



Ministry of Education and Sports
Technical Vocational Education Department



ADB GRANT 0503

Second Strengthening Technical and Vocational Education
and Training Project (SSTVET)



Q3-2021 QUARTERLY PROGRESS REPORT
September to October

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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
CGC	=	Career Guidance and Counselling
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
LCA	=	Learner-Centered Approach
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
TNA	=	Training Need Assessment
TVET	=	Technical and Vocational Education and Training
TVED	=	Technical and Vocational Education Department
TWG	=	Technical Working Groups
VEDC	=	Vocational Education Development Center
VEDI	=	Vocational Education Development Institution

A. INTRODUCTION AND BASIC DATA

1. Introduction

1. This report covers the period from 01 July to 30 September 2021 or Quarter 3 of 2021. It presents the progress of the Second Strengthening Technical and Vocational Education and Training Project (SSTVET Project) made during the reporting period.

2. Background

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

3. Project Basic Data

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

Total estimated project cost and financing plan:

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

Source: *Project Administration Manual (PAM)*

- **Date of completion:**

The SSTVET Project will be implemented during the period from 2017 to June 2022 and is expected to be completed by 31 December 2021.

- **The ADB review mission**

The first ADB Grant Review Mission (Inception Mission) was conducted jointly with ADB-Lao PDR Resident Mission on 3 -12 May 2017 and the second ADB Review Mission was conducted on 15-19 January 2018 and the third review mission for SSTVET project was jointly conducted with ADB-Lao PRD Resident Mission on 8 – 12 July 2019.

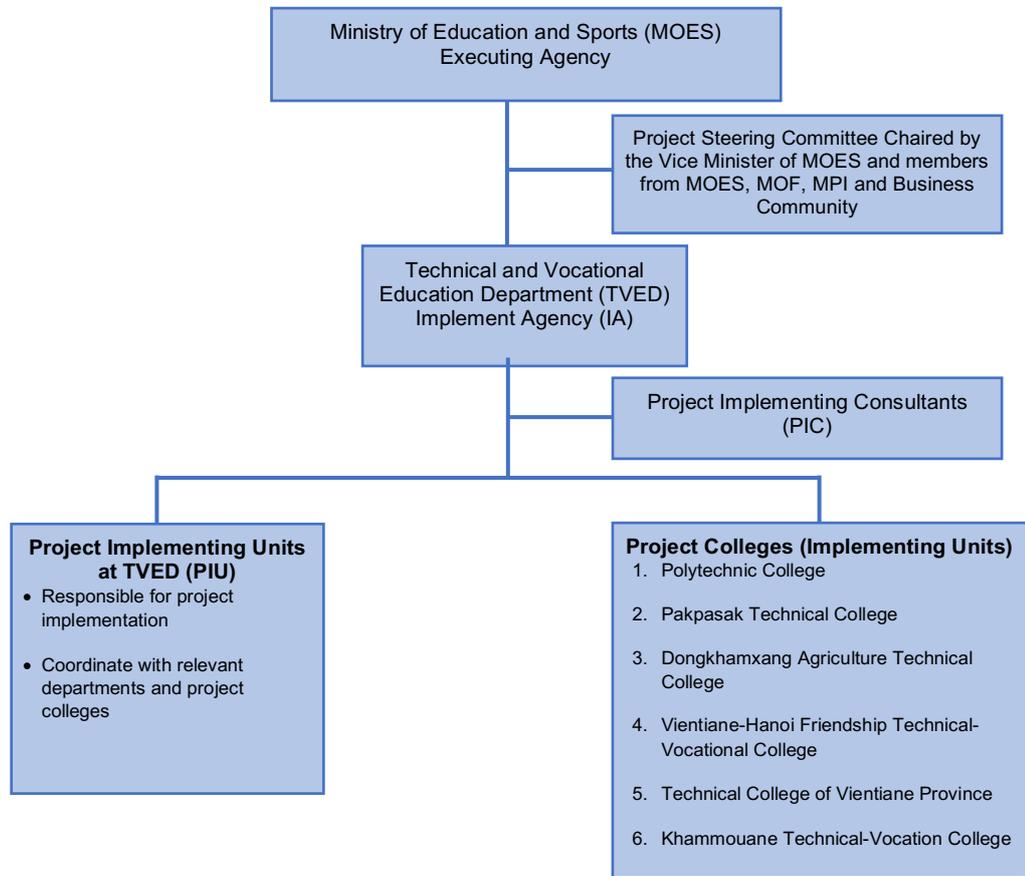
- The SSTVET project mid-term review was organized on 3-12 March 2020 to review project achievements and re-allocate project funds especially the contingency budget. The mission also revised the DMF and the GAP because some indicators need to be re-adjusted to realistically adopt to emerging local conditions.
- By 9 to 13 November 2020, the ADB-Lao PRD Resident Mission organized meeting to review and monitor the progress had been made up to date from each SSTVET project components, especially grant covenant safeguard, environment and gender action plan (GAP) updating.
- On 14 to 18 June 2021, the ADB review mission conduct virtual review meeting to monitor the progress made by the SSTVET project focusing on (i) discuss the overall progress of project implementation and prepare the project for a timely grant closing in June 22; (ii) review remaining activities and implementation plan; (iii) assess the status of standard and project-specific covenants (gender, safeguards and finance management) and (iv) address any other crosscutting issues.

4. Project Implementation Arrangements

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

representatives from business communities. Please see project organization structure per below:

Project Organization Structure



B. PROJECT FINANCING PLAN

1. Financial Overview

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

Cate No	Detail	Total Cost	2017	2018	2019	2020	2021 1 st Quarter
A. Investment Cost							
1	Civil Works	5.000.000	500.000	2.000.000	1.750.000	750.000	
2	Training equipment and consumables	6.000.000	400.000	1.800.000	1.900.000	1.800.000	100.000
3	Consultants						
a	International Consultants	630.000	189.000	315.000	63.000	63.000	
b	National Consultants	1.470.000	294.000	301.000	394.000	341.000	140.000
c	Consulting Firms Contracts	1.700.000	255.000	510.000	560.000	305.000	70.000
4	Capacity upgrading for teachers and school management						
a	Upgrading Academic Teacher Qualification	1.600.000	160.000	500.000	500.000	400.000	40.000
b	Facilitation cost of teacher training	650.000	65.000	190.000	190.000	165.000	40.000
5	Teaching Material	300.000	300.000	75.000	90.000	115.000	20.000
6	Stipend	4.000.000	600.000	1.050.000	1.150.000	1.150.000	50.000
7	Project Management and Operation						
a	PMU operation and project supervision	550.000	30.000	110.000	180.000	180.000	50.000
b	Conduct career counselling, job fairs and TVET promotion	450.000	55.000	110.000	140.000	145.000	
c	Workshop, Studies	150.000	25.000	40.000	40.000	45.000	
Subtotal (A)		22.500.000	2.563.000	6.998.000	6.955.000	5.459.000	525.000
B. Recurrent Costs (financed by Government)							
1	Salaries	900.000	225.000	225.000	225.000	225.000	
2	Equipment operation and Maintenance	600.000	150.000	150.000	150.000	150.000	
Subtotal (B)		1.500.000	375.000	375.000	375.000	375.000	
C. Contingencies		2.500.000		1.000.000	1.500.000		
Total Project Cost (A+B+C)		26.500.000	2.938.000	8.373.000	8.830.000	5.834.000	525.000

Source: ADB staff estimates in Project Administration Manual (PAM), Version 2

8. The SSTVET project re-allocation Table during the virtual ADB review mission on 14-18 June 2021:

Ministry of Education and Sports

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

as of June, 2021

Reallocation Table

Cat. No.	Detail (A)	Allocation (B)	Contract GFIS (C)	CA until 2021 (D)	Balance after 2020 (E=b-D)	Additional Requirements Until end of 21(F)	Propose Additional Allocation (G=F-E)	Proposed Reallocation (H)
1	Works	5,000,000.00	4,593,252.11	4,844,022.29	155,977.71	1,136,000.00	980,022.29	5,980,022.29
2	Training equipment and Consumables	6,000,000.00	5,029,687.00	5,674,869.21	325,130.79	795,000.00	469,869.21	6,469,869.21
3A	International - Consultant Services	630,000.00	768,000.00	710,472.00	(80,472.00)	121,719.60	121,719.60	751,719.60
3B	National - Consultant Services	1,470,000.00	1,037,200.00	1,311,450.00	158,550.00	-	(158,550.00)	1,311,450.00
3C	Consulting Firms	1,700,000.00	1,527,151.70	1,507,151.70	192,848.30	-	(192,848.30)	1,507,151.70
4A	Upgrading of Academic Teacher Qualification	1,600,000.00	1,583,856.00	1,504,130.99	95,869.01	19,209.79	(76,659.22)	1,523,340.78
4B	Facilitation of Capacity Development Measures for Teacher and School Management	650,000.00	349,737.98	649,420.37	579.63	100,000.00	99,420.37	749,420.37
5	Teaching Materials 8 colleges	300,000.00	124,276.89	274,458.01	25,541.99	230,000.00	204,458.01	504,458.01
6	Stipend Scheme for 8 colleges	4,000,000.00	3,650,735.67	4,000,000.00	-	310,000.00	310,000.00	4,310,000.00
7A	PMU Operation and Project Supervision	550,000.00	619,134.28	824,371.53	(274,371.53)	504,371.53	504,371.53	1,054,371.53
7B	Conduct Career Counselling, Job Fairs and TVET Promotion	450,000.00	117,570.65	298,570.65	151,429.35	200,000.00	48,570.65	498,570.65
7C	Study, Workshop and Conferences	150,000.00	239,652.86	259,652.86	(109,652.86)	139,625.86	139,625.86	289,625.86
		22,500,000.00	19,640,255.14	21,858,569.61	1,105,926.78		2,450,000.00	24,950,000.00

8	Unallocated	2,500,000.00						
		2,500,000.00	-	-	-	-	-	-
	Grant Total	25,000,000.00						24,950,000.00

2. Contract Awards and Disbursement Projections (CAD)

9. Contract awards and disbursement projections are as shown below. Grant status as of September 2020 is as shown in tables bellow. Regarding the contract awards and disbursements projections, its baseline projections were revised due to the shortfall which occurred in the year of 2017 and the revised CAD baseline projections are proposed during the SSTVET virtual review mission on 14-18 June 2021 as shown in the table below:

Contract Awards and Disbursement Baseline Projections

	Contract Awards (in USD million)					Disbursements (in USD million)				
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
2017	-	0,72	0,35	1,11	2,18	-	-	0,24	-	0,24
2018	1,88	2,24	1,90	2,33	8,35	0,89	0,59	1,17	1,50	4,15
2019	1,72	2,93	1,66	1,17	7,48	1,68	2,40	1,69	2,68	8,45
2020	1,63	0,69	1,87	1,00	5,19	1,55	1,24	1,68	1,83	6,30
2021	0,19	0,20	0,99	0,42	1,80	0,50	0,20	2,47	1,45	4,61
2022	0.00	1.77	0.00	0.00	-	1,03	0,22			1,25
	Total Contracts Awards				25	Total Disbursements				25

Table was updated to the below in September 2021 to prepare for project closing:

	Contract Awards (in USD million)					Disbursements (in USD million)				
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
2017*	0.00	0.75	0.31	0.96	2.02	0.00	1.10	0.00	0.24	1.34
2018*	1.88	2.22	1.76	2.10	7.96	0.00	3.89	0.59	2.33	6.81
2019*	1.75	2.88	1.64	1.22	7.49	0.00	2.60	4.01	3.45	10.06
2020*	1.85	1.33	1.78	0.81	5.76	1.48	0.00	1.24	2.53	5.25
2021	0.00**	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2022	0.00	1.77	0.00	0.00	1.77	0.00	0.00	0.00	1.54	1.54
	Total Contracts Awards				25	Total Disbursements				25

Note: * Actualized, ** Actualized Q3-2021

10. To realign technical and vocational education and training (TVET) with current and future labor market needs by (i) upgrading teaching and learning environments in eight vocational colleges; (ii) strengthening teachers'

competencies to deliver student-centered practical training in skill areas that are in demand, and (iii) improving the management of colleges and fostering an environment that demonstrates the principles of entrepreneurship and promotes involvement of companies and communities in TVET. The project will increase poor and disadvantaged students' access to TVET through targeted direct stipends and more dormitory spaces at colleges. The project will also undertake TVET promotion measures to improve the public image of TVET and enhance understanding of TVET products and services among youth, their parents, and communities.

11. Based on the Eighth National Socio-Economic Development Plan 2016–2020 and the TVET Development Plan for 2016–2020, the *expected impact* of the project is aligned with a sufficient skilled labor available to maintain inclusive and sustainable development in Lao PDR. The expected outcome is an expanded TVET system aligned with evolving labor market needs.

3. Project Scope

12. 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*.
13. 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 enrolment 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

14. The project implementation consultant (PIC) was mobilized in 30 May 2017 to support the project management unit (PMU) in implementing the project. The overall project completion rate (physical progress) as of 30 September 2021 was 90.08%. Cumulative contract awards total \$23.68 M (94.72% of grant amount) and disbursement at \$24.98 M (99.92% of the grants amount; includes imprest account of \$3.79 M), respectively.¹

¹ As of June 17, 2019.

15. 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**.
16. 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 team² was mobilized on 4 May 2017 to join the ADB inception mission during 3-12 May 2017³
17. The SSTVET project implemented various activities until mid-term phase. In 3-12 March 2020, the ADB mission conducted the mid-term review and discussed reallocation of the contingency budget of USD2.5 million to new civil works, provision of more training equipment and production of teaching materials.

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

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

Civil Works 1st Batch

19. **Scope.** To address urgent infrastructure needs, \$4.6 million will be earmarked for civil works at (i) Pakpasak Technical College in Vientiane; (ii) Savannakhet Technical and Vocational College; (iii) Vientiane-Hanoi Friendship Technical and Vocational College; and (iv) the agriculture campus at the Khammouane Technical and Vocational College. These four colleges will prepare detailed proposals for civil works to upgrade their facilities, which may include: (i) constructing or renovating existing workshops; (ii) constructing and expanding dormitories; (iii) improving water and sanitation facilities; (iv) constructing or rehabilitating school kitchens and canteens; and (v) improving the overall environment of college campuses towards creating a green and student-friendly atmosphere. The proposals have to (i) indicate the availability of adequate funding and competent capacity to effectively manage and maintain upgraded facilities; (ii) include a plan for maintenance of upgraded facilities indicating roles and responsibilities and funding for maintenance tasks; and (iii) provide a sound rationale on the planned utilization of new and upgraded facilities based on future student enrolment 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.

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

³ Team Leader was fielded in June 2017

20. **Status.** Civil works were designed and implemented in various stages and batches. 2 architects and 1 civil engineer were recruited to prepare detailed engineering designs for the first batch 1 civil works - the same engineers/designed were hired to supervise the completed Batch 1 civil works construction. Batch 2 works were awarded and are completed to date. For Batch 3, one civil engineer was contracted to prepare additional design of civil works using savings from the Project.
21. Batch 1 CW includes the following: i) **Pakpasak Technical College**, the conceptual design was approved by the MOES Vice Minister in December 2017. The detailed design drawings including Bill of Quantities were completed in January 2018. The bidding documents were submitted to the ADB on 01 February 2018 for review and ADB approved it on 12 February 2018. Bid opening was held on 22 March 2018. BER was submitted to ADB in mid-April 2018. The construction commenced on 14 May 2018 and was completed in January 2020. Works include construction of a 4-story school building consisting of: 1) 1st floor size 19x47m; 2) 2nd floor size 19x47m; 3) 3rd floor size 19x47m; 4) 4th floor size 19x47m; and, 5) 688 sets of furniture.
22. (iii) **Savannakhet Technical and Vocational College**, the BER was submitted to ADB for review and approval on 20 December 2017 and ADB approved it on 22 December 2017. The contract was signed on 12 January 2018 with LUANGVILAY Construction Co., Ltd., with a total cost of LAK 7,231,649,216. The works commenced on 26 January 2018. All four buildings are 100% completed as of April 2019 with final payment made in June 2019.
23. 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.
24. (iv) **Vientiane-Hanoi friendship Technical and Vocational College**, the conceptual design was approved by the MOES Vice Minister on 6 October 2017, and its detailed design drawings and the bill of quantities were completed in mid-December 2017. The bid documents were submitted to ADB on 8 January 2018. The bid document was approved on 24 January 2018. The bid opening was held on 7 March 2018 and the BER was submitted on 28 March 2018 to ADB for review and approval. The construction commenced on 7 June 2018 and completed in November 2019.
25. Civil works for the construction of a 4-storey building of Vientiane-Hanoi Friendship Technical and Vocational College consisted of: 1) 1st floor size 17x44m; 2) 2nd floor size 17x44m; 3) 3rd floor size 17x44m; and, 4) 4th floor size 17x44m.
26. (i) **Khammouane TVC**, the contract was awarded on 23 November 2017 to SOMSAVANH CHALEUN Construction Co., Limited, amounting to LAK 4,821,348,952.42. Actual work commenced on 19 December 2017 and completed in August 2018.

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

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

Civil works: 2nd Batch

31. During the last ADB Mission in July 2019, additional civil works were agreed to be constructed after confirmation of CW savings totaling \$107.378,09. Preparatory works on design agreements were completed. Current implementation status is per below:

TVET College	Proposed Civil Works	Estimated Contract Amount (USD)	Actual award contract (USD)	Savings/ (Deficit)	Status
Champasak TVC	<ul style="list-style-type: none"> – 1 workshop for tailoring – 1 workshop for electricity – 2 dormitories with kitchen and toilet facilities (1 for female; 1 for male) 	500.000	401.583,10	98.416.90	The contract was signed on 24 Jan 2020. It was 100% completed in September 2020.
Technical College of Vientiane Province	<ul style="list-style-type: none"> – 1 workshop for electrical – 2 dormitories with kitchen and toilet facilities (1 for female; 1 for male) 	400.000	354.760,67	45.239,33	The contract was signed on 24 Jan 2020 and was 100% completed during the end of July 2020
Dongkhamxang Agriculture Technical College	<ul style="list-style-type: none"> – 1 workshop for bio-agriculture – 2 dormitories with kitchen and toilet facilities (1 for female; 1 for male) 	400.000	440.997,14	(40.997,14)	The contract was signed 24 Jan 2020 and was 100% completed
Vientiane-Hanoi Friendship TVC	<ul style="list-style-type: none"> – 2 dormitories with kitchen and toilet facilities (1 for female; 1 for male) 	300.000	257.647	42.353	The contract was signed on 20 April 2020 and as of 31 June 2021, completed 100%.
Polytechnic college	<ul style="list-style-type: none"> – 1 workshop for IT 	100.000	95.281,00	4.719	100% completed.

Civil work 3rd Batch

32. The SSTVET project requested the MTR mission (3-12 March 2020) to support civil works for: (i) Pakpasak Technical College of 4 storey workshops, including furniture estimated at \$980.000, (ii) one dormitory for male students in Khammoaune Technical-Vocational College estimated at \$95.000; and, (iii) canteen in Vientiane-Hanoi Friendship Technical College estimated at \$60.000. These were all approved by MTR mission with support, additional small renovation on roofing of the old building, construct the pathway to access the new dormitories with the implementation status as per below:

TVET College	Proposed Civil Works	Estimated Contract Amount (USD)	Actual award contract (USD)	Savings/ (Deficit)	Status
Pakpasak Technical College	4-storey building	980.000	Expected Q3-2020	n/a	85% on 11 August 2021 and expected to complete on the end of October 2021
Khammoaune Technical-Vocational College	1 dormitory for male students	96.000	Expected Q3-2020	n/a	Completed 100% and final inspection on 20 July 2021
Vientiane-Hanoi Friendship Technical College	1 canteen	60.000	Expected Q3-2020	n/a	Completed 100% and final inspection on 8 July 2021
Savannakhet Technical and Vocational College	Pathway access	24.972	Q3/2021	n/a	Contract signed on 16 September 2021, expected completed in the middle of October 2021
Technical College of Vientiane Province	Renovation of three dormitories roofing and expansion of tailoring workshop	65.281	Q3/2021	n/a	Contract signed on 16 September 2021, expected completed in the middle of October 2021
Khammoaune Technical and Vocational College	Construction of one kitchen and one toilet	59.927	Q3/2021	n/a	Contract signed on 16 September 2021, expected completed in the middle of October 2021
Dongkhamxang Agriculture Technical College	Pathway access and landscape for workshop building	21.993	Q3/2021	n/a	Contract signed on 16 September 2021, expected completed in the middle of October 2021
Polytechnic College	Renovation of old dormitory (roofing, electrical system) and common kitchen	96.921	Q3/2021	n/a	Contract signed on 16 September 2021, expected completed in the middle of October 2021

Khammoaune Technical-Vocational College	1 dormitory for male students	96.000	Expected Q3-2020	n/a	ADB approved the Bidding document and up to date on the advertisement process and signed contract on 25 November 2020. As of 30 June 2021, completed 100%.
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33.

33. Per the college directors and managers, new buildings were constructed including the new equipment that were provided to colleges under SSTVET are of great quality and will be maintained using college funds to ensure sustainability of use. These investments allow them to accept and accommodate more students and the additional rooms and spaces allow them to organize better teaching and learning environment. The new equipment and tools matching with the curriculum and industry tools allow them to align TVET teaching with industry or market requirements. This enhances industry partnership and engagement especially during internships. Industries are happy to cooperate with the colleges, thus, building a better image for TVET instructions in Laos. The teachers have also upgraded their skills in using new technology for teaching allowing them to deliver better quality TVET education using the competency-based/learner-centered approach. Income generating activities for the colleges can be undertaken because now colleges can provide products and services to the local market with their new tools and equipment.

Procurement of Training Equipment 1st Batch:

34. **Scope.** \$6.0 million is the estimated mark for purchase of these training equipment. The proposals have to be based on both current and future training programs to 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 based on the actual situational needs of each college.
35. **Status.** The list of training equipment were submitted by 8 colleges based on current and future training programs. Technical specifications and cost estimates were completed by consultants, colleges, and procurement officers based on the list prepared by the trade working groups (TWGs).
36. Equipment contracts awarded in 2018 included: 1) IT- electronic equipment for Champassack TVC procured and fully paid in April 2019, delivered on 22 November 2017; (2) Bio-agriculture and Veterinary equipment for Dongkhamxang Agriculture Technical School were awarded in December 2018.

The equipment for Bio-agriculture were delivered on 30 January 2019 and for Veterinary on 2 April 2019.

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

Procurement of Training Equipment 2nd Batch:

No.	Equipment/TVET College	Procurement Method	Estimated Contract Amount (USD)	Status
1.	Equipment and tools for IT (Savanakhet, Pakpassack, Khamoane, Polytechnic TVCs)	Shopping	0.200	Completed and hand over on 26 February 2021

2.	Equipment and tools for automotive and road and bridge (Savannakhet TVC)	Shopping	0.090	Contract signed on 31 March for automotive and contract signed on 25 November 2020 for road and bridge. Hand over to the college was already completed in March 2021.
3.	Equipment and tools for surveying and land mapping-environmental studies laboratory 2 for Polytechnic College	Shopping	0.075	Contract signed on 20 March and hand-over completed on 16 July 2020.
4	Equipment and tools for welding and automotive (Pakpassack TV)	Shopping	0.080	Contract signed on 31 March and hand-over completed 18 July 2020
5	Equipment and tools for garments (Pakpassack TC and Savannakhet TVC)	Shopping	0.060	Contract signed on 22 Jan and hand-over completed 16 Feb 2020.
6	Automotive for KTVC	NCB	0.125	Delivery and hand over in 21 st July 2021.

Procurement of Training Equipment 3rd Batch:

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

No.	Equipment/TVET College	Procurement Method	Estimated Contract Amount (USD)	Status
1.	Xaysomboun Vocational School:	NCB	200.000	Bid opening held on 5 April 2021 and expected to award the contract on 6 May 2021, expected to deliver in October 2021.
2.	Advance technology robotic arms for Champassack and Pakpassack	NCB	250.000	Completed and handed over on 26 February 2021
3.	ICT equipment for Champasak and Vientiane-Hanoi Friendship	Shopping	70.000	Signed contract on 2 February 2021 and hand over in 2 August 2021
4	Additional electrical and accessories for Vientiane Province TC, Khammouane TVC and Champasak TVC amounting	Shopping	90.000	Signed contract on 4 March 2021 and hand over on 2 August 2021.

No.	Equipment/TVET College	Procurement Method	Estimated Contract Amount (USD)	Status
5	Additional equipment accessories for automotive for Pakpasak TC, Vientiane Province TC, Khammoaune and Savannakhet TVC	Shopping	90.000	Signed contract on 4 March 2021 and expected to hand over in October 2021
6	Additional veterinary and bio-agriculture equipment and tools for Dongkhamxang	Shopping	70.000	Signed contract on 2 February 2021 and will be handed over on 2 April 2021.
7	Basic mechanical tools for 7 colleges	Shopping	96.000	Under prepare the technical specification and the contract is expected to be signed on Oct 2021
8	Printing of Learning Elements of 201 modules to distribute to 25 Colleges	Shopping	95.000	Under preparation and expected to signed the contract on Oct 2021
9	Sewing machines for 3 TVET colleges (Khammouane TVC, Champasak TVC; and Technical College of Vientiane Province	Shopping	90,000	Under prepare the technical specification and expected to signed the contract on Oct 2021
10	Agro-machinery for Champasak TVET college	Shopping	70.00	Under prepare the technical specification and expected to signed the contract on Oct 2021
11	Office equipment TVED and Colleges	Shopping	77.850	ADB approved to signed the contract on 28 September 2021 and contract will be signed on 1 October 2021
12	Printing of Implementation Manual for 09 trade areas and 03 curriculum of solar energy for 25 TVET colleges	Shopping	35.000	Under preparation and expected to signed the contract on Oct 2021
13	Equipment for electricity, construction and machinery for Xaysomboun Vocational School	Shopping	30.000	Under prepare the technical specification and expected to signed the contract on Oct 2021

44.

44. Additional equipment for Automotive (Pakpasack, TCVP, STVC) and Electrical equipment (TVCVP, KTVC, Pakpassack) will be delivered in October 2021. Advance technology for Pakpasak and CTVC had delivered in 26 February 2021 while installation and training are expected to be done by the end of August 2021.

45. Please refer to para. 32 on the benefits brought about by the provision of new equipment under SSTVET. Pakpassack received equipment for 2 trade areas but will still need to be trained in the use of the equipment for the robotic arms and the hollow-block making machine. Said training will be provided in August 2021. KTVC has been trained but some teachers express lack of confidence in

operating some of the other equipment. Vientiane-Hanoi expressed the following concerns: server delivered needs a software thus they cannot use it yet; printing head for printer has dried up and can no longer be used; sticker cutting machine was requested but an air conditioning was delivered instead. Indeed challenges are faced related to equipment procurement. Colleges will have to report these to TVED in case SSTVET can provide funds to help them but if not, then they will have to find a way to solve their problems at the level of the college itself.

46. Additional equipment for Automotive (Pakpasack, TCVP, STVC) and Electrical equipment (TVCVP, KTVC, Pakpassack) will be delivered in August 2021. Advance technology for Pakpasak and CTVC are delivered while installation and training is expected to be done by the end of August 2021.

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

47. 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 the current and future college leaders and administrators. During the first six months from effectivity date of the project, project colleges will conduct rapid training-needs-assessments with the support of consultants. This will help promote student-centered teaching approaches and yield practical training for students to establish an entrepreneurial approach in managing the college.

Improvement of Technical and Pedagogy Skills, and Knowledge of Teachers

48. **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.
49. **Status.** The Project engaged a capacity building consultant and a firm to facilitate capacity strengthening measures. Support for teachers, managers, and administrators included short technical and management training, coaching by senior teachers or industry trainers, improved inspection and guidance at the workplace, training workshops, establishing teacher self-help groups, internship schemes at companies. Teachers also received training to ensure that new equipment purchased under the project are used effectively, integrated in the teaching process and are suitably maintained.

50. TNA study was conducted by the Consultant in close collaboration with EMIS/TVED which was the basis of preparing the SSTVET training strategy. The training needs assessment (TNA) study was completed in December 2017. The capacity-building strategy was developed and Consultant provided support to project colleges all throughout project implementation with the objective of improving the overall performance of the project colleges. The training strategy outlined division of work between the TTD with assistance from SSTVET consultants and the Firm, based on two training delivery modes: (1) implemented by TTD with support by capacity building specialist covering 1 module for enhancing pedagogy on LCA, 8 modules for managers (completed 2 modules: Policy formulation and College Development Plan), and 11 modules for administrators (Completed 3 modules: Instructional leadership, Library management and College Development Plan); (2) the capacity building firm was assigned to deliver 6 modules for teachers, 3 modules for managers, and 3 modules for administrators.
51. AMDI-CBTC signed a contract with TVED/MOES in implementing capacity building programs to 1,000 teachers and managers of 8 selected TVET Colleges. Please see summary of the Firm's training accomplishments below and check Appendix G for detailed breakdown by training module:

First Set of Trained College Staff. The first set of training programs covered two hundred fifty-one (251) trained staff from 8 TVET Colleges which includes six (6) batches of Module 2 –Market Demand Analysis and 3 batches of Module 12 – Entrepreneurship. From those series of training, administrators/managers have enhanced their colleges management mind set in terms of increased awareness of demand and supply at their local market, upskilling of analytical skills in terms of aligning supply with local industry requirements, preparation of college development plans and improving college management.

