



ENHANCED EMPLOYMENT SERVICE PLATFORM WITH MATCHING TOOL AND E-LEARNING MODULES (PHASE1) – LAO PDR

E-LEARNING SAMPLE DEMONSTRATION
WORKSHOP REPORT
MARCH 2021



ASEAN
AUSTRALIA
SMART CITIES
TRUST FUND
Asian Development Bank



Australian Government
Department of Foreign Affairs and Trade



ສະມະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ
ສາດ ປະຊາທິປະໄຕ ເອກະພາບ ວັດທະນະຖາວອນ





RAMBOLL

Project no. **1100040737-003**
Recipient **Asian Development Bank**
Document type **Report - FINAL**
Version **2.0**
Date **30/03/2021**
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Description **E-learning Sample Demonstration Workshop Report**
Cover image **Source: Asian Development Bank**
Title block **Source: Ramboll**

CONTENTS

Abbreviations	vi
List of Figures	vi
List of Tables	vi
1. Background	1
2. E-Learning Modules Developed	2-8
3. Key Takeaways from Workshop	9
Appendices	10-13



Image: Scenery, Kaysone Phomvihane

Source: Ramboll

ABBREVIATIONS

AASCTF	ASEAN Australia Smart Cities Trust Fund
ADB	Asian Development Bank
ASCN	ASEAN Smart Cities Network
ASEAN	Association of Southeast Asian Nations
ASUS	ASEAN Sustainable Urbanization Strategy
DFAT	Department of Foreign Affairs and Trade, Government of Australia

LIST OF TABLES

Table 1	Workshop agenda
Table 2	List of participants

LIST OF FIGURES

Figure 1	Main Menu for the E-Learning Platform Demo
Figure 2	Virtual Office Onboarding
Figure 3	Virtual Warehouse Onboarding
Figure 4	Video based Interview and CV writing e-learning



Image: Strengthening Higher Education
Source: Asian Development Bank

1. BACKGROUND

This report is the second deliverable from Ramboll to ADB as per AASCTF Task Order – LAO: Enhanced Employment Service Platform with Matching Tool and E-Learning Modules (Phase1).

As per Stage 2 of the Task Order, the consultant, Ramboll, was required to develop sample e-learning modules that can be used by students from universities and TVET schools for better preparation for employment opportunities. The overall goal of this activity was to receive preliminary inputs on potential digital e-learning solutions to be further developed and tested during the upcoming Pilot Phase to mitigate the skill demand-supply gap in Kaysone, Lao PDR.

This report includes an outline of e-learning samples demonstrated with project stakeholders and key takeaways from the workshop held on 22 December 2020 at Savannakhet University.

2. E-LEARNING MODULES DEVELOPED

2.1 INPUTS TO DEVELOPMENT OF E-LEARNING MODULES

The consultant team conducted a workshop in the 3rd week of December 2020. The workshop was carried out to understand the access and usage of digital platforms by students as a delivery mechanism for e-learning modules to be developed.

A survey with students on smart phone usage was carried out as part of the preparation for the workshop. The survey was carried out among 305 students (143 students from Savannakhet University, 56 students from Xaysombath Technical College and 106 students from Savannakhet TVET School). The survey included 138 female and 168 male participants, with an average age of 20.7 years.

Key survey statistics:

- 85.1% of the participants responded that they plan to seek employment after completion of their studies.
- 94.4% of the participants responded that they use smartphones for mobile credit.
- 64.2% of the participants responded they have access to laptop/desktop computers.
- 65.6% of the participants responded they use their smartphones for searching information.
- 81% of the participants responded they use their smartphones for using Youtube .
- 100% of the participants responded they use their smartphones for using Facebook.

Key survey takeaways:

- Usage of smartphones among target student population is very high, indicating mobile application-based e-learning modules can be quickly adopted .
- Usage of social media among target student population is very high indicating integration of e-learning modules with social media especially Facebook and YouTube, which are expected to be well accepted.
- Further discussion with students highlighted that:
 - a. Students lack the understanding of how an office environment looks in real life, which effects their confidence level and responsiveness throughout the job application process..
 - b. Students lack soft skills needed when seeking employment (job interview, CV writing, communication skills, office etiquette, presentation skills).

Please note that in Stage 3 of the Task Order, the consultant has carried out a separate workshop on the same topic with employers. In the final report (Stage 3) to be submitted to ADB, skill demand-supply analysis from the employers' as well as students' perspective will be elaborated.

2.2 E-LEARNING MODULE SAMPLES DEVELOPED

On the basis of the surveys and feedback from the students and other key stakeholders, regarding which gaps can be mitigated through e-learning, the consultants developed sample e-learning modules.

