**Loan 3435/Grant 0500-LAO: Second Strengthening Higher Education Project**

**DESIGN AND MONITORING FRAMEWORK**

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| **Impact the Project is Aligned with** Links between higher education services and socioeconomic needs strengthened (*Eighth National Socio-economic Development Plan 2016–2020)*a |
| **Results Chain**  | **Performance Indicators with Targets and** **Baselines**  | **Data Sources and Reporting** **Mechanisms**  | **Risks**  | **Database** | **Responsible Person /s** | **Status** |
| **Outcome**  |  |  |  |
| Quality of higher education services improved  | a. Number of DHE and university staff b with postgraduate degrees increases to 1,550 (35% of new degree holders women) by 2022. (AY2015/16 baseline: 1,355; 32% women)  | LUMS  | Weak public sector and financial management systems, including procurement framework  |  | IRL | 1. Awaiting SSL card purchase for Fedena platform installation
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|  | b. Number of peer-reviewed research articles originating annually from participating HEIs increases to 100 by 2022. (2014 baseline: 83)c | Thompson Reuters web of knowledge database  | Lack of policy and ensure achievement and institutional support to ensure achievement and sustainability of benefits  |  | Selection Committees | 1. 201 research proposals have been submitted for final selection
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|  | c. 12 memorandums of understanding (contracts) signed by MOES and HEIs to provide extension and consultancy services (job placements, applied research, among others) by 2022.  | HEI financial reports  | Weak financial management and procurement capacity  |  | DHE | 1. 3 contracts were signed with 3 visiting scholars.
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|  | d. Number of higher education (university) enrollmentsd increases to 45,000 (45% women) by 2022. (AY2015/16 baseline: 38,520; 43% women)  | LUMS  | Gender imbalance at upper secondary education is not reduced.  |  | IRL | (d) As Year 2019 -2020 level of, students who enrolled in the **4** public universities are as follows: 17,306 (47%) out of 36,792 were female for Ph.D , Masters, Bachelor and Associate.  |
| **Outputs** 1. Quality and relevance of higher education services (teaching, research, extension) enhanced | 1a. New curriculum is developed in four disciplines in line with modern pedagogical principles and practices, and including entrepreneurship training by 2018.  | 1a. MOES reports  | Limited capacity of HEIs to generate revenues and low levels of recurrent funding |  | PIC and 4 unis | Entrepreneurship Course program was completed, pending TOT training  |

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| **Results Chain**  | **Performance Indicators with Targets and** **Baselines**  | **Data Sources and Reporting** **Mechanisms**  | **Risks**  | **Database** | **Responsible Person /s** | **Status** |
|  | 1b. 600 academic staff receive training in teaching pedagogy and instructional methods by 2021.  | 1b. MOES project reports, LUMS |  | PIU | 4 participating universities | NUOL conducted the training 3 rounds, while CU, SU and SKU conducted 2 rounds of training each. Total academic staff receive training are 229, female 98 (43% female). |
|  | 1b.1 At least 40% women 1c. 92 academic staff receive scholarships to attend NUOL or foreign HEIs to upgrade their qualifications and skills by 2021.  | 1c. MOES project reports  |  | PIU | Scholarship Coordinator, SSHEP  | Currently 80 of academic staff has received scholarships to upgrade their qualifications and skills.  |
|  |  1c.1 (30% women)1d. 50 grants will be allocated under the newly established competitive research fund by 2020.  | 1d. MOES project and HEI reports, LUMS, published articles  |  | PIU | CRF Selection Committee/PIC | Out of 80, 40 staff are female (50%), exceeding the target. In review process for selection and award |
| 2. Access to modern higher education programs introduced  | 2a. New 3,700 student capacity Savannakhet University campus, including classrooms, laboratories, education resource center, administration facilities available for use by 2019; other campus infrastructure designed.  | 2a. MOES project reports  | Inadequate managerial and technical capacities within HEIs, and lack of project experience  |  | PIU/PIC | CW1 awarded preparing for CW4 bidding |
|  | 2b. 500 dormitory places (50% for women) will be built by 2019.  | 2b. MOES project andSavannakhetUniversity reports  |  |  | PIU/PIC | To be included in CW4 |
|  |  2b.1 50% for women 2c. Student enrollment at Savannakhet University (both campuses) increases from 3,900 in AY2015/16 to 6,000 by 2021. (AY2015/16 baseline: 3,922; 43% women)  2c.1 Student enrollment at Savannakhet University (both campuses) comprising 45% women.  | 2c. LUMS  |  | SKUSKU | SKU PIUSKU PIU | * In 2016 to 2018, 5,091 (59%) out of 8,642 students enrolled at SKU were female.
* In 2019 2.652 (58 %) out of 4,554 students enrolled in SKU were female.

