



Ministry of Education and Sports
Department of Technical Vocational Education and Training

Second Strengthening Higher
Education Project (SSHEP)

SSHEP MONITORING AND EVALUATION PLAN

February 2020

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I. INTRODUCTION

1. The Monitoring and Evaluation (M&E) Plan is developed and explained in order to identify M&E-related roles and responsibilities that the SSHEP Team, PMU, PIU, IUs and also principals and PPAs need to carry out under various elements of the project and program components of the Second Strengthening Higher Education Project (SSHEP).
2. The proposed Second Strengthening Higher Education Project (the project) will strengthen the linkage between higher education (HE) services and socioeconomic needs by improving HE quality, enhancing access to modern HE programs, and strengthening governance and management of HE institutions. The project builds on the achievements and lessons learned from Strengthening Higher Education Project (SHEP), which introduced innovative approaches to improve the HE subsector in Lao People's Democratic Republic (PDR). A project preparatory technical assistance (PPTA) was provided and presented considerable opportunity for consultation with the Ministry of Education and Sports (MOES) and stakeholder groups such as public and private HEIs, employers and the private sector to determine the scope of interventions to lift access, quality and relevance.
3. The impact of the project is to establish stronger links between education services and socioeconomic needs¹ and the outcome is to improve quality of higher education services. The project is expected to achieve the outcome through three outputs; (i) Output 1: Quality and relevance of higher education services (teaching, research, extension) enhanced, (ii) Output 2: Access to modern higher education programs introduced, (iii) Output 3: Governance and management of Higher Education Institutes (HEI) strengthened. The project provides support to four public universities (participating universities): CU, NUOL, SKU, and SU, and intends to improve the regulatory framework for HEIs.
4. Key indicators include: (i) number of DHE and university staff with postgraduate degrees increases to 1,550 by 2022 (from 1,355 in 2015); (ii) number of peer-reviewed research articles originating annually from the four universities supported by the project increases to 100 in 2022 (from 83 in 2014); (iii) 12 MOUs signed by MOES and HEIs to provide extension and consultancy services by 2022; (iv) number of university enrollments increases to 45,000 by 2022 (from 38,520 in 2015).
5. Bases for this monitoring and evaluation plan are the following: (i) SSHEP Grant and Loan agreements with the ADB; (ii) SSHEP Design Monitoring Framework; (iii) Performance Assessment Framework and other related ADB/SSHEP documents.

II. PRINCIPLES AND CONCEPTS OF MONITORING AND EVALUATION

6. **PRINCIPLES:** the policy framework for SSHEP monitoring and evaluation system has the following seven guiding principles for monitoring and evaluation:
 - (i). Should be development-oriented and should address key development priorities of government and SSHEP;
 - (ii). Should be undertaken ethically and with integrity (i.e. observe confidentiality, respect, demonstrate competency and fair reporting);
 - (iii). Should be utilization-orientated (i.e. define expectations and meet strategic needs and ensure that accessible central repository of evaluation reports and indicators is maintained);
 - (iv). Methods should be sound (i.e. have consistent indicators, be evidence-driven,

¹ Aligned to National Socio-Economic Development Plan VIII (2016-2020), Government of the Lao People's Democratic Republic, Ministry of Planning and Investment.

- (v). supported by credible data, appropriate and triangulated);
- (v). Should be rights based and advance government's transparency and accountability (i.e. encapsulate elements of transparency, accountability, participation and inclusive);
- (vi). Should be operationally effective (i.e. planned, scope clear, managed, cost effective and systematic) and,
- (vii). Should encapsulate and contribute to good governance and responsible leadership.

7. **MONITORING:** The concepts “*monitoring*” and “*evaluation*” should not be used interchangeably but will in this context be utilized as follows:

6. Monitoring is an on-going process that is focused on the assessment of projects, programmes and those day-to-day activities and deliverables required for achievement and performance. Achievement and progress are tracked through data collection and reviews from time to time. Monitoring has an internally focused emphasis on the efficiency of the project or programme. During the planning phase of monitoring, the type of data to be collected, its format and frequency are defined. It is thus implicit that monitoring is an **on- going process with relevant activities that lead to the envisaged outputs and activities**. In this context, the project will monitor the project performance of contract award and disbursement (CAD) by rating via color as following:

Status	Rating	Threshold
On track	Green	The S-curve for either ‘actual’ disbursement or contract awards is within >90% of original projection; Technical—overall rating ≥0.9 ; Financial management are Yes ; Safeguard compliance is rated satisfactory (i.e. all Yes or with a maximum of one No)
Potential Problem	Amber	The S-curve for either ‘actual’ disbursement or contract awards is 75%-90% of original projection; Technical—overall rating 0.7 – 0.89 ; Safeguard compliance is rated partially satisfactory (i.e. has a maximum of two No’s)
Actual Problem	Red	The S-curve for either ‘actual’ disbursement or contract awards is less than 75% of original projection; Technical—overall rating ≤ 0.69 ; Financial management rating is No ; Safeguard compliance is rated unsatisfactory (i.e. has three No’s)

