



Ministry of Education and Sports
Technical Vocational Education Department



ADB GRANT 0503:
Second Strengthening Technical and Vocational Education
and Training Project (SSTVET)



Q2-2020 QUARTERLY PROGRESS REPORT
April to June 2020

June 2020

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LIST OF ACRONYMS

ADB	=	Asian Development Bank
ADB LRM	=	Asian Development Bank Lao PDR Resident Mission
CBT	=	Competency Based Training
CBA	=	Competency Based Assessment
CEMP	=	Contractor Environmental Management Plan
DTL	=	Deputy Team Leader
EA	=	Executing Agency
EMIS	=	Education Management Information System
EMP	=	Environmental Management Plan
GAP	=	Gender Action Plan
GFIS	=	Grant Financial Information Services
GMS	=	Greater Mekong Sub-region
HIV/AIDS	=	Human Immunodeficiency Virus/Acute
ICB	=	International Competitive Bidding
IEE	=	Acquired Immune Deficiency Syndrome
IU	=	Implementation Unit
LATM	=	Learning Account Type Mechanisms
LFIS	=	Loan Financial Information Services
LMNA	=	Labor Market Need Assessment
LMIS	=	Labor Market Information System
LNQF	=	Lao PDR National Qualification Framework
MfDR	=	Management for Development Results
MOES	=	Ministry of Education and Sports
MOLSW	=	Ministry of Labor and Social Welfare
MWP	=	Master Work Plan
NCB	=	National Competitive Bidding
NTC-PO	=	National Training Council Permanent Office
NQF	=	National Qualification Framework
NVSDC	=	National Vocational Standard Development Committee
PAM	=	Project Administration Manual
PIU	=	Project Implementation Unit
PPP	=	Public and Private Partnership
PSC	=	Project Steering Committee
PMU	=	Project Management Unit
RPL	=	Recognition of Prior Learning
RQF	=	Regional Qualification Framework
SCP	=	Skill Contracting Program
SSCP	=	Special Skill Contracting Program
SSCTT	=	Skills Standard, Curricula and Teacher Training
SSTVETP	=	Second Strengthening Technical and Vocational Education and Training Project
TA	=	Technical Assistance
TAVS	=	Training Assistance Voucher Scheme
TAVSC	=	Training Assistance Voucher Steering Committee
TAVP	=	Training Assistance Voucher Program
TDS	=	Training Development Specialist
TL	=	Team Leader
TVET	=	Technical and Vocational Education and Training
TVED	=	Technical and Vocational Education Department

TWG = Technical Working Groups
VEDC = Vocational Education Development Center
VEDI = Vocational Education Development Institution

A. INTRODUCTION AND BASIC DATE

1. Introduction

1. This report covers the period from 01 April to 30 June 2020 or Quarter 2 of 2020. It presents the progress of the Second Strengthening Technical and Vocational Education and Training Project (SSTVET Project) made during the reporting period.

2. Background

2. On 18 October 2016, the Asian Development Bank (ADB) approved a grant of US\$ 25 million (94.3% of the project cost) from ADB's Special Funds resources to the Government of the Lao People's Democratic Republic for the SSTVET Project. The contribution to the SSTVET Project by the Government of Lao (GOL), together with cash and in-kind contribution, is estimated at 1.5 million (5.7% of the project cost). The Grant Agreement was signed on 8 November 2016, and the project became effective on 3 January 2017. Grant closing is scheduled to close on 30 June 2022 (physical completion date is 31 December 2021). The project has a total estimated cost of \$26.5 million, of which ADB will finance \$25.0 million (94.3%) through a grant, and the government counterpart fund is \$1.5 million (5.7%).

3. Project Basic Data

3. ADB Grant No.: 0503-LAO (SF)
Project Title: Second Strengthening Technical and Vocational Education and Training Project
Recipient: The Lao People's Democratic Republic (LAO PDR)
Executing Agency: Ministry of Education and Sports
Implementation Agency: Technical and Vocational Education Department

Total estimated project cost and financing plan:

Source	Amount (\$ million)	Share of total (%)
Asian Development Bank	25.0	94.3
Government	1.5	5.7
Total	26.5	100.0

Source: *Project Administration Manual (PAM)*

- **Date of completion:**
The SSTVET Project will be implemented during the period from 2017 to June 2022 and is expected to be completed by 31 December 2021.
- **The ADB review mission**
The first ADB Grant Review Mission (Inception Mission) was conducted jointly with ADB-Lao PDR Resident Mission on 3 -12 May 2017 and the second ADB Review Mission was conducted on 15-19 January 2018 and

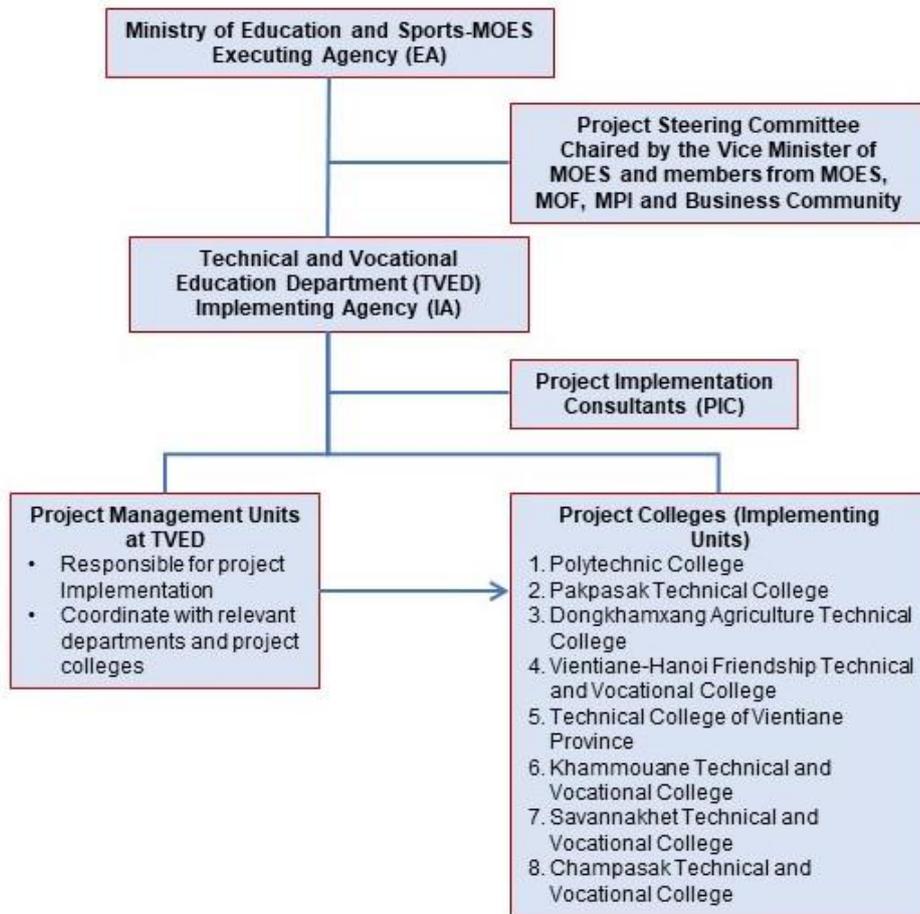
the third review mission for SSTVET project was jointly conducted with ADB-Lao PRD Resident Mission on 8 – 12 July 2019.

- The SSTVET project mid-term review was organized on 3-12 March 2020 to review project achievements and re-allocate project funds especially the contingency budget. The mission also revised the DMF and the GAP because some indicators need to be re-adjusted to realistically adopt to emerging local conditions.

4. Project Implementation Arrangements

4. Based on the implementation arrangements established under the first TVET project (STVET), the project is working through the same management structures, having MOES as the executing agency (EA) and the Technical and Vocational Education Department as the implementing agency (IA).
5. The project management unit (PMU) is established under the TVED to facilitate and supervise day-to-day implementation of project activities. The PMU consists of 3 government officials and is being supported by the project implementation consultants. Each project college will establish a project implementation unit (PIU) headed by the college director.
6. A project steering committee will provide overall project guidance and will support cross-agency policy dialogue. The MOES Vice Minister for TVET will chair the committee, with the director general, TVED, as committee secretary. Committee members will be senior representatives from MOES, the Ministry of Finance (MOF), the Ministry of Planning and Investment (MPI), and representatives from business communities. Please see project organization structure per below:

Project Organization Structure



B. PROJECT FINANCING PLAN

1. Financial Overview

7. Please see Project costing overview by category and sorted between ADB and GOL financing (in USD):

Cate No	Detail	2017	2018	2019	2020	2021 1 st Quarter	Total
1	Civil Works	500.000	2.000.000	1.750.000	750.000		5.000.000
2	Training equipment and consumables	400.000	1.800.000	1.900.000	1.800.000	100.000	6.000.000
3A	Consultant services-International	189.000	315.000	63.000	63.000		630.000
3B	Consultant services-National	294.000	301.000	394.000	341.000	140.000	1.470.000
3C	Consultant services-Firms	255.000	510.000	560.000	305.000	70.000	1.700.000
4A	Upgrading Academic Teacher Qualification	160.000	500.000	500.000	400.000	40.000	1.600.000
4B	Facilitation of capacity development measures for teacher and school management	65.000	190.000	190.000	165.000	40.000	650.000
5	Teaching Material	300.000	75.000	90.000	115.000	20.000	300.000
6	Stipend Scheme	600.000	1.050.000	1.150.000	1.150.000	50.000	4.000.000
7A	PMU operation & project supervision	30.000	110.000	180.000	180.000	50.000	550.000
7B	Conduct career counseling, job fairs and TVET promotion	55.000	110.000	140.000	145.000		450.000
7C	Workshop, studies	25.000	40.000	40.000	45.000		150.000
Total		2.563.000	6.998.000	6.955.000	5.459.000	525.000	22.500.000
8	Unallocated			2.500.000			2,500,000
Sub Total		2.563.000	6.998.000	9.455.000	5.459.000	525.000	25.000.000

Source: Project Administration Manual (PAM)

8. The SSTVET project re-allocation Table during the mid-term review mission on 3-12 March 2020:

Ministry of Education and Sports

ADB G0503-LAO (SF): SECOND STRENGTHENING TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING PROJECT (SSTVETP)

as of June 2020

Reallocation Table

C at. N o.	Detail (A)	Allocation (B)	Contract GFIS (C)	CA until 2021 (D)	Balance after 2020 (E=b-D)	Additional Requirements Until end of 21(F)	Propose Additional Allocation (G=F-E)	Proposed Reallocation (H)
1	Works	5,000,000.00	4,593,252.11	4,844,022.29	155,977.71	1,136,000.00	980,022.29	5,980,022.29
2	Training equipment and Consumables	6,000,000.00	5,029,687.00	5,674,869.21	325,130.79	795,000.00	469,869.21	6,469,869.21
3A	International - Consultant Services	630,000.00	768,000.00	710,472.00	(80,472.00)	121,719.60	121,719.60	751,719.60
3B	National - Consultant Services	1,470,000.00	1,037,200.00	1,311,450.00	158,550.00	-	(158,550.00)	1,311,450.00
3C	Consulting Firms	1,700,000.00	1,527,151.70	1,507,151.70	192,848.30	-	(192,848.30)	1,507,151.70
4A	Upgrading of Academic Teacher Qualification	1,600,000.00	1,583,856.00	1,504,130.99	95,869.01	19,209.79	(76,659.22)	1,523,340.78
4B	Facilitation of Capacity Development Measures for Teacher and School Management	650,000.00	349,737.98	649,420.37	579.63	100,000.00	99,420.37	749,420.37
5	Teaching Materials 8 colleges	300,000.00	124,276.89	274,458.01	25,541.99	230,000.00	204,458.01	504,458.01
6	Stipend Scheme for 8 colleges	4,000,000.00	3,650,735.67	4,000,000.00	-	310,000.00	310,000.00	4,310,000.00
7A	PMU Operation and Project Supervision	550,000.00	619,134.28	824,371.53	(274,371.53)	504,371.53	504,371.53	1,054,371.53
7B	Conduct Career Counselling, Job Fairs and TVET Promotion	450,000.00	117,570.65	298,570.65	151,429.35	200,000.00	48,570.65	498,570.65
7C	Study, Workshop and Conferences	150,000.00	239,652.86	259,652.86	(109,652.86)	139,625.86	139,625.86	289,625.86
		22,500,000.00	19,640,255.14	21,858,569.61	1,105,926.78		2,450,000.00	24,950,000.00
8	Unallocated	2,500,000.00						
		2,500,000.00	-	-	-		-	-
	Grant Total	25,000,000.00						24,950,000.00

