



ADB GRANT 0503

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



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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 January to 31 March 2021 or Quarter 1 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)

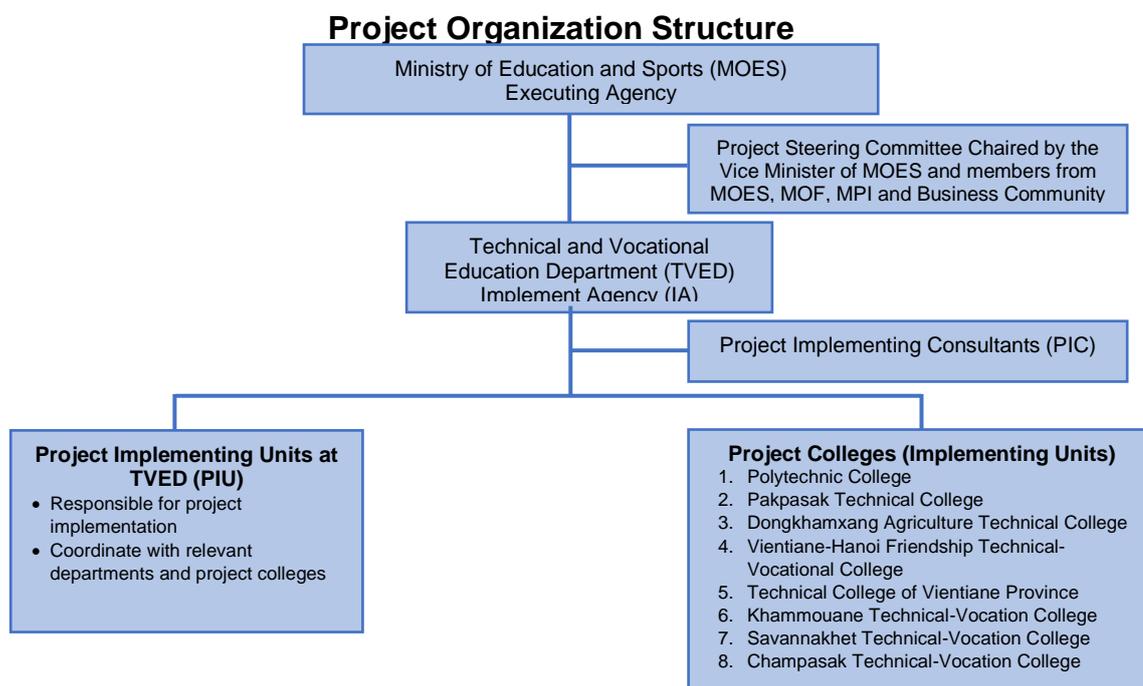
- **Date of completion:**
The SSTVET Project will be implemented during the period from 2017 to June 2022 and is expected to be completed by 31 December 2021.
- **The ADB review mission**
The first ADB Grant Review Mission (Inception Mission) was conducted jointly with ADB-Lao PDR Resident Mission on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

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:



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 mid-term review mission on 3-12 March 2020:

Ministry of Education and Sports

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

as of June, 2020

Reallocation Table

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

2. Contract Awards and Disbursement Projections (CAD)

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

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	0.00	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	0.50	1.00	1.00	0.50	3.00	0.50	2.00	2.50	0.50	5.70		
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

Table was updated to the below in March 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 Q1-2021

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-centred practical training in skill areas that are in demand, and (iii) improving the management of colleges and fostering an environment that demonstrates the principles of entrepreneurship and promotes involvement of companies and communities in TVET. The project will increase poor and disadvantaged students' access to TVET through targeted direct stipends and more dormitory spaces at colleges. The project will also undertake TVET promotion measures to improve the public image of TVET and enhance understanding of TVET products and services among youth, their parents, and communities.
11. Based on the Eighth National Socio-Economic Development Plan 2016–2020 and the TVET Development Plan for 2016–2020, the *expected impact* of the project is aligned with a sufficient skilled labor available to maintain inclusive and sustainable development in Lao PDR. The expected outcome is an expanded TVET system aligned with evolving labor market needs.

3. Project Scope

11. The project has three outputs: (i) *upgraded teaching and learning environments at eight TVET colleges*; (ii) *improved quality and relevance of demand-driven programs*; and (iii) *increased access to TVET institutions for disadvantaged students*.

12. The project will adopt a demand-driven approach to upgrade eight TVET colleges. The Ministry of Education and Sports (MOES) has selected eight colleges that do not receive substantial support from other development partners. Colleges were requested to prepare initial development plans jointly with local industry representatives. The plans described challenges and opportunities of the individual college and included information on 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

13. The project implementation consultant (PIC) was mobilized in 4 May 2017 to support the project management unit (PMU) in implementing the project. The overall project completion rate (physical progress) as of 31 March 2021 was 89%. Cumulative contract awards total \$23.25 M (93% of grant amount) and disbursement at \$24.72 M (99% of the grants amount; includes imprest account of \$6.095 M), respectively.¹
14. The project implementation plan has been revised due to delay in the project start-up of 4 months from the effective date caused by delay in mobilizing the project implementation consultants. The detailed completion rate is estimated in **Annex 1** and the revised plan is shown in **Annex 2**.
15. The project became effective on 3 January 2017 and the recruitment of individual consultants to support the project management unit (PMU) commenced in March 2017. The first batch of consultant team² was mobilized on 4 May 2017 to join the ADB inception mission during 3-12 May 2017³
16. The SSTVET project implemented various activities until mid-term phase. In 3-12 March 2020, the ADB mission conducted the mid-term review and discussed reallocation of the contingency budget of USD2.5 million to new civil works, provision of more training equipment and production of teaching materials.

¹ As of June 17, 2019.

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

³ Team Leader was fielded in June 2017

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

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

18. **Scope.** To address urgent infrastructure needs, \$4.6 million will be earmarked for civil works at (i) Pakpasak Technical College in Vientiane; (ii) Savannakhet Technical and Vocational College; (iii) Vientiane-Hanoi Friendship Technical and Vocational College; and (iv) the agriculture campus at the Khammouane Technical and Vocational College. These four colleges will prepare detailed proposals for civil works to upgrade their facilities, which may include: (i) constructing or renovating existing workshops; (ii) constructing and expanding dormitories; (iii) improving water and sanitation facilities; (iv) constructing or rehabilitating school kitchens and canteens; and (v) improving the overall environment of college campuses towards creating a green and student-friendly atmosphere. The proposals have to (i) indicate the availability of adequate funding and competent capacity to effectively manage and maintain upgraded facilities; (ii) include a plan for maintenance of upgraded facilities indicating roles and responsibilities and funding for maintenance tasks; and (iii) provide a sound rationale on the planned utilization of new and upgraded facilities based on future student 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.
19. **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 also completed to date. For Batch 3, a 1 civil engineer was contracted to prepare additional design of civil works using savings from the Project.
20. Batch 1 CW includes the following: i) **Pakpasak Technical College**, the conceptual design was approved by the MOES Vice Minister in December 2017 and the detailed design drawings including Bill of Quantities were completed in January 2018. The bidding documents were submitted to ADB on 01 February 2018 for review and ADB approved it on 12 February 2018. 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-storey school building consisting of: 1) 1st floor size 19x47m; 2) 2nd floor size 19x47m; 3) 3rd floor

size 19x47m; 4) 4th floor size 19x47m; and, 5) 688 sets of furniture.

21. (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 100% completed as of April 2019 with final payment made in June 2019.
22. 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.
23. (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.
24. 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.
25. (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.
26. 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.
27. (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.

28. 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.

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

Civil works: 2nd Batch

30. 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 is 100% completed in September 2020.
Technical College of	<ul style="list-style-type: none"> - 1 workshop for electrical 	400.000	354.760,67	45.239,33	The contract was signed on 24 Jan

Vientiane Province	– 2 dormitories with kitchen and toilet facilities (1 for female; 1 for male)				2020 and is 100% complete since end July 2020.
Dongkhamxang Agriculture Technical College	– 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 is 100% completed
Vientiane-Hanoi Friendship TVC	– 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 March 2021 work progress is 90%.
Polytechnic college	– 1 workshop for IT	100.000	95.281,00	4.719	100% completed.

Civil work 3rd Batch

31. 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 at Khammoaune Technical-Vocational College estimated at \$95.000; and, (iii) canteen at Vientiane-Hanoi Friendship Technical College estimated at \$60.000. These were all approved by MTR mission, with implementation status 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	ADB approved bid documents. Contract signed on 18 August 2020, as of 31 March 2021 work progress is 45%.
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 31 March 2021, work progress is 50%.
Vientiane-Hanoi Friendship Technical College	1 canteen	60.000	Expected Q3-2020	n/a	Contract signed on 25 November 2020. As of 31 March 2021, work progress is 70%.

Procurement of Training Equipment 1st Batch:

32. **Scope.** \$6.0 million is earmarked for purchase of training equipment. The proposals have to be based on current and future training programs which shall reflect labor market and community needs, and enrolment forecasts. College leaderships have to demonstrate that (i) proposed equipment requests are in line with new and ongoing training programs, which are supported by local employers and communities; (ii) new training equipment will be integrated in training programs to support student-centered teaching approaches and increase hands-on training opportunities for students; (iii) sufficient budget is available for consumables to sustain training programs; and (iv) teachers are able or will be trained to operate new training equipment. The final amount for training equipment for each college will vary and depend on the actual situation and needs of the respective college.
33. **Status.** The lists of training equipment were submitted by 8 colleges based on current and future training programs. The details of technical specifications and cost estimates were completed by consultants, colleges and procurement officer based on the list prepared by the trade working groups (TWGs) organized to develop skills standards and curricula and based on these, equipment lists were prepared.
34. 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.
35. 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.
36. 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.
37. Contracts awarded in 28 June 2019 were: multi-media and graphics design/IT networking equipment for Vientiane-Hanoi TVC and completely delivered on 12 November 2019.
38. 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.

39. 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.
40. 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 TVSS)	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
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 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 Savannkhet TVC)	Shopping	0.060	Contract signed on 22 Jan and hand-over completed 16 Feb 2020.

Procurement of Training Equipment 3rd Batch:

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

No.	Equipment/TVET College	Procurement Method	Estimated Contract Amount (USD)	Status
1.	Xaysomboun Vocational School:	Shopping	200.000	Bid opening will be held on 5 April 2021 and expect to award the contract on May 2021
2.	Advance technology robotic arms for 8 project colleges	Shopping	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 expect to hand over on April 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 expect to hand over on May 2021
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 expect to hand over on May 2021
6	Additional veterinary and bio-agriculture equipment and tools for Dongkhamxang		70.000	Signed contract on 2 February 2021 and expect to hand over on April 2021

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

42. Under Output 2, the project will provide resources for all eight project colleges to improve (i) technical and pedagogy skills and knowledge of teachers; and (ii) management capacity of current and future college leaders and administrators. During the first six months from effectivity date of the project, project colleges will conduct rapid training need assessments with the support of consultants to identify and confirm the training needs towards promoting student-cantered teaching approaches and practical-oriented training for students and establishing an entrepreneurial approach in managing the college.

Improvement of Technical and Pedagogy Skills, and Knowledge of Teachers

43. **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.
44. **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.

45. 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.
46. AMDI-CBTC signed a contract with TVED/MOES in implementing capacity building programs to 1,000 teachers and managers of 8 selected TVET Colleges. The Firm delivered the program in 4 tranches (which the Firm called set) with a total of 994 trained teachers and managers by end of March 2021. Three more modules for the remaining 6 participants will be delivered in Q2 2021. 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.

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.

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).

Fourth Set/ or Final Set of Trained Staff. Fourth set aimed to train 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 for Fourth /FINAL SET of trained College Staff started during March 16, 2020 through training in sub-Module 6.18- “Marketing Survey. It was expected that 245 persons will be trained in the Fourth / Final SET to complete the target of one thousand (1,000) trained College staff. 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 during the lockdowns; 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- Entrepreneurshio & 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).

48. **Labor Market Survey.** To further support the training activity delivered by the CB Firm on strategy. The Labor Market Survey. Further, the EMIS with assistance from SSTVET Consultants prepared the Labor Market Survey methodology including questionnaires, to engage the colleges in actual experiential learning on how to conduct the LMS. The LMS implementation plan was approved by ADB in September 2019 for delivery and implementation by EMIS. LMS data gathering started in October 2020. LMS data were gathered in Q4 2020 and the report will be completed by EMIS in Q2 2021. The number of enterprises interviewed by colleges were as follows: KMTVC = 209 companies; Vientiane Province Technical College = 89 companies; Champasak TVC = 76 companies; DKG agriculture TVC = 32 companies; Pakpasak Technical College = 16 companies; SVK-TVC = 4 companies and Vientiane-Hanoi = 5 companies.
49. **Short term technical and managerial training.** On the basis of the TNA conducted by the TTD/TVED with assistance of the capacity building firm in 2018, various short-term managerial programs were designed for current and

future leaders. The training modules listed in the Training Strategy were divided for the implementation between the Firm and the TTD. Delivery of the various modules were completed as of Q4 2020.