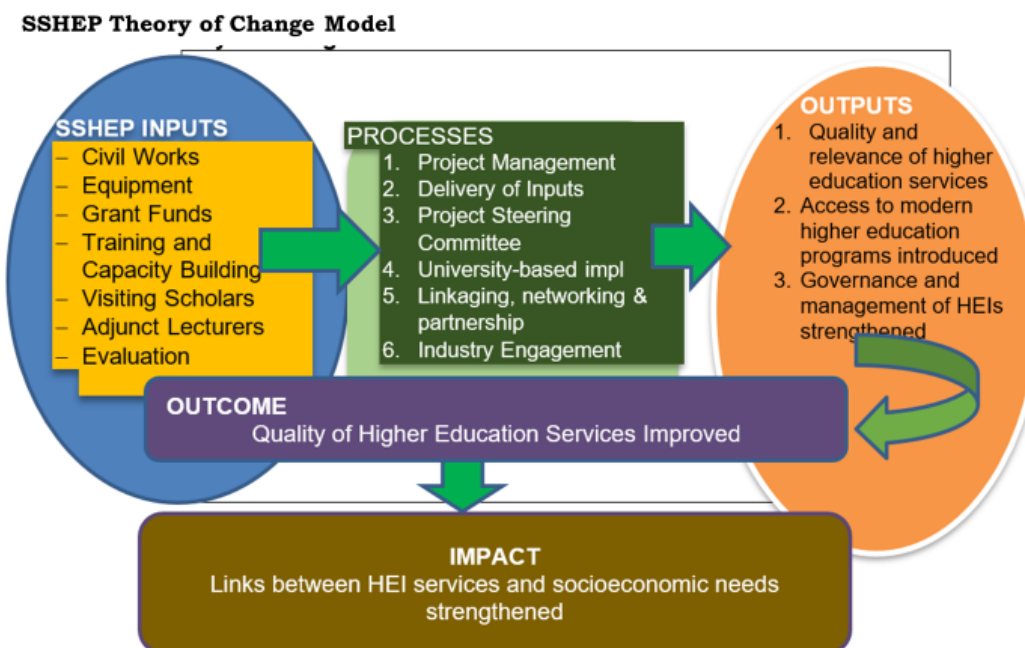
7. **EVALUATION:** Evaluation is an **assessment of systematic, impartial activity, programme, policy, theme, sector, operational area, or institutional performance**. It focuses on expected and achieved accomplishments and examines the results of chain processes and contextual factors of causality in order to understand achievements or the lack of consistency of the trend thereof. Evaluation will be undertaken for four primary purposes: (i) improving performance (evaluation for learning); (ii) evaluation for improving accountability; (iii) evaluation for generating knowledge (for research) about what works and what does not; and (iv) improving decision-making. On this basis, evaluation should be undertaken at the end of a project.

Key principles in evaluation most international organization and donors are:

- (i). **Relevance** – to what extent are the project or policy objectives pertinent in relation to the evolving needs and priorities of government?
- (ii). **Efficiency** – how economically have the various resources inputs been converted into tangible goods and services and results?
- (iii). **Effectiveness** – to what extent have the outcomes been achieved and have the outputs of the policy, programme or project contributed to achieving is intended outcomes?
- (iv). **Utility** – how do the results of the policy, programme, or project compare with the needs of the target population?
- (v). **Sustainability** - to what extend can the positive changes be expected to last after the programme has been terminated?

III. THEORY OF CHANGE AND OBJECTIVE

The SSHEP's Theory of Change Model is as shown below:



8. This M&E Framework for SSHEP was designed and built based on the above TOC and the DMF.
9. Specific objectives of preparing the M&E framework are to help the MoES manage the SSHEP to ensure its successful implementation. The M&E system, if properly implemented, will provide MoES, the Project Management Unit (PMU) and implementing units (IUs) with sufficient, accurate and on-time information to: i) assess status of delivery of inputs or project implementation; (ii) assess implementation processes in terms of quality, efficiency, effectiveness and timeliness; (iii) identify and resolve bottlenecks, if any; (iii) regularly assess project outputs to determine their **key principles of evaluation** and incorporate lessons learned into the decision-making process; (iv) monitor emerging outcome, in terms of enhanced equity, quality and efficiency; and (v) monitor emerging impact in terms of improved educational outcome.
10. The three spheres of the SSHEP monitoring and evaluation framework include: (i) project performance monitoring which includes impact, outcome and outputs monitoring; (ii) compliance monitoring; and, (iii) benefit monitoring and evaluation. Each sphere is discussed below:



11. Operationalizing the framework is discussed in more detail in Chapters 4 and 5. A separate supplementary appendix provides the M&E tools.

III. INFORMATION MANAGEMENT AND REPORTING

3.1 Responsible Unit: The SSHEP Team

12. The SSHEP Team is composed of the Project implementation Unit (PIU) and the Project Implementation Consultants (PIC) under the leadership of the Project Director. The SSHEP Team works, coordinates and collaborates with all implementing units and stakeholders in the M&E of the SSHEP. The M&R Officer will be the focal point for data submission and filing.
13. The SSHEP Team will set up a database system and prepare/submit quarterly reports to ADB and monthly reports to the MOES, in close collaboration with the various IUs.
14. Project Management will flag to the Steering Committee any identified bottlenecks, which may cause the delay of project implementation with the end view of making sure that the Project runs smoothly.

3.2 Responsible/Accountable Persons

15. After the SSHEP Team completes the database system, the monitoring and evaluation specialist and PIC will specifically use the tools and ensure that all the monitoring databases are properly in place and are updated on time. The consulting team will support the monitoring and reporting officer (M&R Officer) in this task. The M&R officer will be responsible for monitoring and follow up of all activities related to Outputs 1 to 3.
16. The Project Director is mainly the one responsible for the effective implementation of the monitoring and evaluation plan with the support of the M&R Officer/PIC. All tasks related to monitoring, evaluation and reporting are the main responsibility of the M&E Specialist with support from PIC.
17. Any responsibility described in this document which did not clearly or directly mentioned the responsible/accountable unit or officer would mean the M&E with support from PIC, comprising of the PIU and PIC under the Project Director, with the Safeguards and Gender Specialists as arms and legs to coordinate with the IUs concerned responsible to update the database.