Given the students' high smartphone usage rates, the e-learning modules developed are based on 2D and 3D formats primarily for application on smart phones. 2D formats facilitate learning through static audio/visual content, while 3D formats provide a more immersive and interactive learning environment through animated audio visuals

The developed e-learning module demonstration is a mobile application-based platform that can be adapted to desktop/laptop computer format in future if required. The main dashboard menu would allow the user to select language, sign in as a student or employer with the option to do so using social media accounts. The dashboard would then expand into sub-menus on topics such as onboarding, e-learning, hosted recruitment information, etc.

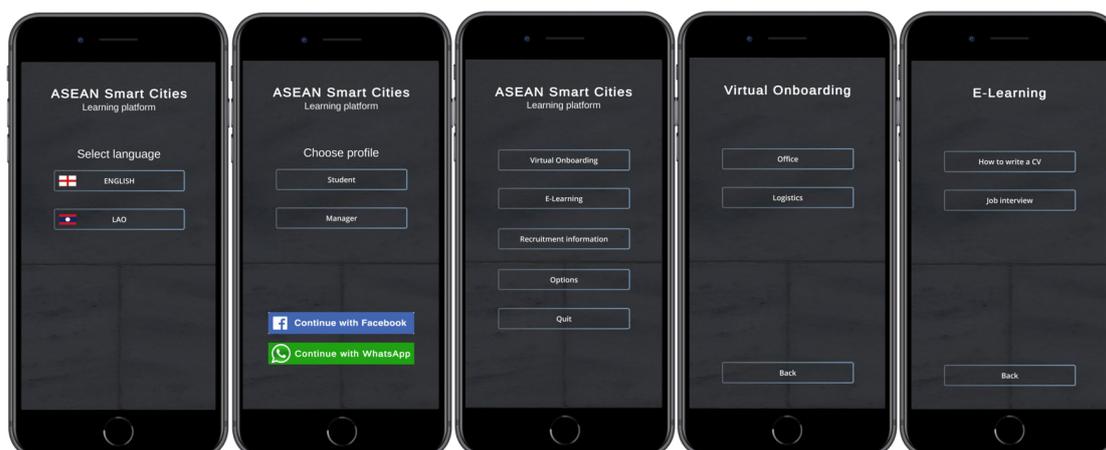


Figure 1: Main Menu for the E-Learning Platform Demo

The e-learning module development would use a dual learning approach by, for example, having 3D modules on Virtual Onboarding and a 2D module for how to improve CV writing skills. Once the application is installed on the mobile, the user would be able to use it in offline mode in order to reduce the individual data costs. With further revisions of the application where more content is added, users can use internet to access the additional content.

VIRTUAL ONBOARDING MODULE DEMO

In the sample prepared for the workshop, two 3D modules were prepared for Virtual Onboarding (accessible through a sub-menu of the demo application where the user would be redirected), Virtual Office Onboarding and Virtual Warehouse Onboarding. The underlying objectives of these modules are to provide potential employees, who would work both in an office and in a warehouse/factory setting, an introduction of what the respective environments look like and how to navigate each environment.

As illustrated in Figure 2, the office onboarding module would give the user the chance to explore the office environment. Buttons are located in different places in the 3D environment with related questions, while the user can move around, open doors, jump obstacles and zoom in on specific elements within the office environment. This 3D module is then further combined with the learning opportunities about office behavior and practice. As shown in Figure 2 for example, the user is asked about when is the most appropriate time to arrive at work on their first day of employment with choices including: being on time, showing up 15 minutes early and showing up 5-10 minutes late. This learning approach both teaches the user about the environment and important office behavior needed for a fresh graduate who has no practical experience working in an office setting.



Figure 2: Virtual Office Onboarding

Similar to the Virtual Office Onboarding sub module, another module has been developed for a warehouse/factory setting. This module gives similar opportunities to the user to move around and interact within a warehouse setting. Further, the user is asked about what is an essential (soft) skill when he/she works in a logistics or industrial setup. Such specific virtual environment-based skills type training can be changed depending on the specific requirements.



