LAO PEOPLE'S DEMOCRATIC REPUBLIC

PEACE INDEPENDENCE DEMOCRACY UNITY PROSPERITY

Ministry of Education and Sports
Technical and Vocational Education Department

ADB GRANT 0503-LAO: Second Strengthening Technical and Vocational Education and Training Project (SSTVETP)

QUARTERLY PROGRESS REPORT

FOR Q1 2018

JANUARY – MARCH 2018

Contents

A. INTRODUCTION AND BASIC DATA 3
1. Introduction 3
2. Background 3
3. Project Basic Data 3
4. Project Implementation Arrangements 3
B. PROJECT FINANCING PLAN 5
1. Financial Overview 5
2. Contract Awards and Disbursement Projections (CAD) 5
C. PROJECT PURPOSE AND SCOPE 7
1. Project Objectives 7
2. Project Scope 7
D. PROJECT IMPLEMENTATION STATUS 7
1. Overall Project Implementation 7
2 Utilization of Funds 16
E. PROJECT ACHIEVEMENT 17
1. Project Design and Monitoring framework 17
F. PROJECT SPECIFIC ASSURANCES AND SAFEGUARD ASPECTS 19
1. Compliance with Grant Covenants 19
2. Safeguards 24
3. Gender 24
G. FOLLOWING-UP THE AGREED TIME-BOUND ACTIONS 41
H. CONCLUSION AND RECOMMENDATION 42

ABBREVIATIONS

ADB	=	Asian Development Bank
ADB LRM	=	Asian Development Bank Lao PDR Resident Mission
CBT	=	Competency Based Training
CBA	=	Competency Based Assessment
DTL	=	Deputy Team Leader
EA	=	Executing Agency
EMIS	=	Education Management Information System
GMS	=	Greater Mekong Sub-region
ICB	=	International Competitive Bidding
IU	=	Implementation Unit
LATM	=	Learning Account Type Mechanisms
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 DATA

1. Introduction

1. This report covers the period from 01 January to 31 March 2018 or Quarter 1 of 2018. 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 on 30 June 2022.

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 2021 and is expected to be completed by 31 December 2021.

- **Date of last 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.

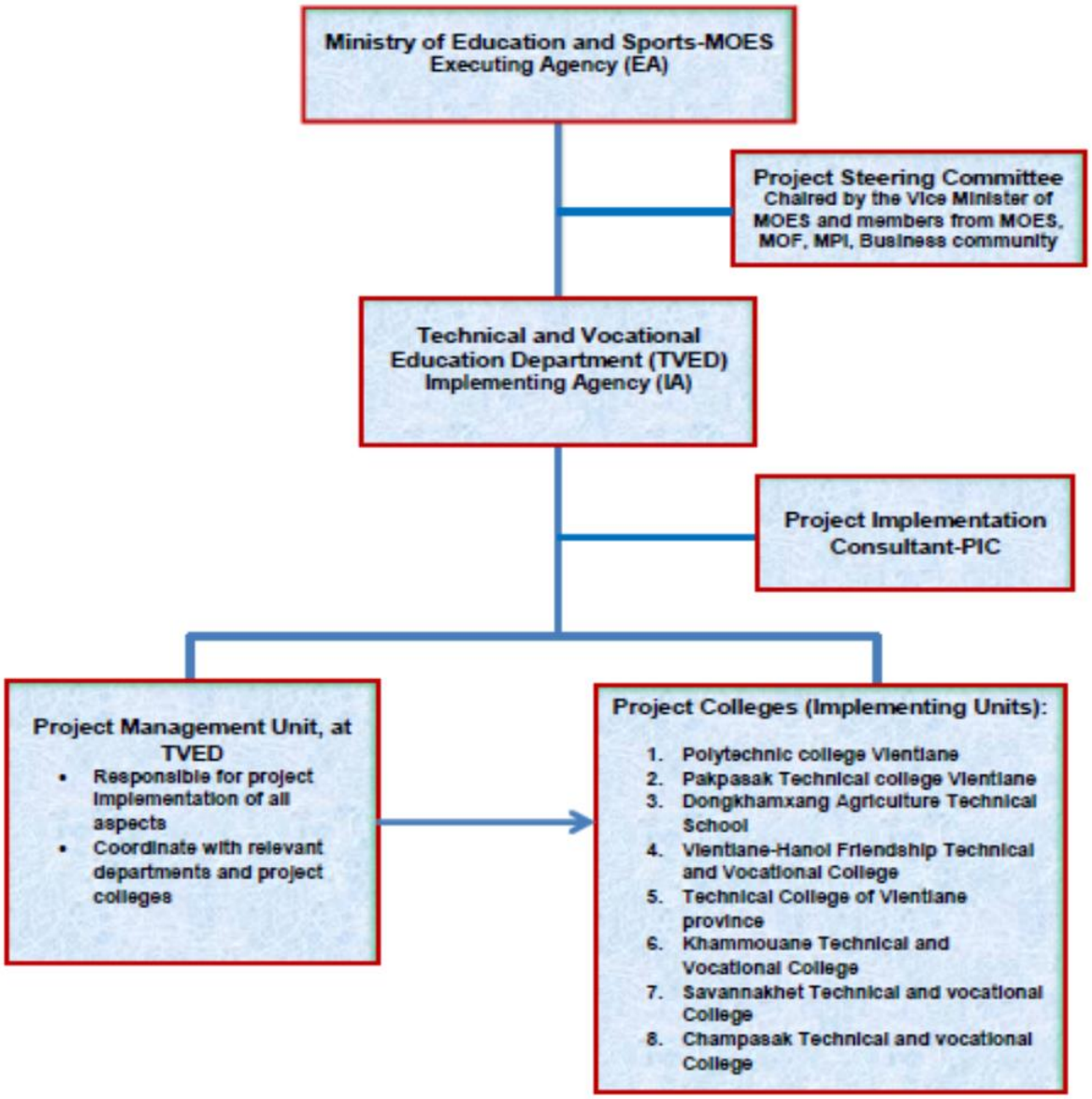
4. Project Implementation Arrangements

4. Based on the implementation arrangements established under the first TVET project, 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):

Category	Item	ADB		GOL		Total	
		Amount	% of cost category	Amount	% of cost category	Amount	% of total project cost
A	**Investment Costs**						
1	**Civil Works**	**5,000,000**	100%	-		**5,000,000**	18.87%
2	**Training equipment & consumables**	**6,000,000**	100%	-		**6,000,000**	22.64%
3	**Consultants**	**3,800,000**	100%	-		**3,800,000**	14.34%
3A	International consultants	630,000	100%	-		630,000	2.38%
3B	National consultants	1,470,000	100%	-		1,470,000	5.55%
3C	Consulting firm contracts	1,700,000	100%	-		1,700,000	6.42%
4	**Capacity upgrading for teachers and school management**	**2,250,000**	100%	-		**2,250,000**	8.49%
4A	Upgrading academic teacher qualification	1,600,000	100%	-		1,600,000	6.04%
4B	Facilitation of Capacity Development Measures for Teacher and School Management	650,000	100%	-		650,000	2.45%
5	**Teaching material**	**300,000**	100%	-		**300,000**	1.13%
6	**Stipend Scheme**	**4,000,000**	100%	-		**4,000,000**	15.09%
7	**Project management and operation**	**1,150,000**	100%	-		**1,150,000**	4.34%
7A	PMU operation and project supervision	550,000	100%	-		550,000	2.08%
7B	Conduct Career counselling, Job Fairs and TVET promotion	450,000	100%	-		450,000	1.70%
7C	Study, Workshop , Conferences	150,000	100%	-		150,000	0.57%
	Subtotal A	**22,500,000**	100%	-		**22,500,000**	84.91%
B	**Recurrent Costs**					-	
	Salaries for staff at TVET colleges and TVED			900,000	100%	900,000	3.40%
	Operation and maintenance of facilities and equipment			600,000	100%	600,000	2.26%
	Subtotal B			**1,500,000**	100%	**1,500,000**	5.66%
C	**Contingencies**	**2,500,000**	100%			**2,500,000**	9.43%
	Total	**25,000,000**	100%	**1,500,000**	100%	**26,500,000**	100.00%

Source: Project Administration Manual (PAM)

2. *Contract Awards and Disbursement Projections (CAD)*

8. Contract awards and disbursement projections are as shown below. Grant status as of March 2018 is as shown in the following table:

Original CAD Projections per PAM

Original Contract Awards and Disbursement Baseline Projections in PAM										
	Contract Awards					Disbursement				
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
2017	-	0.50	1.50	2.50	4.50	-	0.50	1.00	1.00	2.50
2018	1.00	3.00	3.00	2.50	9.50	1.60	2.50	3.00	0.90	8.00
2019	1.00	2.50	2.50	2.00	8.00	1.50	2.50	3.00	1.50	8.50
2020	0.50	1.00	1.00	0.50	3.00	0.50	2.00	2.50	0.50	5.50
2021					-	0.50				0.50
Total Grant					25.00	Total Grant				25.00

Source: Project Administration Manual (PAM)

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 as shown in the table below.