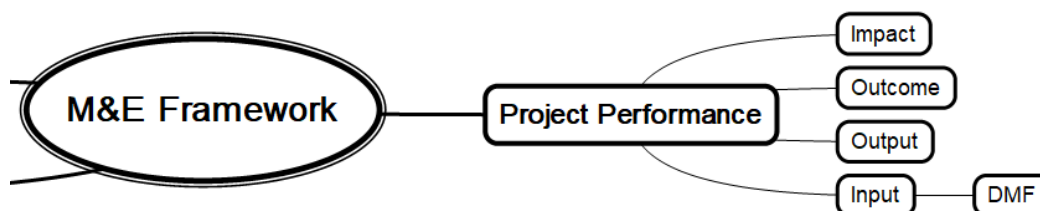
IV. IMPLEMENTING THE M&E SYSTEM

4.1. Project Performance Monitoring (PPM)

18. The basic analytical principle of an effective project performance monitoring (PPM) system is to compare actual accomplishments with targets. For as long as the actual accomplishment is equal to the target, the project is on track. Otherwise, if the actual accomplishment, in terms of delivery of inputs is less than the target, then there is what we call “slippage”. Slippage is when the project is performing below target and could likely mean that there is a problem with project implementation. The PPM system can help inform project management about the reason for the backlog and how to resolve it. Chapters 4 and 5 provide a more detailed discussion of information management; reporting and implementation of the M&E plan to be done by the SSHEP Team in close collaboration with the concerned IUs.

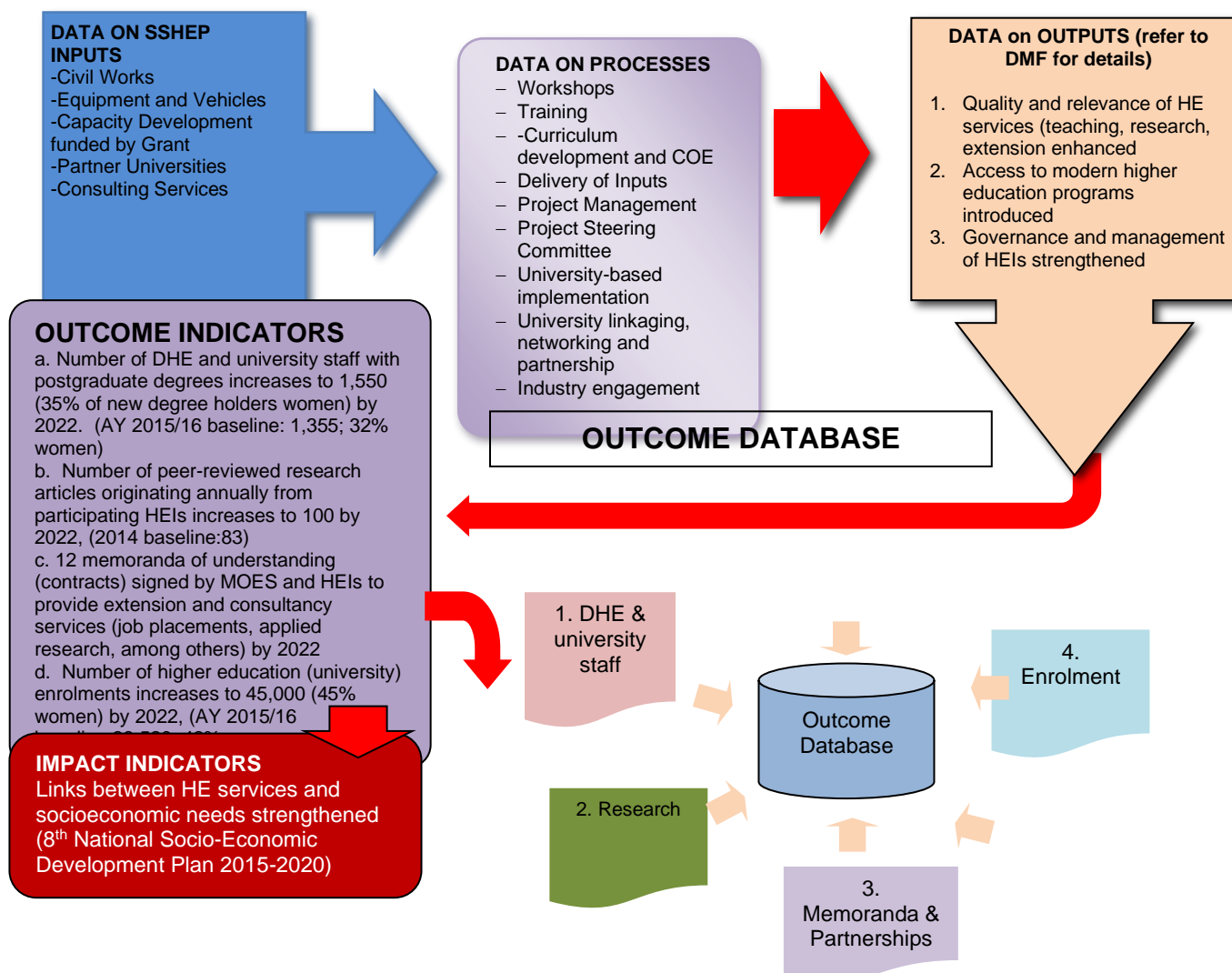
19. Project/Program performance will be monitored based on the following major tools:

- (i) For input/output/outcome/impact monitoring
 - database system to monitor input delivery
 - SSHEP implementation plan during project appraisal (planned vs. actual) using the SSHEP project implementation plan
 - Design Monitoring Framework (DMF)
- (ii) For project monitoring
 - Physical progress calculation using the physical progress tracking sheet
 - Financial targets and accomplishments based on financial projections set during project appraisal (projected vs. actual) using the GFIS
 - Procurement plan monitoring based on projected and actual goods and services to be procured under the Project



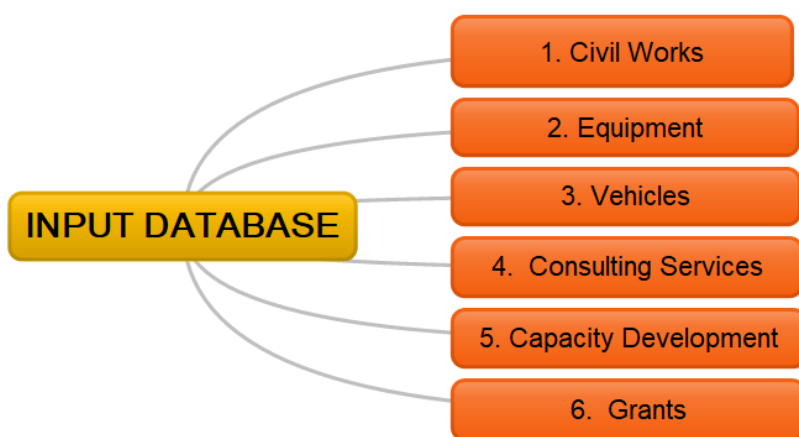
Below is the Project Performance and M&E Plan:

SSHEP Project Performance M&E PLAN



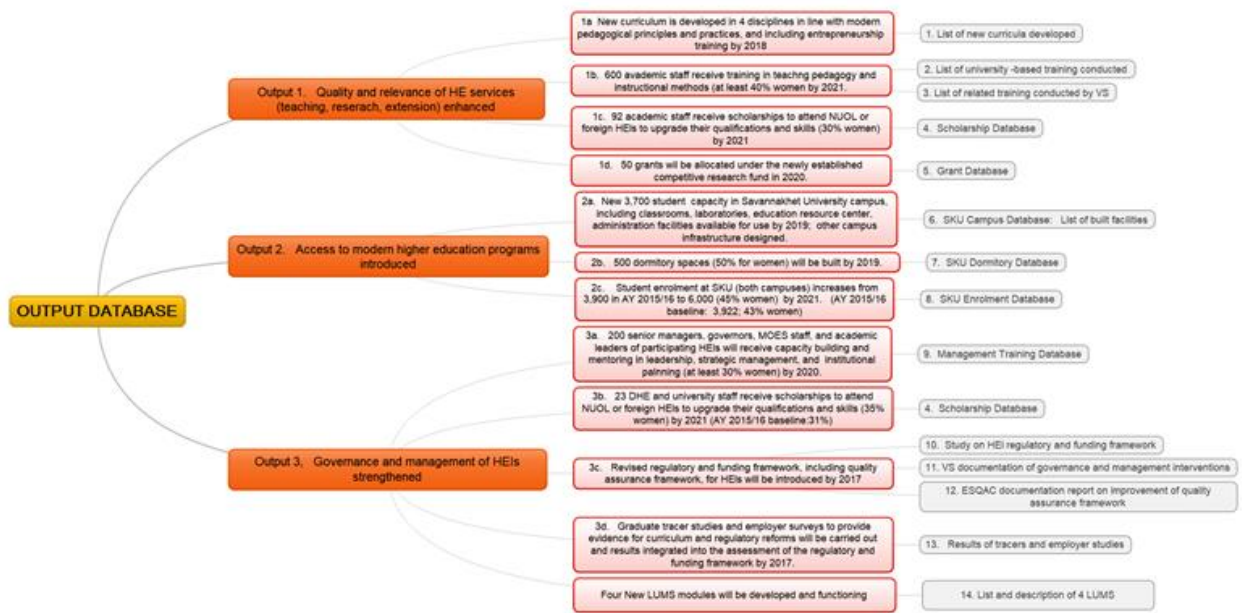
20. Outcome databases will be developed and maintained as follows: (i) Outcome Database 1 will respond to outcome indicator a) on number of DHE and 8university staff with postgraduate degrees. The data will be collected from the 4 universities by the Gender Specialist and will be submitted to the M&R Officer; (ii) Outcome Database 2 will track the number, title, cost, status, and copies of research funded under the CRF, Data will be gathered by the Research Specialist and submitted to the M&R Officer every end of the second month of every quarter; (iii) Outcome Database 3 is a tracking of university signed memoranda and partnerships. This will be reported by the universities and gathered by the Research Specialist for submission to the M&R Officer every end of the second month of every quarter; and, (iv) Outcome Database 4 is the enrolment data and will be gathered from universities by the Gender Specialist and reported to the M&R Officer every end of the second month of every quarter.