Figure 3: Virtual Warehouse Onboarding

VIDEO BASED E-LEARNING MODULE DEMO

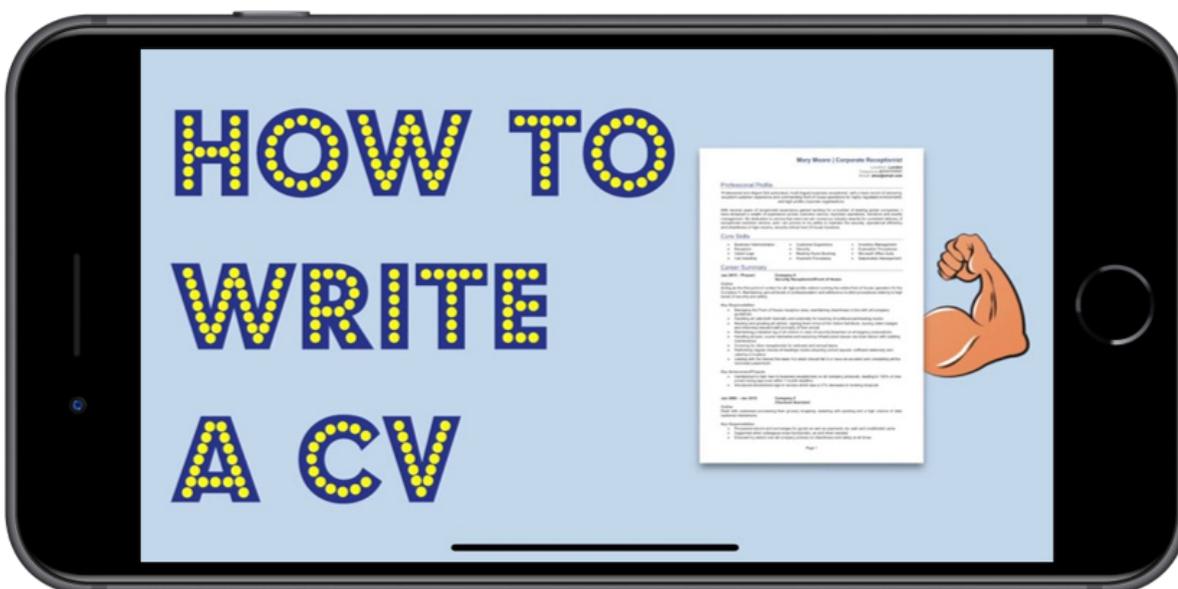


Figure 4: Video based Interview and CV writing e-learning

When a user is accessing the E-learning menu of the demo application, he/she is redirected to 2 sample modules – Interview Preparation and CV writing skills. The underlying objectives of this is to provide potential job seekers with skills that will prepare them better for applying to- and landing a job. Writing a job specific CV and presenting oneself in a job interview are skills that are not taught at universities or technical colleges. But they are important skills that job seekers lack. These modules provide the user access to specific third party video content hosted on YouTube and accessible through Facebook. Since there is high prevalence of students using both Facebook and YouTube in Kaysone, providing e-learning skills through this process has potential to be well adopted.

As illustrated above, both modules when accessed by the user will play video-based education content on the specific topic of interview preparation and CV writing. The content is played from the application embedded YouTube links. The content in the sample is a mixture of animated visuals and audio which is pre-recorded, but it can also be videos with people.

3. KEY TAKEAWAYS FROM WORKSHOP

The above developed sample e-learning modules were demonstrated to relevant stakeholders although composed mainly of students, in a workshop held at Savannakhet University on 22 December 2020. The workshop, chaired by the Mayor of Kaysone, was attended by a total of 116 participants from Savannakhet University, Savannakhet TVET college, Xaysombath Technical College, Savannakhet Student Union, Office of Education and Sports, Kaysone city office, Labour office, Office of trade and Industry, SSEZ, Commerce and Industry office and ADB. After the demonstration, comments and feedback from the participants and stakeholders was received.

The below outlines the key takeaways from the workshop:

- Participants of Xaysombath Technical College emphasized that developing such an e-learning tool should engage educational institutions to ensure sustainability. In case programming issues arise, local technicians (programmers) can fix the issues.
- Regarding the digital tool for office onboarding, participants proposed that it is important that participants from the local employers are involved. The input from the industry would help design practical digital tools and could address correct skillsets required by both students and the particular employers.
- Given the pandemic, the participants had attached the importance of digital tools through online learning. The tools allowed learners or users to learn anytime and anywhere whenever they were ready. Moreover, learners were able to improve their IT literacy.
- Like other public and private institutions, SKU has been facing a declining number of students enrolled in general and more specifically, in pedagogy programmes. A large number of students who completed general education were disinterested to pursue higher education. The digital tools, once developed, could attract more students to enrol (provided they had useful content and show/add value).
- SKU students reportedly had difficulties in accessing data and (the internet) connection was slow within the university campus. The upgrading of SKU's IT infrastructure from SSHEP (Second Strengthening Higher Education Project) would hopefully solve the ongoing problem.
- Students in general were not able to have access to the labour market information (LMI), and the information, if available, is not updated. As a result, they could not identify the right skills required by the labour market. Should proper tools be developed (available from YouTube for example) the students would likely have more motivation and be more interested. The digital tools to be developed would help the students and jobseekers access the LMI more easily to land their dream jobs.