Second SET of Trained College Staff. The second set of trained staff comprised a total of two hundred fifty-three (253) College staff covering a total of nine (9) batches. This includes the remaining one (1) batch in Module 2- Market Demand Analysis, three (3) batches in Module 5- Technical Knowledge of Curriculum, 3 Batches in Module 7- Apprenticeship Management, Industry Collaboration and Entrepreneurial and 2 batches in Module 13, Laboratory/Workshop Management/Arrangement. Through this set of training, the middle administrators/manager from project colleges better understood basic competency-based curriculum development process. Project colleges agreed to develop laboratory/workshop regulation and asked for approval from TVED for nationwide use, and adopted an improved approach to internship arrangement.

Third Set of Trained College Staff. The Third Set of trained College Staff covers the training programs that were successfully delivered to two hundred fifty one (251) staff from 8 TVET Colleges comprising 9 batches namely; Module 7 on “Apprenticeship Management, Industry Collaboration and Entrepreneurship Management” (remaining 2 batches out of 5 batches), Module 14 on “Industry Partnership and Entrepreneurship” (2 batches), Module 3 on “Business Administration”-Sub Module 3.17 (2 batches) Module

3-Sub Module 3.16 (1 batch) and Module 6 on “Technical Knowledge Improvement of Instructors (Sub Module 6.16 and Sub-Module 6.17). From this set of training package, the project colleges are able to improve their cooperation and knowledge and skills in building industry partnership by increasing the number of signed MOUs with the prospective employers of their graduate students. For graduate interested to pursue their own business, the colleges provide them assistance in accessing SME fund through SME Promotion Division and the Provincial Chamber of Commerce.

Fourth Set/ or Final Set of Trained Staff. Fourth set trained a total of 245 trained staff to complete the Target of 1,000 trained staff as per contract of the Firm to the Client. Training started in March 16, 2020 through training in sub-Module 6.18-"Marketing Survey". It took the Firm about year to train 239 persons (as of end of February 2021) because of the following reasons; (i) COVID-19 “lockdowns and restrictions for conducting group training”; and, (ii) the nature of the Modules 3 and 4 and associated Sub-Modules that requires “Coaching and Mentoring Sessions “and training on the use of new training Equipment and Machines that limited the number of participants to about 3 to 5 persons in each training batch. The following summarized the workshop-based trainings that were delivered from March 2020 to February 2021: (i) Sub-Module 6.18-Marketing Survey- conducted on 16-20 March 2020 at DTAC with 21 participants (10 female); (ii) Module 9-Entrepreneurship & Industry Partnership conducted on 6-12 June 2020 at LGTC with 21 including 4 female; (iii) Module 10-Business Management conducted on 15-19 June 2020 at VHFTC with 19 participants (including 4 female); (iv) Module 11-Workshop Supervision and Monitoring-conducted on 27-31 July 2020 at LGTC with 22 Participants (including 1 female). Coaching and mentoring mode covered the following; (i) Sub-Module 3.9-Veterinary Trades-conducted at DATC from 21 to 25 August 2020 with 4 participants, (including 2 females); (ii) Sub-Module 3.12-"IT Network-conducted at Champasack Technical-Vocational College with 7 participants (no female); (iv) Sub-Module 3.4-"Mechanical/Automotive Trades"-conducted at Vientiane Province Technical College with 5 participants (no female); (v) Sub-Module 3.6-" Multi-Media and Graphics" -conducted at Vientiane-Hanoi Friendship Technical College with 7 participants (no females); (vi) Sub-Module 4.9-"-Veterinary Trades"-conducted at Dongkhamzang Agricultural Technical College with 4 participants (2 female); (vi) Sub-Module 4.12-"IT Network-conducted at Vientiane-Hanoi Friendship Technical College , during 12-16 Oct. 2020 with 8 participants (1 female); (viii) Sub-Module 4.6-"Multi-Media and Graphics-conducted at Vientiane-Hanoi Friendship Technical College during 12-16 October 2020 with 7 participants (0 female); (ix) Sub-Module 4.2-Electrical/Electronic Trades, during 09-13 November 2020 at Khammouane Technical-Vocational College with 8 participants (0 female); (x) Sub-Module 4.4 Automotive Trades-during 09-13 November 2020 at Vientiane Province Technical College with 6 participants (0 female); (xi) Multi-Media and Graphics-9-13 November 2020 at Vientiane Hanoi Friendship Technical College with 7 participants (0 female); (xii) Sub-Module 3.10-Survey-16-20 November 2020 at Polytechnic College with 6 participants (1 female); (xiii) Sub-Module 4.10-Survey-23-27 November 2020 at Polytechnic College with 4 participants (0 female); (xiv) Sub-Module 4.11, “Environment”,

conducted on 30 Nov.-04 Dec. 2020 at Polytechnic College with 4 participants (2 females); (xv) Sub-Module 6-10," Survey", conducted on 30 Nov.-04 Dec. 2020 at Polytechnic College with 6 participants (1 female); (xvi) Sub-Module 6.11-," Environment" conducted on 07 Dec.-11 Dec.2020 at Polytechnic College with 4 participants (1 female); (xvii) Sub-Module 6.8-" Organic Agriculture"-conducted on 7-11 Dec.2020 at DTAC with 5 participants (1 female); (xviii) Sub-Module 4.8-" Organic Agriculture"-conducted on 14-18 Dec. 2020 at DTAC with 5 participants (1 female); (xix) Sub-Module 3.7," Logistics", conducted on 14-18 Dec. 2020 at Pakpasak Technical College with 5 participants-5 persons (2 female); (xx) Sub-Module 3.5-" Information Technology (IT) conducted on 21-25 Dec. 2020 at DTAC with 6 participants-6 persons (2 female); (xxi) Sub-Module 3.11, Environment-conducted on 23 Nov.-27 Nov. 2020 at Polytechnic College with 4 participants (2 female); (xxii) Sub-Module 4.5 " Information Technology, " conducted on 4-8 January 2021 at Dongkhamxang Technical Agricultural College with 3 participants (2 female); (xxiii) Sub-Module 3.13 "Food Processing" conducted on 18-22 January 2021 at Khamouane TVC with 6 participants (2 female); (xxiv) Sub-Module 6.2-Electrical Trades, " conducted on 1-5 February 2021 at Khamouane Technical Vocational College with 4 participants (0 female); (xxv) Sub-Module 3.3 "Engineering" conducted on 1-5 February 2021 at Savannakhet TVC with 4 participants (0 female); (xxvi) Sub-Module 4.7-" Logistics" conducted on 15-19 February 2021 at Pakpasak Technical College with 3 participants-3 persons (1 female); (xxvii) Sub-Module 4.1-" Road and Bridge Construction", conducted on 22-26 February 2021 at Savannakhet TVC with 3 participants (0 female); and, (xxviii) Sub-Module 4.13," Food Processing" conducted on 22-26 February 2021 at Khamouane TVC with 3 participants (2 female).

52. **Labor Market Survey.** To further support the training activity delivered by the CB Firm on the Labor Market Survey, the SSTVET consultants prepared and proposed the conduct of labor market consultation in close collaboration with the EMIS which included a methodology and questionnaires with the end view of engaging the colleges in actual experiential learning on how to conduct LMS. The LMS implementation plan was approved by ADB in September 2019 for delivery and implementation by EMIS. LMS data gathering started in October 2020. LMS data were gathered and the report will be completed by EMIS in Q2 2021. From this activity, the project colleges set a meeting with local representatives of private sector and business association to discuss "what competencies do they need from their employees"? Based on this, it was determined that the competencies most required are soft skills like problem solving, communication, operating health and safety (OHS) awareness, team work, following workplace regulation, etc.
53. **Short term technical and managerial training.** On the basis of the TNA conducted by the TTD/TVED with assistance from the consultants, the capacity building firm in 2018 developed various short-term managerial programs were designed and deliver to current and future leaders. Delivery of the various technical and management modules were completed as of Q4 2020.

54. **TVED-assisted trainings completed to date are as follows:** i) training of teachers for LCA was set with a total of 1,102 teachers trained participants (person count), 479 (43%) female, 175 (16%) ethnic.; ii) CDC, Dormitory Management, Government project proposal writing, career guidance and counseling and library management, finance management and workshop management. As of September 2021, **533** (female 252) out of 676 (female 339) teachers from project colleges have been assessed, about 498 teachers (236 female) had been awarded LCA certification by VEDI; 35 teachers did not pass (16 female) while 143 teachers (female 102) have not been assessed as they have just been newly trained.
55. **Coaching by senior teachers or industry partners.** Coaching and mentoring programs were implemented through field visits in 8 colleges to assess equipment delivery needing further training support for effective use of delivered equipment for quality teaching and learning. Assigned to the CB Firm, this involved assignment of industry experts in colleges to coach and mentor them on how to improve instructional delivery and in conducting experiential training in workshops using newly procured and installed equipment under SSTVET. The coaching and mentoring program ran for at least 5 days for each SSTVET trade area.
56. In Q1 2021, the Capacity Building Firm completed delivery all coaching and mentoring services requirement of the Project with a training accomplishment of: 35 training sub-modules, 172 trained teachers, 37 (22%) female, 14 ethnics (1%). The CB firm prioritized with project colleges equipment packages needing further instruction on how to operate and use for teaching and learning. From this exercise, the teachers were able to: (i) operate the machinery, (ii) use advance and sophisticated equipment in the delivery of modular teaching, (iii) do better maintenance and storage. Please refer to below for list of module titles and refer to Annex G for more details on number of participants per module:

No.	Module No.	Topic	No.	Module No.	Topic
1	Sub-module 3.9	Veterinary Trades-Coaching & Mentoring	21	Sub-module 3.1	Road and bridge construction
2	Sub-module 3.12	Design IT Network	22	Sub-module 4.8	Organic Agriculture
3	Sub-module 3.6	Multi-media and Graphics	23	Sub-module 3.7	Logistics
4	Sub-module 3.4	Mechanical/Automotive trades	24	Sub-module 3.5	IT (Data base)
5	Sub-module 4.9	Veterinary	25	Sub-module 4.5	IT (Data base)
6	Sub-module 6.9	Veterinary	26	Sub-module 3.13	Food Processing

No.	Module No.	Topic	No.	Module No.	Topic
7	Sub-module 4.6	Multi-media and Graphics	27	Sub-module 6.2	Engineering and Architecture
8	Sub-module 4.12	Design IT Network	28	Sub-module 3.3	Engineering and Architecture
9	Sub-module 6.12	Design IT Network	29	Sub-module 4.7	Logistics
10	Sub-module 3.2	Electricity and Electronics	30	Sub-module 4.13	Food Processing
11	Sub-module 4.2	Electricity and Electronics	31	Sub-module 4.1	Road and bridge construction
12	Sub-module 6.6	Multi-media and Graphics	32	Sub-module 4.3	Engineering and Architecture
13	Sub-module 4.4	Mechanical/Automotive trades	33	Sub-module 6.13	Food Processing
14	Sub-module 3.10	Survey	34	Sub-module 3.8	Organic Agriculture
15	Sub-module 4.10	Survey	35	Sub-module 6.1	Road and bridge construction
16	Sub-module 3.11	Environmental Industries	36	Sub-module 4.3	Engineering and Architecture
17	Sub-module 6.10	Survey	37	Sub-module 6.13	Food Processing
18	Sub-module 4.11	Environmental Industries	38	Sub-module 3.8	Organic Agriculture
19	Sub-module 6.11	Environmental Industries	39	Sub-module 6.1	Road and bridge construction
20	Sub-module 6.8	Organic Agriculture			

57.

57. **Establishing teacher self-help groups.** Training strategies for teachers were coordinated with the Vocational Education Development Institute (VEDI), Teacher Training Division and other development partners who are supporting teacher training programs. Lessons learned at the project colleges were integrated in the national teacher training strategy.

58. 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 has monitored

LCA use by trained teachers in late 2019 and until Q2 2021. VEDI followed up on establishment of learning cells by trade areas. Per the DMF, 50% of the trained teachers must use the LCA.

59. Per the college managers and administrators, the LCA/CBT training provided under SSTVET brought about the enhancement of skills of teachers though some have not yet passed the assessment but their peers are guiding them via coaching and mentoring at the college level. Those who did not pass are asked to observe delivery of lesson by more experienced teachers. Teachers change their attitude and behavior after the LCA training. Most teachers are able to prepare the training activity matrix (TAM)/lesson plan before they deliver their lesson and students are observed to be more engaged and involved in their studies, thus are learning in a more practical way and can apply knowledge and skills gained at work or to their daily lives. Students are stimulated to learn by themselves thus learn deeper in a self-directed way. Some colleges assigned college-based assessment teams to randomly check teaching and learning at workshop and classroom levels. They would like to have more training on workshop management/CBT delivery to further improve their skills because they have more learning stations to manage, maintain and use; and the 5-day training provided was not enough to respond to all their learning needs. More trainings on the use of equipment and tools for teaching and learning are needed by the teachers to further improve instructional delivery. Further, they would like to have more trainings on topics like: (i) industry partnership and engagement; (ii) CBT delivery and (iii) more in-depth use of the LCA tools. It is also viewed that real work simulation by exposing teachers to in local industry work and operating environment would also help them learn more.
60. Under the SSTVET, self-help groups were set up for continuous learning of teachers and managers after the training has been conducted. In the case of the LCA adoption after the workshop for example, the TVED adopted various ways of connecting and strengthening capacities of the learners: (i) via the 2 master trainers installed in each college; (ii) the master trainers were supposed to set up learning cells by trade area to ensure that adoption of the LCA happens in each classroom/workshop with specific roles to do peer coaching after teaching observation; (iii) instructional leadership workshop was delivered to ensure that TVET college managers will be able to follow up LCA training provided and support the quest for high quality TVET teaching; (iv) social media connection and follow-up WhatsApp group was set for trainers. This group was used as a platform to share information, update each other of college-based achievements and for further learning. Online teacher support for LCA was also provided, as follows: <http://sstvetplaos.weebly.com>; <https://www.facebook.com/SSTVETPLaos-453812751642469>; <https://www.facebook.com/groups/330317890765767>/Aside from this, the FB group, SSTVETP.Laos Group (<https://www.facebook.com/groups/330317890765767>) was set up with 350 members, to ensure that exchanges and learning continuous. Another group

established was SSTVETP.Laos (<https://www.facebook.com/SSTVETP.laos>) with followers. VEDI produced local videos on LCA were distributed to all trained teachers and uploaded both in WhatsApp and FB groups. Thread links to these videos are found in: <https://www.facebook.com/453812751642469/videos/2154894321424917> (9 Events of Learning by Robert Gagne), etc.; (v) development, printing and distribution of 2 volumes of the LCA manuals on the various teaching strategies also posted in the project website: (<https://sstvetplaos.weebly.com/sstvet-materials>) with the following links: (a) LCA Manual Volume 1 (<https://drive.google.com/open?id=1m3t5j8Pwt1rZAya3uKwDcMahhLNE4NpZ>); (b) LCA Manual Volume 2 (https://drive.google.com/open?id=1cWllr7ijuPtgblav-fc0ubYY35Xn_x-K); (vi) follow up coaching and mentoring activities by trade are being conducted by the training firm.

61. By the end of the Project, it is important for the TVED training division to encourage, promote, support and maintain a site where all the knowledge products of SSTVET will be made available for teachers and managers, i.e., on: i) LCA, ii) career guidance and counseling; iii) CBT curricula and others. To ensure availability, mainstreaming and sustainability, it is best that such be made available as a sub-site of the existing MOES website and any site easily accessible for teachers and managers at college level. SSTVET can share all these files for colleges to decide where to upload for more visibility and easy access.

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

62. **Scope.** Areas to strengthen the management capacity of principals and administrators towards promoting an entrepreneurial culture to managing colleges and program delivery could mainly to improve (i) technical and pedagogy skills and knowledge of teachers toward promoting student-cantered teaching approach and increased hands-on training for students and (ii) management capacity of current and future TVET colleges leaders and administrators toward promoting and entrepreneurial approach in managing colleges which include sub set topics: (a) refining responsibilities and reporting structures; (b) financial planning, asset management, budget preparation and expenditure monitoring; (c) preparation of development plans including human resources development planning; (d) maintenance of school infrastructure; (e) implementing strategies to collaborate with the local industry; (f) conducting tracer studies; and (g) increasing income generation through marketing short-term skills training courses for out-of-school youth and adults, selling services, and producing basic goods.
63. **Status.** As mentioned in previous paragraphs, the project engaged individual consultants, teacher training division (TTD) and a firm to facilitate capacity-

strengthening measures. Training interventions for managers and administrators include short technical and management training, coaching by senior teachers or industry trainers, improved inspection and guidance at the workplace, training workshops, establishing teacher self-help groups, and apprenticeship schemes at companies. Managers and future leaders receive training on career guidance and counselling. This was completed in 2019 and career guidance and counselling units assigned with the office of student affairs in each of the 8 college.

64. **Technical and pedagogy skills and knowledge of teachers.** As of June 2021, a total 1,102 teachers (481 females, 44%) and 175 (16%) were ethnic. Those trained teachers able to: (i) enhance their technical and pedagogical knowledge and skills; (ii) create better learning and teaching environment; (iii) shift from traditional teaching to the more engaging learner-centered approach; (iv) allow students to actively participate in the learning process by developing training activities matrix (TAM) or lesson plan, (iv) improve the progress check or student assessment in each session, (v) follow percentage allocation between theory and practice aligned with curricular for each qualification; and (vi) enhance students' soft skills and practical knowledge via provision of more hands on exercises, practical and experiential learning opportunities.

Table 1: Summary of teachers trained by persons count

Training Program	T o t a l	F e m a l e	%	Total ethnic group		
				T o t a l	F e m a l e	%
Learner Cantered Approach	1102	481	43%	175	74	42%
High quality teaching approach	15	1	7%	4	0	0%
Pedagogy and academic management	4	3	75%	5	4	80%
Technical Knowledge of Curriculum	9	0	0%	1	0	0%
Coaching and mentoring on newly equipment	10	0	0%	0	0	0%
Total	1140	485	42%	185	78	42%

65. **Management capacity of current and future college leaders and administrators.** As of 30 September 2021, a total of 135 college managers and senior technical staff, 59 female (63%) were trained on the: (i) preparation of college development plan, (ii) laboratory/ workshop management, (iii) career guidance and counselling, (iv) industry partnership, (v) labour market/market survey, (vi) entrepreneurship, (vii) creating better teaching and learning environment, and (viii) finance and inventory management, and others. Please see table below:

#	SSTVET Project Colleges	Managers/Administrators at project colleges			Managers/Administrators Trained in Management			% Female Trained
		F	M	Total	F	M	Total	
1	Polytechnic College	7	23	30	5	11	16	71%
2	Pakpasak Technical College	10	20	30	8	5	13	80%
3	Dongkhamxang Agriculture Technical College	4	12	16	3	7	10	75%
4	Vientiane-Hanoi Freindship Technical College	24	22	46	12	4	16	50%
5	Vientiane Province Technical College	9	25	34	8	11	19	89%
6	Khammouane Technical-Vocational College	9	24	33	7	21	28	78%
7	Savannakhet Technical-Vocational College	7	24	31	5	11	16	71%
8	Champasak Technical-Vocational College	23	26	49	11	6	17	48%
Grand total		93	176	269	59	76	135	63%

66. **Teaching quality.** VEDI with consultants set up teams to monitor the quality of TVET teaching in Q4-2019 to Q2 2021. They worked with the two master trainers from each college to ensure that follow-through activities and continuous college-based monitoring are done on LCA adoption. The monitoring activity was conducted starting March 2020 up to Q2 2021.
67. **LCA Monitoring:** The project team together with the Vocational Education Development Institute (VEDI) conducted LCA monitoring and assessment to find out whether the trained teachers are applying the LCA strategy in their daily teaching session; especially, it they prepare the training activities matrix (TAM) before the lesson and if they follow the correct combination an of theory and practice in training delivery i.e. 90/10% for C1, 80/20% for C2. As of 31 March 2021, 8 project colleges were assessed, where 533 teachers (252 females ,47%) out of 676 who were trained in SSTVET were assessed; of whom 85% were certified to adopt the learner-centered approach. About 498 teachers (236 females) have been awarded certificates by VEDI. There are still 178 teachers (70 females) that remain to be assessed as they have just completed their LCA training. The full monitoring report will be compiled by VEDI in Q2 2021. Beside those, there are other teachers who were trained on LCA from other TVET

colleges/IVET schools that need to be assessed using the government budget. About 100% teachers trained prepared their lesson plan by applying TAM before their lesson, thus, increasing student participation. The results of assessment showed only 9% at expert level, 85% proficient and about 7% need to improve.

68. **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, on this basis, various career guidance and counseling modules were developed by EMIS with assistance from SSTVET consultants. CGC materials were finalized by trained master trainers/counsellors. These were completed and approved by MOES in September 2019. Out of the total 13 trained counsellors, 4 are female (31%) which those trainers, they can train 113 counsellors from 23 TVET college and IVET school, female 16 (14%), 26 (31%) ethnic.
69. EMIS implemented the following activities in July 2019: 1) 1st preparation training- July 15-19, 2019; 2) 2nd preparation training - July 22-26, 2019; 3) 3rd preparation training – July 29 to August 2, 2019; 4) Training of career guidance staff October 2019; 5) Training of Administrators/managers - March 2020. The career guidance and counsel manual was developed, finalized, approved and was printed/distributed in December 2019 and used during the training. After the training, TVET colleges were instructed to set up career guidance services for students under the Student Affairs Unit along with TVET Promotion work.

Upgrading of Academic Qualification of TVET Teachers

70. **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.
71. **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 after a no objection letter from ADB in mid-July 2017. The consultant was mobilized to support the project on 1 August 2017 as scheduled.
72. The AUG guideline was 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.

73. For the first batch, the SSTVET team, in close collaboration with TTD/TVED, implemented the academic upgrading program in March 2018 after receiving the NOL from ADB on 2 February 2018. There were 44 teachers including 4 (9%) female teachers, 2 (4.55%) ethnic; selected to pursue master's degrees in the field of their specialization forming the first batch of academic upgrading program in 2018. Currently in progress is payment processing of course fees and stipend to training providers. In this batch there were 31 out of 44 teachers officially graduated (3 females) master program and 13 teachers delayed their studies in Thailand due to COVID-19.
74. The second batch of 71 teachers and managers, 40 (42.25%) female, 3 (4.22%) ethnic; from TVET institutions are currently studying. This batch aims for bachelor's degrees rather than master's degrees, giving higher priority to female beneficiaries. There are 57 out of 71 officially graduated from the program while 14 will be delayed till Q4-2021 due to COVID-19 pandemic.
75. The third batch in December 2019 composed of 39 teachers and managers, 11 (40,7%) female, no - ethnic from TVET institute and TVED, 13 graduated in September 2021 the rest expected to complete in Q4-2021 due to COVID-19 pandemic.

Summary of upgrading program by batch and academic year:

Batch	Total	Completion	Balance	Remarks
Batch 1 (2018)	44	31	Total 13 people not yet completed; 12 students from Ubon Rasphat University delayed by Covid-19. Current status on the progression writing thesis chapter 4-5, however they are not guarantee to be successfully completed in 2021 and they will have thesis defending (date to be advise) as the arrangement by the university, by online method, all recipients provided report indicated reason and progression of their studies ; 1 female drop out due to health issues.	1 dropped out
Batch 2 (2018)	71	57	Total 14 people not yet completed; 2 oversea students delayed by covid-19 both are females from Ubon Rasphat University, the progression is writing thesis Chapter 4-5, expected to complete in Q4/2021; Other 4 students from Savannakhet were delayed by covid-19 as well; 4 students waiting for their thesis printing; 3 on defending thesis, rewrite/refine thesis and 1 student having three years course for Master degree that will be complete in 2022.	

Batch 3 (2019)	39	13	<ul style="list-style-type: none"> – Total 4 people not yet complete, 3 expected to be completed in 2022 because they are three years course; 1 waiting for the thesis printing. – Total 10 people not yet complete; 6 people are waiting for thesis printing; 4 delayed by COVID, expected to be completed in 2022 (1 study abroad at Ubon). – Total 12 people not yet complete; 5 bachelor degree students expected to be completed in Q4/2021 but 7 master degree students are expected to be completed in Q2/2022. 	
Total	154	101		

76. Overall, the program covers a total of 154 teacher beneficiaries (59 females, 38%; 5 (3,5%) ethnic; with 22 females 10%; 26 teachers in the bachelor degree program (Figure 1) and 128 (45 females, 35%; 5 (4,16%) ethnic in teachers in Master degree program (Figure 2). Please see below:

Figure 1: Bachelor upgrading program by gender

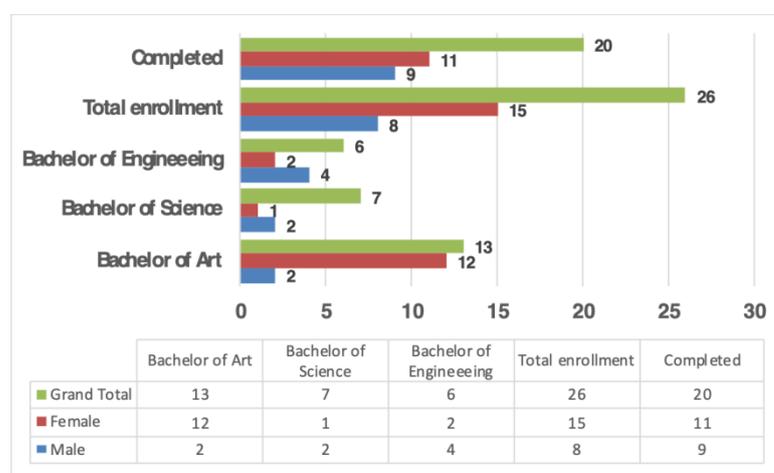
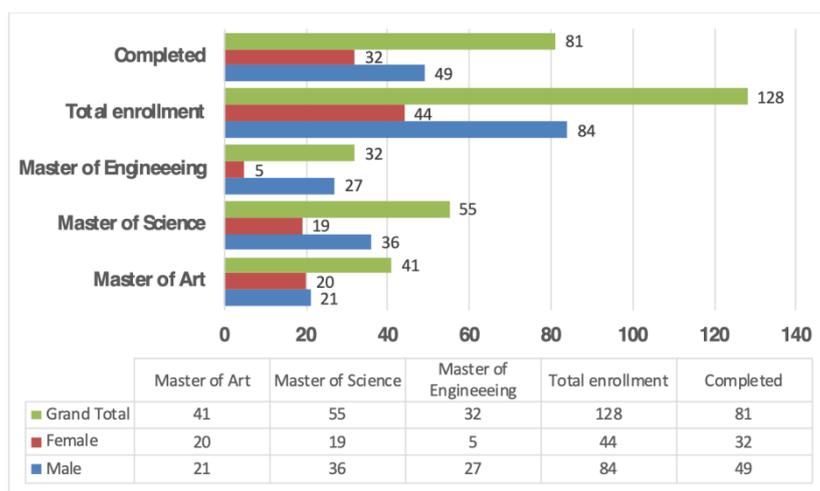


Figure 2: Master upgrading program by gender



Promotion and Roll-out of Short-Term Skills Training Courses

77. **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.
78. To introduce new training programs responding to industry and community demand, the project will provide resources for technical assistance to TVET to develop competency-based standards, new competency-based curriculum modules and training materials.
79. 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.
80. **Status.** Competency-based skills standards and curriculum development consultants were hired under the Project to work on nine trade areas to include development of short-term courses. 15 TORs were approved by ADB in July 2017 for 6 international consultants and 9 national consultants to work on curriculum development. Consultants were deployed from mid-October 2017 up to early November 2017 to support development of trade courses including: (i) reviewing and confirming the list of training equipment; (ii) developing competency-based standards, new competency-based curriculum modules and learning materials; and (iii) coaching and mentoring in 8 project colleges. Regarding competency-based curriculum development, the industry partnership specialist/curriculum development coordinator was recruited in March 2018 after receiving the NOL from ADB on 12 March 2018. She closely worked with both international and national experts on the review and finalization of competency-based curriculum development in VEDI Office.