21. The Input Database System is per the Diagram below, where project inputs are recoded and tracked. Database forms are to be developed in Excel format by the concerned/assigned consultant/staff and will be submitted to the M&R Officer and Team Leader for finalization. Databases to be collected are as follows: (i) Input Database 1 on Civil Works will be prepared by the Procurement Officer and submitted to the M&R Officer based on actual procurement made under SSHEP by project, reporting package number, description, status and cost; (ii) Input Database 2 is on equipment where a comprehensive list will be prepared by the Procurement Specialist for submission to the M&R Officer at the end of every quarter; (iii) Input Database 3 reports on vehicles and will be prepared by the Procurement Officer submitted to the M&R Officer as soon as the vehicle procurement is completed; (iv) Input Database 4 is on consulting services, with tracking form to be designed and reported by the Procurement Officer and submitted to the M&R Officer. This is updated as consulting services include the consultants, visiting scholars and adjunct lecturers are procured, tracking names, positions, rates, total contract value and contract duration; (v) Input Database 5 on capacity development will include a list of all workshops conducted and funded under SSHEP. This will be tracked and reported by the Finance Specialist and the Gender Specialist to the M&R Officer. This will include number of participants to include gender segregation and ethnicity. A workshop registration form was designed by the Gender Specialist with assistance of the Team Leader to be used for all workshops. Same registration form will have to be submitted to the M&R Officer for the purpose of completing this database; and, (6) Input Database 6 is the Grants database. It will include a list of all grants--- scholarships, CRF and IFECA. The scholarship grant shall be developed and reported by the scholarship coordinator. CRF and IFECA reporting database will be designed reported by the Research Specialist. Both will provide a report to the M&R Officer at the end of every quarter.



22. The Output Database System follows the output list per the DMF and is shown in diagram below. Accompanying 14 database forms for improvement with concerned individuals as assigned, who will also prepare an Excel format of the list to be submitted to the M&R Officer and TL:

OUTPUT DATABASE



Per DMF outputs, listed database output requirements per the below:

1. List of new curricula developed
2. List of university -based training conducted
3. List of related training conducted by VS
4. Scholarship Database
5. Grant Database
6. SKU Campus Database: List of built facilities
7. SKU Dormitory Database
8. SKU Enrolment Database
9. Management Training Database
4. Scholarship Database
10. Study on HEI regulatory and funding framework
11. VS documentation of governance and management interventions
12. ESQAC documentation report on improvement of quality assurance framework
13. Results of tracers and employer studies
14. List and description of 4 LUMS

23. The Output Databases will be made available online and are described below:

1. List of new curricula developed

24. Output Database 1 is the list of new curricula developed. The National Curriculum Development Specialist is responsible to develop and update the list every quarter for submission to the M&R Officer of PIU, and the TL/DTL.

2. List of university -based training conducted

25. Output Database 2 is the list of university training conducted, which includes all capacity building workshops according to topics happening locally or abroad either conducted by the university, PIC and others. The workshop organizer is responsible

to submit the attendance sheet to the M&R Officer of PIU who will update the database on this for the whole project life, clearly showing total participants trained, showing gender and ethnic segregated data.

3. List of related training conducted by VS

26. Output Database 3 is the list of training conducted by all visiting scholars. The VS workshop organizer is responsible to submit the attendance sheet to the M&R Officer of PIU who will update the database on this for the whole project life, clearly showing total participants trained, showing gender and ethnic segregated data.

4. Scholarship Database

27. Output Database 4 is the scholarship database generated by the scholarship coordinator and is updated every quarter. The list includes segregation by level, by sex and ethnicity. It is submitted to the M&R Officer every quarter, who is responsible to keep all database online.

5. Grant Database

28. Output Database 5 is the grant database to be generated by the Research Consultant. The database is supposed to show the list of topics supported by the CRF including events supported by IFECA grants. The database must show: (i) completion dates; (ii) amount of grants; (iii) beneficiaries segregated by sex and ethnicity. Form 5 must be submitted to the M&R Officer every quarter, who will post the data online.

6. SKU Campus Database: List of built facilities

29. Output Database 6 is the SKU Campus database to be generated by the Procurement Specialist showing the list facilities built with SSHEP support, to include all buildings and other facilities provided under the Project, showing when it was completed and cost.

7. SKU Dormitory Database

30. Output Database 7 is the SKU dormitory database, showing number of occupants by gender and ethnicity. This will be tracked and reported by the Gender Specialist and submitted to the M&R Officer every quarter.

8. SKU Enrolment Database

31. Output Database 8 is the SKU enrolment database, showing number of enrolees every academic year by gender and ethnicity. This will be tracked and reported by the Gender Specialist and submitted to the M&R Officer every quarter.

9. Management Training Database

32. Output Database 9 is related to Database 2 and will track and report number of trainings delivered by the Project, whether through the PIC, visiting scholars or others, on the number of participants trained on management and leadership. The report must be submitted to the M&R Officer who will have to consolidate the database showing numbers trained including sex and ethnicity disaggregation.

10. Study on HEI regulatory and funding framework

33. Output Database 10 will include a filing of the study on HEI regulatory and funding framework and its findings. This will be submitted by the DTL to the M&R Officer.

11. VS documentation of governance and management interventions

34. Output Database 11 will include a file of all governance and management interventions delivered and submitted by the VS on Governance and Management which is also related to Database 9. A consolidation of total achievement with 200 as a target will be tracked by the VS and submitted for consolidation by the M&R Officer who will make the data available online. Updating will be done every quarter.

12. ESQAC documentation report on improvement of quality assurance framework

35. Output Database 12 is ESQAC's documentation report on improvement of the quality assurance framework for HEI which will have to be submitted to the M&R Officer.

13. Results of tracers and employer studies

36. Output Database 13 will include a files of graduate tracer study and employers survey and their findings. These will be conducted by the universities and will be gathered by the DTL and submitted to the M&R Officer. The results of the trace and employer studies will be properly documented and integrated into the regulatory and funding framework study.

14. Four LUMS list and description on functions and capabilities and status

37. Output Database 14 will be submitted by the International ICT Specialist to the M&R Officer with the list of 4 LUMS and a description of functions, capabilities and status.

