Build4Skills—Integrating Traineeships into ADB-Supported Infrastructure Projects
A Handbook for Project Processing Teams and Project Implementation Units

This handbook shows how the Build4Skills program integrates traineeships into ADB-backed infrastructure construction projects in Asia and the Pacific to provide cost-efficient training that boosts employability and makes projects more inclusive. Designed as a practical step-by-step guide, it includes templates that layout trainee requirements. It sets out how to integrate Build4Skills traineeships, coordinate with contractors and institutions, and deliver effective training. It explains how building training into projects requires marginal budget increases, outlines why offering work-based training benefits contractors, and how strategic cooperation can create innovative solutions to global challenges.

About the Asian Development Bank

ADB is committed to achieving a prosperous, inclusive, resilient, and sustainable Asia and the Pacific, while sustaining its efforts to eradicate extreme poverty. Established in 1966, it is owned by 68 members—49 from the region. Its main instruments for helping its developing member countries are policy dialogue, loans, equity investments, guarantees, grants, and technical assistance.
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Build4Skills began with a simple idea: Why not use construction sites supported by the Asian Development Bank (ADB) to provide work-based training to local youth? Given the proven effectiveness of work-based training in getting young people into labor markets and the large infrastructure portfolio of ADB that could be leveraged, the Build4Skills idea appeared as a potential waiting to be explored.

Consequently, ADB entered into a partnership with the German Federal Ministry for Economic Cooperation and Development (BMZ) and its implementing agency, the German Agency for International Cooperation (GIZ), bringing together leading development organizations in the field of infrastructure development and vocational education. The aim of the cooperation was to develop a scalable approach for integrating traineeships into infrastructure projects.

Build4Skills traineeships were introduced in ADB-supported urban and social infrastructure projects in Mongolia and Pakistan, jointly coordinated by staff from ADB and GIZ, one of whom was seconded to ADB headquarters. The activities proved that clients have a demand for the approach; traineeships on construction sites are feasible; and local youth benefit from participating.

As a second step, lessons learned from the activities were translated into an operational model that can be replicated in any future ADB-supported infrastructure projects. During the development of the operational model, discussions revolved around (i) how projects can cost-efficiently process traineeships; (ii) how traineeships can become a procurement requirement; (iii) how these can be sustainably funded; and (iv) what safeguards should be considered. These questions were explored in a cross-departmental dialogue with colleagues from resident missions and ADB headquarters and experts from GIZ. The final product, the Build4Skills Handbook, is an out-of-the-box solution for ADB clients and project teams to cost-efficiently integrate traineeships into infrastructure projects, and for ADB to scale up the practice across its portfolio.

The Build4Skills approach demonstrates how interagency cooperation can create new and innovative solutions to global challenges, and this handbook is a testimony to the advantages of strategic cooperation between development partners.
ACKNOWLEDGMENTS

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The handbook is based on pilot experiences in Mongolia and Pakistan, where colleagues, partners, and project offices have supported the implementation of activities and participated in dialogues about the experiences reflected in the handbook. Appreciation goes to ADB’s Bisma Husen, Rubina Shaheen, Davaasuren Terbish, Avirmed Dangaa, and Per Borjegren, as well as to GIZ’s Odbayar Dashzeveg, Gurtsog Budkhand, Sharjeel Farooq, Waqas Waheed, and Safdar Ali Khan.

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## ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADB</td>
<td>Asian Development Bank</td>
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<tr>
<td>BMZ</td>
<td>(German Federal Ministry for Economic Cooperation and Development) Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung</td>
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<tr>
<td>CWCP</td>
<td>civil works contract package</td>
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<tr>
<td>DMC</td>
<td>developing member country</td>
</tr>
<tr>
<td>FAQs</td>
<td>frequently asked questions</td>
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<tr>
<td>GIZ</td>
<td>(German Agency for International Cooperation) Deutsche Gesellschaft für Internationale Zusammenarbeit</td>
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<tr>
<td>KPI</td>
<td>key performance indicator</td>
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<tr>
<td>PPE</td>
<td>personal protective equipment</td>
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<tr>
<td>PIU</td>
<td>project implementation unit</td>
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<tr>
<td>RRP</td>
<td>report and recommendation of the President</td>
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<tr>
<td>SPP</td>
<td>strategic procurement planning</td>
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<td>QII</td>
<td>Quality Infrastructure Investment</td>
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<tr>
<td>TOR</td>
<td>terms of reference</td>
</tr>
<tr>
<td>TVET</td>
<td>technical and vocational education and training</td>
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<tr>
<td>WBT</td>
<td>work-based training</td>
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WHO IS THIS HANDBOOK FOR?

This step-by-step guide on integrating traineeships into Asian Development Bank-supported infrastructure projects is for

Project leads and team members from ADB and government to know how to process traineeships into the project design at the preparation stage;

Procurement specialists and consultants, and transaction technical assistance consultants to know how to integrate traineeship requirements into procurement and project documents; and

Implementing agencies and project implementation units to know how to coordinate the delivery of traineeships in cooperation with contractors.
## 10 Things You Should Know About the Build4Skills Handbook

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<table>
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<tbody>
<tr>
<td>1. <strong>What is the Build4Skills idea?</strong></td>
<td>Build4Skills promotes integrating traineeships for local youth in ADB-supported construction sites, an untapped potential in ADB infrastructure projects.</td>
</tr>
<tr>
<td>2. <strong>Why should ADB clients consider this?</strong></td>
<td>ADB clients should consider Build4Skills to (i) create additional social impact, including youth inclusiveness and employability, project reputation, and potentially long-term benefits to local labor markets; and (ii) align with development strategies, such as ADB Strategy 2030 and G20 Principles for Quality Infrastructure Investment.</td>
</tr>
<tr>
<td>3. <strong>What is the handbook and who is it for?</strong></td>
<td>The handbook is a step-by-step guide on how to integrate traineeships into project processing (for ADB project leads and teams) and deliver them during project implementation (for implementing agencies and project implementation units).</td>
</tr>
<tr>
<td>4. <strong>Which projects can use the handbook?</strong></td>
<td>Any ADB-supported infrastructure projects in any sectors—energy, urban, transport, water, health, and education—can use the handbook.</td>
</tr>
<tr>
<td>5. <strong>What should ADB project teams do with the approach?</strong></td>
<td>Build4Skills is an out-of-the-box solution that project teams can propose to clients to integrate into the project design. The concept is already developed for easy integration.</td>
</tr>
<tr>
<td>6. <strong>Why deliver traineeships on construction sites?</strong></td>
<td>Traineeships are proven to be effective in teaching technical skills and helping youth transition into jobs. ADB oversees a large infrastructure portfolio that can be readily leveraged for traineeships. Delivering traineeships on ADB-supported construction sites means tapping into the ADB portfolio to deliver a proven skills development approach for the benefit of local communities.</td>
</tr>
<tr>
<td>7. <strong>How are traineeships integrated into projects?</strong></td>
<td>The handbook suggests making traineeships a procurement requirement in selected civil works contract packages and processing them as part of regular project documents, and not as a separate technical assistance.</td>
</tr>
<tr>
<td>8. <strong>How are traineeships funded?</strong></td>
<td>The handbook suggests funding traineeships directly through the project loan by increasing the budget of selected civil works contract packages that include traineeships by 0.5%. This ensures easy integration, predictable costs, and sustainable funding.</td>
</tr>
<tr>
<td>9. <strong>Why is Build4Skills a strong development practice?</strong></td>
<td>Build4Skills combines important development themes and practices including quality infrastructure, youth inclusion, social procurement, and public–private cooperation. It is also scalable, evidence-based, cross-sectoral, and cost-efficient.</td>
</tr>
<tr>
<td>10. <strong>Define Build4Skills in one sentence.</strong></td>
<td>Build4Skills is an out-of-the-box solution for clients and ADB project teams to cost-efficiently integrate traineeships into infrastructure projects.</td>
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The Asian Development Bank (ADB) is committed to supporting its developing member countries (DMCs) in delivering quality and inclusive infrastructure as promoted in the ADB Strategy 2030 and the G20 Quality Infrastructure Investment (QII) Principles. Quality infrastructure frameworks recognize that in the pursuit of the Sustainable Development Goals (SDGs), it is not sufficient to deliver just hard infrastructure—infrastructure projects must also create social impacts, such as employment and skills development, for the communities where they operate.

To support clients and infrastructure projects in creating additional social impact through skills development, the ADB Human and Social Development Sector Group (HSDSG) has developed the Build4Skills approach in cooperation with the German Agency for International Cooperation (GIZ) commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ). Inspired by the German dual training system, the Build4Skills approach promotes integrating work-based training (WBT) opportunities for youth on ADB-supported construction sites.

**Box 1: What Is Work-Based Training?**

Work-based training refers to all forms of learning, both initial and continuous, that take place in a real-world environment. It may be referred to as traineeship, on-the-job training, apprenticeship, or internship.


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Integrating traineeships into infrastructure projects is an evidence-based and opportunity-driven approach. ADB’s Strategy 2030 Education Sector Directional Guide highlights work-based training (Box 1) as a key future direction in education.\(^2\) Evidence shows that WBT is effective in improving labor market outcomes for youth and is considered the gold standard in technical education.\(^3\) ADB-supported infrastructure projects have the potential to provide WBT on their construction sites. This potential has been unexplored as there has been no structured approach on how to cost-efficiently operationalize it.

The Build4Skills Handbook addresses this gap by providing ADB project teams, implementing agencies, and project implementation units (PIUs) with a step-by-step guide on how to cost-effectively process and implement traineeships as part of infrastructure projects. Equipped with the handbook, ADB project teams can propose Build4Skills traineeships as an out-of-the-box solution and project design consideration to ADB clients (Figure 1). The value added for clients is a more inclusive project design that creates tangible impact, including improved youth inclusion and employability, an improved project reputation, and potentially, local workforce productivity in the long run (Figure 1).

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Given the importance of operational excellence in ADB, the Build4Skills approach, as outlined in the handbook, is designed to ensure cost-efficiency and scalability. Cost-efficiency is ensured by processing Build4Skills as part of regular project processing steps, integrating it into civil work procurement, and leveraging ADB-supported construction sites as traineeships sites. The result is additional, scalable impact at minimal additional overhead. Scaling up WBT on ADB-supported construction sites across all sectors (energy, urban, transport, water, health, education) is supported by the handbook, which provides a standard operating procedure for its replication. Overall Build4Skills traineeships are an opportunity to make infrastructure project designs more inclusive (Figure 2).

![Figure 2: Applying Build4Skills Creates Inclusive Infrastructure](image)

Source: Author.

The Build4Skills Handbook is divided into four chapters (Figure 3). Following the introduction, Chapter 2 describes the strategic relevance and impact chain of the Build4Skills approach. Chapter 3 introduces how Build4Skills traineeships seamlessly integrate into ADB project processing, procurement, and implementation. Chapter 4, the main part of the handbook, details how each step of the Build4Skills operational model can be implemented. The 5 stages and 15 implementation steps of the Build4Skills operational model are logically organized along the ADB project cycle. In the Appendix, templates are provided, making the handbook an out-of-the-box solution that can be implemented directly by ADB project teams and implementing agencies.

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4 It focuses on the preparation and implementation phase of the ADB project cycle as they are most relevant for Build4Skills.
Figure 3: Chapter Overview of Build4Skills Handbook

CHAPTER 1
Introduction

CHAPTER 2
Strategic Relevance of Build4Skills

CHAPTER 3
Build4Skills In Brief
Cost-efficient integration into project processing, procurement, and implementation

CHAPTER 4
Build4Skills Operational Model
- Introduction to Build4Skills operational model
- Steps 1–4: Integrate traineeships into project design
- Steps 5–6: Integrate traineeships into procurement
- Steps 7–12: Coordinate with contractors and TVET institutes
- Step 13: Deliver traineeships
- Steps 14–15: Certify trainees and contractors

Appendix

TVET = technical and vocational education and training.
Source: Author.
Build4Skills aligns with various ADB strategies and development agendas. The Build4Skills idea of integrating traineeships on construction sites is a response to G20’s QII Principles calling for more social considerations in infrastructure, which are also emphasized in ADB’s Supporting Quality Infrastructure in Developing Asia report. Moreover, creating traineeship opportunities is aligned with the operational priorities of ADB Strategy 2030: enhanced human capital for all and quality jobs generated (OP 1) and, potentially, enhanced gender equality in human development (OP 2), as well as the Sustainable Development Goals (SDGs) on education (SDG 4) and decent jobs (SDG 8). By making traineeships a procurement requirement for construction companies, Build4Skills follows the key recommendation of ADB’s Education Sector Directional Guide to mobilize the private sector for training delivery. Finally, the ADB Sustainable Public Procurement: Guidance Note on Procurement highlights that public procurement can include social considerations to generate broader benefits to society. Build4Skills is one possible approach to leverage public procurement purchasing power to generate such social benefits.

Beyond strategies, the objective of Build4Skills is to create value added for clients and their beneficiaries. As depicted in the impact chain (Figure 4), Build4Skills traineeships provide benefits for different stakeholders. The youth benefit from improved employability and better chances to get into jobs with higher incomes. Clients benefit from improved project reputation and public approval. Contractors have access to formally trained and potentially more productive workers. They also have the opportunity to improve their talent management capacity in the long run. Equally, the capacity of technical and vocational education and training (TVET) institutes to cooperate with companies in WBT may also improve, which could result in more local public–private training partnerships and, eventually, in better local labor market outcomes.