- 81.** 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 were developed. Identification of courses was based on current market demand and existing competencies of the 8 colleges. 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.
- 82.** To date, the SSTVET Consultants completed the skills standards and curricula for 9 trade areas duly approved by the MOES for pilot use. Materials were printed and delivered to 23 TVET school/colleges. Various short-term courses delivery under the stipend program was approved by ADB on September 2019, including stipend allowance, travel allowance, consumable cost, dormitory maintenance, bank charges and monitoring budget covering the following 27, C1 courses and 20, C2 courses.
- 83.** As of December 2020, the monitoring and evaluation division in collaboration with VEDI and project colleges wrote learning elements for each module of curriculum level 1 (11 jobs) and 2 (10 jobs). The writers for 9 trades signed contracts with SSTVET in which VEDI was made responsible for writing basic modules for all jobs to cover all trades with lead project colleges alongside trade working groups writing learning elements for common and core modules. This time each writer was made responsible by module and not by learning element like in the STVET1.
- 84.** By mid-June 2020, the division of monitoring and evaluation in collaboration with VEDI conducted the induction workshop on how to write the learning element aligned with provided template for C1 and C2 modules for those mentioned curricula that had been approved by MOES minister. The workshop was attended by 119 writers, 29 (24%) were female. As of 30 September 2021, the writers had submitted all learning to monitoring and evaluation division such as **(1)** Bio-agriculture certificate level 1&2; **(2)** Veterinarian Assistance certificate level 2; **(3)** Small agriculture engine repairing certificate level 1; **(4)** Auto mechanical level 1 & 2; **(5)** Bricklayer and Concreter; **(6)** Computer operation and IT technician; **(7)** Warehouse worker; **(8)** Electrical and **(9)** Food processing level 3 *“all level 3 from 9 trade areas didn’t develop learning element”*. Only 2 out of 9 trade areas has proceeded the skills standard approval meeting such as ICT and Automotive servicing (including small agriculture engine repair) by the national training council office (NTC-PO). See the list below:

CBT skills standard and curriculum development support by ADB

As of September 2021

#	Job Title in English	Qualification								Remarks
		C1		C2		C3		C4		
		CBS	CBC	CBS	CBC	CBS	CBC	CBS	CBC	
1	Auto Mechanic	↑	✓	↑	✓	↑	✓	↑	↑	- C1,C2 developed in SSTVET and C3 Dev. In Phase I - Conducted the skills standard approval
2	Small Agro Machinery	↑	✓	☒	✓	☒	☒	☒	☒	- SSTVET - Conducted the skills standard approval
3	Computer Operation	↑	✓	☒	☒	☒	☒	☒	☒	- SSTVET - Conducted the skills standard approval
4	IT Technician	☒	☒	↑	✓	☒	☒	☒	☒	- SSTVET - Conducted the skills standard approval
5	Web Design and Developer	☒	☒	☒	☒	↑	✓	☒	☒	- SSTVET - Conducted the skills standard approval
6	Computer Network and Systems Technician	☒	☒	☒	☒	↑	✓	☒	☒	- SSTVET - Conducted the skills standard approval
7	Graphic and multimedia Designer	☒	☒	☒	☒	↑	✓	☒	☒	- SSTVET - Conducted the skills standard approval
8	Application Programmer	☒	☒	☒	☒	↑	✓	☒	☒	- SSTVET - Conducted the skills standard approval
8	Building Electrician	↑	✓	☒	☒	☒	☒	☒	☒	SSTVET
9	General Electrician	☒	✓	↑	✓	☒	☒	☒	☒	SSTVET
10	Bricklayer Basic	↑	✓	↑	✓	↑	✓	☒	☒	C1,C2 developed in SSTVET and Revision C3 Dev. in Phase I
12	Concreter	↑	✓	↑	✓	↑	✓	☒	☒	Revision C3 Dev. in Phase I
13	Warehouse worker	↑	✓	↑	✓	☒	☒	☒	☒	SSTVET
14	Food Processing	☒	☒	☒	☒	↑	✓	☒	☒	SSTVET
15	Veterinary	↑	✓	↑	✓	↑	✓	☒	☒	SSTVET
16	Bio-Agriculture	↑	✓	↑	✓	☒	☒	☒	☒	SSTVET
17	Road and Bridge Construction Worker	↑	✓	↑	✓	↑	✓	☒	☒	SSTVET

Legend: ✓ Approved; → Working in progress; ↑ Waiting Approved; ↗ Checking; ☒ Not yet Develop

85. The SSTVET has supported development of learning elements for jobs at certificate levels 1 and 2 due to budget and time limitation. Then the project had signed the contract with writers from particular trade areas to write learning elements for 201 modules. As of 30 September 2021, all modules were completed and in the preparing bidding documents for printing.

Output 3: Increased access to TVET institutions for disadvantaged students

Stipend Program

86. **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.
87. **Status.** The stipend program was designed to 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.
88. The first workshop for the preparation of the stipend implementation manual was conducted in July 2017. The stipend implementation manual was approved by ADB on 20 September 2017. The revision 1 of stipend implementation manual was approved by ADB on 27 April 2018 and was distributed to the project colleges for implementation. Stipend payment scheme was approved by ADB on April 27, 2018, pertaining to stipend allowance, travel allowance, consumable cost, dormitory maintenance, bank charges and monitoring budget.
89. **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 enrolment number was 351 students (132 female students – 37.6%). The third Batch of C3 enrolment was 57 students (47 female students – 82.5%). As of 31 March 2020, total C3 enrolment is 1,032 students (373 female students – 36.14%)
90. **Diploma.** Diploma courses first run in 2019 starting from September 2019 up to 31 March 2020. Total Diploma enrolment at 04 colleges is 125 students (69 female students - 55.20%).
91. 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.

- 92. C1-C2.** The first 2 batches of short-term course of C1 for Cosmetology started in late May 2018 with 40 students (38 females - 95%) at CTVC followed by 30 students (27 females, 90%) at KTVC. As of Q3/2021, the number of short course (C1-C2) students is 3,887 (2,323 female students – 59,8%).
- 93. Total.** As of Q3/2021, the final target is 5,000 stipends with total budget for category 6 of USD4,200,000 (first allocation is USD4,000,000, during ADB mid-term review mission agreed to allocate USD310,000, then the project request to reduce USD110,000 during the reallocation in Q2/2021). The total enrolment for all stipends is 4,919 students (2,696 female students – 55%) 98% out of new targeting 5,000 (2,500 females, 50%). From the above achievement, there is 4,527 (92%) students from low-income families (2,470 female students – 55%) and 1,233 (25%) of ethnic group (614 female students – 50%). Please refer to table below in terms of actual person count:

	All Enrolment			Ethnic			Low-Income Family		
	All	F.	%F.	All	F.	%F.	All	F.	%F.
Certificate C1	3,398	1,995	59%	812	461	57%	3,055	1,798	59%
Certificate C2	489	328	67%	106	67	63%	478	318	67%
Certificate C3	844	279	33%	253	65	26%	822	272	33%
Diploma	188	94	50%	62	21	34%	172	82	48%
Total Stipend	4,919	2,696	55%	1,233	614	50%	4,527	2,470	55%

94. The payment for stipend and consumable has been made on a monthly basis since January 2018. The SSTVET stipend team allocated and targeted a total of USD 1.5M to support the stipend program in 2018 for the annual plan of 1,070 C1 students, 80 C2 students and 910 C3 (including B1-Y2). In 2019, the budget of USD1,510,870 was approved to support the stipend program in 2019-2020 of 1,360 C1, 415 C2, 426 C3 (including B2-Y2), and 160 Diploma. In Q3/2020, the budget of USD 721,028 was approved to support the stipend program in 2020-2021 of 1,570 C1 and 45 C2. In Q4/2020, the budget of USD 59.832 was approved to support the stipend program in 2020-2021 of 64 Diploma. After cleaning some PCSS, total contract awards and disbursement for stipends as of 15 March 2021 amounted to USD 4.179.239,81 and USD 3.256.702,53 respectively.

TVET promotion strategies

95. **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 enrolment. 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.

96. 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. The recruitment was advertised in December 2017 and the call for EOI was completed in January 2018.
97. **TVET promotion firm, Publicus Asia, Inc.** was deployed in December 2018 to support TVED for revising the TVET promotion strategy and assist the project colleges to develop promotion activities. The project conducted a baseline and formative study in Q1 of 2019 to identify level of influence on target enrollees, insights and behavioral drivers to feed into the strategy design.
98. **Evidence-based.** Based on findings, all traditional media has been disrupted and have become irrelevant to the target students who only use digital media (most had smart phones and a budget for connectivity). Further, the most influential messenger with highest credibility to target students was found to be TVET college alumni themselves and that the ultimate decision maker was the student. Based on this evidence and insights gained, TVED/EMIS and 8 TVET Colleges successfully developed and implemented a participatory strategy in Q3 of 2019, with specific channels created per target group relying heavily on digital channels.
99. **Paradigm-shift.** The project then delivered intensive training and capacity building on channel management and content development enabling each college to build their own Facebook Alumni group and started recruiting alumni. Each college also developed official, branded FB Pages to communicate with general public (versus uncontrolled same name Pages put up by various people). The result was gradual. Students, parents and partners were invited by the college to Like and Follow and React to their official pages. The pages began sharing content from other sources. Colleges began to share their profiles: “*who we are, what we offer*”.

100. **Continuous Learning.** Seeing the difficulty adjusting, TVET Promotions firm followed up with refresher course on content production teaching simple but effective software tools and emphasized coaching online. They even learned **ZOOM** and **Tiktok** before the pandemic made these popular. Using their training, original content like videos and posters were used by the colleges for announcements like opening of new courses and available scholarships. Furthermore, the EMIS team and the firm built central thematic pages. The TVED started its own news and public affairs page⁴; TVET Girls⁵ Page, Marketplace⁶ and Jobs⁷ page to support the campaigns of the 8 TVET colleges. This was a resource for colleges to select and share general TVET promotions content. The firm also assisted the EMIS create their own YouTube channel⁸:
101. **COVID READY.** In March 2020, the pandemic disrupted all activities. Face-to-face interaction was extremely limited. Despite these, through these channels, **the internal audience of the TVET colleges kept growing steadily just by students and teachers sharing.** This was the third phase of campaign where the EMIS and FIRM expected the College promotions teams to be able to campaign independently as the firm slowly eases out but remained on had to mentor/coach as needed. This demonstrated true capacity built as the TVET Colleges surpassed themselves.
102. **Industry 4.0 ready.** 8 IMPLEMENTING UNITS and the TVET Department now fully adapted digital content production skills and start digital working culture, **accelerating adaptation to new normal context/mid-COVID-19 pandemic.** TVET official FB Pages gained more popularity and capturing more audiences with single posts getting more than 80,000 plus views. Each college now had 2 focus channels:
- i) **captured audience via Alumni groups** increasing via membership drive to facilitate alumni relations; tracer studies; and invite alumni as promo-partners to encourage enrolment in specific colleges and courses;
 - (ii) **general audience captured via FB pages** measured by increasing LIKES/FOLLOWING and interaction on posts especially on announcement on courses available, scholarships. (TVET Page plus prospect students are conversing online and have received numerous inquiries in page INBOX); and
 - (iii) **TVET College branding** enhanced via video content (created by enabled TVET Promo teams) and have begun increasing audience influence.
103. Summary of achievements and emerging impacts of TVET promotion include: (i) conduct of baseline and formative study where audiences were consulted, analyzed, and segmented and profiled according to level of awareness, attitude towards TVET and level of influence on target enrollees. Target audience

⁴ <https://www.facebook.com/TVED.Laos>

⁵ <https://www.facebook.com/TVET.girls.la>

⁶ <https://www.facebook.com/skills.marketplace/>

⁷ <https://www.facebook.com/goodJOBlaos>

⁸ <https://www.youtube.com/channel/UCi7ervxTkkUxuM3EQBXrqDA>

insights & behavioral drivers provided inputs to strategy design; (ii) participatory strategy was developed and implemented by TVED/EMIS and 8 TVET Colleges successfully (organization design) by: a) segmenting each audience into user-cases/persona's; b) specific channels were created per target segment (FB Groups for SENT/FB Pages for TVET Girls/FB Page for TVET Marketplace Opportunities (jobs, suppliers, products)/YouTube channel/WhatsApp group/Messenger Group/TVED Page/8 TVET College Pages/8 TVET College Alumni Groups; c) key messages were designed; (iii) delivered more intensive training/capacity building on channels management and content development (messaging); d) First campaign tested actual TVET College capacities for calibration and further training; e) retrained all teams per calibration in July 2020; (iv) adaption and mainstreaming of TVET promotion by Q3 2020 wherein 8 IMPLEMENTING UNITS and the TVET Department adapted digital content production skills and start digital working culture, accelerating adaptation to new normal context/mid-COVID-19 19 pandemic where official FB Pages getting popularity and reaching and capturing more audiences with single posts getting 80,000 plus views.

104. In summary, the TVET Promo firm conducted 3 major focused workshops for all TVET Department/TVET College officers involved in promotions work and 24/7 coaching/mentoring have been made available continuously through the specific channels created for them (www.facebook.com/groups/SSTVET.SENT.Lao/) . The following activities were organized and completed: (i) **Workshop 1:** Strategic Planning June 2019; (ii) **Workshop 2:** Strategy Approval/Toolkit Testing September 23-27, 2019; (iii) **Workshop 3:** July 2020 Refresher course on Digital Channels Management & Content Production; (iv) **Site Visits/Live Coaching** on site to 8 TVET Colleges: February 2020-March 2020; (v) **Online coaching** and mentoring sustained through regular WhatsApp/messenger group chats for each TVET College promo team. All contract deliverables of the TVET Promo Firm were duly submitted and accepted by MOES and the only remaining one is the final study on emerging impacts of the promotion campaigns done by the TVET Colleges. Data gathering activities for the study are scheduled for the early weeks of May 2021 with the EMIS taking the lead with their increased capacity. Please see details of TVET Promotion accomplishments in Annex H attached.
105. **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. As of 31 December 2020, EMIS has its own hosting supported by SSTVET project, including developing new web page for TVED and it is in the process transferring data, herewith the URL:<http://emis.tved.edu.la/index.php>.

106. Direction related to the Youthworks Platform needs more financial assistance to support further development. This may not be sustained under the project considering that it is nearing completion. Materials developed under this effort will be migrated into the information kiosks.

2. Utilization of Funds

107. Please see GFIS data below:

Amount in USD as of 13 Oct 2021							
Cat. Code	Category Name	Allocation	Contracts	Disbursed Contracts	Undisbursed Contracts	Uncommitted Amount	Undisbursed Amount
→ 0301	1)WORKS	6,005,162.57	5,789,082.97	5,234,435.51	554,647.46	216,079.60	770,727.06
→ 1201	4A)UPGRDING OF ACDMIC TEACHER QUALIFICAT	1,396,340.78	1,395,056.60	1,309,251.87	85,804.73	1,284.18	87,088.91
→ 1202	4B)FACILITATION OF CAPACITY DEVT	711,664.93	672,956.15	636,484.44	36,471.71	38,708.78	75,180.49
→ 1801	5)TEACHING MATERIAL	504,458.01	338,101.31	233,713.86	104,387.45	166,356.70	270,744.15
→ 2101	3A)CONSULTANT SERVICES-INTERNATIONAL	756,719.60	740,563.27	688,343.22	52,220.05	16,156.33	68,376.38
→ 2102	3B)CONSULTANT SERVICES-NATIONAL	1,337,309.72	1,317,890.01	1,119,690.00	198,200.01	19,419.71	217,619.72
→ 2103	3C)CONSULTANT SERVICES-FIRMS	1,513,996.70	1,513,996.70	1,240,303.68	273,693.02	0.00	273,693.02
→ 2401	2)TRAINING EQUIPMENT & CONSUMABLES	6,826,031.67	6,408,835.35	5,816,648.95	592,186.40	417,196.32	1,009,382.72
→ 2701	6)STIPEND SCHEME	4,200,000.00	4,158,567.27	3,683,944.98	474,622.29	41,432.73	516,055.02
→ 2702	7A)PMU OPERATION & PRJ SUPERVISION	1,054,371.53	792,944.09	736,031.02	56,913.07	261,427.44	318,340.51
→ 2703	7B)CONDUCT CAREER COUNSELING, JOB FAIRS	395,638.59	237,254.45	211,916.26	25,338.19	158,384.14	183,722.33
→ 2704	7C)STUDY, WORKSHOP CONFERENCES	289,625.86	280,584.43	279,545.25	1,039.18	9,041.43	10,080.61
→ 9301	8)UNALLOCATED	8,680.04	0.00	0.00	0.00	8,680.04	8,680.04
Sub-Total		25,000,000.00	23,645,832.60	21,190,309.04	2,455,523.56	1,354,167.40	3,809,690.96
Pending Claims							
O/S				3,798,323.92	-3,798,323.92		-3,798,323.92

D. PROJECT ACHIEVEMENT

1. Project Design Monitoring Framework

108. Please see the status of the Project Design Monitoring Framework in Appendix A.

PROJECT-SPECIFIC ASSURANCES AND SAFEGUARD ASPECTS

2. Compliance with Grant Covenants

109. The project activities implemented in May 2017 after the mobilization of the project implementation consultant and most of grant covenants are not yet due. The status of compliance with grant covenants is presented in Appendix B showing compliance and ongoing compliance to various covenants set forth in the Project design.

2. Safeguards

110. The project has been classified as Category B for environment and Category C for involuntary resettlement and indigenous peoples. There will be 5 civil works packages implemented and an intermittent national consultant with safeguard

expertise was recruited to update the IEE and provide safeguards monitoring at the 5 project sites as agreed during the Inception Mission in May 2017. The term of reference of the environment consultant was drafted and submitted to ADB on 27 September 2017 for review and approval. As of the end of reporting period, the updated IEEs for 5 civil works contracts were approved by ADB and disclosed in the ADB website. However, the project environment consultant was monitoring the environmental implementation on construction sites following the safeguards requirements with 5 civil works contracts but only Khammouane TVC, Polytechnic College, and Savannakhet TVC were being implemented since mid-December 2017. Additional CWs will observe safeguard procedures. Please see Appendix B for reference on status of safeguards compliance.

3. Gender

111. The principles of the GAP for the project are to: (i) ensure equality of project benefits and opportunity sharing between women and men; (ii) ensure gender-sensitive approaches to reduce gender inequalities at the project colleges; (iii) collect sex-disaggregated data including benefit monitoring and evaluation; and (iv) promote an increased representation of female teachers in training and workshops. The GAP takes into consideration lessons from the first Strengthening Technical and Vocational Education and Training Project and incorporates targets to reduce gender and social or cultural disparities, move toward equal enrolment in TVET colleges, and ensure that male and female teachers and managers receive the same opportunities for training. In school year 2018-19, about 23,001 students are enrolled in the 8 project colleges, 46% are women.
112. 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.
113. The gender action plan (GAP) monitoring table was prepared and updated as shown in attached Appendix C.

E. FOLLOWING-UP THE AGREED TIME-BOUND ACTIONS

114. The Project management Unit (PMU) and the ADB virtual review mission agreed during 14 – 18 June 2021, 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, 2021
48	1. FY2020 audit report	30 Jun 2021	PIU	Done
	2. Submit MOF reallocation request	31 Jul 2021	PIU	Done
	3. Submit updated procurement plan to ADB	31 Jul 2021	PIU	Done

	4. Complete remaining 90 modules/learning elements/training materials	31 Jul 2021	PIU	Done
	5. Draft labor market survey	30 August 2021	PIU	Done
	6. Recruit international and national consultants for preparing project impact assessment	30 August 2021	PIU	In the progress
	7. Print remaining 90 modules to be completed (based on number of learning elements)	30 Sept. 2021	PIU	In the progress
	8. Finalize tracer study and employer survey	30 Nov. 2021	PIU	In the progress
	9. Submit list of additional activities to ADB	Q3 2021	PIU	Done

115. The project SSTVET has just completed its annual external audit for fiscal year 2020 on 25 August 2021 according to the minutes from the State Audit Organization. Based on the audit's team findings the SSTVET project implementation has 6 points to be taken in consideration such as: (1) Internal management structure like no clear job description; (2) Financial statement preparation due to some PIU didn't prepare financial statement accordant with existing rule and regulation; (3) Transactions recording between PIU and PMU is inconsistency; (4) Civil work no approval for technical design plan from ministry of public work and construction license; (5) Counterfoil of cheques did not have completed fill in information and (6) Fixed assets did not have properly label tag for some equipment. Those findings were taken into consideration by the SSTVET project management to improve and guide PIU according to audit's team suggestion for the next fiscal year.

F. CONCLUSION AND RECOMMENDATIONS

116. There are 21 civil work projects for (workshop, classroom, dormitory, kitchen and toilet) for 8 project colleges in which only 1 is still in progress at 85% completion of 1 new 4 storey building for Pakpasak Technical college. In this regard, the external audit's point number 4 (FY2020) suggested that the design plan need to be approved by the proper authority.

117. In terms of equipment procurement for 9 trade areas⁹, equipment delivered under SSTVET need to be labeled properly according to MOES asset management procedure (point number 6 of external audit's report). Some

⁹ (i) automotive, (ii) small agriculture engine, (iii) electrical, (iv) bio-agriculture, (v) veterinary, (vi) food processing, (vii) building construction, (viii) road and bridge construction, (ix) logistics and (x) ICT.

equipment is waiting for installation and training from suppliers. Due to COVID-19, some experts cannot come to Laos to provide the training.

118. By Q3/2021, 1,535 (569) teachers and administrators/managers (based on person count) from TVET schools/colleges had been trained against the project target indicator of 1,000 person (over achievement) had been trained on pedagogy, technical skills and management. Out of the above figures there were 1,102 trained teachers (481 females, 44%), of whom 175 (16%) were ethnic and adapted the learner-centered approach in all TVET schools/colleges. VEDI had conducted the LCA assessment of 498 teachers (236 females, 47%) out of 676 teachers (339 females, 50%) trained with 71% already using the LCA and awarded LCA certificates by VEDI (as against the 50% target in the DMF). DMF also targets that 80% of teachers trained are preparing lesson plans and this has to be achieved by the Project, because current achieved is only 76%. VEDI has to complete assessment of 676 teachers to achieve this target. Note further that other teachers (426 out of this 140 are female) outside the project colleges and have not gone through the assessment due to budget constraints. A report on LCA assessment was submitted to the project.
119. The enrollment number of the students in TVET institute is still in a downward trend from 23,000 in school year 2019/20 to 19,000 in school year 2020/21 as against the project indicator of 25,500 students. The Covid-19 pandemic further aggravated this situation. TVED needs to strategize how to reach target number by 2022, though it is noted that this may be hard to achieve as the enrollment target projection for 2021/22 for all TVET schools/colleges is only 23,000 students. On a related issue, note that basic skills certificate for C1 to C3 is mostly project-based thus delivery is only based on donor support. Regularization of such courses as part of regular college offerings must be authorized by MOES.
120. The two studies (3 academic years 2017-18, 2018-2019 and 2019 -2020) like college-based tracer study and labor market survey were conducted by project colleges. Data collected will be encoded, checked and analyzed due to some missing information during cross tabulation. For the next round of studies, project colleges need to install quality checking of each questionnaire at field level to improve data collection, analysis. They need to consider simplification of questionnaire and reporting due to lack of technical skills and commitments of staff in completing such additional tasks.
121. After the training on career guidance and counseling, the colleges proceeded with assigning the career guidance and counseling tasks to the Office of Student Affairs (OSA). The College OSAs implement the career guidance manual which was distributed during the training to include information about career pathways and employment opportunities. The OSA has signed MOUs with industry partners to ensure that internship is made available for students to prepare them for the world of work. With the training provided by SSTVET, the OSAs are ready to handle career guidance orientation and seminars, including various counseling concerns as needed by students, especially in guiding them in courses to take and how to seek employment. The most critical is the need

to improve information gathering and dissemination on labor market and academic enrolment information and courses.

122. The 17 skills standards produced under SSTVET must go be approved, as the curricula and learning elements are connected to these. The learning elements based on newly approved curricula had been written and ready for printing. It is important that a clear instruction is issued by MOES on their use and application in actual classroom/workshop delivery.

Appendix List

1. Appendix A_Q3-2021 DMF
2. Appendix B_Q3 COMPLIANCE WITH GRANT COVENANTS
3. Appendix C_Q3 GAP
4. Appendix D_Q3-2021 Overall Project Implementation
5. Appendix E_Q3 -2021 SSTVET Physical Progress
6. Appendix F_Q3 FM Action Plan Monitoring July 2021
7. Appendix G_Q3 Training Achievement of Capacity Building Firm
8. Appendix H_Highlights of Accomplishments of TVET Promo Firm

Appendix A. Project Design Monitoring Framework

Appendix A. Project Design and Monitoring framework

As of Q3/2021

Impact the Project is Aligned With				
Sufficient skilled labor available to maintain inclusive and sustainable development in the Lao PDR (<i>Eighth National Socio-Economic Development Plan and the TVET Development Plan for 2016–2020</i>)				
Results Chain	Performance Indicators with Targets and Baselines	Data Sources and Reporting Mechanisms	Current Status/Achievements	Comments
TVET system expanded and aligned with evolving labor market needs	a. By 2020, 90% of both female and male TVET college graduates find employment or start their own business in areas where they have been trained within 6 months of graduation. Sex-disaggregated data (2015 baseline: 80%)	a. Tracer studies conducted by colleges annually and compiled by TVED	<p>On track.</p> <p>Ongoing data gathering for the first tracer study from 8 TVET colleges. Data gathering will be completed in August 2019. The results shown that 57% students both female and male find employment or start their own business out of sample size.</p> <p>For school year 2018-2019 tracer study is in the process of approval expected to complete in Q4 2020 and as of 30 September the data entry/Google forms closed. The data processing and report writing work is in progress.</p>	<p>Methodology for the tracer study used for the 2015 baseline needs to be studied and used to accurately report on the outcome indicator.</p> <p>Project colleges need to ensure regular management of their tracer studies and treated as their routine mandate.</p>
	b. Enrolment in project colleges increases from 16,300 in 2015 to 25,500 in 2020;	b. TVED education information system (http://emis.tved.edu.la/Admin_user/index.php)	<p>On track.</p> <p>Enrolment of the project colleges for school year 2020-2021 is 19,449</p> <p>Out of those enrolment was comprised only 41% for this school year of students are women.</p>	Downward trend is observed in last two academic years, so TVED must strategize with TVET project colleges on how to meet this target outcome indicator. Even though, the enrolment projection AY2021-2022 is only 23,000 students in whole TVET colleges/school.
	b.1 Enrolment in project colleges comprise 45% of students are women (2015 baseline for women at project colleges).		<p>On track.</p> <p>Incorporated in the tracer study questionnaires.</p>	
c. Companies and business associations express satisfaction with graduates from project colleges	c. Annual college development plans and results of a survey among local companies that will be conducted in 2021			

<p>1. Teaching and learning environments at eight TVET colleges upgraded</p>	<p>1a. Facilities are upgraded, based on approved proposals within the first 2 years of the project</p>	<p>1a. Approved college development plans</p>	<p>Achieved.</p> <p>Upgrade of 5 TVET colleges as originally planned in the RRP (5 civil work packages) has been completed. (details below).</p> <p><u>Batch 1: Civil Work</u></p> <p>(i) Khammouane Technical and Vocational College, dormitory male and female (kitchen, toilet and fixing) completed in 5 October 2018;</p> <p>(ii) Polytechnic college, 2 storey workshop completed in 3 October 2018;</p> <p>(iii) Savannakhet Technical and Vocational College completed in 14 June 2019;</p> <p>(iv) Vientiane-Hanoi Friendship Technical - Vocational College completed 4-storey building on 25 November 2019; and</p> <p>(v) Pakpasak Technical College constructed of 4 storey building completes on 6 January 2020.</p> <p>Additional civil works for the construction of workshops and dormitories using project savings for 5 project colleges are undergoing construction progress:</p> <p><u>Batch 2: Civil Work</u></p> <p>(i) Champasak Technical-Vocational College constructed 2 workshops and dormitory for male and female (kitchen, toilet and fixing) completed on 30 October 2020.</p> <p>(ii) Technical College of Vientiane Province constructed 1 workshops and dormitory for male and female (kitchen,</p>	<p>There are 4 batch of construction for 8 project colleges based on requirement by using saving and new fund allocation.</p>
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			<p>toilet and fixing) completed on 30 October 2020 on 15 August 2020</p> <p>(iii) Dongkhamxang Agriculture Technical College constructed 1 workshop and 2 dormitories for male and female (kitchen, toilet and fixing) completed on 4 November 2020.</p> <p>(iv) Vientiane-Hanoi Friendship TVC constructed 2-storey dormitory for male and female as of 30 June 2021 completed.</p> <p>(v) Polytechnic College constructed 1 IT workshop completed on July 2020.</p> <p>Batch 3: Civil Work</p> <p>(i) Pakpasak Technical College 4 storey workshop building, contract signed on 18 August 2020, as of 30 June 2021 work progress is 85%, expected to be completed in October 2021</p> <p>(ii) Khammoaune Technical-Vocational College (Male dormitory), contract signed on November 2020, as of 30 June 2021 work progress is 100% completed.</p> <p>(iii) Vientiane-Hanoi Friendship Technical College (Canteen), construction completed on 7 April 2021.</p> <p>(iv) Additional construction of pathway access to dormitories for Champasak, completed on 22 March 2021.</p>	
	<p>1b. New equipment is integrated in ongoing training programs by 2018 (baseline: not applicable)</p>	<p>1b. TVED progress reports published annually</p>	<p>On track but delayed.</p> <p>List of equipment was cleared by the Vocational Education Development Institute and confirmed alignment with TVET curricula.</p> <p>Batch 1: Equipment Procures:</p>	