50. **TVED-assisted trainings completed to date are as follows:** i) training of teachers for LCA was set with a total of 1,114 teachers trained participants (person count), 483 (43,36%) female, 268 (18%) ethnic.; ii) CDC, Dormitory Management, Government project proposal writing, career guidance and counseling and library management, finance management and workshop management. For 8 project colleges, 681 teachers were trained on the use of the learner centered approach in which 340 were female (50%). The assessment is in the progress has been completed in Q1 2020. Besides teachers, there were 289 administrators/managers trained (person count), 67 (16%) female.
51. **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. To be done by CB Firm, this involved assignment of industry experts in colleges to coach and mentor them on how to improve instructional delivery and in conducting of 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.
52. 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 ethnic (1%). 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	19	Sub-module 6.11	Environmental Industries
2	Sub-module 3.12	Design IT Network	20	Sub-module 6.8	Organic Agriculture
3	Sub-module 3.6	Multi-media and Graphics	21	Sub-module 3.1	Road and bridge construction
4	Sub-module 3.4	Mechanical/Automotive trades	22	Sub-module 4.8	Organic Agriculture
5	Sub-module 4.9	Veterinary	23	Sub-module 3.7	Logistics
6	Sub-module 6.9	Veterinary	24	Sub-module 3.5	IT (Data base)
7	Sub-module 4.6	Multi-media and Graphics	25	Sub-module 4.5	IT (Data base)
8	Sub-module 4.12	Design IT Network	26	Sub-module 3.13	Food Processing
9	Sub-module 6.12	Design IT Network	27	Sub-module 6.2	Engineering and Architecture
10	Sub-module 3.2	Electricity and Electronics	28	Sub-module 3.3	Engineering and Architecture

11	Sub-module 4.2	Electricity and Electronics	29	Sub-module 4.7	Logistics
12	Sub-module 6.6	Multi-media and Graphics	30	Sub-module 4.13	Food Processing
13	Sub-module 4.4	Mechanical/Automotive trades	31	Sub-module 4.1	Road and bridge construction
14	Sub-module 3.10	Survey	32	Sub-module 4.3	Engineering and Architecture
15	Sub-module 4.10	Survey	33	Sub-module 6.13	Food Processing
16	Sub-module 3.11	Environmental Industries	34	Sub-module 3.8	Organic Agriculture
17	Sub-module 6.10	Survey	35	Sub-module 6.1	Road and bridge construction
18	Sub-module 4.11	Environmental Industries			

53. **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.
54. 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-early 2020. VEDI followed up on establishment of learning cells by trade areas. Per the DMF, 50% of the trained teachers must use the LCA.
55. 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=1cWllr7ijuPtqblav-fc0ubYY35Xn_x-K); (vi) follow up coaching and mentoring activities by trade are being conducted by the training firm.

56. By the end of the Project, is it 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

57. **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-centered 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.

58. **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.
59. **Technical and pedagogy skills and knowledge of teachers.** As of March 2021, a total 1,373 teachers/person/time (563 females/person/time) were trained to enhance their technical and pedagogical knowledge and skills. *In terms of person count there were 1,135 teachers, including manager/administrators who are also teachers (483 female)* out of a total 1,924 teachers (708 females) in all TVET colleges were trained on pedagogical skills including the use of the learner-centered approach (LCA), high quality of teaching, creating better learning and teaching environment; to change from the traditional teacher centered approach to the new learner-centered approach, allowing students to actively participate in the learning process and enhance their soft skills and practical knowledge via provision of more hands on exercises.

Table 1A: Summary of teachers trained by persons time

Training Program	Total	Female	%	Total ethnic group		
				Total	Female	%
Learner Centered Approach	1,132	490	43%	146	48	33%
High quality teaching approach	16	1	6%	4	0	0%
Pedagogy and academic management	22	10	45%	5	1	20%
Technical Knowledge of Curriculum	79	40	51%	1	0	0%
Coaching and mentoring on newly equipment	124	22	18%	1	1	0%
Total	1,373	563	41%	157	50	32%

Table 1B: Summary of teachers trained by persons count

Training Program	Total	Female	%	Total ethnic group		
				Total	Female	%
Learner Centered Approach	1102	479	43%	174	73	42%
High quality teaching approach	15	1	7%	4	0	0%
Pedagogy and academic management	4	3	75%	4	3	75%
Technical Knowledge of Curriculum	9	0	0%	1	0	0%
Coaching and mentoring on newly equipment	5	0	0%	0	0	0%
Total	1135	483	42%	183	76	42%

60. **Management capacity of current and future college leaders and administrators.** As of 31 March 2021, a total of 1,240 person/time (313-*person count*) college management and senior technical staff, (430 (58-*person count*) female) 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:

Table 2A: Summary of leaders and managers trained by persons time

Training Program	Total	Female	%	Total ethnic group		
				Total	Female	%
Finance and Inventory Management	42	13	31%	3	1	33%
Dormitory Management	48	6	13%	5	0	0%
Library Management	44	25	57%	2	0	0%
Project Management	47	5	11%	3	0	0%
Laboratory/workshop management	105	24	23%	2	0	0%
Labor Market Survey	211	107	51%	8	6	0%
Gender Awareness	20	8	40%	9	2	22%
Entrepreneurship	125	57	46%	3	1	33%
College Development Plan	98	21	21%	7	0	0%
Career guidance and counselling	85	14	16%	26	1	4%
Apprenticeship management	150	71	47%	4	2	50%

Business management	97	44	45%	2	1	50%
Creating better learning and Teaching environment	72	8	11%	6	0	0%
Industry partnership	50	16	32%	0	0	0%
Market survey	21	10	48%	0	0	0%
Learning Resources Management	25	1	4%	1	1	100%
Total	1,240	430	35%	81	15	19%

Table 2B: Summary of leaders and managers trained by persons count

Training Program	Total	Female	%	Total ethnic group		
				Total	Female	%
Apprenticeship management	18	0	0%	0	0	0%
Career guidance and counselling	63	10	16%	23	1	4%
College Development Plan	63	15	24%	6	0	0%
Creating learning and Teaching environment	15	1	7%	4	0	0%
Dormitory Management	11	1	9%	0	0	0%
Entrepreneurship	9	0	0%	1	0	0%
Finance and Inventory Management	34	12	35%	34	12	35%
Gender Awareness	9	4	44%	4	2	50%
Instructional Technical Knowledge improvement instructors	1	0	0%	0	0	0%
Labor Market Survey	31	0	0%	0	0	0%
Laboratory/workshop management	7	0	0%	0	0	0%
Library Management	24	13	54%	1	0	0%
Project Management	28	2	7%	3	0	0%
Total	313	58	19%	76	15	20%

61. **Teaching quality.** VEDI with consultants set up teams to monitor the quality of TVET teaching in Q4-2019 to early 2020. They worked with the two master trainers from each college to ensure follow through activities and continuous monitoring are done on LCA adoption. The monitoring activity was conducted starting March 2020 up to December 2020 due to COVID-19 there was no teaching activities for three months (April-May and June), but proceeded as planned thereafter.
62. **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 LCA strategies in their daily

teaching; specifically, if they prepare the training activities matrix (TAM) before the lesson and if they follow the correct combination of theory and practice in training delivery (80/20% for C1 for example). 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 still 178 teachers (70 females) to be assessed as they have just completed their LCA training. The full monitoring report will be compiled by VEDI in Q2 2021.

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

65. **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.
66. **Status.** In August 2017, the consultant for academic upgrading program (AUG) for TVET teachers from public colleges to gain bachelor's or master's degrees in the field of their specialization was deployed after a no objection letter was issued by ADB in mid-July 2017. The consultant was mobilized to support the project on 1 August 2017 as scheduled.
67. 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.

68. 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 29 out of 44 teachers officially graduated (3 females) master program and 12 teachers delayed their studies in Thailand due to COVID-19.
69. 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 also 42 out of 71 official graduated and 29 will be completed their studies in 2021.
70. The third batch in December 2019 composed of 39 teachers and managers, 11 (40,7%) female, no- ethnic from TVET institute and TVED, expected to be completed in September 2021.

Summary of upgrading program by batch and academic year:

Batch 1 (2018)	44	29	12 delayed of graduation their studies in Thailand due to COVID-19	1 dropped out
Batch 2 (2018)	71	42	29 expecting to complete in 2021	
Batch 3 (2019)	39	n/a	Expecting to be completed in 2021	
Total	154	71		

71. 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 (44 female, 34%; 5 (4,16%) ethnic in teachers in Master degree program (Figure 2). Please see below:

Figure 1: Bachelor upgrading program by gender

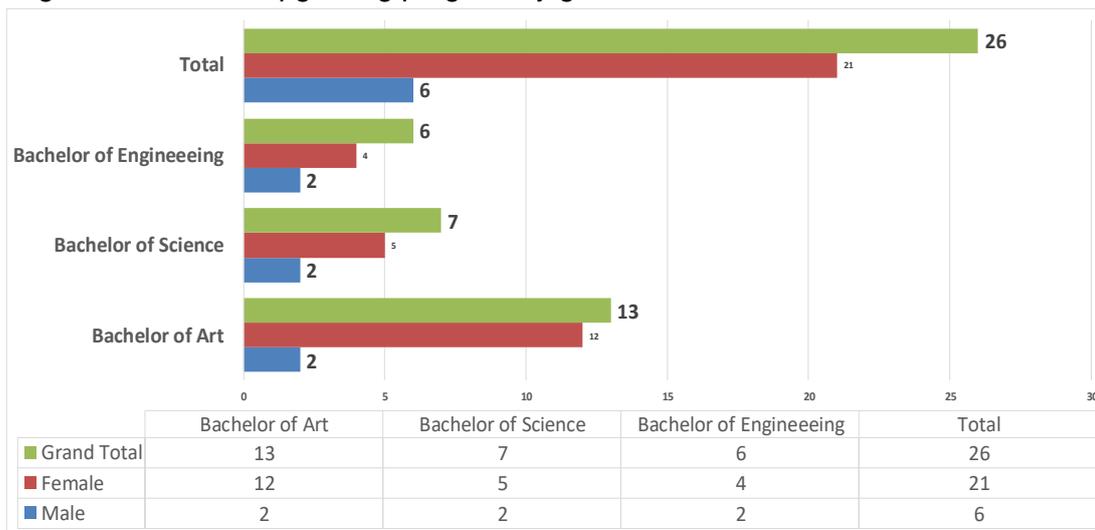
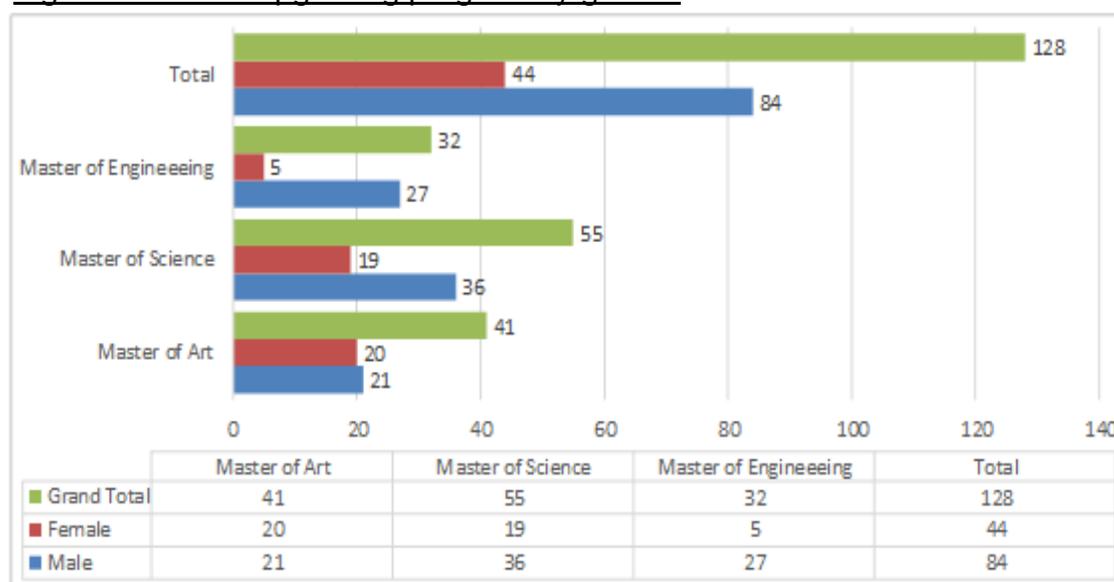


Figure 2: Master upgrading program by gender



Promotion and Rolling out of Short-Term Skills Training Courses

72. **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.
73. 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.
74. 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.