Revised Contract Awards and Disbursement (CAD) Baseline Projections in ADB System										
	Contract Awards					Disbursement				
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
2017	-	0.524000	0.260788	1.037675	1.822463	-	1.095000	-	0.244336	1.339336
2018	3.677537	3.000000	3.000000	2.500000	12.177537	2.760664	2.500000	3.000000	0.900000	9.160664
2019	1.000000	2.000000	2.500000	2.500000	8.000000	1.500000	2.500000	3.000000	1.500000	8.500000
2020	0.500000	1.000000	1.000000	0.500000	3.000000	0.500000	2.000000	2.500000	0.500000	5.500000
2021	-	-	-	-	-	0.500000	-	-	-	0.500000
			Total Grant		25.000000			Total Grant		25.000000

Source: Asian Development Bank - GFIS

Grant Status Per LFIS

Cat. Code	Category Name	Allocation	Contracts	Disbursed Contracts	Undisbursed Contracts	Uncommitted Amount	Undisbursed Amount
3101	3A) CONSULTANT SERVICES-INTERNATIONAL	630,000.00	672,000.00	151,482.58	520,517.42	-42,000.00	478,517.42
3102	3B) CONSULTANT SERVICES-NATIONAL	1,470,000.00	484,900.00	183,200.00	301,700.00	985,100.00	1,286,800.00
3103	3C) CONSULTANT SERVICES-FIRMS	1,700,000.00	0.00	0.00	0.00	1,700,000.00	1,700,000.00
3201	1)WORKS	5,000,000.00	1,820,991.91	0.00	1,820,991.91	3,179,008.09	5,000,000.00
3501	4A) UPGRDING OF ACDMIC TEACHER QUALIFICAT	1,600,000.00	0.00	0.00	0.00	1,600,000.00	1,600,000.00
3502	4B)FACILITATION OF CAPACITY DEV'T	650,000.00	0.00	0.00	0.00	650,000.00	650,000.00
3701	5)TEACHING MATERIAL	300,000.00	0.00	0.00	0.00	300,000.00	300,000.00
3801	2)TRAINING EQUIPMENT & CONSUMABLES	6,000,000.00	0.00	0.00	0.00	6,000,000.00	6,000,000.00
3901	6)STIPEND SCHEME	4,000,000.00	617,779.33	120,743.13	497,036.20	3,382,220.67	3,879,256.87
3902	7A)PMU OPERATION & PRJ SUPERVISION	550,000.00	180,529.52	135,405.33	45,124.19	369,470.48	414,594.67
3903	7B)CONDUCT CAREER COUNSELING, JOB FAIRS	450,000.00	0.00	0.00	0.00	450,000.00	450,000.00
3904	7C)STUDY, WORKSHOP CONFERENCES	150,000.00	10,694.01	10,694.01	0.00	139,305.99	139,305.99
4901	8)UNALLOCATED	2,500,000.00	0.00	0.00	0.00	2,500,000.00	2,500,000.00
Sub-Total		**25,000,000.00**	**3,786,894.77**	**601,525.05**	**3,185,369.72**	**21,213,105.23**	**24,398,474.95**
Pending Claims				336,045.09	-336,045.09		-336,045.09
O/S Advances				1,095,000.00	-1,095,000.00		-1,095,000.00
Pending Variation							
TOTAL		**25,000,000.00**	**3,786,894.77**	**2,032,570.14**	**1,754,324.63**	**21,213,105.23**	**22,967,429.86**

C. PROJECT PURPOSE AND SCOPE

1. *Project Objectives*

9 Building on the lessons of the first Strengthening Technical and Vocational Education and Training (STVET) Project, the SSTVET project will continue to support efforts 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.

10 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.

2. *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.

D. PROJECT IMPLEMENTATION STATUS

1. *Overall Project Implementation*

13. The project implementation consultant was mobilized on 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 2018 was 3.16% against the elapsed implementation period of 24.79% due to no disbursement was done in Q1 2018. Cumulative contract awards and disbursements were $4,181,027.10 (16.72% of grant amount) and disbursements of $2,032,570.14 (8.13% of grant amount), respectively. 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**. The detailed progress of each activity is as follows:

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

14. **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 (or a total of $10.6 M) 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.

Civil Works

15. **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.

16. **Status.** The project became effective on 3 January 2017 and the recruitment of individual consultants to support the project management unit (PMU) commenced in March 2017. The first round of consultant team[1] was mobilized on 4 May 2017 to join the ADB inception mission during 3-12 May 2017[2]. Regarding the civil works contract preparation, 2 architects and 1 civil engineer were recruited to prepare detailed engineering design for 5 civil works contracts and continuing with supervising of civil works construction.

17. For **Khamouane TVC**, the contract was awarded on 23 November 2017 to SOMSAVANH CHALEUN Construction Co., Limited, amounting to LAK4,821,348,952.42. Actual work commenced on 19 December 2017 after the kick-off meeting with the contractor held on 11 December 2017 by the SSTVET Team. As

[1] Deputy Team Leader, Procurement, Architects, Finance, Stipends and Administration Assistant
[2] Team Leader was fielded in June 2017

of the end of reporting period, overall implementation progress was 31.00% against the elapsed implementation period of 44.81%. In progress are brick masonry and plastering works for all buildings (dormitories, kitchens, and toilets for male and female students; and workshop) except access road, water storage tank and furniture which are not undertaken yet because of limited manpower. There was the first interim payment certificate (IPC No. 01) of LAK1,491,234,614.32 being processed and expected to be completed in April 2018.

18. For civil works of **Polytechnic College**, ADB approved the BER on 20 November 2017 for Polytechnic College and the contract was signed on 30 November 2017 with VANNAVONG Construction Co., Limited; in the amount of LAK3,061,526,022. The work commenced on 26 December 2017. Overall implementation progress, as of the end of reporting period, was 28.77% against the elapsed implementation period of 46.34%. Concrete structure works are being constructed on-site including post-tension of floor slab and column of the second floor.

19. For civil works of **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 LAK7,231,649,216. The works commenced on 26 January 2018. There are footing structures, 20cm thick retaining wall and reinforced concrete ground beams being constructed on site and overall implementation progress, as of 31 March 2018, was 11.14% against the elapsed implementation period of 15.31%.

20. For civil works of **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 bidding documents were submitted on 8 January 2018 to ADB for review and ADB. The bid document was approved on 24 January 2018. In final, bid opening was held on 7 March 2018 and the BER was submitted on 28 March 2018 to ADB for review and approval. It is anticipated that the BER will be approved by mid-April 2018.

21. For civil works of **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 was completed end of 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 is being prepared by the procurement committee with the support of the project procurement consultant. It is anticipated that the BER will be submitted to ADB by mid-April 2018 for review and approval.

22. Below is the target civil works construction completion schedule:

No.	College	Cost (USD)	Status
1	Khamouane TVC	587,969.38	– Contracted – Building to be completed in July 2018
2	Polytechnic College	373,356.83	– Contracted – Building to be completed in July 2018

No.	College	Cost (USD)	Status
3	Savannaket TVC	881,908.44	– Contracted – Building to be completed in April 2019
4	Vientiane Hanoi TVC	754,719.86	– BER submitted to ADB. – Contract to be signed by the end of April 2018 – Building to be completed in November 2019
5	Pakpasak TVC	861,634.41	– BER is being prepared. – Contract will be signed in May 2018 – Building to be completed in February 2020

Procurement of Training Equipment

23. **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.

24. **Status.** The lists of training equipment were submitted by 8 colleges based on current and future training programs. The proposed lists of training equipment were taken into detailed discussion with the trade working groups (TWGs) composed of relevant officials from the project colleges and the skills standard and curriculum development experts during the first curriculum development workshop conducted on 27 November – 1 December 2017. The same lists were reviewed, evaluated, and revised during the 2nd curriculum development workshop conducted in December 2017. The lists were finalized by the TWGs during the 3rd curriculum development workshop conducted on 3 – 5 January 2018. The colleges officially sent the final list to TVED by mid–January 2018. Regarding training equipment, there was no procurement done during Q1 2018 because the procurement method was prooposed to change from international competitive bidding (ICB) to national competitive bidding (NCB) to accelerate work progress. The ADB finally approved the proposed modification on 28 March 2018. In connection with this, the project will be submitting the bidding documents for procurement of training equipment to ADB in May 2018 for review and approval. The documents are still being prepared by the procurement consultant as well along with the updated procurement plan.

25. The SSTVET Team strategy is to procure equipment for TVET colleges which have available buildings to house them in Q3/2018. Some equipment will have to be procured as soon as the SSTVET-financed buildings will be completed and ready to house them, but not later than July 2018. Meanwhile, civil works construction for

Khammouane TVC and Polytechnic College are expected to be completed in July 2018.

26. All international and national curriculum development experts were deployed in mid-October 2017 except the Road and Bridge international expert for curriculum development who was recruited by the end of March 2018. Draft competency- based standards were completed during the workshop series with initial works on the competency based curriculum. From January-February 2018, further curriculum development works are being done by the consultants at the VEDI in close consultation with at least three industry partners. Coaching and mentoring, and the preparation of learning materials in target colleges commenced by end of March 2018. A training workshop for the trade area on electrical technique/electrical control system was conducted on 28-30 March 2018 at Savannakhet TVC. Coaching and mentoring will be conducted for in the lead college for the other trade areas.

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

27. 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

28. **Scope.** Areas to improve the capacity of teachers may include: (i) updating pedagogical and technical knowledge to teach the 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.

