



Ministry of Education and Sports  
Technical Vocational Education Department



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



**Q3 2019 QUARTERLY PROGRESS REPORT**  
July to September 2019

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## LIST OF ACRONYMS

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

TAVSC	=	Training Assistance Voucher Steering Committee
TAVP	=	Training Assistance Voucher Program
TDS	=	Training Development Specialist
TL	=	Team Leader
TVET	=	Technical and Vocational Education and Training
TVED	=	Technical and Vocational Education Department
TWG	=	Technical Working Groups
VEDC	=	Vocational Education Development Center
VEDI	=	Vocational Education Development Institution

## A. INTRODUCTION AND BASIC DATE

### 1. Introduction

1. This report covers the period from 01 July to 30 September 2019 or Quarter 3 of 2019. 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
<b>Total</b>	<b>26.5</b>	<b>100.0</b>

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.

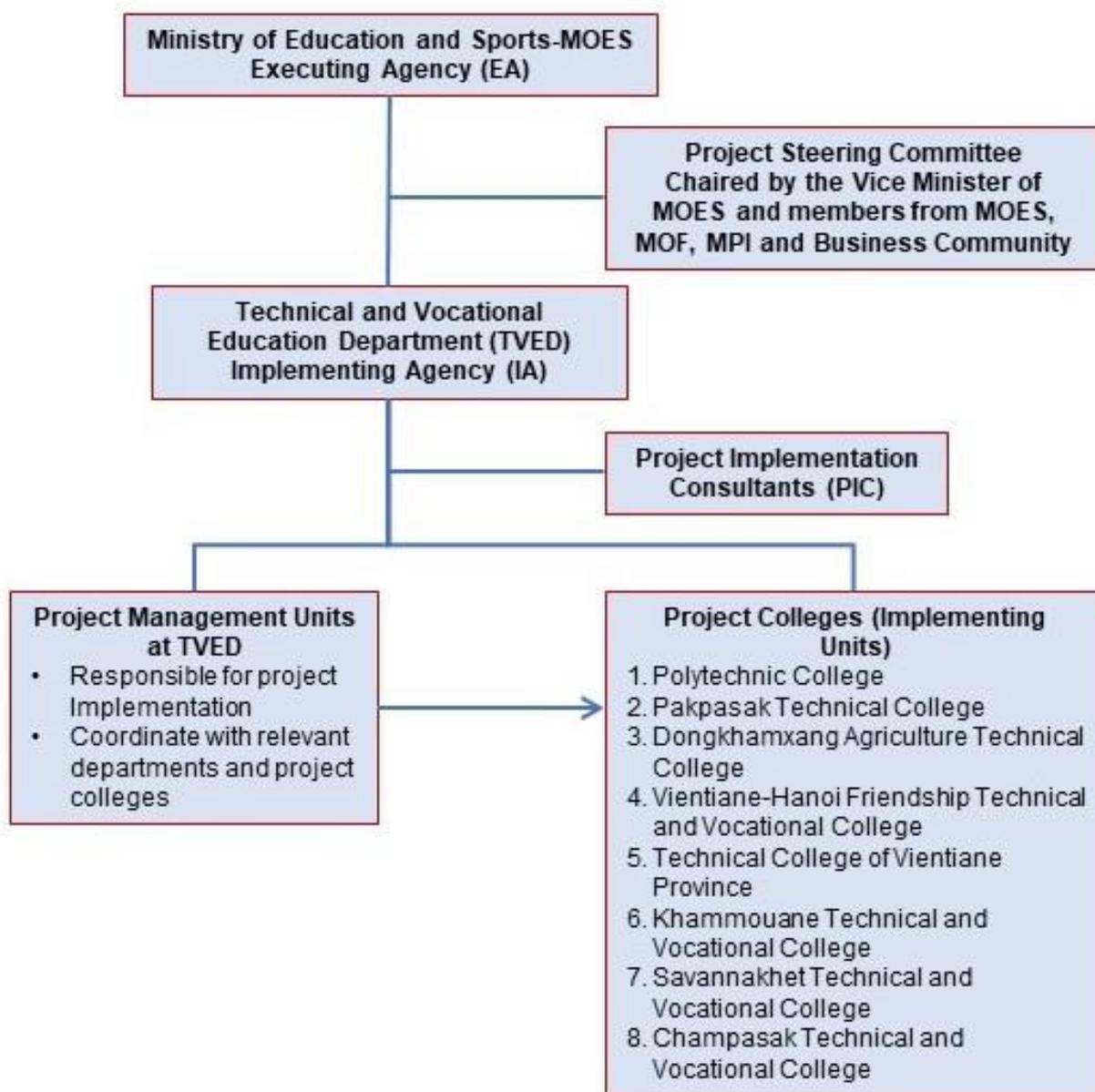
The Third Review Mission for SSTVET project was jointly conducted with ADB-Lao PRD Resident Mission on 8 – 12 July 2019.

### 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):

Cate No	Detail	2017	2018	2019	2020	2021 1 <sup>st</sup> Quarter	Total
1	Civil Works	500.000	2.000.000	1.750.000	750.000		5.000.000
2	Training equipment and consumables	400.000	1.800.000	1.900.000	1.800.000	100.000	6.000.000
3A	Consultant services-International	189.000	315.000	63.000	63.000		630.000
3B	Consultant services-National	294.000	301.000	394.000	341.000	140.000	1.470.000
3C	Consultant services-Firms	255.000	510.000	560.000	305.000	70.000	1.700.000
4A	Upgrading Academic Teacher Qualification	160.000	500.000	500.000	400.000	40.000	1.600.000
4B	Facilitation of capacity development measures for teacher and school management	65.000	190.000	190.000	165.000	40.000	650.000
5	Teaching Material	600.000	75.000	90.000	115.000	20.000	900.000
6	Stipend Scheme	30.000	1.050.000	1.150.000	1.150.000	50.000	3.430.000
7A	PMU operation & project supervision	55.000	110.000	180.000	180.000	50.000	575.000
7B	Conduct career counseling, job fairs and TVET promotion	25.000	110.000	140.000	145.000		420.000
7C	Workshop, studies		40.000	40.000	45.000		125.000
<b>Total</b>		<b>2.573.000</b>	<b>7.001.000</b>	<b>6.957.000</b>	<b>5.459.000</b>	<b>510.000</b>	<b>22.500.000</b>
8	Unallocated			2.500.000			2,500,000
<b>Sub Total</b>		<b>2.573.000</b>	<b>7.001.000</b>	<b>9.457.000</b>	<b>5.459.000</b>	<b>510.000</b>	<b>22.500.000</b>

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 June 2019 is as shown in tables bellow. Regarding the contract awards and disbursements projections, its baseline projections were revised due to the shortfall which occurred in the year of 2017 and the revised CAD baseline projections are as shown in the table below:

<b>Contract Awards &amp; Disbursement Baseline Projections for the period 2017-2021</b>										
Year	Contract Awards Projections (in USD Million)					Disbursements Projections (in USD Million)				
	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	2.90
2018	1.00	3.00	3.00	2.50	9.50	1.60	2.50	3.00	0.90	7.40
2019	1.00	2.00	2.50	2.50	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	5.70
2021						0.50				0.50
<b>Total</b>					<b>25.00</b>					<b>25.00</b>

<b>Contract Award Plan and Achievements</b>											
Year	Contract Awards Projections					Achievement					
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total	Bal.
2017		0.50	1.50	2.50	4.50		0.67	0.35	0.80	1.82	-2.68
2018	4.78	3.00	3.00	2.50	13.28	1.03	3.35	2.18	2.00	8.56	-4.72
2019	5.72	2.00	2.50	2.50	12.72						
<b>Total</b>											

❖ referring to stored from the target so in the balance from 2018 the remaining carry to 2019 Target  
 ❖ reconciliation from ADB GFIS+ Progress as at 20/06/2019

<b>Disbursement Plan and Achievement</b>											
Year	Contract Awards Projections					Achievement					
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total	Bal.
2017		0.50	1.50	2.50	4.50			0.03			-4.47
2018	2.76	2.50	3.00	0.90	9.16	0.69	0.78	1.17	1.16	3.8	-6.00
2019	7.50	2.50	3.00	1.50	15.00	1.67	2.45				
<b>Total</b>						62%	53%				

❖ referring to stored from the target so in the balance from 2018 the remaining carry to 2019 Target  
 ❖ reconciliation from ADB GFIS+ Progress as at 20/06/2019

### Report on Project Disbursements

Cate No	Detail	PAM				Achievement				
		2017	2018	2019	Total	2017	2018	2019 (Q2)	Total	%
1	Civil Works	500.000	2.000.000	1.750.000	4.250.000	-	1.793.600	576.269	2.369.869	56%
2	Training equipment and consumables	400.000	1.800.000	1.900.000	4.100.000	-	-	2.022.965	2.022.965	49%
3A	Consultant services-International	189.000	315.000	63.000	567.000	45.341	474.585	75.833	595.759	105%
3B	Consultant services-National	294.000	301.000	394.000	989.000	100.200	375.050	197.100	672.350	68%
3C	Consultant services-Firms	255.000	510.000	560.000	1.325.000	-	-	273.911	273.911	21%
4A	Upgrading Academic Teacher Qualification	160.000	500.000	500.000	1.160.000	-	291.894	312.657	604.551	52%
4B	Facilitation of capacity development measures for teacher and school management	65.000	190.000	190.000	445.000	-	8.082	96.769	104.851	24%
5	Teaching Material	600.000	75.000	90.000	765.000	-	-	33.331	33.331	4%
6	Stipend Scheme	30.000	1.050.000	1.150.000	2.230.000	1.624	590.493	756.318	1.348.435	60%
7A	PMU operation & project supervision	55.000	110.000	180.000	345.000	90.387	146.300	95.757	332.444	96%
7B	Conduct career counseling, job fairs and TVET promotion	25.000	110.000	140.000	275.000	-	20.860	5.955	26.815	10%
7C	Workshop, studies		40.000	40.000	80.000	6.785	103.322	70.525	180.632	226%
	<b>Total</b>	<b>2.573.000</b>	<b>7.001.000</b>	<b>6.957.000</b>	<b>16.531.000</b>	<b>2.573.000</b>	<b>7.001.000</b>	<b>6.957.000</b>	<b>8.565.913</b>	<b>52%</b>
8	Unallocated			2.500.000	2.500.000				-	
	<b>Sub Total</b>	<b>2.573.000</b>	<b>7.001.000</b>	<b>9.457.000</b>	<b>19.031.000</b>	<b>2.573.000</b>	<b>7.001.000</b>	<b>6.957.000</b>	<b>8.565.913</b>	

9. 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.