75. **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.
76. Determination of TVET courses to be offered for levels 1 and 2 were discussed during the 22 to 23 December 2018 workshop conducted by the SSTVET Stipend Team, where another set of short-term courses to be offered by colleges with stipend support was identified and agreed upon among the different colleges. Identification of courses was based on current market demand and existing competencies of the 8 colleges.
77. 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.
78. 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.
79. 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 project phase 1.
80. 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 31 March 2021, the writers had submitted to SSTVET project 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. See the list below:

CBT skills standard and curriculum development support by ADB

As of December 2020

#	Job Title in English	Job Title in Lao	Qualification								Remarks
			C1		C2		C3		C4		
			CBS	CBC	CBS	CBC	CBS	CBC	CBS	CBC	
1	Auto Mechanic	ຊ່າງສ້ອມແປງດັວຍົມ	↑	✓	↑	✓	↑	✓	↑	↑	C1,C2 developed in SSTVET and C3 Dev. In Phase I
2	Small Agro Machinery	ຊ່າງສ້ອມແປງກົນຈັກກະສິກໍາຂະໜາດນ້ອຍ	↑	✓	☒	✓	☒	☒	☒	☒	SSTVET
3	Computer Operation	ຜູ້ປະຕິບັດວຽກງານດັ່ງຄອມພິວເຕີ	↑	✓	☒	☒	☒	☒	☒	☒	SSTVET
4	IT Technician	ຊ່າງວິນັດາວິທະຍາສາດຂໍ້ມູນ	☒	☒	↑	✓	☒	☒	☒	☒	SSTVET
5	Web Design and Developer	ຊ່າງອອກແບບ ແລະ ພັດທະນາເວັບໄຊ	☒	☒	☒	☒	↑	✓	☒	☒	SSTVET
6	Computer Network and Systems Technician	ຊ່າງວິນັດາວິທະຍາສາດ ແລະ ຈາຍລະບົບຄອມພິວເຕີ	☒	☒	☒	☒	↑	✓	☒	☒	SSTVET
7	Graphic and multimedia Designer	ຊ່າງອອກແບບການວິນິດາວ ແລະ ສື່	☒	☒	☒	☒	↑	✓	☒	☒	SSTVET
8	Application Programmer	ຊ່າງຂຽນໂປຣແກຣມນຳໃຊ້	☒	☒	☒	☒	↑	✓	☒	☒	SSTVET
8	Building Electrician	ຊ່າງໄຟລົງໃນອາຄານ	↑	✓	☒	☒	☒	☒	☒	☒	SSTVET
9	General Electrician	ຊ່າງໄຟລົງທົ່ວໄປ	☒	✓	↑	✓	☒	☒	☒	☒	SSTVET
10	Bricklayer Basic	ຊ່າງກໍ່ໂປກ	↑	✓	↑	✓	↑	✓	☒	☒	C1,C2 developed in SSTVET and Revision C3 Dev. in Phase I
12	Concreter	ຊ່າງລຽງ	↑	✓	↑	✓	↑	✓	☒	☒	Revision C3 Dev. in Phase I
13	Warehouse worker	ພະນັກງານເຮັດວຽກໃນເສາງ	↑	✓	↑	✓	☒	☒	☒	☒	SSTVET
14	Food Processing	ແຮງງານອາຫານ	☒	☒	☒	☒	↑	✓	☒	☒	SSTVET
15	Veterinary	ບັນດິຊາການສັດຕະວະແພດ	↑	✓	↑	✓	↑	✓	☒	☒	SSTVET
16	Bio-Agriculture	ປູກພືດພ້ອມດ້ວຍສັດ	↑	✓	↑	✓	☒	☒	☒	☒	SSTVET
17	Road and Bridge Construction Worker	ກໍ່ສ້າງຂົວທາງ	↑	✓	↑	✓	↑	✓	☒	☒	SSTVET
18	Motobike Mechanic	ຊ່າງສ້ອມແປງດັວຍົກຈັກ	☒	✓	☒	✓	↑	✓	☒	☒	STVET, C1 and C2 Developed by Colleges
19	Auto Mechanic	ຊ່າງສ້ອມແປງດັວຍົມ	☒	☒	☒	☒	↑	✓	↑	✓	STVET
20	Agro-Machinery Mechanic	ຊ່າງສ້ອມແປງກົນຈັກກະສິກໍາຂະໜາດນ້ອຍ	☒	☒	☒	☒	↑	✓	☒	☒	STVET
21	Welder	ຊ່າງອາຂາດ	☒	✓	☒	✓	↑	✓	☒	☒	STVET
22	Cabinet Maker	ຊ່າງເຮັດຕັ້ງ	☒	☒	☒	☒	↑	✓	☒	☒	STVET
23	Furniture Finisher	ຊ່າງເຮັດສິ້ນສຸດສິນເຊີງ	☒	☒	☒	☒	↑	✓	☒	☒	STVET
24	Furniture Maker	ຊ່າງເຮັດສິນເຊີງ	☒	☒	☒	✓	↑	✓	☒	☒	STVET
25	Joiner	ຊ່າງຕັ້ງໄມ້	☒	✓	☒	☒	↑	✓	☒	☒	STVET
29	Plumber	ຊ່າງປັ່ນປາ	☒	☒	☒	☒	↑	✓	☒	☒	STVET
30	Electrical Installer	ຊ່າງຕັ້ງໄຟລົງ	☒	☒	☒	☒	↑	✓	☒	☒	STVET
31	Bookkeeper	ຜູ້ຈັດກຳລັງເງິນ	☒	☒	☒	☒	↑	✓	↑	✓	STVET
32	Secretary	ເຈົ້າຂອງການ	☒	☒	☒	☒	↑	✓	☒	☒	STVET
33	Sales Marketing	ພະນັກງານຂາຍ ແລະ ການຕະຫລາດ	☒	✓	☒	✓	↑	✓	☒	☒	SSTVET, Dev. by colleges
34	Casher, Teller and Clerk	ນາຍຄັງເງິນສົ່ງ, ສະໜັບສະໜູນ ແລະ ຜູ້ປຸກຄ້າຄົກເຕີ	☒	☒	☒	☒	↑	✓	☒	☒	STVET
37	Construction Supervisor	ຜູ້ຄຸມງານວຽກງານກໍ່ສ້າງ	☒	☒	☒	☒	☒	☒	↑	✓	STVET
38	Furniture Supervisor	ຜູ້ຄຸມງານວຽກງານສິນເຊີງ	☒	☒	☒	☒	☒	☒	↑	✓	STVET
39	Cooler Repaire and Maintenance	ສ້ອມແປງ-ບໍາລຸງຮັກສາ ຜົງເຮືອນ	☒	✓	☒	✓	☒	☒	☒	☒	SSTVET, Dev. by colleges
40	Design and Installation of Steel Work	ອອກແບບ ແລະ ຕັ້ງກ້ານເຫຼັກ	☒	✓	☒	✓	☒	☒	☒	☒	SSTVET, Dev. by colleges
41	Compounding, To Set Up Glass-Aluminum	ການປະກອບຕັດຕັ້ງເວັດ-ອາລູມິນຽມ	☒	✓	☒	✓	☒	☒	☒	☒	SSTVET, Dev. by colleges
42	Installing Billboard	ຕັ້ງປ້າຍໂຄສະນາ	☒	✓	☒	✓	☒	☒	☒	☒	SSTVET, Dev. by colleges
43	Making Window and Door Frame	ຊ່າງເຮັດປະຕູ ແລະ ປ່ອງຂັງ	☒	✓	☒	☒	☒	☒	☒	☒	SSTVET, Dev. by colleges
44	Mushroom Production	ການປູກຜັດ	☒	✓	☒	✓	☒	☒	☒	☒	SSTVET, Dev. by colleges

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

Output 3: Increased access to TVET institutions for disadvantaged students

Stipend Program

81. **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.
82. **Status.** The stipend program was designed to enable disadvantaged youth from poor families to enrol in vocational colleges. The project stipend team leader was recruited and mobilized in June 2017 to support the implementation of the stipend program. Another consultant was recruited and mobilized in August 2017 to assist the stipend team leader.
83. 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.
84. **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%)
85. **Diploma.** Diploma courses first running in 2019 starting from September 2019, as of 31 March 2020, total Diploma enrolment at 04 colleges is 125 students (69 female students - 55.20%).
86. 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.

87. **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 KTVK. As of 30 September 2020, the number of short course (C1-C2) students is 3,020 (1,712 female students – 56,69%).
88. **Total.** As of Q1/2021, the total enrolment for all stipends is 5,042 students (2,783 female students – 55%) out of new targeting 5,156 students (2,578 females, 50%) after ADB mid-term review mission agreed to allocate USD310,000 then the total budget for category 6 is amount to USD4,310,000. From the above achievement, there is 4,440 (92%) students from low-income families (2,375 female students – 53%) and 1,174 (24%) of ethnic group (557 female students – 47%). Please refer to table below in terms of actual person count:

Counted by Stipend	All Enrolment			Ethnic			Low-Income Family		
	All	F.	%F.	All	F.	%F.	All	F.	%F.
Certificate C1	3.370	2.008	60%	686	381	56%	2.830	1.642	58%
Certificate C2	452	308	68%	105	67	64%	441	298	68%
Certificate C3	1.032	373	36%	321	88	27%	1.004	360	36%
Diploma	188	94	50%	62	21	34%	165	75	45%
Total Stipend	5.042	2.783	55%	1.174	557	47%	4.440	2.375	53%

89. 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 PCSSS, 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

90. **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.

91. 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.
92. 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 enrolees. Target audience 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.
93. 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.

94. **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>.
95. 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

96. Please see GFIS data below:

Grant Summaries Report as at: 30/03/2021 (GFIS)							
Cate. No.	Detail	Re-Allocation	Contracts	Disbursed Contracts	Undisbursed Contracts	Uncommitted Amount	Undisbursed Amount
1	Work	5.980.022,29	5.790.530,92	4.317.569,82	1.472.961,10	189.491,37	1.662.452,47
2	Training equipment and Consumables	6.469.869,21	6.210.637,35	5.258.652,57	951.984,78	259.231,86	1.211.216,64
3A	International - Consultant Services	751.719,60	740.563,27	682.513,72	58.049,55	11.156,33	69.205,88
3B	National - Consultant Services	1.311.450,00	1.161.240,01	992.180,00	169.060,01	150.209,99	319.270,00
3C	Consulting Firms	1.507.151,70	1.513.996,70	1.102.843,48	411.153,22	(8.845,00)	404.308,22
4A	Upgrading of Academic Teacher Qualification	1.523.340,78	1.395.056,60	1.246.487,95	148.568,65	128.284,18	276.852,83
4B	Facilitation of Capacity Development Measures for Teacher and School Management	749.420,37	691.131,54	636.484,44	54.647,10	58.288,83	112.935,93
5	Teaching Materials 8 colleges	504.458,01	345.784,56	207.554,55	138.230,01	158.673,45	296.903,46
6	Stipend Scheme for 8 colleges	4.310.000,00	4.178.401,20	3.256.702,53	921.698,67	131.598,80	1.053.297,47
7A	PMU Operation and Project Supervision	1.054.371,53	723.770,99	566.910,80	156.860,19	330.600,54	487.460,73
7B	Conduct Career Counseling, Job Fairs and TVET Promotion	498.570,65	215.963,59	184.701,04	31.262,55	282.607,06	313.869,61
7C	Study, Workshop and Conferences	289.625,86	280.584,43	271.684,64	8.899,79	9.041,43	17.941,22
8	Unallocated	50.000,00			0,00	50.000,00	50.000,00
		25.000.000,00	23.247.661,16	18.724.285,54	4.523.375,62	1.752.338,84	6.275.714,46
	O/S Advances			6.027.027,00		6.027.027,00	-6.027.027,00
	Total	25.000.000,00	23.247.661,16	24.751.312,54	-1.503.651,38	1.752.338,84	248.687,46

D. PROJECT ACHIEVEMENT

1. Project Design Monitoring Framework

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

PROJECT-SPECIFIC ASSURANCES AND SAFEGUARD ASPECTS

2. Compliance with Grant Covenants

98. 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

99. 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

100. 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.
101. 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.
102. 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

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

MOU, Para.	Actions	Target time framework	Responsible Unit	Status as of Q2, 2020
40	1. Request for increase advance account amount		PIU	Done. The project submit request for increase additional imprest account to ADB 19 July 2019

	2. Submit updated procurement plan to ADB		PIU	Done
	3. Request for additional civil works with prioritized 5 colleges		PIU/TVET Colleges	The project submitted all request to ADB for review 8 August 2019
	4. Request for additional equipment with prioritized plan by colleges		PIU/TVET Colleges	Done
	5. Request for extension and recruitment of consultants (see para. 34 (iii))		PIU	Done
	6. Conduct training for students on prevention of sexual harassment by each college		PIU/TVET Colleges	Done
	7. Draft promotional activity plan at college level submission to ADB		PIU	Done
	8. Launch Lao Youthwork platform website as pilot	31 August 2019	PIU	Done

F. CONCLUSION AND RECOMMENDATIONS

104. There are 3 batches of the civil works (workshop, classroom, dormitory, kitchen and toilet) for project colleges. The Project has been proactive in identifying savings and proposing for additional civil works. Status to date are as follows: Batch 1 completed 100%; Batch 2 is also completed, except dormitory of Vientiane-Hanoi Friendship Technical-Vocational College and Batch 3 works are in progress and include: (i) construction i.e. 4 storey for Pakpasak Technical College, (ii) Male Dormitory for Khammoaune and (iii) Canteen for Vientiane-Hanoi Friendship Technical-Vocational College. TVED must ensure that there is a maintenance plan and budget for these newly constructed premises now handed over to the colleges.