2. Contract Awards and Disbursement Projections (CAD)

9. Contract awards and disbursement projections are as shown below. Grant status as of March 2020 is as shown in tables bellow. Regarding the contract awards and disbursements projections, its baseline projections were revised due to the shortfall which occurred in the year of 2017 and the revised CAD baseline projections are proposed during the SSTVET mid-term review mission on 3-12 March 2020 as shown in the table below:

Proposed Revised CAD Projections										
	Contract Awards (in USD million)					Disbursements (in USD million)				
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
2017*	0	0.7196	0.352127	1.105197	2.176924	0	1.095	0	0.244336	1.339336
2018*	1.87902	2.243248	1.903249	2.328267	8.353784	0	3.890641	0.58694	2.334501	6.812082
2019*	1.722381	2.927137	1.663672	1.169903	7.483093	0	2.595395	4.01077	3.452244	10.058409
2020	1.626	0.3	0.3	0.5	2.726	1.55	0.3	0.3	0.5	2.65
2021	0.2	0.3	0.5	1	2	0.3	0.5	0.5	0.5	1.8
2022	1	1.260199			2.260199	0.4	0.5	0.5	0.940173	2.340173
	Total Contract Awards				25	Total Disbursements				25

Table was updated to the below in June 2020 to prepare for Project closing:

	CONTRACT AWARDS (\$ MILLION)					DISBURSEMENTS (\$ MILLION)				
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
2017*	-	0.72	0.35	1.11	2.18	-	-	0.24	-	0.24
2018*	1.88	2.24	1.90	2.33	8.35	0.89	0.59	1.17	1.50	4.15
2019*	1.72	2.93	1.66	1.17	7.48	1.68	2.40	1.69	2.68	8.45
2020**	1.63	0.69	2.00	1.15	5.47	1.55	1.24	1.68	1.83	6.30
2021***	0.80	0.50	0.22		1.52	1.63	1.63	1.63	0.77	5.65
2022***	Closing Contract				-	0.19	0.02	Final WA for Closing		0.21
Total					25.00					25.00
					0.00					

Note:
* Actualized
** Actualized for Q1+Q2 and Q3+Q4 use Aunaul plan
*** Estimate

10. To realign technical and vocational education and training (TVET) with current and future labor market needs by (i) upgrading teaching and learning environments in eight vocational colleges; (ii) strengthening teachers' competencies to deliver student-centered practical training in skill areas that are in demand, and (iii) improving the management of colleges and fostering an environment that demonstrates the principles of entrepreneurship and promotes involvement of companies and communities in TVET. The project will increase poor and disadvantaged students' access to TVET through targeted direct stipends and more dormitory spaces at colleges. The project will also undertake TVET promotion measures to improve the public image of TVET and enhance understanding of TVET products and services among youth, their parents, and communities.
11. Based on the Eighth National Socio-Economic Development Plan 2016–2020 and the TVET Development Plan for 2016–2020, the *expected impact* of the project is aligned with a sufficient skilled labor available to maintain inclusive

and sustainable development in Lao PDR. The expected outcome is an expanded TVET system aligned with evolving labor market needs.

3. Project Scope

11. The project has three outputs: (i) *upgraded teaching and learning environments at eight TVET colleges*; (ii) *improved quality and relevance of demand-driven programs*; and (iii) *increased access to TVET institutions for disadvantaged students*.
12. The project will adopt a demand-driven approach to upgrade eight TVET colleges. The Ministry of Education and Sports (MOES) has selected eight colleges that do not receive substantial support from other development partners. Colleges were requested to prepare initial development plans jointly with local industry representatives. The plans described challenges and opportunities of the individual college and included information on enrollment and teaching force, current training programs, quality and quantity of the current facilities, budgets, collaboration with communities and companies, brief assessments of the local labor market and the expected impact and outcomes of the proposed investments. The following eight colleges will be supported under the project: (i) Polytechnic College Vientiane; (ii) Savannakhet Technical and Vocational College; (iii) Pakpasak Technical College (Vientiane Capital); (iv) Dongkhamxang Agriculture Technical School (Vientiane); (v) Technical College of Vientiane Province; (vi) Champasak Technical and Vocational College (Champasak Province); (vii) Khammouane Technical and Vocational College; (viii) Vientiane-Hanoi Friendship Technical and Vocational College.

C. PROJECT IMPLEMENTATION STATUS

1. Overall Project Implementation

13. The project implementation consultant was mobilized in 4 May 2017 to support the project management unit (PMU) in implementing the project. The overall project completion rate (physical progress) as of 31 March 2020 was 87.09%. Cumulative contract awards total \$19.64 M (79% of grant amount) and disbursement at \$18.21 M (73% of the grant amount; includes imprest account of \$6.095 M), respectively.¹
14. The project implementation plan has been revised due to delay in the project start-up of 4 months from the effective date caused by delay in mobilizing the project implementation consultants. The detailed completion rate is estimated in **Annex 1** and the revised plan is shown in **Annex 2**.
15. The project became effective on 3 January 2017 and the recruitment of individual consultants to support the project management unit (PMU)

¹ As of June 17, 2019.

commenced in March 2017. The first batch of consultant team² was mobilized on 4 May 2017 to join the ADB inception mission during 3-12 May 2017³

16. The SSTVET project implemented various activities until mid-term phase. In 3-12 March 2020, the ADB mission conducted the mid-term review and discussed reallocation of the contingency budget of USD2.5 million to new civil works, provision of more training equipment and production of teaching materials.
17. The detailed progress of each activity is as follows:

Output 1: Upgraded teaching and learning environments at eight TVET colleges

18. **Output 1** will provide resources to improve teaching and learning environments at the eight TVET colleges: \$4.6 million are earmarked for civil works, and \$6.0 million are allocated for the procurement of training equipment and initial consumables to start training programs. Funding provided to each project college will vary depending on the actual situation and needs of the respective college. After mid-term review, civil work had got new allocate budget amount of \$1.136.000 for third batch of civil work.

Civil Works 1st Batch

19. **Scope.** To address urgent infrastructure needs, \$4.6 million will be earmarked for civil works at (i) Pakpasak Technical College in Vientiane; (ii) Savannakhet Technical and Vocational College; (iii) Vientiane-Hanoi Friendship Technical and Vocational College; and (iv) the agriculture campus at the Khammouane Technical and Vocational College. These four colleges will prepare detailed proposals for civil works to upgrade their facilities, which may include: (i) constructing or renovating existing workshops; (ii) constructing and expanding dormitories; (iii) improving water and sanitation facilities; (iv) constructing or rehabilitating school kitchens and canteens; and (v) improving the overall environment of college campuses towards creating a green and student-friendly atmosphere. The proposals have to (i) indicate the availability of adequate funding and competent capacity to effectively manage and maintain upgraded facilities; (ii) include a plan for maintenance of upgraded facilities indicating roles and responsibilities and funding for maintenance tasks; and (iii) provide a sound rationale on the planned utilization of new and upgraded facilities based on future student enrollment estimates and training programs that are in demand by local companies and communities. In addition to upgrading the four colleges, the Polytechnic College of Vientiane may access up to \$400,000 for rehabilitating and building workshops and classrooms.
20. **Status.** Civil works were designed and implemented in various stages and batches. 2 architects and 1 civil engineer were recruited to prepare detailed engineering designs for the first batch 1 civil works - the same people were hired to supervise civil works construction which were all been completed.

² Deputy Team Leader, Procurement, Architects, Finance, Stipends and Administration Assistant

³ Team Leader was fielded in June 2017

Batch 2 works have been awarded and for Batch 3, 1 civil engineer is to be contracted to prepare additional design of civil works using savings from the Project.

21. Batch 1 CW includes the following: i) **Pakpasak Technical College**, the conceptual design was approved by the MOES Vice Minister in December 2017 and the detailed design drawings including Bill of Quantities were completed in January 2018. The bidding documents were submitted to ADB on 01 February 2018 for review and ADB approved it on 12 February 2018. Finally, bid opening was held on 22 March 2018 and the BER was prepared by the procurement committee with the support of the project procurement consultant. BER was submitted to ADB in mid-April 2018. The construction commenced on 14 May 2018 and was completed in January 2020.
22. Works include construction of a 4-storey school building consisting of: 1) 1st floor size 19x47m; 2) 2nd floor size 19x47m; 3) 3rd floor size 19x47m; 4) 4th floor size 19x47m; and, 5) 688 sets of furniture.
23. (iii) **Savannakhet Technical and Vocational College**, the BER was submitted to ADB for review and approval on 20 December 2017 and ADB approved it on 22 December 2017. The contract was signed on 12 January 2018 with LUANGVILAY Construction Co., Ltd., with a total cost of LAK 7,231,649,216. The works commenced on 26 January 2018. All four buildings have been finished. All main structures have also been 100% completed as of April 2019 with final payment made in June 2019.
24. Works include the following: 1) 2-storey building first floor size 16.5x3, and second floor size 16.5x36m; 2) 2-storey multi-purpose building size 12x28m and second floor size 12x28m; 3) 1-storey and a half workshop for automotive size 12x45m and second floor size 12x14m; 4) 1-storey and a half workshop for civil work size 12x45m and second floor size 12x14m; and, 5) supply of 40 sets of furniture.
25. (iv) **Vientiane-Hanoi friendship Technical and Vocational College**, the conceptual design was approved by the MOES Vice Minister on 6 October 2017, and its detailed design drawings and the bill of quantities were completed in mid-December 2017. The bid documents were submitted to ADB on 8 January 2018. The bid document was approved on 24 January 2018. The bid opening was held on 7 March 2018 and the BER was submitted on 28 March 2018 to ADB for review and approval. The construction commenced on 7 June 2018 and completed in November 2019. Overall implementation progress, as of this report, was 100% completed which it is in the duration of 1-year defect liability period.
26. Civil works for the construction of a 4-storey building of Vientiane-Hanoi Friendship Technical and Vocational College consisting of: 1) 1st floor size 17x44m; 2) 2nd floor size 17x44m; 3) 3rd floor size 17x44m; and, 4) 4th floor size 17x44m.
27. (i) **Khammouane TVC**, the contract was awarded on 23 November 2017 to SOMSAVANH CHALEUN Construction Co., Limited, amounting to LAK

4,821,348,952.42. Actual work commenced on 19 December 2017 and completed in August 2018.