Figure 4: Impact Chain of Build4Skills Traineeships

**SHORT TERM**
- **Youth**: Improved technical skills and experience
- **Client**: Improved project reputation
- **Construction sector**: Improved productivity

**LONG TERM**
- **Youth**: Improved employability
- **Client**: Improved positive public perception and project approval
- **Construction sector**: Improved capacity of contractors and TVET institutes to cooperate

**TVET = technical and vocational education and training.**

Source: Author.
Cost-Efficient Integration into Project Processing, Procurement, and Implementation

The hallmark of Build4Skills is its innovative approach to processing and implementation. Traineeships are integrated into the regular project processing of infrastructure projects; it is not a separate technical assistance project or stand-alone activity. Through this integrative approach, traineeships are cost-efficient and easy to process.

Figure 5 compares the work effort (e.g., processing time, working hours) required for delivering traineeships as a stand-alone activity (left column) and traineeships integrated into infrastructure projects as promoted by Build4Skills (right column). Through the integration into already existing processes of infrastructure projects, some processes for traineeships can be shortened or omitted. As a result, Build4Skills traineeships integrated into infrastructure projects are more cost-efficient than stand-alone traineeships.

How traineeships are seamlessly integrated into project processing and implementation is summarized in this section and described in detail in the Build4Skills operational model (Chapter 4). The integration builds upon four practices by (i) aligning Build4Skills operational steps with the ADB project cycle, (ii) making traineeships a requirement in the procurement of civil works, (iii) delivering traineeships with contractors (public–private cooperation), and (iv) leveraging ADB-supported construction sites as traineeship sites.
**Figure 5: Comparison of Work Effort Required for Delivering Traineeships as a Stand-Alone Activity vs. Being Integrated into Infrastructure Projects**

### Traineeships as stand-alone activity
- Implement traineeships
- Identify private sector partner
- Set up new procurement
- Draft new TOR
- Mobilize funding
- Develop concept note
- Discuss with client

#### Total work effort (stylized)

### Traineeships integrated into infrastructure projects (Build4Skills approach)
- Implement traineeships
- Coordinated by existing PIU staff
- Delivered by contractors already hired
- Integrated into already planned procurement plan, packages, and processes
- Adjust TOR
- TOR provided in handbook
- Funded through project loan
- Adjust concept note
- Concept note provided in handbook
- Discuss with client

#### Savings in work effort/time

**PIU = project implementation unit, TOR = terms of reference.**

**Source:** Author.

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**Figure 6: Four Ways Build4Skills Integrates into Infrastructure Projects**

- **Aligning traineeships with ADB project cycle**
- **Delivering traineeships with contractors**
- **Making traineeships procurement requirements**
- **Leveraging construction sites as sites for traineeships**

**Key elements of Build4Skills**

**ADB = Asian Development Bank.**

**Source:** Author.
1. Aligning Build4Skills Operational Model with the ADB Project Cycle

Traineeships are integrated into infrastructure projects by aligning the five Build4Skills implementation stages (Figure 7) with the ADB project cycle. This alignment means project teams make traineeships a regular project design consideration throughout the ADB project cycle as shown in Figure 8.

![Figure 7: Five Stages of the Build4Skills Operational Model](source: Author.)

Project teams follow Build4Skills stages 1 and 2 during the project preparation phase. This includes discussing and agreeing on the integration of Build4Skills traineeships into the project design with clients and integrating traineeship requirements into civil work procurement and project documents. There is no specific Build4Skills stage at the approval phase as traineeships are approved as part of regular project documents. Stages 3, 4, and 5 happen during the project implementation phase. Traineeships are coordinated between contractors and the PIU, and delivered on ADB-supported constructions sites. As long as the construction phase is ongoing, new traineeship batches can be arranged.

2. Making Traineeships Procurement Requirements in Contract Packages

The second key practice to weave traineeships into infrastructure projects is the integration of traineeship requirements into the procurement documents of selected contract packages. Leveraging procurement allows project teams to efficiently include traineeships in the project design; enables clients to use their procurement purchasing power; and engages contractors as trainee instructors, which is essential in WBT.

ADB’s procurement guidance notes provide project teams and the executing and/or implementing agencies with the basis to integrate social considerations, such as traineeships, into procurement:

(i) ADB’s Strategic Procurement Planning outlines in step 4 of its guidance note how project teams can assess the potential of sustainable procurement in a project.8

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(ii) ADB’s Sustainable Public Procurement describes how social considerations can be integrated in procurement, including making traineeships a requirement and key performance indicator (KPI) in bidding documents.9

Integrating traineeships into procurement means that during the strategic procurement planning (SPP) stage, the ADB project team, procurement consultants, and the executing and/or implementing agency may indicate in the sustainable procurement and packaging sections of the SPP report which contract package(s) within the project shall include Build4Skills traineeships. Traineeship requirements are then incorporated in the selected contract packages. This process is detailed in Chapter 4.

The procurement consultant and project teams can decide, within the bounds of national procurement regulations, on the most suitable approach to integrate traineeship into procurement. It could become a mandatory, voluntary, or competitive requirement. The key is that traineeship requirements do not prolong the procurement process.

9 ADB. 2021. Sustainable Public Procurement: Guidance Note on Procurement. Manila. The example key performance indicator suggested in the guidance note is stated as “10% of the total workforce on sites will be apprentices or trainees from the local vicinity.”
3. Leveraging ADB-Supported Construction Sites for Traineeships

The third practice for integrating traineeships into infrastructure projects is using project construction sites for WBT. This is essential for an effective WBT. As all infrastructure projects have construction sites, the potential for traineeships is present in these projects but often unused.

Build4Skills unlocks this potential by making traineeships on ADB-supported construction sites a procurement requirement. Traineeships are tailored to the context of the construction sector. This means they are short term (4–12 weeks) and demand-driven, in line with contractor requests for trainees. Key parameters of traineeships are summarized below:

(i) **Location of training:** ADB-supported construction sites.
(ii) **Duration:** 4–12 weeks, depending on the needs of contractors and availability of trainees.
(iii) **Trainees:** Enrolled TVET students, preferably seniors from local TVET institutes.10
(iv) **Area of traineeship:** Any technical occupation as needed by contractors such as welders, electricians, or binders.
(v) **Trainers:** Staff of construction contractors.
(vi) **Frequency of traineeships:** Depending on contractor needs and student availability (two traineeship batches per year tend to be feasible).

4. Delivering Traineeships in Cooperation with Construction Contractors

The final key practice to integrate traineeships efficiently into ADB infrastructure projects is the delivery of traineeships directly through construction contractors.

Traineeships, by design, need to take place in a real-world environment and draw on industry know-how for effective technical training. Only contractors have the expertise and authority to deliver on-the-job training on construction sites. This is why delivery through contractors is critical and can be effectively ensured by making traineeships a procurement requirement.

Contractors are responsible for delivering traineeships on site. They are expected to cooperate with local TVET institutes in the placement of TVET students as trainees. The PIU can connect contractors with TVET institutes and the youth. This public–private delivery arrangement is depicted in Figure 9 and can be formalized through cooperation agreements and traineeship contracts, which are outlined in this handbook.

The main role of and benefits for the key stakeholders are summarized in Table 1.

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10 A TVET institute can be a TVET school, polytechnic college, or a regular high school that offers a TVET track.
Figure 9: Stakeholder Relationships in the Public–Private Delivery of Build4Skills Traineeship

Construction contracts including traineeship requirements

Coordinates between stakeholders

 Provides onsite traineeships

Contractor

 Supports trainee placement

TVET Institute

Enrolled student

Table 1: Overview of Build4Skills Stakeholders’ Roles and Benefits

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Main Role</th>
<th>Potential Benefits</th>
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<tbody>
<tr>
<td>Client (EA/IA)</td>
<td>Agrees to integrate traineeships into project design</td>
<td>Additional social benefits for target community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved project reputation in the local community</td>
</tr>
<tr>
<td>Project implementation unit</td>
<td>Coordinates between stakeholders</td>
<td>Alignment of project with global best practices for quality/inclusive infrastructure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved quality of local workforce in the long term</td>
</tr>
<tr>
<td>Contractor</td>
<td>Delivers on-site traineeships</td>
<td>Improved access to formally trained and hence, productive workers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved reputation in the local community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved competitiveness in future bids that assess the social track record of bidders</td>
</tr>
<tr>
<td>TVET institute</td>
<td>Makes students available</td>
<td>Work-based training opportunities for its students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved capacity in cooperating with companies</td>
</tr>
<tr>
<td>Trainees</td>
<td>Participate in work-based training</td>
<td>Improved technical and workplace skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved employability for jobs</td>
</tr>
</tbody>
</table>

EA = executing agency, IA = implementing agency, TVET = technical and vocational education and training.
Source: Author.
This chapter is a step-by-step guide to processing and implementing traineeships as part of the ADB infrastructure projects. It describes how the five stages in the Build4Skills operational model can be implemented throughout the ADB project cycle. To implement the five stages, it is recommended for project teams to follow 15 implementation steps. Figure 10 provides an overview of the complete Build4Skills operational model that can be summarized as follows:

(i) Stage 1 takes place during the initial project preparation and focuses on integrating traineeships into project design during project processing. It includes steps 1–4 and is implemented by the ADB project team in dialogue with clients.

(ii) Stage 2 takes place at the advanced project preparation (procurement planning) and early implementation (tendering) phases. It focuses on making traineeship a procurement requirement in contract packages. It includes steps 5 and 6 and is implemented by the procurement consultants and specialists.

(iii) Stage 3 takes place at the project implementation phase and focuses on setting up traineeship arrangements. It includes steps 7–12 and is led by the PIU as a coordinator in cooperation with contractors and local TVET institutes.

(iv) Stage 4 takes place during project implementation and focuses on traineeship delivery. It includes step 13 and is implemented by contractors.

(v) Stage 5 takes place during the project implementation phase and focuses on certifying trainees and contractors. It includes steps 14 and 15 and is coordinated by the PIU.
Figure 10: Build4Skills Operational Model Process Flow

**ADB Project Cycle**

- **PREPARATION**
  - Concept Paper
  - Preparation
  - Prepare RRP

- **APPROVAL**
  - No specific action
  - Approved as part of regular project processing
  - Brief PIU on Build4Skills traineeships in project design

- **IMPLEMENTATION**
  - Tender for contracts and communicate with bidders

**Stage 1**

- **Project Lead**
  - Stage 3
    - Identify potential TVET partner institutes
    - Assess suitability and document in the strategic procurement planning report
    - Include Build4Skills in key project documents

- **Procurement Specialist and Consultant**
  - Stage 4
    - Integrate traineeship requirements into selected contract packages

**Stage 2**

- **PIU**
  - Brief PIU on Build4Skills traineeships in project design

- **TVET Institute**
  - Provide traineeship certificates to trainees

- **Contractors**
  - Collect trainee feedback and provide performance certificates

**Notes:** The colored bars on top represent the ADB project cycle to show when each Build4Skills step takes place in relation to project processing. Each row represents the area of responsibility of a stakeholder and indicates who is responsible for which step. The white numbered boxes represent each of the 15 steps to be implemented as described in the handbook.

Source: Author.
Step-by-Step Walkthrough of the Build4Skills Operational Model

This section is the main part of the handbook. It describes in detail how each of the 15 implementation steps of the Build4Skills operational model can be implemented. Key success factors for processing and implementation teams are summarized in Box 2.

<table>
<thead>
<tr>
<th>Box 2: Build4Skills Key Success Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Project Processing Team</strong></td>
</tr>
<tr>
<td>✓ Inform clients about Build4Skills traineeships early on to get buy-in.</td>
</tr>
<tr>
<td>✓ Integrate Build4Skills traineeships in the strategic procurement and contract management plans.</td>
</tr>
<tr>
<td>✓ Include a task on the coordination of Build4Skills in the terms of reference of the construction supervision, procurement, and community engagement consultant.</td>
</tr>
<tr>
<td>✓ Present the Build4Skills component to the PIU during the project inception mission.</td>
</tr>
<tr>
<td>✓ Provide Build4Skills Handbook to PIU staff as a resource.</td>
</tr>
</tbody>
</table>

PIU = project implementation unit, TVET = technical and vocational education and training.  
Source: Author, based on feedback from projects.
PROJECT PREPARATION PHASE

STAGE 1: INTEGRATE BUILD4SKILLS TRAINEESHIPS INTO THE PROJECT DESIGN (STEPS 1–4)

Objective: In stage 1, the project team integrates Build4Skills traineeships into the project design and documents it as part of project processing. It includes steps 1–4 as outlined in Figure 11.

(i) Pre-concept paper (optional). The opportunity for traineeships is generally given on any construction site and does not require additional assessments.

(ii) Concept paper. Step 1 of the Build4Skills operational model may start when the concept paper is drafted. Clients are informed about the Build4Skills approach and would, ideally, agree to its integration into the project design.

(iii) Project preparation. In step 2, the project team assesses the suitability of Build4Skills for the given contract packages, and if found suitable, includes it in the SPP.

(iv) Preparation of the RRP. In step 3, the project team records the approach in relevant project documents during the preparation of the RRP.
**STEP 1** Discuss the Integration of Traineeships into the Project with the Client.

