເປັນໂອກາດໃຫ້ແກ່ການຈ້າງງານ (ຖືກກັບຕລາດແຮງງານ) ໂດຍການຮ່ວມມື ກັບຜູ້ໃຊ້ແຮງງານ ໃນ ຂົງເຂດ ຫລື ທ້ອງຖິ່ນ.

4. ການຄັດເລືອກເອົາຜູ້ເຂົ້າຮ່ວມການຝຶກອົບຮົມ ຕ້ອງເອົາໃຈໃສ່ຫລາຍຂຶ້ນ, ເພາະວ່າຜູ້ເຂົ້າຝຶກ ຫລາຍກວ່າເຄິ່ງນຶ່ງ ແມ່ນ ຈົບການສຶກສາ ຊັ້ນມັດທະຍົມຕົ້ນ ຫລື ມັດທະຍົມປາຍ ຊຶ່ງນອນຢູ່ໃນເງື່ອນໄຂ ທີ່ເຮັດໃຫ້ເຂົາເຈົ້າສາມາດ ຮຽນຕໍ່ ທີ່ໂຮງ ຮຽນວິຊາຊີບໄດ້. ຕໍ່ບັນຫານີ້ຕ້ອງເບິ່ງເຖິງນະໂຍບາຍ ຂອງລັດຖະບານ ກ່ຽວກັບການສະໜອງແຮງ ງານທີ່ມີສິມີ ສຳລັບ ການຈ້າງງານຂອງພາກທຸລະກິດ, ຕ້ອງໃຫ້ນັກຮຽນທີ່ຈົບ ມໍປາຍ ຫລາຍກວ່າ 60%ໄດ້ເຂົ້າຮຽນ

ວິຊາຊີບໃນໂຮງຮຽນ ອາ ຊີວິສິກສາ ແທນທີ່ຈະໄປຮຽນທີ່ມະຫາວິທະຍາໄລ ຫລື ວິທະຍາໄລ. ອີກດ້ານນຶ່ງ ອາຍຸຂອງຜູ້ເຂົ້າຮ່ວມ ແມ່ນຕໍ່າກວ່າ 20 ແລະສູງກວ່າ 50 ປີ ທີ່ຈະຕ້ອງເອົາໃຈໃສ່ຕື່ມອີກ.

ໃນການກະກຽມຫລັກສູດ ການຝຶກອົບຮົມ ຄວນວາງເງື່ອນໄຂ ໃຫ້ຜູ້ເຂົ້າຮ່ວມ ຢ່າງເໝາະສົມໃນແຕ່ລະ ທ້ອງຖິ່ນ ແລະ ຜູ້ທີ່ຈະເຂົ້າຮ່ວມ ຕ້ອງໄດ້ຮັບຂໍ້ມູນຕາມທີ່ວາງໄວ້. ຜູ້ຮັບຜິດຊອບ (ຄະນະບ້ານ ແລະ ໂຮງຮຽນວິຊາຊີບ) ຕ້ອງກວດ ຄົ້ນເງື່ອນໄຂທີ່ ເໝາະສົມຂອງຜູ້ສະໝັກ ເພື່ອຊ່ວຍໃຫ້ ໄດ້ຮັບທຶນການຮຽນໃນໂຮງຮຽນ ວິຊາຊີບແບບປະສົມ (ເຊັ່ນ ທຶນ ຈາກ VELA C1, ADB ຫລື ຈາກລັດຖະບານ ລາວ).

- 5. ການຝຶກອົບຮົມຈະເປັນທີ່ນິຍົມສູງ ຖ້າຫາກໄດ້ຖືກອອກແບບມາຢ່າງດີຊັດເຈນ, ເພື່ອບັນລຸເປົ້າໝາຍການຝຶກ (ເຊັ່ນ “ການຝຶກຜະລິດຝຸ່ນຊີວະພາບ”). ໃນກໍລະນີ ການຝຶກອົບຮົມ ວິຊາຊີບ ທີ່ມີຂະແໜງອາຊີບ ກວ້າງຂວາງ (ເຊັ່ນ ການ ກໍ່ສ້າງ, ຕັດຫຍິບ) ຂໍ້ມູນຈາກຜູ້ເຂົ້າຮ່ວມ ແມ່ນການຝຶກອົບຮົມ ມີເວລາສັ້ນໂພດ ແລະ ຂໍຮຽນຫລາຍຂຶ້ນ ຫລື ມີການ ຝຶກອົບຮົມ ພາກໃໝ່ໃຫ້ຕໍ່ເນື່ອງ (ໂມດູນໃໝ່).

ຫົວຂໍ້ການຝຶກອົບຮົມ ຕ້ອງໄດ້ແຈ້ງການ ຢ່າງລະອຽດ(ເຊັ່ນ ເວລາຕ້ອງເໝາະສົມ ກັບລະດັບຄວາມຮູ້ ຂອງຜູ້ທີ່ຈະເຂົ້າ ຮ່ວມ). ສະນັ້ນຈິ່ງຂໍແນະນຳ ໃຫ້ນຳສະເໜີການຝຶກສະເພາະ ວິຊາໃດນຶ່ງ ເຊັ່ນ ການກໍ່ ໂບກ ແທນທີ່ຈະເປັນ ກໍ່ສ້າງ, ຕັດ ຫຍິບ ສັ້ນ ແທນທີ່ ຕັດຫຍິບທົ່ວໄປ, ການປຸງແຕ່ງອາຫານ ພື້ນເມືອງລາວ 5 ຢ່າງ ແທນຄຳເວົ້າປຸງ ແຕ່ງອາຫານ. ນອກນີ້ ຄວນກຳນົດລະດັບການຝຶກອົບຮົມ ໃຫ້ມີຫລາຍຂຶ້ນ ອາດຈະເປັນຫລາຍໂມດູນ ແຕ່ການ ອອກ ແລະ ຮັບຮອງ ໃບຢັ້ງ ຢືນ ຄວນເປັນບ່ອນດຽວ (ຖ້າ DVVi ຫາກມີຄວາມສົນໃຈຕໍ່ຂໍ້ແນະນຳດັ່ງກ່າວ). ໃນ ກໍລະນີອື່ນ ອາດຈະແນະນຳ ເຖິງ ວິທີການ ທີ່ສາມາດສະໝັກຮຽນ ຫລັກສູດຕໍ່ໄປ ໃນລະດັບພື້ນຖານ (C1) ທີ່ ໂຮງຮຽນວິຊາຊີບແບບປະສົມ ແຕ່ລະ ແຫ່ງ.

- 6. ການພົວພັນ ກັບຄວາມຕ້ອງການ ຂອງຕຸລາດແຮງງານ ໃນລະດັບທ້ອງຖິ່ນ/ ຂົງເຂດ ແມ່ນຍັງຕໍ່າ ແລະ ການຮ່ວມມື ກັບຂະແໜງທຸລະກິດ ແມ່ນເກືອບບໍ່ມີເລີຍ. ກິດຈະກຳ ການຝຶກອົບຮົມ ນອກລະບົບໂຮງຮຽນ ທີ່ກະແຈກກະຈາຍ ແມ່ນບັນຫາໃນລະບົບການຮຽນວິຊາຊີບ ໃນ ສປປລາວ ມາແຕ່ດົນນານແລ້ວ.

