**Lao People's Democratic Republic: Strengthening Technical and Vocational Education and Training Project**

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Strengthening Technical and Vocational Education and Training Project</th>
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<tr>
<td>Project Number</td>
<td>42278-022</td>
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<tr>
<td>Country</td>
<td>Lao People's Democratic Republic</td>
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<tr>
<td>Project Status</td>
<td>Closed</td>
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<tr>
<td>Project Type / Modality of Assistance</td>
<td>Grant</td>
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<tr>
<td>Source of Funding / Amount</td>
<td>Grant 0211-LAO: Strengthening Technical and Vocational Education and Training Project</td>
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<tr>
<th>Strategic Agendas</th>
<th>Inclusive economic growth</th>
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<td>Drivers of Change</td>
<td>Governance and capacity development</td>
</tr>
<tr>
<td>Sector / Subsector</td>
<td>Education - Technical and vocational education and training</td>
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<tr>
<td>Gender Equity and Mainstreaming</td>
<td>Gender equity</td>
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**Strategic Agendas**

1. Inclusive economic growth
2. Governance and capacity development
3. Private sector development
4. Education - Technical and vocational education and training
5. Gender equity

**Description**

**Impact**

A more highly skilled and diverse workforce in Lao PDR

**Project Outcome**

An accessible formal vocational training system that is more responsive to labor market needs

**Progress Toward Outcome**

Outcome indicators will be assessed during PCR mission in 2018. Development of competency based training standard for 17 jobs were completed and being implemented at TVET schools.

**Implementation Progress**

1. Improved quality of TVET
2. Increased and more equitable access to TVET
3. Increased private sector involvement in TVET strategy and delivery
4. Strengthened governance and management of the TVET system
5. Effective project management and implementation

**Description of Project Outputs**

1. Improved quality of TVET
2. Increased and more equitable access to TVET
3. Increased private sector involvement in TVET strategy and delivery
4. Strengthened governance and management of the TVET system
5. Effective project management and implementation

**Status of Implementation Progress**

- All expected outputs were delivered.
- The TVET law was passed by the National Assembly in June 2014. The project supports strengthening the capacity of the National Training Council-Permanent Officer (NTC-PO) through various channels, including a review of the existing roles, responsibilities, and structure.
- About 1,449 (326 female or 22%) senior management, teaching and technical staff received training on strategic management, leadership as part of capacity building. More than 490 teaching staff in seven public and two private TVET institutes attended training on competency standards and Competency Based Training.
- With project support, MOES has developed competency-based standards for 17 jobs in 4 priority skills (Certificate III). National skills standards for four priority trades: construction, automobile and machinery service and repair, furniture and basic business were developed through public-private partnership. These documents are available in English and Lao and were uploaded on the project website for public view and use.
- Construction of 11 student dormitories were also completed to accommodate 2,200 students from rural and isolated areas, of which six are reserved for girls which can accommodate about 1,200 girls. With project support, 5,031 students (1,658 are female) from poor households in rural areas received assistance training through voucher scheme.
- Six private training providers are engaged to provide practical training (specialist skills training program) to strengthen technical skills and industrial working experience to more than 560 teachers and final year students. Five private training providers have also engaged to provide short-term training to more than 3,000 young secondary students and unemployed.
- Social development campaign and program were developed and implemented through TV, radio, print media. Job and career counseling has been conducted between April and May every year at secondary schools, particularly in remote areas.
- Number of TVET students in public schools increases from 23,182 in 2014/15 to 30,221 in 2015/16 (number of female students also increases from 8,594 (37%) to 12,322 (41%) in the same period).

**Geographical Location**

Champasak, Khoueng Savannakhet, Luang Prabang Province, Vientiane, Vientiane Province

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<tr>
<th>Safeguard Categories</th>
<th>C</th>
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<tr>
<td>Environment</td>
<td>C</td>
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<td>Involuntary Resettlement</td>
<td>C</td>
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<tr>
<td>Indigenous Peoples</td>
<td>B</td>
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</table>
Environmental categorization is C. During project implementation, automotive workshops ensured proper disposal of hazardous waste such as engine oil. During construction of the dormitories, the contractors kept noise and dust within locally acceptable levels, as well as managed fill, excavated material, and solid waste in a manner that did not create a permanent impact. Water supply in the dormitories will meet national drinking water quality standards.