28. Civil works include construction of 2 dormitories, workshop, 2 kitchen rooms, 2 toilets, concrete access road, installation of storage tank, provision of 94 sets of bunk beds, 192 sets of cabinets and 80 sets of students' tables and chairs for the college. Details are as follows: 1) construction of one-storey male dormitory, size (10x30m) which consists of six rooms and will accommodate 48 students; 2) construction of one-storey female dormitory, size (10x30m) which consists of six rooms and will accommodate 46 students; 3) construction of workshop, size 13x24 which consists of 2 classrooms, one laboratory and one office; 4) construction of men's and women's kitchen, size 6x12m consisting of 10 stoves and 10 sinks; 5) construction of separate sex-segregated men's and women's toilet rooms, size 7x10m; 6) construction of concrete road access, 400 meters in length with 5 meters in width.
29. (ii) **Polytechnic College**, ADB approved the BER on 20 November 2017 and the contract was signed on 30 November 2017 with VANNAVONG Construction Co., Limited, in the amount of LAK 3,061,526,022. The work commenced on 26 December 2017 and completed in August 2018. Retention payment will be done in the last quarter of 2019.
30. Works include the construction of a 2-storey workshop size 16.4x36 m consisting of: 1) two office rooms size 7x4 m; 2) four lecture rooms size 7x12 m; 3) two practice drawing rooms six 7x12m; 4) two laboratory rooms six 7x12; 5) four toilets; and, 6) two storage rooms.
31. Below is the status of civil works construction completion schedule:

College	Status
1) Pakpassack Technical College	Civil works in this college consist of construction of new 4 storey building for Logistics and Civil Engineering Department Currently the progress of civil works is 100%, the end of contract period is end of November 2019, but Contractor finished work in January 2020.
2) Savannakhet Technical and Vocational College	There are 2 workshops (for Automotive and Civil Engineering Dept) in the newly constructed (100% completed) building.
3) Vientiane-Hanoi Friendship Technical and Vocational College	Civil works in this college consist of construction of new 4-storey building for classroom/workshop. Building was 100% completed in November 2019.
4) Khamouane Technical and Vocational College	A workshop building was constructed for Food Processing Department. All works were competed in August 2018 and is being used by the college.

5) Polytechnic Technical College	Civil works in this college consist of the construction of 2-storey building for environmental and Mapping Department. All works done 100% in end of August 2018. Building was turned over and is being used by the college.
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Civil works: 2nd Batch

32. During the last ADB Mission in July 2019, additional civil works were agreed to be constructed after confirmation of CW savings totalling \$107,378.09. Preparatory works on design agreements were completed. Current implementation status is per below:

TVET College	Proposed Civil Works	Estimated Contract Amount (USD)	Actual award contract (USD)	Savings/ (Deficit)	Status
Champasak TVC	<ul style="list-style-type: none"> – 1 workshop for tailoring – 1 workshop for electricity – 2 dormitories with kitchen and toilet facilities (1 for female; 1 for male) 	500,000	401.583,10	98,416.90	The contract was signed on 24 Jan 2020 with 30% work progress to date.
Technical College of Vientiane Province	<ul style="list-style-type: none"> – 1 workshop for electrical – 2 dormitories with kitchen and toilet facilities (1 for female; 1 for male) 	400,000	354.760.67	45,239.33	The contract was signed on 24 Jan 2020 with 30% work progress
Dongkhamxang Agriculture Technical College	<ul style="list-style-type: none"> – 1 workshop for bio-agriculture – 2 dormitories with kitchen and toilet facilities (1 for female; 1 for male) 	400,000	440.997,14	(40,997.14)	The contract was signed 24 Jan 2020 with 60% work progress
Vientiane-Hanoi Friendship TVC	<ul style="list-style-type: none"> – 2 dormitories with kitchen and toilet facilities (1 for female; 1 for male) 	300,000	257,647	42,353	The contract was signed on 20 April 2020, amounting to 2,190,000,000 LAK with 26% work progress to date
Polytechnic college	<ul style="list-style-type: none"> – 1 workshop for IT 	100,000	95.281,00	4,719	Work progress is 70%

Civil work 3rd Batch

33. The SSTVET project requested the MTR mission to support civil works for: (i)

Pakpasak Technical College of 4 storey workshop, including furniture estimated at \$980.000, (ii) one dormitory for male students at Khammoaune Technical-Vocational College estimated at \$95.000; and, (lii) canteen at Vientiane-Hanoi Friendship Technical College estimated at \$60.000. These were all approved by the MTR mission during 3-12 March 2020. The status of implementation is in the following table:

TVET College	Proposed Civil Works	Estimated Contract Amount (USD)	Actual award contract (USD)	Savings/ (Deficit)	Status
Pakpasak Technical College	4 storey building	980.000	Expected Q3-2020	n/a	ADB approved biddocuments. SSTVET advertised in local newspapers. Bid opening will be 20 July 2020
Khammoaune Technical-Vocational College	1 dormitory for male students	95.000	Expected Q3-2020	n/a	Bidding document Preparation
Vientiane-Hanoi Friendship Technical College	1 canteen	60.000	Expected Q3-2020	n/a	Bidding document Preparation

Procurement of Training Equipment 1st Batch:

34. **Scope.** \$6.0 million were earmarked for purchase of training equipment. The proposals have to be based on current and future training programs which shall reflect labor market and community needs, and enrollment forecasts. College leaderships have to demonstrate that (i) proposed equipment requests are in line with new and ongoing training programs, which are supported by local employers and communities; (ii) new training equipment will be integrated in training programs to support student-centered teaching approaches and increase hands-on training opportunities for students; (iii) sufficient budget is available for consumables to sustain training programs; and (iv) teachers are able or will be trained to operate new training equipment. The final amount for training equipment for each college will vary and depend on the actual situation and needs of the respective college.
35. **Status.** The lists of training equipment were submitted by 8 colleges based on current and future training programs. The details of technical specifications and cost estimates were completed by consultants, colleges and procurement officer based on the list prepared by the trade working groups (TWGs) organized to develop skills standards and curricula and based on these, equipment lists were prepared.
36. Equipment contracts awarded in 2018 included: 1) IT- electronic equipment for Champassack TVC procured and fully paid in April 2019, delivered on 22 November 2017; (2) Bio-agriculture and Veterinary equipment for Dongkhamxang Agriculture Technical School were awarded in December 2018. The equipment for Bio-agriculture were delivered on 30 January 2019

and for Veterinary on 2 April 2019.

37. Contracts awarded in Q1-2019 were as follows: 1) Food processing for Khamoane TVC was awarded in March 2019, delivered on 28 June 2019; 2) Survey mapping and environmental equipment were awarded in January 2019, delivered on 24 May 2019; 3) Mechanical technology equipment for Technical College of Vientiane Province was awarded in January 2019, delivered on 29 May 2019.
38. Contracts awarded in June 2019 were: 1) Road and Bridge Construction and Automotive/Industrial Machine for Savannakhet TVC, equipment were delivered on 18 October 2019; 2) Building construction equipment for Pakpassack College, delivered on 30 September 2019.
39. Contracts awarded in 28 June 2019 were: multi-media and graphics design/IT networking equipment for Vientiane-Hanoi TVC and completely delivered on 12 November 2019.
40. The ICB contracts were signed with suppliers and the PCSS was issued on 5th December 2019 including: (i) electrical equipment of Champasack TVC; (ii) electrical equipment for Khamouane TVC; and, iii) electronic control system for Technical College of Vientiane Province. Equipment were completely delivered and suppliers paid 90% of contract amount. Full payment will be made after final training delivery expected in Q3 2020.
41. BER for logistics equipment for Pakpassack College was approved by ADB on 6 December 2019, with equipment completely delivered, paid 90% with 10% to be paid after training delivery expected in Q3 2020.
42. For Batch 2, the TVED identified savings from the equipment category of about \$0.68 million and proposed to provide additional equipment to TVET colleges. The mission advised to prioritize TVET colleges based on needs. Per the last Mission, the following were agreed to be procured. The Revised Procurement Plan was prepared by the Project and approved by ADB in September 2019. Bid documents were prepared by the Procurement Specialist and sent to ADB in September 2019. Please see status of additional equipment procurement:

Procurement of Training Equipment 2nd Batch:

No.	Equipment/TVET College	Procurement Method	Estimated Contract Amount (USD)	Status
1.	Equipment and tools for IT (Savanakhet, Pakpassack, Khamoane, Polytechnic TVSSs)	Shopping	0.200	To be awarded in Q3 2020, delivered by Q4 2020.
2.	Equipment and tools for automotive and road and bridge (Savannakhet TVC)	Shopping	0.090	To be awarded in Q1 2020, the contract signed on 31 March 2020, delivered expected on Middle of July 2020

3.	Equipment and tools for surveying and land mapping-environmental studies laboratory 2 for Polytechnic College	Shopping	0.075	To be awarded in Q1 2020, the contract signed on 31 March 2020, delivered expected on Middle of July 2020
4	Equipment and tools for welding and automotive (Pakpassack TV)	Shopping	0.080	The contract signed on 31 March 2020, delivery expected mid- July 2020
5	Equipment and tools for garments (Pakpassack TC and Savannkhet TVC)	Shopping	0.060	Awarded in Q1 2020, delivery completed in Q1 2020.

Procurement of Training Equipment 3rd Batch:

43. For Batch 3, the SSTVET re-allocated some budget to purchase additional equipment for: (i) Xaysomboun Vocational School amounting to \$200.000; (ii) equipment for advance technology for 8 project colleges amounting to \$250.000; (iii) ICT equipment for Champasak and Vientiane-Hanoi Friendship amounting to \$70.000; (iv) additional equipment for electrical and accessories for Vientiane Province TC, Khammouane TVC and Champasak TVC amounting to \$90.000; (v) additional equipment accessories for automotive for Pakpasak TC, Vientiane Province TC and Savannakhet TVC amounting to \$90.000 and (vi) additional veterinary and bio-agriculture equipment and tools for Dongkhamxang amounting to \$70.000.

No.	Equipment/TVET College	Procurement Method	Estimated Contract Amount (USD)	Status
1.	Xaysomboun Vocational School:	Shopping	200,000	Preparation of technical specifications and bidding document and will be award in Q4 2020
2.	Advance technology robotic arms for 8 project colleges	Shopping	250,000	Preparation of technical specifications and bidding document and will awarded in Q4 2020
3.	ICT equipment for Champasak and Vientiane-Hanoi Friendship	Shopping	70,000	Preparation of technical specifications and bidding document and will be award in Q3 2020
4	Additional eelectrical and accessories for Vientiane Province TC, Khammouane TVC and Champasak TVC amounting	Shopping	90,000	Preparation of technical specifications and bidding document and will be awarded in Q3 2020
5	Additional equipment accessories for automotive for Pakpasak TC, Vientiane Province TC and Savannakhet TVC	Shopping	90,000	Preparation of technical specifications and bidding document and will be awarded in Q3 2020
6	Additional veterinary and bio-agriculture equipment and tools for Dongkhamxang		70,000	Preparation of technical specifications and bidding document and will be awarded in Q3 2020

Output 2: Improved quality and relevance of demand-driven programs

44. Under Output 2, the project will provide resources for all eight project colleges to improve (i) technical and pedagogy skills and knowledge of

teachers; and (ii) management capacity of current and future college leaders and administrators. During the first six months from effectivity date of the project, project colleges will conduct rapid training need assessments with the support of consultants to identify and confirm the training needs towards promoting student-centered teaching approaches and practical-oriented training for students and establishing an entrepreneurial approach in managing the college.