105. In terms of equipment procurement for 9 trade areas⁴, equipment needs to be labeled properly according to MOES asset management procedure. Some equipment have just been delivered by the suppliers and must be booked as government asset as soon as possible, to be captured during the annually external audit which is happening in Q1-Q2. Some equipment have

⁴ (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

- been delivered and have yet to be installed. Training from some suppliers have not yet been delivered due to COVID-19, as their expert trainers cannot come to Lao.
106. For capacity building for teachers, managers/administrators of the project colleges in terms of skills, technical and management knowledge, 1,448 (541 female) person count is achieved against the project target of 1,000 person and is noted as surpassing the target by 69%. Quality monitoring of the training on the adoption of the learner-centered approach is currently being conducted by the VEDI by assessing and certifying those who had been trained (839 out of this 362 females) in the use of the LCA in project colleges. It is noted though that other teachers (426 out of this 140 are females) outside the project colleges will not go through the process of assessment due to budget constraints. A report on LCA assessment based on colleges covered needs to be consolidated and submitted to the TVED by the VEDI by the end of Q2 2021.
 107. The student enrollment in TVET institute is in a downward trend from 23,000 in school year 2019-2020 to 19,000 in school year 2020-21 as against the project outcome indicator of 25,500 students with the Covid-19 pandemic probably aggravating the situation. TVED needs to strategize with the colleges and IVET schools how to reach the outcome target by 2021.
 108. The two studies like the college-based tracer study and the labor market survey were conducted by project colleges. In terms of quality, the data encoding, checking and analysis have to improved. This observation is made due to noted missing data in 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 and reporting. Technical skills and level of commitments of those doing the study have to improved.
 109. As of March 2021, 533 (74% out of the 676 trained in 8 colleges) teachers were assessed by the VEDI-led team in the adoption of the LCA approach. Out of this, 498 (93%) passed the LCA assessment based on the rubrics, while 35 (7%) teachers failed in meeting requirements of the assessment. 100% prepared their lesson plans. The LCA assessment task was only completed in Q1 2021 and the final report of LCA assessment is expected by end of Q2-2021. Emerging impacts show the big improvement in the teaching and learning environments in the 8 TVET project colleges. The monitoring team observed major shift towards more practical/hands-on learning/training focusing on skills development and better learning outcome where more students are engaged in the learning process. The critical point the team found out was that most teachers are weak in terms of writing the learning objectives and assessment criteria based on curriculum. Teachers must be made aware that these are actually available in the competency-based curricula prepared with assistance from STVET and SSTVET and by other donors. TVED must invest on following up and monitoring of instructional delivery improvement to ensure that LCA adoption is institutionalized and sustained not only in the 8 TVET colleges but also in

other IVETs using Government funds. This can only be done with strong instructional leadership at college level and via the organization of self-help groups among the teachers.

110. 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 OSA implements 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 availability of labor market and academic enrolment information which should be made available to CGC counselors through college-based labor market studies and tracer studies.

Appendix A. Project Design and Monitoring framework

As of Q1/2021

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 the finding report will be completed in April 2021 due to delay on approval papers (i.e. concept note, budgeting...etc.)</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 19,708</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.
	b.1 Enrolment in project colleges comprise 45% of students are women (2015 baseline for women at project colleges).		<p>Out of those enrolment was comprised only 44,27% for this school year of students are women.</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 2020	<p>On track.</p> <p>Incorporated in the tracer study questionnaires.</p>	The colleges have to encourage more industry partnerships by organizing dialogue meetings between TVET institutes and private sector.

<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 (100% as end of Q3-2018);</p> <p>(ii) Polytechnic college (100% as end of Q3-2018);</p> <p>(iii) Savannakhet Technical and Vocational College (100% as end of Q2-2019);</p> <p>(iv) Vientiane-Hanoi Technical and Vocational College (100% as end of Q3-2019); and</p> <p>(v) Pakpasak Technical College (100% as of end of Q1 2020).</p> <p>Additional civil works for the construction of workshops and dormitories using project savings for 5 project colleges are undergoing construction progress:</p> <p><u>Batch 2: Civil Work</u></p> <p>(i) Champasak Technical-Vocational College had physical progressed of 100%</p> <p>(ii) Technical College of Vientiane Province had physical progressed of 100%</p> <p>(iii) Dongkhamxang Agriculture Technical College had physical progressed of 100%</p> <p>(iv) Vientiane-Hanoi Friendship TVC had physical progressed of 90%</p> <p>(v) Polytechnic College had physical progressed of 100%</p>	
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			<p>Batch 3: Civil Work</p> <ul style="list-style-type: none"> (i) Pakpasak Technical College 4 storey workshop building, contract signed on 18 August 2020, as of 31 March 2021 work progress is 45% (ii) Khammoaune Technical-Vocational College (Male dormitory), contract signed on November 2020, as of 31 March 2021 work progress is 50%. (iii) Vientiane-Hanoi Friendship Technical College (Canteen), contracted signed November 2020, as of 31 March 2021 work progress is 70% 	
	<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 Khammoaune 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. 	<p>A list of equipment for Xaysomboun TVC is proposed as part of project savings.</p>

			<p>(vii) Multi-media and graphics design/IT networking equipment for Vientiane-Hanoi TVC, delivered on 12 November 2019.</p> <p>(viii) Electrical equipment of Champasack-Khammouane TVC and Vientiane Province Technical College, delivered in Q3-2020</p> <p>(ix) Logistics equipment for Pakpassack College, delivered in Q3-2020.</p> <p><u>Batch 2: Equipment Procures</u></p> <p>(i) Equipment and tools for IT (Savanakhet, Pakpassack, Khamoane, Polytechnic TVCs), handed over on 26 February 2021</p> <p>(ii) Equipment and tools for automotive and road and bridge. (Savannakhet TVC), delivered on 22 July 2020</p> <p>(iii) Equipment and tools for surveying and land mapping-environmental 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><u>Batch 3: Equipment Procures</u></p> <p>(i) Xaysomboun Vocational School, expect to award the contract on May 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, expect to hand over on April 2021</p> <p>(iv) Additional electrical and accessories for Vientiane Province</p>	
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			<p>TC, Khammouane TVC and Champasak TVC amounting, expect to hand over on May 2021</p> <p>(v) Additional equipment accessories for automotive for Pakpasak TC, Vientiane Province TC, Khammoaune and Savannakhet TVC, expect to hand over on May 2021</p> <p>(vi) Additional veterinary and bio-agriculture equipment and tools for Dongkhamxang. expect to hand over on April 2021</p>	
	1c. Dormitories are well maintained and provide healthy and student-friendly living environments. (baseline: 0)	1c. Progress reports from project colleges and TVED	<p>On track.</p> <p>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.</p>	
	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.		<p>On track.</p> <p>A total of person counts of 1,448 (541 females, 37%) teachers and administrators/ managers have been trained on pedagogy, technical, and management.</p>	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.	2a. TVED progress and training reports	There are 362 (95%) female teachers and managers out of 381 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-cantered teaching methods in 2018.	2b. TVED progress reports published annually and	<p>On track but delayed.</p> <p>There were 498 teachers 236 females (47%) out of 676 has been assessed in</p>	The assessment report is under formulating by VEDI,

		feedback from students	project colleges, there are 178 teachers (89 females) has not yet assessed and 74% has adopt learner-centered in their teaching session in which allowed students more participated in the training session. Then the full report will be compiled by VEDI in Q2-2021	expected to complete by beginning of Q2-2021
	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 theory, 90% of practice for level 1; 20% of theory and 80% of practice for level 2; and for level 3, 30% of theory and 70% of practice.	
	2d. At least 50 teachers have commenced academic upgrading programs by 2018.	2d. Enrolment certifications issued by TVED	Achieved. A total of 154 teachers have upgraded their academic qualifications to gain bachelor's (26) or master's degrees (128) in the field of their specialization.	
	2d.1. 20 women have commenced academic upgrading programs		59 female teachers have upgraded their academic qualifications to gain bachelor's (15) or master's degrees (44) in the field of their specialization.	
	2e. Increased number of students in an internship schemes in companies.	2e. Training records of colleges published by TVED	Achieved 100% of students in diploma and high diploma courses participate in an internship program. During school year 2020-2021,	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	3a. Criteria and mechanism for selecting poor students for stipends, including a quota 50% of	3a. Criteria and selection	Achieved. Criteria for selection of stipends	MTR proposed to change this indicator to measure the

disadvantaged students increased	students to be awarded to female students is in place within the first 6 months of the project.	mechanism published by TVED	recipient approved by ADB in Jul 2017 (6 months after project effectiveness). At least 50% of scholarship slots are allocated to women.	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 enroll in vocational schools by 2018	3b. TVET statistics and reports on stipend utilization published by TVED annually	Achieved. As of March 2021, a total of 4,440 students from low-income families have received stipends from the project.	
	3b.1. 50% women		2,375 females students from low-income families (53% 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 and how to conduct awareness campaigns. TVET promotion plans are currently being implemented by the colleges.	
	3c.1 Surveys collect and report sex-disaggregated data		Project collects and reports sex-disaggregated data.	

Appendix B.

**LOAN GRANT COMPLIANCE WITH COVENANTS
Loan 3435/Grant 0500-LAO:
Second Strengthening Higher Education Project**

Sched.	Para.	Description	Status of Compliance as of Q1 2021	
5	2	<p>Counterpart financing:</p> <p>The Beneficiary shall, and shall cause the EA and the IAs to ensure that</p> <p>(a) counterpart financing and resources necessary for administration, management and operation and maintenance of the Project facilities are made available on a timely basis; and</p> <p>(b) additional counterpart funding is available to cover any funding shortfalls that may occur during the Project implementation.</p>	<p>Being complied with.</p> <p>(a) Financing and resources for administration, management, operation and maintenance of completed project facilities, the Center Of Excellences (COE) of CU and NUOL are provided to ensure their full, continuous and sustainable use and operation on an annual basis from the universities' budget. New SKU campus being constructed will be properly administered, managed, operated and maintained using university budget.</p> <p>(b) All in-kind counterpart funding is and will be provided throughout the project life. For tax contributions, the following were provided: 2018=0; 2019=\$400K; 2020= \$45.000. Due to tight fiscal situation of the government of Lao PDR, MOF requested ADB to finance taxes (value-added taxes) of all the project activities using contingencies of the loan and grant. Per current agreement, ADB covers VAT; Government covers import taxes.</p>	
5	3	<p>Environment:</p> <p>The Beneficiary shall cause the EA to ensure that the preparation, design, construction, implementation, operation and decommissioning of the Project .and all Project facilities comply with (a) all applicable laws and regulations of the Beneficiary relating to environment, health and safety; (b) the Environmental Safeguards; and (c) all measures, and requirements set forth in the IEE, the EMP, and any corrective or preventative actions set forth in a Safeguards Monitoring Report.</p>	<p>Being Complied With.</p> <p>(a) All laws and regulations on environment, health and safety are being implemented in CU, NUOL New SKU construction. IEE and EMP were approved from Savannakhet Provincial of Natural Resources and Environment (PoNRE). Both CW1 and CW4 are actively implemented all laws and regulation of Lao PDR.</p> <p>(b) and (c) IEE and EMP were parts of the signed contract of Cw1 and CW4. COE construction in CU and NUOL were strictly implemented accordingly and included environment code of conduct.</p>	
IV	4	<p>(a) The Beneficiary shall cause MOES to (i) maintain separate accounts and records for the Project, including separate accounts and records for the Loan and Grant; (ii) prepare annual financial statements for the Project in accordance with financial reporting standards acceptable to ADB; (iii) have</p>	<p>The following are being complied with: (i) separate accounts are maintained for the loan and grant; (ii) annual financial statements for the project are prepared yearly; (iii) the State Audit Office provides auditing services to the Project. The first audited project financial statements were submitted in June 2018 and in June 2019; (iv) the audit report includes the auditors' opinion and</p>	

		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 Loan proceeds, and 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.	others as required; and, (v) audit reports are furnished to ADB per schedule.	
5	4	<p>Resettlement and Indigenous Peoples Safeguards:</p> <p>The Beneficiary shall cause the EA to ensure that the Project does not have any indigenous peoples or involuntary resettlement impacts, all within the meaning of the SPS. In the event that the Project does have any such impact, the Beneficiary shall take all steps required to ensure that the Project complies with the applicable laws and regulations of the Beneficiary and with the SPS.</p>	<p>Compliant:</p> <p>Project is located in the state land (SKU) boundary, information disclosure and public consultation and assessments were conducted during IEE and EMP preparation.</p> <p>CW1 construction and environment mitigation are also presented and consulted with related public in the construction site.</p>	
5	5	<p>Human and Financial Resources to Implement Safeguards Requirements:</p> <p>The Beneficiary shall cause the EA to make available necessary budgetary and human resources to fully implement the EMP.</p>	<p>Compliant:</p> <p>Both CW1 and CW4 contracts are budgeted for safeguard matters. CEMP of CW1 is included specific budget for environment mitigation and monitoring.</p> <p>SKU also assigned safeguard focal point to follow up and monitor EMP/IEE regularly.</p> <p>Environment Safeguard Specialist regular monitor on sites based on the contract.</p>	
5	6	<p>Safeguards-Related Provisions in Bidding Documents and Works Contracts:</p> <p>The Beneficiary shall cause the EA to ensure that all bidding documents and contracts for Works contain provisions that</p>	<p>-Complied with for Construction of COEs for CU and NUOL</p> <p>-Complied accordingly for both CW1 and CW4 for SKU-new campus construction had included in bidding document and signed contract as well.</p>	