### **3. Project Scope**

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

## C. PROJECT IMPLEMENTATION STATUS

### 1. Overall Project Implementation

13. The project implementation consultant was mobilized on 4 May 2017 to support the project management unit (PMU) in implementing the project. The overall project completion rate (physical progress) as of 20 June 2019 was 82.30%. Cumulative contract awards total \$16.2M (65% of grant amount) and \$8.7 M (59.2% of the grant amount; includes imprest account of \$6.095M), respectively.<sup>1</sup>
14. The project implementation plan has been revised due to delay in the project start-up of 4 months from the effective date caused by delay in mobilizing the project implementation consultants. The detailed completion rate is estimated in **Annex 1** and the revised plan is shown in **Annex 2**.
15. The project became effective on 3 January 2017 and the recruitment of individual consultants to support the project management unit (PMU) commenced in March 2017. The first batch of consultant team<sup>2</sup> was mobilized on 4 May 2017 to join the ADB inception mission during 3-12 May 2017<sup>3</sup>
16. The detailed progress of each activity is as follows:

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

17. **Output 1** will provide resources to improve teaching and learning environments at the eight TVET colleges: \$4.6 million are earmarked for civil works, and \$6.0 million are allocated for the procurement of training equipment and initial consumables to start training programs. Funding provided to each project college will vary depending on the actual situation and needs of the respective college.

#### **Civil Works**

18. **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.
19. **Status.** 2 architects and 1 civil engineer were recruited to prepare detailed engineering designs for 5 civil works contracts - the same people were hired to supervise civil works construction. Currently, there is only 1 civil engineer has been

<sup>1</sup> As of June 17, 2019.

<sup>2</sup> Deputy Team Leader, Procurement, Architects, Finance, Stipends and Administration Assistant

<sup>3</sup> Team Leader was fielded in June 2017

contracted to prepare on the further extend more civil work by utilizing the amount of fund saving due to bidding process.

20. For **Khammouane TVC**, the contract was awarded on 23 November 2017 to SOMSAVANH CHALEUN Construction Co., Limited, amounting to LAK 4,821,348,952.42. Actual work commenced on 19 December 2017 after the kick-off meeting with the contractor held on 11 December 2017 with the SSTVET Team. As of the end of reporting period, overall implementation progress was almost 100%, pending defect liability period. The first payment was made (IPC No. 01) by SSTVET amounting to LAK 1,491,234,614.32. IPC No. 2 was made in Q3 by SSTVET amounting to LAK 2,190,111,104.00. The final payment was made in November 2018. Retention payment will be done in the last quarter of 2019.
21. The works include construction of 2 dormitories, workshop, 2 kitchen rooms, 2 toilets, concrete access road, installation of storage tank, provision of 94 sets of bunk beds, 192 sets of cabinets and 80 sets of students' tables and chairs for the college. Details are as follows: 1) construction of one storey male dormitory, size (10x30m) which consists of six rooms and will accommodate 48 students; 2) construction of one-storey female dormitory, size (10x30m) which consists of six rooms and will accommodate 46 students; 3) construction of workshop, size 13x24 which consists of 2 classrooms, one laboratory and one office; 4) construction of men's and women's kitchen, size 6x12m consisting of 10 stoves and 10 sinks; 5) construction of separate sex-segregated men's and women's toilet rooms, size 7x10m; 6) construction of concrete road access, 400 meters in length with 5 meters in width.
22. For civil works of **Polytechnic College**, ADB approved the BER on 20 November 2017 and the contract was signed on 30 November 2017 with VANNAVONG Construction Co., Limited, in the amount of LAK 3,061,526,022. The work commenced on 26 December 2017. Overall implementation progress as of the end of reporting period, is almost 100%, pending defect liability period. The first payment was made (IPC No. 01) by SSTVET amounting to LAK 913,085,416.00. IPC No. 2 was made in Q3 by SSTVET amounting to LAK 1,377,686,674.00. The final payment was made in November 2018. Retention payment will be done in the last quarter of 2019.
23. Works include the construction of a 2-storey workshop size 16.4x36 m consisting of: 1) two office rooms size 7x4 m; 2) four lecture rooms size 7x12 m; 3) two practice drawing rooms six 7x12m; 4) two laboratory rooms six 7x12; 5) four toilets; and, 6) two storage rooms.
24. 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 LAK 7,231,649,216. The works commenced on 26 January 2018. All four buildings have been finished. All main structures have also been completed. The site inspection for 60% work completion was conducted in October 2018. The second payment was made in November 2018. Overall implementation progress, as of the end of reporting period, is 100%. All the works are expected to be finished by the end of April 2019 and final payment can be done in June 2019.
25. Works include the following: 1) 2-storey building first floor size 16.5x3, and second floor size 16.5x36m; 2) 2-storey multi-purpose building size 12x28m and second floor size 12x28m; 3) 1-storey and a half workshop for automotive size 12x45m and second floor size 12x14m; 4) 1-storey and a half workshop for civil work size 12x45m and second floor size 12x14m; and, 5) supply of 40 sets of furniture.
26. 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 bid documents were submitted to ADB on 8 January 2018. The bid document was approved on 24 January 2018. The bid opening was held on 7 March 2018 and the BER was submitted on 28 March 2018 to ADB for review and approval. The construction commenced on 7 June 2018. Overall implementation progress, as of this report, was **88.28%**.

27. Civil works for the construction of a 4-storey building of Vientiane-Hanoi Friendship Technical and Vocational College consisting of: 1) 1<sup>st</sup> floor size 17x44m; 2) 2<sup>nd</sup> floor size 17x44m; 3) 3<sup>rd</sup> floor size 17x44m; and, 4) 4<sup>th</sup> floor size 17x44m.
28. 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 were completed in January 2018. The bidding documents were submitted to ADB on 01 February 2018 for review and ADB approved it on 12 February 2018. Finally, bid opening was held on 22 March 2018 and the BER was prepared by the procurement committee with the support of the project procurement consultant. BER was submitted to ADB in mid-April 2018. The construction commenced on 14 May 2018. The site condition inspection for 30% work completion was conducted in October 2018. The second payment will happen in Q2 and expected to be completed September 2019. Overall implementation progress, as of 30 September 2019, was **88.22%**.
29. Works include construction of a 4-storey school building consisting of: 1) 1<sup>st</sup> floor size 19x47m; 2) 2<sup>nd</sup> floor size 19x47m; 3) 3<sup>rd</sup> floor size 19x47m; 4) 4<sup>th</sup> floor size 19x47m; and, 5) 688 sets of furniture.
30. Below is the status of civil works construction completion schedule:

College	Status
1) Pakpassack Technical College	Civil works in this college consist of construction of new 4 storey building for Logistics and Civil Engineering Department  Currently the progress of civil works is 88,22: %, the end of contract period is end of November 2019, but Contractor expects to finish by end of October 2019
2) Savannakhet Technical and Vocational College	There are 2 workshops (for Automotive and Civil Engineering Dept) in the newly constructed (100%) building.
3) Vientiane-Hanoi Friendship Technical and Vocational College	Civil works in this college consist of construction of new 4-storey building for classroom/workshop. Work progress is 88,28%. The end of contract period is November 2019, but Contractor expects to finish by end of September 2019
4) Khamouane Technical and Vocational College	A workshop building will be constructed for Food Processing Department. All works were finished end of August 2018 and is being used by the college.

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

31. **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.
32. **Status.** The lists of training equipment were submitted by 8 colleges based on current and future training programs. The details of technical specifications and cost estimates were completed by consultants, colleges and procurement officer based on the list prepared by the trade working groups organized to develop skills standards and curricula including equipment listing.
33. Equipment contracts awarded in 2018 include: 1) IT-electronic equipment for Champassack TVC procured and fully paid in April 2019; (2) Bio-agriculture and Veterinary equipment for Dongkhamxang Agriculture Technical School were awarded in December 2018.
34. Contracts awarded in in Q1 2019 are as follows: 1) Food processing for Khamoane TVC was awarded in March 2019; 2) Survey mapping and environmental equipment were awarded in January 2019; 3) Mechanical technology equipment for Technical College of Vientiane Province was awarded in January 2019.
35. Contracts awarded in June 2019 are: 1) Road and Bridge Construction and Automotive/Industrial Machine for Savannakhet TVC; 2) Building construction equipment for Pakpassack College.
36. The bid evaluation report for the multi-media and graphics design/IT networking equipment for Vientiane-Hanoi TVC was sent for approval of ADB in mid-June 2019 and was approved in Q2 2019.
37. Remaining contracts for award are as follows: 1) ICB contracts include: (i) electrical equipment of Champassack TVC; (ii) electrical equipment for Khamouane TVC; and, (iii) electronic control system for Technical College of Vientiane Province with BER submitted to ADB in September 18 2019; 2) Logistics equipment for Pakpassack College with bid documents submitted to ADB in September 2019.
38. Per the last Mission, the following were agreed to be procured further from the savings from completed equipment procurement. The Revised Procurement Plan was prepared by the Project and approved by ADB in September 2019. Bid documents were prepared by the Procurement Specialist and sent to ADB in September 2019:

GS13	Equipment and tools for logistics (Pakpasak TC)	336,000.00	1	NCB	Prior	1S1E	Q2 / 2019	Prequalification of Bidders: N Domestic Preference Applicable: N Bidding Document: Goods
GS17	Equipment and tools for automotive (Khammouane TVC)	165,000.00	1	NCB	Prior	1S1E	Q4 / 2019	Prequalification of Bidders: N Domestic Preference Applicable: N Bidding Document: Goods