At the end of step 1, the executing and/or implementing agency shall have agreed to include traineeships in the project design, which can be documented in the project concept paper.

**Share Build4Skills concept note to inform clients about the Build4Skills traineeships:** The executing agency’s buy-in and ownership are highly important. Therefore, project leads should propose to clients the inclusion of traineeships in the project design during their first missions. The project lead shall provide the executing agency with the Build4Skills concept note (Appendix). The concept note includes all relevant information about Build4Skills, including the rationale, benefits, delivery, stakeholder role, and funding. It can be adjusted to reflect the project-specific context and can be later attached to the project documents.

**Discuss key messages about traineeships:** In discussions with the client, the project lead may highlight key points about Build4Skills. These include how traineeships add value to the project, why implementation is feasible, and how costs are to be funded as detailed in Box 3.

**Document integration in project concept note:** Once the client agrees to include traineeships in the project, the project lead can document the integration of the Build4Skills approach in the project concept note. The project lead may also inform the internal ADB team, including safeguard and procurement specialists, about the consideration of Build4Skills in the project design in anticipation of upcoming processing steps.

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**Box 3: Key Messages for Clients about Build4Skills**

**Message 1: Traineeships add value to the project.**

- **Additional social impact.** Traineeship opportunities improve youth employability and inclusion.
- **Project reputation.** The inclusion of youth improves the project’s reputation in the local community.
- **Alignment with best practices.** The Build4Skills approach further aligns the project with the Asian Development Bank (ADB) Strategy 2030 and G20 QII Principles.
- **Contractor productivity.** The cooperation with trainees and schools improves contractors’ access to formally trained workers and therefore, productivity.

**Message 2: Traineeships are easy to establish and implement.**

- **Clear approach.** ADB provides project implementation units (PIUs) with a handbook, including templates, that details how traineeships can be efficiently set up.
- **Low administrative work.** The approach is integrated in regular project processing, and the scope is small and thus manageable for the PIU.
- **Flexible procurement.** Procurement officers and consultants can integrate traineeships as either a mandatory or voluntary, competitive or noncompetitive requirement, keeping in line with ADB and national procurement regulations.

**Message 3: Traineeships are low cost and can be funded through a marginal increase in the loan.**

- It is recommended to fund traineeships by increasing the budget of civil works contract packages (CWCPs) that apply the Build4Skills approach by 0.5%, resulting in a marginal budget increase.
- For every year of construction, $1,000 shall be added to the administrative budget for each CWCP that applies the Build4Skills approach.
- For every year of construction, $1,500 shall be added to the training budget for each CWCP that applies the Build4Skills approach to fund capacity training for contractors.


Source: Author.
STEP 2  Assess and Document Suitability in the Strategic Procurement Planning Report.

At the end of step 2, the ADB project team shall have identified all contract packages in which traineeships can be integrated.

After the client has agreed to integrate traineeships into the project in step 1, the project team moves to step 2, which overlaps with the SPP of a given project.

Identify suitable civil works contract packages: During the SPP, the ADB project team, including the ADB procurement and safeguard specialists, and the implementing agency identify the contract packages in the procurement plan that are suitable for integrating traineeships. The suitability is determined by three criteria: minimum budget size, minimum duration of a given contract package, and proximity to TVET institute (Table 2). Contract packages are assessed separately.

<table>
<thead>
<tr>
<th>Suitability Criteria</th>
<th>Suitable</th>
<th>Not Suitable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The construction duration is longer than 12 months.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The budget is greater than $500,000.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The construction site is located 30 miles or less from relevant TVET institutes. (If unknown, this criterion can be skipped.)</td>
<td>Yes, or unknown</td>
<td>No</td>
</tr>
</tbody>
</table>

TVET = technical and vocational education and training.
Source: Author.

The first two suitability criteria can be determined by checking the project procurement plan. As for the third criterion (proximity of TVET institutes), it can be assumed that in urban areas, TVET institutes are located near construction sites. In rural areas, the choice and availability of institutes shall be discussed with the client. If the distance between the construction site and TVET institutes cannot be estimated at this stage, Build4Skills is still considered suitable and shall proceed.

Document suitable contract packages in strategic procurement planning report: The ADB project team records the suitable contract packages in the sustainable procurement and packaging sections of the SPP report.
STEP 3  Document and Budget for Traineeships in Project Documents.

At the end of step 3, Build4Skills traineeships shall have been incorporated in project documents.

After the client’s confirmation (step 1) and the identification of suitable contract packages (step 2), the project team records the integration of traineeships into project documents (Table 3).

Record Build4Skills in project documents: Table 3 outlines how ADB project processing teams and consultants can document the integration of traineeships into project documents, including in the project administration manual (PAM), the RRP, contribution to corporate results framework, and individual contract packages. The Build4Skills concept note that was shared with clients in step 1 shall also be added to the project documents.

Table 3: How to Integrate Traineeships into Project Documents

<table>
<thead>
<tr>
<th>Project Document</th>
<th>Actions for Project Teams</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project administration manual</td>
<td>Where suitable, mention in the main text that incorporating traineeships in the project design is in support of youth inclusion, community engagement, and skills development.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the procurement plan, adjust the estimated values of selected contract packages that will integrate Build4Skills traineeships to reflect the traineeship budget (Box 4).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the TOR of construction supervision consultant, national procurement specialist, project director, and civil work coordinator, add this responsibility: “Coordinate Build4Skills activities with contractors and local TVET institutes, in consideration of ADB’s Build4Skills Handbook, to ensure that traineeship requirements are fulfilled.”</td>
<td></td>
</tr>
<tr>
<td>Build4Skills concept note</td>
<td>Attach the Build4Skills concept note as a linked document to the project documents (template in Appendix).</td>
<td></td>
</tr>
<tr>
<td>Contribution to corporate results framework</td>
<td>Tag relevant indicators in the contribution to ADB Strategy 2030 operational priorities project document. Relevant result and tracking indicators are 1.1(1), 1.2(3), 2.2(1), and 6.1(2) (Appendix).</td>
<td></td>
</tr>
<tr>
<td>Report and recommendation of the President</td>
<td>State in the RRP that Build4Skills traineeships are integrated into the project. If necessary, add to supplementary Appendix</td>
<td></td>
</tr>
<tr>
<td>Contract Packages (see also step 4)</td>
<td>Integrate traineeship requirements into procurement documents as outlined in step 4 of the handbook.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjust the bill of quantities of the selected contract packages to reflect the Build4Skills traineeship budget (Box 4).</td>
<td></td>
</tr>
</tbody>
</table>

ADB = Asian Development Bank, TOR = terms of reference, TVET = technical and vocational education and training.

Source: Author.
Box 4: Budgeting for Build4Skills

The budget allocated to traineeships shall fund three main cost items: trainee stipend, accident insurance, and personal protective equipment. Other potential costs such as labor hours of instructors—mostly contractors’ staff, not new hires—are considered an in-kind contribution by contractors and are expected to represent a marginal overhead. The table on the cost overview outlines each expenditure item, how to calculate it, and where to add it as an expense in the allocation table.

Overview Build4Skills Key Cost Items

<table>
<thead>
<tr>
<th>Cost Item</th>
<th>Incurred by</th>
<th>Purpose of Expenses</th>
<th>Calculated by</th>
<th>Suggestions for Allocation Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct trainee costs (essential)</td>
<td>Contractor</td>
<td>Trainee stipend, accident insurance, personal protective equipment, and safety training</td>
<td>Add 0.5% to the total budget of each CWCP that applies Build4Skills.</td>
<td>Include under “civil works, equipment, consultants, and training” item.</td>
</tr>
<tr>
<td>Administrative costs (recommended)</td>
<td>PIU</td>
<td>Expenses incurred by the PIU related to setting up Build4Skills activities such as meetings between stakeholders</td>
<td>Add $1,000 for each year of construction for each CWCP</td>
<td>Include under “administrative costs.”</td>
</tr>
<tr>
<td>Contractor capacity building costs (recommended)</td>
<td>PIU</td>
<td>Expenses incurred by the PIU for providing capacity development to contractors</td>
<td>Add $1,500 for each year of construction for each CWCP</td>
<td>Include under “training” or “civil works equipment, consultants, and training.”</td>
</tr>
</tbody>
</table>

CWCP = civil works contract package, PIU = project implementation unit.

When budgeting for Build4Skills, calculate the cost of all activities required for every civil works contract package (CWCP) with traineeships. The table below presents an example of two CWCPs (CWCP 1 with a budget of $5 million and CWCP 2 with $2 million), and a construction period of 2 years.

Example of Build4Skills Budget Calculation

<table>
<thead>
<tr>
<th>Type of Expenditure</th>
<th>Calculation</th>
<th>Budget for Traineeships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct trainee costs – CWCP 1</td>
<td>0.5% x $5,000,000</td>
<td>$25,000</td>
</tr>
<tr>
<td>Direct trainee costs – CWCP 2</td>
<td>0.5% x $2,000,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Administrative costs</td>
<td>(2 years x 2 CWCP) x $1,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>Contractor capacity development costs</td>
<td>(2 years x 2 CWCP) x $1,500</td>
<td>$6,000</td>
</tr>
<tr>
<td><strong>Total budget earmarked for traineeships</strong></td>
<td></td>
<td><strong>$45,000</strong></td>
</tr>
</tbody>
</table>

CWCP = civil works contract package.

Source: Author.
**PROJECT APPROVAL PHASE**

There are no specific actions in this phase as Build4Skills traineeships are integrated into regular project documents (step 3) and await approval as part of regular project processing.

**PROJECT IMPLEMENTATION PHASE**

After the approval of the infrastructure project, the main responsibility for project implementation, including procurement, moves to the PIU. The handover of Build4Skills activities is facilitated during the project inception mission.

**STEP 4 Brief Project Implementation Unit on Build4Skills Traineeships during the Project Inception Mission.**

**Present Build4Skills traineeship component to PIU:** ADB project teams should include Build4Skills in the agenda of the inception mission to inform the PIU about its further implementation. The team shall present the Build4Skills concept note and related information from the SPP as well as PAM. This shall highlight the identified suitable contract packages and PIU staff whose terms of reference (TOR) include responsibilities for coordinating traineeships, as recommended in step 3.

**Brief the procurement consultants:** The procurement consultants play a central role in the immediate steps after the inception mission (steps 5 and 6), as well as in contract management throughout the construction phase. The ADB project team shall therefore clearly inform the consultants about their role in integrating Build4Skills requirements in the identified contract packages and contract management plan. In the briefing, the team may highlight the consultants’ key responsibilities (Table 4) and share the Build4Skills Handbook, pointing at templates for traineeship requirements and frequently asked questions for bidders in the Appendix.

**Ask PIU to nominate a Build4Skills focal point:** The ADB team should request the PIU to assign a formal focal point—someone from the managerial level—for Build4Skills activities, which shall be recorded in the mission’s aide-mémoire.

**Share Build4Skills Handbook:** The project team shall share the Build4Skills Handbook with the PIU as a resource for implementation. The team should highlight that steps 5–15 of the handbook aim to guide PIU staff in coordinating traineeships with contractors and include templates for ease of use. The PIU shall use the steps as an orientation but may also implement it differently to suit their context.
**STAGE 2: INTEGRATE TRAINEESHIP REQUIREMENTS INTO PROCUREMENT AND CONTRACT DOCUMENTS (STEPS 5 AND 6)**

**Objective:** In stage 2, procurement consultants, with the support of the ADB procurement specialist, integrate traineeship requirements into procurement documents and finalize the award of contract. It includes steps 5 and 6.

**STEP 5  Integrate Traineeship Requirements into Selected Procurement Contract Packages.**

At the end of step 5, Build4Skills traineeships shall have been integrated into procurement documents and the provisional budgets updated accordingly.

**Incorporate traineeships requirements into bids:** The project procurement consultant incorporates traineeship requirements into the procurement documents of each contract package identified as suitable in the SPP report. For these contract packages, the traineeship requirements are incorporated in the contract specification requirements and the budget (%) in the bill of quantities or pricing schedule as a fixed cost. The traineeship requirements and budget are the same for all bidders.

There is no fixed approach on how to integrate traineeships into procurement. Projects can decide what they deem to be the most suitable approach, whether to make traineeships a mandatory, voluntary, or competitive requirement.

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**Table 4: Key Responsibilities of Procurement Consultants**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Key Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procurement of Build4Skills traineeships</td>
<td>• Follow strategic procurement plan.</td>
</tr>
<tr>
<td></td>
<td>• Integrate traineeships requirements into suitable contract packages.</td>
</tr>
<tr>
<td></td>
<td>• Adjust bill of quantities of contract packages as needed.</td>
</tr>
<tr>
<td></td>
<td>• Incorporate traineeship requirements into the contract management plan.</td>
</tr>
<tr>
<td></td>
<td>• Address questions of bidders.</td>
</tr>
<tr>
<td>Contract management implementation</td>
<td>• Track contractors’ reporting on traineeships.</td>
</tr>
<tr>
<td></td>
<td>• Verify the provision of traineeships by requesting proof of traineeships (traineeship contracts) and trainee feedback evaluation results.</td>
</tr>
<tr>
<td></td>
<td>• Coordinate collection of trainee feedback.</td>
</tr>
<tr>
<td></td>
<td>• Assess contractors’ traineeship performance and provide certificate.</td>
</tr>
<tr>
<td></td>
<td>• Manage payments related to traineeships.</td>
</tr>
<tr>
<td></td>
<td>• Manage claims and disputes, e.g., regarding occupational health and safety issues, trainee stipend payments, or poor trainee feedback.</td>
</tr>
</tbody>
</table>

Source: Author.
Use traineeship requirements template: Exemplary traineeship requirements that may be incorporated into selected contract packages are provided in the Appendix. Traineeship requirements describe the minimum requirements and specifications that contractors shall fulfill in the delivery of traineeships. This includes a minimum traineeship duration, insurance, personal protective equipment, and financial remuneration, which are important to ensure decent and safe traineeships. The requirements may be adjusted to reflect local circumstances such as safeguard policies, national construction industry standards, and other labor and/or education laws.