ໂດຍສະເພາະແລ້ວ ໂອກາດທີ່ຈະຖືກຈ້າງງານ ຄວນມີການຮ່ວມມືກັບ ຂະແໜງທຸລະກິດ ທ້ອງຖິ່ນ/ ຂົງເຂດ ໃຫ້ມີ ຄວາມສຳຄັນສູງຂຶ້ນ ກັບຄວາມຕ້ອງການແຮງງານສະເພາະດ້ານ ຂອງໂຄງການ ຂະໜາດໃຫຍ່. ປະສົບການ ຈາກ ບ່ອນ ອື່ນ ແມ່ນສະແດງໃຫ້ເຫັນ ເຖິງຄວາມສົນໃຈຫລາຍ ຂອງ ບໍລິສັດຈັດຫາງານ ກັບການຮ່ວມມື ການຝຶກ ອົບຮົມ ວິຊາ ຊີບ, ເລີ່ມຈາກການຝຶກອົບຮົມ ພື້ນຖານວິຊາຊີບ ໄລຍະສັ້ນ. ອົງການ DVVi ສາມາດເປັນຜູ້ນຳພາ ແລະ ສະໜັບສະ ໜູນ ແນວທາງ ໃຫ້ ຜູ້ຈ້າງງານ, ການຈັດຕັ້ງບ້ານ ແລະ ອຳນາດການປົກຄອງເມືອງ ໃນການຈັດຕັ້ງ ປະຕິບັດວຽກງານ ນີ້ ຮ່ວມກັນ.

- 7. ຈາກການສຳພາດ ຂອງ ສາມກຸ່ມ ແມ່ນ ການສະໜອງອຸປະກອນ ແລະ ສະໜັບສະໜູນ ທາງດ້ານງົບປະມານ ມີ ຄວາມ ສຳຄັນຫລາຍ ຕໍ່ການນຳໃຊ້ ທັກສະໃໝ່ ໃນຕົວຈິງ.

ຂໍ້ສະເໜີແມ່ນໃຫ້ມີການເຊື່ອມໂຍງກັນ ລະຫວ່າງຜູ້ເຂົ້າຮ່ວມຝຶກອົບຮົມ ແລະ ທະນາຄານບ້ານ ຫລື ກອງທຶນ ພັດ ທະ ນາໜູ່ບ້ານ. ໃນຫລາຍກໍລະນີ ສາມາດມີການປະສານກັບວຽກງານ ປະຊາສຶກສາ ທາງດ້ານການເງິນ ຫລື ການ ຝຶກອົບ ຮົມ ກ່ຽວກັບທຸລະກິດ ໂດຍມີຈຸດປະສົງ ເພື່ອເພີ່ມໂອກາດ ໃນການເລີ່ມຕົ້ນ ແລະ ດຳ ເນີນທຸລະກິດ ຂະ ໜາດນ້ອຍ ໃຫ້ປະສົບຜົນສຳເລັດ.

- 8. ຜູ້ຕາງໜ້າ ຈາກ ໂຮງຮຽນ ວິຊາຊີບແບບປະສົມ ແລະ ບ້ານຕ່າງໆ ໄດ້ສະເໜີ ໃຫ້ມີການຕິດຕາມ ປະເມີນຜົນ ຢ່າງຕໍ່ເນື່ອງ ຕໍ່ ກິດຈະກຳທາງດ້ານອາຊີບ ໃນນຳໃຊ້ ທັກສະ ທີ່ໄດ້ຮຽນມາ ໃນໄລຍະເວລາໃດໜຶ່ງ.

ການລົງຕິດຕາມ ສາມາດເປັນ ເປັນເຄື່ອງມື ທີ່ດີອັນໜຶ່ງ ເພື່ອກວດຄືນ ສິ່ງທີ່ເປັນປະໂຫຍດ ສຳລັບ ການ ສະໜອງ ການ ຝຶກອົບຮົມ. ແຕ່ວ່າ ມັນຈະກາຍເປັນເຄື່ອງມືທີ່ມີປະສິດທິພາບ ໄດ້ກໍຕໍ່ເມື່ອສາມາດ ນຳສະເໜີຄວາມຄິດໃໝ່ ຫລື ກິດ ຈະກຳ ອື່ນອີກເຕີມ, ບໍ່ວ່າຈະເປັນການປຶກສາ ແກ່ບຸກຄົນ, ການຝຶກອົບຮົມຕໍ່ໄປ, ການຝຶກອົບຮົມຄືນໃໝ່ ຫລື ການ ສະໜັບສະໜູນ ອື່ນໆ.

- 9. ເຖິງວ່າຈຳນວນຜູ້ທີ່ສົນໃຈ ສືບຕໍ່ຝຶກອົບຮົມ ໃນໄລຍະຍາວ (C1,C2 ແລະ C3)ໃນໂຮງຮຽນ ວິຊາຊີບແບບປະສົມ ໂດຍທົ່ວໄປ ມີຈຳນວນຈຳກັດ ແຕ່ ສາມາດຢັ້ງຢືນໄດ້ວ່າ ມີຄວາມຕ້ອງການຝຶກອົບຮົມ ເພີ່ມອີກເຕີມ.

ດັ່ງນັ້ນ, DVVi ຮ່ວມກັບ GIZ VELA (ຜ່ານທາງຄູ່ຮ່ວມມື ໂຮງຮຽນ ວິຊາຊີບແບບປະສົມ) ຄວນໃຫ້ຄຳແນະນຳ ຢ່າງ ຈະແຈ້ງ ແກ່ຜູ້ເຂົ້າຮ່ວມຝຶກ ແລະ ການຈັດຕັ້ງບ້ານ ວ່າຈະສະໜັກເຂົ້າຮ່ວມຝຶກອົບຮົມ ຕໍ່ໄປແນວໃດ (ເຊັ່ນ ວິທີການ ເຂົ້າສູ່ “ ເສັ້ນທາງສູ່ມືອາຊີບ” ໂດຍຜ່ານ C1 ແລະ C2) ຢູ່ທີ່ໂຮງຮຽນວິຊາຊີບແບບປະສົມ. ນອກຈາກນັ້ນ ຍັງມີ ຂໍ້ແນະນຳ ໃຫ້ມີການຮ່ວມມືກັບ ບັນດາ ສະຖາບັນ ວິຊາຊີບແບບປະສົມ ໃນການກະກຽມ ກິດຈະກຳ ຂອງ DVVi ໂດຍຕາມຈຸດປະສົງ ການຝຶກອົບຮົມນອກລະບົບໂຮງຮຽນກັບຫລັກສູດ ຂອງ ໂຮງຮຽນວິຊາຊີບແບບປະສົມ ທີ່ມີ ຢູ່ແລ້ວ.