GS18	Equipment and tools for IT (Savannakhet/ Pakpasak/Khammouane/Polytechnic TVCs)	200,000.00	1	NCB	Prior	1S1E	Q4 / 2019	Prequalification of Bidders: N Domestic Preference Applicable: N Bidding Document: Goods
GS19	Equipment and tools for automotive and road-bridge (Savannakhet TVC)	90,000.00	1	SHOPPING	Prior		Q4 / 2019	
GS20	Equipment and tools for surveying and land mapping+environmental laboratory 2 (Polytechnic College)	75,000.00	1	SHOPPING	Prior		Q4 / 2019	

GS21	Equipment and tools for welding and automotive (Pakpasak TVC)	80,000.00	1	SHOPPING	Prior		Q1 / 2020	
GS22	Equipment and tools for garments (Pakpasak TC and Savannakhet TVC)	60,000.00	1	SHOPPING	Prior		Q4 / 2019	
GS23	Office supplies for PMU and IUs - 2020	65,000.00	1	SHOPPING	Prior		Q1 / 2020	

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

39. 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**

40. **Scope.** Areas to improve the capacity of teachers may include: (i) updating pedagogical and technical knowledge to teach specific courses; (ii) preparing the technical equipment for teaching sessions; (iii) planning consumables needed to operate the technical equipment in teaching sessions; (iv) operating the technical equipment in teaching situations; (v) maintaining the technical equipment; (vi) developing training plans per year, month, week, or day; (vii) preparing training sessions along the existing curricula; (viii) preparing teaching materials; (ix) selecting the appropriate methods related to the target group and the content of the lecture; and (x) preparing and conducting evaluations, self-evaluation, and assessment.
41. **Status.** The project engaged an individual consultant 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, internship 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.
42. The training needs 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. The training strategy outlined division of work between the SSTVET consultants and the Firm. There are two training delivery mode: (1) implemented by TTD with support by capacity building specialist will be responsible for 1 module for enhancing pedagogy on LCA, 8 modules for managers (completed 2 modules: Policy formulation and College Development Plan), and 11 modules for administrators (Completed 3 modules: Instructional leadership, Library management and College Development Plan); (2) the capacity building firm is responsible for 6 modules for teachers, 3 modules for managers, and 3 modules for administrators. Training modules are being prepared with planned training delivery in Q3 2019. By the end of 30 September, the firm can implement 5 modules: Labor Market Survey, Technical knowledge of Curriculum, Entrepreneurship, Apprenticeship Management and Laboratory workshop management.
43. To support the training activity of the CB Firm, the EMIS with assistance from SSTVET Consultants prepared the Labor Market Survey concept and questionnaires. The LMS implementation plan was approved by ADB in September 2019 for delivery and implementation by EMIS and the colleges starting November 2019.
44. The capacity-building strategy was developed and Consultant provided 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.
45. The CB firm was recruited in to design and implement capacity-building/strengthening measures at TVET colleges in September 2018. The firm designed and facilitated various capacity building interventions. The Firm planned to deliver training to 705 teachers, managers and administrative staff in 2019. The remaining 266 training will focus on teaching and mentoring and will be delivered in 2019, and to date has trained 503 teachers, administrative staff and managers, of whom 242 were female (48%), 15 were ethnic (3%) out of its 1,000 target.
  46. **Short term technical and managerial training.** On the basis of the TNA conducted in 2018 by the TTD/TVED with assistance of the capacity building firm, various short-term managerial programs were designed for current and future leaders. The training modules listed in the Training Strategy were divided for the implementation by the Firm and the TTD and included in the above accomplishment of the CB firm.
  47. TVED-assisted training accomplishment to date is as follows: i) training of teachers for LCA, 624 totals, 201 (32%) female, 72 (11.5%) ethnic; ii) CDC, CDP and Library Management: 49 managers, (4 (8%) female, n/a ethnic); 94 administrative staff (CGC, CDP and Library), (41 (43%) female, n/a, ethnic).
  48. In summary, the CB firm trained: 215 administrative staff, (100 (46%) female, 5 (2%) ethnic); and 289 teachers (142 (49%) female, 10 (3%) ethnic).
  49. **Coaching by senior teachers or industry partners.** Coaching and mentoring programs will be implemented in 2019 by the CB Firm. This will involve assignment of industry experts in colleges to coach and mentor them on how to improve instructional delivery and conduct of experiential training in workshops using the newly procured and installed equipment under SSTVET. The coaching and mentoring program will run for at least 5 days for each SSTVET trade area.
  50. **Establishing teacher self-help groups.** For the LCA Program, 2 master trainers were recruited from each of the college to form the 25-strong master trainers' group. The intention is for college-based master trainers to form self-help groups/learning cells per trade area which would aim to further instructional improvement in each college. VEDI will monitor LCA use by trained teachers in late 2019-early 2020 and will follow up on the establishment of learning cells by trade areas. Per the DMF, 50% of the trained teachers must use the LCA.

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

51. **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.

52. **Status.** The project has engaged 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.

#### Improve inspection and guidance at colleges

53. **Monitoring teaching quality.** VEDI with consultants set up teams to monitor the quality of TVET teaching in Q4 2019 to early 2020. They will work with the two master trainers from each college to ensure follow through activities and continuous monitoring are done.
54. **Establish career guidance services for students.** A series of workshops was prepared and was NOL'd by ADB in June 2019. Career guidance and counseling materials were prepared based on outputs of STVET 1 with some additional modules. CGC materials were developed by EMIS with assistance from the Consultants. Draft CGC materials were finalized by trained master trainers/counselors. These were completed and approved by MOES in September 2019. Out of the total 12 trained counselors, 4 are female (33%).
55. EMIS implemented the following activities in July 2019: 1) 1<sup>st</sup> preparation training- July 15-19, 2019; 2) 2<sup>nd</sup> preparation training -July 22-26, 2019; 3) 3<sup>rd</sup> preparation training – July 29 to August 2, 2019. Master Trainers have been trained and will assist EMIS to further implement the following activities: 4) Training of Director- October 2019; 5) Training of administrators- October 2019; 6) Training of Administrator – October 2019; and, 7) Training of Administrator- October 2019. The career guidance and counselling manual was developed, finalized, approved and in the process of final composed for sending to printing house by Q4 2019.

#### Upgrading of Academic Qualification of TVET Teachers

56. **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.
57. **Status.** In August 2017, the consultant for academic upgrading program (AUG) for TVET teachers from public colleges to gain bachelor's or master's degrees in the field of their specialization was deployed after a no objection letter was issued by ADB in mid-July 2017. The consultant was mobilized to support the project on 1 August 2017 as scheduled.

58. The AUG guidelines were drafted and discussed with the management of 8 project colleges on 16-18 October 2017. The updated version was submitted to ADB for review and approval in December 2017. The consultant closely coordinated with relevant departments in MOES and the project and public colleges for the preparation of the selection and operation manual.
59. For the First Batch, the SSTVET team, in close collaboration with TTD/TVED, implemented the academic upgrading program in March 2018 after receiving the NOL from ADB on 2 February 2018. There were 44 teachers including 4 (9%) female teachers, \_\_\_ ethnic; selected to pursue master's degrees in the field of their specialization forming the first batch of academic upgrading program in 2018. Currently in progress is payment processing of course fees and stipend to training providers.
60. The second batch of 71 teachers and managers, \_\_\_ female, \_\_\_ ethnic; from TVET institutions are currently studying. This batch aims for bachelor's degrees rather than master's degrees, giving higher priority to female beneficiaries. In Q1/2019, the final batch has received the NOL from ADB on 4 March 2019 in the amount of \$436,817 for 40 teachers.
61. The program has 124 teacher beneficiaries (47 females, 37.9%; \_\_\_ ethnic, \_\_\_%); with 22 female 18%; \_\_\_ ethnic, \_\_\_%) in the bachelor degree program and 102 (\_\_\_female, \_\_\_%; \_\_\_ ethnic, \_\_\_%) teachers in Master degree program. Please see below:

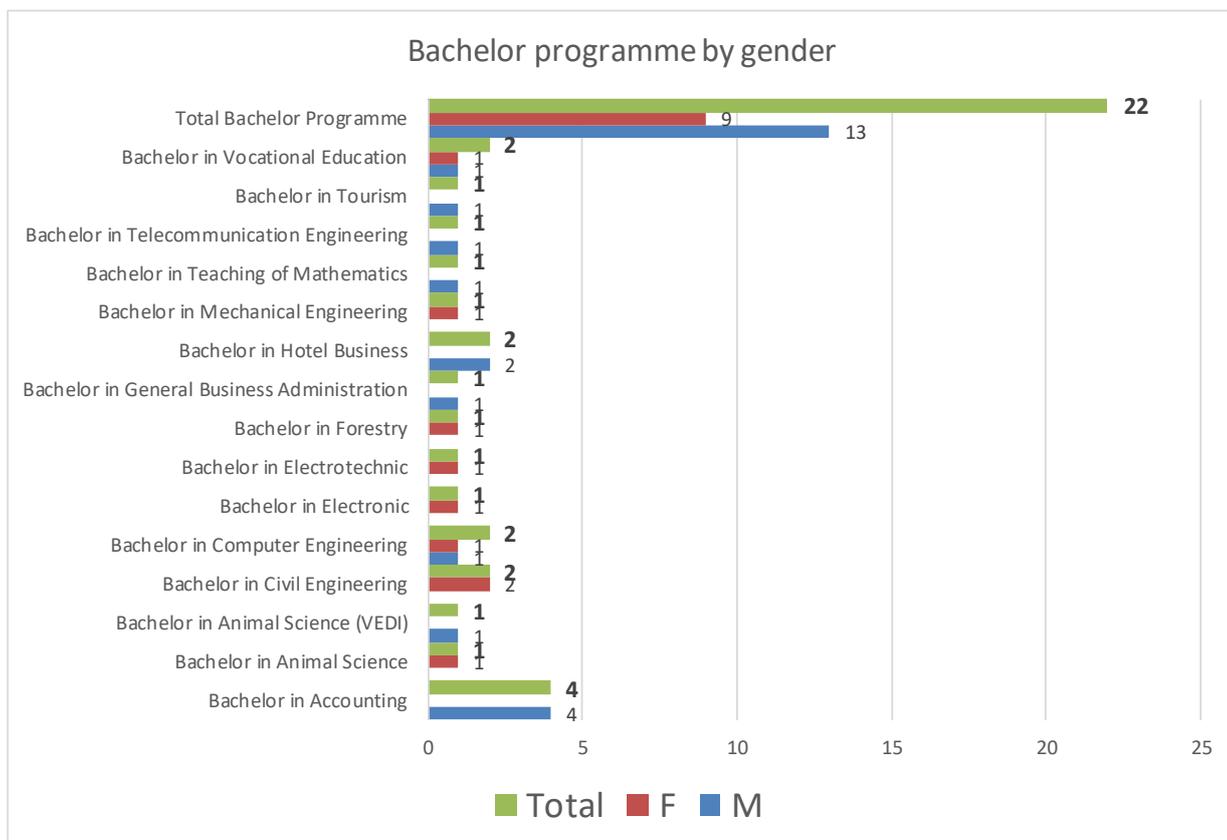


Figure 1: Number of teachers awarded in Bachelor Program

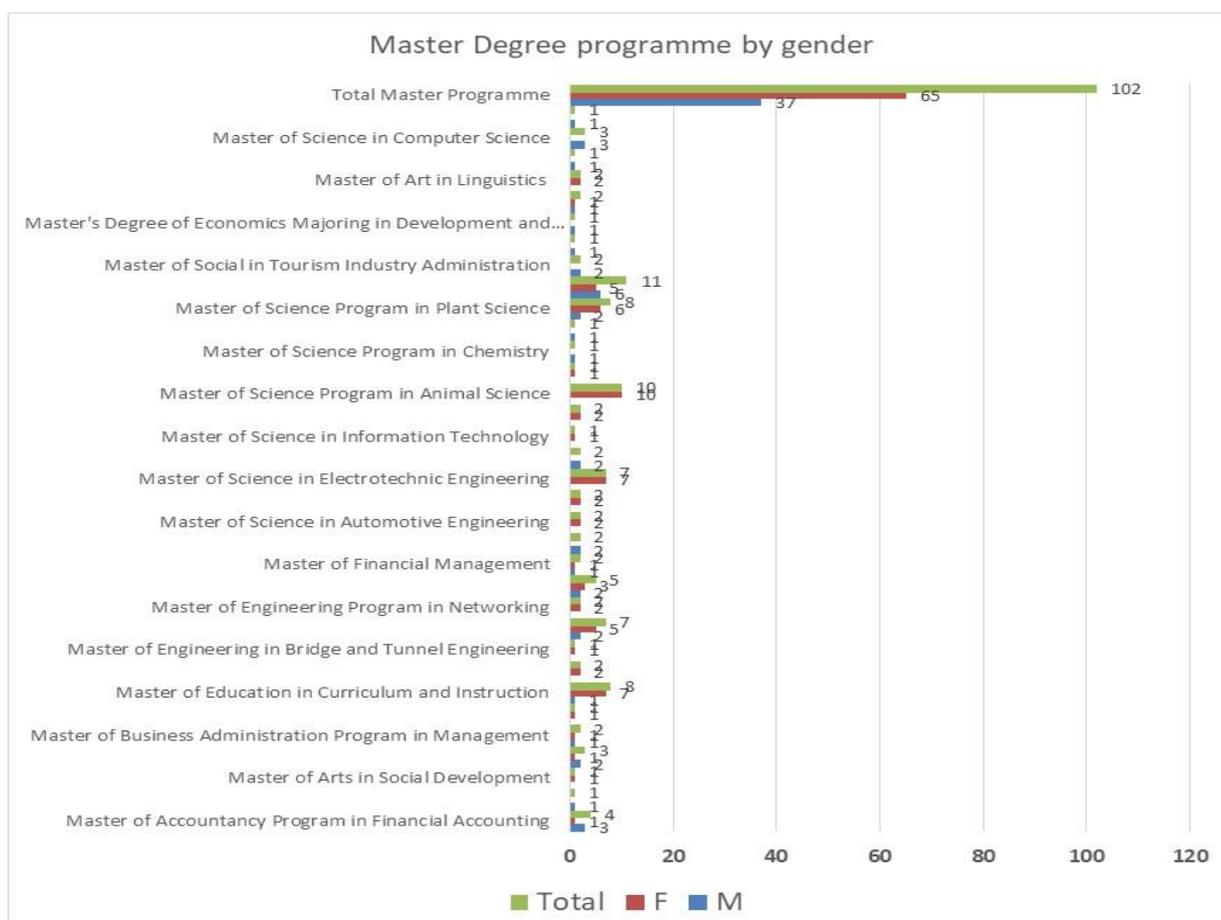


Figure 2: Number of Teachers awarded in Master Program

### Promotion and Rolling out of Short-Term Skills Training Courses

62. **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.
63. 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.
64. 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.
65. **Status.** Competency-based skills standards and curriculum development consultants were hired under the Project to work on nine trade areas to include development of short-term courses. 15 TORs were approved by ADB in July 2017 including 6 and 9 international and national consultants, respectively. Consultants were deployed from

mid-October 2017 up to early November 2017 to support development of trade courses including: (i) reviewing and confirming the list of training equipment; (ii) developing competency-based standards, new competency-based curriculum modules and learning materials; and (iii) coaching and mentoring in 8 project colleges. Regarding competency-based curriculum development, the industry partnership specialist/curriculum development coordinator was recruited by 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 review and finalization of competency-based curriculum development in VEDI Office.

66. Determination of TVET courses to be offered for levels 1 and 2 were discussed during the 22 to 23 December 2018 workshop conducted by the SSTVET Stipend Team, where another set of short-term courses to be offered by colleges with stipend support was identified and agreed upon among the different colleges. Identification of courses was based on current market demand and existing competencies of the 8 colleges.
67. Based on this, the colleges were asked to develop the curricula for identified short courses. The first workshop was conducted for the development of curricula for short-term courses on 7 to 15 May 2018. Stipend payment scheme was approved by ADB on April 27, 2018, pertaining to consumable cost, bank charges and monitoring budget. There are six colleges under the project which submitted the promotion plan to SSTVET and the other two colleges are not ready for accommodating additional students since Vientiane-Hanoi does not have dormitories and Dongkhamxang Agriculture Technical College has signed MOU with youth union on providing courses to disadvantaged students on top of college promotion activities.
68. To date, the SSTVET Consultants completed drafting of skills standards and curricula for:

## List of Courses developed under SSTVET

Trade Areas	#	Job Title in English	Job Title in Lao	Qualification						Remarks
				L1		L2		L3		
				CBS	CBC	CBS	CBC	CBS	CBC	
Automotive Trade	1	Auto Mechanic	ຊ່າງລົດມາແບງດົວອົບ	↑	✓	↑	✓			
	2	Small Agro Machinery	ຊ່າງລົດມາແບງກົນຈັກກະສິກະ ສາດອາດປ່ອຍ	↑	✓					
ICT Trade	3	Computer Operation	ຊ່າງປະຕິບັດຕາງ ກ່າງນຳນາສາມ ສົມເດີ	↑	✓					
	4	IT Technician	ຊ່າງເລີກນຳນາດ້ານໄອທີ			↑	✓			
	5	Web Design and Deve	ຊ່າງອອກແບບ ແລະ ພັດທະນາ ດ້ານໄຊວ					↑	✓	
	6	Computer Network and Systems Technician	ຊ່າງເລີກນຳນາດ້ານເລີອະນາ ແລະ ປັບສາມສົມເດີ					↑	✓	
	7	Graphic and multimedia Designer	ຊ່າງອອກແບບກາລາຟິກ ແລະ ສື່					↑	✓	
	8	Application Programmer	ຊ່າງຂຽນໂປແກຣມ ທີ່ໃຊ້					↑	✓	

- Legends:**
- ✓ Approved
  - Working in progress
  - ↑ Waiting Approval
  - ↗ Checking

## List of courses developed under SSTVET

Trade Areas	#	Job Title in English	Job Title in Lao	Qualification						Remarks
				L1		L2		L3		
				CBS	CBC	CBS	CBC	CBS	CBC	
Electrical Trade	8	Building Electrician	ຊ່າງໄຟຟ້າໃນອາຄານ	↗	↗					
	9	General Electrician	ຊ່າງໄຟຟ້າທົ່ວໄປ			↗	↗			
Building Construction	10	Bricklayer Basic	ຊ່າງກໍ່ໂປກ	→	→	→	→	↗	↗	
	12	Concreter	ຊ່າງເປຣັງ	→	→	→	→	↗	↗	
Logistics Trade	13	Warehouse worker	ພະ ບໍ່ທາງາມເຮັດວຽກໃນສາງ	↗	↗	→	→			
Food and Beverage	14	Food Processing	ແປຊັບອາຫານ					↑	✓	

**Legends:**  
 ✓ Approved  
 → Working in progress  
 ↑ Waiting Approval  
 ↗ Checking

## List of courses developed under SSTVET

Trade Areas	#	Job Title in English	Job Title in Lao	Qualification						Remarks
				L1		L2		L3		
				CBS	CBC	CBS	CBC	CBS	CBC	
Animal Raising Trade	15	Veterinary	ບໍ່ທາງາມສັດຕະວະ ແພດ	↑	✓	↑	✓	↑	✓	
Agriculture Trade	16	Bio-Agriculture	ປູກພືດພັກສົບຊີ	↑	✓	↑	✓			
Road & Bridge Construction Trade	17	Road and Bridge Construction Worker		→	→	→	→			

**Legends:**  
 ✓ Approved  
 → Working in progress  
 ↑ Waiting Approval  
 ↗ Checking

69. Short-term course delivery under the stipend program was approved by ADB on 27 April 2018, including consumable costs, bank charges, and monitoring budget covering the following C1 and C2 courses:

## List of C1 and C2 courses developed under the Stipends Program (per local market demand 2018/19)

1. Motorbike Repair
2. Cooler Repair and Maintenance
3. Design and Installation of Steel Work (Welding)
4. Aluminum and Glass Installation
5. Sign Installation
6. Furniture Making (Table and Chair Making)
7. Sales and Marketing
8. Mushroom Production