Include key performance indicators (optional): Traineeship requirements may be complemented by a key performance indicator (KPI). ADB’s Sustainable Public Procurement: Guidance Note on Procurement provides an example of a possible KPI, i.e., “10% of the total workforce on sites will be apprentices or trainees from the local vicinity.” While it is good practice to set a clear target, it may not always be possible to estimate a feasible KPI for each contract package. In case a KPI cannot be determined, an alternative way to create a clear target is by requesting contractors to fully spend the allocated traineeship budget.

Update the provisional budget of civil works contract packages: The budget for traineeships can be freely set by the executing agency and may already be agreed upon in step 1, when the executing agency confirms integrating traineeships into the project. The handbook recommends setting aside at least an additional 0.5% of the budget for each provisional contract package to fund traineeships, as well as adding a small lump sum for anticipated administrative costs and capacity development of instructors (Box 4). The budget is calculated separately for each contract package as traineeships are integrated into projects individually.

Technical and financial proposals for traineeships are optional: The intention is that Build4Skills requirements do not create additional bidding workload. Hence, a technical proposal and detailed financial proposal are not mandatory but can be requested from bidders. The later sections of this handbook provide a step-by-step guide for stakeholders to implement the traineeships in cooperation with contractors. This reduces the need for extensive technical proposal on traineeships at this stage. When submitting their bid, contractors agree, in principle, to traineeship requirements and conditions. How traineeships are delivered can be specified at a later stage when contractors sign traineeship contracts with trainees and local TVET institutes.

**STEP 6** Tender for Contracts and Communicate with Bidders.

At the end of step 6, the contract shall have been awarded.

After the integration of traineeship into procurement documents and the project’s official approval, the procurement consultants and staff of the PIU start the tendering process.

**Share frequently asked questions (FAQs) with bidders:** During the tendering process, bidders may have questions regarding traineeship requirements. The implementing agency or the PIU can share an FAQ guide to provide more details. An exemplary FAQ, which answers questions around the nature and implementation of traineeships, is provided in the Appendix. The FAQs can be adjusted to reflect context-specific information.

**Communicate with bidders:** In the exchange with bidders (e.g., at a pre-bidding meeting), the PIU shall note and communicate the following points to reassure the feasibility of a traineeship:

(i) It is feasible. The contractors’ main task is to provide on-the-job training in work areas that are well-known to them. The incremental overhead is expected to be minimal and can be readily absorbed by the contractor.

(ii) It is aligned with industry hiring practices. Traineeships last 4–12 weeks, matching the construction industry’s short-term hiring practices. They do not result in long-term commitments.

(iii) It incurs no direct costs. Costs related to traineeships are typically priced into the loan and thus do not create a financial burden [verify with given project design].

(iv) It is not a new practice. Most companies have experience with staff training such as onboarding, occupational health and safety, new equipment, etc.

(v) Contractors can benefit from traineeships. These benefits include (a) having an improved access to formally trained and productive workers, (b) saving costs by working with local human resources, (c) improving the company’s reputation, and (d) improving competitiveness for future bids that assess the social track record of bidders.

**Incorporate traineeship requirements into the contract management plan:** At the pre-contract award stage, Build4Skills traineeship requirements shall be included in the contract management plan following ADB’s *Contract Management: Guidance Note on Procurement.* This will ensure that the requirements are monitored, and potential shortcomings are addressed through corrective actions.

The Build4Skills stage 2 ends with the award of contract to the winning bidder.
Stage 3: Coordinate Traineeship Arrangements with Contractors and Technical and Vocational Education and Training Institutes

Objective: Following the successful award of contract, the Build4Skills operational model moves to stage 3. The objective of the stage is for the PIU to ensure that the contractor makes all necessary preparations and successfully sets up traineeships in cooperation with TVET institutes. It includes steps 7–12.

Key milestones of stage 3 for the PIU: In stage 3, the PIU is responsible for achieving three key milestones before traineeships can go ahead: (i) traineeship opportunities and partner TVET institutes are identified (steps 7–9), (ii) partnerships between contractors and TVET institutes are formalized (step 10), and (iii) traineeship contracts between contractors and trainees are signed and quality checklist is completed (steps 11 and 12). A summary of milestones is presented in Figure 12.

Figure 12: Key Milestones of Stage 3

<table>
<thead>
<tr>
<th>Steps</th>
<th>Steps 7–9</th>
<th>Step 10</th>
<th>Steps 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milestones</td>
<td>Traineeship opportunities and TVET institutes identified</td>
<td>Partnerships between contractors and TVET institutes are formalized</td>
<td>Traineeship contracts are signed, and quality checklist completed</td>
</tr>
<tr>
<td>Key activities performed by PIU at stage 3</td>
<td>• Inform local TVET institutes about traineeships.</td>
<td>• Select TVET institute providing relevant trainings.</td>
<td>• Facilitate selection of trainees with TVET institutes and contractors.</td>
</tr>
<tr>
<td></td>
<td>• Request contractors to provide information about traineeship opportunities.</td>
<td>• Coordinate signing of cooperation agreement between TVET institutes and contractors.</td>
<td>• Coordinate drafting of traineeship contracts ensuring decent and safe traineeship conditions.</td>
</tr>
<tr>
<td></td>
<td>• Arrange training for contractor staff.</td>
<td></td>
<td>• Complete quality checklist.</td>
</tr>
</tbody>
</table>

PIU = project implementation unit, TVET = technical and vocational education and training.

Source: Author.

Cooperation agreements and traineeship contracts: Key documents in stage 3 are cooperation agreements and traineeship contracts. To structure the cooperation between stakeholders, contractors and TVET institutes should sign cooperation agreements, and contractors and trainees should sign traineeship contracts. Such agreements (templates provided in the Appendix) are common in traineeship arrangements. The purpose of each document is highlighted in Table 5.
The PIU will go through stage 3 multiple times: The PIU may go through stage 3, and consequently, stages 4 and 5, more than once as traineeships may be organized in batches throughout the construction period. This is because construction sites can only offer a limited number of traineeships at a time. Different skill sets—and therefore different trainees—may be needed at different points of the construction. Traineeships can be reliably planned for 6–12 months in advance, a workable planning horizon for contractors and TVET institutes. Box 5 highlights the three approaches the PIU may take to effectively cooperate with contractors.

### Table 5: Difference between Cooperation Agreements and Traineeship Contracts

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cooperation agreement</strong></td>
</tr>
<tr>
<td>This agreement between contractors and TVET institutes confirms the mutual intention to cooperate, which creates plannability. It may outline traineeship conditions but does not include details about traineeship terms and conditions.</td>
</tr>
<tr>
<td><strong>Traineeship contract</strong></td>
</tr>
<tr>
<td>This contract between trainees, contractors, and TVET institutes outlines the specific terms and conditions of traineeships, such as working hours and provision of stipends. Each trainee signs a traineeship contract.</td>
</tr>
</tbody>
</table>

TVET = technical and vocational education and training.

Source: Author.

### Box 5: How the Project Implementation Unit Can Engage Contractors to Be Active and Responsive

- **Coordinate proactively.** The project implementation unit (PIU) proactively coordinates traineeships with technical and vocational education and training (TVET) institutes and contractors, instead of waiting for contractors to become active. This can mean requesting specific information about upcoming traineeship opportunities (step 8) and setting up meetings between contractors and local TVET schools to initiate dialogue (step 10).

- **Track progress.** The PIU regularly inquires with contractors about progress to show that responsibilities are tracked, and results are expected. The contract management plan may be used toward this end.

- **Certify performance.** At the end of the project, the PIU provides contractors with a Build4Skills performance certificate (stage 5 has details on contractor performance assessment).

Source: Author.
**STEP 7** Identify Potential Technical and Vocational Education and Training Partner Institutes.

At the end of step 7, local TVET institutes shall have been identified and informed about Build4Skills traineeship opportunities.

The objective of step 7 is to identify relevant training providers and inform them about the upcoming traineeship opportunities. The final TVET partner institute will be selected later in step 9, when more information on traineeship opportunities is available.

**Identify TVET institutes:** The PIU identifies TVET institutes that offer training programs in construction-related professions that match the needs of the project’s construction site (step 8) and are, ideally, located near it. The PIU may request the project’s implementation partners, local government units, education authorities, or international donors to assist in identifying relevant local TVET institutes. Alternatively, contractors may also identify suitable schools.

**Inform TVET institutes about traineeships:** Once potential partner TVET institutes have been identified, the PIU shall contact their management (e.g., school principal) about the Build4Skills initiative. The PIU may share with the institutes an information sheet that summarizes the Build4Skills traineeship initiative (template in the Appendix) and request from them general information such as the institute’s qualification programs, previous experience with WBT, and interest in the cooperation.

**STEP 8** Identify Traineeship Opportunities with Contractors.

At the end of step 8, the PIU shall have identified contractors’ demand for trainees for the next 6–12 months.

**Request contractors to provide traineeship opportunities:** Concurrent with step 7, the PIU requests contractors to provide an overview of the upcoming traineeship opportunities on their construction sites in the coming 6–12 months.

**Share the request for trainees’ form:** Upcoming opportunities can be collected through a request for trainees’ form (template in the Appendix) that the PIU shares with contractors. The form ensures that contractors provide sufficient details to allow the PIU to match traineeship opportunities with a suitable TVET institute and its students (Box 6).
THE BUILD4SKILLS OPERATIONAL MODEL

STEP 9 Arrange Instructor Training for Assigned Contractor Staff.

At the end of step 9, company instructors shall have participated in training. Depending on the availability of contractor staff, this step can also occur at a later point in time, concurrent with steps 10 and 11.

Contractors assign staff as trainee instructors: In preparation for the traineeships, the PIU focal point requests contractors to assign staff members as trainee instructors. These instructors are tasked to supervise trainees during the traineeship and to act as the PIU’s contact persons. Several staff members can be nominated by contractors. The role of instructors is essential to ensure that trainees become productive quickly and work safely.

Arrange instructor training for assigned contractor staff: If the project has allocated a budget for the training of contractors, the PIU shall arrange instructor training for staff assigned as instructors. Such training is recommended to ensure the quality and safety of traineeships and the capacity development of contractors. Instructor training covers pedagogy and occupational health and safety.

Pedagogy training typically includes four core skills: identifying learning goals, developing a learning plan, teaching practically on the job, and providing feedback. These skills can be learned through short-term training (2–14 days), and any course that touches upon these four areas is suitable for instructor training. A useful reference point is the AdA certificate (Ausbildung der Ausbilder), which is the international standard provided by business chambers in Asia. Other training institutes or business associations may offer similar courses.

It is good practice for all instructors to also undertake occupational and health safety orientation as this helps them ensure a safe work environment for staff as well as trainees. Recommended trainings include ADB’s Health, Safety & Security online course and Mental Health and Wellbeing in the Workplace online courses, which can be accessed on ADB’s e-learning platform.

Box 6: Why Information in the Request for Trainees’ Form Is Important

The request for trainees includes information that the project implementation unit (PIU) requires to implement next steps:

- **Occupational areas of traineeships.** This is needed so the PIU can identify the technical and vocational education and training (TVET) institutes that offer training programs in areas that match requested traineeships. The PIU shall deny any contractor requests for unskilled roles such as helper or manual laborer.

- **Possible dates of traineeships.** This allows the PIU to verify with TVET institutes if their students are available on the proposed dates.

- **Number of traineeships.** This allows the PIU to verify with TVET institutes if they can provide the required number of students, or if additional TVET institutes must be tapped to meet the requirement.

- **Location of traineeships.** This is needed so the PIU can verify with TVET institutes if the distance to the proposed construction sites is feasible for students.

Source: Author.
STEP 10  Select Technical and Vocational Education and Training Partner Institute and Support the Signing of Cooperation Agreement.

At the end of step 10, selected TVET institutes and contractors shall have signed cooperation agreements.

Select a TVET institute: In step 7, TVET institutes were identified. In step 10, the PIU selects a suitable TVET partner institute that provides training programs in the traineeship areas requested by the contractor in step 8.

Coordinate the signing of a cooperation agreement between contractors and TVET institutes:
After the selection, the PIU coordinates the signing of a cooperation agreement (Appendix) between the contractor and TVET institutes. The agreement is important as it creates certainty about the intention to arrange traineeships, instead of just having an informal commitment. The PIU may use the cooperation agreement template provided in the Appendix. Changes to the agreement template may be made to reflect context-specific circumstances.