- 10. ການປະສານງານ ແລະ ການເຮັດວຽກຮ່ວມກັນ ລະຫວ່າງ ກົມການສຶກສານອກລະບົບ ແລະ ກົມອາຊີວະສຶກສາ ຂອງ ກະຊວງ ສຶກສາທິການ ແລະ ກິລາ ຄວນໃຫ້ມີການປັບປຸງດີຂຶ້ນ.

ການຝຶກອົບຮົມ ວິຊາຊີບທັງໝົດ(ເຊັ່ນ ຍຸດທະສາດ ແລະ ນະໂຍບາຍຕ່າງໆ, ຫລັກສູດ, ບັນດາກິດຈະກຳ ຮ່ວມກັບ ຜູ້ ໃຊ້ແຮງງານແລະ ອື່ນໆ) ຕ້ອງໄດ້ຮັບຮູ້ ແລະ ປະສານງານ ທາງດ້ານຄຸນນະພາບ ແລະ ຜົນຮັບຂອງການຝຶກອົບຮົມ ເພື່ອ ປຽບທຽບ ລະຫວ່າງ ຄວາມຮັບຮູ້ຂອງການຮຽນ ແລະ ການອອກໃບຢັ້ງຢືນ. ນອກຈາກນັ້ນ ການຮ່ວມມືກັນຕ້ອງ ປັບ ປຸງ ໃຫ້ລະອຽດ ແລະ ການຝຶກອົບຮົມໃຫ້ມີຊື່ສຽງ ໂດຍສະເພາະແມ່ນໃນເຂດທ່າງໄກ ສອກຫລີກ ແລະ ສຸດທ້າຍກໍນຳ ໄປສູ່ການ ເພີ່ມຄວາມສາມາດ ຂອງສະຖາບັນການສຶກສາ ໃນ ແລະ ນອກລະບົບໂຮງຮຽນ ຂອງພື້ນທີ່ ແລະ ຂົງເຂດ ນັ້ນ.

- 11. ນອກຈາກ DVVi ຍັງມີ GIZ VELA ແລະ LuxDev Lao/029 ເພື່ອສະໜັບສະໜູນ ກຸ່ມເປົ້າໝາຍ ທີ່ດ້ອຍໂອ ກາດ ໂດຍນຳໃຊ້ກົນໄກສະເພາະ ການຝຶກອົບຮົມໄລຍະສັ້ນ ຮ່ວມກັບການໃຫ້ທຶນການສຶກສາ(ລວມເຖິງ ການ ເຂົ້າຫາ ກອງທຶນ). ນີ້ຖືວ່າເປັນຊ່ອງທາງ ໃຫ້ແກ່ຜູ້ທີ່ອອກຈາກໂຮງຮຽນ ທຸກລະດັບຊັ້ນ ໄດ້ມີໂອກາດ ກັບເຂົ້າຮ່ວມ ການຝຶກ ອົບຮົມໃນລະບົບ ຊຶ່ງຈະມີໂອກາດໄດ້ວຽກເຮັດງານທຳ ຫລາຍຂຶ້ນ.

ມັນຈະເປັນປະໂຫຍດຫລາຍ ຖ້າຫາກວ່າ ມີກົນໄກ ສຳລັບການຮ່ວມມື ແບບຖາວອນ ລະຫວ່າງຄູ່ຮ່ວມພັດທະນາ ທີ່ກ່ຽວຂ້ອງ ເພື່ອກຳນົດເງື່ອນໄຂຕ່າງໆ ສຳລັບການຈັດຕັ້ງ ຝຶກອົບຮົມວິຊາຊີບຂັ້ນພື້ນຖານ.

6. Annexes

Annex 1: Questionnaire 1 (Participants)

ແບບສອບຖາມ ຜູ້ທີ່ເຂົ້າຮ່ວມຝຶກອົບຮົມ / Questionnaire for Participants

ຜູ້ສຳພາດ / Enumerator _____ / ຜູ້ຊີ້ນຳ/ Supervisor:

ພາກ 1. ຂໍ້ມູນພື້ນຖານກ່ຽວກັບບຸກຄົນ / Basic Personal Data

1. ຊື່ ແລະນາມສະກຸນ / Name: _____
2. ຊົນເຜົ່າ/ Ethnic group: _____
3. ອາຍຸ/ Age: ;
4. ສະຖານະພາບ / Status: ແຕ່ງງານ/ Married: ໂສດ/Single:
5. ຈຳນວນລູກ/ number of Children:
6. ເພດ/Gender: ຊາຍ/ Male; ຍິງ/ Female
7. ປະຈຸບັນຢູ່ບ້ານ/Present place of residence: _____

8. ເມືອງ/District: ແຂວງ/Province: _____

9. ເບີໂທລະສັບ /Telephone: _____

10. ໄລຍະທາງ ຈາກທີ່ພັກຫາບ່ອນຝຶກອົບຮົມ/Distance from home to training place: _____ km
11. ວັນທີ ການເຂົ້າຮ່ວມຝຶກອົບຮົມ/Date of start of the training:

ພາກ 2. ປະຫວັດທາງດ້ານ ການສຶກສາ / Educational background:

12. ສາມັນສຶກສາ ແລະທຽບເທົ່າ/ General Education (highest level):
- ① ບໍ່ຈົບປະຖົມ /Incomplete Primary education
- ② ຈົບປະຖົມ /Completed Primary education (grade 5/6);

- ③ ຈົບມໍຕົ້ນ /Completed Lower Secondary (grade 8/9);
- ④ ຈົບມໍປາຍ /Completed Upper Secondary (grade11/12);
- ⑤ ອື່ນໆ /Other:

13. ອາຊີບ ຂອງທ່ານກ່ອນເຂົ້າຮ່ວມຝຶກອົບຮົມ/ Your job before your participation the training:

- ① ເປັນລັດຖະກອນ /civil servant;
- ② ເປັນລູກຈ້າງພາກເອກະຊົນ / Private sector employee;
- ③ ເປັນນາຍຈ້າງ/ Employer;
- ④ ເຮັດວຽກທຸລະກິດຄອບຄົວ/ Family business;
- ⑤ ເຮັດວຽກທຸລະກິດສ່ວນຕົວ/ Private business;
- ⑥ ເຮັດວຽກກະສິກໍາ/ Agriculture sector;
- ⑦ ບໍ່ມີວຽກໜັ້ນຄົງ/ Unstable work;
- ⑧ ວ່າງງານ/ Unemployed;

14. ເງິນເດືອນ ສະເລ່ຍຕໍ່ເດືອນ ກ່ອນຝຶກຫຼາຍປານໃດ/ How much was your average monthly wage/ income before the training:

- ① ໜ້ອຍກວ່າ/below 300,000 ກີບ/Kip;
- ② 300,000 – 650,000 ກີບ/Kip;
- ③ 650,000 - 1,000,000 ກີບ/Kip;
- ④ 1,000,000 - 2,000,000 ກີບ/Kip
- ⑤ ຫຼາຍກວ່າ / more than 2.000.000 ກີບ/Kip

ພາກ 3. ຂໍ້ມູນ ການຝຶກອົບຮົມ/ About the training

15. ວິຊາ ຊື່ໃດທີ່ທ່ານໄດ້ເຂົ້າຮ່ວມການຝຶກອົບຮົມ/In which occupational field was the training course that you attended to?