Improvement of Technical and Pedagogy Skills, and Knowledge of Teachers

45. **Scope.** Areas to improve the capacity of teachers may include: (i) updating pedagogical and technical knowledge to teach specific courses; (ii) preparing the technical equipment for teaching sessions; (iii) planning consumables needed to operate the technical equipment in teaching sessions; (iv) operating the technical equipment in teaching situations; (v) maintaining the technical equipment; (vi) developing training plans per year, month, week, or day; (vii) preparing training sessions along the existing curricula; (viii) preparing teaching materials; (ix) selecting the appropriate methods related to the target group and the content of the lecture; and (x) preparing and conducting evaluations, self-evaluation, and assessment.
46. **Status.** The Project engaged an individual consultant and a firm to facilitate capacity strengthening measures. Support for teachers, managers, and administrators included short technical and management training, coaching by senior teachers or industry trainers, improved inspection and guidance at the workplace, training workshops, establishing teacher self-help groups, internship schemes at companies. Teachers also received training to ensure that new equipment purchased under the project are used effectively, integrated in the teaching process and are suitably maintained.
47. The training needs assessment (TNA) study was completed in December 2017. TNA study was conducted by the Consultant in close collaboration with EMIS/TVED which was the basis of preparing the SSTVET training strategy. The training strategy outlined division of work between the TTD with assistance from SSTVET consultants and the Firm. The capacity-building strategy was developed and Consultant provided support to project colleges all throughout project implementation with the objective of improving the overall performance of the project colleges. There are two training delivery modes: (1) implemented by TTD with support by capacity building specialist covering 1 module for enhancing pedagogy on LCA, 8 modules for managers (completed 2 modules: Policy formulation and College Development Plan), and 11 modules for administrators (Completed 3 modules: Instructional leadership, Library management and College Development Plan); (2) the capacity building firm is responsible for 6 modules for teachers, 3 modules for managers, and 3 modules for administrators.
48. The CB firm was recruited to design and implement capacity-building/strengthening measures at TVET colleges in September 2018. The firm designed and facilitated various capacity building

interventions. In terms of person time, training accomplishment of firm is per the below:

Beneficiaries	By CB Firm				
	Total	Female	%	Ethnic	%
Teachers	458	228	50%	16	3,5%
Admin	358	140	39%	22	6,1%
Grand Total	816	368	45%	38	4,7%

49. By the end of June 2020, the firm implemented 9 out of 12 training modules with the following accomplishment 187 Admin and teachers trained, 69 female (38%) and 9 ethnic (5%). Please see table below:

Category	Male	Female	Total	Ethnic	% Female	% Ethnic
Admin	52	31	83	6	37%	7%
Teacher	64	40	104	3	38%	3%
Grand Total	116	71	187	9	38%	5%

50. Labor Market Survey. To further support the training activity delivered by the CB Firm on the delivery of training module on Labor Market Survey, the EMIS with assistance from SSTVET Consultants prepared the Labor Market Survey methodology with and questionnaires, to engage the colleges in actual experiential learning on how to conduct the LMS. The LMS implementation plan was approved by ADB in September 2019 for delivery and implementation by EMIS and the colleges starting November 2019. LMS data will be gathered in Q3 and the report will be completed in Q4 2020.
51. **Short term technical and managerial training.** On the basis of the TNA conducted in 2018 by the TTD/TVED with assistance of the capacity building firm, various short-term managerial programs were designed for current and future leaders. The training modules listed in the Training Strategy were divided for the implementation between the Firm and the TTD and included.
52. TVED-assisted training accomplishment to date is as follows: i) training of teachers for LCA was set with a total of 958 teachers trained (unique), 370 (39%) female, 133 (14%) ethnic; ii) CDC, Dormitory Management, Government project proposal writing, career guidance and counseling and Library Management: 289 administrators/managers trained (unique), 67 (16%) female.
53. **Coaching by senior teachers or industry partners.** Coaching and mentoring programs were implemented through field visits in 8 colleges to assess equipment delivery needing further training support for effective use in teaching and learning. To be done by CB Firm, this will involve assignment of industry experts in colleges to coach and mentor them on how to improve

instructional delivery and conduct of experiential training in workshops using newly procured and installed equipment under SSTVET. The coaching and mentoring program will run for at least 5 days for each SSTVET trade area.

54. **Establishing teacher self-help groups.** Training strategies for teachers were coordinated with the Vocational Education Development Institute (VEDI), Teacher Training Division and other development partners who are supporting teacher training programs. Lessons learned at the project colleges will be integrated in the national teacher training strategy.
55. For the LCA Program, 2 master trainers were recruited from each of the college to form the 25-strong master trainers' group. The intention is for college-based master trainers to form self-help groups/learning cells per trade area which would aim to further instructional improvement in each college. VEDI will monitor LCA use by trained teachers in late 2019-early 2020 and will follow up on the establishment of learning cells by trade areas. Per the DMF, 50% of the trained teachers must use the LCA. Online teacher support for LCA was also provided, as follows:
<http://sstvetplaos.weebly.com>; <https://www.facebook.com/SSTVETPLaos-453812751642469>
<https://www.facebook.com/groups/330317890765767/>

Strengthen the Management Capacity of Current and Future College Leaders and Administrators

56. **Scope.** Areas to strengthen the management capacity of principals and administrators towards promoting an entrepreneurial culture to managing colleges and program delivery could include: (i) refining responsibilities and reporting structures; (ii) financial planning, asset management, budget preparation and expenditure monitoring; (iii) preparation of development plans including human resources development planning; (iv) maintenance of school infrastructure; (v) implementing strategies to collaborate with the local industry; (vi) conducting tracer studies; and (vii) increasing income generation through marketing short-term skills training courses for out-of-school youth and adults, selling services, and producing basic goods.
57. **Status.** The project engaged individual consultants and a firm to facilitate capacity-strengthening measures. Training interventions for managers and administrators include short technical and management training, coaching by senior teachers or industry trainers, improved inspection and guidance at the workplace, training workshops, establishing teacher self-help groups, and apprenticeship schemes at companies. Managers and future leaders receive training on career guidance and counseling.
58. **Teaching quality.** VEDI with consultants set up teams to monitor the quality of TVET teaching in Q4-2019 to early 2020. They worked with the two master trainers from each college to ensure follow through activities and continuous monitoring are done on LCA adoption. The monitoring activity was conducted

starting March 2020 up to June 2020.

59. **Establish career guidance services for students.** A series of workshops was prepared and was NOL'd by ADB in June 2019. Career guidance and counseling materials were prepared based on outputs of STVET 1. This was incorporated in the career guidance and counseling module developed by EMIS with assistance from SSTVET consultants. CGC materials were finalized by trained master trainers/counselors. These were completed and approved by MOES in September 2019. Out of the total 12 trained counselors, 4 are female (33%).
60. EMIS implemented the following activities in July 2019: 1) 1st preparation training-July 15-19, 2019; 2) 2nd preparation training -July 22-26, 2019; 3) 3rd preparation training – July 29 to August 2, 2019; 4) Training of career guidance staff October 2019; 5) Training of Administrators/managers– March 2020. The career guidance and counselling manual was developed, finalized, approved and was printed/distributed in December 2019 and used during the training. After the training, TVET colleges were challenged to set up career guidance services for students under the Student Affairs Unit.

Upgrading of Academic Qualification of TVET Teachers

61. **Scope.** In addition to supporting teachers at the eight project colleges, the project will also be providing \$1.6 million to upgrade the academic qualification of TVET teachers from public colleges to gain bachelor's or master's degrees in the field of their specialization. Teachers will be selected by the Technical and Vocational Education Department (TVED) and teachers selected for this promotion scheme have to sign a binding agreement committing that they will return to their vocational college after graduation and work for at least five years at a TVET college of MOES. Otherwise, they have to return the entire scholarship amount. TVED will prepare a contract template for ADB review and endorsement prior to the commencement of the scheme.
62. **Status.** In August 2017, the consultant for academic upgrading program (AUG) for TVET teachers from public colleges to gain bachelor's or master's degrees in the field of their specialization was deployed after a no objection letter was issued by ADB in mid-July 2017. The consultant was mobilized to support the project on 1 August 2017 as scheduled.
63. The AUG guidelines were drafted and discussed with the management of 8 project colleges on 16-18 October 2017. The updated version was submitted to ADB for review and approval in December 2017. The consultant closely coordinated with relevant departments in MOES and the project and public colleges for the preparation of the selection and operation manual.
64. For the First Batch, the SSTVET team, in close collaboration with TTD/TVED, implemented the academic upgrading program in March 2018 after receiving the NOL from ADB on 2 February 2018. There were 44 teachers including 4 (9%) female teachers, 2 (4.55%) ethnic; selected to pursue master's degrees in the field of their specialization forming the first batch of academic upgrading

program in 2018. Currently in progress is payment processing of course fees and stipend to training providers.

65. The second batch of 71 teachers and managers, 40 (42.25%) female, 3 (4,22%) ethnic; from TVET institutions are currently studying. This batch aims for bachelor's degrees rather than master's degrees, giving higher priority to female beneficiaries. The final batch received the NOL from ADB on 4 March 2019 in the amount of \$436,817 for 40 teachers.
66. The third batch in December 2019 composed of 27 teachers and managers, 11 (40,7%) female, no- ethnic from TVET institute and TVED.
67. In total, the program covers a total of 154 teacher beneficiaries (59 females, 38%; 5 (3,5%) ethnic; with 22 females 10%; 26 teachers in the bachelor degree program (Figure 1) and 128 (44 female, 34%; 5 (4,16%) ethnic in teachers in Master degree program (Figure 2). Please see below:

Figure 1: Bachelor upgrading program by gender

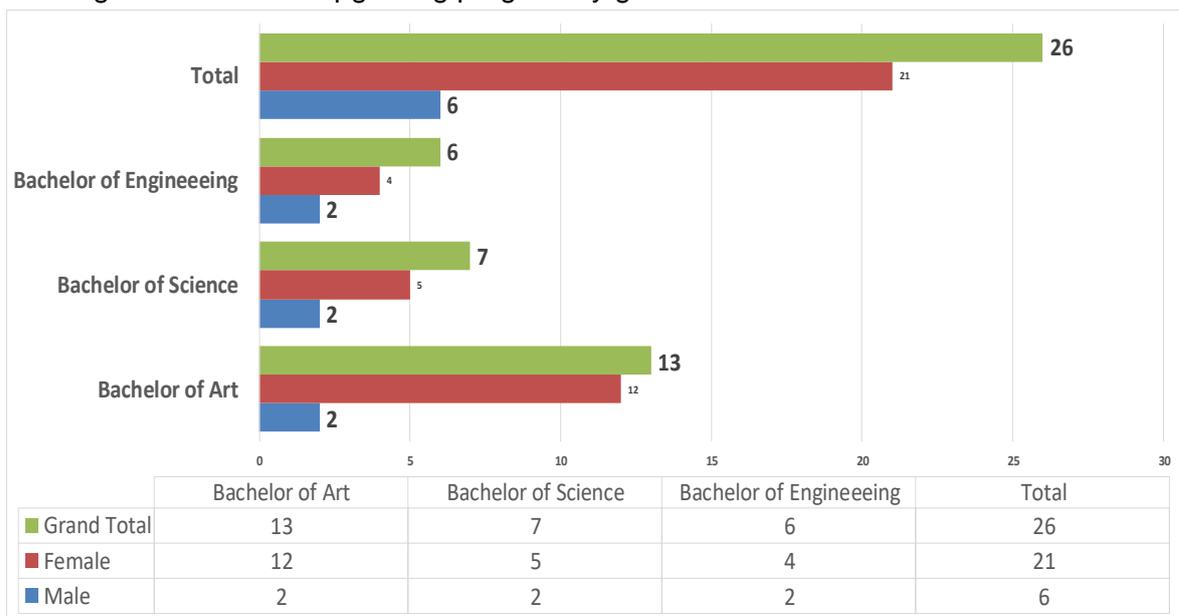
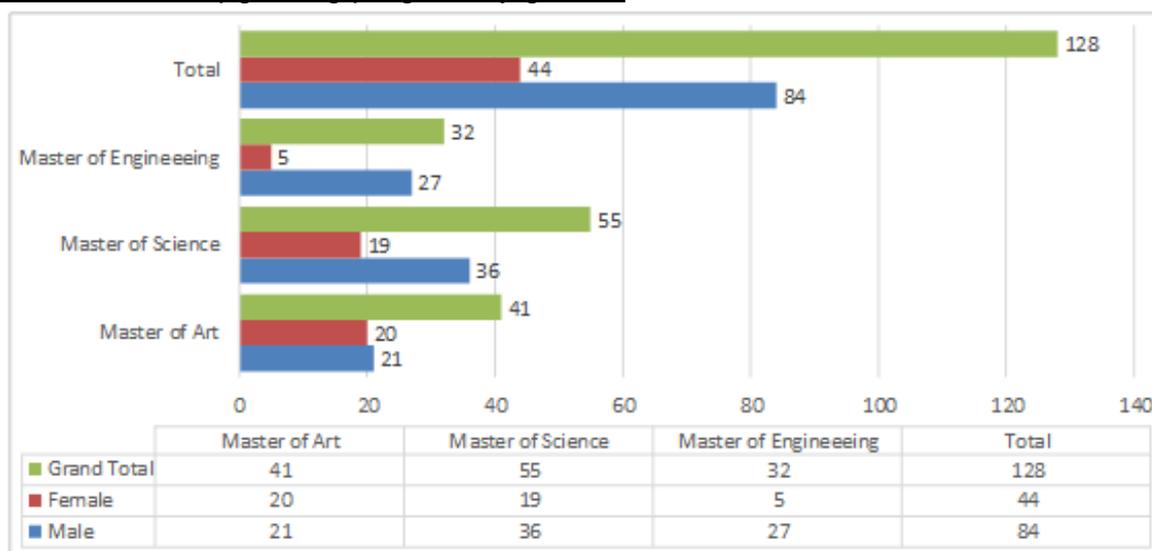