*C1 courses are supported under the Stipends Program. C2 courses developed will be used by the colleges in regular TVETR delivery.*

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### **Output 3: Increased access to TVET institutions for disadvantaged students**

#### **Stipend Program**

70. **Scope.** Output 3 will increase poor and disadvantaged students' access to TVET through (i) a program of targeted direct stipends; and (ii) the development and refinement of TVET promotion strategies, including support to career guidance for prospective students. \$4.0 million are earmarked for the stipend scheme. The streamlined stipend program will enable disadvantaged youth from poor families to enroll in vocational colleges. The grant amount has been set in consultation with MOES and other development partners implementing stipend programs. The principle is to cover all associated costs of attending TVET in order to minimize the risk of students dropping out for financial reasons. To be eligible to receive stipend support, a student (i) must be poor or disadvantaged; (ii) must enroll in a certificate or diploma program at one of the eight project colleges; and (iii) must be at least 16 years old. MOES will select the stipend recipients using a transparent process, and at least 50% of the stipend recipients will be women. Following the approach used by other existing stipend programs in Lao PDR, payment will be made directly to students' bank accounts on a monthly basis, and will be accessible via pay cards. The total number of students supported will depend on the duration of the courses they select, but may be as high as 4,500.
71. **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.
72. The first workshop for the preparation of the stipend implementation manual was conducted in July 2017. The stipend implementation manual was approved by ADB on 20 September 2017. The revision 1 of stipend implementation manual was approved by ADB on 27 April 2018 and was distributed to the project colleges for implementation.
73. **C3.** The first batch of stipend was implemented in Q4 2017 with 584 students (183 female students - 31.34%) registered for C3 at 6 colleges. The second Batch of C3

enrollment number was 351 students (132 female students – 37.6%). By end of June 2019, total C3 enrollment is 935 students (315 female students – 33.7%)

74. A workshop on review and approval for developing 8 new learning courses for C1 & C2 (short courses) was held on 22-23 December 2018. All 8 courses were reviewed and in the process of approval. These 8 courses will be added into the stipend award plan for 2019.
75. **C1-C2.** The first 2 batches of short-term course of C1 for Cosmetology started in late May 2018 with 40 students (38 females - 95%) at CTVC followed by 30 students (27 females, 90%) at KTV. As of 17 June 2019, the number of short course (C1-C2) students is 728 students (502 female students – 69%).
76. **Total.** As of Q2/2019, the total enrollment for all stipends is 1,663 students (817 female students – 49.1%), composed of 1,338 (80.5%) students from low-income families (683 female students – 41.1%) and 414 (24.9%) of ethnic group (204 female students – 12.3%).
77. The payment for stipend and consumable has been made regularly on a monthly basis since January 2018. The SSTVET stipend team allocated and targeted a total of USD 1.5M to support the stipend program in 2018 for the annual plan of 1,070 C1 students, 80 C2 students and 910 C3 (including B1-Y2). Total contract awards and disbursements for stipends as of 30 June 2019 amounted to USD 2,158,710.20 and USD 1,139,047.38, respectively.

#### TVET promotion strategies

78. **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.
79. 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.
80. **Status.** The goal is to increase TVET enrollment with specific objectives to: (i) improve the public image of TVET; and (ii) promote understanding of TVET products and services among youth, their parents, and communities. The recruitment was advertised in December 2017 and the call for EOI was completed in January 2018. Publicus Asia, Inc. was recruited in December 2018 after negotiation meeting in September 2018. Minutes of meeting was sent to ADB for approval of contracting with firm was sent in same month. The kick off meeting conducted in early December 2018 and the inception report submitted by the end of December 2018. The Firm completed the Baseline Study Report in May 2019 and was approved in June 2019. The Firm

submitted the draft TVET Promotion Strategy in July 2019. The first workshop was conducted to present the baseline study and strategic planning in May 2019. A second workshop was conducted by the Firm late September 2019 to achieve the following: i) review and approve the promotion strategy; ii) learn to implement the toolkit; and, iii) prepared budget for TVET promotion for year 2019.

81. TVET colleges were provided budget to implement TVET completed TVET promotion activities in 2018. Another round of promotion activities is being prepared for 2019. Budget is currently being prepared by the colleges with assistance from the TVET Promo Firm. This proposed budget by college will be submitted to ADB by mid-October 2019.
  
82. Servyouth was recruited through Single Source Selection process to develop the Microsoft Youth Work Platform to promote technical and vocational education programs, employment opportunities (through job matching) and online learning programs. The terms of reference of the consulting firm and the Project Coordinator were drafted and submitted to ADB in July 2017. The project coordinator was deployed on 19 November 2017 while the contract with the firm was finalized in Q3 2018. The platform was customized in late early 2019. The project coordinator and Servyouth mainly help the stakeholders such as TVET colleges build contents for the platform. Further, there are some activities being undertaken by the project coordinator and Servyouth mainly involving building a network of key contributing partners and meeting with those potential partners, adapting, and further customizing the platform to meet the users in the Lao context. A webmaster from EMIS was designated to master platform management and mainstreaming.

## **2. Utilization of Funds**

83. Please see GFIS data below:

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

Amount in US\$ as of 08 Sep 2019

Cat. Code	Category Name	Allocation	Contracts	Disbursed Contracts	Undisbursed Contracts	Uncommitted Amount	Undisbursed Amount
3101	3A)CONSULTANT SERVICES-INTERNATIONAL	630,000.00	768,000.00	612,658.46	155,341.54	-138,000.00	17,341.54
3102	3B)CONSULTANT SERVICES-NATIONAL	1,470,000.00	908,311.76	676,250.00	232,061.76	561,688.24	793,750.00
3103	3C)CONSULTANT SERVICES-FIRMS	1,700,000.00	1,527,151.37	411,370.43	1,115,780.94	172,848.63	1,288,629.57
3201	1)WORKS	5,000,000.00	3,305,718.11	2,377,764.49	927,953.62	1,694,281.89	2,622,235.51
3501	4A)UPGRDING OF ACDMIC TEACHER QUALIFICAT	1,600,000.00	1,583,856.00	600,290.58	983,565.42	16,144.00	999,709.42
3502	4B)FACILITATION OF CAPACITY DEV'T	650,000.00	158,864.73	126,207.29	32,657.44	491,135.27	523,792.71
3701	5)TEACHING MATERIAL	300,000.00	33,331.39	33,331.39	0.00	266,668.61	266,668.61
3801	2)TRAINING EQUIPMENT & CONSUMABLES	6,000,000.00	3,934,971.03	1,767,220.98	2,167,750.05	2,065,028.97	4,232,779.02
3901	6)STIPEND SCHEME	4,000,000.00	3,096,315.49	1,489,095.81	1,607,219.68	903,684.51	2,510,904.19
3902	7A)PMU OPERATION & PRJ SUPERVISION	550,000.00	583,337.68	349,932.02	233,405.66	-33,337.68	200,067.98
3903	7B)CONDUCT CAREER COUNSELING, JOB FAIRS	450,000.00	63,513.70	34,646.97	28,866.73	386,486.30	415,353.03
3904	7C)STUDY, WORKSHOP CONFERENCES	150,000.00	208,644.87	183,815.12	24,829.75	-58,644.87	-33,815.12
4901	8)UNALLOCATED	2,500,000.00	0.00	0.00	0.00	2,500,000.00	2,500,000.00
<b>Sub-Total</b>		<b>25,000,000.00</b>	<b>16,172,016.13</b>	<b>8,662,583.54</b>	<b>7,509,432.59</b>	<b>8,827,983.87</b>	<b>16,337,416.46</b>
Pending Claims				2,000,000.00	-2,000,000.00		-2,000,000.00
O/S Advances				4,095,000.00	-4,095,000.00		-4,095,000.00
Pending Variation							
<b>TOTAL</b>		<b>25,000,000.00</b>	<b>16,172,016.13</b>	<b>14,757,583.54</b>	<b>1,414,432.59</b>	<b>8,827,983.87</b>	<b>10,242,416.46</b>

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

Additional PCSS up to end of September 2019 was for stipends amounting to 5,142,150,000 kips or about \$591,052.

Contract Awards and Disbursement Achievements for Q3/2019

Q2 CAD ACCOMPLISHMENTS ---  
 DISBURSEMENT

WA No.	AMOUNT
WA 11	887,088.80
WA 12	808,823.35
WA 13	364,084.98
WA 14 (PENDING WITH ADB)	535,398.10
WA 15 (WITH DOF)	1,058,508.76
WA 16 (DIRECT PAYMENT)	541,027
TOTAL	3,466,930.99

Q2 Total Contract Awards

➡G20362	99,000.00	01 May 2019	VARIOUS	VARIOUS LAO PEOPLE'S DEM REP	OTHERS
<b>Contract Awards</b>					
Mechanical technology equipment for Savannaket					\$338,380
Road and Bridge equipment for Savannaket and Building Construction for Pakpassack					\$489,268.05
<b>For BER Approval</b>					
ICT/graphics design equipment for Vientiane Hanoi					\$650,212.56
<b>TOTAL</b>					<b>\$1,576,860.61</b>