- ① ເຮັດປຸຍຊີວະພາບ/organic fertilizer;
- ② ກໍ່ສ້າງ/ construction;
- ③ ເຮັດເຄື່ອງເຟີນີເຈີ/furniture making;
- ④ ຕິດຕັ້ງໄຟຟ້າ/ electrical installation;
- ⑤ ລ້ຽງກົບລ້ຽງປາ/ frog&fish raising;
- ⑥ ປຸງແຕ່ງອາຫານ/ cooking;
- ⑦ ຕັດຫຍິບ/ sewing;
- ⑧ ອື່ນໆ/ Other

16. ທ່ານໄດ້ເຂົ້າຮ່ວມໃນການຝຶກອົບຮົມ ດົນປານໃດ/ How long did you participate in the training?

ມື້/days

17. ແມ່ນໃຜເປັນ ຜູ້ຈ່າຍຄ່າຝຶກອົບຮົມ/ Who was paying for the training?

- ① ຈ່າຍເອງ/paid self;
- ② ໂຮງຮຽນອາຊີວະ ຈ່າຍ/paid by IVET school;
- ③ ໂຄງການຈ່າຍ/paid by project;
- ④ ຈ່າຍຮ່ວມກັນ/mixed payment;
- ⑤ ບໍ່ຮູ້ຈັກ/ don't know.

18. ໃບຢັ້ງຢືນ ລະດັບໃດທີ່ ທ່ານໄດ້ຮັບ/What kind of certificate did you get?

- ① ບໍ່ມີ/none;
- ② ໃບຢັ້ງຢືນ ການເຂົ້າຮ່ວມ/certificate of participation;
- ③ ໃບປະກາດ ລະດັບ 1/certificate level I;
- ④ ອື່ນໆ/other

19. ທ່ານຮູ້ຈັກ ຂໍ້ມູນ ການຝຶກອົບຮົມແນວໃດ/ How do you know about the training ?

- ① ຈາກໜັງສືພິມ/ Newspaper;
- ② ຈາກວິທະຍຸ/ ໂທລະພາບ/ Radio/Television;
- ③ ຈາກຍາດພີ່ນ້ອງ/ Relative;
- ④ ຈາກໝູ່ເພື່ອນ/ Friend;
- ⑤ ຈາກແຈ້ງການ ຂອງນາຍບ້ານ (ໂທລະໂຄ່ງຂອງ ເມືອງ/ບ້ານ)/ Notice of village chief;
- ⑥ ຕິດປະກາດ ໃນກະດານຂ່າວ
- ⑦ ຈາກແຈ້ງການ ຂອງໂຮງຮຽນອາຊີວະ
- ⑧ ອື່ນໆ/other

ພາກ 4. ການຝຶກອົບຮົມ/ The training course:

20. ເຫດຜົນ ຂອງການເຂົ້າຮ່ວມ ການຝຶກອົບຮົມ/ Cause for the participation of the training course
(ຕອບໄດ້ ຫລາຍຂໍ້/multiple answer)

- ① ຕ້ອງການ ນຳໃຊ້ ຄວາມຮູ້ ແລະ ທັກສະ/ need knowledge and skills for own (home) use;
- ② ຕ້ອງການຍົກລະດັບ ວິຊາສະເພາະ(ໃນວຽກປະຈຸບັນ)/ need upgrading in existing occupation (employed);
- ③ ຕ້ອງການຍົກລະດັບ ວິຊາສະເພາະ(ເພື່ອວຽກຕົນເອງ)/ need upgrading in existing occupation (self-employed);
- ④ ຕ້ອງການເອົາຄວາມຮູ້ ແລະ ທັກສະ ເພື່ອຫ້າວຽກເຮັດງານທຳໄດ້ / need knowledge/skills to get employed;
- ⑤ ຕ້ອງການໃບປະກາດ ເພື່ອເຮັດວຽກ / need certificate to get employed;
- ⑥ ຕ້ອງການເອົາຄວາມຮູ້/ທັກສະ ເພື່ອໄປເຮັດທຸລະກິດຕົວເອງ/ need knowledge/skills to start own business;
- ⑦ ຕ້ອງການເອົາຄວາມຮູ້/ທັກສະ ເພື່ອໄປເຮັດທຸລະກິດຄອບຄົວ/ need knowledge/skills in family business;
- ⑧ ໂອກາດດີເພາະວ່າການຝຶກອົບຮົມ ບໍ່ເສຍຄ່າຮຽນ/ training offered for free;
- ⑨ ບໍລິສັດ/ນາຍຈ້າງ ສົ່ງຮຽນ/ send to training by company/employer;
- ⑩ ການຈັດຕັ້ງບ້ານ ສົ່ງຮຽນ/ send to training by village head;
- ⑪ ໂຄງການສົ່ງໃຫ້ຮຽນ/ send to training by project;
- ⑫ ອື່ນໆ/other

21. ຫຼັກສະໜາງດ້ານປະຕິບັດ ທີ່ໄດ້ຝຶກມາ/ Practical skills trained:
- ① ມີຄຸນຄ່າທີ່ສຸດ / Extremely useful;
 - ② ມີຄຸນຄ່າຫຼາຍ /Very useful;
 - ③ ມີຄຸນຄ່າ / Useful;
 - ④ ບໍ່ມີຄຸນຄ່າພໍປານໃດ/ Not very useful;
 - ⑤ ບໍ່ມີຄຸນຄ່າຈັກດີ້ / Not at all useful;
22. ຫຼັກສະໜາງດ້ານທິດສະດີ ທີ່ໄດ້ຝຶກມາ/ theoretical skills trained:
- ① ມີຄຸນຄ່າທີ່ສຸດ / Extremely useful;
 - ② ມີຄຸນຄ່າຫຼາຍ /Very useful;
 - ③ ມີຄຸນຄ່າ / Useful;
 - ④ ບໍ່ມີຄຸນຄ່າພໍປານໃດ/ Not very useful;
 - ⑤ ບໍ່ມີຄຸນຄ່າຈັກດີ້ / Not at all useful;
23. ໄລຍະການຝຶກອົບຮົມ/Duration of training
- ① ດົນເກີນໄປ/ Too long;
 - ② ພໍດີ/ Just right;
 - ③ ສັ້ນເກີນໄປ/ Too short;
24. ທ່ານສົນໃຈ ເຂົ້າຮ່ວມ ຝຶກອົບຮົມໃນຕໍ່ໜ້າອີກບໍ່/ Would you be interested in further training
- ① ເຂົ້າຮ່ວມ ແຕ່ໃຫ້ເປັນ ໂມດູນໃໝ່/ Yes, same profession but new module;
 - ② ເຂົ້າຮ່ວມ ແຕ່ວິຊາອື່ນ/ Yes, but different skill; which one
 - ③ ຢາກເຂົ້າໂຮງຮຽນວິຊາຊີບເລີຍ/Like to enter TVET institute
 - ④ ບໍ່ສົນໃຈເຂົ້າຮ່ວມ/ No;
25. ທ່ານຈະແນະນຳ ການຝຶກອົບຮົມນີ້ ໃຫ້ ຫູ່ເພື່ອນ ແລະ ພີ່ນ້ອງ ບໍ່?/ Have you recommended training to friends and relatives?
- ① ແນະນຳ/ Yes,
 - ② ບໍ່/ No,