Figure 2: Master upgrading program by gender



Promotion and Rolling out of Short-Term Skills Training Courses

68. **Scope.** Considering the successful outcome of the promotion of short skills courses under the first ADB-financed TVET project (STVET), the project will assist project colleges to develop and roll out short-term skills training courses for out-of-school youths and adults and promote entrepreneurial and multi-skilled approaches to help youths and adults in the informal sector to upgrade their skills to find better paying jobs or start self-employment. With the help of consultants, course content and delivery methods will be prepared by each project college based on the local demand.
69. To introduce new training programs responding to industry and community demand, the project will provide resources for technical assistance to TVED to develop competency-based standards, new competency-based curriculum modules and training materials.
70. To help graduates at the project colleges find employment or become self-employed, the project will establish career guidance services. Career guidance units will closely link with the local business community, provide advice on job opportunities and salary expectations, facilitate internships at companies, and provide entrepreneurship guidance for those interested in self-employment.
71. **Status.** Competency-based skills standards and curriculum development consultants were hired under the Project to work on nine trade areas to include development of short-term courses. 15 TORs were approved by ADB in July 2017 for 6 international consultants and 9 national consultants to work on curriculum development. Consultants were deployed from mid-October 2017 up to early November 2017 to support development of trade courses including: (i) reviewing and confirming the list of training equipment; (ii) developing competency-based standards, new competency-based curriculum modules and learning materials; and (iii) coaching and mentoring in 8 project colleges. Regarding competency-based curriculum development, the industry

partnership specialist/curriculum development coordinator was recruited in March 2018 after receiving the NOL from ADB on 12 March 2018. She is working closely with both international and national experts on the review and finalization of competency-based curriculum development in VEDI Office.

72. Determination of TVET courses to be offered for levels 1 and 2 were discussed during the 22 to 23 December 2018 workshop conducted by the SSTVET Stipend Team, where another set of short-term courses to be offered by colleges with stipend support was identified and agreed upon among the different colleges. Identification of courses was based on current market demand and existing competencies of the 8 colleges.
73. Based on this, the colleges were asked to develop the curricula for identified short courses. The first workshop was conducted for the development of curricula for short-term courses on 7 to 15 May 2018.
74. To date, the SSTVET Consultants completed the skills standards and curricula for 9 trade areas duly approved by the MOES for pilot use. Materials were printed and delivered to 23 TVET school/colleges. Various short-term courses delivery under the stipend program was approved by ADB on September 2019, including stipend allowance, travel allowance, consumable cost, dormitory maintenance, bank charges and monitoring budget covering the following 27, C1 courses and 20, C2 courses.
75. By mid-June 2010, the division of monitoring and evaluation in collaboration with VEDI conducted the induction workshop on how to write the learning element aligned with provided template for C1 and C2 modules for those mentioned curricula that had been approved by MOES minister. The workshop was attended by 119 writers, 29 (24%) were female. See the list below:

List of CBT Standard and Curriculum Support by SSTVET

#	Job Title in English	Job Title in Lao	Qualification								Remarks
			C1		C2		C3		C4		
			CBS	CBC	CBS	CBC	CBS	CBC	CBS	CBC	
1	Auto Mechanic	ຊ່າງຈັດແປງລົດຂົນ	↑	✓	↑	✓	↑	✓	↑	↑	C1,C2 developed in SSTVET and C3 Dev. In Phase I
2	Small Agro Machinery	ຊ່າງຈັດແປງກົນຈັກກະສິກໍາຂະໜາດນ້ອຍ	↑	✓	☒	✓	☒	☒	☒	☒	SSTVET
3	Computer Operation	ຜູ້ປະຕິບັດວຽກງານດ້ານຄອມພິວເຕີ	↑	✓	☒	☒	☒	☒	☒	☒	SSTVET
4	IT Technician	ຊ່າງເທັກນິກດ້ານໄອທີ	☒	☒	↑	✓	☒	☒	☒	☒	SSTVET
5	Web Design and Developer	ຊ່າງອອກແບບ ແລະ ພັດທະນາເວັບໄຊ	☒	☒	☒	☒	↑	✓	☒	☒	SSTVET
6	Computer Network and Systems Technician	ຊ່າງເທັກນິກດ້ານເຄືອຂ່າຍ ແລະ ລະບົບຄອມພິວເຕີ	☒	☒	☒	☒	↑	✓	☒	☒	SSTVET
7	Graphic and multimedia Designer	ຊ່າງອອກແບບກາລາມິກ ແລະ ຜີ້	☒	☒	☒	☒	↑	✓	☒	☒	SSTVET
8	Application Programmer	ຊ່າງຊຸມນິເບຕອມບໍ່ຮູ້	☒	☒	☒	☒	↑	✓	☒	☒	SSTVET
8	Building Electrician	ຊ່າງເພີ້ໃນອາຄານ	↑	✓	☒	☒	☒	☒	☒	☒	SSTVET
9	General Electrician	ຊ່າງເພີ້ທົ່ວໄປ	☒	✓	↑	✓	☒	☒	☒	☒	SSTVET
10	Bricklayer Basic	ຊ່າງກໍ່ໂຫ	↑	✓	↑	✓	↑	✓	☒	☒	C1,C2 developed in SSTVET and Revision C3 Dev. in Phase I
12	Concreter	ຊ່າງເຜາງ	↑	✓	↑	✓	↑	✓	☒	☒	Revision C3 Dev. in Phase I
13	Warehouse worker	ເຜີ້ບັນທຶກສິນຄ້າໃນສາງ	↑	✓	↑	✓	☒	☒	☒	☒	SSTVET
14	Food Processing	ແຮງອາຫານ	☒	☒	☒	☒	↑	✓	☒	☒	SSTVET
15	Veterinary	ນັກວິຊາການສັດຕະວະແດ	↑	✓	↑	✓	↑	✓	☒	☒	SSTVET

16	Bio-Agriculture	ປູກພືດຜັກອື່ນໆ	↑	✓	↑	✓	☒	☒	☒	☒	SSTVET
17	Road and Bridge Construction Worker	ກໍ່ສ້າງຂົວທາງ	↑	✓	↑	✓	↑	✓	☒	☒	SSTVET
18	Motobike Mechanic	ຊ່າງຮັບແປງດັດສົມ	☒	✓	☒	✓	↑	✓	☒	☒	STVET, C1 and C2 Developed by Colleges
19	Auto Mechanic	ຊ່າງຮັບແປງດັດສົມ	☒	☒	☒	☒	↑	✓	↑	✓	STVET
20	Agro-Machinery Mechanic	ຊ່າງຮັບແປງກົນສັກກະສິກໍາຂະໜາດນ້ອຍ	☒	☒	☒	☒	↑	✓	☒	☒	STVET
21	Welder	ຊ່າງອອດ	☒	✓	☒	✓	↑	✓	☒	☒	STVET
22	Cabinet Maker	ຊ່າງຮັດລົງ	☒	☒	☒	☒	↑	✓	☒	☒	STVET
23	Furniture Finisher	ຊ່າງຮັດສີເພີ່ມໃຈ	☒	☒	☒	☒	↑	✓	☒	☒	STVET
24	Furniture Maker	ຊ່າງຮັດເພີ່ມໃຈ	☒	☒	☒	✓	↑	✓	☒	☒	STVET
25	Joiner	ຊ່າງຕໍ່ໄມ້	☒	✓	☒	☒	↑	✓	☒	☒	STVET
29	Plumber	ຊ່າງປັບປາ	☒	☒	☒	☒	↑	✓	☒	☒	STVET
30	Electrical Installer	ຊ່າງຕິດຕັ້ງໄຟລົງ	☒	☒	☒	☒	↑	✓	☒	☒	STVET
31	Bookkeeper	ຜູ້ຈັດກຳລັງເບີ	☒	☒	☒	☒	↑	✓	↑	✓	STVET
32	Secretary	ເຈົ້າໜ້າທີ່	☒	☒	☒	☒	↑	✓	☒	☒	STVET
33	Sales Marketing	ເປັນນັກຂາຍ ແລະ ການຕະຫລາດ	☒	✓	☒	✓	↑	✓	☒	☒	SSTVET, Dev. by colleges
34	Casher, Teller and Clerk	ນາຍຄັງເງິນສົດ, ສະໜັບ ແລະ ຜູ້ປຸກເຄື່ອງດື່ມ	☒	☒	☒	☒	↑	✓	☒	☒	STVET
37	Construction Supervisor	ຜູ້ຄຸມການວຽກງານກໍ່ສ້າງ	☒	☒	☒	☒	☒	☒	↑	✓	STVET
38	Furniture Supervisor	ຜູ້ຄຸມການວຽກງານເພີ່ມໃຈ	☒	☒	☒	☒	☒	☒	↑	✓	STVET
39	Cooler Repaire and Maintenance	ສ້າງແປງ-ປັບຈຸນລະສາ ເຄື່ອງເຢັນ	☒	✓	☒	✓	☒	☒	☒	☒	SSTVET, Dev. by colleges
40	Design and Installation of Steel Work	ອອກແບບຕິດຕັ້ງງານເຫຼັກ	☒	✓	☒	✓	☒	☒	☒	☒	SSTVET, Dev. by colleges
41	Compounding, To Set Up Glass-Aluminum	ການປະກອບຕິດຕັ້ງເຕັ້ວ-ອາລູມິນຽມ	☒	✓	☒	✓	☒	☒	☒	☒	SSTVET, Dev. by colleges
42	Installing Billboard	ຕິດຕັ້ງປ້າຍໂຄສະນາ	☒	✓	☒	✓	☒	☒	☒	☒	SSTVET, Dev. by colleges
43	Making Window and Door Frame	ຊ່າງຮັດປະຕູ ແລະ ປ້ອງຍັງມ	☒	✓	☒	☒	☒	☒	☒	☒	SSTVET, Dev. by colleges
44	Mushroom Production	ການປູກຫຍິບ	☒	✓	☒	✓	☒	☒	☒	☒	SSTVET, Dev. by colleges
45	Lao Food Processing	ປຸງເຜົາອາຫານລາວ	☒	✓	☒	☒	☒	☒	☒	☒	SSTVET, Dev. by colleges
46	Healthy Spa and Massage	ບວດ ແລະ ສະບັດພິມສຸກຂະແນນ	☒	✓	☒	☒	☒	☒	☒	☒	SSTVET, Dev. by colleges
47	Cosmetology	ເສີມສວຍ	☒	✓	☒	✓	☒	☒	☒	☒	SSTVET, Dev. by colleges
48	Tailoring	ຕັດຫຍິບ	☒	✓	☒	✓	☒	☒	☒	☒	SSTVET, Dev. by colleges
49	Cultivation	ປູກຜັງ	☒	✓	☒	☒	☒	☒	☒	☒	SSTVET, Dev. by colleges
50	Livestock	ສົ່ງງົວ	☒	✓	☒	☒	☒	☒	☒	☒	SSTVET, Dev. by colleges