## D. PROJECT ACHIEVEMENT

### 1. Project Design and Monitoring framework

84. Please see below:

Results Chain	Performance Indicators with Targets and Baselines	Progress up to end of Q3, 2019
<p><b>Outcome:</b></p> <p>TVET system expanded and aligned with evolving labor market needs</p>	<p>a. By 2020, 90% of both female and male TVET college graduates find employment or start their own business in areas where they have been trained within 6 months of graduation. Sex-disaggregated data (2015 baseline: 80%)</p> <p>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%)</p> <p>c. Companies and business associations express satisfaction with graduates from project colleges (baseline: not applicable)</p>	<p>a. EMIS has finished designing the guideline and questionnaire of tracer study and trained 65 staff (deputy directors and EMIS division) from all TVET colleges, especially the 8 project colleges on how to conduct the follow up on students who have graduated. Currently the first tracer study from 8 colleges are in the process of field work.</p> <p>b. M&amp;E Consultant is currently collecting statistics to monitor this indicator. Baseline data was collected by the end of March 2018, indicating that there are 23,485 students enrolled in school year 2017-2018 (10,945 are Females 47%). 23,001 enrolled in school year 2018-19 (10,550 are female 46%). Statistics available in Q4 2019. <i>Source: EMIS, TVED</i></p> <p>c. This part is also incorporated in the tracer study questionnaire and guideline mentioned above.</p>
<p><b>Outputs:</b></p> <p>1. Upgraded teaching and learning environments at eight TVET colleges</p>	<p>1a. Facilities are upgraded, based on approved proposals within the first 2 years of the project (baseline: not applicable)</p> <p>1b. New equipment is integrated in ongoing training programs by 2018 (baseline: not applicable)</p>	<p>1a. Progress of civil works for 5 project colleges: ((i) Khammouane Technical and Vocational College (100% as end of Q3 2018); (ii) Polytechnic college (100% as end of Q3 2018); (iii) Savannakhet Technical and Vocational College (100% as end of Q2/2019); (iv) Vientiane-Hanoi Technical and Vocational College (88,28% as end of Q2/ 2019); and (v) Pakpasak Technical (88,22% as end of Q2/2019).</p> <p>1b. The list of equipment was reviewed by the relevant officials of 8 project colleges and the curriculum development experts. The list was finalized in mid-January 2018. During the period of Q4/2018 there is only IT equipment which has been delivered to Champasak TVC. Veterinary and Bio-agriculture equipment for Dongkhamxang Agriculture Technical Vocational College and auto</p>

Results Chain	Performance Indicators with Targets and Baselines	Progress up to end of Q3, 2019
	<p>1c. Dormitories are well-maintained and provide healthy and student-friendly living environments. 50% of new dormitory spaces are reserved for female students (baseline: 0)</p>	<p>mechanical equipment for Vientiane Province Technical College have been delivered and the next survey mapping, environment equipment for Polytechnic are in the process of delivery. The ICT equipment for Vientiane –Hanoi Friendship Technical-Vocational College is in the process of delivery. The ICB method for electrical for three colleges (Vientiane Province, Champasak and Khammouane) has submit BER to ADB for approving. Only logistics trade equipment is in the step submit bids document to ADB.</p> <p>1c. Only Khammoaune has constructed new dormitory for male and female where 50% space for female has been allocated for female during technical design. The project supports more dormitories for Champasak, Vientiane-Hanoi, Vientiane Province and Dongkhamxang.</p>
<p>2. Improved quality and relevance of demand-driven programs</p>	<p>2a. 1,000 TVET teachers and managers participate in training measures during the implementation phase of the project; all female managers and teachers at the project colleges (431) will participate in pedagogy, technical, and management training (baseline: 2017-18, teachers from 8 colleges totally 1,047 teachers, Female 431)</p> <p>2b. 50% of trained teachers adopt student-centered teaching methods in 2018. Sex-disaggregated data</p>	<p>2a. Two management trainings were conducted so far on electrical workshop management with 25 teachers attending (1 female) and the other on tracer study with 65 teachers (5 female) while consulting firm for implementing the capacity-building has received NOL from ADB. Training needs assessment (TNA) for verification topics has been identified in PAM. Survey was conducted starting December 2017 and completed in March 2018. The capacity development plan has been approved by ADB. On pedagogy, there have been 3 series of Training of Trainer on learner-centered approach, with total of 25 teachers (10 females) being certified as master trainer from VEDI. In this quarter, there 13 LCA training courses implemented with 624 teachers (201 females, 32%) and the first review workshop has been conducted. The capacity building firm has conducted 7 batches workshops with 504 (242 female, 48%) managers/administrators as end of September 2019. In which 15 participants are ethnicity.</p> <p>2b. The proposal and material on student/leaner-centered teaching methods has been prepared by team leader in collaboration with DTL and capacity building consultant in Q3/2018. The material has been</p>

Results Chain	Performance Indicators with Targets and Baselines	Progress up to end of Q3, 2019
	<p>(2015 baseline: 10%)</p> <p>2c. At least 80% of the lesson plans confirm integrated theory and practical training approaches. (2015 baseline: 10%)</p> <p>2d. At least 50 teachers (20 women) should have commenced academic upgrading programs by 2018 (baseline: 0)</p> <p>2e. Increased number of students in apprenticeship schemes in companies. 50% are women (baseline: 0)</p>	<p>translated into local language and training manual was in the process of printing. The assessment will be conducted annually by colleges led by VEDI by the end of 2019. LCA training is expected to be completed in October 2019, targeting 1,000 teachers.</p> <p>2c. According to the curriculum standard set with 10% of theory, 90% of practice for level 1. 20% of theory and 80% of practice for level 2 and for level 3, 30% of theory and 70% of practice has been integrated into new developed curriculum.</p> <p>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. For the second batch, there are 72 candidates (42 females, 56.9%) attending the upgrading program to gain bachelor's degrees 22 teachers (13 female, 59%) and gain Master degrees 95 teachers (32 females, 34%) in the field of their specialization in Q2/2019.</p> <p>2e. No progress has been made in Q3 2018 since students for C3 course were still studying in the two-year course. However, the Apprenticeship programs will be designed to send all students for practice in companies in order to complete their learning program.</p>
<p>3. Increased access to TVET institutions for disadvantaged students</p>	<p>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 are women (baseline: not applicable)</p>	<p>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. The revised updated manual with consumable cost was approved in April 2018 and distributed to all project schools. The first M&amp;E started in June 2018.</p> <p>To provide short course for stipend in more areas, C1-C2 curriculum development meeting was held in June 2018; the job analysis for 9 subjects</p>

Results Chain	Performance Indicators with Targets and Baselines	Progress up to end of Q3, 2019
	<p>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)</p> <p>3c. Awareness campaigns have contributed to enhancing the reputation of TVET and the understanding of job opportunities for skilled workers. Surveys collected and report sex-disaggregated data (baseline: not applicable)</p>	<p>has been completed and curricula for the following courses were developed: 1) Motorbike Repair; 2) Cooler Repair and Maintenance; 3) Design and Installation of Steel Work (Welding); 4) Aluminum and Glass Installation; 5) Sign Installation; 6) Furniture Making (Table and Chair Making); 7) Sales and Marketing; and 8) Mushroom Production.</p> <p>3b. The selection of eligible disadvantaged students is being implemented by the project colleges. For short-term course of B1 &amp; B2, 70 students (majority are female) are enrolled in cosmetology. Cumulative number of stipend enrollment up to June 2019 was 1,663/217 female (49.1%. From December 2018 data, there are 1,074/510 female (47.5%) stipend beneficiaries from low income families.</p> <p>3c. There are six project colleges (except Vientiane Hanoi Technical Vocational College and Polytechnic College) who have submitted their promotion plan and budget to SSTVET project. Recruitment of TVET promotion firm has been completed and the work has started. Project Coordinator for the Youthworks Platform has extended contract for 1 year and the kick-off meeting for platform has been conducted. The progress of Youthworks platform is attached in annex 3.</p>

## E. PROJECT-SPECIFIC ASSURANCES AND SAFEGUARD ASPECTS

### 1. *Compliance with Grant Covenants*

85. 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 Q2, 2019
4	2	<p>Environment:</p> <p>The Recipient shall ensure that the preparation, design, construction, implementation, operation and decommissioning of the Project comply with (a) all applicable laws and regulations of the Recipient relating to environment, health and safety; (b) the Environmental Safeguards; and (c) all measures and requirements set forth in the IEE, the EMP, and any corrective or preventative actions set forth in a Safeguards Monitoring Report.</p>	<p>Being complied with</p> <p>All five contractors have submitted Contractor Environmental Management Plan (CEMP) to PIU.</p> <p>PIU has conducted monthly joint site inspections with contractors to ensure the compliance with EMP (mitigation measures) including but not limited to:</p> <ul style="list-style-type: none"> <li>• Provision of worker camps facilities such as temporary shelter, cooking area, toilet, water supply, drinking water, waste bins, electricity etc.;</li> <li>• Provision of First Aid kits;</li> <li>• Solid waste handling;</li> <li>• Hygiene and cleanliness of the office, camp and kitchen;</li> <li>• Application of PPE while working;</li> <li>• Discharge of wastewater to nearby natural river;</li> <li>• Dust and noise generation;</li> <li>• Compliance to child labor laws;</li> <li>• Social issues with community;</li> <li>• Community safety issues;</li> </ul>

			<ul style="list-style-type: none"> <li>• Accident and incident reports.</li> </ul> <p>Non-compliance issues during this reporting period are solid waste and hygiene management at the PC and KTC worker camps. However, all issues have been resolved before site closure in October 2018.</p>
4	3	<p>Human and Financial Resources to Implement Safeguards Requirements</p> <p>The Recipient shall make available necessary budgetary and human resources to fully implement the EMP.</p>	<p>Being complied with.</p> <p>Environmental specialist was recruited to ensure the implementation of the approved IEE and EMP.</p> <p>Training on compliance of IEE and EMP has been given to all contractors. All contractors have a comprehensive understanding of the ADB policy on environmental and social safeguard policy. All compliance monitoring tools have been provided to all contractors.</p>
IV	4	<p>(a) The Recipient shall (i) maintain separate accounts and records for the Project; (ii) prepare annual financial statements for the Project in accordance with financial reporting standards acceptable to ADB; (iii) have such financial statements audited annually by independent auditors whose qualifications, experience and terms of reference are acceptable to ADB, in accordance with auditing standards acceptable to ADB; (iv) as part of each such audit, have the auditors prepare a report, which includes the auditors' opinion(s) on the financial statements and the use of the Grant proceeds, and a management letter (which sets out the deficiencies in the internal control of the Project that were identified in the course of the audit, if any); and (v) furnish to ADB, no later than 6 months after the end of each related fiscal year, copies of such audited financial statements, audit report and management letter, all in the English language, and such other information concerning these documents and the audit thereof as ADB shall from time to time reasonably request. (b) ADB shall disclose the annual audited financial statements for the Project and the opinion of the auditors on the financial statements within 14 days of the date of ADB's confirmation of their acceptability by posting them on ADB's website (c) The Recipient shall enable ADB, upon ADB's request, to discuss the financial statements for the Project and the Recipient's financial affairs where</p>	<p>(i) Being complied with.                  (ii-v) To be complied with</p> <p>The first audited project financial statement will be submitted to ADB by June 2018, as the end of the fiscal year is December.</p>