		<p>require contractors to:</p> <p>(a) comply with the measures relevant to the contractor set forth in the IEE and the EMP (to the extent they concern impacts on affected people during construction), and any corrective or preventative actions set forth in a Safeguards Monitoring Report; (b) make available a budget for all such environmental and social measures; (c) provide the Beneficiary 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 and the EMP; (d) adequately record the condition of roads, agricultural land and other infrastructure prior to starting to transport materials and construction; and (e) reinstate pathways, other local infrastructure, and agricultural land to at least their pre-project condition upon the completion of construction.</p>	<p>(a) IEE and EMP were already included in bidding document and signed contract CW1 and CW4. The First SEMR 2020 was submitted, approved and disclosed in bank website; Jul-Dec 2020 is being developed and planned to submit within Jan 2021.</p> <p>(b) Both CW1 and Cw4 contracts are included budget for environmental and social measures;</p> <p>(c) If there were any issues arise during construction will be reported promptly and will be included in SEMR;</p> <p>(d) the roads and adjacent areas were monitored as pre-construction condition for properly recorded with relevance stakeholders;</p> <p>(e) roads will be used for transporting material were completely agreed both parties and witness related agencies, included DoHE, provincial governor office and CSC.</p>
5	7	<p>Safeguards Monitoring and Reporting</p> <p>The Beneficiary shall cause the EA to do the following:</p> <p>(a) submit semi-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 semiannual environment safeguard monitoring report (SEMR) during Jan-Jun 2020 was already submitted, approved and disclosed, second semiannual July-December 2020 is being developed and will be submitted within January 2021.</p> <p>(b) Currently project is in the construction phase, and no any unanticipated environment/social risk has been found yet.</p> <p>(c) Any issues that may arise or potentially impact on environment will be reported promptly and included in SEMR.</p>
5	9	<p>Project Scholarships:</p> <p>The Beneficiary shall cause the EA to ensure that (a) candidates for scholarships for in-country or foreign training and/or degree programs under the Project are selected in accordance with the criteria agreed with ADB; and (b) recipients of the</p>	<p>Being complied with as follows:</p> <p>(a) Criteria is followed for the selection of scholarship beneficiaries;</p> <p>(b) recipients are bound by regulations and contract agreements they signed to avail of the scholarships.</p>

		scholarship training and/or degree shall be bound by the regulations of MOES governing contract agreements entered into between the respective university and the recipients of the scholarship training and/or degree after completing their training and/or degree.		
5	10	<p>Labor Standards. Health and Safety:</p> <p>The Beneficiary shall ensure that the core labor standards and the Beneficiary's applicable laws and regulations are complied with during Project implementation. The Beneficiary 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 Beneficiary'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 Beneficiary 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>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> <p>(a) all laws and regulations complied and implemented occupational safety culture at site;</p> <p>(b) inform contractor and not found any child labor;</p> <p>(c) this principle was included in the training and all engineers and workers are aware and respectful;</p> <p>(d) all labors get paid as general market labor and has freedom to work or not work;</p> <p>(e) allow freedom of association and effectively recognize the right to collective bargaining; and</p> <p>(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>	
5	12	<p>Gender and Development:</p> <p>The Beneficiary shall cause the EA to 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; (d) progress on implementation of the GAP, including progress toward achieving key gender outcome and output targets, are regularly</p>	<p>Being complied with</p> <p>GAP was complied with in completed CWs for COEs at NUOL and CU.</p> <p>GAP is being complied with in ongoing CW1 construction and to be complied with in upcoming CW4 works.</p> <p>The project is ensuring that:</p> <p>(a) the GAP is implemented in accordance with its terms;</p> <p>(b) the bidding documents and contracts include</p>	

		<p>monitored and reported to ADB; and (e) key gender outcome and output targets include, but not limited to: (i) at least 30% of staff and faculty members trained in curriculum development and assessment are female; (ii) at least 40% of the staff and faculty members to be trained for instructional skills and teaching methods are female; (iii) 40% female staff receives postgraduate scholarships; (iv) at least 30% staff participating in research development training and research teams are female; (v) 45% of student enrollment in SKU by year 2020 are female; (vi) 30% representation of university councils and other management committees are women; and (vii) 30% of the recipients of training on institutional leadership, strategic management, and planning are women.</p>	<p>relevant provisions for contractors to. comply with the measures set forth in the GAP;</p> <p>(c) adequate resources are allocated for implementation of the GAP;</p> <p>(d) progress on implementation of the GAP, including progress toward achieving key gender outcome and output targets, are regularly monitored and reported to ADB; and</p> <p>(e) attached GAP reports key gender outcome and output targets include and are making progress on:</p> <p>(i) at least 30% of staff and faculty members trained in curriculum development and assessment are female;</p> <p>(ii) at least 40% of the staff and faculty members to be trained for instructional skills and teaching methods are female;</p> <p>(iii) 40% female staff receives postgraduate scholarships;</p> <p>(iv) at least 30% staff participating in research development training and research teams are female;</p> <p>(v) 45% of student enrollment in SKU by year 2020 are female;</p> <p>(vi) 30% representation of university councils and other management committees are women; and</p> <p>(vii) 30% of the recipients of training on institutional leadership, strategic management, and planning are women</p>
5	13	<p>Governance and Anticorruption:</p> <p>The Beneficiary, the EA, and the IAs 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 EA and the IAs shall ensure that the anticorruption provisions acceptable to ADB are included in all bidding documents and contracts, including provisions specifying</p>	<p>Being complied with and will continue to comply with (a) and (b).</p> <p>Anticorruption provisions are included in bid documents and contracts.</p>

		the right of ADB to audit and examine the records and accounts of the executing and implementing agencies and all contractors, suppliers, consultants, and other service providers as they relate to the Project.		
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GENDER ACTION PLAN (GAP) MONITORING TABLE

Date of Update: 31 March 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 1 (January-March) 2021
Mission Leader:	Ms. Khamtan Chanthy
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 during Quarter 1 (January – March) 2021:

Main focus of the project team on SSTVET's gender targets during Q1 2021 includes (i) providing advices to the gender focal points (GFPS) of the DTVET in planning for GAP in 2021 and Preparing the Gender Training for the DTVET technical staff, (ii) facilitation of the GAP 2020 Reviewing and GAP 2021 Planning (focus on remaining gender targets toward the end of the project timeline) with 8 Project Colleges, and (iii) Facilitation of the Gender TOT Follow-up workshop with GFPS of 25 TVET colleges and relevant departments who attended Gender ToT (which conducted in Q2 2020) for their further actions/application, and (iv) coordination with other project consultants to update the SSTVET's GAP targets.

The GAP monitoring table below provides updated gender targets in the DMF and measures the progress/achievement the SSTVET project made up to March 2021.

GENDER ACTION PLAN (GAP) MONITORING TABLE

Gender Action Plan (GAP Activities, Indicators and Targets, Time Frame and Responsibility)	Progress to Date (This should include information on period of actual implementation, sex-disaggregated qualitative and quantitative updates (e.g. number of participating women, women beneficiaries of services, etc.). However, some would be in process – so explain what has happened towards meeting this target)	Issues and Challenges (Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc.)																																																																				
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<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>PROGRESS: On-track</p> <p>It was reported that up to 31 March 2021, there were total of 19,708 students enrolled in 8 project colleges, in which 8,725 (44.27%) were women.</p> <p>Detail</p> <table border="1" data-bbox="427 698 1307 927"> <thead> <tr> <th>Academic Year</th> <th>Total</th> <th>Females</th> <th>% female</th> </tr> </thead> <tbody> <tr> <td>2020/2021</td> <td>19,708</td> <td>8,725</td> <td>44.27%</td> </tr> <tr> <td>Stipends</td> <td>Including in the above figured</td> <td></td> <td></td> </tr> <tr> <td>Total Enrolment</td> <td>19,708</td> <td>8,725</td> <td>44.27%</td> </tr> </tbody> </table> <p>(Source: EMIS) *Enrolment for the AY 202/2021 is going until August 2021 especially the C1 and C2.</p> <p>Previous update & Accumulated data from AY 2017-2018 to AY 2020-2021:</p> <table border="1" data-bbox="427 1191 1286 1809"> <thead> <tr> <th>Academic Year (AY)</th> <th>Total</th> <th>Females</th> <th>% female</th> </tr> </thead> <tbody> <tr> <td>2017/2018</td> <td>24,312</td> <td>11,470</td> <td></td> </tr> <tr> <td>Stipends</td> <td>584</td> <td>184</td> <td></td> </tr> <tr> <td>Total Enrolment</td> <td>24,896</td> <td>11,654</td> <td>47%</td> </tr> <tr> <td>2018/2019</td> <td>35,611</td> <td>14,519</td> <td></td> </tr> <tr> <td>Stipends</td> <td>1,109</td> <td>526</td> <td></td> </tr> <tr> <td>Total Enrolment</td> <td>36,720</td> <td>15,045</td> <td>41%</td> </tr> <tr> <td>2019/2020</td> <td>19,449</td> <td>8,015</td> <td>41%</td> </tr> <tr> <td>Stipends (included in the above figure)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Enrolment</td> <td>19,449</td> <td>8,015</td> <td>41%</td> </tr> <tr> <td>2020/2021</td> <td>19,708</td> <td>8,725</td> <td>44.27%</td> </tr> <tr> <td>Stipends</td> <td>Including in the above figured</td> <td></td> <td></td> </tr> <tr> <td>Total Enrolment:</td> <td>19,708</td> <td>8,725</td> <td>44.27%</td> </tr> </tbody> </table> <p>(Source: SSTVET & EMIS, as of March 2021)</p> <p>Total enrolment in AY 2020-2021 is increased comparing with the enrolment rate of AY 2019-2020. The enrolment of the AY 2020/2021 is still going on especially the C1 and C2 until August 2021 which can contribute to increasing of the enrolment rate of the AY 2020/2021.</p>	Academic Year	Total	Females	% female	2020/2021	19,708	8,725	44.27%	Stipends	Including in the above figured			Total Enrolment	19,708	8,725	44.27%	Academic Year (AY)	Total	Females	% female	2017/2018	24,312	11,470		Stipends	584	184		Total Enrolment	24,896	11,654	47%	2018/2019	35,611	14,519		Stipends	1,109	526		Total Enrolment	36,720	15,045	41%	2019/2020	19,449	8,015	41%	Stipends (included in the above figure)				Total Enrolment	19,449	8,015	41%	2020/2021	19,708	8,725	44.27%	Stipends	Including in the above figured			Total Enrolment:	19,708	8,725	44.27%	
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<p>2. By 2020, 90% of both female and male TVET college graduates find employment or start their own business in areas where they have been trained within 6 months of graduation. Sex-disaggregated data (2015 baseline: 80%)</p> <p>Responsibility: 8 colleges- student affair Target 2</p>	<p>PROGRESS: On-track</p> <p>It was reported that, EMIS is in preparation for conducting the college based tracer study for the AY 2018-2019 graduates. The plan was just approved by the Department of Finance (DOF) and the field survey will be started in the beginning of April 2021.</p> <p>Previous update:</p> <p>The first tracer study conducted by 8 project colleges with guidance from the EMIS and DTVET, for the 2017-2018 graduates, shows that 57% of graduates (both female and male) have been employed.</p> <p>Summary of the 1st tracer study (for AY 2017-2018):</p> <table border="1" data-bbox="427 1070 1305 2049"> <thead> <tr> <th>Assessment Areas</th> <th>Findings</th> </tr> </thead> <tbody> <tr> <td>Total number of 2017-2018 Graduates from 8 colleges is 9,819 while total samples for this study are 2,255 graduates, which included 50% of females. The percentage of graduates break down by courses below:</td> <td></td> </tr> <tr> <td>- Accounting</td> <td>262 (11.62%)</td> </tr> <tr> <td>- Electronic</td> <td>226 (10%)</td> </tr> <tr> <td>- IT</td> <td>94 (4.16%)</td> </tr> <tr> <td>- Hotel and hospitality</td> <td>66 (2.93%)</td> </tr> <tr> <td>- Computer</td> <td>64 (2.84%)</td> </tr> <tr> <td>- Construction & Architecture</td> <td>62 (2.75%)</td> </tr> <tr> <td>- Officer Management</td> <td>62 (2.75%)</td> </tr> <tr> <td>- Secretary</td> <td>53 (2.35%)</td> </tr> <tr> <td>- Agriculture</td> <td>48 (2.13%)</td> </tr> <tr> <td>- Etc.</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> <tr> <td>- work for private sectors</td> <td>62%</td> </tr> <tr> <td>- work for government agencies</td> <td>19%</td> </tr> <tr> <td>- self-employed and doing their own business</td> <td>13%</td> </tr> <tr> <td>Duration for job hunting of the graduates:</td> <td></td> </tr> <tr> <td>- got job before 1 year after graduation</td> <td>91%</td> </tr> <tr> <td>- got job within 6 months after graduation</td> <td>85%</td> </tr> <tr> <td>Among those who employed:</td> <td></td> </tr> <tr> <td>- got job offer before graduate</td> <td>16%</td> </tr> <tr> <td>- got job within 1-3 months</td> <td>45%</td> </tr> <tr> <td>- got job within 4-6 months</td> <td>19%</td> </tr> <tr> <td>- got job within 6-9 months</td> <td>6%</td> </tr> </tbody> </table>	Assessment Areas	Findings	Total number of 2017-2018 Graduates from 8 colleges is 9,819 while total samples for this study are 2,255 graduates, which included 50% of females. The percentage of graduates break down by courses below:		- Accounting	262 (11.62%)	- Electronic	226 (10%)	- IT	94 (4.16%)	- Hotel and hospitality	66 (2.93%)	- Computer	64 (2.84%)	- Construction & Architecture	62 (2.75%)	- Officer Management	62 (2.75%)	- Secretary	53 (2.35%)	- Agriculture	48 (2.13%)	- Etc.		Among 2,255 samples:		- Been employed	57%	- Unemployed	43%	Among the Employed:		- work for private sectors	62%	- work for government agencies	19%	- self-employed and doing their own business	13%	Duration for job hunting of the graduates:		- got job before 1 year after graduation	91%	- got job within 6 months after graduation	85%	Among those who employed:		- got job offer before graduate	16%	- got job within 1-3 months	45%	- got job within 4-6 months	19%	- got job within 6-9 months	6%	
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	<ul style="list-style-type: none"> - got job after 1 year 9% Relevance of the courses with the jobs (for those who are employed): <ul style="list-style-type: none"> - relevant 70% - not relevant 30% Access to jobs: (for those who got jobs: 2,255) <ul style="list-style-type: none"> - with support from family, acquaintances 363 (16%) - by themselves 308 (14%) - by starting their own business 141 (6%) - through labour service company 120 (5%) - through newspaper, internet, ... 103 (4.6%) Appreciation of graduates to the courses: <ul style="list-style-type: none"> - Appreciate (very appreciate, appreciate and somehow appreciate) 98% - not appreciate 1% - not care 1% The graduates with stipend assisted: <ul style="list-style-type: none"> - got jobs (which all of them reported their courses relevant to their jobs). 57% among this group who have got the jobs: <ul style="list-style-type: none"> + work for government 22% + work for private sectors 78% - no job 43% Reasons for not been able to find job (for those who are still unemployed): <ul style="list-style-type: none"> - no job available for the trained courses 20% - lack skills on (IT, English, Communication, ...) 19% - no information on job opportunities 12% - low level of skills 11% 		
(Sources: EMIS, Report of Tracer Study for 2017-2018 Graduates)			
EMIS and project colleges are continuing their survey on the appreciation and feedback from the employers on performance of the graduates. The tracer study of the 2018-2019 graduates is also in the preparation process.			
FURTHER ACTION TO BE TAKEN: <ul style="list-style-type: none"> - to follow up with the EMIS team on results of further tracer study and assessment of the employer's appreciation on graduate's performance. 			
Output 1: Teaching and learning environments at selected TVET colleges upgraded			
3. 50% of new dormitory spaces are reserved for women Responsibility: 4 colleges Target 3	PROGRESS: Achieved/completed It was reported by the SSTVET civil team on the progress of additional civil work as of March 2021 that the construction of dormitories (with kitchen and toilet facilities) at each of Technical College, has preserved 50% of the spaces for women. The details are as follow:		Only 4 colleges can manage to provide data in this GAP update for the ADB Mission. The additional