The purpose of the cooperation agreement is to document the intent of cooperation between contractors and TVET institutes. They outline the key responsibilities of each party to ensure they are clear about their future roles. It may, for example, indicate prospective dates for traineeships (e.g., construction season, alignment with school timetable) as well as prospective duration (4–12 weeks); work and training areas; and traineeship locations. By outlining a general direction, contractors and TVET institutes can plan for traineeships. The agreement does not need to include all details of traineeship terms and conditions as these are finalized in step 11, during the signing of traineeship contracts between contractors and trainees.

STEP 11  Select Trainees and Support Signing Traineeship Contractors.

At the end of step 11, students shall have been selected, and contractors shall have signed traineeship contracts with trainees and their TVET institute. The various tasks of step 11 are summarized in Figure 13.

Figure 13: Key Tasks to Be Implemented in Step 11

Share information about traineeships opportunities with TVET institutes and request to nominate students.

TVET institutes select students for traineeships in coordination with contractors.

Request contractors to sign traineeship contracts with selected students and their TVET institutes.

Support drafting contracts if needed and verify that drafts include stipulations for decent and safe traineeship conditions.

Contractors sign traineeship contracts with trainees and their TVET institute.

TVET = technical and vocational education and training.
Source: Author.
The PIU shares traineeship opportunities with TVET institutes: The PIU informs the selected TVET institutes about upcoming traineeship opportunities on the given construction site, based on the information provided by contractors (step 8). In some cases, contractors may directly inform TVET institutes.

Select trainees: TVET institutes shall promote traineeship opportunities among its students. It is best practice to select trainees together with contractors. The selection arrangement can be discussed during the cooperation agreement in step 11. However, joint selection is optional as contractors may not want to spend time on the selection process.

The considerations for selecting trainees include qualifications that match traineeship requirements, strong social skills, maturity—senior students and recent graduates may be preferred, and equal opportunities for female and male students. The typical age range of students is 16–20 years and shall be in line with applicable national regulations.

Draft traineeship contracts: After TVET institutes and students have been selected, the PIU shall request contractors to sign traineeship contracts with students (or if underage, with their legal guardians). The PIU may support contractors in drafting traineeship contracts, as well as terms and conditions, by taking the traineeship contract template in the Appendix as a starting point.

The PIU can also set up a structured discussion between stakeholders using the meeting agenda provided in the Appendix. The agenda lists many of the crucial topics that should be discussed in a traineeship contract.

Make the traineeship contract template context-specific: The form and context of traineeship contracts can differ from country to country. The traineeship agreement template provided in the Appendix is a general example that may be adjusted to reflect country specifics and laws. Given the short duration, the focus on training, and the provision of a stipend (not salary), Build4Skills traineeships resemble internship arrangements rather than employment; the difference can affect the legal form and content of contracts (Box 7). The PIU may consult with its human resource specialists, contractors, and TVET institutes about labor and TVET laws.

Signing of traineeship contracts: At the end of step 11, each trainee (or if required, their legal guardian) shall have signed a traineeship contract with the contractor and TVET institutes. All signatories shall receive a copy of the contract.

Box 7: Considerations when Drafting Traineeship Contracts

A traineeship contract is an agreement between the contractor, trainees (or their legal guardians), and the technical and vocational education and training (TVET) institute that lays down the specific conditions of the traineeship. This may have to be aligned with labor or TVET laws, depending on how far national laws regulate this kind of training arrangement.

Traineeships are commonly conceived as either an employment, apprenticeship, or internship contract. For employment, the relationship between the company and trainee is defined by the remuneration for productive labor, and the trainee tends to be regarded as an employee. For internship, the relationship is defined by training, tends to be short term, and the trainee is regarded as a student, not an employee. In this arrangement, trainees might receive a stipend but not a salary. For apprenticeship, those that last 6 months or less tend to resemble internship arrangements, while those that are long term tend to resemble employment arrangements. Depending on the arrangement, different laws and regulation may apply.

Source: Author.
STEP 12 Complete Quality Checklist.

At the end of step 12, the PIU shall have checked and confirmed all points in the checklist.

Go through the checklist: Before the start of traineeships, the PIU shall go through the Build4Skills checklist (Table 6) to ensure that all important preparatory issues have been addressed by contractors and TVET institutes. These include the availability of appropriate personal protective equipment to trainees, a clearly assigned company instructor, and occupational health and safety training (Box 8). The checklist may be amended in case additional responsibilities or safeguard considerations are identified for the given context. Traineeships shall not proceed until all points in the checklist have been satisfactorily addressed.

Table 6: Build4Skills Quality Checklist

<table>
<thead>
<tr>
<th>Quality Criteria</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traineeship contracts have been signed by all stakeholders including students or their legal guardians.</td>
<td></td>
</tr>
<tr>
<td>All trainees have received occupational health and safety training, which is also documented (e.g., participants list).</td>
<td></td>
</tr>
<tr>
<td>All trainees have personal protective equipment as required for the construction site.</td>
<td></td>
</tr>
<tr>
<td>All trainees have an accident insurance for the traineeship period.</td>
<td></td>
</tr>
<tr>
<td>Contractors have assigned an on-site instructor for the trainees.</td>
<td></td>
</tr>
<tr>
<td>The terms of how and when trainees receive their stipends are clear.</td>
<td></td>
</tr>
<tr>
<td>Trainees have been fully briefed about the traineeships, their responsibilities, and organizational issues.</td>
<td></td>
</tr>
<tr>
<td>Transport and food provisions for trainees have been considered and addressed.</td>
<td></td>
</tr>
<tr>
<td>For female trainees, considerations for a gender-sensitive traineeship environment have been made.</td>
<td></td>
</tr>
<tr>
<td>For underage trainees, appropriate considerations and measures have been made.</td>
<td></td>
</tr>
</tbody>
</table>

Source: Author.

Completing the checklist is critical. The importance of supervision and health and safety of trainees is highlighted by the International Labour Organization (ILO) Convention No. 138 on Minimum Age and Convention No. 182 on Child Labour. Both conventions point out that the provision of adequate training, protection, and supervision at the traineeship place is a prerequisite for providing on-the-job training to youth.

**STAGE 4: DELIVER TRAINEESHIPS**

**Objective:** Contractors deliver on-site traineeships.

In stage 4, all preparatory work has been completed, and contractors are now in the lead to provide youth with traineeships on construction sites.

**STEP 13  Contractors Provide Traineeships.**

At the end of step 13, contractors shall have started to deliver traineeships.

**Contractor provides traineeships:** The contractors, with the assigned instructor in the lead, supervise trainees and provide on-the-job training in line with traineeship contracts.

Trainees may document their training or work in a traineeship journal, which can serve as a basis to recognize the traineeship as part of students’ qualification program. It is the TVET institute’s responsibility to support trainees in this regard and to inform contractors.

**The PIU and TVET institutes check in on trainees:** The PIU, in coordination with TVET institutes, shall occasionally follow up with trainees during their traineeship to ensure that contracts are fully implemented, and trainees have a safe and decent working environment.

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**Box 8: Occupational Health and Safety Training**

Trainees shall receive adequate occupational health and safety (OHS) training under the guidance of contractors who are familiar with industry standards, contractual requirements, and the context of the construction sites. The training shall include formal OHS training complemented by a site-specific safety orientation. The completion of the trainings should be documented for each trainee.

In some contexts, appropriate OHS training may be readily available. It is recommended to consider providing the Asian Development Bank’s Health, Safety & Security course and Mental Health and Wellbeing in the Workplace course available online.

Source: Author.
STAGE 5: CERTIFY TRAINEES AND CONTRACTORS

Objective: The PIU certifies trainees and starts planning for the next traineeship batch while the project is active. At the end of construction contracts, the PIU provides a traineeship performance certificate to contractors.

After each traineeship batch, the PIU leads in undertaking wrap-up activities and recognizing the commitment of all stakeholders.

STEP 14 Provide Traineeship Certificate to Trainees.

At the end of step 14, contractors shall have provided certificates of completion to trainees.

Certify trainees: After the completion of each batch of trainees, contractors shall provide traineeship certificates and/or a reference letter to trainees as proof of completion. This represents a powerful job reference for trainees. The PIU may support contractors in drafting and designing certificates (reference letter in Appendix).

It is a good practice to provide trainees with their certificates only after they have filled out the trainee evaluation form, which is an important input to the assessment of contractors (step 15).

Arrange trainee award ceremony for visibility: The traineeship certificates and/or reference letters may be officially handed over to trainees at an award ceremony organized by the PIU, in coordination with TVET institutes, contractors, and political partners. The award ceremony creates political visibility, recognizes contractors for their corporate social responsibility, and provides trainees and the community with a sense of achievement.

Assess trainee (optional): In some cases, traineeships may count toward students’ formal qualifications, and TVET institutes may want to conduct student assessments to confirm learning outcomes. It is the responsibility of TVET institutes to coordinate such assessments. The traineeship certificate and/or a reference letter as proof of completion shall be provided by contractors regardless of any student assessment.
**STEP 15** Collect Student Feedback and Provide Performance Certificate to Contractors.

At the end of step 15, the PIU and/or executing/implementing agency shall have provided contractors with a certificate of performance. Key tasks in this step are summarized in Figure 14.

**Figure 14: Key Tasks to Be Implemented in Step 15**

![Image of key tasks]

- Collect trainee feedback via the provided evaluation form
- Collect evidence for the successful provision of traineeships by the contractor
- Review evaluation forms and evidence and prepare traineeship performance certificate accordingly
- Address any issues in case contract traineeship requirements are insufficiently fulfilled
- Provide traineeship performance certificate to contractors

Source: Author.

**Purpose of performance certificate:** To encourage contractors to implement Build4Skills traineeships diligently, the PIU provides contractors with a performance certificate at the end of their contract. The performance certificate exclusively assesses the contractor’s delivery of traineeships, not construction-related activities. The traineeship performance certificate states the number of traineeships that the contractor provided for a given contract package and the average trainee satisfaction rate (collected through the trainee evaluation form) as an indication of the quality of traineeships. Table 7 presents the performance indicators and how to collect them.

**Table 7: Overview of Build4Skills Contractor Performance Indicators**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>How to Measure</th>
<th>Where to Find Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Number of traineeships provided</td>
<td>Count the number of signed traineeship contracts of the contractor.</td>
<td>PIU’s own documentation, or contractors’ copy of traineeship contracts</td>
</tr>
<tr>
<td>2 Average trainee satisfaction (%)</td>
<td>Collect trainee evaluation form after each traineeship batch, and calculate trainee satisfaction.</td>
<td>Trainee evaluation form</td>
</tr>
</tbody>
</table>

PIU = project implementation unit.

Source: Author.

**Collect trainee feedback to calculate trainee satisfaction rate:** Immediately after the completion of the traineeship, the PIU collects trainee feedback through the trainee evaluation form (Box 9) provided in the Appendix. The evaluation form asks three yes-or-no questions related to the traineeships. It is important that the PIU collect this information as the feedback is used in the performance assessment of contractors.
Collect evidence for the number of traineeships provided: The PIU collects evidence for the number of traineeships provided. This can be done by counting signed traineeship contracts. TVET institutes may be asked to verify the total number of traineeship placements.

Create performance certificates: Once the performance indicators have been collected and validated by the PIU contract management staff, the PIU can create performance certificates acknowledging contractors’ traineeship performance (template in Appendix).

Address any issues: In case contractors have not provided traineeships as stipulated in the contract, the PIU may address this in line with common contract management practices.

Provide certificates to contractors: The certificates may be provided to contractors via e-mail or handed over at an award ceremony to publicly recognize the contractors’ social responsibility and engagement. Each contractor receives a performance certificate to acknowledge good performance. The lead contractor is responsible for the subcontractors and shall therefore receive the certificate.

Arrange new traineeship batches: After the completion of one traineeship batch, a new batch may be arranged as long as the construction phase is ongoing. This means that steps 6–15 are fully or partially repeated. If contractors request new batches in new construction areas, new partner TVET institutes may be required. In cases where contractors request a new traineeship batch in the same work area, only new traineeship agreements are needed. The PIU is responsible for asking contractors to request new traineeships in a continuous and timely manner (step 8) and for coordinating arrangements (steps 7–15).

Box 9: Collecting Trainee Feedback and Calculating Trainee Satisfaction Rate

Step 1: Collect feedback from trainees through the trainee evaluation form (see Appendix) at the end of each traineeship batch.

Step 2: Calculate the average satisfaction (%) for each of the three questions. The answer “yes” indicates satisfaction.

Satisfaction rate % = (total “yes” received / total number of evaluation forms collected) x 100

Step 3: Calculate the average satisfaction rate (%).