			<ul style="list-style-type: none"> (i) IT- electronic equipment for Champassack TVC, delivered on 22 November 2017 (ii) Bio-agriculture (delivered on 30 January 2019) and Veterinary (delivered on 2 April 2019) equipment for Dongkhamxang Agriculture Technical School, (iii) Food processing for Khamoane TVC, delivered on 28 June 2019. (iv) Survey mapping and environmental equipment, delivered on 24 May 2019. (v) Road and Bridge Construction and Automotive/Industrial Machine for Savannakhet TVC, delivered on 18 October 2019. (vi) Building construction equipment for Pakpassack College, delivered on 30 September 2019. (vii) Multi-media and graphics design/IT networking equipment for Vientiane-Hanoi TVC, delivered on 12 November 2019. (viii) Electrical equipment of Champasack-Khammouane TVC and Vientiane Province Technical College, delivered in Q3-2020 (ix) Logistics equipment for Pakpassack College, delivered in Q3-2020. <p>Batch 2: Equipment Procures</p> <ul style="list-style-type: none"> (i) Equipment and tools for IT (Savanakhet, Pakpassack, Khamoane, Polytechnic TVSSs), handed over on 26 February 2021 (ii) Equipment and tools for automotive and road and bridge. (Savannakhet TVC), delivered on 22 July 2020 (iii) Equipment and tools for surveying and land mapping-environmental 	
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			<p>studies laboratory 2 for Polytechnic College, delivered on 16 July 2020.</p> <p>(iv) Equipment and tools for welding and automotive (Pakpassack TV), delivered on 18 July 2020.</p> <p>(v) Equipment and tools for garments (Pakpassack TC and Savannkhet TVC), delivered on 16 Feb 2020.</p> <p>Batch 3: Equipment Procures</p> <p>(i) Xaysomboun Vocational School, equipment for 4 trade areas (building construction, agriculture, general repair and electrical technical trade), signed contract 6 May 2021 and expected delivery in October 2021.</p> <p>(ii) Advance technology robotic arms for 2 project colleges (Pakpasak and Champasak), handed over on 26 February 2021</p> <p>(iii) ICT equipment for Champasak and Vientiane-Hanoi Friendship, the delivery not yet done because of Covid-19.</p> <p>(iv) Additional electrical and accessories for Vientiane Province TC, Khammouane TVC and Champasak TVC amounting, delivery will be implemented in July 2021</p> <p>(v) Additional equipment accessories for automotive for Pakpasak TC, Vientiane Province TC, Khammoaune and Savannakhet TVC, the delivery will be implemented in July 2021.</p> <p>(vi) Additional veterinary and bio-agriculture equipment and tools for Dongkhamxang handed over on 2 April 2021.</p>	
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	1c. Dormitories are well maintained and provide healthy and student-friendly living environments. (baseline: 0)	1c. Progress reports from project colleges and TVED	On track. Dormitories in Vientiane Province TVC; Champasack TVC; Dongkhamxang Agriculture Technical College; and Vientiane-Hanoi Friendship College will be constructed in Q2 2020. Dormitories will ensure 50% female allocation.	
	1c.1. 50% of new dormitory spaces are reserved for female students	1c.1 Progress reports from project colleges and TVED	Once completed, dormitories will ensure 50% female allocation. Khammoaune TVC constructed two new dormitories where 100% of spaces has been allocated for female students.	
2. Quality and relevance of demand-driven programs improved	2a. 1,000 TVET teachers and managers participate in training measures during the implementation phase of the project.	2a. TVED progress and training reports	On track. A total of person counts of 1,453 (569 females, 39%), out of those 18% (259) were ethnic teachers and administrators/managers have been trained on pedagogy, technical, and management.	MTR confirmed that managers include heads of faculties, DDGs and DGs
	2a.1. At least 80% female managers and teachers at the project colleges will participate in training measures.		There are 390 (84%) female teachers and managers/administrators out of 465 females from project colleges had been participated in pedagogy, technical and management training.	MTR proposes change of the target from all to 80%.
	2b. 50% of trained teachers adopt student-centered teaching methods in 2018.	2b. TVED progress reports published annually and feedback from students	On track but delayed. There were 533 teachers 252 females (47%) out of 676 has been assessed in project colleges, there are 178 teachers (89 females) has not yet assessed and 90% on average has adopt learner-centered in their teaching session in which allowed students more participated in the training session and 100% of teachers has prepared teaching plan. Then the full report will be compiled by VEDI in Q3-2021	The assessment report is under formulating by VEDI, expected to complete by beginning of Q3-2021
	2b.1 Sex disaggregated data		Sex-disaggregated data is being collected.	
	2c. At least 80% of the lesson plans confirm integrated theory and practical training approaches.	2c. Lesson plans prepared by project colleges	On track. – The new developed curriculum includes standards with 10% of	

			<p>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.</p> <p>From the assessment exercise conducted by VEDI about 76% against 80% of the lesson plans confirm integrated theory and practical.</p>	There are still 178 teachers of the project colleges has not yet participated in the assessment
	2d. At least 50 teachers have commenced academic upgrading programs by 2018.	2d. Enrolment certifications issued by TVED	<p>Achieved. A total of 154 teachers against 50 targets have upgraded their academic qualifications to gain bachelor's and master's degrees (128), as of 30 September 2021, graduated 101 in the field of their specialization.</p>	
	2d.1. 20 women have commenced academic upgrading programs		59 female teachers have upgraded their academic qualifications to gain bachelor's (15) or master's degrees (44) in the field of their specialization.	
	2e. Increased number of students in an internship schemes in companies.	2e. Training records of colleges published by TVED	<p>Achieved 100% of students in diploma and high diploma courses participate in an internship program. During school year 2020-2021,</p>	MTR proposed to change the "apprenticeship schemes" to "internship programs" to ensure relevance in Lao context.
	2e.1. 40% are women		Achieved. 100% of female students in diploma and high diploma courses participate in an internship program.	MTR proposed to change the indicator to 40% to reflect the actual proportion of female students enrolled in internship-eligible courses.
3. Access to TVET institutions for disadvantaged students increased	3a. Criteria and mechanism for selecting poor students for stipends, including a quota 50% of students to be awarded to female students is in place within the first 6 months of the project.	3a. Criteria and selection mechanism published by TVED	<p>Achieved. Criteria for selection of stipends recipient approved by ADB in Jul 2017 (6 months after project effectiveness). At least 50% of scholarship slots are allocated to women.</p>	MTR proposed to change this indicator to measure the criteria focusing on the selection of applicants rather than the supply of applicants, which is beyond the project's control.

	3b. At least 1,000 students from low-income families received stipends from the project and enrol in vocational schools by 2018	3b. TVET statistics and reports on stipend utilization published by TVED annually	Achieved. As of September 2021, a total of 4,527 students from low-income families have received stipends from the project.	
	3b.1. 50% women		2,470 females' students from low-income families (55% of total recipients) have received stipends.	
	3c. Awareness campaigns have contributed to enhance the reputation of TVET and the understanding of job opportunities for skilled workers	3c. Surveys and campaign reports conducted and prepared by the consulting firm and TVED	On track. A consulting firm to undertake TVET promotions was mobilized in 2018. The firm trained the 8 colleges on how to prepare TVET promotion plan ad how to conduct awareness campaigns. TVET promotion plans are currently are being implemented by the colleges by create Facebook pages: https://www.facebook.com/groups/STVET.SENT.Lao/ www.facebook.com/TVED.Laos (broadcasted 2 episodes) Lao.TVET.ໂອກາດ GIRLS.TVET.Laos www.facebook.com/goodJOBlaos https://www.facebook.com/SSTVETP.laos/	
	3c.1 Surveys collect and report sex-disaggregated data		Project collects and reports sex-disaggregated data.	

Appendix B. Compliance to Covenants

Grant 503: SSTVET COMPLIANCE WITH GRANT COVENANTS

Schedule	Para.	Description	Progress as of 30 September 2021
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>(a) All laws and regulations on environment, health and safety are being implemented. IEE of all colleges under the 1st, 2nd and 3rd Batch civil works were prepared and approved by Provincial Department of Natural Resources and Environment</p> <p>(b) IEE of all colleges under the 1st, 2nd and 3rd Batch civil works have been prepared and approved by the respective Provincial Department of Natural Resources and Environment.</p> <p>(c) EMP was implemented by all contractors and monitored by the Environmental Specialist. The 2020 Annual Environmental Monitoring Report was submitted to ADB in February 2021 and first 2021 Bi-annual Environmental Monitoring Report will be submitted to ADB in July 2021.</p> <p>(d) These are all disclosed at https://www.adb.org/projects/42278-024/main#project-documents.</p>
4	3	<p>Human and Financial Resources to Implement Safeguards Requirements</p> <p>The Recipient shall make available necessary budgetary and human resources to fully implement the EMP.</p>	<p>Being complied with.</p> <p>Environmental specialist is engaged on an intermittent basis to ensure the implementation of the approved IEE and EMP for civil works are in compliance with ADB's safeguards requirements for the project.</p>

Schedule	Para.	Description	Progress as of 30 September 2021
IV	4	<p>(a) The Recipient shall (i) maintain separate accounts and records for the Project; (ii) prepare annual financial statements for the Project in accordance with financial reporting standards acceptable to ADB; (iii) have such financial statements audited annually by independent auditors whose qualifications, experience and terms of reference are acceptable to ADB, in accordance with auditing standards acceptable to ADB; (iv) as part of each such audit, have the auditors prepare a report, which includes the auditors' opinion(s) on the financial statements and the use of the Grant proceeds, and a management letter (which sets out the deficiencies in the internal control of the Project that were identified in the course of the audit, if any); and (v) furnish to ADB, no later than 6 months after the end of each related fiscal year, copies of such audited financial statements, audit report and management letter, all in the English language, and such other information concerning these documents and the audit thereof as ADB shall from time to time reasonably request. (b) ADB shall disclose the annual audited financial statements for the Project and the opinion of the auditors on the financial statements within 14 days of the date of ADB's confirmation of their acceptability by posting them on ADB's website (c) The Recipient shall enable ADB, upon ADB's request, to discuss the financial statements for the Project and the Recipient's financial affairs where they relate to the Project with the auditors appointed pursuant to subsection (a)(iii) hereinabove, and shall authorize and require any representative of such auditors to participate in any such discussions requested by ADB. This is provided that such discussions shall be conducted only in the presence of an authorized officer of the Recipient, unless the Recipient shall otherwise agree.</p>	<p>(i) Being complied with. (ii-v) Audited project financial statement covering the period January to December 2019 was disclosed in the ADB website in October 2020. https://www.adb.org/projects/documents/lao-42278-024-apfs-1</p> <p>Audit reports for FY2017 and FY2018 were submitted ahead of the submission deadline, with unqualified auditor's opinion.</p> <p>FY2018: https://www.adb.org/projects/documents/lao-42278-024-apfs-0</p> <p>The audit reports were disclosed at: FY2017 (coverage 31 October-31 December 2016 and 30 January-30 June 2017 https://www.adb.org/projects/documents/lao-42278-022-apfs</p>

Schedule	Para.	Description	Progress as of 30 September 2021
4	4	<p>Safeguards-Related Provisions in Bidding Documents and Works Contracts:</p> <p>The Recipient shall ensure that all bidding documents and contracts for Works contain provisions that require contractors to: (a) comply with the measures relevant to the contractor set forth in the IEE and the EMP (to the extent they concern impacts on affected people during construction). and any corrective or preventative actions set forth in a Safeguards Monitoring Report; (b) make available a budget for all such environmental measures; and (c) provide the Recipient with a written notice of any unanticipated environmental, resettlement or indigenous peoples risks or impacts that arise during construction, implementation or operation of the Project that were not considered in the IEE.</p>	<p>Being complied with.</p> <p>(a) IEE of all colleges for the 1st, 2nd and 3rd Batch civil works were and approved by respective Provincial Department of Natural Resources and Environment</p> <p>(b) To ensure that the proposed mitigation measures will be carried out by the contractors during the construction stage, the design consultant has clearly set out in the tender and contract documents the contractor's obligation to undertake the respective environmental mitigation measures.</p> <p>(c) The contractor is required to adopt good site practices as part of the construction contract, so there are no separate costs required for the environmental implementation plan. Costs of design related mitigation measures were included in the civil work budgets. The primary impact needing mitigation during construction are/were mainly noise, dust, and wastes. Upon turn over and use, training workshops may dispose some hazardous wastes, like engine oil. The colleges ensure proper disposal of such wastes.</p> <p>(d) All contracts included budget for environmental and social measures;</p> <p>(e) Any issues arising due to construction will be promptly reported to ADB and will be included in the SEMR;</p> <p>(f) As of 10 June 2021, only 3 contracts are under construction including (i) Pakpasak Technical College (PTC); (ii) Vientiane-Hanoi Friendship Technical and Vocational College (VHC); and Khammouane Technical and Vocational College (KTC). Work stoppage is reported since Lao New Year in April until early June 2021 due to the Covid-19 lockdown.</p>

Schedule	Para.	Description	Progress as of 30 September 2021
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>(a) The 2020 Annual Environmental Monitoring Report was submitted to ADB in February 2021. The first 2021 Bi-annual Environmental Monitoring Report will be submitted to ADB in July 2021.</p> <p>(b) The ADB mission in November 2020 observed that there was no proper sanitation system provided to the construction workers at Vientiane-Hanoi construction site. Lavatories are in unhygienic condition. There is also no private washing and bathing area and first aid kits are not provided in the construction sites and workers' camp. In addition, the wastewater is discharged in uncontrolled manner and is not thru the existing sewage system of the college. The Mission requested that frequent and effective monitoring be carried out by assigned college staff with support from the Project ES and corrective actions be taken to address these issues to be in line with EMP requirements. As of December 2020, the corrective actions have been taken to address the mission findings. This includes provision of first aid kits, waste bins, private washing and bathing areas (use with collage due to limited space), clean up worker camp area and wastewater is discharged to the existing sewage system of the college.</p> <p>(c) At Dongkhamxang Agriculture Technical College and Polytechnic College sites, all civil works are completed at this college during the last ADB Misison. However, the Mission noted that the construction site still needs to be cleaned up and restored. A large amount of solid and hazardous wastes was left on site. The Mission requested the PMU to instruct the contractor to take immediate corrective action to address this issue. As of December 2020, the corrective actions have been taken to address the mission findings. All sites have been cleaned up.</p> <p>(d) More details can be found in the AMR 2020 disclosed in the ADB website in March 2020.</p> <p>https://www.adb.org/projects/documents/lao-42278-024-emr-2</p>

Schedule	Para.	Description	Progress as of 30 September 2021
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</p>	<p>Being complied with.</p> <p>No IP nor resettlement issue was encountered to date. In the event there would be such issues, the EA will report to ADB for resolution.</p>
4	8	<p>Labor Standards, Health and Safety:</p> <p>The Recipient shall ensure that the core labor standards and the Recipient's applicable laws and regulations are complied with during Project implementation. The Recipient shall include specific provisions in the bidding documents and contracts financed by ADB under the Project requiring that the contractors, among other things: (a) comply with the Recipient's applicable labor law and regulations and incorporate applicable workplace occupational safety norms; (b) do not use child labor; (c) do not discriminate workers in respect of employment and occupation; (d) do not use forced labor; (e) allow freedom of association and effectively recognize the right to collective bargaining; and (f) disseminate, or engage appropriate service providers to disseminate, information on the risks of sexually transmitted diseases, including HIV/AIDS, to the employees of contractors engaged under the Project and to members of the local communities surrounding the Project area, particularly women.</p> <p>The Recipient shall strictly monitor compliance with the requirements set forth in the above paragraph and provide ADB with regular reports.</p>	<p>Being complied with.</p> <p>(a) SSHEP ensures that core labor laws and regulations are continuously complied with during project implementation. Bid documents for CW1 and CW4 included requirements to comply with the following:</p> <ul style="list-style-type: none"> a. all laws and regulations complied and implemented occupational safety culture at site; b. inform contractor and not found any child labor; c. this principle was included in the training and all engineers and workers are aware and respectful; d. all labors get paid as general market labor and has freedom to work or not work; e. allow freedom of association and effectively recognize the right to collective bargaining; and f. sexual transmission diseases, HIV/AIDS and other communicable and COVID19 were parts of the Environment training course. The contractor also discussed these at the toolbox meeting. The students and teachers, who are nearest the construction sites were also participated in the environment training course. <p>(b) Comment box as a worker grievance mechanism was installed in all camps so that workers can raise their complaints, if any. During this reporting period there was no complaint reported.</p>

Schedule	Para.	Description	Progress as of 30 September 2021
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 following measures have been undertaken: (a) the GAP is implemented and all targets and activities are being complied with according to requirements; (b) all bid documents and contracts included and will include GAP provisions and requirements; (c) adequate resources were allocated to allow effective implementation and monitoring of the GAP; and (d) monthly, quarterly and annual monitoring of GAP is being done to ensure achievement of key gender outcome and output targets. Progress is reported every quarter to ADB or as necessary.</p> <p>Two gender counterpart staff are assigned to ensure achievement of GAP targets and activities. A national gender expert is deployed to provide capacity building to gender counterparts and TVET colleges and support monitoring.</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</p>	<p>Being complied with.</p> <p>Anticorruption provisions are included in bid and contract documents. The project abides by and will continue to comply with ADB's anti-corruption policy in all its project related activities, and established a Grievance Redress Mechanism (GRM) for the project. Project website which announces award of each package also espouses debriefing if so warranted by unsuccessful bidders/contractors.</p>

Schedule	Para.	Description	Progress as of 30 September 2021
5	13	<p>Operation and Maintenance:</p> <p>The Recipient shall ensure that the budget allocation for the implementation of the TVET development plan is increased in accordance with its objective under the development plan, and cause MOES to ensure that the operation and maintenance costs are appropriately reflected in the college development plans to be carried out as part of the Project.</p>	<p>Being complied with.</p> <p>PIU allocates budget for operation and maintenance in yearly work plan. All 8 colleges allocate a percentage of enrolment fees to the operation and maintenance of new buildings and equipment ranging from 7 to 20%.</p>

Appendix C. Gender Action Plan

GENDER ACTION PLAN (GAP) MONITORING TABLE

Date of Update: 30 September 2021

Project Title:	Second Strengthening Technical and Vocational Education and Training (SSTVET) Project
Country:	Lao PDR
Project No.:	0503-LAO
Type of Project (Loan/Grant/TA):	Grant
Approval and Timeline:	January 2017-December 2021
Gender Category:	Gender Equity as a Theme (GEN)
Reporting Period:	Quarter 2 (March-June) 2021
Mission Leader:	Ms. Khamtanh Chanthuy
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

General Progress and Achievement made up to Septemebr 2021:

Main focus of the SSTVET on completion of the GAP activities and achieving the GAP targets during Q1/2021 includes (i) reviewing of the GAP implementation in 2020 and consolidation of remaining GAP activities and targets toward the end of 2021 (conducted in March 2021); (ii) providing further clarification on key inquiries from the gender focal points (GFPs) of project colleges on gender related aspects and (iii) providing advice on how to conduct gender training to the TVED as well as the project colleges.

Due to the new wave of the COVID-19 outbreak in Laos which started in the middle of April 2021, led to the city lock down until the recent days, number of planned activities such as (i) training on gender in education and TVED management for TVED and colleges management level; (ii) gender training (on topics including Anti-Sexual Harassment, Violence Against Women, GEWE, etc.); (iii) Job Fairs; (iv) Vocational Skills Competition; etc. were postponed.

The GAP monitoring table below has consolidated the progress of GAP targets and activities made during March – June 2021 based mainly on the online communication with key stakeholders.

The recent GAP progress is also accumulated with the previously updated progress, addressing AD's comments from the previous ADB review mission held in November 2020, and using the GAP version attached to the AM in November 2020.

Gender Action Plan (GAP Activities, Indicators and Targets, Time Frame and Responsibility)	Progress to Date (This should include information on period of actual implementation, sex-disaggregated qualitative and quantitative updates (e.g. number of participating women, women beneficiaries of services, etc.). However, some would be in process – so explain what has happened towards meeting this target)	Issues and Challenges (Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc.)	ADB Comment:																																																																																										
Outcome: TVET system expanded and aligned with evolving labor market needs																																																																																													
<p>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%).</p> <p>Responsibility: 8 colleges Target 1</p>	<p>Not achieved</p> <ul style="list-style-type: none"> - As of June 2021, there are total of 19,449 students enrolled in 8 project colleges for the AY 2020/21. This included 8,015 (41.21%) girls. <p>Enrolment in 8 Project colleges, break down by Academic Year:</p> <table border="1" data-bbox="352 770 1157 992"> <thead> <tr> <th>Academic Year (AY)</th> <th>Total</th> <th>Female</th> <th>% female</th> <th>Male</th> <th>% male</th> </tr> </thead> <tbody> <tr> <td>2017/2018</td> <td>24,312</td> <td>11,470</td> <td>47.18</td> <td>12,842</td> <td>52.82</td> </tr> <tr> <td>2018/2019</td> <td>23,001</td> <td>10,550</td> <td>45.87</td> <td>12,451</td> <td>54.13</td> </tr> <tr> <td>2019/2020</td> <td>23,042</td> <td>10,244</td> <td>44.46</td> <td>12,798</td> <td>55.54</td> </tr> <tr> <td>2020/2021</td> <td>19,449</td> <td>8,015</td> <td>41.21</td> <td>11,434</td> <td>58.79</td> </tr> </tbody> </table> <p>(Source: EMIS, June 2021)</p> <p>Enrolment of AY 2020/21, break down by project college:</p> <table border="1" data-bbox="352 1077 1157 1368"> <thead> <tr> <th>SSTVET Project College Name</th> <th>Total</th> <th>Female</th> <th>% Female</th> <th>Male</th> <th>% Male</th> </tr> </thead> <tbody> <tr> <td>Polytechnic</td> <td>2,233</td> <td>701</td> <td>31.39%</td> <td>1,532</td> <td>68.61%</td> </tr> <tr> <td>Pakpasak</td> <td>4,728</td> <td>2,600</td> <td>54.99%</td> <td>2,128</td> <td>45.01%</td> </tr> <tr> <td>Dongkhamxang</td> <td>451</td> <td>173</td> <td>38.36%</td> <td>278</td> <td>61.64%</td> </tr> <tr> <td>Vientiane-Hanoi</td> <td>1,309</td> <td>530</td> <td>40.49%</td> <td>779</td> <td>59.51%</td> </tr> <tr> <td>Vientiane Province</td> <td>2,565</td> <td>1,232</td> <td>48.03%</td> <td>1,333</td> <td>51.97%</td> </tr> <tr> <td>Khammoaune</td> <td>2,550</td> <td>1,164</td> <td>45.65%</td> <td>1,386</td> <td>54.35%</td> </tr> <tr> <td>Savannakhet</td> <td>2,321</td> <td>1,022</td> <td>44.03%</td> <td>1,299</td> <td>55.97%</td> </tr> <tr> <td>Champasak</td> <td>3,156</td> <td>1,126</td> <td>35.68%</td> <td>2,030</td> <td>64.32%</td> </tr> <tr> <td>TOTAL:</td> <td>19,449</td> <td>8,015</td> <td>41.21%</td> <td>11,434</td> <td>58.79%</td> </tr> </tbody> </table> <p>(Sources: EMIS & SSTVET, June 2021)</p> <ul style="list-style-type: none"> - The percentage of female enrolment has decreased from 47.18% in Y 2017/18 to 41.21% in AY 2020/21. Beside this, total enrolment also reduced from 24,312 in AY 2017/18 to 19,449 in AY 2020/2021. Issues and challenges were discussed by the SSTVET Team and present in the next column. <p>-</p> <p>FURTHER ACTION TO BE TAKEN:</p> <ul style="list-style-type: none"> - In order to increase enrolment – the TVED and Colleges planned to frequently conduct TVET promotions and career guidance and counseling for students, specifically female and their families. - Due to Covid-19, alternative campaign methods such as printed poster and brochures that provide available courses, dormitories and facilities spaces, and stipend support opportunities will be prepared and distributed to communities and Lower and Upper Secondary Schools through the education and local authority channels. 	Academic Year (AY)	Total	Female	% female	Male	% male	2017/2018	24,312	11,470	47.18	12,842	52.82	2018/2019	23,001	10,550	45.87	12,451	54.13	2019/2020	23,042	10,244	44.46	12,798	55.54	2020/2021	19,449	8,015	41.21	11,434	58.79	SSTVET Project College Name	Total	Female	% Female	Male	% Male	Polytechnic	2,233	701	31.39%	1,532	68.61%	Pakpasak	4,728	2,600	54.99%	2,128	45.01%	Dongkhamxang	451	173	38.36%	278	61.64%	Vientiane-Hanoi	1,309	530	40.49%	779	59.51%	Vientiane Province	2,565	1,232	48.03%	1,333	51.97%	Khammoaune	2,550	1,164	45.65%	1,386	54.35%	Savannakhet	2,321	1,022	44.03%	1,299	55.97%	Champasak	3,156	1,126	35.68%	2,030	64.32%	TOTAL:	19,449	8,015	41.21%	11,434	58.79%	<p>Key Challenges & Reasons for Off-track:</p> <ul style="list-style-type: none"> - Number of students from ppor remote areas was reduced due to family's difficulties and required their children support as labor for their family farm and income-generation activities; - Low interest of females in the courses that project colleges convince them to join (technical, mechanical, etc.) vs. Limitation of colleges' capacity to accommodate females in the courses they want to join (Accounting, Secretary, Computer, etc.); - 2 waves of Covid-19 outbreak led to a long time country and city lockdown, temporary closing of schools (which later adapted to 	<p>Even the project faced many challenges as mentioned. However, the mission suggests the project to deliver information of availability of the spaces in TVET schools to high schools and community through education network.</p>
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	<ul style="list-style-type: none"> - Special conditions and opportunities for females’ students e.g. exemption of registration fee, extra tuition, dormitory and provision of stipend assistance to female students who register in technical courses will also be included in the TVET campaign. - Online promotion will be sustained, expanded and made more accessible and interesting to attract more students, specifically female students. 	<p>the online schooling), or postponement of training courses – leading to decreased enrolment rate for the AY 2020-2021; and</p> <ul style="list-style-type: none"> - Covid-19 outbreak also caused reduction of employment opportunities and brought a huge concern for the poor young people in remote areas to pursue studying and vocational training. On top of this, as a result of Covid-19 pandemic, many businesses have closed and laid off workers. The second wave of Covid outbreak in Laos in 2021 caused nearly 50,000 workers suspended; in Vientiane alone 11 garment factories and 2 steel mills and about 10,000 workers 	

Gender Action Plan (GAP Activities, Indicators and Targets, Time Frame and Responsibility)	Progress to Date (This should include information on period of actual implementation, sex-disaggregated qualitative and quantitative updates (e.g. number of participating women, women beneficiaries of services, etc.). However, some would be in process – so explain what has happened towards meeting this target)	Issues and Challenges (Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc.)	ADB Comment:																																		
<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 affairs Target 2</p>	<p>On-track</p> <p>The Tracer Study (TS) of the AY 2017/18 graduates from 8 project colleges conducted with 2,255 (23%) samples which included 50% females out of total 9,819 graduates was completed in July 2020. The result shows 57% have been employed.</p> <ul style="list-style-type: none"> - The recent TS is being conducted for AY 2018/19 and AY 2019/20 graduates. Per the current design, target samples will be at least 60% of total graduates based on the survey standard to ensure high confidence on survey results. This will make up to 6,110 (60%) samples out of 10,183 graduates of the AY 2018/19, and 5,989 (60%) samples out of 9,981 graduates of the AY 2019/20. 50% of samples are graduated females and Sex-Disaggregated data random sampling system will be applied. - The EMIS and project colleges are trying to complete the TS as scheduled in October 2021; by then we would have the updated figure. EMIS and project colleges are also continuing the Employer Study (ES) which will assess appreciation and feedback of the employers on performance of the graduates. <p>Examples of results of the tracer study of the AY 2017/18:</p> <table border="1" data-bbox="352 1283 1134 1928"> <thead> <tr> <th>Assessment Areas</th> <th>Findings</th> </tr> </thead> <tbody> <tr> <td>Total 2017/18 Graduates from 8 colleges: 9,819 and sample for this study is 2,255 graduates which include 50% of females.</td> <td>262 (11.62%)</td> </tr> <tr> <td>The courses include:</td> <td></td> </tr> <tr> <td>- Accounting</td> <td>226 (10%)</td> </tr> <tr> <td>- Electronic</td> <td>94 (4.16%)</td> </tr> <tr> <td>- IT</td> <td>66 (2.93%)</td> </tr> <tr> <td>- Hotel and hospitality</td> <td>64 (2.84%)</td> </tr> <tr> <td>- Computer</td> <td>62 (2.75%)</td> </tr> <tr> <td>- Construction & Architecture</td> <td>62 (2.75%)</td> </tr> <tr> <td>- Office Management</td> <td>53 (2.35%)</td> </tr> <tr> <td>- Secretary</td> <td>48 (2.13%)</td> </tr> <tr> <td>- Agriculture</td> <td></td> </tr> <tr> <td>-</td> <td></td> </tr> <tr> <td>Among 2,255 samples:</td> <td></td> </tr> <tr> <td>- Been employed</td> <td>57%</td> </tr> <tr> <td>- Unemployed</td> <td>43%</td> </tr> <tr> <td>- Among the Employed:</td> <td></td> </tr> </tbody> </table>	Assessment Areas	Findings	Total 2017/18 Graduates from 8 colleges: 9,819 and sample for this study is 2,255 graduates which include 50% of females.	262 (11.62%)	The courses include:		- Accounting	226 (10%)	- Electronic	94 (4.16%)	- IT	66 (2.93%)	- Hotel and hospitality	64 (2.84%)	- Computer	62 (2.75%)	- Construction & Architecture	62 (2.75%)	- Office Management	53 (2.35%)	- Secretary	48 (2.13%)	- Agriculture		-		Among 2,255 samples:		- Been employed	57%	- Unemployed	43%	- Among the Employed:		<p>Key Challenges & Reasons for not yet Achieved:</p> <ul style="list-style-type: none"> - Due to limitation of resources, the TS of AY 2017/18 graduates was conducted with only 23% of total graduates, which is below the survey standard. Therefore, the reported employment rating may not be representative of actual situation.. - A 2-year TS for AY 2018/19 & AY 2019/2020 is being conducted, but due to Covid, the work is slowing down. Only online and telephone interviews 	<p>Comments : Please use "sex-disaggregated data" for a tracer study</p>
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¹ The 100 Stories, 29 May 2021: the Deputy Minister of Labor and Social Welfare, Mr. Pademphone, gave an interview to the media on 25 May 2021 that "the Covid outbreak in 2021 causes nearly 50,000 workers suspended; in Vientiane alone 11 garment factories and 2 steel mills and about 10,000 workers have been suspended