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4. Dormitories have separate spaces and facilities for women and men. Responsibility: 4 colleges Activity 1	<p>PROGRESS: Achieved/completed</p> <p>It was reported by the SSTVET civil team in November 2020 that the facilities in 8 new dormitories which are under construction have separate and reserved 50% of spaces for women (Detail in update of Target 3/above).</p>																																					
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>PROGRESS: Achieved/completed</p> <p>It was reported by the SSTVET civil team in November 2020 that, the new facilities in the 4 colleges include the water and sanitation¹ system (include water supply system and latrines). These facilities have separate latrines and facilities for male and female teachers and students (Detail in update of Target 3/above).</p>																																					
6. By 2018, at all project colleges conduct training on Prevention of	<p>PROGRESS: On-Track</p> <ul style="list-style-type: none"> - A workshop to Review the GAP implementation in 2020 and Plan for GAP in 2021 was conducted during 09-10 March 2021 																																					

¹ Water and Sanitation: normally include water supply system and toilets. Similarly, the WASH which stands for Water Sanitation and Hygiene also has similar meaning, but it covers water supply, toilet, washing room, and hand washing facilities.

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<p>Sexual Harassment; a reporting (including grievances) mechanism for all students is established.</p> <p>Responsibility: GFP of 8 PIU + PMU and Student affair</p> <p>Activity 2</p>	<p>- when gender focal points (GFPs) of 8 project colleges reported their implementation of training/awareness raising events on Prevention of Sexual Harassment and Code of Conduct with included Grievance Redress Mechanism) – together with Schools and Dormitory Rules during the New AY Orientation, Women’s Day, and the Anti-Violence against Women Day. The same workshop was learned that some college added the key points on gender equality, anti-harassment and violence against women and children in some courses e.g. Humanities, Political, ... while Dong Kham Xang, Pakpasak, and Champasak have included the Gender as a credit course.</p> <p>In this connection, the Khammuan college conducted a Gender talk during the International Women’s Day event (on 8 March 2021) under the theme of “Women leadership and achieving equality during the COVID-19 Pandemic” which participated by 132 females of out 255 participants. (More details from other colleges will be reported in the Q2/2021 update).</p> <p>The same workshop (above) also reported the plan for conducting Gender meeting/awareness raising (includes: Gender, Anti-Harassment and Violence against Women, ...) of the colleges in 2021 (Detail information will be provided in the Q2/2021 report).</p> <p>- A workshop to follow up the Gender ToT was conducted during 11-12 March 2021 with GFPs from 25 TVET Colleges – when GFPs of all colleges reported how they utilized knowledge and skills obtained from the Gender ToT conducted in June 2020 (Detail information will be provided in the Q2/2021 report).</p> <p>Previous update:</p> <ol style="list-style-type: none"> 1. With guidance from the DTVET, all project colleges have established a committee to be responsible for Promotion of Gender Equality and Women Empowerment (GEWE), Prevention and combatting Violence and Bullying, etc. which included (i) Deputy Director, (ii) Head of Women’s Union, (iii) Head of Trade Union, (iv) Head of Youth Union, and (v) Head of Student Affairs Division. This is also called a Gender Committee. 2. Due to the need of the gender focal points [(GFPs), who are members of the above mentioned committee] to regularly conduct gender meeting/talk to the teachers and students at their respective colleges, the DTVET together with SSTVET team conducted Training of Trainers on Gender (Gender ToT) for total of 50 participants (with 29 or 58% of females) who are key GFPs of all project colleges, the DTVET and relevant Departments during 22-26 June 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.)
	<p>3. Gender Focal Points (GFPs) of most project colleges:</p> <ul style="list-style-type: none"> + conducted a meeting on Promotion of GEWE and Anti and Combatting Violence Against Women to the teachers and members of women’s union of their respective colleges, twice a year (Detail is combined with item 4 below). + provided information on Promotion of GEWE and Anti & Combatting Violence Against Women, and Prevention of Sexual Harassment and Bullying including reporting (grievances) mechanism and Code of Conducts to all students, teachers, dormitory management staff, security guards, and all dormitory staff during the new academic year orientation in September 2020, and other relevant events at least twice a year (Detail is combined with item 4 below). <p>4. In 2018, Guideline for Prevention of Sexual Harassment and Bullying was developed, approved by the MOES and introduced to 25 colleges in the same event with introduction of the Code of Conducts and Establishment of the Grievance Redress Mechanisms/committee (Detail in the Training Report).</p> <p>Refer to the suggestion from the MORE, the DTVET together with SSTVET team conducted workshop to follow-up (i) the use of the Guideline for Prevention of Sexual Harassment and Bullying, (ii) gender activity plans after attending the Gender ToT in June 2020, (iii) additional clarification on the Lao legal and institutional frameworks for GEWE; country and/citizen’s (especially government staff and GFPs) obligation on GEWE (including CEDAW and Beijing Declaration) in their responsible areas – for the colleges in the Southern Provinces of Laos in September 2020, with participated by 25 GFPs in which 72% were women; and for 20 GFPs [with 3 males (or 15%)] of the Northern colleges in November 2020. Report of the workshop is in the process – and will be reported in the next GAP update. However, key results of the follow up workshop are as follow:</p> <ul style="list-style-type: none"> + GFPs of all colleges (25) have completed their plan of actions (to conduct meeting/training on GEWE, and Anti and Combatting Violence Against Women to the teachers and students of their respective colleges during Q4 2020 – 2021 (detail in workshop reports). + <u>Pakpasak GFPs</u>: conducted the 1st gender training to 13 teachers with 10 females included (76.92%) using the Gender ToT materials and Gender ToT trained techniques at their college 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.)																																												
	<p>In addition, Pakpasak is in the process to integrate the gender aspects and prevention of Sexual Harassment in the Human Relation (ມະນຸດສຳພັນ) Course which will be taught to the 1st year students of every program.</p> <p>+ <u>Khammouan GFPs</u>: it was reported that in Q4 2020, a meeting to introduce the promotion of gender equality and women empowerment (GEWE) and Prevention of Sexual Harassment was conducted for 517 students which included 314 females (60.74%).</p> <p>In addition, an Aerobic Event – to Celebrate and Campaign for the Convention for Children Right Day (20 Nov.) and the International Day for Elimination of Violence Against Women and Children (25 Nov) was conducted with 328 participants with 25 males included (7.62%).</p> <p>Accumulated information on Gender TOT Follow up:</p> <table border="1" data-bbox="427 1003 1305 2049"> <thead> <tr> <th>Name of Activities</th> <th>Total No. of participants</th> <th>Female (%)</th> <th>Further Action</th> </tr> </thead> <tbody> <tr> <td>-</td> <td></td> <td></td> <td>-</td> </tr> <tr> <td>Previous update:</td> <td></td> <td></td> <td>-</td> </tr> <tr> <td>Gender ToT, June 2020</td> <td>50</td> <td>29 (58%)</td> <td>- Follow up workshop</td> </tr> <tr> <td>Follow up Workshop:</td> <td></td> <td></td> <td>- All (25) collages developed their Gender Activity Plans (to conduct meeting/a talk on gender and relevant matters ,... to teachers, management levels, and students at their respective colleges). - Department of Finance – used documents/template obtained from the Gender ToT in their other training.</td> </tr> <tr> <td>- for the colleges in the Southern Provinces in September 2020; and</td> <td>25</td> <td>18 (72%)</td> <td></td> </tr> <tr> <td>- for the Northern colleges in November 2020.</td> <td>20</td> <td>17 (85%)</td> <td></td> </tr> <tr> <td>Pakpasak GFP:</td> <td>13</td> <td>11 (85%)</td> <td>- Pakpasak will teach the updated Human Relation (ມະນຸດສຳພັນ) Course which included gender aspects and prevention of Sexual Harassment to the 1st year students of every program soon.</td> </tr> <tr> <td>- Conducted 1st Gender Training to 13 teachers using the Gender ToT materials and trained techniques at their college on the 7th November 2020.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>- Is in the process to integrate the gender aspects and Prevention of Sexual Harassment in the Human Relation (ມະນຸດສຳພັນ) Course which will be taught to the 1st year students of every program.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Khammuan GFP:</td> <td>517</td> <td>314</td> <td>-</td> </tr> </tbody> </table>	Name of Activities	Total No. of participants	Female (%)	Further Action	-			-	Previous update:			-	Gender ToT, June 2020	50	29 (58%)	- Follow up workshop	Follow up Workshop:			- All (25) collages developed their Gender Activity Plans (to conduct meeting/a talk on gender and relevant matters ,... to teachers, management levels, and students at their respective colleges). - Department of Finance – used documents/template obtained from the Gender ToT in their other training.	- for the colleges in the Southern Provinces in September 2020; and	25	18 (72%)		- for the Northern colleges in November 2020.	20	17 (85%)		Pakpasak GFP:	13	11 (85%)	- Pakpasak will teach the updated Human Relation (ມະນຸດສຳພັນ) Course which included gender aspects and prevention of Sexual Harassment to the 1 st year students of every program soon.	- Conducted 1 st Gender Training to 13 teachers using the Gender ToT materials and trained techniques at their college on the 7 th November 2020.				- Is in the process to integrate the gender aspects and Prevention of Sexual Harassment in the Human Relation (ມະນຸດສຳພັນ) Course which will be taught to the 1 st year students of every program.				Khammuan GFP:	517	314	-	
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7. By 2018, all project colleges, a training on Code of Conduct to all dormitory management, security guards and all dormitory staff is conducted. Responsibility: GFP of 8 PIU + PMU Activity 3	<p>PROGRESS: Achieved</p> <p>Gender Focal Points of all project colleges included information on Code of Conducts [together with other topics e.g. Promotion of GEWE in Laos, Anti and Combatting Violence Against Women, and Prevention of Sexual Harassment and Bullying including reporting (grievances) mechanism] in the orientation/meeting with all students, teachers, dormitory management staff, security guards, and all dormitory staff during the new academic year orientation and other relevant events – at least twice a year (Detail is compiled in the report of Activity 2/above).</p> <p>FURTHER ACTION TO BE TAKEN:</p> <ul style="list-style-type: none"> - To collect numbers (and percentage) of students and teachers to monitor the target (80% of women) receiving training on GEWE, Anti Sexual Harassment and relevant information in Q2, 2021. 			
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	<p>PROGRESS: On-track</p> <p>It was reported in March 2021 that at the project colleges (Source: based on newly up to date EMIS database, March 2021):</p> <ul style="list-style-type: none"> - There are total of 642 teachers in which 288 (45%) are females in 8 project colleges. 			