(Q1% + Q2% + Q3%) / 3 = Total average satisfaction of trainees

<table>
<thead>
<tr>
<th>Evaluation Statement</th>
<th>Total Number of Evaluation Forms Received</th>
<th>Total Yes</th>
<th>Total No</th>
<th>Average Satisfaction Level (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 X% of trainees received a stipend as agreed in the traineeship contract</td>
<td>100</td>
<td>92</td>
<td>8</td>
<td>92</td>
</tr>
<tr>
<td>2 X% of trainees worked on tasks relevant to their background</td>
<td>100</td>
<td>70</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>3 X% of trainees felt sufficiently instructed by contractor staff</td>
<td>100</td>
<td>78</td>
<td>22</td>
<td>78</td>
</tr>
<tr>
<td>Total average satisfaction rate</td>
<td></td>
<td></td>
<td></td>
<td>80</td>
</tr>
</tbody>
</table>

Source: Author.
## APPENDIX: TEMPLATES

### List of Templates

<table>
<thead>
<tr>
<th>Template Name</th>
<th>Step where Template Is Used</th>
<th>Intended User</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build4skills concept note</td>
<td>1</td>
<td>Client</td>
</tr>
<tr>
<td>Indicators of ADB’s Corporate Results Framework</td>
<td>3</td>
<td>Project team</td>
</tr>
<tr>
<td>Build4Skills traineeship requirements</td>
<td>4</td>
<td>Procurement consultant</td>
</tr>
<tr>
<td>Frequently Asked Questions (FAQs)</td>
<td>6</td>
<td>Bidders</td>
</tr>
<tr>
<td>Build4skills information sheet</td>
<td>7</td>
<td>TVET institutes</td>
</tr>
<tr>
<td>Request for trainees</td>
<td>8</td>
<td>Contractors</td>
</tr>
<tr>
<td>Cooperation agreement</td>
<td>10</td>
<td>Contractors and schools</td>
</tr>
<tr>
<td>Agenda for traineeship contract meeting</td>
<td>11</td>
<td>Contractors and schools</td>
</tr>
<tr>
<td>Traineeship contract</td>
<td>11</td>
<td>Contractors and trainees</td>
</tr>
<tr>
<td>Quality checklist</td>
<td>12</td>
<td>PIU</td>
</tr>
<tr>
<td>Trainee certificate</td>
<td>14</td>
<td>Contractor / Trainee</td>
</tr>
<tr>
<td>Trainee evaluation form</td>
<td>15</td>
<td>PIU / Trainee</td>
</tr>
<tr>
<td>Contractor performance assessment form</td>
<td>15</td>
<td>PIU</td>
</tr>
<tr>
<td>Contractor performance certificate</td>
<td>15</td>
<td>Contractor</td>
</tr>
</tbody>
</table>

*ADB = Asian Development Bank, PIU = project implementation unit, TVET = technical and vocational education and training.*
## Rationale

The Asian Development Bank (ADB) is committed to supporting its developing member countries (DMCs) in delivering quality and inclusive infrastructure as promoted in the G20 Quality Infrastructure Investment (QII) Principles, ADB Strategy 2030, and ADB’s green, resilient, inclusive, sustainable indicator framework. Quality and inclusive infrastructure recognizes that in the age of the Sustainable Development Goals (SDGs), it is not sufficient to only deliver hard infrastructure—infrastructure projects also need to create social impacts, such as employment and skills development, for communities. Given the economic opportunities that are generated by infrastructure investments, projects have the inherent potential for employment and skills development activities.

To support infrastructure projects in creating additional social impact through skills development, the ADB Human and Social Development Sector Group (HSDSG), in cooperation with the German Agency for International Cooperation (GIZ) commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ), has developed the Build4Skills approach. Inspired by the German dual system, the approach seeks to provide traineeships to local youth on ADB-supported construction sites.

With the Build4Skills solution, the HSDSG encourages infrastructure projects to integrate traineeships in project designs. As a form of work-based training, traineeships are considered the gold standard in teaching technical skills, and empirical evidence confirms its effectiveness in helping youth transition into labor markets. Build4Skills traineeships are designed as a lean skills development component that can be added to any infrastructure project and may follow recommendations for every step to ensure a cost-efficient implementation.

## Expected Benefits

By integrating traineeships into the project, the executing agency creates opportunities for local youth from day 1 of construction and develops the local workforce in the construction sector for future public works. All stakeholders potentially benefit from their engagement in traineeships (Table 1).

---

C. Delivery Modality

The Build4Skills approach is an integrated solution that is delivered as part of infrastructure projects. In practice, this means traineeships are delivered on project construction sites through construction contractors. By leveraging these existing resources in a project, traineeships can be delivered cost-efficiently and aligned with the essential principle of work-based training that learning takes place in a real-world environment.

To bestow the responsibility for the delivery of traineeships to contractors, traineeships are made a procurement requirement in selected contract packages. Integrating traineeships as a social consideration into procurement requirements is an innovative element of Build4Skills. This approach enables clients to leverage their procurement purchasing power, allows project teams to efficiently integrate traineeships into project processing, and engages contractors as on-site trainers.

D. Procurement Approach

During project preparation and the strategic procurement planning (SPP) stage, the ADB project team and procurement consultants, together with the executing and/or implementing agency, identify and indicate in the sustainable procurement and packaging sections of the SPP report which contract packages within the project can integrate Build4Skills traineeships. In principle, traineeship requirements can be incorporated into individual contract packages that have (i) a budget of at least $500,000, (ii) a construction period of at least 12 months, and (iii) a construction site located near technical and vocational education and training (TVET) institutes.

The integration of social considerations, such as traineeships, in procurement builds upon the Strategic Procurement Planning: Guidance Note on Procurement and the Sustainable Public Procurement: Guidance Note on Procurement of ADB. There is no fixed approach on how to integrate traineeships into procurement.

Projects can decide what they deem to be the most suitable approach, whether making traineeships mandatory, voluntary, or a competitive requirement.

---


Table: Traineeship Potential Benefits

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Potential Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executing and/or implementing agency</td>
<td>• Additional social benefits for target community</td>
</tr>
<tr>
<td></td>
<td>• Improved project reputation in the local community</td>
</tr>
<tr>
<td></td>
<td>• Alignment of project with global best practices for quality/inclusive infrastructure</td>
</tr>
<tr>
<td></td>
<td>• Improved quality of local workforce in the long term</td>
</tr>
<tr>
<td>Contractors</td>
<td>• Improved access to formally trained and, hence, productive workers</td>
</tr>
<tr>
<td></td>
<td>• Improved reputation in the local community</td>
</tr>
<tr>
<td></td>
<td>• Improved competitiveness in future bids that assess the social track record of bidders</td>
</tr>
<tr>
<td>Training institute</td>
<td>• Work-based training opportunities for its students</td>
</tr>
<tr>
<td></td>
<td>• Improved capacity in cooperating with companies</td>
</tr>
<tr>
<td>Community</td>
<td>• Improved technical and workplace skills of the youth</td>
</tr>
<tr>
<td></td>
<td>• Improved employability for jobs</td>
</tr>
</tbody>
</table>
D. Stakeholder Responsibilities

Traineeships are implemented in coordination with three key stakeholders: contractors, the project implementation unit (PIU), and TVET institutes. Contractors provide on-the-job training as stipulated in the traineeship requirements to be integrated in the procurement documents. The PIU facilitates the cooperation between TVET institutes and contractors and may follow the recommended steps of ADB's *Build4Skills Handbook*. Local TVET institutes assist in the student selection and placement process.

ADB provides the PIU with the *Build4Skills Handbook*, which outlines how PIU staff can effectively coordinate traineeships.

E. Funding

The integration of traineeships into the project design requires a marginal increase in the project budget. It is recommended to increase the provisional budget of each civil works contract package that integrates traineeships by 0.5% to cover the direct costs associated with traineeships. These could include trainee stipend, insurance, and personal protective equipment. The instruction of trainees through contractor staff is expected to be an in-kind contribution and is typically not remunerated through this budget.

In addition, it is recommended that $1,000 for administrative costs and $1,500 for capacity development of contractor staff be added to the project budget for each year of construction.

F. Traineeship Conditions

To ensure a safe and decent traineeship environment, projects and its contractors commit to provide the same occupational health and safety conditions to trainees as to any other construction workers engaged on the construction sites, in line with applicable safeguards and national regulations.

Key conditions of traineeships include

(i) Target group: Local youth enrolled at a TVET institute or recent graduates;
(ii) Training: On-the-job training supervised by a contractor staff;
(iii) Duration: 4–12 weeks, depending on opportunities on construction sites and availability of students;
(iv) Formal traineeship: Contracts detailing the traineeship terms and conditions, signed by each trainee;
(v) Stipend: Stipend and/or other provisions such as food and transport allowances for each trainee;
(vi) Safety: Application of safeguards and standards, including providing insurance, appropriate personal protective equipment, and the required occupational health and safety training for each trainee during the traineeship; and
(vii) Certificate: A certificate of completion and/or reference letter provided to trainees.
## Indicators of ADB’s Corporate Results Framework Relevant for Build4Skills Traineeships

*(Project teams may include these indicators in project documents)*

<table>
<thead>
<tr>
<th>OP</th>
<th>Pillar</th>
<th>Level</th>
<th>Sub-Pillar</th>
<th>Results Indicator</th>
<th>Tracking Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1: Human Capital</td>
<td>2</td>
<td>Learning opportunities for all improved</td>
<td>1.1 People benefiting from improved health services, education services, or social protection (number)</td>
<td>1.1.1. People enrolled in improved education and/or training (number)</td>
</tr>
<tr>
<td>1</td>
<td>2: Quality Jobs</td>
<td>2</td>
<td>Labor standards and policies strengthened to enhance the work environment</td>
<td>1.2 Jobs generated (number)(^a)</td>
<td>1.2.3. Enhanced labor policies or standards implemented (number)</td>
</tr>
<tr>
<td>2</td>
<td>2: Gender equality in human capital enhanced</td>
<td>2</td>
<td>Women and girls’ participation in nontraditional education and training increased</td>
<td>2.2 Women and girls completing secondary and tertiary education, and/or other training (number)(^b)</td>
<td>2.2.1. Women and girls enrolled in STEM or nontraditional TVET (number)</td>
</tr>
<tr>
<td>6</td>
<td>1: Improved public and corporate sector management functions and financial stability</td>
<td>2</td>
<td>Capacity of public institutions to promote private sector and financial sector development improved</td>
<td>6.1 Entities with improved service delivery (number)</td>
<td>6.1.2. Measures supported in implementation to improve capacity of public organizations to promote the private sector and finance sector (number)</td>
</tr>
</tbody>
</table>

\(^a\) “Jobs” refers to activities that generate income, monetary or in kind, and follow standards of decent work as defined by the International Labour Organization. Build4Skills traineeships are recommended to be remunerated and should stress the importance of occupational health and safety training, traineeship contracts, and provision of insurance, and therefore may be counted under this indicator.

\(^b\) “Other training” includes nontraditional TVET, and other types of formal or informal training, full-time or part-time. Build4Skills traineeships may be classified as “other training” and typically concludes with the provision of a certificate through the contractor.

Source: Author, based on ADB. 2022. Results Framework Indicator Definitions.
The contractor shall:

(i) Provide traineeship opportunities to local youth on the construction sites of the given contract package. Traineeships must have a duration of 4–12 weeks and must involve on-the-job training.

(ii) Make full use of the allocated traineeship budget and achieve the traineeship key performance indicators (if applicable).

The contractor shall provide decent and safe traineeship conditions to trainees, including occupational health and safety, as provided to any other construction workers on the construction sites. These include but are not limited to:

(i) ensuring that each trainee has an accident insurance for the duration of the traineeship;

(ii) ensuring that each trainee has the appropriate personal protective equipment as required for the work assignments on the construction site;

(iii) ensuring that each trainee has received occupational health and safety training before the start of the traineeship; and

(iv) complying with all occupational and health requirements in line with applicable national laws, industry standards, and safeguards under the given contract package.

Additionally, the contractor shall:

(i) Sign traineeship contracts with each trainee.

(ii) Pay trainees a stipend and/or make provisions regarding food and transport.

(iii) Nominate and assign at least one staffer as on-site instructor to trainees.

(iv) Provide traineeship certificates and/or reference letter to trainees at the end of the traineeship.

To enable the effective coordination of traineeships, the contractor shall:

(i) Be available and responsive to coordinate traineeships together with the project implementation unit and local TVET institutes.

(ii) Make nominated instructor staff available for instructor training and coordination meetings.

(iii) Observe any relevant and applicable laws and regulations.
# Frequently Asked Questions about Build4Skills Traineeships (for Bidders)

(For Project implementation unit and procurement consultants may provide the FAQs to bidders during tendering to address any questions)

## General Information

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the Build4Skills traineeship requirement?</td>
<td>Build4Skills is a requirement in Asian Development Bank-supported infrastructure projects that requests contractors to offer traineeships to local technical and vocational education and training (TVET) students on construction sites.</td>
</tr>
<tr>
<td>How many traineeships do contractors need to provide?</td>
<td>Contractors are either requested to fully spend the budget allocated for traineeships, providing as many traineeships as feasible, or achieve a given key performance indicator.</td>
</tr>
<tr>
<td>What is the role of the PIU in Build4Skills?</td>
<td>The project implementation unit (PIU) supports contractors in arranging traineeships in cooperation with local TVET institutes.</td>
</tr>
<tr>
<td>What is the role of contractors in Build4Skills?</td>
<td>Contractors are responsible for providing traineeships on their construction sites. Company staffers supervise and instruct trainees, and coordinate traineeship placement with local TVET institutes.</td>
</tr>
</tbody>
</table>

## What Are Traineeships?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a traineeship?</td>
<td>In a traineeship, TVET students receive on-the-job training directly at the workplace of a company, supervised by company staff. While learning, trainees also perform productive tasks.</td>
</tr>
<tr>
<td>How long is a traineeship?</td>
<td>Minimum 4 weeks, maximum 12 weeks, depending on student availability and opportunities on construction sites as determined by the contractor.</td>
</tr>
<tr>
<td>In which work areas do traineeships take place?</td>
<td>Contractors decide in which work area trainees are needed and can be assigned. It must be in technical areas and may include jobs such as binders, welders, electricians, concrete workers, etc. Jobs such as helper or security guard are not recognized as a traineeship.</td>
</tr>
<tr>
<td>When should traineeships be delivered?</td>
<td>Traineeships can be delivered throughout the entire construction period and in multiple batches. This is decided by the contractor, but it also depends on the availability of students as indicated by TVET institutes.</td>
</tr>
</tbody>
</table>

## Traineeship Expenditures

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the key expenditures associated with traineeships delivery?</td>
<td>The key expenditures are trainee stipend, accident insurance, personal protective equipment (PPE), and occupational health and safety (OHS) training. These four elements must be provided to trainees to ensure a decent and safe training/work environment.</td>
</tr>
<tr>
<td>What is the role of the contractors regarding stipend, accident insurance, PPE, and OHS training?</td>
<td>The contractor must ensure that all four elements are provided, either by providing it directly or ensuring that another party does (e.g., TVET institute).</td>
</tr>
</tbody>
</table>
**Selecting Partner Schools and Recruiting Trainees**

**How are traineeships set up?** Contractors shall arrange traineeships in cooperation with local TVET institutes. This partnership can be set up via a cooperation agreement that the PIU can help to set up.