ພາກ 6. ສະຖານະພາບ ຫຼັງການຝຶກອົບຮົມ(ປະຈຸບັນ)/ Status after graduation:

26. ສະຖານະພາບ ຂອງທ່ານ ມີການປ່ຽນແປງແນວໃດຫຼັງການຝຶກອົບຮົມ/ How did your situation CHANGE after the training;

- ① ໄດ້ເຮັດວຽກ ນຳພາກລັດ/ got employed by government;
- ② ໄດ້ເຮັດວຽກ ນຳທຸລະກິດ/ got employed by business;
- ③ ສະຫມັກເຮັດການ, ແຕ່ບໍ່ປະສົບຜົນ ສຳເລັດ/ applied for work, but not successful;
- ④ ເລີ່ມທຸລະກິດ ນ້ອຍຂອງໂຕເອງອີງໃສ່ທັກສະຮຽນໃໝ່/ started small business based on new skills;
- ⑤ ນຳເອົາຄວາມຮູ້ໃໝ່ ເຂົ້າໃນວຽກອາຊີບ ຕົນເອງ/ apply new knowledge in my former occupation;
- ⑥ ໄດ້ວຽກ ໄລຍະສັ້ນ(ວຽກບໍ່ໝັ້ນຄົງ)/ get hired for short-term work (unstable work);
- ⑦ ໄດ້ຜະລິດ ບາງຢ່າງ ຈາກພື້ນຖານການຝຶກອົບຮົມ ແລະ ໄດ້ຂາຍໃນບາງໂອກາດ/ producing something based on training and sell occasionally;
- ⑧ ໄດ້ຜະລິດ ບາງຢ່າງ ຈາກພື້ນຖານການຝຶກອົບຮົມ ສຳລັບໃຊ້ເອງ/ producing something based on training for own use;
- ⑨ ວ່າງງານ/ Unemployed;
- ⑩ ບໍ່ມີຫຍັງປ່ຽນແປງ/ nothing changed.

27. ເງິນເດືອນ ສະເລ່ຍຕໍ່ເດືອນ ຫຼາຍປານໃດຫຼັງຈາກຮຽນແລ້ວ/ How much is your average monthly wage/income after training;

- ① ໜ້ອຍກວ່າ/below 300,000 ກີບ/Kip;
- ② 300,000 – 650,000 ກີບ/Kip;
- ③ 650,000 - 1,000,000 ກີບ/Kip;
- ④ 1,000,000 - 2,000,000 ກີບ/Kip
- ⑤ ຫຼາຍກວ່າ / more than 2.000.000 ກີບ/Kip

28. ທ່ານຕ້ອງການຫຍັງ ເພື່ອພັດທະນາ ທັກສະໃໝ່ ໃຫ້ດີຂຶ້ນ (ຕອບໄດ້ສູງສຸດ 3 ຂໍ້)/ In order to apply the new skills successfully what would you need? (multiple answers; max. 3)

- ① ຝຶກອົບຮົມ ເພີ່ມ ໃນວິຊາເດີມ ແຕ່ ໃຫ້ເປັນໂມດູນໃໝ່/ More training in same profession but new module;
- ② ຝຶກອົບຮົມເພີ່ມ ແຕ່ທັກສະອື່ນ ເຊັ່ນ:/ More training, but different skill; which one
- ③ ປະຕິບັດ ທັກສະໃໝ່ຫລາຍຂຶ້ນ ເພື່ອໃຫ້ໄດ້ປະສົບການໃນຂະແໜງການ(ການລົງເລິກໜ້າວຽກ)/ Practical experience by temporary work in this field (internship);
- ④ ສະໜັບສະໜູນໂດຍກົງ ທາງດ້ານ ເທັກນິກ/ງົບປະມານ(ແຫລ່ງທຶນ, ອຸປະກອນ)/ Financial/technical support (loan, equipment);
- ⑤ ການຝຶກອົບຮົມ ດ້ານທຸລະກິດ/ການປະກອບການ/ Business/entrepreneurship training;

⑥ ບໍລິການຈັດງານ (ຫ້າວຽກເຮັດງານທຳ)/ Employment services;

⑦ ບໍ່ມີຫຍັງ/ Nothing.

ທ່ານມີຄໍາເຫັນ ຫຼື ຄໍາແນະນຳອັນໃດອີກບໍ່ ຕໍ່ການຝຶກອົບຮົມ / Do you have any comments or suggestions?

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ຂອບໃຈ ໃນການປະກອບຄໍາເຫັນ ຂອງທ່ານ

Thank You for your contribution

Annex 2: Questionnaire 2 (IVET school representatives)

ແບບສອບຖາມ ຜູ້ບໍລິຫານ ໂຮງຮຽນ/ Questionnaire School Management

2017

ຜູ້ສໍາພາດ / Enumerator _____ / ຜູ້ຊີ້ນຳ/ Supervisor:

ພາກ 1. ຂໍ້ມູນພື້ນຖານກ່ຽວກັບບຸກຄົນ / Basic Personal Data

29. ຊື່ ແລະນາມສະກຸນ / Name:

30. ຊົນເຜົ່າ/ Ethnic group:

31. ອາຍຸ/ Age:

32. ປະຈຸບັນຢູ່ບ້ານ/Present place of residence:

33. ເມືອງ/District:

34. ແຂວງ/Province:

35. ເບີໂທລະສັບ /Telephone:

36. ຕໍາແໜ່ງ ປະຈຸບັນ / Current position:

37. ຄວາມກ່ຽວຂ້ອງ ກັບການຝຶກອົບຮົມ ນອກໂຮງຮຽນ ຄື/ Involved in non-formal training as

- ① ອໍານວຍການ/ ຮອງອໍານວຍການ ຂອງ ໂຮງຮຽນ ອາຊີວະ/Director/vice-director of IVET school;
- ② ຜູ້ບໍລິຫານ ຈັດການ ການຝຶກອົບຮົມ/ Organiser of training course
- ③ ຄູສອນ / ຄູຝຶກ/ Teacher/trainer
- ④ ອື່ນໆ /Other:

ພາກ 2. ການຈັດການ/ ງົບປະມານ ການຝຶກອົບຮົມ/ Organisation/financing of training:

38. ສະພາບລວມ/ General:

- ① ເປັນສ່ວນນຶ່ງ ຂອງແຜນກິດຈະກຳ ປະຈຳ ປີ /Is part of annual plan of activities with
ຈຳນວນຊຸດຕໍ່ປີ / courses/year ; □ □
- ② ເປັນການຈັດຕັ້ງປະຕິບັດ ຂອງ ກະຊວງ ຫລື ພະແນກສຶກສາ ແຂວງ/ is organised on request of
MoES/PESS;
- ③ ເປັນການຈັດຕັ້ງປະຕິບັດ ໃຫ້ກຸ່ມເປົ້າໝາຍ/ is organised on request of target groups;
- ④ ເປັນການຈັດຕັ້ງປະຕິບັດ ຂອງ ບໍລິສັດ/is organised on request of companies;
- ⑤ ເປັນການຈັດຕັ້ງປະຕິບັດ ຂອງໂຄງການ/is organised on proposal of projects,
- ⑥ ອື່ນໆ /Other: □

39. ດີວີວີ ຄື ຄູ່ຮ່ວມງານ/ DWV as partner

- ① ຄູ່ຮ່ວມງານ ປະຈຳ/ regular partner .ຈຳນວນຊຸດຕໍ່ປີ /courses/year; □ □
- ② ເປັນບາງ ເວລາ/ from time to time
- ③ ຄູ່ຮ່ວມງານ ໃໝ່/new partner.

40. ງົບປະມານ/ Budget

- ① ພຽງພໍ/ sufficient; □
- ② ບໍ່ພຽງພໍ/ not sufficient
- ③ ບໍ່ຮູ້/don't know.

ພາກ 3. ການຝຶກ ໃນປີ 2015/ Courses in year 2015

41. ວິຊາຊີບ ໃດແດ່ ທີ່ໄດ້ຖືກຈັດ ຝຶກອົບຮົມ/ In which occupational field were the training courses?

- ① ເຮັດປຸຍຊີວະພາບ/organic fertilizer;
- ② ກໍ່ສ້າງ/ construction;
- ③ ເຮັດເຄື່ອງເຟີນີເຈີ/furniture making;
- ④ ຕິດຕັ້ງໄຟຟ້າ/ electrical installation;
- ⑤ ລ້ຽງກົບລ້ຽງປາ/ frog&fish raising;
- ⑥ ປຸງແຕ່ງອາຫານ/ cooking;
- ⑦ ຕັດຫຍິບ/ sewing;
- ⑧ ອື່ນໆ/ Other

42. ໃຜເປັນຄູສອນ ການຝຶກອົບຮົມ/ Who did provide the training?

- ① ຄູສອນ ຂອງ ໂຮງຮຽນ/ general teachers of the school;
- ② ຄູສອນ ສະເພາະ ຫລັກສູດນອກໂຮງຮຽນ/ specialised non-formal teachers;
- ③ ຄູສອນ ຈາກ ໂຮງຮຽນ ອື່ນ/ teachers from other school;
- ④ ຄູສັ້ນຍາຈ້າງ/ temporarily hired teachers;
- ⑤ ອື່ນໆ/ other

43. ສະຖານທີ່ ຈັດຝຶກອົບຮົມ ຢູ່ໃສ/ Where did the training take place?

- ① ຢູ່ໃນໂຮງຮຽນ/ at the school;
- ② ໃນບ້ານ ເປົ້າໝາຍ/ in the respective village;
- ③ ສະຖານທີ່ນຶ່ງ ຂອງກຸ່ມບ້ານ (ນອກ ໂຮງຮຽນ)/ one location for several villages (outside school);
- ④ ອື່ນໆ/ other

44. ໃບຢັ້ງຢືນ ຂັ້ນໃດ ທີ່ທ່ານໄດ້ມອບ/ What kind of certificate do you offer?

- ① ບໍ່ມີ/ none;
- ② ໃບເຂົ້າຮ່ວມ ການຝຶກອົບຮົມ/ certificate of participation;
- ③ ໃບປະກາດ ລະດັບ ນຶ່ງ/ certificate level I;
- ④ ອື່ນໆ/ other

45. ທ່ານຄິດວ່າ ເວລາ ການຝຶກອົບຮົມ ເປັນແນວໃດ/ How do you judge the duration of training

- ① ດົນໂພດ/ Too long;
- ② ພໍດີ/ Just right;
- ③ ສັ້ນໂພດ/ Too short;

ຫລັກສູດ ໃດທີ່ທ່ານນໍາໃຊ້/ What curriculum do you use?

- ① ຫລັກສູດ ລະດັບ ນຶ່ງ ຂອງ ກະຊວງ ສຶກສາ/ C1 curriculum of MoES;
- ② ຫລັກສູດ ຂອງກົມ ການສຶກສາ ນອກໂຮງຮຽນ/ existing curriculum from non-formal education department;
- ③ ຫລັກສູດ ຂອງໂຮງຮຽນ
- ④ ຫລັກສູດ ພັດທະນາ ໃໝ່/ newly developed curriculum;
- ⑤ ຫລັກສູດ ຈາກພາກສ່ວນອື່ນ ຂໍໃຫ້ບອກ/curriculum from other source, please specify

46. ໂຄງສ້າງ ຫລັກສູດ ເປັນແນວໃດ/ How is the curriculum structured?

- ① ຫລັກສູດສະເພາະ ທິດສະດີ ຫລາຍກວ່າ (>50%)/ stand alone mainly theory (>50);
- ② ຫລັກສູດສະເພາະ ການປະຕິບັດ ຕົວຈິງ ຫລາຍກວ່າ (>50%)/ stand alone mainly practice (>50);
- ③ ໂມດູນ ສ່ວນຫລາຍ ແມ່ນທິດສະດີ/ modular mainly theory (>50%);
- ④ ໂມດູນ ສ່ວນຫລາຍ ແມ່ນການປະຕິບັດຕົວຈິງ/ modular mainly practice (>50%);

47. ທ່ານກຳນົດ ກຸ່ມບ້ານເປົ້າໝາຍ ການຝຶກອົບຮົມແນວໃດ/ How do you identify the target village for the he training ?

- ① ຕາມບັນຊີລາຍຊື່ ບ້ານທຸກຍາກ ຂອງແຂວງ/ List of poor villages in the province;
- ② ຕາມການແນະນຳ ຂອງ ຫ້ອງການ ປົກຄອງແຂວງ/ recommended by provincial authorities;
- ③ ຄັດເລືອກຕາມເງື່ອນໄຂ ຂອງ ພະແນກສຶກສາແຂວງ/ PESS selected by own criteria;
- ④ ຄັດເລືອກຕາມເງື່ອນໄຂ ຂອງ ໂຮງຮຽນ/ school selected by own criteria;
- ⑤ ການປົກຄອງບ້ານ ເປັນຜູ້ສະເໜີ/ village took initiative;
- ⑥ ໂຄງການເປັນຜູ້ສະເໜີ/ project proposed
- ⑦ ອື່ນໆ/ other

48. ລະດັບການຝຶກອົບຮົມ ຂອງຜູ້ເຂົ້າຮ່ວມ ເປັນແນວໃດ/ How did the participants master the course?