Year 2021 ,  |
| 3. Governance and management of HEIs strengthened  | 3a. 200 senior managers, governors, MOES staff, and academic leaders of participating HEIs will receive capacity building and mentoring in leadership, strategic management, and institutional planning by 2020.  3a.1 At least 30% women 3b. 23 DHE and administrative university staff will receive scholarships to attend NUOL or foreign HEIs to upgrade their qualifications and skills by 2021 (AY2015/16 baseline: 31%)  | 3a. MOES project capacity building records 3b. MOES project reports  |  | PIUPIU | PIU/Visiting ScholarsScholarship Coordinator, SSHEP  | Capacity building training program has been approved and will be implemented in 2020 Annual WorkplanCurrently 20 of DHE and university administrative staff s received scholarships to upgrade their qualifications and skills. |
|  |  3b.1 35% women3c. Revised regulatory and funding framework, including quality assurance framework, for HEIs will be introduced by 2017.  | 3c. Ministerial decree issued on regulatory and funding framework for HEIs  |  |  | EDC/EQAC | Out of 20, 13 staff are female (65%) is female, exceeding the target. In the process of preparing HEIF Study contract negotiation with EDC |
|  | 3d. Graduate tracer studies and employer surveys to provide evidence for curriculum and regulatory reforms carried out and results integrated into the assessment of the regulatory and funding framework by 2017.  | 3d. MOES project reports  |  |  | 4 participating universities PIU DHE | Budget had been allocated to NUOL, SU, CUSKU. Currently conducting data collection.  |
|  | 3e. Four new LUMS modules will be developed and functioning by 2019.  | 3e. MOES project reports  |  |  | IRL | Awaiting for purchase of SSL card for installation of Fedena |

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| **Key activities with Milestones**  | **Status** |
| 1. Quality and relevance of higher education services (teaching, research, and extension) enhanced.  |  |
| * 1. Identify, develop, test and disseminate interdisciplinary common courses in four subjects to participating HEIs by 2018.

1.2 Revise Teacher Training Professional Development content and materials; test and deliver training programs on academic staff teaching, pedagogy and instructional methods by 2017 1.3 Develop entrepreneurship program standards, curriculum, and instructional materials, and train administrative and academic staff by 2018.  1.4 Assess the recent online mathematics interactive learning pilot and its feasibility for extension by 2017  1.5 Develop design features and selection criteria for scholarship program for academic staff of participating HEIs by 2017. 1.6 Develop matching scholarship program design features, develop selection criteria, and identify partner foreign HEIs by 2017.  | Completed Entrepreneurship Course Program. Crop Production Course Program outline has been adopted. In pipeline for adoption of Tourism Management, Logistics Engineering and Prevention of Environmental Pollution course programs to be adopted.Approved in Annual Workplan 2020.Completed and pending for TOT training approved in workplan 2020.Completed. Too expensive. Not feasible.Completed.Completed |

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|  1.7 Connect Savannakhet University with the existing e-library at NUOL by 2017. 1.8 Support extracurricular activities by establishing an innovation fund by 2018.1.9 Develop research policies and regulations that help enhance and inspire lecturers and staff members to do research by 2018  1.10 Develop design features of a competitive research fund, including administrative setup and selection criteria by 2017  1.11 Establish systems of research support and industry engagement through COEs by 2018 1.12 Provide capacity building and research equipment to Champasack University COE and NUOL Center of Environmental Excellence by 2018 1.13 Evaluate options and determine feasibility of innovative design, delivery, financing, and maintenance of laboratories in participating HEIs by 2017. 1.14 Incorporate the research findings as part of the teaching subjects in the study programs by 2019. 1. **Access to modern higher education programs introduced.**
	1. Complete resettlement and site clearance for new Savannakhet University campus by 2017.
	2. Conduct prefeasibility study on use of PPP modality for delivery of noncore services (e.g., dormitories, cafeteria, parking, security) at Savannakhet University’s new campus by 2018.
	3. Prepare the agreed procurement process to deliver the Savannakhet University campus by 2017.
	4. Begin full operation at Savannakhet University’s new campus by 2019.
	5. Develop a mechanism that helps enhance equitable access (modality of admission) by 2018.
2. **Governance and management of HEIs strengthened**
	1. Complete assessment of higher education MIS by 2017.
	2. Train staff on use of higher education MIS by 2018.
	3. Complete assessment of the regulatory and funding framework for HEIs and issue ministerial decree implementing new framework by 2018.
	4. Identify priority areas, design features, administrative setup, and selection criteria for human resource development program by 2017.
	5. Develop research program (including studies to be undertaken, timeline, and work program) for the assessment of the present practices of HEI administration systems, and quality performance, and labor market outcomes, effectiveness, and efficiency of the higher education subsector by 2017.
	6. Develop design for and carry out tracer studies and employer survey by 2017.
	7. Identify potential international university partners and develop student and academic staff exchange program by 2018.
	8. Identify the prioritized areas of administration for further strengthening by 2017.
	9. Train administration staff from various administrative offices by 2018.
 | In process of technical study to include all 4 participating universities.9 IFECA proposals have been submitted and in process of selection by the committee.Completed.Completed.Ongoing. In the process of recruiting visiting scholars.In process of equipment installation in NUOL COE. Installation inCU COE completed.Research not yet started.Completed.SKU is exploring the PPP modality in their respective province.In the process.Construction not yet started.Pending HEIF Study findings.Completed and to be included in LUMS ver. 2Not as yet, pending LUMS ver. 2.In process of recruitment of EDC for HEIF study findings and recommendations.National HRD Strategy 2016-2020 assessed and new strategy to2025 formulated, disseminated and under printing processIn process of recruitment of EDC for HEIF study findings and recommendations.Budget had been allocated to NUOL, SU, CU, SKU is in process. Conducting field survey in \_\_\_\_\_2020..Visiting scholar for international networking and cooperation has been recruited. International programs outline have been drafted and will finalized in 2020.Pending HEIF study finding and recommendations. |
| **Key activities with Milestones**  |  |
|  3.10 Provide short- and long-term visiting scholars to help improve administration capacity of different offices by 2017.  | Recruited 3 Visiting Scholars and in the process of recruiting additional.  |
| **Project management activities.**  |  |
| Establish project steering committee and PIUs at DHE and participating HEIs by 2016.  | Completed. |