		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	<p>Safeguards-Related Provisions in Bidding Documents and Works Contracts:</p> <p>The Recipient shall ensure that all bidding documents and contracts for Works contain provisions that require contractors to:</p> <p>(a) comply with the measures relevant to the contractor set forth in the IEE and the EMP (to the extent they concern impacts on affected people during construction). and any corrective or preventative actions set forth in a Safeguards Monitoring Report; (b) make available a budget for all such environmental measures; and (c) provide the Recipient with a written notice of any unanticipated environmental, resettlement or indigenous peoples risks or impacts that arise during construction, implementation or operation of the Project that were not considered in the IEE.</p>	<p>Being complied with.</p> <p>All 5 contractors have submitted Contractor Environmental Management Plan (CEMP) to PIU.</p> <p>The PIU will conduct monthly compliance monitoring with all contractors.</p> <p>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 issue arise, we will monitor and report to ADB with a proposed resolution.</p>
4	5	<p>Safeguards Monitoring and Reporting:</p> <p>The Recipient shall do the following:</p> <p>(a) submit annual Safeguards Monitoring Reports to ADB and disclose relevant information from such reports to affected persons promptly upon submission; (b) if any unanticipated environmental and/or social risks and impacts arise during construction, implementation or operation of the Project that were not considered in the IEE and the EMP, promptly inform ADB of the occurrence of such risks or impacts, with detailed description of the event and proposed corrective action plan; and (c) report any actual or potential breach of compliance with the measures and requirements set forth in the EMP promptly after becoming aware of the breach.</p>	<p>Being complied with.</p> <p>Semi-annual safeguard report has been submitted to ADB.</p> <p>PIU has conducted monthly joint site inspections with contractors to ensure the compliance with EMP (mitigation measures) including but not limited to:</p> <ul style="list-style-type: none"> <li>• Provision of worker camps facilities such as temporary shelter, cooking area, toilet, water supply, drinking water, waste bins, electricity etc.;</li> <li>• Provision of First Aid kits;</li> <li>• Solid waste handling;</li> <li>• Hygiene and cleanliness of the office, camp and kitchen;</li> </ul>

			<ul style="list-style-type: none"> <li>• Application of PPE while working;</li> <li>• Discharge of wastewater to nearby natural river;</li> <li>• Dust and noise generation;</li> <li>• Compliance to child labor laws;</li> <li>• Social issues with community;</li> <li>• Community safety issues;</li> <li>• Accident and incident reports.</li> </ul> <p>Non-compliance issues during this reporting period are solid waste and hygiene management at the PC and KTC worker camps. However, all issues have been resolved before site closure in October 2018.</p>
4	7	<p>Social Safeguards:</p> <p>The Recipient shall ensure that the Project does not have any indigenous peoples or involuntary resettlement impacts, all within the meaning of SPS. In the event that the Project does have any such impact, the Recipient shall take all steps required to ensure that the Project complies with the applicable laws and regulations of the Recipient and with SPS.</p>	<p>Complied with.</p> <p>There was no resettlement or IP issues during construction because the proposed civil work facilities were built within the project colleges' existing premises. Should any issue arise, we will monitor and report to ADB with a proposed resolution.</p>
4	8	<p>Labor Standards. Health and Safety:</p> <p>The Recipient shall ensure that the core labor standards and the Recipient's applicable laws and 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</p>	<p>Being complied with.</p> <p>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.</p> <p>The PIU conducts monthly compliance monitoring for all CW contracts.</p> <p>Non-compliance issues during this reporting period are solid waste and hygiene management at</p>

		paragraph and provide ADB with regular reports.	the PC and KTC worker camps. However, all issues have been resolved before site closure in October 2018.
5	10	<p>Gender and Development:</p> <p>The Recipient shall ensure that (a) the GAP is implemented in accordance with its terms; (b) the bidding documents and contracts include relevant provisions for contractors to comply with the measures set forth in the GAP; (c) adequate resources are allocated for implementation of the GAP; and (d) progress on implementation of the GAP, including progress toward achieving key gender outcome and output targets, are regularly monitored and reported to ADB.</p>	<p>Being complied with.</p> <p>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 gender training to colleges. She will regularly continue to monitor the GAP and will continue to prepare quarterly GAP updates and report to ADB. The revision GAP work plan expected to be conduct in Q3/2019.</p>
5	11	<p>Governance and Anticorruption:</p> <p>The Recipient, the Project Executing Agency, and the implementing agencies shall (a) comply with ADB's anticorruption policy (1998, as amended to date) and acknowledge that ADB reserves the right to investigate directly, or through its agents, any alleged corrupt, fraudulent, collusive or coercive practice relating to the Project; and (b) cooperate with any such investigation and extend all necessary assistance for satisfactory completion of such investigation.</p> <p>The Recipient, the Project Executing Agency, and the implementing agencies shall ensure that the anticorruption provisions acceptable to ADB are included in all bidding documents and contracts, including provisions specifying the right of ADB to audit and examine the records and accounts of the executing and implementing agencies and all contractors, suppliers, consultants, and other service providers as they relate to the Project.</p>	<p>Being complied with.</p> <p>Anticorruption provisions are included in bid and contract documents. The project abides by and will continue to comply with ADB's anti-corruption policy in all its project-related activities, and will establish a Grievance Redress Mechanism (GRM) for the project.</p>
5	13	<p>Operation and Maintenance:</p> <p>The Recipient shall ensure that the budget allocation for the implementation of the TVET development plan is increased in accordance with its objective under the development plan, and cause MOES to ensure that the operation and maintenance costs are appropriately reflected in the college development plans to be carried out as part of the Project.</p>	<p>Being complied with.</p> <p>This was complied with per budget allocation in the latest draft work plan for 2018. PIU will monitor actual budget utilization.</p>

## **2. Safeguards**

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

## **3. Gender**

87. The principles of the GAP for the project are to: (i) ensure equality of project benefits and opportunity sharing between women and men; (ii) ensure gender-sensitive approaches to reduce gender inequalities at the project colleges; (iii) collect sex-disaggregated data including benefit monitoring and evaluation; and (iv) promote an increased representation of female teachers in training and workshops. The GAP takes into consideration lessons from the first Strengthening Technical and Vocational Education and Training Project and incorporates targets to reduce gender and social or cultural disparities, move toward equal enrollment in TVET colleges, and ensure that male and female teachers and managers receive the same opportunities for training. In school year 2018-19, about 23,001 students are enrolled in the 8 project colleges, 46% are women.
88. 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.
89. 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: 30 September 2019**

**Project Title:** Second Strengthening Technical Vocational Education and Training Project

**Country:** Lao PDR

**Project No.** 0503

**Type of Project (Loan/Grant/TA):** Grant

**Approval and Timeline:** January 2017- December 2020

**Gender Category:** Gender Equity as a Theme (GEN)

**Mission Leader:** Yumiko Yamakawa

**Project Impact:** Aligned with the Eighth National Socio-Economic Development Plan and the TVET Development Plan for 2016–2020, will be sufficient skilled labor available to maintain inclusive and sustainable development in the Lao PDR.

**Project Outcome:** TVET system expanded and aligned with evolving labor market needs

	<b>Gender Action Plan (GAP Activities, Indicators and Targets, Timeframe and Responsibility</b>	<b>Progress to Date / Achievements</b> (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.	<b>Issues and Challenges</b> (Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc.)
<b>Outcome: TVET system expanded and aligned with evolving labor market needs</b>			
Target 1	1. 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%).	<b>On-track</b>  Up to July 2019, 21,495 (46.5%) out of 46,486 students enrolled were girls: <ul style="list-style-type: none"> <li>in academic year 2017-2018, 10,945 (47%) out of 23,485 students enrolled were girls</li> </ul>	

	Responsibility: 8 colleges	<ul style="list-style-type: none"> <li>in academic year 2018-19, 10,550 (46%) out of 23,001 enrolled are girls</li> </ul>	
Target 2	<p>2. By 2020, 90% of both female and male TVET college graduates find employment or start their own business in areas where they have been trained within 6 months of graduation. Sex-disaggregated data (2015 baseline: 80%)</p> <p>Responsibility: 8 colleges- student affair</p>	<p><b>Not yet due</b></p> <p>Tracer tools have been developed and tracer study will be conducted by the end of 2019</p>	
<b>Output 1: Teaching and learning environments at selected TVET colleges upgraded</b>			
Target 3	<p>3. 50% of new dormitory spaces are reserved for women.</p> <p>Responsibility: Khamoune TVEC</p>	<p><b>Achieved/completed</b></p> <p>New dormitory has been constructed in Khammoune TVC only which includes two dormitories and 16 rooms, of which one dormitory and 8 (50%) spaces are reserved for women. The dormitory was constructed and completed in August 2019 and is now being used by female and male student separately.</p>	
Activity 1	<p>4. Dormitories have separate spaces and facilities for women and men.</p> <p>Responsibility: Khamoune TVC TVC DG/MPU</p>	<p><b>Achieved/completed</b></p> <p>Two new dormitories have been separate spaces and facilities for women and men.</p>	
Target 4	<p>5. All new and upgraded colleges will have separate latrines and facilities for male and female teachers and students</p>	<p><b>Achieved/completed</b></p> <p>5 colleges had improved water and sanitation facilities included in construction of toilet area, those are separated latrines and facilities for male and</p>	