- ① ດີຫລາຍ/very good;
- ② ດີ/good;
- ③ ພໍໃຊ້ໄດ້/fair;
- ④ ບໍ່ດີ/not good;
- ⑤ ບໍ່ໄດ້ເລື້ອງ/ bad;

49. ທ່ານຄິດວ່າ ການຈັດຕັ້ງປະຕິບັດແນວໃດຈິ່ງຈະໄດ້ຮັບຜົນຫລາຍຂຶ້ນ/ Which form of delivery do you judge more efficient?

- ① ໃນສະຖາບັນ ການສຶກສາ ວິຊາຊີບ/ at TVET institute;
- ② ໃນ ບ້ານ/in the village;
- ③ ໃນເທດສະບານເມືອງ/ in district center;
- ④ ບໍ່ສຳຄັນ ຢູ່ໃສກໍໄດ້/doesn't matter;
- ⑤ ບໍ່ຮູ້ຈັກ/ don't know;

50. ເວລາໃດ ຂອງປີ ຈະເໝາະສົມທີ່ສຸດ ຕໍ່ການຝຶກອົບຮົມ ຂອງສະຖາບັນ ອາຊີວະສຶກສາ/ Which time of the year would be most suitable for TVET institute?

- ① ເວລາ ໂຮງຮຽນ ພັກ/ during school break;
- ② ເດືອນ ກັນຍາ - ທັນວາ/ September-December;
- ③ ເດືອນ ມັງກອນ - ມີນາ/January-March;
- ④ ເດືອນ ເມສາ - ມິຖຸນາ/ April-June;
- ⑤ ເວລາໃດກໍໄດ້ ບໍ່ສຳຄັນ/ doesn't matter

51. ທ່ານຄິດວ່າໃດສໍາຄັນ ເພື່ອເປັນການສະໜັບສະໜູນ ການຝຶກຫັກສະ (ຕອບໄດ້ສູງສຸດ 3 ຂໍ້)/ What do you think would be important to support the use of provided skills? (multiple answer; max. 3)

- ① ເພີ່ມການຝຶກໃນວິຊານີ້ ແຕ່ໃຫ້ເປັນ ໂມດູນໃໝ່/ More training in same profession but new module;
- ② ເພີ່ມພາກປະຕິບັດ ຫລາຍຂຶ້ນ ເພື່ອໃຫ້ໄດ້ປະສົບການໃນຂະແໜງການ(ການລົງເລິກໜ້າວຽກ)/ Practical experience by temporary work in this field (internship);
- ③ ສະໜັບສະໜູນໂດຍກົງ ທາງດ້ານ ເທັກນິກ/ງົບປະມານ(ແຫລ່ງທຶນ, ອຸປະກອນ)/ Direct financial/technical support (loan, equipment);
- ④ ສະໜັບສະໜູນ ການເຂົ້າຫາແຫລ່ງທຶນ(ກອງທຶນ ບ້ານ, ສະຖາບັນ ການເງິນຈຸລພາກ, ທະນາຄານ ການຄ້າ)/ Support to access loans (village bank, microfinance institutes, commercial banks)
- ⑤ ການຝຶກອົບຮົມ ດ້ານທຸລະກິດ/ການປະກອບການ/ Business/entrepreneurship training;
- ⑥ ບໍລິການຈັດງານ (ຫ້າວຽກເຮັດງານທຳ)/ Employment services;
- ⑦ ບໍ່ມີຫຍັງ/ Nothing.
- ⑧ ອື່ນໆ/Other

52. ສາຂາອາຊີບໃດ ທີ່ທ່ານເຫັນວ່າ ມີຄວາມຈຳເປັນ ໃນການຝຶກອົບຮົມ ຫັກສະ (ຕອບໄດ້ສູງສຸດ 3 ຂໍ້)/In which occupational field you would see big demand for mobile skills trainings?

	ຈຳເປັນຫລາຍ	ປານກາງ	ຕໍ່າ	ບໍ່ຕ້ອງການ
① ສ້ອມແປງທົ່ວໄປ/general mechanic;				
② ກໍ່ສ້າງ/construction;				
③ ຊ່າງຈອດ/welding;				
④ ໄຟຟ້າ/electro;				
⑤ ລົດຍົນ/automotive;				
⑥ ປຸງແຕ່ງອາຫານ/cooking;				
⑦ ຕັດຫຍິບ/sewing;				
⑧ ການບັນຊີ/accounting;				
⑨ ປູກຝັງ/gardening;				
⑩ ລ້ຽງສັດ/animal raising;				
ອື່ນໆ/Other				

65. ສະພາບລວມ/ General situation:

- ① ເປັນຄັ້ງທຳອິດ ທີ່ໄດ້ຮັບການຝຶກອົບຮົມ ໃນບ້ານ/ first time that such training was held in the village;
- ② ໄດ້ຮັບການຝຶກ ເປັນບາງຄັ້ງ (ນຶ່ງ ຄັ້ງຕໍ່ປີ)/ is organised from time to time (1 per year);
- ③ ໄດ້ຈັດເປັນປະຈຳ(ຫລາຍກວ່າ 2ຄັ້ງ ຕໍ່ປີ)/ is organised regularly (>2 per year);
- ④ ໄດ້ຈັດຕາມຄວາມຕ້ອງການ ຂອງບໍລິສັດ/is organised on request of companies;
- ⑤ ໄດ້ຈັດຖ້າມີ ການສະໜັບສະໜູນ ຂອງໂຄງການ/is organised if project support available,
- ⑥ ອື່ນໆ /Other:

66. ແມ່ນໃຜສະເໜີການຈັດຝຶກອົບຮົມ / who initiated the training

- ① ຄະນະບ້ານ/the village;
- ② ໂຮງຮຽນ ອາຊີວະ/TVET Institute;
- ③ ປົກຄອງເມືອງ/ ແຂວງ/district/province authorities;
- ④ ບໍລິສັດ/companies;
- ⑤ ຕາມການສະເໜີ ຂອງໂຄງການ/ proposal of project;
- ⑥ ອື່ນໆ /Other:

67. ງົບປະມານ/ Budget

- ① ພຽງພໍ/sufficient;
- ② ບໍ່ພຽງພໍ/ not sufficient
- ③ ບໍ່ຮູ້ຈັກ/ don't know.

68. ເວລາໃດ ຂອງປີ ຈະເໝາະສົມທີ່ສຸດ ຕໍ່ການຝຶກອົບຮົມ ທີ່ບໍ່ຄັດກັບການເຮັດວຽກປົກກະຕິ/ Which time of the year would be most suitable for the training with regard to traditional workload?

- ① ມັງກອນ-ບຸກຸມພາ/January-February;
- ② ມີນາ- ເມສາ/March-April;
- ③ ພຶດສະພາ-ມິຖຸນາ/May-June;
- ④ ກໍລະກົດ-ສິງຫາ/July-August;
- ⑤ ກັນຍາ-ຕຸລາ/September-October;
- ⑥ ພະຈິກ-ທັນວາ/November-December;
- ⑦ ບໍ່ສຳຄັນ ເວລາໃດກໍໄດ້/ doesn't matter

ພາກ 3. ການຝຶກອົບຮົມ/ Courses

69. ວິຊາຊີບ ໃດແດ່ ທີ່ໄດ້ຖືກຈັດ ຝຶກອົບຮົມ/ In which occupational field were the training courses?