4.1.1 PPM Plan and Database Systems

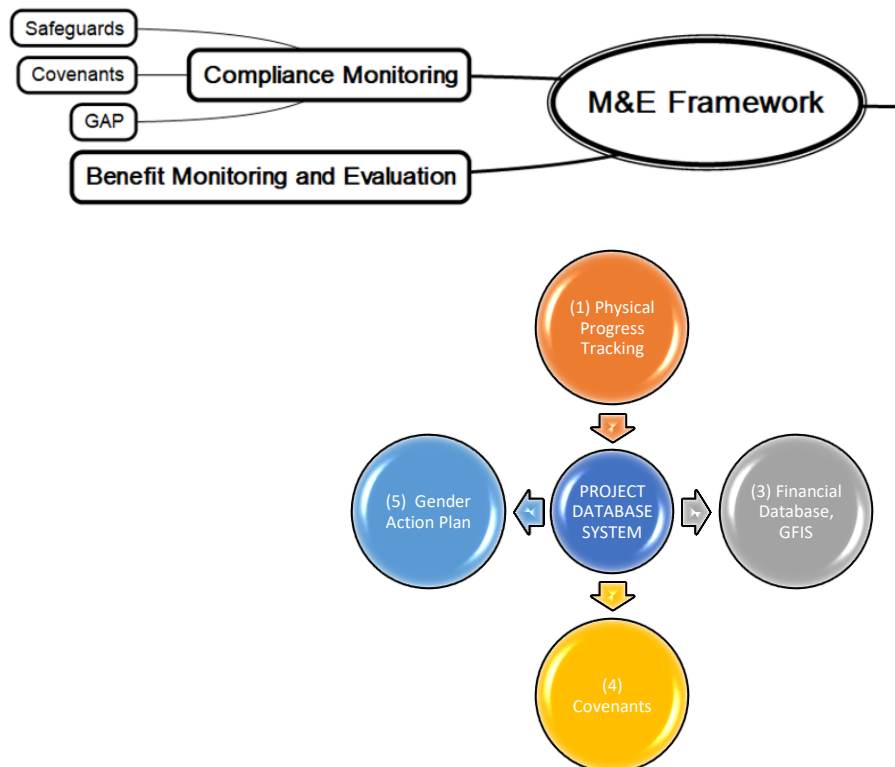
38. The PPM includes: (i) quarterly reporting of progress of project activities and work outputs for the ADB and MOES, and, (ii) annual performance reporting against SSHEP's outcome and interventions under all 3 outputs to be submitted to MOES and

ADB. The system will be supported by mainly 6 plus 4 database systems to be set up and maintained by the PMU.

39. Inputs, outputs, outcome and impact monitoring plan was based on the DMF per attached Annex 1.

4.2 Compliance Monitoring

40. Compliance monitoring will be supported by the five databases as described below.



41. The five compliance databases to be maintained are:

(1) physical progress tracking sheet that will compute for actual and latest physical progress based on specific performance milestones. This will be maintained by the M&R Officer in close collaboration with the SSHEP Team;

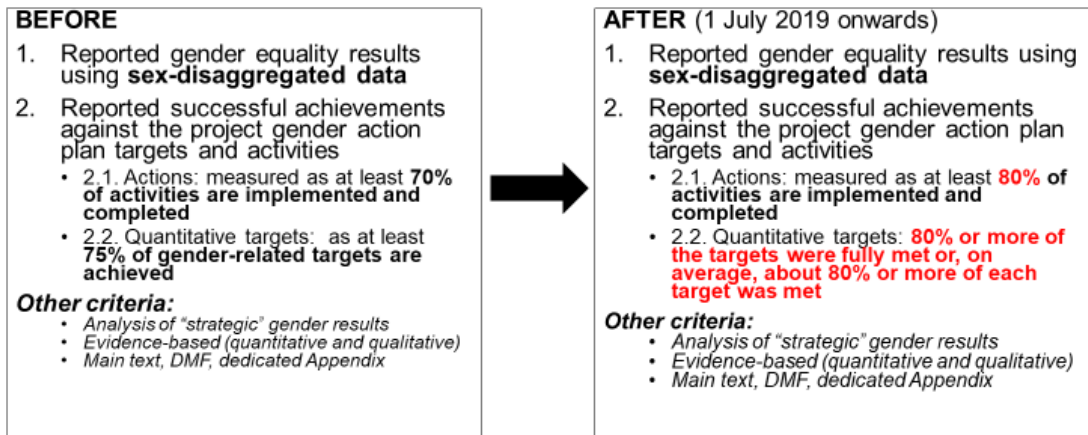
(2) financial management database based on the GFIS which will include a separate tracking of category 4 of the SSHEP budget allocation, on training and professional development plus a contingency tracking system which will ensure that financial resources are properly and judiciously allocated without cost overruns. This will be maintained by the Financial Management Officer of the PMU and reported to the SSHEP Team, through the M&E;

(43) Loan covenants table will be updated by the Safeguards Specialist and submitted to the M&R Officer every quarter; and

(5) Gender Action Plan based on the PAM will be updated by the Gender Specialist on a quarterly basis and submitted to the TL for reporting to the M&E Officer, ensuring that gender targets are properly tracked and met.