APPENDIX A: AGENDA

Title:	Workshop on Demonstration of Digital Tool AASCTF - Pilot Project in Kaysone Phomvihane City: Enhanced Employment Service Platform with Matching Tool and E-learning Modules (Phase 1)
Date and Time:	22 December 2020, 13:30-16:30
Venue:	Second Meeting Room, Savannakhet University (Hall 2)

Table 1: Workshop agenda

Time	Content	Person responsible
13:30-14:00	Registration	Project secretary
14:00-14:05	Objective of the Workshop	Mr. Thongsawath Liapvixaynavang
14:05-14:10	Welcome and Opening remarks	Assoc Prof Dr Sitha KHEMMARATH, AASCTF-PIU Director
14:10-14:30	Introduction to the importance of Digital tools, the gamification	Mr Antonio Ressano, ADB Experts for AASCTF Project
14:30-15:00	Presentation on demonstration of gamification	Senior TA of AASCTF Project
15:00-15:10	Coffee Break	Secretary
15:10-15:30	Discussion, Question-Answers	Participants
15:30-16:00	Students practice using gamification	Participants and TA
16:00-16:25	Any Related Issues	Participants
16:25-16:30	Closing Remark	Assoc Prf Dr Sitha KHEMMARATH, AASCTF-PIU Director

APPENDIX B: LIST OF PARTICIPANTS

Table 2: List of participants

No	Name	Organization	Position
1	Dr. Senghong Vangkeomany	Kaysone City Office	Mayor
2	Asso. Prof. Dr. Sitha Khemmarath	SKU	Vice President & AASCTF PIU Head
3	Ms. Paphan Bouttakhan	SKU	Dept. Deputy head
4	Mr. Khamphuey Akkhavong	SKU	Office Deputy Head
5	Mr. Xayaphom Phimmasone	SKU	Head
6	Ms. Jit Sommaphone	SKU	Support staff
7	Ms. Jaisvanh Heipbouathong	SKU	Support staff
8	Mr. Thavone Mounsamlouath	SKU Youth Union	Secretary
9	Mr. Phanoumkone Phimmasone	SEZ	Deputy Head
10	Mr. Phonxay Xanavongxay	Edu and sport	Head
11	Mr. Phoungern Chanthasone	Kaysone city Office	Head
12	Mr. Bounkeuy Khotsombath	TVET college	Director
13	Representative 10 teachers from each faculty and 20 students	TVET college	
14	Dr. Keophoukong Boubphavanh	Xaysombath college	Deputy Director
15	Sisanonxay xayyathilath	Xaysombath college	
16	Representative 4 teachers of each faculty and 8 students	Xaysombath college	
17	Mr. Khonesavan Bounsengsanavong	Labour office	Unit Head
18	Mr. Soulideth Hiepbouathong	Provincial Labour office	Head
19	Mr. Latmany Thammavong	Labour office	Unit Head
20	Mr. Phet Yonthala	Office of industry and trade	Unit Head
21	Mr. Khamsiphet xayyavong	Commerce and Industry office	Office Head
22	Inthasone Phetsiriseng	Consultant Team	Sr. Education
23	Nils Gardek	Consultant Team	Task Team Leader
24	Sompasong Khemmarath	Consultant Team	Jr. Education Specialist
25	Sunti Duangtavanh	Consultant Team	Sr. Labor Specialist

No	Name	Organization	Position
26	1 technical staff and 1 academic staff off each faculty and 8 students from each faculty	SKU	
27	Representative 6 companies from Savan-Seno special economic zone	SZE	
28	Antonio Ressano	ADB HQ	
29	Ms. Khamtanh Chanty	ADB RLM	

APPENDIX C: MEETING PHOTOS



Source: Ramboll



Source: Ramboll



Source: Ramboll



Source: Ramboll

ABOUT THE ASEAN AUSTRALIA SMART CITIES TRUST FUND

The ASEAN Australia Smart Cities Trust Fund (AASCTF) assists ASEAN cities in enhancing their planning systems, service delivery, and financial management by developing and testing appropriate digital urban solutions and systems. By working with cities, AASCTF facilitates their transformation to become more livable, resilient, and inclusive, while in the process identifying scalable best and next practices to be replicated across cities in Asia and the Pacific.

