



Key Features of ADB supported TVET Projects in the PRC

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ADB's On-going Stand-alone TVET Projects/Programs in the PRC

Approval Year	Name of the projects/programs	Amount (ADB Financing)	Financing Modality
2013	Hunan TVET Demonstration Project	\$50 million	Project lending
2013	Guangxi Nanning Vocational Education Development Project	\$50 million	Project lending
2014	Guangxi Baise Vocational Education Development Project	\$50 million	Project lending
2015	Guizhou Vocational Education Development Program	\$150 million	Results-Based Lending
2017	Guangxi Modern TVET Development Program	\$250 million	Results-Based Lending



Hunan

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- Competency based curriculum firstly introduced in ADB's PRC education project
 - School-enterprise cooperation strengthened through vocational-industry groups
 - Girls' enrolment rate increased in non-traditional majors





Guangxi Nanning

- Strategic focus, in responding to the severe social sector problem (shortages of nurses and pre-school teachers)
- Development of elderly care curriculum for the nursing program





Guangxi-Baise

- Transformation of Baise University from academic to TVET Applicable University
- Development of Multi-Level TVET



Guizhou TVET

- First RBL – support \$1.6bn provincial program
- Construction of 15 practical training bases for demonstration
- Strong soft component – CBC teacher training





Guangxi Modern TVET

- 2nd RBL – supporting \$10bn provincial TVET program – Cofinancing from KFW
- Comprehensive provincial TVET reform



Result Based Financing

- Disbursements are triggered by “Results” and not by transactions
- Use of the Country System: Procurement, Finance Management and Safeguards

Benefits

- Focus on achieving and demonstrating results
- Predictability of funds
- Less transaction for the Govt: USE OF THE GOVT SYSTEM
- Easier to implement multi-sectoral projects/program with many stakeholders.

Challenges

- Scoping the program and developing the appropriate DLIs and the verification protocol
- Improving the M&E system
- Understanding reporting on DLI achievement in compliance with the protocol
- Requiring stronger government institutional capacity



Experiences of Guizhou and Guangxi - 2

RBL TVET Programs

Lessons learnt

- Suitable in implementing a sector program which involve a significant number of stakeholders and large-scale activities such as systematic teacher training
- More flexible to implement - not fixed with small project activities and the government has room to change activities in accordance with the progress of the reform initiatives.

Challenges

- Needs of stakeholders good understanding the nature of the program
- Needs of good financial planning as ADB's disbursement is made upon achievement of the set DLIs (iii) Needs of a strong monitoring mechanism of the overall program implementation,
- Needs of close communication between ADB and the PMO for the overall program



Thank you