42. **Project Covenants Monitoring.** SSHEP covenants will be monitored by the SSHEP Team based on compliance to environmental, social and financial matters based on Schedule 4 of the Grant Agreement (GA). These includes: (i) maintain separate accounts and record for the project; (ii) prepare annual finance statements for the project in accordance with financial reporting standards acceptable to ADB; (iii) have such financial statement audited annually by independent auditors whose qualification, experience and terms of reference are acceptable to ADB in accordance with auditing standards acceptable to ADB; (ix) as part of such audit, have auditors prepare a report, which included auditors' opinion(s) on the financial statements and the use of the Grant proceeds, and a management letter (which set out the deficiencies in the internal control of the project) that were identified in the course of audit, if any); (v) furnish to ADB, no later than 6 months after the end of each related fiscal year, copies of such audited financial statements, audit report and management letter, all in the English language and such other information concerning these documents and the audit thereof as ADB shall from time to time reasonably request.
43. **Environment aspect** ensure that the preparation, design, construction, implementation, operation and decommissioning of the project comply with (a) all applicable laws and regulations relating to environment, health and safety; (b) the Environmental Safeguards; (c) all measures and requirements set forth in the IEE, the EMP and any corrective or preventive action set forth in the Safeguard Monitoring Report.
44. **Human and financial resources to Implement Safeguards Requirements** make available necessary budgetary and human resources to fully implement the EMP.
45. **Safeguards—Related Provisions in Bidding Documents and Work Contract** ensure that all bidding documents and contracts for works contain provisions that require contractors to: (a) comply with the measure relevant to contractor set forth in the IEE and the EMP (to extent they concern impact on affected people during construction and any corrective or preventive action set forth in a Safeguards Monitoring Report); (b) make available a budget for all such environmental measure; (c) provide a written notice of any unanticipated environment, resettlement or indigenous people risks or impacts that arise during construction, implementation or operation of the project that were not considered in the IEE.
46. **Safeguards monitoring and reporting.** Safeguards monitoring shall include monitoring of compliance.
47. **Gender and social dimensions monitoring.** A summary poverty reduction and social strategy was prepared for the project. ADB provides a template for the monitoring of the Gender Action Plan (GAP) which will be updated by the SSHEP Team on a quarterly basis.
48. **The gender action plan (GAP)** was prepared in accordance with the ADB Policy on Gender and Development to ensure women have equal opportunities to access vocational and technical training at the 8 vocational colleges supported under the project. The principles of the GAP for the proposed project are: (i) ensure equality of project benefits and opportunity sharing between women and men; (ii) ensure gender sensitive approaches to reduce gender inequalities at the project colleges; (iii) collect sex-disaggregated data including benefit monitoring and evaluation, and (iv) promote an increased representation of female teachers in training and workshops. The monitoring and evaluation system developed under the project will track the effectiveness of the interventions and inform system changes where required to ensure targets are achieved.

What's New : Higher Corporate Targets Completed operations delivering intended gender equality results (%)



1

4.3 ADB New Project Performance Rating. All the above data will also input into the ADB's revised project performance rating where DMF target achievements are tracked with assigned weights to rate the performance of the Project.



SSHEP Output 1 Weighting

Quality and relevance of higher education services (teaching, research, extension) enhanced					
Project Specific Indicators	Unit of Measurement	Target Year	Target Value	Cumulative Achievements	Weight (%)
New curriculum is developed in four disciplines in line with modern pedagogical principles and practices, and including entrepreneurship training	Y/N	2018	Y		9
600 academic staff receive training in teaching pedagogy and instructional methods	Number	2021	600		6
(at least 40% women)	Percent	2021	40		2
92 academic staff receive scholarships to attend NUOL or foreign HEIs to upgrade their qualifications and skills	Number	2021	92		8
(30% women)	Percent	2021	30		2
50 grants will be allocated under the newly established competitive research fund	Number	2020	50		8

2

SSHEP Output 2 Weighting

Access to modern higher education programs introduced					
Project Specific Indicators	Unit of Measurement	Target Year	Target Value	Cumulative Achievements	Weight (%)
New 3,700 student capacity Savannakhet University campus, including classrooms, laboratories, education resource center, administration facilities available for use ; other campus infrastructure designed.	Y/N	2019	Y		4
500 dormitory places will be built	Number	2019	500		4
(50% for women)	Percent	2019	50	N	
Student enrollment at Savannakhet University (both campuses) increases from 3,900 in AY2015/16 to 6,000 (AY2015/16 baseline: 3,922)	Number	2021	6000		12
Student enrollment at Savannakhet University (both campuses) comprising 45% women.	Percent	2021	45	N	10

SSHEP Output 3 Weighting

Governance and management of HEIs strengthened					
Project Specific Indicators	Unit of Measurement	Target Year	Target Value	Cum. Achievements	Weight (%)
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	Y/N	2020	Y		6
(at least 30% women)	Percent	2020	30		2
23 DHE and university staff will receive scholarships to attend NUOL or foreign HEIs to upgrade their qualifications and skills	Y/N	2021	Y		10
(35% women)	Percent	2021	35		
Revised regulatory and funding framework, including quality assurance framework, for HEIs will be introduced	Y/N	2017	Y		9
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	Y/N	2017	Y		4
Four new LUMS modules will be developed and functioning	Number	2019	4		4

4.4 Benefit Monitoring and Evaluation (or Impact Monitoring)

49. Usually conducted by a third-party consultant, the benefit monitoring and evaluation study is done to review and assess the effectiveness of ADB's assistance to Lao PDR in TVET. The study will focus on institutional, operational, and financial issues related to program/project implementation.

4.5 Multi-Tier/Level Monitoring and Evaluation

50. Narrative descriptions of various levels of monitoring activities are solidly and comprehensively described in this Section.

51. **University-based Monitoring.** SSHEP's university college inputs will be granted, implemented and monitored by SSHEP Team based on targets.

52. **Centralized Monitoring, Consolidation and Reporting.** SSHEP PIU at central level will monitor, consolidate and report gathered and received from the different implementing partners for reporting and learning purposes.