Gender Action Plan (GAP Activities, Indicators and Targets, Time Frame and Responsibility)	Progress to Date (This should include information on period of actual implementation, sex-disaggregated qualitative and quantitative updates (e.g. number of participating women, women beneficiaries of services, etc.). However, some would be in process – so explain what has happened towards meeting this target)		Issues and Challenges (Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc.)	ADB Comment:	
	+ work for private sectors + work for government agencies + self-employed and doing their own business	62% 19% 13%		can be performed. The online survey hardly reaches poor people in remote areas who have limited access to the internet.	- Due to Covid, the planned Job Fairs and Vocational Skills Competition events were postponed. Hopefully they can be resumed after Covid-19 prevention measures were lifted.
	- Duration for job hunting: (91% of graduates got job before 1 year, while 85% got job within 6 months after graduation): + got job offer before graduate + got job within 1-3 months + got job within 4-6 months + got job within 6-9 months + got job after 1 year	16% 45% 19% 6% 9%			
	- Relevance of the courses for the jobs (for those who are employed): + relevant + not relevant	70% 30%			
	- Access to jobs: (for those who got jobs: 2,255) + with support from family, acquaintances, + by themselves + by starting their own business + through labor service company + through newspaper, internet, etc.	363 (16%) 308 (14%) 141 (6%) 120 (5%) 103 (4.6%)			
	- Appreciation of graduates to the courses: + Appreciate (very appreciate, appreciate and somehow appreciate): + not appreciate + not care	98% 1% 1%			
	- The stipends assisted graduates: + got jobs (among this group, 22% work for government and 78% work for private sectors, which all of them reported their courses relevant to their jobs) + no job	57% 43%			

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	<ul style="list-style-type: none"> - Reasons for not being able to find a job (for those who are still unemployed): <li style="padding-left: 20px;">+ no job available for the trained courses 20% <li style="padding-left: 20px;">+ lack skills on (IT, English, Communication, ...) 19% <li style="padding-left: 20px;">+ no information on job opportunities 12% <li style="padding-left: 20px;">+ low level of skills 11% 			
(Sources: EMIS, Report of TS for 2017/18 Graduates)				
FURTHER ACTION TO BE TAKEN:				
<ul style="list-style-type: none"> - The EMIS, TVED and project colleges are trying to complete the TS as scheduled in August 2021. - Strengthen capacity of the project colleges (and all TVET colleges) to continue and routinely conduct the TS of the graduates on their own every AY. - The TS samples have included 50% female students. - Sex-disaggregated data system will be applied in the TS. - In order to increase employment opportunities for students – the TVED and Colleges planned to frequently conduct Job Fairs and Vocational Skills Competition to improve the linkages between students and local industries/employers/entrepreneurs. 				
SSTVET & Colleges – identified required actions to increase employment opportunities for students:				
<ul style="list-style-type: none"> - In order to increase employment opportunities for TVET students, detail and frequently updated information on labor market demand such as what vocational skills, what levels, etc., are required by the local economy. - Improve quality of courses/adapt the courses to the emerging labor market demands, e.g. logistics, tailoring, etc.... - Frequently conduct Job Fairs and Vocational Skills Competition to increase the linkages between students and local industries/entrepreneurs and increase employment opportunities for students. However, due to the Covid-19 outbreak, the planned events were postponed. Hopefully they can be resumed as part of the regular career promotion tasks of the Office of Student Affairs after Covid-19 prevention measures are lifted. 				
Output 1: Teaching and learning environments at selected TVET colleges upgraded				
3. 50% of new dormitory spaces are	Achieved			

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reserved for women Responsibility: 4 colleges Target 3	<ul style="list-style-type: none"> - It was reported in June 2021 that there are 7 new dormitories built in the 4 project colleges, 1 – with at least 50% of new dormitory spaces reserved for women. - Some college reserved more spaces in the new dormitories for females and assigned males in separate dormitory space for safety reasons. This includes: <ul style="list-style-type: none"> • Khammouane TC: reserved 67% of spaces in the new dormitory-rooms for females. Vientiane-Hanoi TC: reserved 57% of spaces in the new dormitory for females. - Overall, the 7 new dormitories are in 11 separate new dormitory buildings, 6 of which are reserved for female student. Total new bed capacity is 584 beds, 329 (56%) are reserved for female students. - Details of new dormitories and additional facilities are in the table below: <p>New dormitory spaces reserved for women in project colleges:</p> <table border="1" data-bbox="352 1079 1187 1704"> <thead> <tr> <th>Name of Project Colleges</th> <th>New construction items</th> <th>No. of units</th> <th>No. rooms (per unit)</th> <th>No. of total rooms</th> <th>No. of beds (per room)</th> <th>No. of total beds</th> <th>No. of total students residing in new dormitories</th> <th>No. of female students residing in new dorms.</th> <th>% of females reside in new dorms.</th> <th>No. of male students residing in new dorms</th> <th>% of males reside in new dorms</th> </tr> </thead> <tbody> <tr> <td>1.Kham Mouan</td> <td>Dormitory (Females)</td> <td>2</td> <td>12</td> <td>24</td> <td>8</td> <td>192</td> <td>192</td> <td>129</td> <td>67%</td> <td>63</td> <td>33%</td> </tr> <tr> <td rowspan="2">2. Vientiane-Hanoi</td> <td>2-storey dormitory with toilet & kitchen (1-for females)</td> <td rowspan="2">1</td> <td>1</td> <td>8</td> <td>4</td> <td rowspan="2">56</td> <td rowspan="2">56</td> <td>32</td> <td>57%</td> <td>0</td> <td>0</td> </tr> <tr> <td>2-storey dormitory with toilet & kitchen (1-for males)</td> <td>1</td> <td>6</td> <td>4</td> <td>0</td> <td>0%</td> <td>24</td> <td>43%</td> </tr> <tr> <td>3.Vientiane Province</td> <td>Dormitory</td> <td>2</td> <td>12</td> <td>24</td> <td>8</td> <td>192</td> <td>192</td> <td>96</td> <td>50%</td> <td>96</td> <td>50%</td> </tr> <tr> <td>4. Dongkhamxang</td> <td>Dormitory</td> <td>2</td> <td>12</td> <td>24</td> <td>6</td> <td>144</td> <td>144</td> <td>72</td> <td>50%</td> <td>72</td> <td>50%</td> </tr> <tr> <td colspan="2">Total;</td> <td>7</td> <td>38</td> <td>86</td> <td>30</td> <td>584</td> <td>584</td> <td>329</td> <td>56%</td> <td>255</td> <td>44%</td> </tr> </tbody> </table> <p>(Source: SSTVET)</p>	Name of Project Colleges	New construction items	No. of units	No. rooms (per unit)	No. of total rooms	No. of beds (per room)	No. of total beds	No. of total students residing in new dormitories	No. of female students residing in new dorms.	% of females reside in new dorms.	No. of male students residing in new dorms	% of males reside in new dorms	1.Kham Mouan	Dormitory (Females)	2	12	24	8	192	192	129	67%	63	33%	2. Vientiane-Hanoi	2-storey dormitory with toilet & kitchen (1-for females)	1	1	8	4	56	56	32	57%	0	0	2-storey dormitory with toilet & kitchen (1-for males)	1	6	4	0	0%	24	43%	3.Vientiane Province	Dormitory	2	12	24	8	192	192	96	50%	96	50%	4. Dongkhamxang	Dormitory	2	12	24	6	144	144	72	50%	72	50%	Total;		7	38	86	30	584	584	329	56%	255	44%		
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4. Dormitories have separate spaces and facilities for women and men. Responsibility: 4 colleges	<p>Achieved.</p> <ul style="list-style-type: none"> - As of June 2021, the facilities built for new dormitories have separate spaces for women and men. Such facilities include kitchens and sex-segregated toilets. - Details of new dormitory facilities are in the table below: <p>Summary of new dormitory facility spaces preserved for women in project colleges:</p> <table border="1" data-bbox="352 2002 1259 2054"> <thead> <tr> <th>Name of Project Colleges</th> <th>New construction items</th> <th>No. of</th> <th>No. rooms</th> <th>No. of total</th> <th>No. of bed</th> <th>No. of total beds</th> <th>No. of total students</th> <th>No. of female</th> <th>% of female s</th> <th>No. of male stude</th> <th>% of males resid</th> </tr> </thead> <tbody> <tr> <td colspan="12"> (This table is empty in the provided image, but the header is present.) </td> </tr> </tbody> </table>	Name of Project Colleges	New construction items	No. of	No. rooms	No. of total	No. of bed	No. of total beds	No. of total students	No. of female	% of female s	No. of male stude	% of males resid	(This table is empty in the provided image, but the header is present.)													Clarify that are the dormitories separate spaces for men and women? (done)_ Comment:																																																								
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Activity 1		units	(per unit)	rooms	s (per room)		nts resided in new dormitories	students resided in new dorms.	resided in new dorms.	nts resided in new dorms	ed in new dorms		
Activity 1	1. Kham Mouan	Dormitory (Females)	2	12	24	8	192 (67%)	19	19	100%	0	0	
	Dormitory (Males)	1	6	6	16	96 (33%)	-	-	-	-	-	-	
	Toilet	2		16			19	19	100%	0	0	0	
	Bathroom	2		2			19	19	100%	0	0	0	
	Kitchen	2		2			19	19	100%	0	0	0	
	Workshop (2 classrooms, 1 Lab, 1 office)	1											
	TOTAL:						288						
	2. Polytechnic (2-Storey Workshop)	Office			2								
	Lecture rooms				4								
	Drawing practice rooms				2								
	Laboratory				2								
	Toilet				4								
	Storage				4								
	IT workshop	1											
	TOTAL:						n/a	n/a	n/a	n/a			
	3. Savan nakhet	2-storey building	1										
	2-storey multi-purpose building	1											
	1 and a half-storey building for Automotive	1											
	1 and a half-storey building for Civil work	1											
	TOTAL:						n/a	n/a	n/a	n/a			
	4. Vientiane-Hanoi	2-storey dormitory with toilet & kitchen (1-for females)	1	1	8	4	32 (57%)	32	32				
	2-storey dormitory with toilet & kitchen (1-for males)		1		6	4	24 (43%)	24			24		
	Canteen + equipments		1				n/a						
	TOTAL:						56						
	5. Pakpasak	4-storey building (completed)	1										
	4-storey building (70%)	1											
	TOTAL:						n/a						
	6. Cham Pasak	Dormitories (with kitchen + toilet facilities)	2	6	12	8	192	192	96	50%	96	50%	
						192	192	96	50%	96	50%		
Tailoring workshop:				1			7	6		1			

Please complete data on numbers of spaces reserved for female students in the table (done)

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5. All new and upgraded colleges will have separate latrines and facilities for male and female teachers and students. Responsibility: 4 colleges Target 4	<p>Achieved</p> <ul style="list-style-type: none"> - All buildings constructed under SSTVET include separate latrines (toilets) and facilities for male and female teachers and students. This includes all the dormitory facilities. - As of June 2021, there are some proposed additional civil works/upgrading as detailed below: <ul style="list-style-type: none"> • The construction of 1 kitchen and 1 toilet for Khammuoane TVC - will be awarded in July 2021. • Renovation of three old dormitories' roofing for Vieintiane Province TC - will be awarded in July 2021. <p>FURTHER ACTION TO BE TAKEN:</p> <ul style="list-style-type: none"> - Will further collect information on separate female and male 																																																																																																																																																																																																																																																																																					

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<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 Activity 2</p>	<p>Achieved</p> <ul style="list-style-type: none"> - Based on the results of a brief Assessment of Dormitories Management Guideline and Code of Conduct at the project colleges held in April 2018, SSTVET together with TVED have developed the Anti-Sexual Harassment and Bullying Guideline to supplement the existing Code of Conduct in all project colleges. The Guideline was completed and endorsed by the MOES in July 2018 (Annex 1: Anti-Sexual Harassment Guideline). - The Anti-Sexual Harassment and Bullying Guideline was introduced to 25 colleges (as required by the TVED) in the same event with the clarification of the existing Code of Conducts. - To support the GFPs of project colleges and relevant departments to conduct training on Gender, Prevention of Sexual Harassment and relevant topics at their respective colleges, SSTVET conducted up to 16 gender training/workshops (in 5 major themes e.g. Gender, Sexual Harassment, Gender in Environmental and Social Safeguard, and Gender ToT). As of June 2021, SSTVET provided gender training to total of 655 persons/times, which included 379 (58%) women. Details are in the table below: <p>Training/Workshop on Anti-Sexual Harassment Guideline, Gender and related topics conducted by the SSTVET Project and TVED to project colleges:</p> <table border="1" data-bbox="352 1464 1248 2011"> <thead> <tr> <th>Topic of Training/Workshop</th> <th>d/m/y and Venue</th> <th>No. of total participants</th> <th>No. of female participants</th> <th>% of female participants</th> <th>No. of male participants</th> <th>% of male participants</th> </tr> </thead> <tbody> <tr> <td>1. Meeting to introduce tools for gender mainstreaming in SSTVET activities</td> <td>15-17/11/2017 (MOES)</td> <td>49</td> <td>26</td> <td>53%</td> <td>23</td> <td>47%</td> </tr> <tr> <td rowspan="4">2. Meeting to review existing Code of Conducts and Anti-Sexual Harassment Measures.</td> <td>20/04/2018 (in Vientiane Province)</td> <td>11</td> <td>7</td> <td>64%</td> <td>4</td> <td>36%</td> </tr> <tr> <td>23/04/2018 (in Champasak)</td> <td>10</td> <td>6</td> <td>60%</td> <td>4</td> <td>40%</td> </tr> <tr> <td>25/04/2018 (in Khammuan)</td> <td>13</td> <td>7</td> <td>54%</td> <td>6</td> <td>46%</td> </tr> <tr> <td>26/04/2018 (in Savannakhet)</td> <td>16</td> <td>9</td> <td>56%</td> <td>7</td> <td>44%</td> </tr> </tbody> </table>	Topic of Training/Workshop	d/m/y and Venue	No. of total participants	No. of female participants	% of female participants	No. of male participants	% of male participants	1. Meeting to introduce tools for gender mainstreaming in SSTVET activities	15-17/11/2017 (MOES)	49	26	53%	23	47%	2. Meeting to review existing Code of Conducts and Anti-Sexual Harassment Measures.	20/04/2018 (in Vientiane Province)	11	7	64%	4	36%	23/04/2018 (in Champasak)	10	6	60%	4	40%	25/04/2018 (in Khammuan)	13	7	54%	6	46%	26/04/2018 (in Savannakhet)	16	9	56%	7	44%		
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	3. Training on Gender in Social and Environmental Safeguard for all colleges	30-31/05/2018 (MOES)	47	26	55%	21	45%		
	4. Training/Workshop to introduce the Anti-Sexual Harassment and Bullying Guideline to TVET Colleges (August-December 2018)	16-17/08/2018: in VTE Capital, for Middle Part-colleges	41	22	54%	19	46%		
23-24/08/2018: in Luang Prabang for Northern Colleges		45	24	53%	21	47%			
04-05/12/2018: in Champasak for Southern colleges		37	20	54%	17	46%			
	5. Workshop to follow up the application of Anti-Sexual Harassment Guideline	15-16/07/2019 (Vientiane Province)	45	32	71%	13	29%		
	6. Workshop to follow up the GAP activities of project colleges	14-18/10/2019 (LuangPrabang)	50	27	54%	23	46%		
28-31/10-01/11/2019 (Champasak)		60	33	55%	27	45%			
	7. Gender ToT for gender focal points of 25 colleges and relevant departments	22-26 June 2020: in VTE Capital	50	29	58%	21	42%		
	8. Workshop to (i) follow up Anti-Sexual Harassment Guideline, (ii) Gender Action plan of colleges after gender ToT and (iii) clarification on GEWE framework	15-19/09/2020: for Southern Colleges (Khammuan)	54	30	56%	24	44%		
01-06/11/2020: for Northern colleges (in VTE Province)		51	27	53%	24	47%			
	9. Workshop to (i) follow up GAP activities implementation in 2020 and plan for GAP 2021 of project colleges; and (ii) to follow up the Gender ToT and Training on Anti-Sexual Harassment Guideline and Code of Conducts with the TVET colleges.	15-19/03/2021: Vientiane Province	76	54	71%	22	29%		
	TOTAL:		655	379	58%	276	42%		
	<ul style="list-style-type: none"> - Grievance Redress Mechanisms were included in the above mentioned Guideline (Annex 1: Guideline). Grievance Redress Committees have already existed in all project colleges, and they were also introduced to the newly developed Anti-Sexual Harassment Guideline. - With guidance from the TVED, all project colleges have established a committee (Gender Committee) to be responsible for the promotion of Gender Equality and Women's 								

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	<p>Empowerment (GEWE), Prevention and Combatting Violence and Bullying, etc. which included (i) Deputy Director, (ii) Head of Women’s Union (Gender Focal Point), (iii) Head of Trade Union, (iv) Head of Youth Union, and (v) Head of Student Affairs Division (Gender Focal Point).</p> <ul style="list-style-type: none"> - Due to the need for gender focal points (GFPs) to regularly conduct gender meetings/events with teachers and students at their respective colleges, the TVED together with SSTVET conducted Training of Trainers on Gender (Gender ToT), as detailed in the table above. - Referring to the suggestion of MOES, the TVED together with SSTVET conducted workshop to follow-up (i) the use of the Anti-Sexual Harassment and Bullying Guideline, (ii) colleges gender activities after the Gender ToT (June 2020), (iii) clarification on the Lao legal and institutional frameworks for GEWE; country and/citizen’s obligation on GEWE in their responsible areas – for the colleges in the Southern Provinces in September 2020 and for the Northern colleges in November 2020 (Details are in the table above). - At the project colleges, Anti-Sexual Harassment and Code of Conduct were introduced to students, teachers and staff during the new AY Orientation. In addition, during relevant events e.g. Women’s day, Anti-Violence Against Women and Children Campaign, ... these topics were also included. - Up to June 2021, 80,985 students, teachers and staff, including 40,084 (49.5%) females participated in training on Anti-Sexual Harassment, Code of Conduct and other relevant gender topics. Details of training conducted by project colleges are in the table below: <p>Training/Meeting on Anti-Sexual Harassment, gender, Anti-Human Trafficking and Anti-Violence against women conducted by the project colleges:</p> <table border="1" data-bbox="352 1664 1246 2018"> <thead> <tr> <th>Name of Project Colleges</th> <th>d/m/y conducted</th> <th>No. of total participants (total enrolled students + teachers + staff attended)</th> <th>No. of females participated</th> <th>% of females participated</th> <th>No. of males participated</th> <th>% of males participated</th> </tr> </thead> <tbody> <tr> <td rowspan="6">1.Champasak</td> <td>28/11/2018</td> <td>714</td> <td>346</td> <td>48%</td> <td>368</td> <td>52%</td> </tr> <tr> <td>05/12/2018</td> <td>644</td> <td>430</td> <td>67%</td> <td>214</td> <td>33%</td> </tr> <tr> <td>30/03/2019</td> <td>736</td> <td>360</td> <td>49%</td> <td>376</td> <td>51%</td> </tr> <tr> <td>26/11/2019</td> <td>896</td> <td>436</td> <td>49%</td> <td>460</td> <td>51%</td> </tr> <tr> <td>17/06/2020</td> <td>930</td> <td>632</td> <td>68%</td> <td>298</td> <td>32%</td> </tr> <tr> <td>05/08/2020</td> <td>876</td> <td>465</td> <td>53%</td> <td>411</td> <td>47%</td> </tr> </tbody> </table>	Name of Project Colleges	d/m/y conducted	No. of total participants (total enrolled students + teachers + staff attended)	No. of females participated	% of females participated	No. of males participated	% of males participated	1.Champasak	28/11/2018	714	346	48%	368	52%	05/12/2018	644	430	67%	214	33%	30/03/2019	736	360	49%	376	51%	26/11/2019	896	436	49%	460	51%	17/06/2020	930	632	68%	298	32%	05/08/2020	876	465	53%	411	47%		
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		2020: Gender Training for students	982	465	47%	517	53%		
		17/02/2021	978	456	47%	522	53%		
		2021: Gender Training for Students	845	432	51%	413	49%		
		2021: Gender ToT	12	7	58%	5	42%		
		2021: Anti-Sexual Harassment to students	1,568	758	48%	810	52%		
		TOTAL:	9,181	4,787	52%	4,394	48%		
2.Savannakhet	20/09/2018	1,635	725	44%	910	56%			
	10/10/2019	1,336	583	44%	753	56%			
	17/12/2020	588	224	38%	364	62%			
	2020: Guideline & Code of Conduct	559	215	38%	344	62%			
	2021: Gender Training 1	617	284	46%	333	54%			
	2021: Gender Training 2	1,016	374	37%	642	63%			
	2021: Gender ToT	30	16	53%	14	47%			
	TOTAL:	5,781	2,421	42%	3,360	58%			
3.Khammouan	21-25/10/2019	659	335	51%	324	49%			
	28/11/2020	348	165	47%	183	53%			
	18-25/11/2020	517	314	61%	203	39%			
	TOTAL:	1,524	814	53%	710	47%			
4.Polytechnic	2018-2019	2,451	988	40%	1,463	60%			
	2019-2020	2,029	722	36%	1,307	64%			
	2020-2021	1,032	361	35%	671	65%			
	TOTAL:	5,512	2,071	38%	3,441	62%			
5.Pakpasak	2018	10,530	5,419	51%	5,111	49%			
	2019	8,420	4,442	53%	3,978	47%			
	2020	8,873	4,347	49%	4,526	51%			
	2021	7,841	3,769	48%	4,072	52%			
	TOTAL:	35,664	17,977	50.41%	17,687	49.59%			
6.Dongkhamxang	2018: Code of Conducts (students rules + Dormitory rules + gender +Anti-Sexual Harassment + Anti-Human Trafficking...)	1,573	709	45%	864	55%			
	2018: Gender training to students	350	175	50%	175	50%			
	2019: Code of Conducts (students rules + Dormitory rules + gender +Anti-Sexual Harassment + Anti-Human Trafficking...)	2,018	985	49%	1,033	51%			
	2019: Gender training to students	410	173	42%	237	58%			

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		2020: Code of Conducts (students rules + Dormitory rules + gender +Anti-Sexual Harassment + Anti-Human Trafficking,..)	2028	972	48%	1056	52%		
		2020: Gender training to students	357	192	54%	165	46%		
		2021: Code of Conducts (students rules + Dormitory rules + gender +Anti-Sexual Harassment + Anti-Human Trafficking,..)	1,189	603	51%	586	49%		
		2021: Gender training to students	342	174	51%	168	49%		
		TOTAL:	8,267	3983	48%	4284	52%		
	7. Vientiane-Hanoi	2018	586	286	49%	300	51%		
		2019	496	229	46%	267	54%		
		2020	307	121	39%	186	61%		
		2021	494	219	44%	275	56%		
		TOTAL:	1,883	855	45%	1,028	55%		
	8. Vientiane Province	2018: Code of Conduct, Gender, Anti-sexual Harassment, Anti-human trafficking	1,217	692	57%	525	43%		
		2018: Gender and Dormitory Management	653	383	59%	270	41%		
		2019: Code of Conduct, Gender, Anti-sexual Harassment, Anti-human trafficking	1,558	835	54%	723	46%		
		2019: Gender and Dormitory Management	675	400	59%	275	41%		
		2019: In collaboration with Prov. WU, conduct gender meeting	1,565	825	53%	740	47%		
		2020: Code of Conduct, Gender, Anti-sexual Harassment, Anti-human trafficking	1,255	637	51%	618	49%		
		2020: Gender and Dormitory Management	652	385	59%	267	41%		
		2020: In collaboration with Prov. WU,	1,269	856	67%	413	33%		

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Polytechnic</td> <td>2018-2019</td> <td>1,000</td> <td>430</td> <td>43%</td> <td>570</td> <td>57%</td> </tr> <tr> <td>2019-2020</td> <td>850</td> <td>350</td> <td>41%</td> <td>500</td> <td>59%</td> </tr> <tr> <td>2020-2021</td> <td>342</td> <td>160</td> <td>47%</td> <td>182</td> <td>53%</td> </tr> <tr> <td>TOTAL:</td> <td></td> <td>2,192</td> <td>940</td> <td>43%</td> <td>1,252</td> <td>57%</td> </tr> <tr> <td rowspan="4">5. Pakpasak</td> <td>2018</td> <td>40</td> <td>0</td> <td>0%</td> <td>40</td> <td>100%</td> </tr> <tr> <td>2019</td> <td>40</td> <td>0</td> <td>0%</td> <td>40</td> <td>100%</td> </tr> <tr> <td>2020</td> <td>42</td> <td>2</td> <td>5%</td> <td>40</td> <td>95%</td> </tr> <tr> <td>2021</td> <td>34</td> <td>1</td> <td>3%</td> <td>33</td> <td>97%</td> </tr> <tr> <td>TOTAL:</td> <td></td> <td>156</td> <td>3</td> <td>2%</td> <td>153</td> <td>98%</td> </tr> <tr> <td rowspan="4">6. 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Polytechnic	2018-2019	1,000	430	43%	570	57%	2019-2020	850	350	41%	500	59%	2020-2021	342	160	47%	182	53%	TOTAL:		2,192	940	43%	1,252	57%	5. Pakpasak	2018	40	0	0%	40	100%	2019	40	0	0%	40	100%	2020	42	2	5%	40	95%	2021	34	1	3%	33	97%	TOTAL:		156	3	2%	153	98%	6. Dongkhamxang	2018	22	9	41%	13	59%	2019	26	13	50%	13	50%	2020	30	14	47%	16	53%	2021	37	19	51%	18	49%	TOTAL:		115	55	48%	60	52%	7. Vientiane-Hanoi	2018	8	3	38%	5	62%	2019	8	3	38%	5	62%	2020	8	3	38%	5	62%	2021	6	2	33%	4	67%	TOTAL:		30	11	37%	19	63%	8. Vientiane Province	2018	36	18	50%	18	50%	2019	34	17	50%	17	50%	2020	34	17	50%	17	50%		
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	(Source: Project Colleges) (Annex 2: Example of A Code of Conducts from project colleges)																																																																																															
Output 2: Quality and relevance of demand driven programs improved																																																																																																
8. 80% female managers and teachers at the project colleges will participate in pedagogy, technical and management training. Responsibility: Teacher Training Division Target 5	Not achieve yet. <ul style="list-style-type: none"> - There were 1,005 Managers, Administrators and Teachers (M, A & T) which included 442 (44%) females in 8 project colleges. 390 (88%) out of total 442 females M, A & T were trained in pedagogy and management. - As of 15 June 2021, 162 (60%) of 269 college managers, administrators and senior technical staff received trainings from the Firm and TVED, of whom 59 (63%) out 93 were female and 15 ethnics were ethnic... TVED will provide one last management training for female managers to reach or even surpass the 80% target. - The data of trained M, A & T breakdown by project colleges is in tables below: <p>Total Managers, Administrators and Teachers (M, A & T) Trained in pedagogy and management break down by project college as of June 2021:</p> <table border="1" data-bbox="352 1406 1198 2029"> <thead> <tr> <th rowspan="2">#</th> <th rowspan="2">SSTVET Project Colleges</th> <th colspan="3">Managers/Administrators plus Teachers</th> <th colspan="3">Managers/Administrators (teaching) Plus Teachers trained in pedagogy</th> <th rowspan="2">% Female Trained</th> </tr> <tr> <th>F</th> <th>M</th> <th>Total</th> <th>F</th> <th>M</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Polytechnic</td> <td>54</td> <td>68</td> <td>122</td> <td>51</td> <td>57</td> <td>108</td> <td>94%</td> </tr> <tr> <td>2</td> <td>Pakpasak</td> <td>64</td> <td>83</td> <td>147</td> <td>49</td> <td>44</td> <td>93</td> <td>77%</td> </tr> <tr> <td>3</td> <td>Dongkhamxang</td> <td>33</td> <td>43</td> <td>76</td> <td>27</td> <td>50</td> <td>77</td> <td>82%</td> </tr> <tr> <td>4</td> <td>Vientiane-Hanoi</td> <td>47</td> <td>46</td> <td>93</td> <td>35</td> <td>42</td> <td>77</td> <td>74%</td> </tr> <tr> <td>5</td> <td>Vientiane Province</td> <td>68</td> <td>74</td> <td>142</td> <td>67</td> <td>83</td> <td>150</td> <td>99%</td> </tr> <tr> <td>6</td> <td>Khammouane</td> <td>53</td> <td>79</td> <td>132</td> <td>51</td> <td>96</td> <td>147</td> <td>96%</td> </tr> <tr> <td>7</td> <td>Savannakhet</td> <td>61</td> <td>83</td> <td>144</td> <td>51</td> <td>57</td> <td>108</td> <td>84%</td> </tr> <tr> <td>8</td> <td>Champasak</td> <td>62</td> <td>87</td> <td>149</td> <td>59</td> <td>59</td> <td>118</td> <td>95%</td> </tr> </tbody> </table>							#	SSTVET Project Colleges	Managers/Administrators plus Teachers			Managers/Administrators (teaching) Plus Teachers trained in pedagogy			% Female Trained	F	M	Total	F	M	Total	1	Polytechnic	54	68	122	51	57	108	94%	2	Pakpasak	64	83	147	49	44	93	77%	3	Dongkhamxang	33	43	76	27	50	77	82%	4	Vientiane-Hanoi	47	46	93	35	42	77	74%	5	Vientiane Province	68	74	142	67	83	150	99%	6	Khammouane	53	79	132	51	96	147	96%	7	Savannakhet	61	83	144	51	57	108	84%	8	Champasak	62	87	149	59	59	118	95%	Key challenges, Reasons for not achieved: <ul style="list-style-type: none"> - COVID 19 caused postponement of the planned management trainings. Therefore, this target (for female managers training) was not achieved. - The management training is rescheduled for August 2021. 	Comment: Please provide the challenge/reasons why this target was not achieved yet Is there more training will be offered in management so that perhaps this target can be met?
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Grand total:	442	563	1005	390	454	844	88%																																																																																																											
#	SSTVET Project Colleges	Managers/Administrators			Managers/Administrators Trained in Management			% Female Trained																																																																																																										
		F	M	Total	F	M	Total																																																																																																											
1	Polytechnic	7	23	30	5	11	16	71%																																																																																																										
2	Pakpasak	10	20	30	8	10	11	80%																																																																																																										
3	Dongkhamxang	4	12	16	3	7	10	75%																																																																																																										
4	Vientiane-Hanoi	24	22	46	12	12	24	50%																																																																																																										
5	Vientiane Province	9	25	34	8	13	21	89%																																																																																																										
6	Khammouane	9	24	33	7	23	30	78%																																																																																																										
7	Savannakhet	7	24	31	5	13	18	71%																																																																																																										
8	Champasak	23	26	49	11	14	25	48%																																																																																																										
Grand Total:		93	176	269	59	103	162	63%																																																																																																										
9. 35% of teachers of the academic upgrading program are women. (35% for bachelor's and 35% for master's programs).	<p>Achieved</p> <ul style="list-style-type: none"> There were total of 154 teachers with included 60 (39%) women in the AUP. This includes: <ul style="list-style-type: none"> 15 (58%) out of 26 teachers were women in Bachelor's Degree (BD). The project offered scholarship for the Master's Degree (MD) program to 129 teachers out of whom 45 (35%) were female however, one female had to leave the program due to sickness. As of June 2021 <ul style="list-style-type: none"> Bachelor Degree (BD): 								<p>Key challenges, Reasons for low numbers of women in master's programs:</p> <ul style="list-style-type: none"> 1. As a requirement for Mater Degree (MD) enrolment, the proposed Field of Study should be the specific technical 	Please provide justification why one of them ended up dropping out of the program.																																																																																																								