29. **Status.** The consultant was recruited and deployed in November 2017. As of the end of reporting period, the training need assessment (TNA) validation form was completed in December 2017. The survey was conducted by the consultant in close collaboration with EMIS/TVED on 23 January 2018 and was completed on 30 March 2018. The draft study report on TNA validation was completed in March 2018.[3]

[3] As of the end of reporting period, the recruitment of consultant who will be supporting the improvement of technical and pedagogical skills and knowledge of teachers commenced work in June 2017 and the no objection letter was issued by ADB in mid-July 2017. The recruited consultant was not available to work for the project because of another commitment. SSTVET, therefore, has to re-recruit another consultant following the ADB recruitment guidelines. The consultant was recruited and proposed to ADB on 19 September 2017 for approval. In final, ADB has not accepted the proposed consultant because of an identified conflict of interest hence a new consultant is required.

Improvement of management capacity of current and future college leaders and administrators

30. **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.

31. **Status.** The training need assessment (TNA) proposal including the methodology was completed in December 2017. Survey was conducted by the Consultant in close collaboration with EMIS/TVED and the draft report on TNA has been completed.

Capacity-Building Measures

32. The project will engage individual consultants and a firm to facilitate capacity-strengthening measures. Support for teachers, managers, and administrators could 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. Teachers will also receive training to ensure that new equipment purchased under the project will be used effectively and will be integrated in the teaching process and suitably maintained. A firm will design and facilitate a capacity-building strategy and provide support to the project colleges throughout the project implementation with the objective of improving the overall performance of the project colleges. Training strategies for teachers will be coordinated with the Vocational Education Development Institute (VEDI) 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.

33. **Status.** The recruitment of an individual consultant who will be supporting the management capacity of current and future college leaders and administrators was deployed in November 2017. Please see paras. 30 and 32.

34. Further, a consulting firm will be recruited to design and implement capacity-building/strengthening measures at TVET colleges. The terms of references for this consulting service were drafted and submitted to ADB for review and approval in July 2017. The recruitment was advertised in December 2017 and the call for EOI was completed in mid-January 2018. RFP submission was approved by ADB on 15 March 2018. Currently, the RFP is being prepared by the shortlisted consulting firms to be submitted by 19 April 2018. The TVED evaluation of bid offers will be completed by the end of April 2018. It is expected that the Consultants will be deployed by the end of May 2018.

Upgrading of Academic Qualification of TVET Teachers

35. **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.

36. **Status.** The recruitment of consultant who will be supporting the academic upgrading program (AUG) for TVET teachers from public colleges to gain bachelor's or master's degrees in the field of their specialization commenced in June 2017. 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.

37. The guidelines were drafted and taken into discussion 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.

38. The SSTVET team commenced the academic upgrading program in March 2018 after receiving the NOL from ADB on 2 February 2018. Finally, there were 45 teachers including 4 female teachers selected to pursue master's degrees in the field of their specialization as the first batch of academic upgrading program in 2018.

Promotion and Rolling out of Short-Term Skills Training Courses

39. **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.

40. 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.

41. 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.

42. **Status.** **Competency-based** Standards and Competency-based 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 including 6 and 9 international and national consultants, respectively. Consultants were deployed by mid-October 2017 and early November 2017 to support development of trade courses including (i) reviewing and confirming the list of training equipment; (ii) developing of competency-based standards, new Competency-based curriculum modules and learning materials; and (iii) coaching and mentoring in 8 project colleges. Regarding the competency-based curriculum development, the industry partnership specialist/curriculum development coordinator was recruited end of March 2018 after receiving the NOL from ADB on 12 March 2018. She is working closely with both international and national experts on the

competency-based curriculum development in VEDI Office.

43. Determination of courses to be offered for C1 and C2 was discussed during the December 20-22, 2018 workshop conducted by the SSTVET Stipend Team, where short-term courses to be offered were identified and agreed upon among the different colleges according to current market demand and existing competencies of the 8 colleges. The colleges were asked to develop the curricula for identified short courses. No workshop was conducted yet for the development of curricula for short term courses in Q1/2018 because of pending approval from ADB pertaining to consumable cost, bank charges and monitoring budget. NOL from ADB is expected to be completed by the end of April 2018.

Output 3: Increased access to TVET institutions for disadvantaged students

Stipend Program

44. **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 ATM cards. The total number of students supported will depend on the duration of the courses they select, but may be as high as 4,600.

45. **Status.** The stipend program will enable disadvantaged youth from poor families to enroll 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.

46. 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 and was sent to the project colleges for implementation.

47. As of the reporting period, the selection of beneficiaries and issuance of student payment cards at BCEL were completed. There are 584 students (183 female students - 31.34%) registered for C3 at 6 colleges[4]; As of the reporting period, there are 576 students (98.63%) still continuing with studies. 8 students (1.37%) dropped out of college.

48. A workshop on consultation for developing new learning courses for C1 & C2 (short courses) in 2018 was arranged during 20-22 December 2017.

[4] There are 6 project colleges including (i) Pakpasak technical college, (ii) Dongkhamxang Agriculture Technical School, (iii) Vientiane Technical College, (iv) Khammouane Technical and Vocational College, (v) Savannakhet Technical and Vocational College, and (vi) Champasak Technical and Vocational College.

49. The SSTVET stipend team allocated and targeted a total of USD1.5M to support the stipends program in 2018. Contract awards and disbursements for stipends as of 31 March 2018 were $617,779.33 and $120,743.13, respectively.

TVET promotion strategies

50. **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.

51. 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.

52. **Status.** The goal is to increase TVET enrollment and to improve the public image of TVET and promote enhanced understanding of TVET products and services among youth, their parents, and communities. As such, a consulting firm will be recruited to undertake this activity. The recruitment was advertised in December 2017 and the call for EOI was completed in January 2018. RFP submission is being reviewed by ADB targeting completion by mid-May 2018.

53. Regarding the TVET promotion, an additional consulting firm will be recruited through Single Source Selection to develop the Youth Work Platform to promote technical and vocational education programs, employment opportunities 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 recruitment of consulting firm (Servyouth) is still being processed and is expected to be completed by the end of April 2018. There were some activities being undertaken by the project coordinator while waiting for recruitment of consulting firm mainly to building a network of key contributing partners and meeting with those potential partners, adapting and customizing the platform to meet the users as well as Lao's context.

54. TVED requested the 8 colleges to submit their TVET promotion plans so that they can use the SSTVET budget for this purpose. To date, TVED needs to follow up with the 8 colleges to ensure that they have submitted their plans by mid-May 2018.

2. *Utilization of Funds*

55. Please see below:

Cumulative of Contract Awards and Disbursements (USD) of ADB funds

Grant Summaries Report as at: 31/03/2018								
Cate. No.	Detail	Category Code	Allocation	Contracts 31/03/2018	Disbursed Contracts	Undisbursed Contracts	Uncommitted Amount	Undisbursed Amount
3A	International - Consultant Services	3101	630.000,00	720.000,00	151.482,58	568.517,42	(90.000,00)	478.517,42
3B	National - Consultant Services	3102	1.470.000,00	484.900,00	183.200,00	301.700,00	985.100,00	1.286.800,00
	Consulting Firms	3103	1.700.000,00			0,00	1.700.000,00	1.700.000,00
1	Work	3201	5.000.000,00	1.821.476,89		1.821.476,89	3.178.523,11	5.000.000,00
4A	Upgrading of Academic Teacher Qualification	3501	1.600.000,00	345.504,00		345.504,00	1.254.496,00	1.600.000,00
4B	Facilitation of Capacity Development Measures for Teacher and School Management	3502	650.000,00			0,00	650.000,00	650.000,00
5	Teaching Materials 8 colleges	3701	300.000,00			0,00	300.000,00	300.000,00
2	Training equipment and Consumables	3801	6.000.000,00			0,00	6.000.000,00	6.000.000,00
6	Stipend Scheme for 8 colleges	3901	4.000.000,00	617.911,71	120.743,13	497.168,58	3.382.088,29	3.879.256,87
7A	PMU Operation and Project Supervision	3902	550.000,00	180.540,49	135.405,33	45.135,16	369.459,51	414.594,67
7B	Conduct Career Counselling, Job Fairs and TVET Promotion	3903	450.000,00			0,00	450.000,00	450.000,00
7C	Study, Workshop and Conferences	3904	150.000,00	10.694,01	10.694,01	0,00	139.305,99	139.305,99
8	Unallocated	4901	2.500.000,00			0,00	2.500.000,00	2.500.000,00
			25.000.000,00	**4.181.027,10**	**601.525,05**	**3.579.502,05**	**20.818.972,90**	**24.398.474,95**
			Pending Claims		336.045,09	-336.045,09		-336.045,09
			O/S Advances		1.095.000,00	-1.095.000,00		-1.095.000,00
			25.000.000,00	**4.181.027,10**	**2.032.570,14**	**2.148.456,96**	**20.818.972,90**	**22.967.429,86**

Source: ADB GFIS Website as of 31 March 2018

Contract Awards and Disbursement Achievements for Q1 2018

Contract Awards and Disbursement (CAD) Achievements, As of 31 March 2018										
	Contract Awards					Disbursement				
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
2017	-	0.524000	0.260788	1.037675	1.822463	-	1.095000	-	0.244336	1.339336
2018	1.870000				1.870000	0.000000				
2019					-					
2020					-					
2021					-					
			Total Grant		**3.692463**			**Total Grant**		**1.339336**