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.)
<p>management training.</p> <p>Responsibility: Teacher Training Division</p> <p>Target 5</p>	<ul style="list-style-type: none"> - There are total of 269 managers and administrators in which 93 (35%) are females. ⇒ There are total of 381 female teachers, managers and administrators in 8 project colleges. Among this total number 362 (95%) had participated in pedagogy, technical and management training. <p>(Source: EMIS database, March 2021)</p> <p><u>Previous update:</u></p> <p>It was reported in December 2020 that at the project colleges:</p> <p>There are 381 (87,5%) female teachers and managers out of 435 from project colleges had been participated in pedagogy, technical and management training as details below:</p> <ul style="list-style-type: none"> - there are total of 741 teachers with 341 (46%) females included in 8 project colleges. 705 with included 341 (48%) females out of total teaching force were trained. Therefore, out of 341 females teaching force 341 (100%) were trained in pedagogy, technical and management. - there are total of 288 managers and administrators which 94 (33%) females included. 210 which included 40 (19%) females were trained. Therefore, out of 94 female managers and administrators 40 (42%) were trained in pedagogy, technical and management. <p>By December 2020, it was reported that there are total of 1,428 (person/time) teachers with included 569 (40%) females were trained in pedagogy, technical and management.</p> <p>FURTHER ACTION TO BE TAKEN:</p> <ul style="list-style-type: none"> - to follow up with the teacher capacity building team – to ensure the plan to increase more female teachers, managers and administrators in the training plan. 	
<p>9. 35% of teachers of the academic upgrading program are women. (35% for bachelor's and 35% for master's programs).</p> <p>Responsibility: Teacher Training Division</p> <p>Target 6</p>	<p>PROGRESS: On-track</p> <p>The number of new intakes and the percentage of female beneficiaries of the Academic Upgrading Program (AUG) remain the same as previously updated.</p> <p>As of March 2021, it was reported that:</p> <ul style="list-style-type: none"> - Out of 44 AUG scholarship recipients for the Master Degree, 29 with (included 12 teachers who study in Thailand) will be delayed for the graduation due to Covid -19. 	<p>Due to Covid-19, 16 upgrading teachers are deferred their studies (12 in Thailand and 4 in NUOL). As of December 2020, the situation</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.)
	<ul style="list-style-type: none"> - Total of 42 AUG scholarship recipients has completed their Bachelor Degree and 29 are expecting to complete in Q2/2021 (total of 71). - Total of 39 AUG scholarship recipients are expecting to complete their Bachelor Degree in Q3-Q4/2021. <p>However, this will not affect the payment of their tuition, consumable and stipends (For all payments related will be completed in Q4/2021).</p> <p><u>Previous update:</u></p> <p>It was reported in Q3 2020 that, 59 (38%) out of 154 teachers in academic upgrading program are women. This includes:</p> <ul style="list-style-type: none"> - 15 (58%) out of 26 were females in bachelor's degree; and - 44 (34%) out of 128 were females in the Master's degree program. <p>Total number of teachers that participate in academic upgrading exceeds the DMF target [which was mentioned that at least 50 teachers (20 women)].</p> <p>The project team explained that most TVET teachers prefer to study in the country as part-time students. However, 19 teachers study abroad (18 in Thailand and 1 in Vietnam) due to their language capacity and the availability of the fields of their specialization.</p>	remains unchanged.
<p>10. Skills standards manuals, new TVET curriculum and training programs developed under the project are gender sensitive and provide positive images of women.</p> <p>Responsibility: Vocational Education Development Institute + M&E Division of TVED</p> <p>Activity 4</p>	<p>PROGRESS: Achieved</p> <p>It was reported that, skill standards manuals was produced in STVET 1 and they are now being used in SSTVET.²</p> <ul style="list-style-type: none"> - every skill standard included 1 section on gender sensitivity; - every curriculum mentioned boys and girls or males and females in the target groups of every area of skills standard manuals and TVET curriculum and training materials; - using pictures/photos to illustrate positive image of women in all TVET curriculum and training programs developed under the project. 	
<p>11. 50% of students in short term training courses</p>	<p>PROGRESS: On-Track</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.)
<p>for out of school youth are women. (2015 baseline =30%) Responsibility: 8 Colleges – Technical Division Target 7</p>	<p>It was reported in March 2021 that the short term training courses (C1) were provided under the stipend program.</p> <p>As of March 2021, there were 1,643 (61%) out of 2,712 students who are out of school youth are females.</p> <p>Previous update:</p> <p>The short term training courses (C1) were provided under the stipend program.</p> <p>In November 2020 that, there were 1,382 (57%) out of 2,423 students who are out of school youth are females.</p> <p>It was reported in December 2020 that, 1,487 (59%) out of 2,538 students who are out of school youth are women.</p>	
<p>12. Ensure all counselling and guidance materials target women, in particular female students are targeted with information on range of employment opportunities in lucrative industry/business sectors where female presence is low.</p> <p>Responsibility: Education Management Information System Division Activity 5</p>	<p>PROGRESS: Achieved</p> <p>It was reported that all guideline for counseling and guidance materials which completed and approved in December 2019, target women. In particular female students are targeted with information on range of employment opportunities in lucrative industry/business sectors where female presence is low.</p>	
<p>13. Ensure that 30% of those trained as career counsellors are women. (baseline 2015 = 20%)</p> <p>Responsibility: Education</p>	<p>PROGRESS: On-track</p> <p>It was reported that, at all project colleges, the female quota for 1/3 of career counsellors (around 30%) was practiced/implemented. Specifically, representative of women union or gender focal points, and male and female heads/deputy heads of Student Affairs Division were part of the career counselling team.</p>	

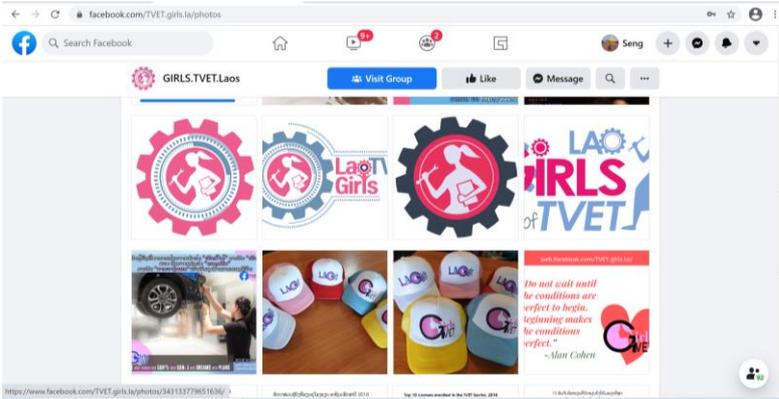
Gender Action Plan (GAP Activities, Indicators and Targets, Time Frame and Responsibility)	Progress to Date (This should include information on period of actual implementation, sex-disaggregated qualitative and quantitative updates (e.g. number of participating women, women beneficiaries of services, 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.)																
Management Information System Division Target 8																		
14. Increased number of students in apprenticeship schemes in companies. 40% are women. (baseline 0) Responsibility: 8 Colleges Target 9	<p>PROGRESS: On-track</p> <p>100% of students in diploma and high diploma courses participate in an internship program. During school year 2020-2021.</p> <p>100% of female students in diploma and high diploma courses participate in an internship program.</p> <p>Previous update:</p> <p>It was reported that, no apprenticeship schemes are applicable in Lao context. In lieu of this, internship program is applied.</p> <p>As part of graduation requirement, all students (100%) of final year of the Diploma (9+3³ and 12 + 2⁴); and Higher Diploma (12 + 3⁵) participate in the internship with company and government offices.</p> <p>As of December 2020, there were total of 11, 687 students with included 4,384 (38%) females participate in the internship program.</p> <p>Enrolment of Diploma (9+3, 12+2) and High Diploma (12+3) for AY 2020-2021:</p> <table border="1" data-bbox="427 1265 1295 1514"> <thead> <tr> <th>AY 2020/2021</th> <th>Total</th> <th>Female</th> <th>% female</th> </tr> </thead> <tbody> <tr> <td>Diploma</td> <td>6,680</td> <td>2,267</td> <td>34</td> </tr> <tr> <td>Higher Diploma</td> <td>5,007</td> <td>2,117</td> <td>42</td> </tr> <tr> <td>Total</td> <td>11,687</td> <td>4,384</td> <td>38</td> </tr> </tbody> </table> <p>(Source: TVED)</p> <p>FURTHER ACTION TO BE TAKEN:</p> <ul style="list-style-type: none"> - To follow up with the SSTVET team on the update on student in internship. 	AY 2020/2021	Total	Female	% female	Diploma	6,680	2,267	34	Higher Diploma	5,007	2,117	42	Total	11,687	4,384	38	
AY 2020/2021	Total	Female	% female															
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Total	11,687	4,384	38															
15. 50% of students enrolled in short courses offered by the project	<p>PROGRESS: On-track</p> <p>It was reported by the SSTVET stipend team that, as of March 2021, 2,316 (61%) out of 3,822 students enrolled in short courses (C1 & C2) offered by the project colleges are women.</p>																	

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.

⁵ (12+3) 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 3 years to obtain **Higher Diploma** degree.

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.)
colleges are women. Responsibility: 8 colleges- stipend team Target 10	Previous update: It was reported by the SSTVET stipend team that, as of November 2020, 1,958 (57%) out of 3,418 students enrolled in short courses (C1 & C2) offered by the project colleges are women. By December 2020, it was reported that 2,108 (59%) out of 3,584 students enrolled in short courses (C1 & C2) offered by the project colleges are women.	
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	PROGRESS: Achieved/completed It was reported that, a quota of 50 %female was included in item B. Student selection criteria “At least 50% of the stipends will be allocated to women to attend the TVET course of their choosing” (para 6, annex3, PAM-p55).	
17. At least 50% of stipend assistance is provided to women. Responsibility: 8 colleges- stipend team Target 11	PROGRESS: On-track It was reported by the SSTVET stipend team that, as of March 2021, 2,783 (55%) out of 5,042 stipends assistance (C1+C2+C3+ Diploma) were provided to women. Previous update: It was reported by the SSTVET stipend team that, as of November 2020, 2,400 (52%) out of 4,575 stipends assistance (C1+C2+C3+ Diploma) were provided to women. By December 2020, it was reported that 2,575 (54%) out of 4,804 stipend receivers (C1 + C2 + C3 + Diploma) were women.	
18. The TVET promotion campaign: (i) promotes female participation in TVET in general and in nontraditional skills, in particular; (ii) publicizes the stipend program, dormitory facilities	PROGRESS: On-track <ul style="list-style-type: none"> - The SSTVET promotion was presented in the Face Book page – which frequently updated. 	

<p>Gender Action Plan (GAP Activities, Indicators and Targets, Time Frame and Responsibility)</p>	<p>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)</p>	<p>Issues and Challenges (Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc.)</p>
<p>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</p> <p>Activity 7</p>	 <ul style="list-style-type: none"> - The SSVET promotion activities on FB illustrated equal images of males and females. - Specific attention on female students was presented in the FB:  <ul style="list-style-type: none"> - The promotion campaign will be conducted by promotion firm in Q4, 2020 <p>FURTHER ACTION TO BE TAKEN:</p> <ul style="list-style-type: none"> - To follow-up with the firm to obtain the results of the TVET promotion. 	

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

- 7 (100%) out of 7 activities were completed/achieved and on-track / 3 (43%) out of 7 activities were also on-track.
- 11 targets were achieved and on-track / 7 (64%) out of 11 targets were completed/achieved, and 7 (64%) were also on-track.

	Achieved/Complete	Achieved/on-track	On-track	Not yet due	Not achieve yet
7 Activities	7	3	3	0	0
11 Targets	7	4	7	0	0

Tracking Physical Progress of SSTVET Project Q1/2021

As of End of March 2021

Category	Activities	Weight	Progress (%)	Weighted Progress
Ouput 1: Teaching and learning environments at eight TVET colleges upgraded				
1,1	Civil Works	15,00		14,28
	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	90%	0,45
	13) Civil work Construction in Vientiane_Hanoi Batch 3	0,50	70%	0,35
	14) Civil work Conduction in Pakpasak TC Batch 3	0,50	45%	0,23
	15) Civil works construction in Khammouane TVC Batch 3	0,50	50%	0,25
1,2	Procurement of Training Equipment and Consumables	15,00		12,43
	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

Category	Activities	Weight	Progress (%)	Weighted Progress
	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
	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

Category	Activities	Weight	Progress (%)	Weighted Progress
	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
	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%	0,18
	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	50%	0,03
	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%	0,20
	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	0%	0,00
	15.6) Train teachers to use new equipment	0,20	0%	0,00
	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%	0,20
	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	0%	0,00
	16.6) Train teachers to use new equipment	0,20	0%	0,00
	16.7) Utilize new equipment for training course	0,10	0%	0,00
	17) Additional equipment and tools automotive for VTEP, SVK, KM and PPS batch 3	0,55	0%	0,20

Category	Activities	Weight	Progress (%)	Weighted Progress
	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	0%	0,00
	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%	0,20
	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
	18.5) Delivery Equipment	0,05	0%	0,00
	18.6) Train teachers to use new equipment	0,20	0%	0,00
	18.7) Utilize new equipment for training course	0,10	0%	0,00
	19) Advance technology equipment for PPC and Chanpasak batch 3	0,55		0,25
	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	0%	0,00
	19.7) Utilize new equipment for training course	0,10	0%	0,00
Output 2: Quality and relevance of demand-driven programs improved				
2,1	Consulting Firms:	10,00		7,00
	1) Firm for Capacity Building	4,00		2,50
	1.1) Short listing	0,50	100%	0,50
	1.2) NOL for RFP	0,50	100%	0,50
	1.3) Open bidding documents	0,50	100%	0,50
	1.4) Evaluation technical proposal	0,50	100%	0,50
	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	90%	1,35
	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		7,30
	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	46%	2,30
2,3	Facilitation of Capacity Development Measures for Teacher and School Management	10,00		10,00

Category	Activities	Weight	Progress (%)	Weighted Progress
	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		9,60
	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	100%	0,50
	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		14,80
	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	98%	9,80
4. Management Activities				
4,1	Consultant Services	10,00		9,09
	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	100%	1,00
	2.2) DTL/Monitoring and Evaluation Specialist	1,00	83%	0,83
	2.3) Finance Specialist	0,50	83%	0,42
	2.4) Procurement Specialist	0,50	83%	0,42
	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	85%	0,43
	2.11) Specialist 1 to support the facilitation of capacity building programs for teachers and managers at the eight project colleges.	0,20	83%	0,17
	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	98%	0,49
	2.14) Consultant 2 to manage the stipend scheme	0,50	98%	0,49
	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	80%	0,16
	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		4,05
7A	PMU Operation and Project Supervision	1,00	75%	0,75
7B	Conduct Career Counselling, Job Fairs and TVET Promotion	2,00		1,50

Category	Activities	Weight	Progress (%)	Weighted Progress
	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	80%	0,40
	4) Tracer study	0,50	70%	0,35
7C	Study, Workshop and Conferences	2,00	90%	1,80
4,4	Unallocated			
	Estimated Physical Progress	95,00		88,54

Appendix F: FM Action Plan Monitoring March 2021 Classification: INTERNAL

Country	Effectiveness Date	Loan Closing Date	Name of Executing Agency / Implementing Agency	Overall Project FM Risk Classification (High, Substantial, Moderate, Low)	Number of risk mitigating actions	If no FM Action Plans in FMA, please state reason	Weakness Area (Internal Audit, Accounting, Information System etc.)
LAO	03-Jan-17	30-Jun-22	Ministry of Education and Sports (MOES)	Low	1	NA	

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FM Action Plan				Due? (Yes/No)	Action Plan Completed? (Yes/No/NA)	Describe action taken
FM Risk Classification (High, Substantial, Moderate, Low)	Mitigation Action	Responsibility	Due Date			
	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	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. Draft financial management and operational procedures manual improved and due for signing by the MOES Minister.