- | | | | | | |
|--------------------------|--|---------------------------|----------------------|----------------------|----------------------|
| <input type="checkbox"/> | ① ເຮັດປຸຍຊີວະພາບ/organic fertilizer; | ຜູ້ເຂົ້າຮ່ວມ/participants | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | ② ກໍ່ສ້າງ/ construction; | ຜູ້ເຂົ້າຮ່ວມ/participants | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | ③ ເຮັດເຄື່ອງເຟີນີເຈີ/furniture making; | ຜູ້ເຂົ້າຮ່ວມ/participants | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | ④ ຕິດຕັ້ງໄຟຟ້າ/ electrical installation; | ຜູ້ເຂົ້າຮ່ວມ/participants | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | ⑤ ລ້ຽງກົບລ້ຽງປາ/ frog&fish raising; | ຜູ້ເຂົ້າຮ່ວມ/participants | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | ⑥ ປຸງແຕ່ງອາຫານ/ cooking; | ຜູ້ເຂົ້າຮ່ວມ/participants | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | ⑦ ຕັດຫຍິບ/ sewing; | ຜູ້ເຂົ້າຮ່ວມ/participants | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | ⑧ ອື່ນໆ/ Other | ຜູ້ເຂົ້າຮ່ວມ/participants | <input type="text"/> | <input type="text"/> | <input type="text"/> |

70. ສະຖານທີ່ ຝຶກອົບຮົມ ຢູ່ໃສ/Where did the training take place?

- ① ໃນໂຮງຮຽນ ວິຊາຊີບ/ at the IVET school;
- ② ໃນໂຮງຮຽນ ຂອງບ້ານ/ in the school of the village respective village;
- ③ ໃນຫ້ອງການບ້ານ/at village office;
- ④ ໃນສູນຮຽນຮູ້ ຂອງຊຸມຊົນ/at Community Learning Centre
- ⑤ ອື່ນໆ/other

71. ທ່ານໄດ້ກຳນົດ ຜູ້ເຂົ້າຮ່ວມ ການຝຶກອົບຮົມ ແນວໃດ/ How do you identify participants for the training ?

- ① ສົນທະນາ ກັບຊາວບ້ານ ຜູ້ອາຈຸໂສ/ discussion with village elders;
- ② ສົນທະນາ ກັບບັນດາຄອບຄົວໃນບ້ານ/ discussion with families;
- ③ ຕິດປະກາດ ໃນກະດານຂ່າວ/ billboard;
- ④ ແຈ້ງທາງ ໂທລະໂຄ່ງ(ຂອງ ເມືອງ/ບ້ານ)/ loudspeaker (district/village);
- ⑤ ໂຄງການປຸກລະດົມ ຜູ້ເຂົ້າຮ່ວມ/ project mobilises participants;
- ⑥ ອື່ນໆ/other

72. ຜູ້ເຂົ້າຮ່ວມ ຕີລາຄາສໍາລັບການຝຶກອົບຮົມ ແນວໃດ/ How was the course rated by participants?

- ① ດີຫລາຍ/very good;
- ② ດີ/good;
- ③ ພໍໃຊ້ໄດ້/fair;
- ④ ບໍ່ດີ/not good;
- ⑤ ບໍ່ມີປະໂຫຍດ/ useless;

73. ທ່ານຄິດວ່າ ການຈັດຕັ້ງປະຕິບັດແນວໃດຈຶ່ງຈະໄດ້ຮັບຜົນຫລາຍຂຶ້ນ/ Which form of delivery do you judge more efficient?

- ① ໃນໂຮງຮຽນ ວິຊາຊີບ/ at TVET institute;
- ② ໃນ ບ້ານ/in the village;
- ③ ໃນເທດສະບານເມືອງ/ in district center;
- ④ ບໍ່ສໍາຄັນ ຢູ່ໃສກໍໄດ້/doesn't matter;
- ⑤ ບໍ່ຮູ້ຈັກ/ don't know;

74. ສາຂາອາຊີບໃດ ທີ່ທ່ານເຫັນວ່າ ມີຄວາມຕ້ອງການຫລາຍ (ຈໍານວນຄົນຕໍ່ ປີ)/ In which occupational field you would see big demand? (per year)

① ສ້ອມແປງ ທົ່ວໄປ/general mechanic;	0	1-5	6-10	11-15	>15
② ກໍ່ສ້າງ/construction;					
③ ຊ່າງຈອດ/welding;					
④ ໄຟຟ້າ/electro;					
⑤ ລົດຍົນ/automotive;					
⑥ ປຸງແຕ່ງອາຫານ/cooking;					
⑦ ຕັດຫຍິບ/sewing;					
⑧ ການບັນຊີ/accounting;					
⑨ ປູກຝັງ/gardening;					
⑩ ລ້ຽງສັດanimal raising;					
ອື່ນໆ/Other					

ທ່ານມີຄໍາເຫັນ ຫຼື ຄໍາແນະນຳອັນໃດອີກບໍ່ຕໍ່ການຝຶກອົບຮົມ ຂອງບັນດາໂຮງຮຽນ ອາຊີວະສຶກສາ / Do you have any comments or suggestions regarding the training at the IVET institutions?

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ຂອບໃຈ ໃນການປະກອບຄໍາເຫັນ ຂອງທ່ານ

Thank You for your contribution

Annex 4: List of interviewers

Draft the list of the volunteers for Tracer study 2017 in 5 IVETS

08 - 13 May

1. IVETS Louangnamtha :

1. Mr. Vongsay Chayavong - coordinator
2. Mr. Chitlenad Sayavong - volunteer NFEDC-Km8 Vientiane
3. Ms. Darling Keovilayphone - volunteer NFEDC-Km8 Vientiane

2. IVETS Houaphan

1. Mr. Phavanh Soukhathamavong - teacher
2. Mr. Vongya Chertongvang - volunteer NFEDC-Km8 Vientiane
3. Ms. Phonphet Sikhampiane - volunteer NFEDC-Km8 Vientiane

3. IVETS Xiengkhouang

1. Mr. Khamphao Pattana - teacher
2. Mr. Bounhomic Sorphabmixay - volunteer NFEDC-Km8 Vientiane
3. Ms. Bouakham Simmachan - volunteer Vientiane

4. IVETS Saravan

1. Mr. Bouasy Saengbouakham - teacher
2. Ms. Armany Meunlouang - volunteer Paksong Champasak
3. Ms. Sonmany Meunlouang - volunteer Paksong Champasak

5. IVETS Attapeu

1. Mr. Soualphone Thepvongsu - teacher
2. Ms. Armany Meunlouang - volunteer Paksong Champasak
3. Ms. Sonmany Meunlouang - volunteer Paksong Champasak