Legend: ✓ Approved; ☐ Working in progress; ☐ Waiting Approved; ☐ Checking; ☒ Not yet Develop

Output 3: Increased access to TVET institutions for disadvantaged students

Stipend Program

76. **Scope.** Output 3 will increase poor and disadvantaged students' access to TVET through (i) a program of targeted direct stipends; and (ii) the development and refinement of TVET promotion strategies, including support to career guidance for prospective students. \$4.0 million are earmarked for the stipend scheme. The streamlined stipend program will enable disadvantaged youth from poor families to enroll in vocational colleges. The grant amount has been set in consultation with MOES and other development partners implementing stipend programs. The principle is to cover all associated costs of attending TVET in order to minimize the risk of students dropping out for financial reasons. To be eligible to receive stipend support, a student (i) must be poor or disadvantaged; (ii) must enroll in a certificate or diploma program at one of the eight project colleges; and (iii) must be at least 16 years old. MOES will select the stipend recipients using a transparent process, and at least 50% of the stipend recipients will be women. Following the approach used by other existing stipend programs in Lao PDR, payment will be made directly to students' bank accounts on a monthly basis, and will be accessible via pay cards. The total number of students supported will depend on the duration of the courses they select, but may be as high as 4,500.
77. **Status.** The stipend program was designed to enable disadvantaged youth from poor families to enrol in vocational colleges. The project stipend team leader was recruited and mobilized in June 2017 to support the implementation of the stipend program. Another consultant was recruited and mobilized in August 2017 to assist the stipend team leader.
78. The first workshop for the preparation of the stipend implementation manual was conducted in July 2017. The stipend implementation manual was approved by ADB on 20 September 2017. The revision 1 of stipend implementation manual was approved by ADB on 27 April 2018 and was distributed to the project colleges for implementation. Stipend payment scheme was approved by ADB on April 27, 2018, pertaining to stipend allowance, travel allowance, consumable cost, dormitory maintenance, bank charges and monitoring budget.
79. **C3.** The first batch of stipend was implemented in Q4-2017 with 584 students (183 female students - 31.34%) registered for C3 at 6 colleges. The second Batch of C3 enrollment number was 351 students (132 female students – 37.6%). The third Batch of C3 enrollment was 57 students (47 female students – 82.5%). As of 31 March 2020, total C3 enrollment is 1.032 students (373 female students – 36.14%)
80. **Diploma.** Diploma courses first running in 2019 starting from September 2019, As of 31 March 2020, total Diploma enrollment at 04 colleges is 125 students (69 female students - 55.20%).
81. A workshop on review and approval for developing 8 new learning courses for

C1 & C2 (short courses) was held on 22-23 December 2018. All 8 courses were reviewed and in the process of approval. These 8 courses will be added into the stipend award plan for 2019.

82. **C1-C2.** The first 2 batches of short-term course of C1 for Cosmetology started in late May 2018 with 40 students (38 females - 95%) at CTVC followed by 30 students (27 females, 90%) at KTVC. As of 31 March 2020, the number of short course (C1-C2) students is 2.270 (1.349 female students – 59.43%).

83. **Total.** As of Q2/2020, the total enrolment for all stipends is 3.629 students (1,839 female students – 51%), composed of 3,370 (93%) students from low-income families (1,718 female students – 51%) and 931 (26%) of ethnic group (419 female students – 45%). Please refer to table below in terms of actual person count:

Sum of Stipend by Courses	Total			% Female	Ethnic			% Ethnic	Low-Income			% Low Income
	Female	Male	Total		Female	Male	Total		Female	Male	Total	
C1	842	586	1,428	59%	224	194	418	29%	766	522	1,288	90%
C2	195	58	253	77%	33	14	47	19%	188	56	244	96%
C3	362	630	992	36%	132	202	334	34%	346	589	935	94%
Diploma	60	56	116	52%	11	17	28	24%	54	52	106	91%
Total	1,459	1,330	2,789	52%	400	427	827	30%	1,354	1,219	2,573	92%

84. The payment for stipend and consumable has been made r on a monthly basis since January 2018. The SSTVET stipend team allocated and targeted a total of USD 1.5M to support the stipend program in 2018 for the annual plan of 1,070 C1 students, 80 C2 students and 910 C3 (including B1-Y2). In 2019, the budget of USD1,510,870 was approved to support the stipend program in 2019-2020 of 1,360 C1, 415 C2, 426 C3 (including B2-Y2), and 160 Diploma. Total contract awards and disbursements for stipends as of 02 December 2019 amounted to USD 3,654,943.66 and USD 1,662,555.73, respectively.

TVET promotion strategies

85. **Scope.** Output 3 will help refine and implement TVET promotion strategies to improve the public image of TVET and promote enhanced understanding of TVET products and services among youth, their parents, and communities. The goal is to increase TVET enrollment. The TVET promotion strategy will test and adopt a range of modern communication for development tools with the aim of developing a common brand for TVET and providing better information to a diverse range of stakeholders on the potential jobs that skilled workers are able to access. To help graduates at the project colleges find employment or become self-employed, the TVET promotion strategy will

include the establishment of career guidance services. Career guidance units will closely link with the local business community, provide advice on job opportunities and salary expectations, facilitate internships at companies, and provide entrepreneurship guidance for self-employment. The TVET promotion strategy will also include promotion of the stipend program among eligible disadvantaged students. The TVET promotion strategy will build on social marketing plans and products created previously by MOES and expand through (i) national level media and branding activities to promote positive perceptions and build awareness, trust, and credibility of TVET; and (ii) the roll out of social marketing activities in the communities in the geographic area of each project college.

86. A firm with sound experience in social marketing will support MOES to design and run the TVET promotion strategy. Within the first three months after project effectivity, MOES will invite interested firms to prepare a detailed proposal describing how they plan to deliver TVET promotion activities and campaigns.
87. **Status.** The goal is to increase TVET enrolment with specific objectives to: (i) improve the public image of TVET; and (ii) promote understanding of TVET products and services among youth, their parents, and communities. The recruitment was advertised in December 2017 and the call for EOI was completed in January 2018.
88. Publicus Asia, Inc. was recruited in December 2018 after negotiation meeting in September 2018. Minutes of meeting was sent to ADB for approval of contracting with firm was sent in same month. The kick-off meeting conducted in early December 2018 and the inception report submitted by the end of December 2018. The Firm completed the Baseline Study Report in May 2019 and was approved in June 2019. The Firm submitted the draft TVET Promotion Strategy in July 2019. The first workshop was conducted to present the baseline study and strategic planning in May 2019. A second workshop was conducted by the Firm late September 2019 to achieve the following: i) review and approve the promotion strategy; ii) learn to implement the toolkit; and, iii) prepared budget for TVET promotion for year 2019.
89. The TVET Promotion Firm prepared the TVET Promotion Strategy and Tool Kits in July 2019 based on the Baseline Study they completed in April 2019. The Firm conducted the Implementation Workshop in early September 2019 with the strategy and Tool Kits approved by MOES in late September 2019. Other TVET promotion activities with EMIS to date include: (i) creation of the mentoring/ coaching channel for all TVET Colleges on Facebook/WhatsApp; (ii) development and launching of 5 central digital channels with content: www.facebook.com/TVED.Laos (broadcasted 2 episodes); Lao.TVET.ໂອກາດ; GIRLS.TVET.Laos; www.facebook.com/goodJOBlaos; <https://www.facebook.com/SSTVETP.laos/>; <https://www.facebook.com/groups/SSTVET.SENT.Lao/>; (iii) adjustment of Colleges' branding protocols; (iv) onsite training/coaching onsite for 8 TVET College promotions teams from 24 February to 6 March creating official FB Pages and Alumni Groups and refresh training on social media management;

(v) release of new Lao video on SSTVET Stipends on 10 March 2020 and now clearing with EMIS 24 infographics prior release; and, (vii) continuous development of content for TVET College pages/5 central digital channels and for integration into the new information kiosks to be distributed in 8 colleges. Refresh/advanced training for newly installed social media managers per TVET College is slated for July 2020

90. TVET colleges were provided budget to implement completed TVET promotion activities, such as: (i) college digital presence, (ii) secondary school visits; and, (iii) organization of job fairs. TVET colleges prepared TVET promotion budgets for 2020 to 2021. The proposed college budget was submitted to ADB in December 2019, and was NOL'd by ADB in same month. This brings EMIS and the TVET colleges, with support from the Firm, the challenge to implement TVET promotion activities from 2020 up to 2021.
91. With the trial release of some original content by each TVET College in their official FB Pages and alumni groups, the first campaign has begun to gain traction and response from audiences even as it reveals need for deeper training of basic social media skills (personnel were rotated during recent re-structuring). Firm advised to release a memo to all TVET Colleges to have a consistent person-in-charge and offered to train/retrain the “permanently assigned” social media manager in a final workshop this July 2020.

Facebook Page Followers	Mar-20	May-20	Jun-20	Net increase
Vientiane Province	6,516	7,383	7,720	1204
Dongkhamxang	-	-	1,290	
Pakpasak	Existing no admin			
Vientiane-Hanoi	110	240	441	331
Polytechnic	6,753	7,457	7,622	869
Khammouane	210	736	812	602
Savannakhet	55	68	71	16
Champassak	Existing no admin		Newly reconstructed	
Total	13,644	15,884	17,956	4,312
Facebook Group Alumni Members	Mar-20	May-20	Jun-20	Net increase
Vientiane Province	56	82	107	51
Dongkhamxang	416	475	581	165
Pakpasak	No personnel engaged			
Vientiane-Hanoi	188	235	332	144
Polytechnic	43	28	29	-14
Khammouane	60	366	345	285
Savannakhet	13	13	13	0
Champassak	20	21	21	1
Total	796	1,220	1,428	632

92. Servyouth was recruited through Single Source Selection process to develop the Microsoft Youth Work Platform to promote technical and vocational education programs, employment opportunities (through job matching) and online learning programs. The terms of reference of the consulting firm and the Project Coordinator were drafted and submitted to ADB in July 2017. The project coordinator was deployed on 19 November 2017 while the contract with the firm was finalized in Q3 2018. The platform was customized in late early 2019. The project coordinator and Servyouth mainly help the stakeholders such as TVET colleges build contents for the platform. Further, there are some activities being undertaken by the project coordinator and Servyouth mainly involving building a network of key contributing partners and meeting with those potential partners, adapting, and further customizing the platform to meet the users in the Lao context. A webmaster from EMIS was designated to master platform management and mainstreaming.
93. Direction related to the Youthworks Platform needs to be set considering the latest development from the side of Servyouth, needing financial assistance to support further development. This may not be sustained under the project considering that it is nearing completion. Materials developed under this effort will be migrated into the information kiosks.