E. PROJECT ACHIEVEMENT

1. Project Design and Monitoring framework

56. Please see below:

Results Chain	Performance Indicators with Targets and Baselines	Progress up to end of Q1, 2018
Outcome: TVET system expanded and aligned with evolving labor market needs	a. By 2020, 90% of both female and male TVET colleges 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%) b. Enrollment in project colleges increase from 16,300 in 2015 to 25,500 in 2020; 45% of students are girls (2015 baseline for women at project colleges: 41%) c. Companies and business associations express satisfaction with graduates from project colleges (baseline: not applicable)	a. EMIS has completed of designing the guideline and questionnaire of tracer study and will train TVET college, especially 8 project colleges on how to conduct this follow up graduate students. b. M&E Consultant is currently collect statistics to monitor this indicator. Baseline data was collected by the end of March 2018 was 23, 485 students (Female 47%, 10,945) *Source: EMIS, TVED* c. This part also included into tracer study questionnaire and guideline in the above.
Outputs: 1. Upgraded teaching and learning environments at eight TVET colleges	1a. Facilities are upgraded, based on approved proposals within the first 2 years of the project (baseline: not applicable) 1b. New equipment is integrated in ongoing training programs by 2018 (baseline: not applicable) 1c. Dormitories are well-maintained and	1a.Civil works for 3 project colleges including (i) Khammouane Technical and Vocational College; (ii) Polytechnic college; and (iii) Savannakhet Technical and Vocational College were being constructed and the remaining 2 project colleges (Vientiane-Hanoi Technical and Vocational College and Pakpasak Technical College) are undergoing the bidding process. 1b.The list of equipment was reviewed by the relevant officials of 8 project colleges and the curriculum development experts, and the list was finalized in mid-January 2018. 1c.Civil works for 3 project colleges project colleges are being constructed and the

	provide healthy and student-friendly living environments. 50% of new dormitory spaces are reserved for female students (baseline: 0)	remaining 2 project colleges are under bidding process.
2. Improved quality and relevance of demand- driven programs	2a. 1,000 TVET teachers and managers participate in training measures during the implementationphase of the project; all female managers and teachers at the project colleges will participate in pedagogy, technical, and management training (baseline: 0) 2b. 50% of trained teachers adopt student-centered teaching methods in 2018. Sex-disaggregated data (2015 baseline: 10%) 2c. At least 80% of the lesson plans confirm integrated theory and practical training approaches. (2015 baseline: 10%) 2d. At least 50 teachers (20 women) should have commenced academic upgrading programs by 2018 (baseline: 0) 2e. Increased number of students in apprenticeship schemes in companies. 50% are women (baseline: 0)	2a. One management training was conducted in Q1 2018 on electrical workshop management with 25 teachers attending (1 female) while consulting firm for implementing the capacity-building was being recruited. Training need assessment (TNA) form was completed in December 2017. Survey being conducted starting in December 2017 and completed in March 2018. The draft report was prepared. 2b. No progress was made in Q1 2018 due to the consultant was deployed in November 2017 while consulting firm for implementing the capacity building was being recruited. 2c. No progress was made in Q1 2018 due to the consultant was deployed in November 2017 while consulting firm for implementing the capacity building was being recruited. 2d. Guidelines completed and submitted to ADB in December 2017. Selection of beneficiaries has started and receiving colleges have started in October 2017; there were 45 teachers including 4 female teachers selected to gain master's degrees in the field of their specialization as the first batch of academic upgrading program in 2018. 2e. No progress was made in Q1 2018 due to students for C3 course was studying in Q4 2017. However, the Apprenticeship programs will be designed to send at least 5 boys and 5 girls in apprenticeship program per year from 8 beneficiary colleges.
3. Increased access to TVET institutions for disadvantaged students	3a. Criteria and mechanism for selecting poor students for stipends is in place within the first 6 months of the project; 50% of the applicants	3a.The project stipend consultant was mobilized in June 2017 and the project stipend implementation manual was approved by ADB and is already being delivered to the project colleges. There are 584 students (183 female students-

	are women (baseline: not applicable)	31.34%) registered for C3 at 6 colleges. Payment of first stipend was completed in mid-January 2018. As of 31 March 2018, there are 576 students studying and 8 students have dropped out from colleges.
	3b. At least 1,000 students from low-income families to receive stipends from the project and enroll in vocational schools (50% women) by 2018 (baseline: 0)	3b. The selection of eligible disadvantaged students is being implemented by the project colleges. For the first academic year in 2017, about 584 students for C3 of 6 project colleges were selected. As of 31 March 2018, there are 576 students studying and 8 students have dropped out from colleges. For short term course of C1 & C2 is not commenced yet due to waiting for the NOL from ADB on the proposed consumable cost and monitoring budget.
	3c. Awareness campaigns have contributed to enhance the reputation of TVET and the understanding of job opportunities for skilled workers. Surveys collect and report sex-disaggregated data (baseline: not applicable)	3c. There are two project's colleges (Savannakhet and Khammoaune) has submitted their promotion plan and budget to SSTVET. Recruitment of firm has started and Consultants are expected to start work in May 2018. Servyouth is expected to start work in April 2018. Project Coordinator for the Youthworks Platform was recruited in Q4 2017 and was working towards building a network of key contributing partners and meeting with those potential partners, adapting and customizing the platform to meet the users as well as Lao's context.

F. PROJECT SPECIFIC ASSURANCES AND SAFEGUARD ASPECTS

1. Compliance with Grant Covenants

57. The project activities were being 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 Q1, 2018
4	2	Environment: The Recipient shall ensure that the preparation, design, construction, implementation, operation	Being complied with The approved IEEs were published in the ADB

		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.	website. 3 colleges (PC, KTVC and STVC) are under construction. CEMPs are being drafted by contractors. See attached Form No. 01 CEMP template developed by Environmental Specialist. Compliance monitoring checklist (Form No. 02) and Monthly compliance monitoring report template (Form No. 3) are developed. Training for contractor to use the forms and compliance monitoring of the three colleges will be starting from April 2018.
4	3	Human and Financial Resources to Implement Safeguards Requirements The Recipient shall make available necessary budgetary and human resources to fully implement the EMP.	Being complied with. Environmental specialist will provide training for contractor on the implementation of EMP in April 2018. See attached Environmental Training Plan.
IV	4	(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	(i) Being complied with. (ii-v) To be complied with We will submit the first audited project financial statement will be submitted to ADB by June 2018, as the end of the fiscal year is December.

		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.	
4	4	Safeguards-Related Provisions in Bidding Documents and Works Contracts: 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.	Being complied with. All contractors are required to prepare CEMP using the provided template and submitted to the PIU for review and approval. Environmental specialist will provide training for contractor on the implementation of EMP in April 2018 using the provided checklist and monthly environmental compliance monitoring report template as well as conduct joint compliance monitoring to ensure the measures defined in the EM/IEE are fully implemented. See attached Environmental Training Plan. We expect that there will be no resettlement or IP issues during construction because the proposed civil work facilities will be built within the project colleges' existing premises. Should any arise, we will monitor and report to ADB with a proposed resolution.
4	5	Safeguards Monitoring and Reporting: The Recipient shall do the following: (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	Being complied with. All contractors are required to submit monthly environmental compliance monitoring report to the PIU. We will submit a report in December 2018, which addresses a) to c) covering all 5 CW contracts.

		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.	
4	7	Social Safeguards: 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 take all steps required to ensure that the Project complies with the applicable laws and regulations of the Recipient and with SPS.	To be complied with. We will submit a report in December 2018 which will cover all 5 CW contracts. CW will be built in existing campuses. The report will include positive impacts on IPs as well.
4	8	Labor Standards. Health and Safety: The Recipient shall ensure that the core labor standards and the Recipient's applicable laws and 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. The Recipient shall strictly monitor compliance with the requirements set forth in the above paragraph and provide ADB with regular reports.	Being complied with. The SSTVET Team will ensure compliance to relevant provisions for labor standards, health and safety as spelled out in items a) to f). Contractors' compliance of said provisions will be strictly enforced and monitored, particularly the item on child labor. No child 15 years old or below will be hired for any of the civil works construction. The PIU will conduct monthly compliance monitoring for all CW contracts.
5	10	Gender and Development: 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.	Being complied with. The project engaged the gender consultant in mid-October 2017. She has prepared the GAP update and a work plan on how to comply with specific GAP provisions. She has also already delivered the first gender training to colleges. She will regularly continue to monitoring the GAP and will continue to prepare quarterly GAP updates and report to ADB.
5	11	Governance and Anticorruption:	Being complied with.

		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. 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.	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 will establish a Grievance Redress Mechanism (GRM) for the project.
5	13	Operation and Maintenance: 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.	Being complied with. This was complied with per budget allocation in the latest draft work plan for 2018. PIU will monitor actual budget utilization.

2. Safeguards

58. 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 will be monitoring the environmental implementation on construction sites following the safeguards requirements while 3 civil works contracts (Khammouane TVC, Polytechnic College, and Savannakhet TVC) were being implemented since mid-December 2017.