Gender Action Plan (GAP Activities, Indicators and Targets, Time Frame and Responsibility)	Progress to Date (This should include information on period of actual implementation, sex-disaggregated qualitative and quantitative updates (e.g. number of participating women, women beneficiaries of services, etc.). However, some would be in process – so explain what has happened towards meeting this target)	Issues and Challenges (Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc.)	ADB Comment:																																																																								
Responsibility: Teacher Training Division Target 6	<ul style="list-style-type: none"> ✓ 20 (77%) out of 26 BD have completed. Out of the 20 BD completed, 11 (55%) are women. ✓ 6 (23%) of 26 BD have not yet completed. Out of the 6 BD uncompleted, 4 (67%) are women. <ul style="list-style-type: none"> • Master Degree (MD): <ul style="list-style-type: none"> ✓ 81 (63%) out of 128 MD have completed. Out of the 81 MD completed, 32 (40%) are women. ✓ 47 (37%) out of 128 MD have not yet completed. Out of the 47 MD uncompleted, 13 (28%) are women. <table border="1" data-bbox="355 898 1251 1077"> <thead> <tr> <th colspan="6">No. of recipients (ALL)</th> <th colspan="6">Completed recipients</th> <th colspan="6">Not yet completed recipients</th> </tr> <tr> <th>Total</th> <th>F</th> <th>Bachelor</th> <th>F</th> <th>Master</th> <th>F</th> <th>Total</th> <th>F</th> <th>Bachelor</th> <th>F</th> <th>Master</th> <th>F</th> <th>Total</th> <th>F</th> <th>Bachelor</th> <th>F</th> <th>Master</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>154</td> <td>60</td> <td>26</td> <td>15</td> <td>128</td> <td>44</td> <td>71</td> <td>31</td> <td>13</td> <td>8</td> <td>58</td> <td>23</td> <td>83</td> <td>29</td> <td>13</td> <td>12</td> <td>70</td> <td>17</td> </tr> <tr> <td></td> <td>(39% of 154)</td> <td></td> <td>(58% of 26)</td> <td></td> <td>(34% of 128)</td> <td>(48% of 154)</td> <td>(44% of 71)</td> <td>(50% of 26)</td> <td>(62% of 13)</td> <td>(45% of 128)</td> <td>(40% of 58)</td> <td>(54% of 154)</td> <td>(35% of 83)</td> <td>(50% of 26)</td> <td>(92% of 13)</td> <td>(55% of 128)</td> <td>(24% of 70)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - The second wave of Covid-19 caused delay on beneficiaries' completion of study programs, while some teachers expect to complete their study in Q2/2021, some teachers expect to complete their study in Q3-Q4/2021 and some have to complete in Q1/2022. <p>FURTHER ACTION TO BE TAKEN:</p> <ul style="list-style-type: none"> - The project will obtain the justification from the relevant colleges where one drops out teacher worked and provide further information in the next GAP update. 	No. of recipients (ALL)						Completed recipients						Not yet completed recipients						Total	F	Bachelor	F	Master	F	Total	F	Bachelor	F	Master	F	Total	F	Bachelor	F	Master	F	154	60	26	15	128	44	71	31	13	8	58	23	83	29	13	12	70	17		(39% of 154)		(58% of 26)		(34% of 128)	(48% of 154)	(44% of 71)	(50% of 26)	(62% of 13)	(45% of 128)	(40% of 58)	(54% of 154)	(35% of 83)	(50% of 26)	(92% of 13)	(55% of 128)	(24% of 70)	field and relevant to the prior study fields of applicants. At the registration time, the available fields of MD were not relevant to the previous field of some of qualified female teachers. 2. MD program requires at least 2 years for studying – therefore the timeline for joining MD was not possible for female teachers who can find their relevant and available field of study in the following years.	
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10. Skills standards manuals, new TVET curriculum and training programs developed under the project are gender sensitive and provide positive	<p>Achieved</p> <ul style="list-style-type: none"> - It was reported that Skills Standards Manual was produced in STVET 1 and is being used in SSTVET.² <ul style="list-style-type: none"> • The terms “boys” and “girls” or “males” and “females” were mentioned in the target groups in every area of Vocational Skills Standard Manual, TVET curriculum and training materials; • Pictures/photos were used to illustrate positive images of women in all TVET curricula and training materials developed under the project. • Every vocational skills standard has included 1 section on gender. <p>- Curriculum:</p>																																																																										

² Skill standard manual was developed in Phase 1 STVET project, and they are being use during the SSTVET to further develop new skill standards and curriculums.

Gender Action Plan (GAP Activities, Indicators and Targets, Time Frame and Responsibility)	Progress to Date (This should include information on period of actual implementation, sex-disaggregated qualitative and quantitative updates (e.g. number of participating women, women beneficiaries of services, etc.). However, some would be in process – so explain what has happened towards meeting this target)	Issues and Challenges (Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc.)	ADB Comment:
images of women. Responsibility: Vocational Education Development Institute + M&E Division of TVED Activity 4	<ul style="list-style-type: none"> • The introduction of gender aspect has been included as a Module in the curriculum, together with other items of soft skills such as problems solving, team work, communication, etc. • Some project colleges have included gender aspect as part of the Humanity courses, while some colleges, such as Pakpasak College, have provided a course on Gender. <p>Example of Savannakhet TC:</p> <ul style="list-style-type: none"> - included the guideline for mainstreaming gender in education and sport sector in the curriculum of the courses as below: <ul style="list-style-type: none"> • (9+3) of garment/tailoring course for total of 16 hours; • C2 of the Motorcycle repairing for total of 16 hours; • C3 of the Business Administration, Electronics, Auto-repair, Motorcycle repair, Construction and Carpenter courses for total of 16 hours each. <p>Example of Vientiane Province TC:</p> <ul style="list-style-type: none"> - Included the guideline for mainstreaming gender in education and sport sector in the curriculum of the courses such as: <ul style="list-style-type: none"> • In C1 of garment/tailor making, cooking, Motorcycle repairing, mushroom culture, and make-up/hairdressing. <p>Example of Champasak TC:</p> <ul style="list-style-type: none"> - Included gender course in the (9+3) of Restaurant and Hotel hospitality, Automotive, and Construction-Carpenter for total of 16 hours. - Included gender aspects/topics in some courses such as culture, humanities, communication and political science. <ul style="list-style-type: none"> - Training materials: <ul style="list-style-type: none"> • Training materials were reviewed by gender specialist, and specifically focus on (i) pictures used in slide presentations illustrating equal roles of men and women and show positive images of women and girls; (ii) try to have balanced number of male and female participants and (iii) indicate male/female (or include a column in the list of participants to indicate gender/sex) of participants - for sex-disaggregated database purpose. <p>Beside this, the SSTVET also developed specific Training Materials on Gender (in general) and Gender ToT for an intensive training to the gender focal points (GFPs) of project colleges (Annex 3: Example of a Report of Gender Training).</p>		

Gender Action Plan (GAP Activities, Indicators and Targets, Time Frame and Responsibility)	Progress to Date (This should include information on period of actual implementation, sex-disaggregated qualitative and quantitative updates (e.g. number of participating women, women beneficiaries of services, etc.). However, some would be in process – so explain what has happened towards meeting this target)	Issues and Challenges (Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc.)	ADB Comment:																																				
11. 50% of students in short term training courses for out of school youth are women. (2015 baseline =30%) Responsibility: 8 Colleges – Technical Division Target 7	<p>On-track</p> <ul style="list-style-type: none"> - The short-term training courses (C1) were provided under the stipend program. - As of May 2021, there were total of 2,578 students who are out of school youth registered in C1. This includes 1,533 (60%) women. - Summary figures of out of school youth who are registered in C1 from 2018 to 2021 are in the table below: <p>Out of school youth registered in short term training courses (C1), breakdown by Registration Year:</p> <table border="1" data-bbox="355 904 1243 1146"> <thead> <tr> <th>Register Year</th> <th>Total</th> <th>Females</th> <th>% female</th> <th>Males</th> <th>% males</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>239</td> <td>173</td> <td>72%</td> <td>66</td> <td>28%</td> </tr> <tr> <td>2019</td> <td>993</td> <td>547</td> <td>55%</td> <td>446</td> <td>45%</td> </tr> <tr> <td>2020</td> <td>891</td> <td>505</td> <td>57%</td> <td>386</td> <td>43%</td> </tr> <tr> <td>2021</td> <td>512</td> <td>350</td> <td>68%</td> <td>162</td> <td>32%</td> </tr> <tr> <td>GRAND TOTAL:</td> <td>2,635</td> <td>1,575</td> <td>60%</td> <td>1,060</td> <td>40%</td> </tr> </tbody> </table> <p>(Source: SSTVET)</p>	Register Year	Total	Females	% female	Males	% males	2018	239	173	72%	66	28%	2019	993	547	55%	446	45%	2020	891	505	57%	386	43%	2021	512	350	68%	162	32%	GRAND TOTAL:	2,635	1,575	60%	1,060	40%		
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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. Responsibility: Education Management	<p>Achieved.</p> <ul style="list-style-type: none"> - All guidelines for counseling and guidance materials which were completed and approved in December 2019, targeted women. In particular, female students are targeted with information on range of employment opportunities in lucrative industries/business sectors where female presence is low. Some examples of lucrative jobs opportunities introduced to students include (i) introducing the relevant courses such as automotive, mechanical, environmental, etc., as there are more employment opportunities with large scale projects; (ii) food processing/agriculture products processing; (iii) understanding the labour market; etc. - In addition, the teacher is also trying to introduce funding sources and fund raising skills (including proposal writing) for those who prefer to start up their own small business, e.g. operate their shops for bike repair, tailoring, beauty; etc. - Gender aspects had been considered in Career Guidance in all project colleges, e.g. a separate Career Guidance room was prepared under the responsibility of the Office of Student Affairs; - At least one female staff was assigned as a Career Guidance Counselors to be available for female students all the time. - During the new Academic Year orientation, Career Guidance Posters and/or Brochures were prepared which included message to encourage more female students to enroll in technical courses, e.g., no entry examination, extra tutorial for interested but unqualified females, free school fees, dormitories 		Comment: <ul style="list-style-type: none"> - Provide examples of these lucrative industries - For the Career Guidance manual for Counselors, teachers and staff has mentioned the term males and females where needed in all documents that what is the context of these terms being 																																				

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Information System Division Activity 5	and facilities provision, stipend opportunities, and career opportunities, to attract them to pursue TVET studies. <ul style="list-style-type: none"> The Career Guidance manual for Counselors, teachers and staff has provided gender-related provisions such as: on page 4: under the topic of Understanding Labour Market Demands and Study and Employment opportunities – included the part mentioned “value and appreciate the special characters of works (e.g. working environment, the trend of social and political, and Labour Market Demands”; understanding Gender Issues; etc. on page 5: when mentioned about the Youth “the term Noum-Sao which means the Young Males and Young Females” were used. on page 7: under the topic of Looking for Employment and Development Opportunities: when mentioned about the Youth “the term Noum-Sao which means the Young Males and Young Females” were used. 		mentioned?
13. Ensure that 30% of those trained as career counsellors are women. (baseline 2015 = 20%) Responsibility: Education Management Information System Division Target 8	Achieved <ul style="list-style-type: none"> The project trained 13 Career Counselors, 4 (31%) of whom were female. All project colleges, the female quota for 1/3 in career counsellors (around 30%) was implemented. Specifically, representative of women union or GFPs, males and female’s head/deputy head of Student Affairs Division were part of the career counselling team. 		
14. Increased number of students in apprenticeship schemes in companies. 40% are	On-track <ul style="list-style-type: none"> No apprenticeship schemes are applicable in Lao context. In lieu of this, internship program is applied. As part of graduation requirement, all students (100%) of final year of the Diploma (9+3³ and 12 + 2⁴); and Higher Diploma (12 		

³ (9+3) means students who completed 9 years elementary education (consist of 5 years primary school and 4 years lower secondary school) will attend 3 years to obtain **Diploma** degree.

⁴ (12+2) means students who completed 12 years elementary education (consist of 5 years primary school, 4 years lower secondary, and 3 years upper secondary schools) will attend only 2 years to obtain **Diploma** degree.

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women. (baseline 0) Responsibility: 8 Colleges Target 9	<p>+ 3⁵) have to participate in the internship with companies and government offices.</p> <ul style="list-style-type: none"> - From AY 2017/18 until December 2020, there were total of 46,338 students of the Diploma and Higher Diploma participated in the internship. 20,588 (44%) out of total D & HD internship students are women. - Summary of Internship students from AY 2017/18 up to AY 2020/21 is in the table below: <p>Enrolment of Diploma (9+3, 12+2) and High Diploma (12+3) from AY 2017/18 to AY 2020/21:</p> <table border="1" data-bbox="352 891 1233 1554"> <thead> <tr> <th>Academic Year (AY)</th> <th>Courses</th> <th>Total</th> <th>Females</th> <th>% females</th> <th>Males</th> <th>% Males</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2017/18</td> <td>Diploma</td> <td>11,971</td> <td>5,981</td> <td>50%</td> <td>5,990</td> <td>50%</td> </tr> <tr> <td>Higher Diploma</td> <td>4,797</td> <td>2,529</td> <td>53%</td> <td>2,268</td> <td>47%</td> </tr> <tr> <td>Total:</td> <td></td> <td>16,768</td> <td>8,510</td> <td>51%</td> <td>8,258</td> <td>49%</td> </tr> <tr> <td rowspan="2">2018/19</td> <td>Diploma</td> <td>30</td> <td>6</td> <td>20%</td> <td>24</td> <td>80%</td> </tr> <tr> <td>Higher Diploma</td> <td>5,588</td> <td>2,819</td> <td>50.45%</td> <td>2,769</td> <td>49.55%</td> </tr> <tr> <td>Total:</td> <td></td> <td>5,618</td> <td>2,825</td> <td>50.28%</td> <td>2,793</td> <td>49.72%</td> </tr> <tr> <td rowspan="2">2019/20</td> <td>Diploma</td> <td>6,314</td> <td>2,252</td> <td>36%</td> <td>4,062</td> <td>64%</td> </tr> <tr> <td>Higher Diploma</td> <td>5,951</td> <td>2,617</td> <td>44%</td> <td>3,334</td> <td>56%</td> </tr> <tr> <td>Total:</td> <td></td> <td>12,265</td> <td>4,869</td> <td>40%</td> <td>7,396</td> <td>60%</td> </tr> <tr> <td rowspan="2">2020/21*</td> <td>Diploma</td> <td>6,680</td> <td>2,267</td> <td>34%</td> <td>4,413</td> <td>66%</td> </tr> <tr> <td>Higher Diploma</td> <td>5,007</td> <td>2,117</td> <td>42%</td> <td>2,890</td> <td>58%</td> </tr> <tr> <td>Total:</td> <td></td> <td>11,687</td> <td>4,384</td> <td>38%</td> <td>7,303</td> <td>62%</td> </tr> <tr> <td>GRAND TOTAL:</td> <td></td> <td>46,338</td> <td>20,588</td> <td>44%</td> <td>25,750</td> <td>56%</td> </tr> </tbody> </table> <p>(Source: SSTVET + GAP Q1/2020) <u>Remarks:</u> * This AY is on-going until September 2021.</p>	Academic Year (AY)	Courses	Total	Females	% females	Males	% Males	2017/18	Diploma	11,971	5,981	50%	5,990	50%	Higher Diploma	4,797	2,529	53%	2,268	47%	Total:		16,768	8,510	51%	8,258	49%	2018/19	Diploma	30	6	20%	24	80%	Higher Diploma	5,588	2,819	50.45%	2,769	49.55%	Total:		5,618	2,825	50.28%	2,793	49.72%	2019/20	Diploma	6,314	2,252	36%	4,062	64%	Higher Diploma	5,951	2,617	44%	3,334	56%	Total:		12,265	4,869	40%	7,396	60%	2020/21*	Diploma	6,680	2,267	34%	4,413	66%	Higher Diploma	5,007	2,117	42%	2,890	58%	Total:		11,687	4,384	38%	7,303	62%	GRAND TOTAL:		46,338	20,588	44%	25,750	56%		
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15. 50% of students enrolled in short courses offered by the project colleges are women.	<p>On-track</p> <ul style="list-style-type: none"> - As of June 2021, 2,236 (59%) out of 3,784 students enrolled in short (C1 & C2) courses offered by the project colleges are women. <p>Students enrolment in short term training courses (C1 & C2) offered by project colleges, breakdown by Year:</p> <table border="1" data-bbox="352 1895 1233 1968"> <thead> <tr> <th>Register Year</th> <th>Total</th> <th>Females</th> <th>% female</th> <th>Males</th> <th>% males</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>265</td> <td>195</td> <td>74%</td> <td>70</td> <td>26%</td> </tr> </tbody> </table>	Register Year	Total	Females	% female	Males	% males	2018	265	195	74%	70	26%																																																																																				
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Responsibility: 8 colleges- stipend team Target 10	2019	1,427	829	58%	598	42%																																												
	2020	1,448	807	56%	641	44%																																												
	2021*	747	492	66%	255	34%																																												
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Output 3: Access to TVET for disadvantaged students increased																																																		
16. Criteria and mechanism for selecting poor students for stipends includes a quota of 50% female students; Responsibility: 8 colleges- stipend team Activity 6	Achieved <ul style="list-style-type: none"> - A quota of reserving 50% stipends for females was included in item B of the student selection criteria “e.g. at least 50% of the stipends will be allocated to women to attend the TVET course of their choosing” (para 6, annex3, PAM-p55). - Selection criteria and stipend implementation manual was approved in Q3/2017 (Rev.0). The revised manual was approved in Q2/2018 (Rev.1). 																																																	
17. At least 50% of stipend assistance is provided to women. Responsibility: 8 colleges- stipend team Target 11	On-track <ul style="list-style-type: none"> - The SSTVET stipend assistance was provided to (C1+C2+C3+ Diploma). - As of September 2021, total enrollment with stipend offered is 4,919 with 2,696 (55%) women. - Summary of stipend beneficiaries are in the table below: Students received Stipend Assistance breakdown by Year: <table border="1" data-bbox="355 1541 1246 1821"> <thead> <tr> <th>Register Year</th> <th>Total</th> <th>Females</th> <th>% female</th> <th>Males</th> <th>% males</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>457</td> <td>113</td> <td>25%</td> <td>344</td> <td>75%</td> </tr> <tr> <td>2018</td> <td>552</td> <td>301</td> <td>55%</td> <td>251</td> <td>45%</td> </tr> <tr> <td>2019</td> <td>1,652</td> <td>958</td> <td>58%</td> <td>694</td> <td>42%</td> </tr> <tr> <td>2020</td> <td>1,511</td> <td>832</td> <td>55%</td> <td>679</td> <td>45%</td> </tr> <tr> <td>2021</td> <td>747</td> <td>492</td> <td>66%</td> <td>255</td> <td>34%</td> </tr> <tr> <td>GRAND TOTAL:</td> <td>4,919</td> <td>2,696</td> <td>55%</td> <td>2,223</td> <td>45%</td> </tr> </tbody> </table>						Register Year	Total	Females	% female	Males	% males	2017	457	113	25%	344	75%	2018	552	301	55%	251	45%	2019	1,652	958	58%	694	42%	2020	1,511	832	55%	679	45%	2021	747	492	66%	255	34%	GRAND TOTAL:	4,919	2,696	55%	2,223	45%		
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18. The TVET promotion campaign: (i) promotes female participation in TVET in	Achieved. <ul style="list-style-type: none"> - The SSTVET promotion was presented in the Face Book page – which frequently updated. - The contents of TVET promotion include: <ul style="list-style-type: none"> • the informaion of available courses in general and the non-traditional skills in particular e.g. mechanical, automotive, 							Comment: please provide specific TVET Campaign contents/activities related to																																										

Gender Action Plan (GAP Activities, Indicators and Targets, Time Frame and Responsibility)	Progress to Date (This should include information on period of actual implementation, sex-disaggregated qualitative and quantitative updates (e.g. number of participating women, women beneficiaries of services, etc.). However, some would be in process – so explain what has happened towards meeting this target)	Issues and Challenges (Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc.)	ADB Comment:
<p>general and in nontraditional skills, in particular; (ii) publicizes the stipend program, dormitory facilities and training programs and strategies used by TVET institutions to promote female enrolment in non-traditional TVET areas; and (iii) mobilizes the private sector to hire more women in non-traditional trades.</p> <p>Responsibility: Education Management Information System Division Activity 7</p>	<p>etc. for females. This include information on the exemption of registration fee for interested females in these course.</p> <ul style="list-style-type: none"> • Information on the Dormitories, Facilities and Stipends assistance especially for the remote poor females and ethnic students. • Job opportunities were also provided. <p>- The SSTVET promotion activities on FB illustrated equal images of males and females. Specific attention on female students was presented in the FB.</p> <p>- Example of the TVET promotion can be found in the links bellow:</p> <ul style="list-style-type: none"> • https://www.facebook.com/groups/SSTVET.SENT.Lao/ • www.facebook.com/TVED.Laos (broadcasted 2 episodes) • Lao.TVET.ໂອກາດ • GIRLS.TVET.Laos • www.facebook.com/goodJOBlaos • https://www.facebook.com/SSTVETP.laos/ <p>- The contents and photos used in the TVET Brochures for TVET Campaign have included the available courses, stipend, dormitories, facility assistance and career/employment opportunities guidance.</p> <p>In practice, TVET Promotion and Career Guidance were some time combined with the Job Fair events – where the students were introduced to the entrepreneurs – and also entrepreneurs were also encouraged to hire more women in non-traditional sectors.</p> <p>- Due to COVID-19 situation, all colleges have carried out their TVET campaign through the social media, as demonstrated in the links bellow:</p> <p>- Example of the links to the Colleges Promotion can be found I the following links:</p> <ul style="list-style-type: none"> • ປະຫວັດຄວາມເປັນມາວິທະຍາໄລເຕັກນິກວິຊາຊີບແຂວງຄຳມ່ວນ - YouTube • ພິທີປິດການຝຶກອົບຮົມໄລຍະສັ້ນຊັ້ນຕົ້ນລະດັບ1 # VTESS ສາຂາປຸກເຫັດ-ສາຂາລ້ຽງປາ-ສາຂາສ້ອມແປງ YouTube <p>- Examples of pictures on the colleges' FB pages show the positive images of women:</p> <p>- Example of Vientiane Province TC:</p>		<p>(i) promotes female participation in TVET in general and in nontraditional skills, in particular; (ii) publicizes the stipend program, dormitory facilities and training programs and strategies used by TVET institutions to promote female enrolment in non-traditional TVET areas; and (iii) mobilizes the private sector to hire more women in non-traditional trades.</p> <p>(Done)</p>

Gender Action Plan (GAP Activities, Indicators and Targets, Time Frame and Responsibility)	Progress to Date (This should include information on period of actual implementation, sex-disaggregated qualitative and quantitative updates (e.g. number of participating women, women beneficiaries of services, etc.). However, some would be in process – so explain what has happened towards meeting this target)	Issues and Challenges (Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc.)	ADB Comment:
	<ul style="list-style-type: none"> • Put college activities and campaign on FB – with recent No. of 12,626 followers and liked by 10,926 people. (https://www.facebook.com/TCVP.Official) - <u>Example:</u> Career/Job opportunities counselling; CV and Application Forms preparation; and Job interviewing techniques – conducted by the Lao National Chamber of Commerce and Industry (LNCCI) and Entrepreneurs to students at Vientiane Province TC: 		

GAP includes 7 Activities and 11 Targets. Status of GAP implementation:

- 100% of activities were achieved and on-track.
- 9 (82%) out of 11 targets were achieved and on-track, and 2 may not likely be achieved

	Achieved/Completed	On-track	More information needed	Not achieved yet
7 Activities	7	0		0
11 Targets	5	4		2

Appendix C1. Ethnic Group

Summary of Ethnic Groups Equality Results and Achievements

I. Project Description

1. Building on the lessons of the Strengthening Technical and Vocational Education and Training Project¹ the proposed project will continue to support efforts to realign technical and vocational education and training (TVET) with current and future labor market needs by (i) upgrading teaching and learning environments at 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. Based on the Eighth National Socio-Economic Development Plan 2016–2020 and the TVET Development Plan for 2016–2020 the impact with which the project is aligned is 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. The project has three outputs: (i) teaching and learning environments at eight TVET colleges upgraded; (ii) quality and relevance of demand-driven programs improved; and (iii) access to TVET institutions for disadvantaged students increased.

2. Lao PDR has prioritized ethnic groups in its quest for improving the quality and relevance of TVET education. Number of ethnic TVET students has made good progress though a lot still needs to be done. Significant ethnic inequalities remain along rural-urban lines, certain geographic areas and among ethnic groups. Key issues of concern, include ethnic disparity in secondary and tertiary education; and limited access to training, employment, finance and opportunities for economic advancement. Lao PDR is ranked 139 in the Human Development Index, which is below the medium human development group and below the average for East Asia and the Pacific countries. Lao PDR's Gender Inequality Index value is 0.534, ranking it 118 out of 149 countries, while its neighbor Cambodia is ranked at 105.

II. Ethnic Groups Analysis

3. The Project provides assistance to disadvantaged and vulnerable students, especially students from ethnic households, through its stipends are intended for students from poor and disadvantaged families. Poor families often live-in districts with high poverty rates, or in the government's priority districts, but not always. Poor households may also live-in better-off areas that can still have large

¹ ADB. 2010. *Report and Recommendation of the President to the Board of Directors: Proposed Grant to the Lao People's Democratic Republic: Strengthening Technical and Vocational Education and Training Project*. Manila. (G0211-LAO, \$23.0 million, approved on July 2010, declared effective in September 2010 and closed in September 2016).

numbers of poor people. These tend to be urban and peri-urban areas. A geographic focus on poor areas only may miss a large share of the poor, many of whom actually live in better-off areas. Therefore, students selected to receive stipends should include but not be limited to students from the government's poorest, most disadvantaged districts. Anyone may apply for a stipend, but—following common local targeting practices in Lao PDR—the local authorities should verify and certify that students are from poor or disadvantaged families. This will include students from ethnic minority households, as well as students from households headed by women.