**Who selects partner schools?** The PIU identifies suitable TVET schools. Contractors may suggest partner schools to the PIU.

**Who is eligible to be a trainee?** Any student enrolled in a construction-related TVET program or a recent TVET graduate, who finished a relevant program less than 6 months before the traineeship begins. It is strongly encouraged to create equal opportunities for male and female students to be a trainee.

**Where are trainees recruited from?** Trainees come from local TVET institutes that offer training programs that match the traineeship work areas requested by contractors.

**Who selects trainees?** Schools select students whose qualifications match the skill profiles requested by contractors. Upon request, the contractor can take part in the selection process.

**Drafting Traineeship Contracts**

**What are traineeship contracts?** Traineeship contracts specify the exact terms and conditions of traineeships and are signed by the contractor, trainee, and their TVET institute.

**Who decides on the conditions in the contract?** Contractors, together with TVET institutes, decide on the details and conditions in the contract while considering any relevant and applicable laws.

**Is the PIU involved?** The PIU may support the signing process to ensure that decent and safe working conditions are kept.

**Implementing Traineeships**

**Who delivers traineeships?** Contractors, represented by their onsite instructor (company staff), deliver traineeships. The onsite instructor guides and instructs trainees on how to implement work tasks.

**What does a trainee do on a construction site?** Trainees shall contribute to regular tasks on the construction site in line with their ability and assured of their safety.

**How are traineeships regulated in practice?** The traineeship contract regulates how traineeships are delivered, including hours and times, areas of work, leave of absences, etc.

**What happens after traineeships?** The contractor provides a certificate of completion to trainees. Upon satisfactory performance, the contractor may decide to work with the trainee in the future.

**Contractor Performance Assessment**

**Is the performance of the contractor for delivering traineeships assessed?** Yes. At the end of the contract, the PIU assesses the traineeship performance of contractors and provides contractors with a performance certificate.

**How is the contractor’s performance reviewed?** The PIU follows a standard assessment procedure, evaluating two criteria: the number of traineeships delivered and trainee feedback.
Traineeship Program Information Sheet for Training Institutes

(Project implementation unit shares the information sheet with local training institutes to inform about traineeships)

Who are we?

We are the [Project Name] supported by the Asian Development Bank. The [Project Name] is implemented by [Name of key local institution] and has construction sites in [Name of regions, cities or districts] from [year-year]. We are active in the [Urban/Energy/Water/Road/etc] infrastructure sector.

We offer traineeship opportunities on our construction sites!

Under the project, our contracted construction companies offer traineeship opportunities to local vocational education students on our construction sites. This is an opportunity for students to gain work experience and improve their technical skills.

We are looking for vocational training institutes that are interested in providing their students with traineeship opportunities!

What can trainees expect?

Our traineeships last 4–12 weeks. Trainees will engage in supervised traineeships and receive a certificate from our contracted construction company. The exact traineeship details, including dates and traineeship areas, are determined in discussions with our construction companies.

Who can become a trainee?

Technical and vocational education and training (TVET) students with a relevant educational background can participate in our traineeships. The ideal candidate is a final year student (or a recent graduate) in a construction-related qualification program, with good social skills and the maturity required for a professional construction site.

Call to Action

If you are interested in providing your students with a real workplace learning experience, let us know.

Please write an e-mail to [Name of e-mail holder, e-mail, Telephone number] and include the following information so we can connect you with upcoming opportunities:

(i) Name of TVET institute
(ii) Contact person
(iii) List of qualification programs in construction-related professions you currently offer
Company Name:
Name of Contact Person:
Office Address:
Phone #:
E-mail:

Dear project implementation unit team,

We hereby inform you about the upcoming traineeship opportunities on our construction site in accordance with procurement requirements that stipulate the provision of traineeships. Details on traineeships are outlined in the table below.

We kindly request you to assist us in identifying trainees with the required qualification background and to put us in contact with these potential trainees and their schools.

<table>
<thead>
<tr>
<th>Occupational Area of Traineeship (e.g., welding, electrician, concrete, etc.)</th>
<th>Period of Traineeship (dd/mm/year – dd/mm/year)</th>
<th>Number of Trainees Required</th>
<th>Location of Traineeship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We are looking forward to providing opportunities to local youth for more inclusive infrastructure.

Place, Date, Signature
Preamble
The cooperation agreement is signed between:

**Party 1**, hereinafter referred to as **the Company**

**Name of the company:**
**Name of the signatory, position:**
**Contact Number:**
**Address:**

**Party 2**, hereinafter referred to as **the TVET institute**

**Name of the TVET institute:**
**Name of signatory, position:**
**Contact Number:**
**Address:**

Purpose
The Company and the TVET institute aim to cooperate on delivering traineeships on construction sites contracted to the Company under the Asian Development Bank (ADB) Project [Project Name]. Traineeships will take place in multiple traineeship batches over the period of the cooperation agreement. The purpose of the cooperation agreement is for the Company and the TVET institute to agree on the general cooperation modalities for the delivery of traineeships.

The cooperation agreement shall be valid from the day of signing until the completion of the Company’s contract with the ADB-supported project [ADB project name] on [Date].

General Cooperation Duties
The Company will receive students as trainees on the construction site(s) contracted to them for a duration of 4–12 weeks, supervise and instruct trainees through its own technical staff, and provide each trainee with a reference letter or certificate of completion upon successful completion of the traineeship.

The TVET institute will identify suitable students and make them available to participate in traineeships, support setting up traineeships in line with current TVET regulations, and fully inform prospective trainees’ parents or guardians about traineeships and request their consent if required.
Cooperation Outline

Preliminary Traineeship Venues

The Company confirms that the construction sites where traineeships can take place are as follows:

<table>
<thead>
<tr>
<th>#</th>
<th>City, Street</th>
<th>Type of Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>[e.g., Makati, Bel-Air Street]</td>
<td>Wastewater infrastructure</td>
</tr>
<tr>
<td>2</td>
<td>[e.g., Quezon City, Tree Street]</td>
<td>Office tower construction</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preliminary Traineeship Dates

The Company confirms that traineeships can, in principle, take place in the months indicated in the table. The TVET institute confirms that students are, in principle, available to participate in traineeships in the months indicated in the table.

The TVET institute and the Company agree that the ideal traineeships dates are the months of X,Y,Z.

All parties acknowledge that the timing for traineeships can be affected by unforeseen circumstances.

<table>
<thead>
<tr>
<th></th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction site availability for traineeships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student availability for traineeships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Months marked with (x) indicates that traineeships can take place on construction sites or students are available for traineeships.

Preliminary Traineeship Occupational Areas

Given the civil work contracted to the Company under the [ADB project name], the Company anticipates that over the course of the construction period, traineeships can be offered in the following occupational or work areas:

<table>
<thead>
<tr>
<th>Occupational Area</th>
<th>Anticipated Dates (if known)</th>
<th>Location (if known)</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., Welders</td>
<td>Year(s)/month</td>
<td>e.g., Makati</td>
</tr>
<tr>
<td>e.g., Binders</td>
<td>Year(s)/month</td>
<td>e.g., Quezon City</td>
</tr>
</tbody>
</table>
Request for Trainees

Traineeships take place in multiple batches over the course of the construction period. The Company will regularly provide to the TVET institute the number of trainees required for a given traineeship batch. The Company should make timely requests to ensure a feasible planning horizon for arranging traineeships.

Selection of Trainees

The Company and the TVET institute agree that prospective trainees are selected jointly or directly by the TVET institute.

The TVET institute will promote traineeship opportunities among its students with a focus on final year students and recent graduates (graduation not more than 6 months ago). The TVET institute will only pre-select students that have the aptitude to successfully engage in traineeships based on a high level of maturity, social skills, and technical aptitude.

Traineeship Contracts and Delivery

The Company and the TVET institute agree to formalize traineeship details in traineeship contracts that are signed by the Company, the TVET institute, and each of the prospective trainees at an appropriate time in the future.

Both parties agree to ensure that trainees will have a stipend, accident insurance for the duration of the traineeships, necessary personal protective equipment for the construction site, occupational health and safety training prior to the traineeships, and appropriate supervision during the traineeship. Both parties share the responsibility for finding feasible solutions to fulfill these measures and document them in traineeship contracts.

Next Steps

The Company and the TVET institute agree to take the following next steps:

- The Company will provide a detailed request for trainees (if it has not already done so).
- Suitable students are selected according to the process agreed upon in the cooperation agreement.
- Traineeship contracts are agreed upon and signed with prospective trainees.
- Traineeships are delivered.
Traineeship Contract Discussion: Meeting Agenda

*Project implementation unit may use the meeting agenda to set up a structured discussion between contractors and TVET institutes about traineeship details*

**Objective:** Agree on traineeship details for final traineeship contract draft

**Date:**

**Participants:** [Contractor X, TVET institute X, PIU staff X]

**Note taker:** …

**Agenda Items**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Guide Questions</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Meeting objectives and participants</td>
<td>5’</td>
</tr>
<tr>
<td><strong>Section 1: Training/work area</strong></td>
<td>In which field of work will the traineeship take place? Is there a need for a structured traineeship plan?</td>
<td>5’</td>
</tr>
<tr>
<td><strong>Section 2: Duration</strong></td>
<td>How long is the traineeship? And on what dates will it take place?</td>
<td>5’</td>
</tr>
<tr>
<td><strong>Section 3: Traineeship location</strong></td>
<td>At which construction site and address will the traineeship take place?</td>
<td>2’</td>
</tr>
<tr>
<td><strong>Section 4: Stipend and other provisions</strong></td>
<td>How much stipend will the trainees receive? When will the trainees receive their stipend? Does any party provide transport and/or food services to the trainees?</td>
<td>10’</td>
</tr>
<tr>
<td><strong>Section 5: Work safety and accident insurance</strong></td>
<td>Who will cover the accident insurance of the trainee? Is social insurance also required? Who will provide occupational health and safety training? What personal protective equipment is required and who will provide it?</td>
<td>12’</td>
</tr>
<tr>
<td><strong>Section 6: Training hours and leave</strong></td>
<td>What are the trainees’ regular traineeship hours? On what weekdays do they report to the construction site? How many leave days are trainees entitled to? How do trainees inform the contractors about sick leave?</td>
<td>12’</td>
</tr>
<tr>
<td><strong>Section 7: Certifications</strong></td>
<td>Who certifies the completion of the traineeship? Will the trainee receive a certificate and/or reference letter? What information must be included in the certificate of completion and/or reference letter?</td>
<td>10’</td>
</tr>
<tr>
<td><strong>Section 8: Obligations of the company</strong></td>
<td>What are the general obligations of the Company?</td>
<td>10’</td>
</tr>
<tr>
<td><strong>Section 8: Obligations of trainees</strong></td>
<td>What are the obligations of trainees during the traineeship?</td>
<td>10’</td>
</tr>
<tr>
<td><strong>Section 8: Obligations of the TVET institute</strong></td>
<td>What are the obligations of the TVET institute?</td>
<td>10’</td>
</tr>
<tr>
<td><strong>Section 9: Termination of contract</strong></td>
<td>What are the procedures if a party wants to terminate the contract?</td>
<td>5’</td>
</tr>
<tr>
<td><strong>Section 10: Dispute resolutions</strong></td>
<td>What are the procedures to resolve any potential disputes?</td>
<td>3’</td>
</tr>
</tbody>
</table>
Traineeship Contract

(Please note that this is a template and can be adapted to specific needs.)

Preamble

This contract is concluded between:

**Party 1**, hereinafter referred to as the **Company**

- **Name of the company:**
- **Name of the Signatory, Position:**
- **Contact Number:**
- **Address:**

**Party 2**, hereinafter referred to as the **Trainee**

- **Name of the Trainee:**
- **Name of Trainee’s TVET Institute:**
- **Contact Number:**
- **Address:**

**Party 3**, hereinafter referred to as the **TVET institute**

- **Name of the TVET Institute:**
- **Name of Signatory, Position:**
- **Contact Number:**
- **Address:**

**Section 1 - Purpose**

The purpose of the contract is the training of the Trainee in the occupation X through an on-site traineeship at the Company. For this contract, “traineeship” is defined as a form of vocational training that takes place in a real-world environment for the development of technical and work-readiness skills. It focuses on skills agreed upon by the Company and TVET institute that are outlined in the training plan in the annex.