3. Gender

59. 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 cultural disparities, move toward equal enrollment in TVET colleges and ensure that male and female teachers and managers receive the same opportunities for training. Currently about 23,485 students are enrolled in the 8 project colleges, 47% are women.

60. As of the end of reporting period, 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.

61. The gender action plan (GAP) monitoring table has been prepared and updated as shown in the table below.

GENDER ACTION PLAN (GAP) MONITORING TABLE

Date of Update: 10 April 2018

Project Title: Second Strengthening Technical and Vocational Education and Training (SSTVET) Project
Country: Lao PDR
Project No.: 42278-024
Type of Project (Loan/Grant/TA): Grant No.: 0503-LAO
Approval and Timeline: 2017-2021
Gender Category: 7C
Reporting Period: January – March 2018
Mission Leader:

Project Impact: Reduced gender and social cultural disparities, moved toward equal enrollment in TVET colleges and ensure that male and female teachers and managers received the same opportunities for training.

Project Outcome: 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. By 2020, about 25,500 students enrolled in which 45% of students are girls.

General Progress and Achievement made during January – March 2018: Further to the initial discussion made during the 1st Gender Workshop (1st GW) held in November 2017, a brief meeting with the Gender Focal Points (GFPs) and project implementation team at 8 colleges was conducted during 20 March and 05 April 2018 when the 2018 gender activity plan for all colleges was finalized. It was also reported that, 2 out of 8 colleges (Champasak and Dongkhamxang) have integrated gender aspects into their courses using the documents/materials provided at the 1st GW. Toward achievement of gender target values of the SSTVET project outcome, 8 colleges have made their effort to provide special opportunities and supports to female students who enrolled to the male dominant courses e.g. mechanics, electronics, etc. by waiving their enrollment fee, and providing special tuition to the female students who are in need.

Refer to target values for 2018 in Gender Action Plan (GAP), detail arrangement for prioritized activities was made with 8 project colleges. Specifically, a brief assessment on (i)

existing guidelines/code of conducts; (ii) mechanism/organization; and (iii) level of knowledge and skills required for the responsible teachers/staff of the dormitory and space management and prevention of sexual harassment and grievance administration was conducted during 20 March to 05 April 2018. Detail actions taken, progress made during January – March (Q1) 2018, and proposed further actions for April - June (Q2) 2018 were presented in the tables bellow:

GENDER ACTION PLAN (GAP) MONITORING TABLE

Gender Action Plan (GAP Activities, Indicators and Targets, Time Frame and Responsibility	**Progress to Date** (This should include information on period of actual implementation, sex-disaggregated qualitative and quantitative updates (e.g. number of participating women, women beneficiaries of services, etc.). However, some would be in process – so explain what has happened towards meeting this target	**Issues and Challenges** **(**Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc.
Outcome:		
• TVET system expanded and aligned with evolving labor market needs	**PROGRESS:** This target value was seriously discussed in the meeting with the 8 colleges during 20 March – 05 April 2018, when it is observed that all colleges have made some progress themselves, specifically: ➢ They have created opportunities for the companies/business operators, etc. to meet and hire the right skilled labors (males and females) who were trained by the SSTVET colleges by organizing the job-fair and introduced students the job opportunities (Pakpasak, Champasak); ➢ They decided the courses and expanded the seats of the courses that were requires by the labor market (Vientiane Province); ➢ They helped trained students to look for and get jobs within 6 months after graduation (most colleges have good cooperation with companies/hotels which helped student to undertake their apprenticeship and some students were hired by business operators afterward (Pakpasak, Champasak, Vientiane Province); ➢ They developed curriculums based on the Labor Market Needs (LMNs); and	➢ Some courses that matched with the LMNs and huge number of students would like to study but the colleges have limited facilities and number of teachers (Vientiane Province); ➢ Champasak college has more poor students from the remote areas would like to study the courses that

	➢ They supported students who would like to enroll to the course(s) which is/are matching with the LMNs (all). **FURTHER ACTIONS TO BE TAKEN:** ➢ The SSTVE Gender team to work with the stipend and curriculum development teams – to ensure they continue to design the courses that produced both male and female labors that match with the LMNs – (Q2 2018); and ➢ Gender Specialist to follow up with the colleges – those conducted/and will conduct the Job-Fair or events – to ensure they use gender sensitive illustration when they design the banners for the fair (Occasionally).	matched with the LMNs but the college have limited dormitory rooms – although the college has tried their best effort to have the extra bedroom for students but it is still not enough.
• Enrollment in project colleges increases from about 16,300 in 2015 to about 25,500 in 2020; 45% of the students are girls. (2015 Baseline for women at project colleges = 41%)	**PROGRESS:** This target value was seriously discussed in the meeting with the 8 colleges during 20 March – 05 April 2018 – when some progress which made by the colleges was reported: ➢ All 8 colleges have made their effort to provide special opportunities and supports to female students who enrolled to the male dominant courses e.g. mechanics, electronics, etc. by waiving their enrollment fee, and providing special tuition to the female students who are in need; ➢ Some colleges decided the courses and expanded the seats of the courses which female students would like to study; ➢ All colleges applied the Sex-Disaggregated Data (SDD) in all data so that reviewing and measuring of progress is frequently made.	

	FURTHER ACTIONS TO BE TAKEN: ➢ The SSTVET Gender Team and colleges to work with Stipend and Promotion teams to promote the courses and dormitories available and stipend opportunities at the colleges for the communities where there are numbers of poor female jobless resided, etc.; ➢ The SSTVET Gender team to work with the Course/Curriculum Designing team to ensure they refer to the LMNs on Gender Issues (Quarter 2, 2018); ➢ Gender Specialist to work with the Stipend team to ensure they include gender aspects in their Promotion – this will be done in Q2 2018; ➢ Gender Specialist to follow up with all SSTVET team members and key teachers at 8 colleges on their gender activities based on their activity plans (Quarterly); ➢ Gender Specialist to help the team to continue applying SDD in SSTVET database; and ➢ Gender Specialist to help colleges to define the SDD quota for male and female students for stipend and enrollment (Quarter 2, 2018).	
Output 1: Teaching and learning environments at selected TVET colleges upgraded	• **50% of new dormitory spaces are reserved for women;** • **Dormitories have separate spaces and facilities for women and men;** • **All new and upgraded colleges will have separate latrines and facilities for male and female teachers and students.** **PROGRESS:** ➢ The design of all new buildings have already separated spaces (dormitories, latrines) for male and female	

	students; and ➢ The colleges those have old dormitories have already divided the building/spaces for male and female students. **FURTHER ACTIONS TO BE TAKEN:** ➢ To further work with M&E and Engineer team on how to measure and report the achievement of these indicators (Quarterly). • **By 2018, at all project colleges conduct training on Prevention of Sexual Harassment, a reporting (including grievances) mechanism for all students is established; and** • **By 2018, at all project colleges, a training on Code of Conduct to all dormitory managers, security guards and all dormitory staff is conducted.** **PROGRESS:** A brief assessment on (i) existing guidelines/code of conducts; (ii) mechanism/organization; and (iii) level of knowledge and skills required for the responsible teachers/staff of the dormitory and space management and prevention of sexual harassment and grievance administration was conducted during 20 March to 05 April 2018, when the following findings and needs were identified: ➢ A good code of conducts/dormitories/space management guideline/rules has already existed in all colleges. However, only few bullet points concerning prevention of sexual harassment were included and not yet covered all required aspects.	➢ There were only few bullet points concerning prevention of sexual harassment were included in the existing code of conduct which are not fully covered all required aspects. ➢ Training

	FURTHER ACTIONS TO BE TAKEN: ➢ Gender Specialist to consult the TVD and MoES gender focal points to develop Prevention of Sexual Harassment and Grievance Administration Guideline to supplement the existing Code of Conduct in order to ensure it covers the measures to respond to the country's and commitment on CERD, CEDAW, CRC, CRPWD and the MoES's relevant framework – get the Draft reviewed/approved by the TVED (Q2 2018); ➢ The SSTVRT Gender team to organize a workshop to introduce the use of the above mentioned Guideline to the directors, GFPs, teachers who are responsible for student activities, etc. (June 2018).	will be done after the Guideline was approved by the relevant authorities. ➢ Code of conduct of all colleges are all good, no need to develop or revise it.
Output 2: Quality and relevance of demand driven programs improved	• **All female managers and teachers at the project colleges will participate in pedagogy, technical and management training.** **PROGRESS:** This target value was seriously discussed in the meeting with the 8 colleges during 20 March – 05 April 2018 – when it is reported that: ➢ The colleges include the teacher training plan from now to 2020 in the annual HRD plan of their colleges; ➢ Gender Specialist worked with the Teacher Capacity Building Specialist to include the new identified technical training courses e.g. Gender Training of Trainer (Gender ToT) for GFPs and Student Activities Managers and Mediation Skills Training for the GFPs and Student Counsellors; etc. in the SSTVET Teachers Capacity Building Master Plan.	