4. There are fewer girls than boys enrolled in secondary and tertiary education highlighting that women still face challenges in completing a full cycle of education to the tertiary level. The gender gap in favor of men is more pronounced among the poor, with disparities highest in the north and in rural, remote, off road and ethnic areas, as well as among those whose mothers have no education. Lack of lower secondary schools within commutable distance contribute to high dropout rates and low participation of women beyond primary as women are less likely than men to walk long distances to study at a complete school or to attend as boarders. The literacy rate for females is 63% against 82% for males. Across geographic, age, wealth and ethnic groups, females are proportionately less literate than males, while youth (aged 15 to 19) show less of a gender gap in literacy than people slightly older. This may be attributed to higher female school enrolment in recent years. Relevance and quality of education are key challenges with implications for Lao PDR's competitiveness, highlighted in a recent assessment which found that post-secondary graduates in Lao PDR performed in par with those with only primary schooling in Vietnam. About 40% of all students in Technical and Vocational Education and Training (TVET) are female. However, female participation varies significantly by level and subject and mirror gender segregation in the labor market. Key education challenges for women include reducing distance to schools, improving quality and gender responsiveness of teaching/learning materials, ensuring safe school environments and addressing linguistic barriers and cultural attitudes to women's education.

5. According to the baseline survey conducted under the first STVET project as literature review indicate a number of common perceptions/information gaps discouraging students and their parents from enrolling in TVET or pursuing vocational careers, including:

- a There is a strong preference for “white collar” jobs and negative public perceptions of TVET and vocational careers, and social stigma associated with pursuing TVET courses or vocational careers.
- b Students and parents have limited information about the changing job market, the careers that will be in demand, salary scales for skilled employment, and the role of TVET in preparing students for emerging opportunities.
- c **Lack of education about TVET courses and support services, especially among ethnic groups, poor populations and others with more limited access to communication channels**
- d **Low interests among women and ethnic groups**

6. MOES sought for a consulting entity to provide a team of consultants to design and implement an integrated, multi-level TVET promotion campaign that will increase awareness and positive perceptions of TVET and to promote enrollment, with special attention to women, ethnic groups, and low-income students eligible for the stipend program. The consulting company for TVET promotion and the stipends team ensured that ethnic students participate in the stipends program.

7. The TVET promotion campaign ensured that measures are incorporated to reach those students within these audience groups that have lesser or limited access to communication channels, female students, students of lower economic status and students non-Lao speaking ethnic groups. The TVET Promotion Strategy made use of approaches and channels that support engagement with female students, ethnic and linguistic minorities and the poor, and ensured that poor students are aware of the availability of the stipend program and how to utilize it. A monitoring and evaluation framework will be created as part of the TVET Promotion Strategy, which will include indicators to track and assess reach to these groups. While digital promotions were done, school visits in ethnic areas were given priority to make sure ethnic students are included in the program. The TVET promotion campaign made use of various approaches and channels that support engagement with female students, ethnic and linguistic minorities and the poor, and will ensure that poor students are aware of the availability of the stipend program and how to utilize it. The firm will deliver an integrated TVET promotion campaign to meet the communication objectives stated above. The promotion campaign conducted by the TVET colleges were gender-sensitive, considered both rural and urban audiences, and ensured that selected communication channels are able to reach audiences of varying ethnic, linguistic and economic backgrounds. The TVET promotion campaign emphasized the need to reach its most vulnerable audience, creating campaigns that are effective and sensitive to the linguistic and ethnic diversity in Lao PDR.

8. The following eight colleges were 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. Each college extended efforts to accommodate ethnic students' TVET learning needs, especially via the SSTVET stipends program.

III. Overall Assessment

9. The project developed Ethnic Groups Plan to outline the potential impacts of the project on ethnic groups, and specified actions to address the impacts and help to improve the distribution of benefits to ethnic groups. These aimed to ensure that ethnic groups could benefit equally to the rest of society. Further, the plan aimed to expand education access for female and ethnic students in all project activities, particularly stipend scheme, dormitories, education facilities and female ethnic teachers access to in-service teacher training program, teacher upgrading programs and other management training programs.

10. **TVET-assisted trainings completed to date are as follows:** i) training of teachers for LCA was set with a total of 1,102 teachers trained participants (person count), 479 (43%) female, 175 (16%) ethnic.; ii) CDC, Dormitory

Management, Government project proposal writing, career guidance and counseling and library management, finance management and workshop management. As of September 2021, **533** (female 252) out of 676 (female 339) teachers from project colleges have been assessed, about 498 teachers (236 female) had been awarded LCA certification by VEDI; 35 teachers did not pass (16 female) while 143 teachers (female 102) have not been assessed as they have just been newly trained.

11. **Technical and pedagogy skills and knowledge of teachers.** As of June 2021, a total 1,102 teachers (481 females, 44%) and 175 (16%) were ethnic. Those trained teachers able to: (i) enhance their technical and pedagogical knowledge and skills; (ii) create better learning and teaching environment; (iii) shift from traditional teaching to the more engaging learner-centered approach; (iv) allow students to actively participate in the learning process by developing training activities matrix (TAM) or lesson plan, (iv) improve the progress check or student assessment in each session, (v) follow percentage allocation between theory and practice aligned with curricular for each qualification; and (vi) enhance students' soft skills and practical knowledge via provision of more hands on exercises, practical and experiential learning opportunities.

12. **Teacher and administrators/managers.** By Q3/2021, 1,535 (569) teachers and administrators/managers (based on person count) from TVET schools/colleges had been trained against the project target indicator of 1,000 person (over achievement) had been trained on pedagogy, technical skills and management. Out of the above figures there were 1,102 trained teachers (481 females, 44%), of whom 175 (16%) were ethnic and adapted the learner-centered approach in all TVET schools/colleges. VEDI had conducted the LCA assessment of 498 teachers (236 females, 47%) out of 676 teachers (339 females, 50%) trained with 71% already using the LCA and awarded LCA certificates by VEDI (as against the 50% target in the DMF). DMF also targets that 80% of teachers trained are preparing lesson plans and this has to be achieved by the Project, because current achieved is only 76%. VEDI has to complete assessment of 676 teachers to achieve this target. Note further that other teacher (426 out of this 140 are female) outside the project colleges and have not gone through the assessment due to budget constraints.

13. **Coaching and Mentoring.** In Q1 2021, the Capacity Building Firm completed delivery all coaching and mentoring services requirement of the Project with a training accomplishment of: 35 training sub-modules, 172 trained teachers, 37 (22%) female, 14 ethnics (1%). The CB firm prioritized with project colleges equipment packages needing further instruction on how to operate and use for teaching and learning. From this exercise, the teachers were able to: (i) operate the machinery, (ii) use advance and sophisticated equipment in the delivery of modular teaching, (iii) do better maintenance and storage. \

14. **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, on this basis, various career guidance and counseling modules were developed by EMIS with assistance from SSTVET consultants. CGC materials were finalized by trained master trainers/counsellors. These were completed and approved by MOES in September 2019. Out of the total 13 trained counsellors, 4 are female (31%) which those trainers, they can train 113 counsellors from 23 TVET college and IVET school, female 16 (14%), 26 (31%) ethnic.

15. **Teacher Upgrading.** The teacher upgrading program had a total of 154 teacher beneficiaries (59 females, 38%; 5 (3,5%) ethnic; with 22 females 10%; 26 teachers in the bachelor degree program and 128 (45 females, 35%; 5 (4,16%) ethnic in teachers in Master degree program.

16. **Stipends.** As of Q3/2021, the final target is 5,000 stipends with total budget for category 6 of USD4,200,000 (first allocation is USD4,000,000, during ADB mid-term review mission agreed to allocate USD310,000, then the project request to reduce USD110,000 during the reallocation in Q2/2021). The total enrolment for all stipends is 4,919 students (2,696 female students – 55%) 98% out of new targeting 5,000 (2,500 females, 50%). From the above achievement, there is 4,527 (92%) students from low-income families (2,470 female students – 55%) and 1,233 (25%) of ethnic group (614 female students – 50%). Please refer to table below in terms of actual person count:

	All Enrolment			Ethnic			Low-Income Family		
	All	F.	%F.	All	F.	%F.	All	F.	%F.
Certificate C1	3,398	1,995	59 %	812	461	57 %	3,055	1,798	59%
Certificate C2	489	328	67 %	106	67	63 %	478	318	67%
Certificate C3	844	279	33 %	253	65	26 %	822	272	33%
Diploma	188	94	50 %	62	21	34 %	172	82	48%
Total Stipend	4,919	2,696	55 %	1,233	614	50 %	4,527	2,470	55%

17. The Ethnic Groups Plan consisted of 4 measures to mitigate impacts, 4 out of 4 measures were achieved. Although there is no clear guideline to assess the achievement, the project is rated successful in implementing the ethnic groups plan. A summary of the accomplishments of the ethnic groups plan is in Appendix C1.

18. Lessons Learned. The SSTVET Promotion Strategy focus in planning how to reach the most disadvantaged and vulnerable groups in Lao PDR. The best mode of reaching ethnic students is via secondary school visits in ethnic areas. The SSTVET colleges had conducted such visits during the Project, in some remote secondary schools due to the limited budget. School visits were even more restricted on the onslaught of the Covid-10 pandemic. During the period of the TVET promotion campaign, Facebook and other social media gained popularity as sources and channels of TVET information drive. While based on surveys, popularity of mobile phone ownership among secondary school students has risen, such development has to translate to TVET enrolment. TVET enrolment is in a downward trend for some reasons, with some new TVET courses gaining more popularity than traditional ones. While the stipends program can entice ethnic students to study in TVET colleges, their staying in school is highly dependent on financial support of their families, which means that if the stipends support is stopped, and their families are unable to support them, then dropping out from their studies is the only choice left for most of them.

19. While SSTVET addressed issues related to dormitories, which is one important factor in helping students enroll in TVET colleges, with 50% female space allocations emphasized, male ethnic students must also be given priority to ensure that they are supported in their studies. For TVET enrolment to increase, an effective TVET information campaign reaching the poor, ethnic, girl and disadvantaged students must be backed up by available TVET facilities such as classrooms/workshops, dormitories, toilets, canteens, etc., and financial assistance to enable them to survive during such period.

Update on Ethnic Group Plan

As of October 2021

Table: Summary of Compliance with IP Requirements

IP Requirements	Compliance status Yes/No/ Partial	Comment or Reasons for Compliance, Partial-compliance, Non-compliance	Issues for Further Action ²
The TVET Promotion Strategy will make use of approaches and channels that support engagement with female students, ethnic and linguistic minorities and the poor, and will ensure that poor students are aware of the availability of the stipend program and how to utilize it.	Y	The TVET Promotion Strategy focused on raising TVET knowledge and awareness using various approaches to engaged the disadvantaged and vulnerable groups to include female and ethnic groups.	
The stipends are intended for students from poor and disadvantaged families. Poor families often live-in districts with high poverty rates, or in the government's priority districts, but not always. Poor households may also live-in better-off areas that can still have large numbers of poor people. These tend to be urban and peri-urban areas. A geographic focus on poor areas	Y	The stipends program catered to 4,919 beneficiaries, 25% ethnic and 55% girls.	

² To be elaborated further in table 3.b (Issues for Further Action).

<p>only may miss a large share of the poor, many of whom actually live-in better-off areas. Therefore, students selected to receive stipends should include but not be limited to students from the government's poorest, most disadvantaged districts. Anyone may apply for a stipend, but—following common local targeting practices in Lao PDR—the local authorities should verify and certify that students are from poor or disadvantaged families. This will include student's minority households, as well as students from ethnic from households headed by women.</p>			
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<p>MOES is seeking a consulting entity to provide a team of consultants to design and implement an integrated, multi-level TVET promotion campaign that will increase awareness and positive perceptions of TVET and to promote enrollment, with special attention to women, ethnic groups, and low-income students eligible for the stipend program.</p> <p>The TVET promotion campaign will ensure that measures are incorporated to reach those students within these audience groups that have lesser or limited access to communication channels, female students, students of lower economic status and students non-Lao speaking ethnic groups.</p> <p>The TVET promotion campaign will make use of approaches and channels that support engagement with female students, ethnic and linguistic minorities and the poor, and will ensure that poor students are aware of the availability of the stipend program and how to utilize it.</p>		<p>MOES deployed a consulting firm to design and implement an integrated, multi-level promotion campaign which increase awareness and develop positive perception about TVET, focusing on girls, ethnicity and its diversity and the poor. The promotion addressed the issue on the lack of education about TVET courses and support services, especially among ethnic groups, poor populations and others with more limited access to communication channels; thru school visits and social media with the emerging trend of increased digital access due to the current pandemic caused by Covid-19.</p>	
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<p>The TVET Promotion Campaign will ensure that measures are incorporated to reach those students within these audience groups that have lesser or limited access to communication channels, female students, students of lower economic status and students non-Lao speaking ethnic groups</p>		<p>The promotion campaign ensured to expand the reach of information dissemination and TVET awareness thru the different channels and media focusing on the disadvantaged group and the non-Lao speaking ethnic students (via school visits and social media.)</p>	
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Appendix D. Project Implementation Plan

Appendix E. Physical Progress

Ministry of Education and Sports
 Technical and Vocational Education Department
 Grant 0503-LAO(SF) - SSTVET Project

Tracking Physical Progress of SSTVET Project Q2/2021

As of End of September 2021

Category	Activities	Weight	Progress (%)	Weighted Progress
Ouput 1: Teaching and learning environments at eight TVET colleges upgraded				
1,1	Civil Works	15,00		14,93
	1) Prepare design and bid proposal for civil work of 5 colleges	1,00	100%	1,00
	2) Bidding and selection of contractors	1,00	100%	1,00
	3) Civil works construction in Khammouane TVC	1,00	100%	1,00
	4) Civil works consruction in Polytechnic College	1,00	100%	1,00
	5) Civil works consruction in Savannakhet TVC	2,00	100%	2,00
	6) Civil work Conduction in Pakpasak TC	2,00	100%	2,00
	7) Civil work Conduction in Vientiane-Hanoi TVC	2,00	100%	2,00
	8) Civil work Conduction in Vientiane TC	0,50	100%	0,50
	9) Civil work Conduction in Champasak	1,00	100%	1,00
	10) Civil work Conduction in Dongkhamxang	1,00	100%	1,00
	11) Civil work Conduction in Polytechnic Batch 2	0,50	100%	0,50
	12) Civil work Conduction in Vientiene_Hanoi Batch 2	0,50	100%	0,50
	13) Civil work Construction in Vientiane_Hanoi Batch 3	0,50	100%	0,50
	14) Civil work Conduction in Pakpasak TC Batch 3	0,50	85%	0,43
	15) Civil works construction in Khammouane TVC Batch 3	0,50	100%	0,50
1,2	Procurement of Training Equipment and Consumables	20,00		14,51
	1) Prepare list of equipment according to 9 trades area	1,00	100%	1,00
	2) Cost estimation for equipment of 8 colleges	1,00	100%	1,00
	1) Procure and install new equipment for Savannakhet TVC	0,90		0,88
	1.1) Prepare bid proposal for equipment	0,06	100%	0,06
	1.2) Submit NOL for advertise for bids	0,06	100%	0,06
	1.3) Bid evaluation	0,06	100%	0,06
	1.4) Submit NOL for awarding contract	0,04	100%	0,04
	1.5) Delivery Equipment	0,60	100%	0,60
	1.6) Train teachers to use new equipment	0,04	100%	0,04
	1.7) Utilize new equipment for training course	0,04	60%	0,02
	2) Procure and install new equipment for Khammouane TVC	0,75		0,71
	2.1) Prepare bid proposal for equipment	0,05	100%	0,05
	2.2) Submit NOL for advertise for bids	0,05	100%	0,05
	2.3) Bid evaluation	0,05	100%	0,05
	2.4) Submit NOL for awarding contract	0,05	100%	0,05
	2.5) Delivery Equipment	0,05	100%	0,05
	2.6) Train teachers to use new equipment	0,40	100%	0,40
	2.7) Utilize new equipment for training course	0,10	60%	0,06
	3) Procure and install new equipment for Pakpasak TVC	1,55		1,51
	3.1) Prepare bid proposal for equipment	0,05	100%	0,05
	3.2) Submit NOL for advertise for bids	0,05	100%	0,05
	3.3) Bid evaluation	0,05	100%	0,05
	3.4) Submit NOL for awarding contract	0,05	100%	0,05
	3.5) Delivery Equipment	1,05	100%	1,05
	3.6) Train teachers to use new equipment	0,20	100%	0,20
	3.7) Utilize new equipment for training course	0,10	60%	0,06
	4) Procure and install new equipment for Vientiane-Hanoi Friendship TVC	1,55		1,51
	4.1) Prepare proposal for equipment	0,05	100%	0,05
	4.2) Submit NOL for advertise for bids	0,05	100%	0,05
	4.3) Bid evaluation	0,05	100%	0,05
	4.4) Submit NOL for awarding contract	0,05	100%	0,05

Category	Activities	Weight	Progress (%)	Weighted Progress
	4.5) Delivery Equipment	1,05	100%	1,05
	4.6) Train teachers to use new equipment	0,20	100%	0,20
	4.7) Utilize new equipment for training course	0,10	60%	0,06
	5) Procure and install new equipment for Polytechnic College	0,55		0,51
	5.1) Prepare proposal for equipment	0,05	100%	0,05
	5.2) Submit NOL for advertise for bids	0,05	100%	0,05
	5.3) Bid evaluation	0,05	100%	0,05
	5.4) Submit NOL for awarding contract	0,05	100%	0,05
	5.5) Delivery Equipment	0,05	100%	0,05
	5.6) Train teachers to use new equipment	0,20	100%	0,20
	5.7) Utilize new equipment for training course	0,10	60%	0,06
	6) Procure and install new equipment for Champasak TVC	0,55		0,51
	6.1) Prepare bid proposal for equipment	0,05	100%	0,05
	6.2) Submit NOL for advertise for bids	0,05	100%	0,05
	6.3) Bid evaluation	0,05	100%	0,05
	6.4) Submit NOL for awarding contract	0,05	100%	0,05
	6.5) Delivery Equipment	0,05	100%	0,05
	6.6) Train teachers to use new equipment	0,20	100%	0,20
	6.7) Utilize new equipment for training course	0,10	60%	0,06
	7) Procure and install new equipement for Dongkhamxang Agriculture Technical School	0,55		0,51
	7.1) Prepare proposal for equipment	0,05	100%	0,05
	7.2) Submit NOL for advertise for bids	0,05	100%	0,05
	7.3. Bid evaluation	0,05	100%	0,05
	7.4. Submit NOL for awarding contract	0,05	100%	0,05
	7.5. Delivery Equipment	0,05	100%	0,05
	7.6. Train teachers to use new equipment	0,20	100%	0,20
	7.7. Utilize new equipment for training course	0,10	60%	0,06
	8) Procure and install new equipement for Technical college of Vientiane Province	0,55		0,51
	8.1) Prepare proposal for equipment	0,05	100%	0,05
	8.2) Submit NOL for advertise for bids	0,05	100%	0,05
	8.3) Bid evaluation	0,05	100%	0,05
	8.4) Submit NOL for awarding contract	0,05	100%	0,05
	8.5) Delivery Equipment	0,05	100%	0,05
	8.6) Train teachers to use new equipment	0,20	100%	0,20
	8.7) Utilize new equipment for training course	0,10	60%	0,06
	9) Equipment and tools for IT (SVK,PPS,KM and PC) batch 2	0,55		0,51
	9.1) Prepare proposal for equipment	0,05	100%	0,05
	9.2) Submit NOL for advertise for bids	0,05	100%	0,05
	9.3) Bid evaluation	0,05	100%	0,05
	9.4) Submit NOL for awarding contract	0,05	100%	0,05
	9.5) Delivery Equipment	0,05	100%	0,05
	9.6) Train teachers to use new equipment	0,20	100%	0,20
	9.7) Utilize new equipment for training course	0,10	60%	0,06
	10) Equipment and tools for automotiveand road-bridge, SVK batch 2	0,55		0,51
	10.1) Prepare proposal for equipment	0,05	100%	0,05
	10.2) Submit NOL for advertise for bids	0,05	100%	0,05
	10.3) Bid evaluation	0,05	100%	0,05
	10.4) Submit NOL for awarding contract	0,05	100%	0,05
	10.5) Delivery Equipment	0,05	100%	0,05
	10.6) Train teachers to use new equipment	0,20	100%	0,20
	10.7) Utilize new equipment for training course	0,10	60%	0,06
	11) Equipment and tools for survey and environment, Polytechnic batch 2	0,55		0,51
	11.1) Prepare proposal for equipment	0,05	100%	0,05
	11.2) Submit NOL for advertise for bids	0,05	100%	0,05
	11.3) Bid evaluation	0,05	100%	0,05
	11.4) Submit NOL for awarding contract	0,05	100%	0,05

Category	Activities	Weight	Progress (%)	Weighted Progress
	11.5) Delivery Equipment	0,05	100%	0,05
	11.6) Train teachers to use new equipment	0,20	100%	0,20
	11.7) Utilize new equipment for training course	0,10	60%	0,06
	12) Equipment and tools for welding and automotive, Pakpasak batch 2	0,55		0,51
	12.1) Prepare proposal for equipment	0,05	100%	0,05
	12.2) Submit NOL for advertise for bids	0,05	100%	0,05
	12.3) Bid evaluation	0,05	100%	0,05
	12.4) Submit NOL for awarding contract	0,05	100%	0,05
	12.5) Delivery Equipment	0,05	100%	0,05
	12.6) Train teachers to use new equipment	0,20	100%	0,20
	12.7) Utilize new equipment for training course	0,10	60%	0,06
	13) Equipment and tools for garments, PPS and SVK batch 2	0,55		0,51
	13.1) Prepare proposal for equipment	0,05	100%	0,05
	13.2) Submit NOL for advertise for bids	0,05	100%	0,05
	13.3) Bid evaluation	0,05	100%	0,05
	13.4) Submit NOL for awarding contract	0,05	100%	0,05
	13.5) Delivery Equipment	0,05	100%	0,05
	13.6) Train teachers to use new equipment	0,20	100%	0,20
	13.7) Utilize new equipment for training course	0,10	60%	0,06
	14) Equipment and tools for Xaysomboun Technical School	0,55	0%	0,20
	14.1) Prepare proposal for equipment	0,05	100%	0,05
	14.2) Submit NOL for advertise for bids	0,05	100%	0,05
	14.3) Bid evaluation	0,05	100%	0,05
	14.4) Submit NOL for awarding contract	0,05	100%	0,05
	14.5) Delivery Equipment	0,05	0%	0,00
	14.6) Train teachers to use new equipment	0,20	0%	0,00
	14.7) Utilize new equipment for training course	0,10	0%	0,00
	15) Additional equipment and tools ICT for Champasak and Vientiane-Hanoi batch 3	0,55	0%	0,35
	15.1) Prepare proposal for equipment	0,05	100%	0,05
	15.2) Submit NOL for advertise for bids	0,05	100%	0,05
	15.3) Bid evaluation	0,05	100%	0,05
	15.4) Submit NOL for awarding contract	0,05	100%	0,05
	15.5) Delivery Equipment	0,05	100%	0,05
	15.6) Train teachers to use new equipment	0,20	50%	0,10
	15.7) Utilize new equipment for training course	0,10	0%	0,00
	16) Additional equipment and tools electrical for VTEP, KM and CPS batch 3	0,55	0%	0,40
	16.1) Prepare proposal for equipment	0,05	100%	0,05
	16.2) Submit NOL for advertise for bids	0,05	100%	0,05
	16.3) Bid evaluation	0,05	100%	0,05
	16.4) Submit NOL for awarding contract	0,05	100%	0,05
	16.5) Delivery Equipment	0,05	100%	0,05
	16.6) Train teachers to use new equipment	0,20	50%	0,10
	16.7) Utilize new equipment for training course	0,10	50%	0,05
	17) Additional equipment and tools automotive for VTEP, SVK, KM and PPS batch 3	0,55	0%	0,23
	17.1) Prepare proposal for equipment	0,05	100%	0,05
	17.2) Submit NOL for advertise for bids	0,05	100%	0,05
	17.3) Bid evaluation	0,05	100%	0,05
	17.4) Submit NOL for awarding contract	0,05	100%	0,05
	17.5) Delivery Equipment	0,05	50%	0,03
	17.6) Train teachers to use new equipment	0,20	0%	0,00
	17.7) Utilize new equipment for training course	0,10	0%	0,00
	18) Additional equipment and tools veterinary and bio-agriculture for DKX batch 3	0,55	0%	0,51
	18.1) Prepare proposal for equipment	0,05	100%	0,05
	18.2) Submit NOL for advertise for bids	0,05	100%	0,05
	18.3) Bid evaluation	0,05	100%	0,05
	18.4) Submit NOL for awarding contract	0,05	100%	0,05

Category	Activities	Weight	Progress (%)	Weighted Progress
	18.5) Delivery Equipment	0,05	100%	0,05
	18.6) Train teachers to use new equipment	0,20	100%	0,20
	18.7) Utilize new equipment for training course	0,10	60%	0,06
	19) Advance technology equipment for PPC and Chanpasak batch 3	0,55		0,35
	19.1) Prepare proposal for equipment	0,05	100%	0,05
	19.2) Submit NOL for advertise for bids	0,05	100%	0,05
	19.3) Bid evaluation	0,05	100%	0,05
	19.4) Submit NOL for awarding contract	0,05	100%	0,05
	19.5) Delivery Equipment	0,05	100%	0,05
	19.6) Train teachers to use new equipment	0,20	50%	0,10
	19.7) Utilize new equipment for training course	0,10	0%	0,00
	20) Additional equipment for project colleges	1,60		0,13
	20.1) Prepare proposal for equipment	0,25	50%	0,13
	20.2) Submit NOL for advertise for bids	0,25	30%	0,08
	20.3) Bid evaluation	0,25	0%	0,00
	20.4) Submit NOL for awarding contract	0,25	0%	0,00
	20.5) Delivery Equipment	0,25	0%	0,00
	20.6) Train teachers to use new equipment	0,25	0%	0,00
	20.7) Utilize new equipment for training course	0,10	0%	0,00
	21) Printing the learning element	3,40		1,15
	21.1) Prepare proposal for equipment	2,30	50%	1,15
	21.2) Submit NOL for advertise for shopping	0,30	0%	0,00
	21.3) Quotation evaluation	0,30	0%	0,00
	21.4) Awarding contract	0,25	0%	0,00
	20.5) Distribution to project college	0,25	0%	0,00
Output 2: Quality and relevance of demand-driven programs improved				
2,1	Consulting Firms:	10,00		5,60
	1) Firm for Capacity Building	2,60		1,10
	1.1) Short listing	0,15	100%	0,15
	1.2) NOL for RFP	0,15	100%	0,15
	1.3) Open bidding documents	0,15	100%	0,15
	1.4) Evaluation technical proposal	0,15	100%	0,15
	1.5) NOL for awarding contract	0,50	100%	0,50
	1.6) Contract implementation and delivery	1,50	100%	1,49
	2) Firm for TVET Promotion	4,00		2,50
	2.1) Short listing	0,50	100%	0,50
	2.2) NOL for RFP	0,50	100%	0,50
	2.3) Open bidding documents	0,50	100%	0,50
	2.4) Evaluation technical proposal	0,50	100%	0,50
	2.5) NOL for awarding contract	0,50	100%	0,50
	2.6) Contract implementation and delivery	1,50	95%	1,43
	3) Consulting services for supporting Youth Work Platform (Single Source Selection)	2,00		2,00
	3.1) Prepare bid documents	0,50	100%	0,50
	3.2) NOL for signing contract	0,50	100%	0,50
	3.3) Contract implementation and delivery	1,00	100%	1,00
2,2	Upgrading Capacity of Teachers and School Management	5,00		8,30
	1) Develop a selection guideline	0,50	100%	0,50
	2) Develop budget plan	0,50	100%	0,50
	3) Submit to ADB for no objection letter	0,50	100%	0,50
	4) Contacting university, academic providers	0,50	100%	0,50
	5) Send teachers for upgrading	3,00	100%	3,00
	6) Teachers graduate	5,00	66%	3,30

Category	Activities	Weight	Progress (%)	Weighted Progress
2,3	Facilitation of Capacity Development Measures for Teacher and School Management	10,00		10,00
	1) Conduct rapid verification TNA for teachers and colleges managers	0,40	100%	0,40
	2) Develop selection guideline	0,40	100%	0,40
	3) Develop budget plan	0,40	100%	0,40
	4) Submit to ADB for no objection letter	0,40	100%	0,40
	5) Contact training providers/resource person	0,40	100%	0,40
	6) Conduct training course for 1,000 teachers and managers	8,00	100%	8,00
2,4	Develop and revise standard and curriculum	10,00		9,35
	1) Conduct 3 series workshop on standard and curriculum for 9 trade areas	0,50	100%	0,50
	2) Develop 17 skills standard and curriculum in English version	1,00	100%	1,00
	3) Translate 17 skills standard and curriculum from English into Lao	0,50	100%	0,50
	4) Quality checking	0,50	100%	0,50
	5) Final workshop to finalize 17 skills standard and curriculum	0,50	50%	0,25
	6) VEDI review and submit to TVED for approval	5,00	100%	5,00
	7) Using of new curriculum in TVET Colleges	2,00	80%	1,60
Output 3: Access to TVET institutions for disadvantaged students increased				
3,1	Stipend Scheme for 8 colleges:	15,00		14,30
	1) Develop selection guideline	1,25	100%	1,25
	2) Develop budget plan	1,25	100%	1,25
	3) Request no objection from ADB	1,25	100%	1,25
	4) Select student beneficiaries	1,25	100%	1,25
	5) Implement stipend	10,00	93%	9,30
4. Management Activities				
4,1	Consultant Services	10,00		8,86
	1) International:			
	1.1) Project Team Leader	2,00	85%	1,70
	1.2) Standards, curriculum modules and training content/programs Specialists	1,00	100%	1,00
	2) National			
	2.1) Project Administrator/Deputy Team Leader	1,00	90%	0,90
	2.2) DTL/Monitoring and Evaluation Specialist	1,00	83%	0,83
	2.3) Finance Specialist	0,50	70%	0,35
	2.4) Procurement Specialist	0,50	70%	0,35
	2.5) Gender Specialist	0,20	83%	0,17
	2.6) Architect 1	0,20	100%	0,20
	2.7) Architect 2	0,20	100%	0,20
	2.8) Civil Engineer	0,20	100%	0,20
	2.9) Skills standards, curriculum and training material development specialists	0,50	100%	0,50
	2.10) Specialist to facilitate academic upgrading programs for TVET teachers	0,50	90%	0,45
	2.11) Specialist 1 to support the facilitation of capacity building programs for teachers and managers at the eight project colleges.	0,20	90%	0,18
	2.12) Specialist 2 to support the facilitation of capacity building programs for teachers and managers at the eight project colleges (Industry Partnership Specialist)	0,20	100%	0,20
	2.13) Consultant 1 to manage the stipend scheme	0,50	93%	0,47
	2.14) Consultant 2 to manage the stipend scheme	0,50	93%	0,47
	2.15) National Project Coordinator to support Youth Works Platform	0,25	100%	0,25
	2.16) National Environment Specialist	0,25	80%	0,20
	2.17) Project Administration Assistant	0,20	88%	0,18
	2.18) Driver 1	0,05	80%	0,04
	2.19) Driver 2	0,05	80%	0,04
4,3	Project Management and Operations	5,00		4,23
7A	PMU Operation and Project Supervision	1,00	75%	0,75
7B	Conduct Career Counselling, Job Fairs and TVET Promotion	2,00		1,68
	1) Prepare TVET Promotion Strategy	0,50	100%	0,50
	2) Conduct Career Counselling, Job Fairs and TVET Promotion	0,50	50%	0,25
	3) Labormarket survey	0,50	95%	0,48

Category	Activities	Weight	Progress (%)	Weighted Progress
	4) Tracer study	0,50	90%	0,45
7C	Study, Workshop and Conferences	2,00	90%	1,80
4,4	Unallocated			
	Estimated Physical Progress	100		90,08

Appendix F. Financial Management Action Plan

#	Project Number	Approval Numbers	Project Name	SD/RM	Country	Effectiveness Date	Loan Closing Date	Name of Executing Agency / Implementing Agency	Overall Project FM Risk Classification (High, Substantial, Moderate, Low)
2	42278-024	0503-LAO	Second Strengthening Technical and Vocational Education and Training Project	SEHS	LAO	3-Jan-17	30-Jun-22	Ministry of Education and Sports (MOES)	Low

Number of risk mitigating actions	If no FM Action Plans in FMA, please state reason	FM Action Plan					Due? (Yes/No)
		Weakness Area (Internal Audit, Accounting, Information System etc.)	FM Risk Classification (High, Substantial, Moderate, Low)	Mitigation Action	Responsibility	Due Date	
1	NA			During project implementation, consultants will conduct annual training workshops for current and new finance staff of PMU and PIUs during the first quarter of each year. The financial management and operational procedures manual should be further improved and disseminated to PIUs.	PMU	Yearly	No

Action Plan Completed? (Yes/No/NA)	Describe action taken	Date of last monitoring (dd/mm/yyyy)	Status as of last monitoring	Details of Supporting document (BTOR, Minutes, etc)	Next Step/ Remarks
No	Regular annual training conducted by the Department of Finance since 2018 to PMU finance staff. Recent training was provided to stipends team in support of stipends program implementation; and PIUs on MOF rule 4000. Finance training programs for all TVET colleges were completed in August 2020 and another workshop to support project closing is programmed for 2021. Financial management and operational procedures manual based on MOF rules improved and disseminated to PIUs though still due for signing by the Minister.	15-Jun-21	Being complied with.	Aide memoire, review mission (14-18 July 2021) as part of FMA monitoring	For continuous monitoring.