2. Utilization of Funds

94. Please see GFIS data below:

Amount in US\$ as of 29 Jun 2020

Cat. Code	Category Name	Allocation	Contracts	Disbursed Contracts	Undisbursed Contracts	Uncommitted Amount	Undisbursed Amount
→ 3101	3A)CONSULTANT SERVICES-INTERNATIONAL	751,719.60	710,471.60	663,574.77	46,896.83	41,248.00	88,144.83
→ 3102	3B)CONSULTANT SERVICES-NATIONAL	1,311,450.00	1,188,640.00	867,950.00	320,690.00	122,810.00	443,500.00
→ 3103	3C)CONSULTANT SERVICES-FIRMS	1,507,151.70	1,513,996.70	979,865.92	534,130.78	-6,845.00	527,285.78
→ 3201	1)WORKS	5,980,022.29	4,816,857.74	3,200,244.00	1,616,613.74	1,163,164.55	2,779,778.29
→ 3501	4A)UPGRDING OF ACDMIC TEACHER QUALIFICAT	1,523,340.78	1,504,131.00	1,059,987.90	444,143.10	19,209.78	463,352.88
→ 3502	4B)FACILITATION OF CAPACITY DEV'T	749,420.37	497,280.51	485,362.91	11,917.60	252,139.86	264,057.46
→ 3701	5)TEACHING MATERIAL	504,458.01	175,812.30	175,812.30	0.00	328,645.71	328,645.71
→ 3801	2)TRAINING EQUIPMENT & CONSUMABLES	6,469,869.21	5,278,078.71	3,884,612.80	1,393,465.91	1,191,790.50	2,585,256.41
→ 3901	6)STIPEND SCHEME	4,310,000.00	3,654,192.10	2,691,613.56	962,578.54	655,807.90	1,618,386.44
→ 3902	7A)PMU OPERATION & PRJ SUPERVISION	1,054,371.53	557,701.97	474,215.34	83,486.63	496,669.56	580,156.19
→ 3903	7B)CONDUCT CAREER COUNSELING, JOB FAIRS	498,570.65	254,563.65	166,149.53	88,414.12	244,007.00	332,421.12
→ 3904	7C)STUDY, WORKSHOP CONFERENCES	289,625.86	256,704.17	255,664.99	1,039.18	32,921.69	33,960.87
→ 4901	8)UNALLOCATED	50,000.00	0.00	0.00	0.00	50,000.00	50,000.00
Sub-Total		25,000,000.00	20,408,430.45	14,905,054.02	5,503,376.43	4,591,569.55	10,094,945.98
Pending Claims							
O/S Advances				6,027,027.00	6,027,027.00	-	6,027,027.00
Pending Variation							
TOTAL		25,000,000.00	20,408,430.45	20,932,081.02	-523,650.57	4,591,569.55	4,067,918.98

Note: Amounts under Contracts, Disbursed and Undisbursed Contracts in the above table include Commitment Letters.

D. PROJECT ACHIEVEMENT

1. Project Design and Monitoring framework

95. Please see below:

As of Q2/2020

Impact the Project is Aligned With Sufficient skilled labor available to maintain inclusive and sustainable development in the Lao PDR (<i>Eighth National Socio-Economic Development Plan and the TVET Development Plan for 2016–2020</i>)				
Results Chain	Performance Indicators with Targets and Baselines	Data Sources and Reporting Mechanisms	Current Status/Achievements	Comments
TVET system expanded and aligned with evolving labor market needs	a. By 2020, 90% of both female and male TVET college graduates find employment or start their own business in areas where they have been trained within 6 months of graduation. Sex-disaggregated data (2015 baseline: 80%)	a. Tracer studies conducted by colleges annually and compiled by TVED	On track. Ongoing data gathering for the first tracer study from 8 TVET colleges. Data gathering will be completed in _____ 2020.	Methodology for the tracer study used for the 2015 baseline needs to be identified to accurately report on the outcome indicator. Project colleges need to ensure regular management of their tracer studies
	b. Enrollment in project colleges increases from 16,300 in 2015 to 25,500 in 2020;	b. TVED education information system	On track. Data collection ongoing to monitor the indicator. Can we report here current enrolment data... I think we have this data from EMIS already	
	b.1 Enrollment in project colleges comprise 45% of students are women (2015 baseline for women at project colleges).			
	c. Companies and business associations express satisfaction with graduates from project colleges	c. Annual college development plans and results of a survey among local companies that will be conducted in 2020	On track. Incorporated in the tracer study questionnaires.	
1. Teaching and learning environments at eight TVET colleges upgraded	1a. Facilities are upgraded, based on approved proposals within the first 2 years of the project	1a. Approved college development plans	Achieved. Upgrade of 5 TVET colleges as originally planned in the RRP (5 civil work packages) has been completed. (details below).	

			<p>(i) Khammouane Technical and Vocational College (100% as end of Q3-2018);</p> <p>(ii) Polytechnic college (100% as end of Q3-2018);</p> <p>(iii) Savannakhet Technical and Vocational College (100% as end of Q2-2019);</p> <p>(iv) Vientiane-Hanoi Technical and Vocational College (100% as end of Q3-2019); and</p> <p>(v) Pakpasak Technical College (100% as of end of Q1 2020).</p> <p>Additional civil works for the construction of workshops and dormitories using project savings for 5 project colleges are undergoing construction progress:</p> <p>(i) Champasak Technical-Vocational College had physical progressed of 30%</p> <p>(ii) Technical College of Vientiane Province had physical progressed of 30%</p> <p>(iii) Dongkhamxang Agriculture Technical College had physical progressed of 60%</p> <p>(iv) Vientiane-Hanoi Friendship TVC had physical progressed of 26%</p> <p>(v) Polytechnical College had physical progressed of 70%</p>	
	1b. New equipment is integrated in ongoing training programs by	1b. TVED progress reports	<p>On track but delayed.</p> <p>List of equipment was cleared by the</p>	A list of equipment for Xaysomboun TVC is proposed as

	2018 (baseline: not applicable)	published annually	Vocational Education Development Institute and confirmed alignment with TVET curricula. Training programs for the new equipment is ongoing.	part of project savings.
	1c. Dormitories are well maintained and provide healthy and student-friendly living environments. (baseline: 0)	1c. Progress reports from project colleges and TVED	On track. Dormitories in Vientiane Province TVC; Champasack TVC; Dongkhamxang Agriculture Technical College; and Vientiane-Hanoi Friendship College will be constructed in Q2 2020. Dormitories will ensure 50% female allocation.	
	1c.1. 50% of new dormitory spaces are reserved for female students	1c.1 Progress reports from project colleges and TVED	Once completed, dormitories will ensure 50% female allocation. Khammoaune TVC constructed two new dormitories where 100% of spaces has been allocated for female students.	
2. Quality and relevance of demand-driven programs improved	2a. 1,000 TVET teachers and managers participate in training measures during the implementation phase of the project.	2a. TVED progress and training reports	On track. A total of 1,531 teachers and managers have been trained on pedagogy, technical, and management.	MTR confirmed that managers include head of faculties, DDGs and DGs
	2a.1. At least 80% female managers and teachers at the project colleges will participate in training measures.		348 out of 395 (88%) female teachers and managers at project colleges have been trained on pedagogy, technical, and management.	MTR proposes change of the target from all to 80%.
	2b. 50% of trained teachers adopt student-centered teaching methods in 2018.	2b. TVED progress reports published annually and feedback from students	On track but delayed. The materials on student/learner-centered teaching methods in Lao language were prepared in Q3-2018 and distributed to all TVET colleges nationwide. Monitoring	

			and assessment will be conducted by colleges with VEDI as lead unit in 2020. The monitoring tool was developed and a training for its use was conducted in November 2019.	
	2b.1 Sex disaggregated data		Sex-disaggregated data is being collected.	
	2c. At least 80% of the lesson plans confirm integrated theory and practical training approaches.	2c. Lesson plans prepared by project colleges	On track. The new developed curriculum includes standards with 10% of theory, 90% of practice for level 1; 20% of theory and 80% of practice for level 2; and for level 3, 30% of theory and 70% of practice.	
	2d. At least 50 teachers have commenced academic upgrading programs by 2018.	2d. Enrolment certifications issued by TVED	Achieved. A total of 154 teachers have upgraded their academic qualifications to gain bachelor's (26) or master's degrees (128) in the field of their specialization.	
	2d.1. 20 women have commenced academic upgrading programs		59 female teachers have upgraded their academic qualifications to gain bachelor's (15) or master's degrees (44) in the field of their specialization.	
	2e. Increased number of students in an internship schemes in companies.	2e. Training records of colleges published by TVED	Achieved 100% of students in diploma and high diploma courses participate in an internship program.	MTR proposes to change the "apprenticeship schemes" to "internship programs" to ensure relevance in Lao context.
	2e.1. 50% are women		Achieved. 100% of female students in diploma and high diploma courses participate in an internship program.	MTR proposes to change the indicator to 40% to reflect the actual proportion of female students enrolled in internship-eligible courses.
3. Access to TVET institutions for disadvantaged	3a. Criteria and mechanism for selecting poor students for	3a. Criteria and selection mechanism	Achieved. Criteria for selection of stipends recipient	MTR proposes to change this indicator to measure the criteria focusing on

students increased	stipends, including a quota 50% of students to be awarded to female students is in place within the first 6 months of the project.	published by TVED	approved by ADB in Jul 2017 (6 months after project effectiveness).	the selection of applicants rather than the supply of applicants, which is beyond the project's control.
	3b. At least 1,000 students from low-income families received stipends from the project and enroll in vocational schools by 2018	3b. TVET statistics and reports on stipend utilization published by TVED annually	Achieved. As of June 2020, a total of 3,370 students from low-income families have received stipends from the project.	
	3b.1. 50% women		1,718 female students from low-income families (51% of total recipients) have received stipends.	
	3c. Awareness campaigns have contributed to enhance the reputation of TVET and the understanding of job opportunities for skilled workers	3c. Surveys and campaign reports conducted and prepared by the consulting firm and TVED	On track. A consulting firm to undertake TVET promotions was mobilized in 2018. Awareness campaigns, based on the 8 colleges' promotional plans, have been prepared, are being implemented. TVET colleges were also trained to conduct awareness campaigns.	
	3c.1 Surveys collect and report sex-disaggregated data		Project will ensure collection and reporting of sex-disaggregated data.	

PROJECT-SPECIFIC ASSURANCES AND SAFEGUARD ASPECTS

1. Compliance with Grant Covenants

96. The project activities implemented in May 2017 after the mobilization of the project implementation consultant and most of grant covenants are not yet due. The status of compliance with grant covenants is presented in the table below:

COMPLIANCE WITH GRANT COVENANTS

Schedule	Para.	Description	Progress as of Q2, 2020
4	2	<p>Environment:</p> <p>The Recipient shall ensure that the preparation, design, construction, implementation, operation and decommissioning of the Project comply with (a) all applicable laws and regulations of the Recipient relating to environment, health and safety; (b) the Environmental Safeguards; and (c) all measures and requirements set forth in the IEE, the EMP, and any corrective or preventative actions set forth in a Safeguards Monitoring Report.</p>	<p>Being complied with Semiannual environmental monitoring reports for Jan-Jun 2018, Jul-Dec 2018, and Jan-Jun 2019 have been approved by ADB and disclosed. Submission for the period Jul-Dec 2019 is due end January 2020. Update of the IEEs were also approved by ADB for Polytechnic College and Vientiane-Hanoi Friendship Technical and Vocational College. IEEs were also prepared by the EA and approved by ADB for Dongkhamxang Agricultural Technical College, Vientiane Technical College, and Champasack Technical and Vocational College. These are all disclosed at https://www.adb.org/projects/42278-024/main#project-documents.</p>
4	3	<p>Human and Financial Resources to Implement Safeguards Requirements</p> <p>The Recipient shall make available necessary budgetary and human resources to fully implement the EMP.</p>	<p>Being complied with.</p> <p>Environmental specialist is engaged on an intermittent basis to ensure the implementation of the approved IEE and EMP for civil works are in compliance with ADB's safeguards requirements for the project.</p>