	FURTHER ACTIONS TO BE TAKEN: ➢ Gender Specialist to further work with M&E and colleges to ensure they can meet their target and help to measure and report the achievement of these indicators (Quarterly). ➢ Gender Specialist to work closely with the Teacher Capacity Building Specialist to ensure the proposed Gender relevant training courses for GFPs and teachers were conducted as planned. • **35% of teachers of the academic upgrading program are women. (35% for Bachelor's and 35% for master's programs).** *(in 2018, at least 50 teachers in which 20 are females attended the academic upgrading program – 35% for Bachelor's and 35% for master's programs)* **PROGRESS:** This target value was seriously discussed in the meeting with the 8 colleges during 20 March – 05 April 2018 – when all colleges committed to: ➢ Set the milestone and integrate this indicator in the Annual HRD plan to ensure 35% of teachers who participated in the Academic Upgrading Program are women. **FURTHER ACTIONS TO BE TAKEN:** ➢ Gender Specialist to coordinate with the Teacher Upgrading Specialist to follow up with the colleges to help defining quota for Teacher Academic Upgrading	➢ The teacher upgrading program needs to start no later than 2018 – to ensure they graduate within the SSTVET project timeframe).

	Program, in which 35% are women in 2018 (Q2, 2018). • **Skills standards manuals, new TVET curriculum and training programs developed under the project are gender sensitive and provide positive images of women.** **PROGRESS:** ➢ Two out of 8 colleges (Champasak and Dongkhamxang) have integrated some gender concepts into their teaching using the documents/materials provided at the 1st GW - however, they indicated their need of pictures/ materials to illustrate gender equality in the courses they are teaching; ➢ Other colleges indicated their need for more technical training on gender e.g. Gender ToT and relevant courses so that they can routinely provide a gender talk during their students and teachers annual meetings/events. **FURTHER ACTIONS TO BE TAKEN:** ➢ Gender Specialist to search and provide more gender materials (photos, VDOs, etc.) for the GFPs at all colleges (Q2 2018). • **50% of students in short term training courses for out of school youth are women. (2015 baseline = 30%)** **PROGRESS:**	

	➢ Worked with Gender Focal Points (GFPs) and relevant teachers of 8 colleges during 20 March – 05 April 2018 to finalize the 2018 gender activity plan for all colleges; ➢ Worked with teachers and GFPs at 8 colleges to arrange for Annual GW for 2018 with the main objectives as to review 2018 GAP progress and to define GAP activity for 2019. **FURTHER ACTIONS TO BE TAKEN:** ➢ Gender Specialist to work with the short course designing (C1, C2), enrollment and stipend teams in Q2, 2018 to ensure 50% of students are women; and ➢ Gender Specialist to work with M&E Specialist and colleges to follow up with colleges in measuring and reporting this (Quarterly). • **Ensure all counselling and guidance materials target women, in particular female students are targeted with information on range of employment opportunities in lucrative industry/business sectors where female presence is low.** • **Ensure that 30% of those trained as career counsellors are women. (Baseline 2015 = 20%)** **PROGRESS: N/A** **FURTHER ACTIONS TO BE TAKEN:** ➢ Gender Specialist to coordinate with counsellors to ensure the guidance materials were made with gender	➢ % of male/female

	consideration; ➢ Gender Specialist to work with colleges to ensure that 30% of those trained career counsellors are women (e.g. Quota or assigning female counsellors) in Q2, 2018. • **Increased number of students in apprenticeship schemes in companies. 50% are women.** **PROGRESS:** ➢ All colleges have reported that it is a requirement of their colleges for all students (males and females) to attend the apprenticeship program before graduation and they have been doing this. **FURTHER ACTIONS TO BE TAKEN:** ➢ Gender Specialist to coordinate with the Specialist/teachers who work on apprenticeship to ensure 50% of female students take part in apprenticeship schemes; ➢ Gender Specialist to work with the enrollment team to ensure 50% of enrollment are women in Q2, 2018. • **50% of students enrolled in short courses offered by the project colleges are women.** **PROGRESS: N/A**	students is depending on the actual numbers of male/female students of their colleges.

	FURTHER ACTIONS TO BE TAKEN: ➢ Gender Specialist to coordinate with the Specialist/teacher in Q2, 2018 to define quota and support to ensure 50% of students enrolled in short courses offered by the project colleges are women.	
Output 3: Access to TVET for disadvantaged students increased	• **Criteria and mechanism for selecting poor students for stipends includes a quota of 50% female students; At least 50% of stipend assistance is provided to women.** **PROGRESS:** ➢ The Stipend team has already developed the guideline which indicated at least 50% of stipend recipients are women. Criteria and mechanism for selecting poor students for stipend included a quota of 50% female students were in placed by the Stipend team. **FURTHER ACTIONS TO BE TAKEN:** ➢ Gender Specialist to work with Stipend team when required. • **The TVET promotion campaign: (i) promotes female participation in TVET in general and in nontraditional skills, in particular; (ii) publicizes the stipend program, dormitory facilities and training programs and strategies used by TVET institutions to promote female enrolment in non-traditional TVET areas; and (iii) mobilizes the private sector to hire more women in non–traditional**	

	trades. **PROGRESS:** ➢ All 8 colleges have made their effort to provide special opportunities and supports to female students who enrolled to the male dominant courses e.g. mechanics, electronics, etc. by waiving their enrollment fee, and providing special tuition to the female students who are in need. **FURTHER ACTIONS TO BE TAKEN:** ➢ Gender Specialist to coordinate with promotion and stipend teams, tentatively in Q2, 2018, to (i) promotion of courses available at the colleges (ii) publicize the stipend program, dormitory facilities and training programs and strategies used by TVET institutions to promote female enrolment in non-traditional TVET areas; and (iii) mobilize the private sectors to hire more women in non–traditional trades.	➢ The promotion team is not yet in place.

General Indicators for project management: Apart from target values in the table above, the GAP has also included the General Indicators for project management which include (i) gender workshops will be conducted annually at all project colleges to introduce the GAP and report on progress; (ii) all data will be disaggregated by sex (iii) project's monitoring and evaluation includes GAP indicators; (iv) GAP performance report to ADB includes a GAP monitoring table in the quarterly reports; and (v) all enrollment data by TVET trade/sector by sex in the 8 project-supported TVET colleges will be tracked and reported in the GAP. Detail action taken, progress made and proposed further actions for Q2 2018 were presented in the table bellow:

Gender Action Plan (GAP Activities, Indicators and Targets, Time Frame and Responsibility	**Progress to Date** (This should include information on period of actual implementation, sex-disaggregated qualitative and quantitative updates (e.g. number of participating women, women beneficiaries of services, etc.). However, some would be in process – so explain what has happened towards meeting this target	**Issues and Challenges** **(**Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc.
• (i) Gender workshops will be conducted annually at all project colleges to introduce the GAP and report on progress	**PROGRESS:** ➢ Gender Specialist worked with Gender Focal Points (GFPs) and relevant teachers of 8 colleges during 20 March – 05 April 2018 to finalize the 2018 gender activity plan for all colleges; ➢ Gender Specialist worked with teachers and GFPs at 8 colleges to arrange for Annual GW for 2018 with the main objectives as to review 2018 GAP progress and to define GAP activity for 2019. **FURTHER ACTIONS TO BE TAKEN:** ➢ Gender Specialist to help developing the template or Annual Activities Plan, Quarterly Progress Report; etc. for 8 colleges (in April 2018) and guide them the usage of the templates and to measure the achievement comparing with the target values set in the DMF/GAP (Quarterly). ➢ SSTVET gender team team to lead the arrangement and conducting/facilitation of GW (Quarterly reports).	
• (ii) All	**PROGRESS:**	

data will be disaggregated by sex	➢ Gender Specialist has collaborated with M&E Specialist and administrative staff of the SSTVET and 8 colleges to apply the Sex-Disaggregated Data (SDD) in their work. Specifically, the columns to indicate their gender were included in the list of participants of every activity/event. **FURTHER ACTIONS TO BE TAKEN:** ➢ Gender Specialist to continue collaboration with M&E specialist and colleges to ensure they continue applying the SDD in their work (Quarterly).	
• (iii) Project's monitoring and evaluation includes GAP indicators;	**PROGRESS:** ➢ Gender Specialist has worked with M&E Specialist, to clarify all gender related indicators in the DMF and GAP to directors, GFPs and SSTVET implementation team at all 8 colleges during 20 March to 05 April 2018. **FURTHER ACTIONS TO BE TAKEN:** ➢ Gender Specialist to further collaborate with M&E Specialist in measuring and reporting the achievement of gender related indicators in the DMF and GAP indicators (Quarterly).	➢
• (iv) GAP performance report to ADB includes a GAP monitoring table in the quarterly	**PROGRESS:** ➢ Gender Specialist prepared Q1 2018 GAP progress and submitted to SSTVET management team in 2nd week of April 2018.	

reports	**FURTHER ACTIONS TO BE TAKEN:** ➢ Gender Specialist to collaborate with M&E Specialist and SSTVET management team to integrate GAP progress in SSTVET Quarterly reports (Quarterly).	
• (v) All enrollment data by TVET trade/sector by sex in the 8 project-supported TVET colleges will be tracked and reported in the GAP	**PROGRESS:** ➢ Gender Specialist worked with M&E Specialist, to explain the gender target values/target indicators of the enrollment to all 8 colleges during 20 March – 05 April 2018; and insisted them to make all effort to achieve that gender target value by the defined timelines. **FURTHER ACTIONS TO BE TAKEN:** ➢ Gender Specialist to collaborate M&E Specialists and colleges to track and report the SDD of the enrollment data. This will be done annually, starting from end of 2018.	