Involuntary Resettlement
Involuntary resettlement category is C, as civil works is limited to upgrading TVET institution facilities and constructing new buildings within existing boundaries, which will not require land acquisition or resettlement.

Indigenous Peoples
An ethnic group development plan was prepared to ensure integration of ethnic groups' needs and interests in project outputs, and ensure ethnic group access and participation. Key features include (i) ethnic group enrolment in certificate and diploma education in the 4 priority skill areas reaches 20%; (ii) at least 30% of vouchers and dormitory spaces are reserved for ethnic students; (iii) the social marketing campaign is targeted to ethnic communities to encourage TVET and present positive role models, especially in nontraditional skill areas; and (iv) ethnicity sensitivity training is provided to project stakeholders.

Stakeholder Communication, Participation, and Consultation
During Project Design
Project preparation involved two stakeholder workshops each with over 100 participants; an Labor Market Assessment (LMA) involving 817 enterprises in eight provinces and a questionnaire on skills, facilities and equipment in public and private TVET institutions in Luang Prabang, Champasak, Vientiane Province, Vientiane Capital and Savanakhet. Discussions were held with the Ministry of Education and its relevant departments; the Ministry of Labor and Social Welfare, the Ministry of Planning and Investment, Ministry of Mining and Energy; the Lao Women’s Union, Lao Youth Union, NGOs, the Lao National Chamber of Commerce and Industry, international development partners and private TVET institutions.

In order to gather a range of views and challenges from community/village/student level, fieldwork was undertaken in Luangnamtha, Bokeo and Vientiane. Discussions were held with students in the TVET institutions about their choice of training, affordability and aspirations for employment. Two ethnic secondary schools were visited and discussions held with the headmaster, deputy headmasters and students. Village meetings were held to discuss parent and student perception of TVET.

During Project Implementation
Level of consultation and participation envisaged during the project implementation and monitoring is information sharing. ADB fields review bi-annual review missions.

Business Opportunities
Consulting Services
All consultants will be recruited according to ADB's Guidelines on the Use of Consultants. To support project implementation, a firm will be engaged to provide 148 person months of international consultant inputs and 336 months of national consultant inputs. The consulting firm will be engaged using the quality- and cost-based selection (QCBS) method with a standard quality-cost ratio of 80:20. Full technical proposals (FTPs) will be required for submission; shortlisted consultants allowed 45 days to prepare FTPs. Specialization of experts are as follows:

- TVET system management and institutional development
- Training development
- TVET access
- Buildings and facilities
- Employment system
- Skills standards, curriculum and teacher training for construction trades
- Skills standards, curriculum and teacher training for mechanical trades
- Skills standards, curriculum and teacher training for furniture trades
- Skills standards, curriculum and teacher training for business skills
- IT, TVET EMIS and LMIS Development
- PPP Implementation and Monitoring
- Social and Gender

Procurement
All procurement of goods and works to be financed under the grant will be undertaken in accordance with ADB’s Procurement Guidelines (2007, as amended from time to time) and the procurement plan prepared and agreed between the Government and ADB. Under the project, international competitive bidding procedures will be used for civil works contracts estimated to cost $1,500,000 or more, and supply contracts valued at $500,000. Contracts for works of more than $100,000 but less than $1,500,000 will follow national competitive bidding procedures. Supply contracts for goods estimated below $500,000 but above $100,000 will be awarded on the basis of national competitive bidding. Items costing $100,000 or less will be procured through shopping.

Before the start of any procurement, ADB and the Government will review the public procurement laws of the central and state governments to ensure consistency with ADB’s Procurement Guidelines.

Responsibility ADB Officer
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Responsible ADB Department
Southeast Asia Department
Responsible ADB Division
Lao Resident Mission
Executing Agencies
Ministry of Education and Sports
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Lane Xang Avenue, Vientiane, Lao PDR

Timetable

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<th>Original</th>
<th>Revised</th>
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<td>29 Jul 2010</td>
<td>01 Sep 2010</td>
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<td>31 Mar 2016</td>
<td>31 Dec 2016</td>
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Grant 0211-LAO
### Financing Plan

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### Status of Covenants

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**Project Page**  
https://www.adb.org/projects/42278-022/main

**Request for Information**  
http://www.adb.org/forms/request-information-form?subject=42278-022

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12 June 2019

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