IV	4	<p>(a) The Recipient shall (i) maintain separate accounts and records for the Project; (ii) prepare annual financial statements for the Project in accordance with financial reporting standards acceptable to ADB; (iii) have such financial statements audited annually by independent auditors whose qualifications, experience and terms of reference are acceptable to ADB, in accordance with auditing standards acceptable to ADB; (iv) as part of each such audit, have the auditors prepare a report, which includes the auditors' opinion(s) on the financial statements and the use of the Grant proceeds, and a management letter (which sets out the deficiencies in the internal control of the Project that were identified in the course of the audit, if any); and (v) furnish to ADB, no later than 6 months after the end of each related fiscal year, copies of such audited financial statements, audit report and management letter, all in the English language, and such other information concerning these documents and the audit thereof as ADB shall from time to time reasonably request. (b) ADB shall disclose the annual audited financial statements for the Project and the opinion of the auditors on the financial statements within 14 days of the date of ADB's confirmation of their acceptability by posting them on ADB's website (c) The Recipient shall enable ADB, upon ADB's request, to discuss the financial statements for the Project and the Recipient's financial affairs where they relate to the Project with the auditors appointed pursuant to subsection (a)(iii) hereinabove, and shall authorize and require any representative of such auditors to participate in any such discussions requested by ADB. This is provided that such discussions shall be conducted only in the presence of an authorized officer of the Recipient, unless the Recipient shall otherwise agree.</p>	<p>(i) Being complied with. (ii-v) Being complied with.</p> <p>Submission of audited financial statements is on track. Audit reports for FY2017 and FY2018 were submitted ahead of the submission deadline, with both having an unqualified auditor's opinion. The audit report for FY2019 is due for submission by 30 June 2020.</p> <p>The audit reports were disclosed at: FY2017 (coverage 31 October-31 December 2016 and 30 January-30 June 2017 https://www.adb.org/projects/documents/lao-42278-022-apfs</p> <p>FY2018: https://www.adb.org/projects/documents/lao-42278-024-apfs-0</p>
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4	4	<p>Safeguards-Related Provisions in Bidding Documents and Works Contracts:</p> <p>The Recipient shall ensure that all bidding documents and contracts for Works contain provisions that require contractors to: (a) comply with the measures relevant to the contractor set forth in the IEE and the EMP (to the extent they concern impacts on affected people during construction). and any corrective or preventative actions set forth in a Safeguards Monitoring Report; (b) make available a budget for all such environmental measures; and (c) provide the Recipient with a written notice of any unanticipated environmental, resettlement or indigenous peoples risks or impacts that arise during construction, implementation or operation of the Project that were not considered in the IEE.</p>	<p>Being complied with.</p> <p>All bidding documents and contracts for civil works included and will include contractor environmental management plan (CEMP) in the remaining works packages.</p> <p>There was no resettlement nor IP issues during construction. Should the remaining works packages report any issues, these will be reported to ADB for resolution.</p>
4	5	<p>Safeguards Monitoring and Reporting:</p> <p>The Recipient shall do the following:</p> <p>(a) submit annual Safeguards Monitoring Reports to ADB and disclose relevant information from such reports to affected persons promptly upon submission; (b) if any unanticipated environmental and/or social risks and impacts arise during construction, implementation or operation of the Project that were not considered in the IEE and the EMP, promptly inform ADB of the occurrence of such risks or impacts, with detailed description of the event and proposed corrective action plan; and (c) report any actual or potential breach of compliance with the measures and requirements set forth in the EMP promptly after becoming aware of the breach.</p>	<p>Being complied with.</p> <p>Semiannual environmental monitoring reports for Jan-Jun 2018, Jul-Dec 2018, and Jan-Jun 2019 have been approved by ADB and disclosed. Submission for the period Jul-Dec 2019 is due end January 2020. Update of the IEEs were also approved by ADB for Polytechnic College and Vientiane-Hanoi Friendship Technical and Vocational College. IEEs were also prepared by the EA and approved by ADB for Dongkhamxang Agricultural Technical College, Vientiane Technical College, and Champasack Technical and Vocational College. These are all disclosed at https://www.adb.org/projects/42278-024/main#project-documents.</p>

4	7	<p>Social Safeguards:</p> <p>The Recipient shall ensure that the Project does not have any indigenous peoples or involuntary resettlement impacts, all within the meaning of SPS. In the event that the Project does have any such impact, the Recipient shall</p>	<p>Being complied with.</p> <p>No IP nor resettlement issues detected. In the event there would be such issues, the EA will report to ADB for resolution.</p>
4	8	<p>Labor Standards, Health and Safety:</p> <p>The Recipient shall ensure that the core labor standards and the Recipient's applicable laws and</p>	<p>Being complied with.</p> <p>The SSTVET Team ensured compliance to relevant provisions for labor standards,</p>
		<p>regulations are complied with during Project implementation. The Recipient shall include specific provisions in the bidding documents and contracts financed by ADB under the Project requiring that the contractors, among other things: (a) comply with the Recipient's applicable labor law and regulations and incorporate applicable workplace occupational safety norms; (b) do not use child labor; (c) do not discriminate workers in respect of employment and occupation; (d) do not use forced labor; (e) allow freedom of association and effectively recognize the right to collective bargaining; and (f) disseminate, or engage appropriate service providers to disseminate, information on the risks of sexually transmitted diseases, including HIV/AIDS, to the employees of contractors engaged under the Project and to members of the local communities surrounding the Project area, particularly women.</p> <p>The Recipient shall strictly monitor compliance with the requirements set forth in the above paragraph and provide ADB with regular reports.</p>	<p>health and safety as spelled out in items a) to f). Contractors' compliance of said provisions were strictly enforced and monitored, particularly the item on child labor. No child 15 years old or below was hired for any of the civil works construction.</p>

5	10	<p>Gender and Development:</p> <p>The Recipient shall ensure that (a) the GAP is implemented in accordance with its terms; (b) the bidding documents and contracts include relevant provisions for contractors to comply with the measures set forth in the GAP; (c) adequate resources are allocated for implementation of the GAP; and (d) progress on implementation of the GAP, including progress toward achieving key gender outcome and output targets, are regularly monitored and reported to ADB.</p>	<p>Being complied with.</p> <p>GAP implementation is on track. The GAP includes 11 targets and 7 activities. Two (2) out of 7 activities were achieved; 4 are in progress/on track; and 1 is not yet due. Two (2) out of 11 targets were achieved; 8 are in progress/on track; 1 is not yet due. The EA assigned two gender counterpart staff to ensure achievement of targets and activities. A national gender expert will also be recruited to provide capacity building to gender counterparts and TVET colleges.</p>
5	11	<p>Governance and Anticorruption:</p> <p>The Recipient, the Project Executing Agency, and the implementing agencies shall (a) comply with ADB's anticorruption Policy (1998, as amended to date) and acknowledge that ADB reserves the right to investigate directly, or through its agents, any alleged corrupt, fraudulent, collusive or coercive practice relating to the Project; and (b) cooperate with any such investigation and extend all necessary assistance for satisfactory completion of such investigation.</p> <p>The Recipient, the Project Executing Agency, and the implementing agencies shall ensure that the anticorruption provisions acceptable to ADB are included in all bidding documents and contracts, including provisions specifying the right of ADB to audit and examine the records and accounts of the executing and implementing agencies and all contractors, suppliers, consultants, and other service providers as they relate to the Project.</p>	<p>Being complied with.</p> <p>Anticorruption provisions are included in bid and contract documents. The project abides by and will continue to comply with ADB's anti-corruption policy in all its project related activities, and established a Grievance Redress Mechanism (GRM) for the project. Project website which announces award of each packages also espouses debriefing if so warranted by unsuccessful bidders/contractors.</p>

5	13	<p>Operation and Maintenance:</p> <p>The Recipient shall ensure that the budget allocation for the implementation of the TVET development plan is increased in accordance with its objective under the development plan, and cause MOES to ensure that the operation and maintenance costs are appropriately reflected in the college development plans to be carried out as part of the Project.</p>	<p>Being complied with.</p> <p>PIU allocates budget for operation and maintenance in yearly work plan.</p>
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2. Safeguards

97. The project has been classified as Category B for environment and Category C for involuntary resettlement and indigenous peoples. There will be 5 civil works packages implemented and an intermittent national consultant with safeguard expertise was recruited to update the IEE and provide safeguards monitoring at the 5 project sites as agreed during the Inception Mission in May 2017. The term of reference of the environment consultant was drafted and submitted to ADB on 27 September 2017 for review and approval. As of the end of reporting period, the updated IEEs for 5 civil works contracts were approved by ADB and disclosed in the ADB website. However, the project environment consultant was monitoring the environmental implementation on construction sites following the safeguards requirements with 5 civil works contracts but only Khammouane TVC, Polytechnic College, and Savannakhet TVC were being implemented since mid-December 2017. Additional CWs will observe safeguard procedures.

3. Gender

98. The principles of the GAP for the project are to: (i) ensure equality of project benefits and opportunity sharing between women and men; (ii) ensure gender-sensitive approaches to reduce gender inequalities at the project colleges; (iii) collect sex-disaggregated data including benefit monitoring and evaluation; and (iv) promote an increased representation of female teachers in training and workshops. The GAP takes into consideration lessons from the first Strengthening Technical and Vocational Education and Training Project and incorporates targets to reduce gender and social or cultural disparities, move toward equal enrolment in TVET colleges, and ensure that male and female teachers and managers receive the same opportunities for training. In school year 2018-19, about 23,001 students are enrolled in the 8 project colleges, 46% are women.

99. The gender specialist was deployed in mid-October 2017 to implement gender development in the project and there was a workshop on Gender Mainstreaming conducted during 15-16 November 2017 participated by staff from the project colleges, staff from TVED and SSTVET, and staff from other concerned line ministries/agencies in MOES. The conducted workshop was well arranged and very helpful with promoting gender awareness at TVED and the project colleges.

100. The gender action plan (GAP) monitoring table was prepared and updated as shown in attached Annex A.

E. FOLLOWING-UP THE AGREED TIME-BOUND ACTIONS

101. The Project management Unit (PMU) and the ADB Mission agreed during the grant review mission, 8 – 12 July 2019, on the following time-bound actions to be taken and the status of each is presented in the table below:

MOU, Para.	Actions	Target time framework	Responsible Unit	Status as of Q2, 2020
40	1. Request for increase advance account amount		PIU	Done The project submit request for increase additional imprest account to ADB 19 July 2019
	2. Submit updated procurement plan to ADB		PIU	Done
	3. Request for additional civil works with prioritized 5 colleges		PIU/TVET Colleges	The project submitted all request to ADB for review 8 August 2019
	4. Request for additional equipment with prioritized plan by colleges		PIU/TVET Colleges	Done
	5. Request for extension and recruitment of consultants (see para. 34 (iii))		PIU	Done
	6. Conduct training for students on prevention of sexual harassment by each college		PIU/TVET Colleges	Done
	7. Draft promotional activity plan at college level submission to ADB		PIU	Done
	8. Launch Lao Youthwork platform website as pilot	31 August 2019	PIU	Done

F. CONCLUSION AND RECOMMENDATIONS

102. The civil work batch 1 was completed and the TVET colleges are now equipped with new equipment being used for teaching and learning environment. Batch 2 and 3 CWs are currently being constructed. All equipment needs proper labeling and recording in TVET colleges property inventory list. including securing their proper installation, configuration and the provision of users training.
103. On the remaining capacity building activities still to be conducted by TTD and the capacity building firm for teachers and administrators/administrators, schedules need to be planned properly so that teaching and learning is not adversely affected as most teachers need to catch up on time loss due to COVID-19.
104. Quality of TVET delivery needs to be monitored through college based tracer study. This would need more technical support from TVED to ensure quality results and timely data processing and reporting.
105. The college -based labor market survey and consultation meeting with industry is not yet conducted by project colleges as they need more support from TVED in terms of the budget and technical assistance. Both studies, the tracer and LMS, need to be supported by college directors. Career guidance and TVET promotion need more focus support at college level with Office of Student Affairs as lead unit, to ensure better coordination and efficiency for relevance and effectiveness.
106. Even though, there are competency-based standards and competency –based curricula, some teachers have not yet seriously followed the new modality in terms of mode of delivery and assessment criteria. This leads to varied assessment techniques applied by colleges for same jobs. A unified approach is to be expected if the new modality has been applied.

G. APPENDICES

Annex A. Gender Action Plan (GAP)

Annex B. Physical Progress