Date of last monitoring (dd/mm/yyyy)	Status as of last monitoring	Details of Supporting document (BTOR, Minutes, etc)	Next Step/ Remarks
30-Mar-21	Being complied with.	Aide memoire, review mission (9-13 Nov 2020) as part of FMA monitoring	For continuous monitoring.

Appendix G: Training Achievement of Capacity Building Firms

SUMMARY OF TOTAL 4 SETS OF TRAINING

No	Module No	Title	Delivery Mode (Workshop/Coaching)	No. of Participant					Location*	Implementation date (From - to)	Training provider*
				Total	Female		Ethnic				
				#	#	%	#	%			
1ST TRAINING SET				251	132		7				
1	Module 2	Market demand analysis (Batch 1)	Workshop	30	2	7%		0,0%	DATC	11-15 Feb 2019	NUOL
2		Market demand analysis (Batch 2)	Workshop	30	15	50%	1	3,3%	DATC	11-15 Mar 2019	NUOL
3		Market demand analysis (Batch 3)	Workshop	30	21	70%	5	16,7%	DATC	18-22 Mar 2019	NUOL
4		Market demand analysis (Batch 4)	Workshop	30	18	60%		0,0%	DATC	22-26 Apr 2019	NUOL
5		Market demand analysis (Batch 5)	Workshop	30	19	63%		0,0%	VPTC	6-10 May 2019	NUOL
6		Market demand analysis (Batch 6)	Workshop	28	17	61%	1	3,6%	DATC	17-21 Jun 2019	NUOL
7	Module 12	Entrepreneurship (Batch 1)	Workshop	25	12	48%		0,0%	DATC	20-24 May 2019	LIEDC
8		Entrepreneurship (Batch 2)	Workshop	23	13	57%		0,0%	DATC	27-31 May 2019	LIEDC
9		Entrepreneurship (Batch 3)	Workshop	25	15	60%		0,0%	DATC	10-14 Jun 2019	LIEDC
2ND TRAINING SET				253	109		5				
1	Module 2	Market Demand Analysis (Batch 7)	Workshop	33	13	39%	1	3,0%	STVC	24 June to 28 June 2019	NUOL
2	Module 5	Technical Knowledge of Curriculum (Batch 1)	Workshop	26	14	54%		0,0%	DTAC	15-19 July 2019	SSTVET Team
3		Technical Knowledge of Curriculum (Batch 2)	Workshop	25	10	40%		0,0%	DTAC	22-26 July 2019	SSTVET Team
4		Technical Knowledge of Curriculum (Batch 3)	Workshop	28	16	57%	1	3,6%	KTVC	5-9 Aug 2019	SSTVET Team
5	Module 7	Apprenticeship Management, Industry collaboration and entrepreneurial management (Batch 1)	Workshop	30	11	37%	1	3,3%	LGTC	19-23 Aug 2019	LGTC
6		Apprenticeship Management, Industry collaboration and entrepreneurial management (Batch 1)	Workshop	30	14	47%		0,0%	LGTC	26-30 Aug 2019	LGTC
7		Apprenticeship Management, Industry collaboration and entrepreneurial management (Batch 1)	Workshop	30	18	60%		0,0%	DTAC	9-13 Sep 2019	LGTC

No	Module No	Title	Delivery Mode (Workshop/Coaching)	No. of Participant					Location*	Implementation date (From - to)	Training provider*
				Total	Female		Ethnic				
				#	#	%	#	%			
8	Module 13	Laboratory/Workshop Manage/arrangement (Batch 1)	Workshop	25	5	20%		0,0%	LGTC	10-14 Jun 2019	LGTC
9		Laboratory/Workshop Manage/arrangement (Batch 2)	Workshop	26	8	31%	2	7,7%	LGTC	17-21 Jun 2019	LGTC
3RD TRAINING SET				251	106		0	0			
1	Module 7	Apprenticeship Management, Industry Collaboration and entrepreneurial management (Batch 4)	Workshop	30	13	43%			LGTC	23-27 Sep 2019	LGTC
2		Apprenticeship Management, Industry Collaboration and entrepreneurial management (Batch 5)	Workshop	30	12	40%			LGTC	30 Sept -04 Oct 2019	LGTC
3	Module 14	Industry Partnership/Entrepreneurship (Batch 1)	Workshop	25	8	32%			LGTC	4-8 Nov 2019	LGTC
4		Industry Partnership/Entrepreneurship (Batch 2)	Workshop	25	8	32%			LGTC	11 -15 Nov 2019	LGTC
5	Module 3-(Sub-Module 3.17)	Business Administration (Batch 1)	Workshop	24	15	63%			DTAC	09-13 Dec 2019	LGTC
6		Business Administration (Batch 2)	Workshop	26	12	46%			DTAC	16 - 20 Dec. 2019	LGTC
7	Module 3- (Sub Module 3.16)	Workshop Facilitator (Batch 1)	Workshop	33	10	30%			LGTC	20 - 24 Jan. 2020.	LGTC
8	Module 6- (Sub-Module 6.16)	Entrepreneurship and Industry Partnership (Batch 1)	Workshop	30	14	47%			LGTC	27-31 Jan 2020	LGTC
9	Module 6- (Sub-Module 6.17)	Business Management (Batch 1)	Workshop	28	14	50%			DTAC	10 -14 Feb 2020	BTS
4TH TRAINING SET				255	65		2				
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

No	Module No	Title	Delivery Mode (Workshop/Coaching)	No. of Participant					Location*	Implementation date (From - to)	Training provider*
				Total	Female		Ethnic				
				#	#	%	#	%			
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

No	Module No	Title	Delivery Mode (Workshop/Coaching)	No. of Participant					Location*	Implementation date (From - to)	Training provider*
				Total	Female		Ethnic				
				#	#	%	#	%			
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	5/4/21	CleanAgriculture Standard Center
39	Sub-module 6.1	Road and bridge construction	Coaching & Mentoring/Technical Knowledge Improvement for Instructors	3	0	0,0			STVC	5/4/21	LTEC

No	Module No	Title	Delivery Mode (Workshop/Coaching)	No. of Participant					Location*	Implementation date (From - to)	Training provider*
				Total	Female		Ethnic				
				#	#	%	#	%			
	TOTAL			1010	412	41%	14	1%			
				172	37						

***Note:**

- VTPC** Vientiane Province Technical College
- PTC** Pakpasack Technical College
- DTAC** Dongkhamxang Agriculture Technical College
- VT_H TFC** Vientiane-Hanoi Friendship Technical College
- PTC** Polytechnic College
- KTVC** Khammouane Technical Vocational College
- STVC** Savannaket Technical Vocational College
- CTVC** Champasack Technical Vocational college
- NUOL** National University of Laos
- LIEDC** Lao-India Entrepreneurship Development Center
- LTEC** Lao Transport Engineering Consult
- SODA** Social Development Alliance Association
- BTS** Base Technical Service

Appendix 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 are/will be 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 (projector/Speaker/mic/ extensions); d) Skills Contest; (iii) Billboards including: a) Strategic profile with logo (3m x 4m RIG with Solar Lighting + Tarpaulin) note: this is the main branding tool on site apart from the façade with logo and logo text. It should be installed in the school's tallest building to be most visible; b) Courses offered per career track (3M X 5M rig with Solar Lighting + tarpaulin); (iv) Point of sale paraphernalia (POPs): includes clear signages for offices/labs to include: a) [POP 1] promotions X stands: promoting specific course/career track; b) [POP2] L-STANDS: career pathway graphics & value banners; (v) Digital Kiosks delivered in the 8 colleges; (vi) Merchandise/Souvenirs (startup inventory) to include: a) Official Coffee Mugs; b) Official T-Shirts/Hoodies; c) Official T-Shirts; and (vii) Internet Connectivity for social media.

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 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</p>							
<p>Outcome: all TVET Colleges now have fixed PROMO STAFF and the most important content for campaigns:</p>							

WHO WE ARE (vision), WHAT WE DO, FOR WHOM/WHY (mission), HOW WE DO IT (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 23rd to 27th 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 *Lao-India Entrepreneurship Development Centre (LIEDC)* from 29th to 31st 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



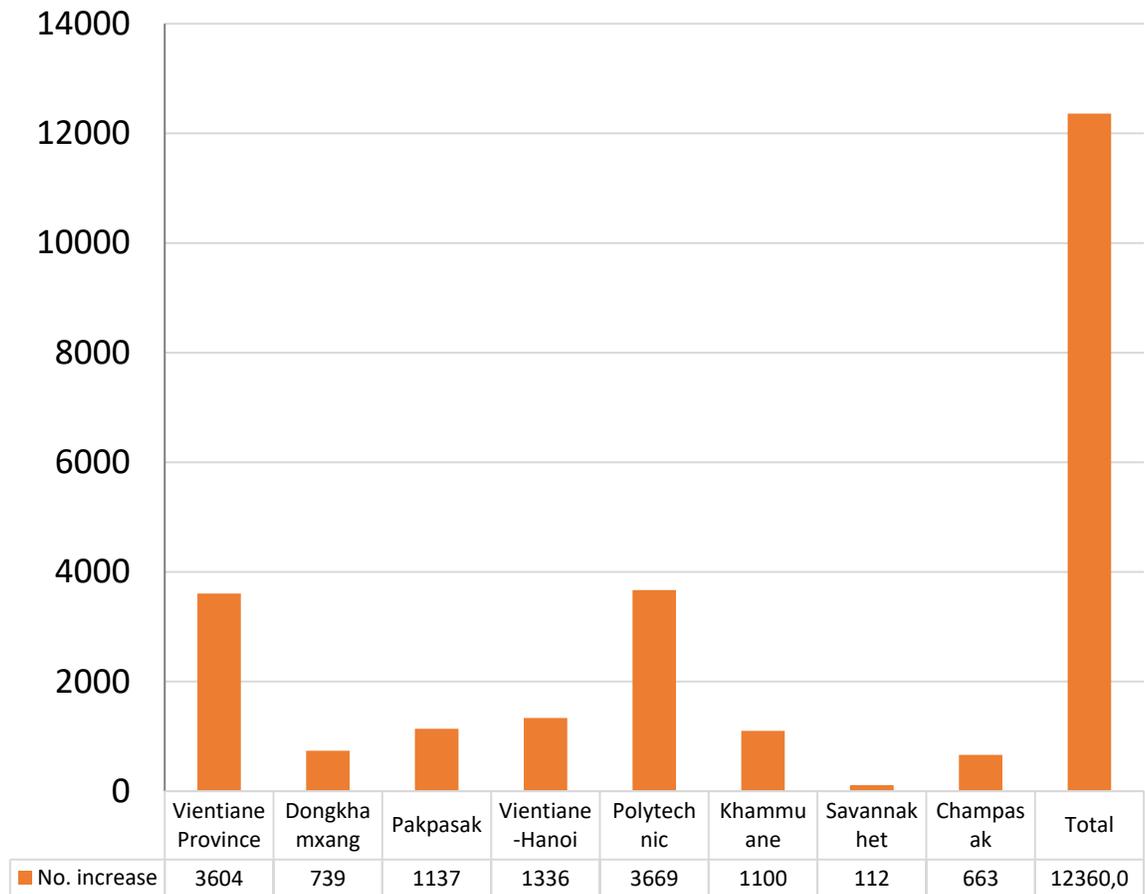
48. Other TVET promotion activities with EMIS to date include: (i) creation of the mentoring/coaching channel for all TVET Colleges on Facebook/WhatsApp; (ii) development and launching of 5 central digital channels with content: www.facebook.com/TVED.Laos (broadcasted 2 episodes); Lao.TVET.ໂອກາດ; GIRLS.TVET.Laos; 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, (vii) continuous development of content for TVET College pages/5 central digital channels and for integration into the new information kiosks to be distributed in 8 colleges. Refresh/advanced training for newly installed social media managers per TVET College 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					
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



Increase in Facebook Group members since date created is illustrated below. Pakpasak may have created another Group of which the access has not been shared to the EMIS and thus has not been included as data. Only the group created

together during workshop is monitored here.

Number of Members increase