**Appendix G. Training Accomplishment of Capacity
Building Firm**

SUMMARY OF THE 4TH SET OF TRAINING

No	Module No	Title	Delivery Mode (Workshop/Coaching)	No. of Participant					Location	Implementation date (From - to)	Training provider
				Total	Female		Ethnic				
				#	#	%	#	%			
1	Sub-module 6.18	Marketing Survey	Workshop	21	10	47,6			DTAC	16-20/3/2020	BTS/SODA
2	Module 9	Entrepreneurship and industry partnership	Workshop	21	10	47,6			LGTC	8-12/6/2020	LGTC+LIEDTC
3	Module 10	Business management	Workshop	19	4	21,1			VHTVFC	15-19/6/2020	BTS/SODA
4	Module 11	Laboratory/workshop supervision and monitoring	Workshop	22	4	18,2			LGTC	27-31/7/2020	LGTC
5	Sub-module 3.9	Veterinary Trades- Coaching & Mentoring	Coaching & Mentoring	4	1	25,0	1	25%	DTAC	17-21/8/2020	Fa Sai Clinic
6	Sub-module 3.12	Design IT Network	Coaching & Mentoring	7	2	28,6			CTVC	7-11/9/2020	Modern Computer
7	Sub-module 3.6	Multi-media and Graphics	Coaching & Mentoring	7	0	0,0			VHTVC	21-25/9/2020	Baby Max
8	Sub-module 3.4	Mechanical/Automotive trades	Coaching & Mentoring	5	0	0,0			TCVP	21-25/9/2020	LGTC
9	Sub-module 4.9	Veterinary	Coaching & Mentoring/Use of Equipment for CBT Delivery	4	2	50,0	1	25%	DTAC	28/9-2/10/2020	Fa Sai Clinic
10	Sub-module 6.9	Veterinary	Coaching & Mentoring/Technical Knowledge Improvement for Instructors	4	1	25,0			DTAC	12-16/10/2020	Dr. Khamlar
11	Sub-module 4.6	Multi-media and Graphics	Coaching & Mentoring/Use of Equipment for CBT Delivery	6	1	16,7			VHTVC	12-16/10/2020	Baby Max
12	Sub-module 4.12	Design IT Network	Coaching & Mentoring/Use of Equipment for CBT Delivery	8	3	37,5			VHTVC	12-16/10/2020	Modern Computer
13	Sub-module 6.12	Design IT Network	Coaching & Mentoring/Technical Knowledge Improvement for Instructors	6	1	16,7			CTVC	19-23/10/2020	Modern Computer
14	Sub-module 3.2	Electricity and Electronics	Coaching & Mentoring	8	0	0,0			KTVC	19-23/10/2020	LGTC
15	Sub-module 4.2	Electricity and Electronics	Use of Equipment for CBT Delivery	8	0	0,0			KTVC	9-13/11/2020	LGTC
16	Sub-module 6.6	Multi-media and Graphics	Coaching & Mentoring/Technical Knowledge Improvement for Instructors	6	0	0,0			VHTVC	9-13/11/2020	Baby Max
17	Sub-module 4.4	Mechanical/Automotive trades	Coaching & Mentoring/Use of Equipment for CBT Delivery	6	0	0,0			TCVP	16-20/11/2020	LGTC
18	Sub-module 3.10	Survey	Coaching & Mentoring	6	1	16,7			Politechnic	16-20/11/2020	Baby Max
19	Sub-module 4.10	Survey	Coaching & Mentoring/Use of Equipment for CBT Delivery	4	0	0,0			Politechnic	23-27/11/2020	KT Supply
20	Sub-module 3.11	Environmental Industries	Coaching & Mentoring	4	2	50,0			Politechnic	23-27/11/2020	Food & Drug Reserch Center
21	Sub-module 6.10	Survey	Coaching & Mentoring/Technical Knowledge Improvement for Instructors	6	2	33,3			Politechnic	30/11/ - 4/12/2020	Baby Max
22	Sub-module 4.11	Environmental Industries	Coaching & Mentoring/Use of Equipment for CBT Delivery	4	1	25,0			Politechnic	30/11/ - 4/12/2020	Food & Drug Reserch Center
23	Sub-module 6.11	Environmental Industries	Coaching & Mentoring/Technical Knowledge Improvement for Instructors	4	2	50,0			Politechnic	7-11/12/2020	Food & Drug Reserch Center
24	Sub-module 6.8	Organic Agriculture	Coaching & Mentoring/Technical Knowledge Improvement for Instructors	5	1	20,0			DTAC	7-11/12/2020	Clean Agriculture Standard Center
25	Sub-module 3.1	Road and bridge construction	Coaching & Mentoring	4	2	50,0			STVC	7-11/12/2020	KT Supply
26	Sub-module 4.8	Organic Agriculture	Coaching & Mentoring/Use of Equipment for CBT Delivery	5	1	20,0			DTAC	14-18/12/2020	CleanAgriculture Standard Center
27	Sub-module 3.7	Logistics	Coaching & Mentoring	5	2	40,0			PTC	14-18/12/2020	Vientiane SV Import-Export
28	Sub-module 3.5	IT (Data base)	Coaching & Mentoring	6	2	33,3			DTAC	21-25/12/2020	Modern Computer
29	Sub-module 4.5	IT (Data base)	Coaching & Mentoring	6	2	33,3			DTAC	4-8/1/2021	Modern Computer
30	Sub-module 3.13	Food Processing	Coaching & Mentoring	3	2	66,7			KTVC	18-22/1/2021	Miezan Democenter
31	Sub-module 6.2	Engineering and Architecture	Coaching & Mentoring	4	0	0,0			KTVC	1-5/2/2021	LGTC
32	Sub-module 3.3	Engineering and Architecture	Coaching & Mentoring	4	0	0,0			STVC	1-5/2/2021	Mr Bounthong Vongsathien CNC expert

33	Sub-module 4.7	Logistics	Coaching & Mentoring/Use of Equipment for CBT Delivery	3	1	33,3			PTC	15-19/2/2021	Vientiane SV Import-Export
34	Sub-module 4.13	Food Processing	Coaching & Mentoring	3	2	66,7			KTVC	22-26/2/2021	Miezan Democenter
35	Sub-module 4.1	Road and bridge construction	Coaching & Mentoring	3	0	0,0			STVC	22-26/2/2021	LTECH
36	Sub-module 4.3	Engineering and Architecture	Coaching & Mentoring	3		0,0			STVC	9-13/3/2021	Mr Bounthong Vongsathien CNC expert
37	Sub-module 6.13	Food Processing	Coaching & Mentoring/Technical Knowledge Improvement for Instructors	3	2	66,7			KTVC	15-19/3/2021	Miezan Democenter
38	Sub-module 3.8	Organic Agriculture	Coaching & Mentoring	5	1	20,0			DTAC	5/4/2021	CleanAgriculture Standard Center
39	Sub-module 6.1	Road and bridge construction	Coaching & Mentoring/Technical Knowledge Improvement for Instructors	3	0	0,0			STVC	5/4/2021	LTECH

**Appendix H. Highlights of Accomplishments of TVET
Promotion Firm**

Annex H. Highlights of Accomplishments of TVET Promotion Firm

Publicus Asia, Inc. was recruited in December 2018 after a successful 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 was conducted in early December 2018 and the inception report was submitted by the Firm 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. A third workshop to deepen skills on social media channel management and content production was conducted on July 2020 apart from continuous and sustained coaching of TVET College teams.

Highlights of TVET promotion accomplishments include: i) captured audience via Alumni groups increasing via membership drive to facilitate alumni relations; tracer studies; and invite alumni as promo-partners to encourage enrolment in specific colleges and courses; (ii) general audience captured via FB pages measured by increasing LIKES/FOLLOWING and interaction on posts especially on announcement on courses available, scholarships. (TVET Page plus prospect students are conversing online and have received numerous inquiries in page INBOX); and (iii) TVET College branding enhanced via video content (created by enabled TVET Promo teams) and have begun increasing audience influence.

Various other TVET promotion campaign methods were identified in the TVET promotion strategy¹, and these college-based promotion plans were products of close consultation and planning with the colleges were included in the Work Plan for 2020 and 2021. Some colleges have requested budget and will continue to implement college-based promotion strategies and campaigns based on the budget.

CAPACITY BUILDING Achievements. Various workshops have been implemented for all TVET Department/TVET College officers involved in promotions work and 24/7 coaching/mentoring have been made available continuously through the specific channels created for them. The following were among the capacity building interventions

¹TVET promotion campaign methods identified in the strategy include: (i) radio and newspaper; (ii) live events including: a) stipends campaign in feeder schools, career orientation seminars (includes Meetings and demonstrating basic TVET Skills training to communities) budgeted per semester X 3 semesters; b) Job fairs (EXHIBIT BOOTH and ITEMS + Personnel); c) Mobile communications kit

provided by the Firm to support TVET Promotion: (i) Conduct of **joint Baseline Study** with EMIS to various feeder schools in Champassak, Savannakhet, Khammouane, and Vientiane Provinces from instrument design to actual deployment and data gathering, to processing and packaging the Baseline Report/Formative Study together on February to Amy 2019 ii) **Workshop 1: Strategic Planning** June 2019. The first training on 'Strategic planning' was conducted for three days from the 26th to 28th of June 2019 with the aim to provide a broader understanding of 'why' TVET needs promotion and 'how' it can be strategically promoted. It also netted the most important content/message which is the strategic institutional profile (who we are, what we do, why we do it) or Vision/Mission and Core Values. It also pointed out the need to have a regular structure/team for TVET promotions work and not just an occasional or seasonal venture. Thus, **Minister Memo No. 2258** dated 5th June 2019 fixes the target counterparts for capacity building at **32 pax** with specific assignments/jobs on promotions. This was to deepen technical capacity building of specific staff and to institutionalize TVET Promotions as a regular function of TVET Colleges Total number of participants = 40; Female = 4 (10%); (iii) **Workshop 2: Strategy Approval/Toolkit Testing** September 23-27, 2019. The second training on 'Toolkit development and use for TVET Promotion Strategies implementation' was conducted for five days from the 23rd to 27th of Sept 2019² and this was to build the capacity of staff from colleges to fully understand how to develop toolkits for promotion and implement the TVET Promo Strategy. Total number of participants = 40, Female 4 (10%);³ As a result: technical staff for promotions have gained a deeper appreciation of the TVET PROMO STRATEGY and have tested tool kits/digital tools to create new channels and create some content. This launched phase 1 of campaign number 1. (iv) **Informal Site Visits/Live Coaching on site**: were conducted by the firm on February 2020-March 2020 with 40 participants coached, 10% female; upon noticing very little self-driven activity since the workshop, the firm decided to follow up on site and do INFORMAL COACHING for the promo-teams on the specific steps. Some teams admitted they had changes in members and had no admin control of existing channels previously created. Schools requested other staff to attend and be oriented as well on the tools. On the spot, the staff were coached on how to create fresh, new OFFICIAL PAGES and ALUMNI GROUPS and to populate it with initial members and content. As a result, new/replacement technical staff for promotions have gained a deeper appreciation of the TVET PROMO College Action Plans and have tested tool kits/digital tools to create new channels and create some content, Technical staff were able to create new channels (Page and Group) and retain admin control; To sustain, Page/Group admins have been added to secure the layer of control for content. This launched phase 1B of campaign number 1. (v) **Workshop 3: July 2020 Refresher course on Digital Channels Management & Content Production** held at the *Lao-India Entrepreneurship*

² Strategy Implementation Workshop/Tool Kits Orientation: September 23-27, 2019 at the Dongkhamxang Agricultural technical College during the second major workshop. 8 Toolkits have been user-tested and piloted by the participants themselves and prescribed as user-friendly. PARTICIPANTS: 40 (8 DDGs, 34 Promo Staff + EMIS); OUTPUT: Official Page Creation, Official FB Groups for Alumni, Promo Action Plans/Calendar

³ Strategic Planning workshop for TVET College Managers and Staff June 2019 Vientiane Participants 8 DGs, 8 DDGs (as promo team leaders, plus 36 Promo Staff (4 per TVET College) + EMIS. note: Minister Memo No. 2258 dated 5th June 2019 fixes THE TARGET COUNTERPARTS FOR CAPACITY BUILDING AT 32 PAX WITH SPECIFIC ASSIGNMENTS/JOB ON PROMOTIONS; Output: Strategic Profiles (vision/mission/goals)

Development Centre (LIEDC) from 27th to 29th of July 2020 aimed to re-enforce the implementation of the college-level TVET Promotion Strategy by engaging key personnel from each college to have better understanding of their own strategy, college strategic profile, and basic, but practical, digital tools to be used for promotion, particularly in content creation and social media management. The workshop was chaired by TVED Deputy Director General Saykham PHANTHAVONG and facilitated by PUBLiCUS Asia Inc. experts with the attendance of 22, 16 of whom were from TVET colleges (4 or 25% are female), and 6 were from TVED, MOES. Participants were exposed to additional tools like ZOOM, Skype, Streamyard, Tiktok and Canva. This launched phase 2 of digital campaign. As impact for this final push sustained with online coaching, within a week of the workshop conclusion, original content from the TVET College Pages began increasing their traction exponentially with one post from the Vte-Province Technical College on October 23, 2020 gaining as much as 139,600 in reach and 7,700 engagement (clicks/reacts/comments). At central level, The TVET Department’s Youtube channel now has 33 video products so far, while the 8 TVET Colleges continue to produce more original content and expand Alumni Group memberships and Page Likes/Followers and individual post engagements. By increasing channel management capacity, the TVET Colleges now can measure their audiences as to **how many** each particular post reaches, **who** are these people reached, and the **engagement/feedback** achieved with easy evidence using basic social media analytics. The announcements for enrolment in specific courses for the opening of the new school year gained a lot of online inquiries as well as the posting of results from entrance exams generated major reactions from target audiences. More relevant information is now available using video and infographics and simple animations including some lesson exemplars.

Details of Capacity Building Achievements

TRAINING	DATE	PARTICIPANTS				TOTAL	% female
		TVET COLLEGES			EMIS		
Workshop 1:		DG	DDG (team leaders)	Technical STAFF			
3-day Strategic Planning workshop for TVET College Managers and Staff	26-28 June 2019	4/0	8/1	24/4	8/0 (1 of 4 attendees has specific promo functions)	44/5	11%
<p>Process: The first training on ‘Strategic planning’ was conducted for three days from the 26th to 28th of June 2019 with the aim to provide a broader understanding of ‘why’ TVET needs promotion and ‘how’ it can be strategically promoted.</p> <p>Note: Minister Memo No. 2258 dated 5th June 2019 fixes THE TARGET COUNTERPARTS FOR CAPACITY BUILDING AT 32 PAX WITH <u>SPECIFIC ASSIGNMENTS/JOBS ON PROMOTIONS</u>. This was to deepen technical capacity building of specific staff and to institutionalize TVET Promotions as a regular function of TVET Colleges</p>							
<p>Outcome: all TVET Colleges now have fixed PROMO STAFF and the most important content for campaigns:</p>							

<i>WHO WE ARE</i> (vision), <i>WHAT WE DO, FOR WHOM/WHY</i> (mission), <i>HOW WE DO IT</i> (core values) and have identified their own target audience segments							
Workshop 2:		DG	DDG (team leaders)	Technical STAFF	EMIS	TOTAL	% female
5-day Workshop on Tool kit Test Drive	23-27 Sept. 2019	0	8/1	24/5 (4 of 32 attendees are female given promo functions)	10/0 (1 of 4 attendees has specific promo functions)	42/6	14%
Process: The second training on ‘ Toolkit development and use for TVET Promotion Strategies implementation ’ was conducted for five days from the 23 rd to 27 th of Sept 2019 and this was to build the capacity of staff from colleges to fully understand how to develop toolkits for promotion to implement the TVET Promo Strategy.							
Outcome: Technical staff for promotions have gained a deeper appreciation of the TVET PROMO STRATEGY and have tested tool kits/digital tools to create new channels and create some content. This launched phase 1 of campaign number 1.							
		N/A	Students	Technical STAFF	EMIS	TOTAL	% female
Site Visits/Live Coaching on site to 8 TVET Colleges:	February 2020-March 2020		8/6	48/15 (4 of 32 attendees are female given promo functions)	1 of 2 specific promo staff is female alternately accompanying experts to the colleges	56/21	38%
Process: Noticing very little self-driven activity since the workshop, the firm decided to follow up on site and do INFORMAL COACHING for the promo-teams on the specific steps. Some teams admitted they had changes in members and had no admin control of existing channels previously created. Schools requested other staff to attend and be oriented as well on the tools. On the spot, the staff were coached on how to create fresh, new OFFICIAL PAGES and ALUMNI GROUPS and to populate it with initial members and content.							
Outcome: Technical staff were able to create new channels (Page and Group) and retain admin control; To sustain, Page/Group admins have been added to secure the layer of control for content.							
Workshop 3:		DG	DDG (team leaders)	Technical STAFF	EMIS	total	Female
Digital Channel Management and Content Production	JULY 29-31, 2020	0	0	16/3	7/0	23/3	13%
Process: The Refresh Training Workshop on ‘ Digital Channels Management ’ held at the <i>Lao-India Entrepreneurship Development Centre</i> (LIEDC) from 29 th to 31 st of July 2020 aimed to re-enforce the implementation of the college-level TVET Promotion Strategy by engaging key personnel from each college to have better understanding of their own strategy, college strategic profile, and basic, but practical, digital tools to be used for promotion, particularly in content creation and social media management. The workshop was chaired by TVED and facilitated by PUBLiCUS Asia Inc. experts with the attendance of 23, 16 of whom were from TVET colleges (3 or 13% are female), and 7 were from TVED, MOES.							
Participants were exposed to additional tools like ZOOM, Skype, Streamyard, Tiktok and Canva. This launched phase 2 of digital campaign.							
Outcome: Within a week of the workshop conclusion, original content from the TVET College Pages began increasing their traction exponentially with one post from the Vte-Province Technical College on October 23,							

2020 gaining as much as 139,600 in reach and 7,700 engagement (clicks/reacts/comments). At central level, The TVET Department's YouTube channel has 33 video products so far, while the 8 TVET Colleges continue to produce more original content and expand Alumni Group memberships and Page Likes/Followers and individual post engagements



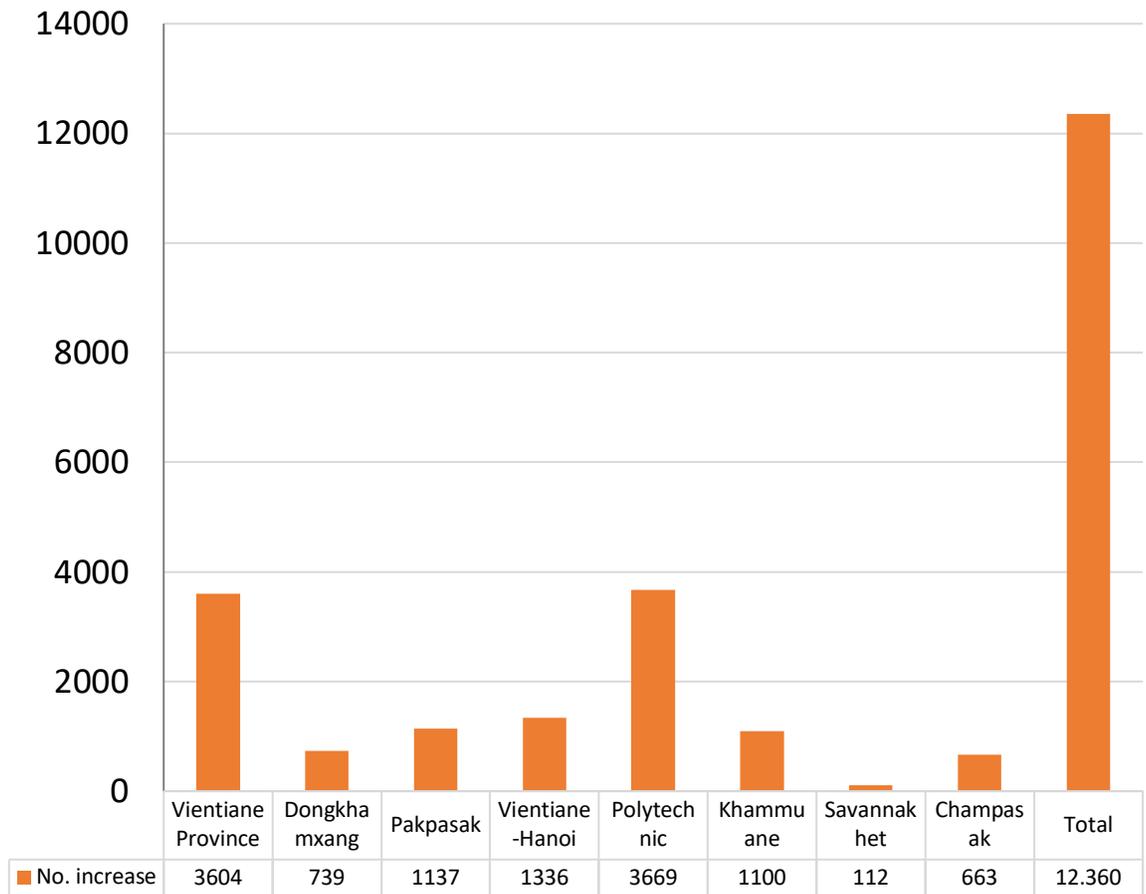
48. Other TVET promotion activities with EMIS to date include: (i) creation of the mentoring/coaching channel for all TVET Colleges on Facebook/WhatsApp; (ii) development and launching of 5 central digital channels with content: www.facebook.com/TVED.Laos (broadcasted 2 episodes); [Lao.TVET. ໂອກາດ](http://Lao.TVET.ໂອກາດ); GIRLS.TVET.Laos; www.facebook.com/goodJOBlaos; <https://www.facebook.com/SSTVETP.laos/>; <https://www.facebook.com/groups/SSTVET.SENT.Lao/>; (iii) adjustment of Colleges' branding protocols; (iv) onsite training/coaching onsite for 8 TVET College promotions teams from 24 February to 6 March creating official FB Pages and Alumni Groups and refresh training on social media management; (v) release of new Lao video on SSTVET Stipends on 10 March 2020 and, (vi) continuous development of content for TVET College pages/5 central digital channels and for integration into the new information kiosks to be distributed in 8 colleges. Refresh/advanced training for newly installed social media managers per TVET College was completed in July 2020.
49. TVET colleges were provided budget to implement completed TVET promotion activities, such as: (i) college digital presence, (ii) secondary school visits; and, (iii) organization of job fairs. TVET colleges prepared TVET promotion budgets for 2020 to 2021. The proposed college budget was submitted to ADB in December 2019, and was NOL'd by ADB in same month. This brings EMIS and the TVET colleges, with support from the Firm, the challenge to implement TVET promotion activities from 2020 up to 2021.
50. With the release of some original content by each TVET College in their official FB Pages and alumni groups, the campaign has begun to gain traction and response from audiences even as it reveals need for deeper training of basic social media skills (personnel were rotated during recent re-structuring). Firm advised to release a memo to all TVET Colleges to have a consistent person-in-charge and trained the "permanently assigned" social media managers in a final workshop this July 2020. Central EMIS Team proved more active in helping manage the central channels and has been coached intensively by consultants, with following reach:

Facebook Page	Mar-20	May-20	Jun-20	Aug-20	Sep-20
Vientiane Province	-	-	6,969	7,918	8,824
Dongkhamxang	-	-	1,189	1,356	1,411
Pakpasak	-	-	-	-	1,339
Vientiane-Hanoi	-	-	397	1,087	1,332
Polytechnic	-	-	7,024	9,184	10,295
Khammuane	-	-	789	1,254	1,473
Savannakhet	-	-	71	76	81
Champasak	-	-	-	-	917
Total	-	-	16,439	20,875	25,672

Facebook Page Followers	Mar-20	May-20	Jun-20	Aug-20	Sep-20
Vientiane Province	6,516	7,383	7,720	8,861	9,866
Dongkhamxang	-	-	1,290	1,488	1,566
Pakpasak	-	-	-	-	1,382
Vientiane-Hanoi	110	240	441	1,178	1,455
Polytechnic	6,753	7,457	7,622	9,996	11,214
Khammuane	210	736	812	1,254	1,611
Savannakhet	55	68	71	76	83
Champasak	-	-	-	-	1,040
Total	13,644	15,884	17,956	22,853	28,217
Facebook Group Alumni rs	Mar-20	May-20	Jun-20	Aug-20	Sep-20
Vientiane Province	56	82	107	272	467
Dongkhamxang	416	475	581	676	705
Pakpasak	-	-	-	-	-
Vientiane-Hanoi	188	235	332	659	902
Polytechnic	43	28	29	317	353
Khammuane	60	366	345	661	841
Savannakhet	13	13	13	13	-
Champasak	20	21	21	68	75
Total	796	1,220	1,428	2,666	3,343
Khammouane	60	366	345		285
Savannakhet	13	13	13		0
Champassak	20	21	21		1
Total	796	1,220	1,428		632

51. As of March 30,2021, the following chart shows increase in number of Page likes since date created.

Number of Likes increase



52. As of July 2021, the Firm and EMIS have prepared the final study instruments and are set to finish the final study in August 2021 despite the travel limitations from the COVID 19 as it can be done face to face and/or the digital channels

created for these feedback loops.

Number of Members increase