Prepared by: Ms. Dr. Sengamphone Chithtalath, Gender Specialist
Reviewed by: Ms. Dr. Bernadette Gonzales, SSTVET Team Leader

G. FOLLOWING-UP THE AGREED TIME-BOUND ACTIONS

62. The Project management Unit (PMU) and the ADB Mission agreed during the grant review mission, 15 – 19 January 2018, on the following time-bound actions to be taken and the status of such is presented in the table below:

MOU, Para.	**Actions**	**Target time framework**	**Responsible Unit**	**Status as of Q1, 2018**
57	1. Submission of signed contract for Khammouane TVC civil works	12-Feb-18	PIU	Done
	2. Submission of signed contract for Polytechnic TVC civil works	12-Feb-18	PIU	Done
	3. Submission of request to change ICB to NCB	25-Jan-18	PIU	Done
	4. Consolidated annual progress report	31-Jan-18	PIU	Done
	5. Contract award of ServYouth Company	22-Feb-18	PIU	In progress
	6. Contract award for international road and bridge consultant	27-Feb-18	PIU	Done, however a replacement needs to be procured again due to sudden health problem of recruited expert.
	7. Submit withdrawal applications 0004-0006	21-Mar-18	PIU	Submitted to ADB
	8. Submission of signed contract for Savannakhet TVC civil works	12-Feb-18	PIU	Done
	9. Contract award for Vientiane-Hanoi Friendship TVC	4-May-18	PIU	In progress. Contracting done in April 2018.
	10. Contract award for Pakpasak TVC civil works	14-May-18	PIU	Contracting to be done by end of April 2018.
	11. Contract award for TVET promotion consulting	22-May-18	PIU	Contract award targeted for 22 May 2018
	12. Contract award for capacity building consulting	6-Jun-18	PIU	Contract award targeted for June 2018

	13. Submit withdrawal applications 0007-00011	21-Jun-18	PIU	To be submitted per schedule
	14. Audit report for FY2017	28-Jun-18	PIU	To be submitted per schedule
	15. Submit withdrawal applications 0012-0016	28-Sep-18	PIU	To be submitted per schedule
	16. Contract award of food processing equipment/KTVC	3-Oct-18	PIU	Bid document preparation in progress. To be done as scheduled
	17. Contract award of survey mapping equipment/Polytechnic	12-Oct-18	PIU	Bid document preparation in progress. To be done as scheduled
	18. Contract award of environment equipment/Polytechnic	12-Oct-18	PIU	Bid document preparation in progress. To be done as scheduled
	19. Contract award of electrical technique equipment/Champasak TVC	12-Oct-18	PIU	Bid document preparation in progress. To be done as scheduled
	20. Contract award for IT electronic equipment/Champasak TVC	29-Oct-18	PIU	Bid document preparation in progress. To be done as scheduled
	21. Contract award for bio-agri tech equipment/Dongkhamxang TVC	29-Oct-18	PIU	Bid document preparation in progress. To be done as scheduled
	22. Contract award for veterinary equipment/Dongkhamxang TVC	12-Nov-18	PIU	Bid document preparation in progress. To be done as scheduled
	23. Contract award for electrical control system/Vientiane TC	12-Nov-18	PIU	Bid document preparation in progress. To be done as scheduled
	24. Submit withdrawal applications 0017-0021	7-Dec-18	PIU	To be submitted per schedule

H. CONCLUSION AND RECOMMENDATIONS

63. The project implementation was delayed by about 4 months after the grant became

effective on 3 January 2017 and the first team of project implementation consultants was mobilized starting 4 May 2017 to support the project management unit. There were no major issues encountered during the project implementation in Q1 2018. The project is rated Actual Problem caused by the low contract awards and disbursements. However, the project's physical progress is materializing with civil works contracts for Khammouane TVC, Polytechnic college, and Savannaket TVC that are being constructed and the remaining 2 civil works (Vientiane-Hanoi Friendship TVC and Pakpasak Technical College) which are under bidding process.

64. To expedite the project implementation progress, it is recommended that (i) the recruitment of consulting firms for supporting capacity building and TVET promotion strategy shall be processed as quickly as possible; (ii) the procurement of training equipment shall be processed as soon as possible while the proposed change of procurement method from ICB to NCB have been approved by ADB; (iii) stipend program for short term courses of C1 and C2 shall be implemented as soon as possible, not later than Q2 2018; and (iv) the PMU Office space needs to be sufficiently provided while many staff consultants are being engaged and mobilized to support the PMU.

I. APPENDICES

Annex 1: Project completion rate (physical progress)
Annex 2: Revised project implementation plan
Annex 3: Progress photos

Annex 1

ESTIMATION OF PHYSICAL PROGRESS (as of 31 March 2018)

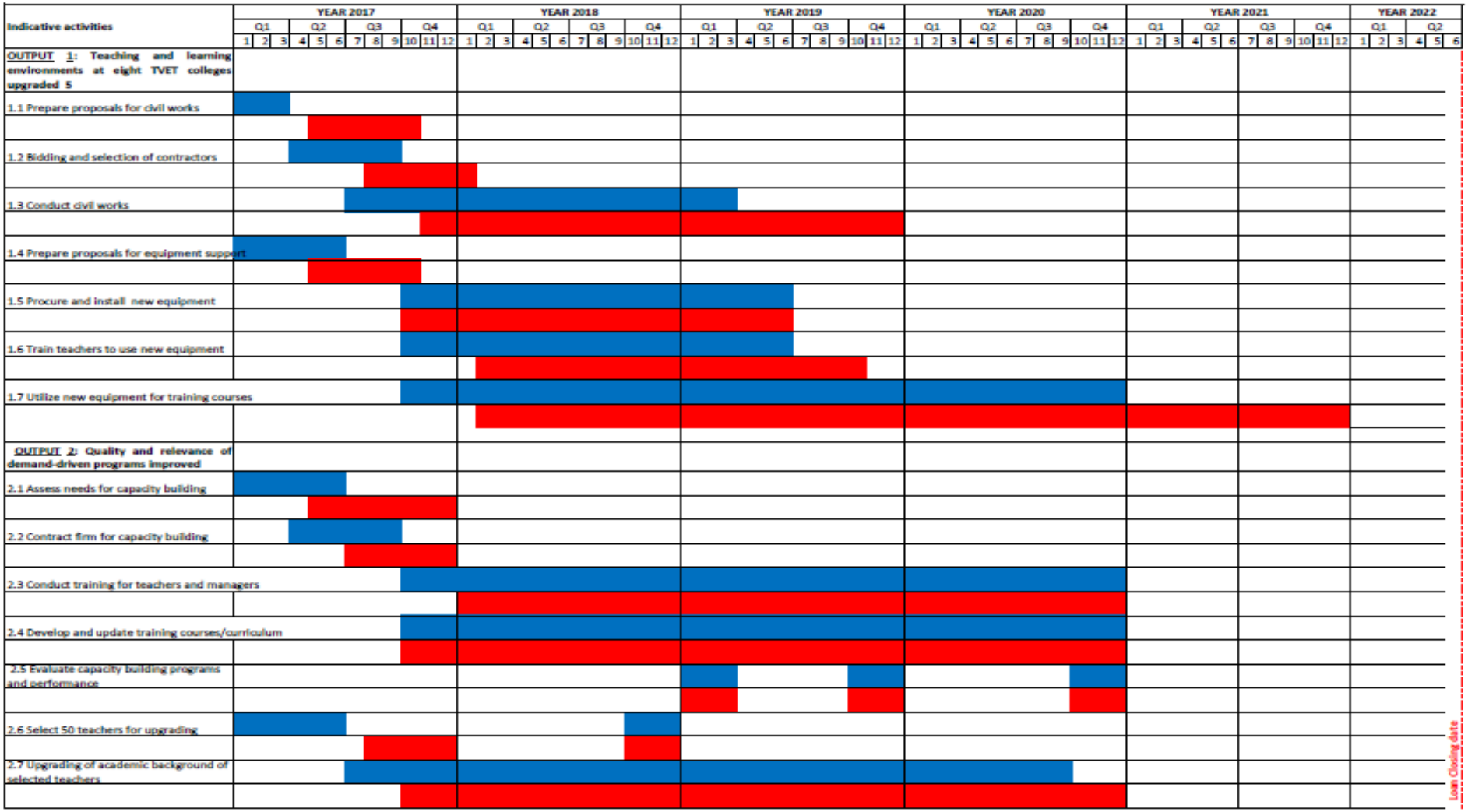
Cat.	Outputs/Activities	Allocation	weight (%)	Progress	Weighted progress	Remarks
1	**Works**	**5,000,000**	**20.00**	**0.18**	**0.02**	
1.1	Civil works for Khammouan TVC	694,400	2.78	0.41	0.011	
1.2	Civil works for Polytechnic college	448,000	1.79	0.40	0.007	
1.3	Civil works for Savannakhet TVC	1,187,200	4.75	0.11	0.005	
1.4	Civil works for Pakpasak TVC	1,724,000	6.90	0.00	0.000	
1.5	Civil works for Vientiane-Hanoi Friendship TVC	946,400	3.79	0.00	0.000	
2	**Training equipment and Consumables**	**6,000,000**	**23.60**	**0.00**	**0.00**	
2.1	Savannakhet TVC	806,400	3.23	0.00	0.000	
2.2	Khammouane TVC	694,400	2.78	0.00	0.000	
2.3	Pakpasak TVC	728,000	2.91	0.00	0.000	
2.4	Vientiane-Hanoi Friendship TVC	806,400	3.23	0.00	0.000	
2.5	Polytechnic College	728,000	2.91	0.00	0.000	
2.6	Champasak TVC	747,197	2.99	0.00	0.000	
2.7	Dongkhamxang Agriculture Technical S	582,400	2.33	0.00	0.000	
2.8	Technical college of Vientiane Province	806,400	3.23	0.00	0.000	
3	**Consultant Services**	**3,800,000**	**15.20**	**37**	**2.75**	
3.1	International: Project Team Leader	360,000	1.44	6.01	0.087	
3.2	Standards,curriculum modules and training content/programs Specialist	270,000	1.08	9.85	0.106	
3.3	National: Project Administrator/Deputy Team Leader	144,000	0.58	66.92	0.385	
3.4	Finance Specialist	144,000	0.58	66.92	0.385	
3.5	Procurement Specialist	90,000	0.36	66.92	0.241	
3.6	Gender Specialist	15,000	0.06	25.46	0.015	
3.7	Monitoring and Evaluation Specialist	90,000	0.36	10.63	0.038	
3.8	Architect 1	45,000	0.18	89.31	0.161	
3.9	Architect 2	45,000	0.18	89.25	0.161	
3.1	Civil Engineer	45,000	0.18	89.25	0.161	
3.11	Skills standards, curriculum and training material development specialists	100,000	0.40	0.00	0.000	
3.12	Specialist to facilitate academic upgrading programs for TVET teachers	90,000	0.36	41.92	0.151	