Annex 1. Monitoring and Evaluation Plan

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

DESIGN AND MONITORING FRAMEWORK

Impact the Project is Aligned with					
Links between higher education services and socioeconomic needs strengthened (<i>Eighth National Socio-economic Development Plan 2016–2020</i>) ^a					
Results Chain	Performance Indicators with Targets and Baselines	Data Sources and Reporting Mechanisms	Risks	Database	Responsible Person /s
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	a. Impact Database 1 (ID1) DHE and University staff	a. University→ Gender Specialist→ M&R Officer

	<p>b. Number of peer-reviewed research articles originating annually from participating HEIs increases to 100 by 2022. (2014 baseline: 83)^c</p> <p>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.</p> <p>d. Number of higher education (university) enrollments^d increases to 45,000 (45% women) by 2022. (AY2015/16 baseline: 38,520; 43% women)</p>	<p>Thompson Reuters web of knowledge database</p> <p>HEI financial reports</p> <p>LUMS</p>	<p>Lack of policy and ensure achievement and institutional support to ensure achievement and sustainability of benefits</p> <p>Weak financial management and procurement capacity</p> <p>Gender imbalance at upper secondary education is not reduced.</p>	<p>b. ID2 Research</p> <p>c. ID3 Memoranda and Partnerships</p> <p>d. ID4 Enrolment</p>	<p>b. University→ Research Specialist→M&R Officer</p> <p>c. Universities→ Research Specialist-→ M&R Officer</p> <p>d. Universities→ Gender Specialist→ M&R Officer</p>
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<p>Outputs 1. Quality and relevance of higher education services (teaching, research, extension) enhanced</p>	<p>1a. New curriculum is developed in four disciplines in line with modern pedagogical principles and practices, and including entrepreneurship training by 2018.</p>	<p>1a. MOES reports</p>	<p>Limited capacity of HEIs to generate revenues and low levels of recurrent funding</p>	<p>1a. Output Database (OD) 1 Curricula</p>	<p>1a. Universities—Curriculum Spec→M&R Officer</p>
	<p>1b. 600 academic staff receive training in teaching pedagogy and instructional methods by 2021. 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.</p>	<p>1b. MOES project reports, LUMS 1c. MOES project reports</p>		<p>1b. OD 2 university-based training 1b. OD 3 training by VS 1c. OD 4 scholarship 1d. OD 5 grants</p>	<p>1b. Finance Officer/PIC→M&R Officer 1b. VS→M&R Officer 1c. Scholarship coordinator→M&R Officer 1d. Universities→Research Consultant→ M&R Officer</p>

	<p>1c.1 (30% women)</p> <p>1d. 50 grants will be allocated under the newly established competitive research fund by 2020.</p>	<p>1d. MOES project and HEI reports, LUMS, published articles</p>			
<p>2. Access to modern higher education programs introduced</p>	<p>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.</p> <p>2b. 500 dormitory places (50% for women) will be built by 2019.</p> <p>2b.1 50% for women</p> <p>2c. Student enrollment at</p>	<p>2a. MOES project reports</p> <p>2b. MOES project and Savannakhet University reports</p>	<p>Inadequate managerial and technical capacities within HEIs, and lack of project experience</p>	<p>2a. OD 6 SKU campus facilities</p> <p>2b. OD 7 dormitory</p> <p>2c. OD 8 SKU enrolment</p>	<p>2a. Procurement Officer→M&R Officer</p> <p>2b. Universities→ Gender Specialist-- .M&R Officer</p> <p>2c. Universities→ Gender Specialist→ M&R Officer</p> <p>2b. SKU→ Gender Specialist→M&R Officer</p>

	<p>Savannakhet University (both campuses) increases from 3,900 in AY2015/16 to 6,000 by 2021. (AY2015/16 baseline: 3,922; 43% women)</p> <p>2c.1 Student enrollment at Savannakhet University (both campuses) comprising 45% women.</p>	2c. LUMS			2c.SKU→ Gender Specialist→M&R Officer
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	<p>3b.1 35% women</p> <p>3c. Revised regulatory and funding framework, including quality assurance framework, for HEIs will be introduced by 2017.</p> <p>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.</p>	<p>3c. Ministerial decree issued on regulatory and funding framework for HEIs</p> <p>3d. MOES project reports</p>		<p>3c. OD 10 regulatory framework</p> <p>3c. OD 11 VS documentation report on governance and management interventions</p> <p>3c. OD 12 quality framework</p> <p>3d. OD 13 tracer and employer studies</p>	<p>3c. Firm→ DTL→M&R Officer</p> <p>3c. VS→M&R Officer</p> <p>3c. ESQAC→ M&R Officer</p> <p>3d. Universities→ DTL→ M&R Officer</p>
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	3e. Four new LUMS modules will be developed and functioning by 2019.	3e. MOES project reports		3e. OD 14 LUMS	3e. Universities→ IT Specialist/ Firm→DTL→M&R Officer
Key activities with Milestones					
1. Quality and relevance of higher education services (teaching, research, and extension) enhanced.					
1.1	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.				
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.				

2. Access to modern higher education programs introduced.

- 2.1 Complete resettlement and site clearance for new Savannakhet University campus by 2017.
- 2.2 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.
- 2.3 Prepare the agreed procurement process to deliver the Savannakhet University campus by 2017.
- 2.4 Begin full operation at Savannakhet University's new campus by 2019.
- 2.5 Develop a mechanism that helps enhance equitable access (modality of admission) by 2018.

3. Governance and management of HEIs strengthened

- 3.1 Complete assessment of higher education MIS by 2017.
- 3.2 Train staff on use of higher education MIS by 2018.
- 3.3 Complete assessment of the regulatory and funding framework for HEIs and issue ministerial decree implementing new framework by 2018.
- 3.4 Identify priority areas, design features, administrative setup, and selection criteria for human resource development program by 2017.