**Section 2 – Duration of Training**

The Trainee, trainee name, will participate in the traineeship for the period dd.mm.yyyy – dd.mm.yyyy.
Section 3 – Traineeship Venue

The traineeship is offered by the Company and takes place within the context of the construction works contracted to the Company as part of the ADB-supported infrastructure project [ADB-supported project name]. The traineeship location is at the following address:

[Full address]

Section 4 – Stipend and Other Provisions

1. Stipend

The Company will provide the Trainee with a weekly/monthly stipend of X (local currency) for the duration of the traineeship. The stipend is directly paid to the Trainee at the end of each month/week.

The Company agrees to continue to provide the stipend to the Trainee in case of sick leave of X days or less. If the Trainee is absent from the training site longer than X days due to sick leave, the stipend may be paused.

2. Other Provisions

[if applicable] The Company will provide food for lunch... [if applicable] The Company will (not) provide transportation to the construction site from the TVET institute, and from the construction site to the TVET institute.

Section 5 - Work Safety and Insurance Coverage

1. Personal Protective Equipment

The Company or the TVET institute will provide the Trainee with the personal protective equipment (PPE) required to perform the traineeships safely. The Company shall determine which PPE is required.

2. Occupational Health and Safety Training

The Company or the TVET institute will provide the Trainee with occupational health and safety training as required for performing the traineeships safely.

3. Accident Insurance

The Company or the TVET institute will provide the Trainee with an accident insurance for the duration of the traineeship.

Section 6 – Training Hours and Leave

1. Training Hours

The daily training hours of the traineeship shall last X hours per day in line with the TVET/Labor Law X. The regular working hours that the Trainee shall spend at the construction/learning site are between 0:00 a.m. and 00:00 p.m. on the following workdays: Monday, Tuesday, Wednesday, Thursday, Friday. The Trainee is entitled to a daily break of X minutes.
Upon request and in agreement with the TVET institute, the Trainee may be asked to attend the traineeship site on alternative weekdays in compliance with the labor/TVET law.

2. **Annual and Sick Leaves, Unexcused Absence**

*Leave days:* The Trainee is entitled to X leave days per month. The Trainee shall inform the instructor about planned annual leave at least 1 week in advance.

*Sick Leave:* In case of sickness, the Trainee shall inform the instructor or the Company’s front office as well as the TVET institute about sick leave in a timely manner.

*Unexcused absence:* The Company shall report an unexcused absence of the Trainee to the TVET institute. After two documented warnings due to unexcused absence, the Company may terminate the traineeship contract in consultation with the TVET institute.

**Section 7 – Certification**

At the completion of the traineeship, the Company will provide the Trainee with a certificate of completion or reference letter. The reference letter or certificate is provided as a hard copy to the Trainee. It must, at the minimum, include the name of the Company, name of the Trainee, duration of traineeship, occupational area where on-the-job training took place, and signature of a Company representative. At the discretion of the Company, it may include details on the conduct and performance of the Trainee.

*(If applicable)* The TVET institute confirms that the traineeship is recognized toward the formal qualification program that the Trainee is enrolled in, earning the Trainee X credits.

**Section 8 – Obligations of Parties**

**The Company**

The Company shall fulfill the following obligations:

(i) Fulfill the conditions and provisions as outlined in the sections of this agreement.

(ii) Assign and make available a staffer as an instructor who has the personal and technical aptitude to supervise and instruct the Trainee.

(iii) Entrust the Trainee only with tasks that match the Trainee’s qualification background.

(iv) Instruct the Trainee on any internal regulations of the Company and construction site at the beginning of the traineeship.

(v) Provide a safe and healthy working environment to the Trainee in line with national laws and safeguard requirements of the given contracted work. This also includes an environment that is free of harassment, psychological pressure, and discrimination.

(vi) Inform the TVET institute about notable incidents during the traineeship, including accidents and conflicts.
(vii) Do not impose any fees or costs, including costs related to damage, on the Trainee other than stated in this agreement.

(viii) (Optional) Sign trainees training logbook.

(ix) (Optional) Be part of the assessment board led by the TVET institute.

The Trainee

The Trainee shall fulfill the following obligations:

(i) Fulfill the conditions and provisions as outlined in the sections of this agreement.

(ii) Comply with the rules of conduct and safety procedures of the Company and the training venue at all times.

(iii) Follow the instructions of the instructor(s) and designated coworkers.

(iv) Perform the tasks entrusted to them diligently and handle tools, machinery, and other equipment with care, using them only for purposes as instructed.

(v) Act responsibly and respectfully at all times.

(vi) Inform the instructor about a planned leave at least 1 week in advance.

(vii) Not miss days of training without a valid reason and inform the instructor about sick leave or other reasons for their absence, indicating the prospective date of return.

(viii) Assure confidentiality about the Company’s internal information.

(ix) Follow the traineeship plan and working hours.

(x) (Optional) Document all training tasks performed in a logbook and collect any signatures from instructors if required.

The TVET Institute

The TVET institute shall fulfill the following obligations:

(i) Fulfill the conditions and provisions as outlined in the sections of this agreement.

(ii) Nominate a focal point that can be directly contacted by the Company and the Trainee to address any matters related to the traineeship.

(iii) Prepare and inform the Trainee about challenges and appropriate behavior at a construction site before the start of the traineeship.

(iv) Monitor attendance of the Trainee.

(v) Mentor and advise the Trainee on all matters related to the traineeship to ensure the Trainee’s well-being.

(vi) Mediate between the Company and the Trainee in case of complaints or disagreements.

(vii) Optional, develop jointly with the Company a traineeship plan.

(viii) Optional, arrange the assessment and certification after completion of the traineeship.
Section 9 – Termination of Contract

The Trainee and the Company may terminate the agreement at any point with notice. Notice of termination must be given in writing to all contract parties.

The traineeship opportunity can, in principle, be transferred to another student in a separate new traineeship agreement if requested by the Company.

Section 10 - Dispute Resolution

All parties shall address any potential dispute in a cooperative manner. If disputes cannot be directly resolved between the Company, the Trainee, and the TVET institute, the project implementation unit of the name of the ADB-supported project may be consulted for arbitration.

[Company, Name of signatory]  [TVET Institute, Name of signatory]  [Trainee, Name of signatory]  

Place, Date: Place, Date: Place, Date:  

-----------------------------------  -----------------------------------  -----------------------------------  

[Trainee's legal guardian, Name]  
Place, Date:  

-----------------------------------
## Traineeship Plan (optional)

This traineeship plan is agreed between the company and the technical and vocational education and training (TVET) institute and shall guide the assigned in-company instructors in overseeing the traineeship.

<table>
<thead>
<tr>
<th>Week</th>
<th>Work Areas / Key Assignment</th>
<th>Further Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>For example:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduction to the work environment (tools, locations, colleagues, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduction to work ethics / company rules (including working hours, breaks, communication)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Health and safety instructions</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Performing oxyacetylene welding:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practice personal and equipment safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assemble work material.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prepare work material.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Performing setup, adjustment of flame and gas pressure, and shutdown.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Performing oxyacetylene welding:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plan welding approach to accomplished desired result.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Manipulate torch at proper angle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Perform assigned welding job.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### EVALUATION FORM – Traineeships

*Project implementation unit may use the evaluation form to collect feedback from trainees about their traineeship experience with a given contractor*

<table>
<thead>
<tr>
<th>Today’s date</th>
<th>dd/mm/yyyy</th>
</tr>
</thead>
</table>

#### General Information about Trainee

| Age | _____ years |
| Gender | m / f / other |

#### Information about Traineeship

<table>
<thead>
<tr>
<th>Where did your traineeship take place?</th>
<th>City, Name of company</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long was the traineeship?</td>
<td>(mm/yyyy - mm/yyyy)</td>
</tr>
<tr>
<td>In which occupation did you complete the traineeship?</td>
<td>Name of occupation</td>
</tr>
<tr>
<td>Which school / TVET institute are you attending?</td>
<td>Name of School /TVET Institute</td>
</tr>
<tr>
<td>Is the traineeship you completed obligatory in your educational curriculum?</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

#### Traineeship Satisfaction

(Encircle the correct answer)

<table>
<thead>
<tr>
<th>Did you receive the traineeship stipend as stipulated in your traineeship agreement?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>On most days (3 out of 5 days), did you work on tasks related to your education background?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do you feel that instructors / company staff sufficiently explained work assignments to you on the construction site so that you were able to perform these assignments well?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
**TEMPLATE**
**Reference Letter for Trainees**
(*Project implementation unit may share with contractors the reference letter for trainees template to support contractors in providing reference letters to trainees*)

[Date]

Mr./Mrs. [trainees name] has completed work-based training at [company's name] in [location] from [starting date] to [end date]. Mr./Mrs. [trainees name] was engaged to perform the following tasks:

- [task 1]
- [task 2]
- [task 3]
- [task 4]

During this period, the trainee has demonstrated competence and knowledge in the tasks assigned to him/her by the company's instructor. The trainee was always present at the assigned infrastructure site or informed the instructor in the case of absence. He/She demonstrated good communication skills that helped him/her get involved with the team, and he/she is a nice person to work with. We would recommend him/her for further training/work in his/her profession/occupation.

If you need additional information, please contact me via email: [Company's Email / Instructor Email]

[Name of Company Instructor / Name of HR responsible]

____________________________________
Signature
Build4Skills Traineeships - Contractor Performance Assessment Form

*Project implementation unit may use the performance assessment form to formally assess the contractor’s performance in delivering traineeships and document it*

**Key Information**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Name</td>
<td></td>
</tr>
<tr>
<td>Project Number</td>
<td></td>
</tr>
<tr>
<td>Civil Works Contract Package Number</td>
<td></td>
</tr>
<tr>
<td>Name of Contractors</td>
<td></td>
</tr>
<tr>
<td>Name of Person Conducting Assessment</td>
<td></td>
</tr>
<tr>
<td>Date of Assessment</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Assessment Statement**

The [name of project] hereby acknowledges that the contractor [NAME OF CONTRACTOR] has provided X traineeships, with an average trainee satisfaction rate of X%.

The performance of the contractors is assessed by counting the total number of traineeships provided and the trainee satisfaction rate as follows:

**Assessment 1: Number of Traineeships Provided**

The number of traineeships provided by the contractor is verified by counting the number of traineeship contracts signed between contractors and trainees. Alternative ways of assessing traineeships may be used and indicated under the column “source.”

*The assessor shall fill in the number in the column “number.”*

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Number of Trainees</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of traineeships provided by contractor for the given civil works contract package</td>
<td></td>
<td>Traineeship contracts counted</td>
</tr>
</tbody>
</table>

**Assessment 2: Trainee Satisfaction Rate**

The trainee satisfaction rate is assessed by the project implementation unit by collecting feedback from trainees through traineeship evaluation forms.
The assessor shall fill in the results of the traineeship evaluation forms in the table below.

<table>
<thead>
<tr>
<th>Feedback Item</th>
<th>Number of Evaluation Forms</th>
<th>Yes</th>
<th>No</th>
<th>Average Satisfaction Level (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. X% of trainees received stipend as agreed</td>
<td></td>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>2. X% of trainees worked on the task relevant to their background</td>
<td></td>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>3. X% of trainees felt sufficiently instructed</td>
<td></td>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td><strong>Average satisfaction rate</strong></td>
<td></td>
<td></td>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>

“Yes” response indicates satisfaction. “No” response indicates dissatisfaction.
模板

承包商绩效证书
（项目实施单位可能会向承包商颁发绩效证书，以正式承认承包商为青年提供实习的努力）

证书用于确认

[公司名称，登记号]，[项目名称]，应予

确认[公司名称]已经提供了xx个实习机会，平均满意度为x%。

实习机会是作为合同中的社会考虑部分，被[公司名称]授予的，作为[项目名称]的背景。

在XXX日，在[地点/位置]，

[名字]，

[部门]

[名字]，

[部门]

[机构名称]
Build4Skills—Integrating Traineeships into ADB-Supported Infrastructure Projects

A Handbook for Project Processing Teams and Project Implementation Units

This handbook shows how the Build4Skills program integrates traineeships into ADB-backed infrastructure construction projects in Asia and the Pacific to provide cost-efficient training that boosts employability and makes projects more inclusive. Designed as a practical step-by-step guide, it includes templates that layout trainee requirements. It sets out how to integrate Build4Skills traineeships, coordinate with contractors and institutions, and deliver effective training. It explains how building training into projects requires marginal budget increases, why offering work-based training benefits contractors, and how strategic cooperation can create innovative solutions to global challenges.

About the Asian Development Bank

ADB is committed to achieving a prosperous, inclusive, resilient, and sustainable Asia and the Pacific, while sustaining its efforts to eradicate extreme poverty. Established in 1966, it is owned by 68 members—49 from the region. Its main instruments for helping its developing member countries are policy dialogue, loans, equity investments, guarantees, grants, and technical assistance.

BUILD4SKILLS
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SEPTEMBER 2023