Cat.	Outputs/Activities	Allocation	weight (%)	Progress	Weighted progress	Remarks
3.13	Specialists 1 to support the facilitation of capacity building programs for teachers and managers at the eight project colleges.	72,000	0.29	16.92	0.049	
3.14	Specialist 2 to support the facilitation of capacity building programs for teachers and managers at the eight project colleges.	72,000	0.29	0.00	0.000	
3.15	Consultant 1 to manage the stipend scheme	100,000	0.40	58.58	0.234	
3.16	Consultant 2 to manage the stipend scheme	100,000	0.40	41.92	0.168	
3.17	Consultant 3 to manage the stipend accountant	100,000	0.40	41.92	0.168	
3.18	National Project Coordinator to support Youth Works Platform	15,300	0.06	11.44	0.007	
3.19	National Environment Specialist	7,600	0.03	50.00	0.015	
3.2	Project Administration Assistant	40,020	0.16	66.92	0.107	
3.21	Driver 1	25,230	0.10	66.92	0.068	
3.22	Driver 2	21,750	0.09	50.25	0.044	
3.23	Contracting firm to design, facilitate and monitor capacity building	850,000	3.40	0.00	0.000	
3.24	Contracting firm to design and implement a TVET promotion strategy	850,000	3.40	0.00	0.000	
3.25	Consulting services for supporting Youth Work Platform	6,800	0.03	0.00	0.000	
3.26	Others	101,300	0.41	0.00	0.000	
4	**Upgrading Capacity of Teachers and School Management**	**2,250,000**	**9.00**	**0.00**	**0.00**	
4A	Upgrading of Academic Teacher Qualification	1,600,000	6.40	0.00	0.000	
4A.1	Savannakhet TVC	177,778	0.71		0.000	
4A.2	Khammouane TVC	177,778	0.71		0.000	
4A.3	Pakpasak TVC	177,778	0.71		0.000	
4A.4	Vientiane-Hanoi Friendship TVC	177,778	0.71		0.000	
4A.5	Polytechnic College	177,778	0.71		0.000	
4A.6	Champasak TVC	177,778	0.71		0.000	

Cat.	Outputs/Activities	Allocation	weight (%)	Progress	Weighted progress	Remarks
4A.7	Dongkhamxang Agriculture Technical School	177,778	0.71		0.000	
4A.8	Technical college of Vientiane Province	177,778	0.71		0.000	
4A.9	Other public colleges	177,778	0.71		0.000	
4B	Facilitation of Capacity Development Measures for Teacher and School Management	650,000	2.60	0.00	0.000	
5	**Teaching Materials**	**300,000**	**1.20**	**0.00**	**0.00**	
5.1	Savannakhet TVC	37,500	0.15	0.00	0.000	
5.2	Khammouane TVC	37,500	0.15	0.00	0.000	
5.3	Pakpasak TVC	37,500	0.15	0.00	0.000	
5.4	Vientiane-Hanoi Friendship TVC	37,500	0.15	0.00	0.000	
5.5	Polytechnic College	37,500	0.15	0.00	0.000	
5.6	Champasak TVC	37,500	0.15	0.00	0.000	
5.7	Dongkhamxang Agriculture Technical School	37,500	0.15	0.00	0.000	
5.8	Technical college of Vientiane Province	37,500	0.15	0.00	0.000	
6	**Stipend Scheme**	**4,000,000**	**16.00**	**0.07**	**0.0**	
	6.1 Savannakhet TVC	500,000	2.00	0.56	0.011	
	6.2 Khammouane TVC	500,000	2.00	0.00	0.000	
	6.3 Pakpasak TVC	500,000	2.00	0.00	0.000	
	6.4 Vientiane-Hanoi Friendship TVC	500,000	2.00	0.00	0.000	
	6.5 Polytechnic College	500,000	2.00	0.00	0.000	
	6.6 Champasak TVC	500,000	2.00	0.00	0.000	
	6.7 Dongkhamxang Agriculture Technical School	500,000	2.00	0.00	0.000	
	6.8 Technical college of Vientiane Province	500,000	2.00	0.00	0.000	
7	**Project Management and Operations**	**1,150,000**	**4.60**	**6.79**	**0.38**	
7A	PMU Operation and Project Supervision	550,000	2.20	15.81	0.35	
7B	Conduct Career Counseling, Job Fairs and TVET Promotion	450,000	1.80	0.00	0.00	
7C	Study, Workshop and Conferences	150,000	0.60	4.55	0.03	
8	**Unallocated**	**2,500,000**	**10.00**	**0.00**	**0**	
	TOTAL	**25,000,000**	**100.0**		**3.16**	

Annex 2

OVERALL PROJECT IMPLEMENTATION PLAN



2.8 Development of training materials
OUTPUT 3: Access to TVET institutions for disadvantaged students increased
3.1 Establish arrangements for the stipend scheme
3.2 Select students
3.3 Implement stipends
3.4 Prepare TVET promotion strategy
3.5 Conduct TVET promotion actions
MANAGEMENT ACTIVITIES
1 Procurement plan key activities to procure contract packages
2 Consultant selection procedures
3 Gender action plan key activities
4 Communication strategy key activities
5 Annual and/or midterm review/Project completion review mission
6 Project completion report
- Original plan
- Revised plan

Annex 3

PROGRESS PHOTOS FOR Q1, 2018

Photos	Description
	Civil works contract for Khammouane TVC: Construction of dormitory for male students
	Civil works contract for Khammouane TVC: Construction of dormitory for female students

Photos	Description
	Civil works contract for Khammouane TVC: Construction of Kitchen for male students
	Civil works contract for Khammouane TVC: Construction of Kitchen for female students

Photos	Description
	Civil works contract for Khammouane TVC: Construction of Toilet for male students
	Civil works contract for Khammouane TVC: Construction of toilet for female students

Photos	Description
	Civil works contract for Khammouane TVC: Construction of workshop
	Civil works contract for Polytechnic College: Reinforcing bar arrangement for second floor slab of workshop construction including post-tension work

Photos	Description
	Civil works contract for Polytechnic College: Reinforcing bar arrangement and formwork fixing for column of second floor of workshop construction
	Civil works contract for Savannakhet TVC: Construction of classroom building – Reinforcing bar arrangement for column

Photos	Description
	Civil works contract for Savannakhet TVC: Construction of multi-purpose building – reinforcing bar arrangement for column
	Civil works contract for Savannakhet TVC: Construction of workshop for automotive – Fixing of formwork for ground beam

Photos	Description
	Civil works contract for Savannakhet TVC: Construction of workshop for civil works - Fixing of formwork for ground beam
	Civil works contract for Vientiane – Hanoi Friendship TVC: Bid Opening of civil works contract was held on 7 March 2018 in TVED/MOES

Photos	Description
	Civil works contract for Pakpasak Technical College: Bid Opening of civil works contract was held on 22 March 2018 in TVED/MOES
	Workshop on Skills Standard and Curriculum Development Was held on 3 – 5 January 2018.

Photos	Description
	Youth Work Platform Development. Meeting on TVET information and statistic management and career guidance training from 14 - 16 March 2018.
	Youth Work Platform Development. Meeting with entrepreneurs on discussion of Youth Work Development and Cooperation from 3 - 12 March 2018.

Photos	Description
	Youth Work Platform Development. Career Guidance and TVET-EMIS Data base Training and presenting of Youth Work platform and TVET colleges' application during 20 – 22 February 2018
	Youth Work Platform Development. Presenting of Youth Work platform and TVET colleges' application during 20 – 22 February 2018