	Responsibility: Khamoune TVEC DG/MPU	female teachers and students.	
Activity 2	<p>6. By 2018, at all project colleges conduct training on prevention of sexual harassment; a reporting (including grievances) mechanism for all students is established.</p> <p>Responsibility: GFP of 8 PIU + PMU and Student affair</p>	<p><b>In progress</b></p> <p>In addition to the development of the Anti-Harassment and Bullying Guideline to supplement the Code of Conduct after it was endorsed by the MoES in August 2018, and workshop to introduce it to the colleges in Middle and Northern parts of the country in August 2018, and for the Northern colleges was conducted in Luang Prabang Province during 23- 24 August 2018. the colleges in the Southern part of country was conducted during 04-05 December 2018 in Champasak Province.</p> <p>Training on prevention of sexual harassment; a reporting (including grievances) mechanism for all students is established by the colleges every beginning of classes (done for this new academic year Sep.2019)</p>	Just finished the Anti-Harassment and Bullying Guideline development
Activity 3	<p>7. By 2018, all project colleges, a training on code of conduct to all dormitory management, security guards and all dormitory staff is conducted.</p> <p>Responsibility: GFP of 8 PIU + PMU</p>	<p><b>In Progress</b></p> <p>Training on code of conduct to all dormitory management, security guards and all dormitory staff will be established by Q4.2019</p>	Just finished the Code of conduct Guideline development

<b>Output 2: Quality and relevance of demand driven programs improved</b>			
Target 5	<p>8. All female managers and teachers at the project colleges will participate in pedagogy, technical and management training.</p> <p>Responsibility: Teacher Training Division</p>	<p><b>On-track</b></p> <p>3 (10%) out of 31 managers at the 8 project colleges are female, and 567 (41%) out of 1,395 are female teachers (data on 2017), at least 1,000 teachers will participate in pedagogy, technical and management training.</p> <p>Up to September 2019, total 446 female teachers out of the 567 targeted were trained:</p> <ul style="list-style-type: none"> <li>- Project conducted training on the use of the Learner-centered approach (LCA), 201 (32%) out of 624 were female teachers from 8 project colleges</li> <li>- 6 Modules trained by capacity building firms on of technical and management training, 242 (48 %) out of 504 participants were female teachers</li> </ul>	
Target 6	<p>9. 35% of teachers of the academic upgrading program are women. (35% for bachelor's and 35% for master's programs). <u>In DMF is 20/50 (40%)</u></p> <p>Responsibility: Teacher Training Division</p>	<p><b>On-track</b></p> <p>Up to September 2019, 74 (52.5%) out of 124 teachers of the academic upgrading program are women:</p> <ul style="list-style-type: none"> <li>- 9 (41%) out of 22 were female teacher (bachelor's degree)</li> <li>- 65 (64%) out of 102 were females (Master degree)</li> </ul>	<p>In GAP target is 35% but in DMF targeted 40%. The project needs to revise during MTR</p>
Activity 4	<p>10. Skills standards manuals, new TVET curriculum and training programs developed under the</p>	<p><b>On-track</b></p> <p>During preparation of the training materials project gender consultant was</p>	

	<p>project are gender sensitive and provide positive images of women.</p> <p>Responsibility: Vocational Education Development Institute + M&amp;E Division of TVED</p>	<p>provided inputs and ensure gender sensitive and provide positive images of women are considered in all developed manual</p> <p>Up to September 2019, project completed 6 out of 9 skills standards manuals</p>	
Target 7	<p>11. 50% of students in short term training courses for out of school youth are women. (2015 baseline =30%)</p> <p>Responsibility: 8 Colleges – Technical Division</p>	<p><b>Not yet due</b></p> <p>Short term training courses for out of school youth is not include in the project activity</p>	Propose to remove during MTR
Activity 5	<p>12. 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.</p> <p>Responsibility: Education Management Information System Division</p>	<p><b>On-track</b></p> <p>Counselling and guidance materials are ongoing develop</p> <ul style="list-style-type: none"> <li>- Labor market study will be conducted on Sep.2019, based on the results of the survey project will be targeted on information on range of opportunities in lucrative industry/ business sectors where female presence is low</li> </ul>	
Target 8	<p>13. Ensure that 30% of those trained as career counsellors are women. (baseline 2015 = 20%)</p> <p>Responsibility: Education Management Information System Division</p>	<p><b>In progress</b></p> <p>Counselling and guidance materials were developed, completed and approved by MOES in September 2019. Out of the total ___ trained counselors, ___ are female (___%) ,</p>	
Target 9	<p>14. Increased number of students in</p>	<p><b>Not yet due</b></p>	

	<p>apprenticeship schemes in companies. 50% are women. (baseline 0)</p> <p>Responsibility: 8 Colleges</p>	<p>No apprenticeship schemes are fully applicable for this phase yet.</p> <p>Project only provided intern which included in C3 stipends as of June</p> <p>As of September, 2019, there is only intern which included in C3 stipends and are completed by end of June 2019, 315 (34%) out of 935 were girl students</p>	
Target 10	<p>15.50% of students enrolled in short courses offered by the project colleges are women.</p> <p>Responsibility: 8 colleges- stipend team.</p>	<p><b>On-track</b></p> <p>As of September 2019, 502 (69%) out of 728 students enrolled in short courses (C1+C2) offered by the project colleges are women.</p>	
<b>Output 3: Access to TVET for disadvantaged students increased</b>			
Activity 6	<p>16.Criteria and mechanism for selecting poor students for stipends includes a quota of 50% female students;</p> <p>Responsibility: 8 colleges- stipend team</p>	<p><b>Achieved/completed</b></p> <p>A quota of 50% female was included in the criteria and mechanism for selecting poor students for stipends</p>	
Target 11	<p>17.At least 50% of stipend assistance is provided to women.</p> <p>Responsibility: 8 colleges- stipend team</p>	<p><b>On-track</b></p> <p>As of September 2019, 900 (50%) out of 450 stipends assistance (C1+C2+C3) were provided to women.</p>	
Activity 7	<p>18.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</p>	<p><b>Not yet due</b></p> <p>EMIS and TVET promotion firm conducting based-line labor market study, based on results will develop promotion campaign materials.</p>	

	<p>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.</p> <p>Responsibility: Education Management Information System Division</p>		
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DTVE = Department of Technical and Vocation Education, MOES = Ministry of Education and Sports, TVET= technical and vocational education and training.

**Remark:**

Achieved/on-track 4 (57%) out of 7 activities

Achieved/on-track 7 (64%) Out of 11 targets

	Achieved/Complete	On-track	Off-track	More information needed	Not yet due
7 Activities	2	2	2		1
11 Targets	2	5	0		4

*Reviewed by: Duangchith Viravongsa, ADB LRM Gender Consultant during the third ADB review mission 8-12 July 2019*

*Updated by: Bountham Sitthimanotham, Deputy Team leader for output 2 cum M&E Specialist*

## F. FOLLOWING-UP THE AGREED TIME-BOUND ACTIONS

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

MOU , Para.	Actions	Target time framework	Responsible Unit	Status as of Q3, 2019
40	1. Request for increase advance account amount	20 July 2019	PIU	Done The project submit request for increase additional imprest account to ADB 19 July 2019
	2. Submit updated procurement plan to ADB	8 August 2019	PIU	Done The project submitted all request to ADB for review 8 August 2019
	3. Request for additional civil works with prioritized 5 colleges	8 August 2019	PIU/TVET Colleges	
	4. Request for additional equipment with prioritized plan by colleges	8 August 2019	PIU/TVET Colleges	Done
	5. Request for extension and recruitment of consultants (see para. 34 (iii))	15 August 2019	PIU	In progress
	6. Conduct training for students on prevention of sexual harassment by each college	September 2019	PIU/TVET Colleges	In progress
	7. Draft promotional activity plan at college level submission to ADB	31 August 2018	PIU	In progress
	8. Launch Lao Youthwork platform website as pilot	31 August 2019	PIU	In progress

## G. CONCLUSION AND RECOMMENDATIONS

91. 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 Q4, 2018. The project is rated amber Potential Problem in Q1 caused by the low contract awards and disbursements. Q2 and Q3 CAD accomplishments look promising as long as all the withdrawal applications are processed on time from the partners' side, i.e., MOF and ADB.
92. However, the project's physical progress is materializing with civil works contracts for 5 civil works almost completed. Three colleges (Khammoaune Technical Vocational College and Polytechnic College and Savannakhet Technical-Vocational College) have already completed civil works within 2018 and mid-2019, 2 colleges are currently under construction (Pakpasak Technical College, Vientiane-Hanoi Friendship Technical College) which will be completed in August/September 2019.
93. To expedite the project implementation progress, it is recommended that (i) the teaching material such as competency based standard, competency based curriculum and learning element be developed, printed and distributed as quickly as possible; (ii) the procurement of training equipment is almost complete with 2 remaining packages, ICB for electrical equipment and NCB for Logistics equipment; (iii) the stipend program for short-term courses of C1 and C2 in 8 target colleges for school year starting September 2019 should be started on time; and (iv) the teacher upgrading training activities should be accelerated to ensure teachers obtain skills of learner-centered approach on competency-based training in order to increase student performance and outcomes. Scheduled completion target in August 2019 must be met.
94. To improve quality of teaching and learning activities besides infrastructure and equipment, the learning element for 5 trade areas need to be written in order to utilize effectively the equipment into teaching and learning session.
95. For the stipend scheme, besides the promotion activities, the paper work on budgeting also took a long time but each college has to conduct TNA/Labor Market Survey to identify the jobs/business opportunity in their own community and its reach should be widened in order to benefit target districts and villages. This activity is crucial to meet the right demand of employment or self-employment within the community. The career guidance division needs to be strengthened in the area of training need assessment from their community, businesses, economic zone, etc., and not only focus on graduate students.
96. A major implementation challenge currently being faced by SSTVET is the fact that it is able to deliver most of target works, however, budget is always higher than contracted amounts. For example, civil works has a total budget of \$5M, however, total contracted amount is only \$3.3M; thus, we always incur a deficit of about \$ 1.7M in our CAD achievements. The same is true with our procurement of training equipment where contracts signed is always lower than cost estimates made. To address this issue, propose additional works maybe allowed, say additional construction in Xaysomboun, etc.

97. The imprest account of \$4.095 million is not enough considering the processing time of liquidations at MOES and ADB sides. Audit regulations also requires that 20% (\$819,000) of the imprest account fund will have to be maintained in bank, thus effectively, the imprest account is only \$3,276,000. The TVED will propose to increase the imprest account by \$1.5M.

## **H. APPENDICES**

***Annex 1. Physical Progress – Please see attachment***



