



Ministry of Education and Sports
Department of Higher Education



**LOAN 3435/ADB GRANT 0500:
Second Strengthening Higher Education Project
(SSHEP)**



**Q4 2019 QUARTERLY PROGRESS REPORT/
2019 PROGRESS REPORT
January to December 2019**

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LIST OF ACRONYMS

ADB	=	Asian Development Bank
ADB LRM	=	Asian Development Bank Lao PDR Resident Mission
CRF	=	Competitive Research Fund
CW	=	Civil Works
CU	=	Champassack University
COE	=	Center of Excellence
DOF	=	Department of Finance
DHE	=	Department of Higher Education
DMF	=	Design Monitoring Framework
DED	=	Detailed Engineering Design
D-PDU	=	Department Project Development Unit
D-PIU	=	Department Project Implementation Unit
EA	=	Executing Agency
GAP	=	Gender Action Plan
HEIs	=	Higher Education Institutes
HECO	=	Higher Education Council Office
HRD	=	Human Resource Development
HRDO	=	Human Resource Development Office
IT	=	Information Technology
IFECA	=	Innovation Fund for Extracurricular Activities
LIEDC	=	Lao – India Entrepreneurship Development Center
LAO PDR	=	Lao People’s Democratic Republic
LUMS	=	Lao University Management System
MOA	=	Memorandum of Agreement
MA	=	Milestone activities

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MOES	=	Ministry of Education and Sports
NUOL	=	National University of Laos
PAM	=	Project Administration Manual
PCU	=	Project Coordination Unit
PIC	=	Project Implementation Consultants
PPMS	=	Project Performance Monitoring System
QAC	=	Quality Assurance Center
SKU	=	Savannakhet University
SU	=	Souphanouvong University
SF	=	Special Fund
SDR	=	Special Drawing Rights
RRP	=	Report of Recommendations to the President
TOR	=	Terms of Reference
TTT	=	Training and Technology Transfer, Ltd.
VS	=	Visiting Scholar

A. INTRODUCTION AND BASIC DATA

1. *Introduction*

1. This report covers the period from January to December 2019, highlighting latest accomplishments for the last quarter of the year, October to December 2019. It presents the progress of the Second Strengthening Higher Education Project (SSHEP Project) made during the reporting period.

2. *Background*

2. The project was approved by ADB on 20 September 2016, declared effective on 6 January 2017, is scheduled to close on 30 June 2022 (physical completion by 31 December 2021). The Project has a total estimated cost of \$45.67 million, of which ADB will finance 87.4% through a loan in special drawing rights (SDR) 11,832, 000 (\$16.45 million equivalent) and a grant for \$23.47 million. About \$20.9 million of the loan and grant proceeds are earmarked for civil works, of which more than 90% are reserved to establish a new campus at the SKU.
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)

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

3. *Project Basic Data*

5. ADB Grant No.: 0500–LAO (SF)
 Project Title: Second Strengthening Higher Education Project (SSHEP)
 Recipient: The Lao People’s Democratic Republic (LAO PDR)
 Executing Agency: Ministry of Education and Sports
 Implementation Agency: Department of Higher Education
6. The project investment cost is estimated at \$45.7 million comprising of \$39.920M ADB loan and a government counterpart fund of \$5.75M.
7. **Date of completion.** The Project was declared on 6 January 2017, is scheduled to close on 30 June 2022 (physical completion by 31 December 2021).
8. **Date of last ADB review mission.** The last ADB Review Mission for the Project was conducted 19-25 November 2019.

Project Basic Data

ADB Loan Number	Grant 0500-LAO/ Loan 3435-LAO
Project Title	Second Strengthening Higher Education Project
Borrower	Lao People's Democratic Republic
Executing Agency	Ministry of Education and Sports
Implementing Agencies	DHE, Champasack University, National University of Laos, Savannakhet University, and Souphanouvong University
Total Estimated Cost	US\$ 45,670,000
ADB loan	US\$39,920,000
Counterpart funds	US\$5,750,000
Loan Negotiations	08 Sep 2016
ADB Loan Approval Date	29 Sep 2016
ADB Loan Signed Date	08 Nov 2016
ADB Loan Effectiveness Date	06 Jan 2017
Predicted Project Completion Date	30 June 2022
ADB Loan Closing Date	30 June 2022
Total Months	60
Date of First Procurement Plan	31 August 2016
Date of Second Procurement Plan	14 September 2018, Version 2
ADB Loan/Grant Inception Mission	3-12 May 2017
ADB Loan Review Mission	8-12 January 2018

Data of Financing

SSHEP Investment and Financing Plan

Table 2: Project Investment Plan^a

(\$ million)

Item	Amount
A. Base Cost	
1 Enhanced Quality and Relevance of HE Services	10.10
2 Access to Modern Higher Education Programs Introduced	28.02
3 Governance of Higher Education Institutions Strengthened	0.62
4 Effective Project Management and Implementation	1.86
Subtotal (A)	40.60
B. Contingencies	4.59
C. Financial Charges	0.48
Total project (A + B + C)	45.67

^a Includes taxes of \$2.63 million and duties of \$1.36 million which are included in the base cost and to be financed from government resources (in cash and by tax exemption).

^b In mid-2015 prices.

^c Physical contingencies computed at 6.8% for civil works and equipment; and 6.0% for field research and development, training, surveys, and studies. Price contingencies computed at 4.8% on foreign exchange costs and 9.8% on local currency costs.

^d Includes interest charges. Interest on the Asian Development Fund loan has been computed at 1% on the amount disbursed.

Source: Asian Development Bank estimates

Table 3: Financing Plan

(\$ million)

Source	Amount	Share of Total %
Asian Development Bank		
Special Funds Resources (Grant)	23.47	51.4%
Special Funds Resources (Loan)	16.45	36.0%
Government ^a	4.49	9.8%
Partner Foreign Universities	1.26	2.8%
Total	45.67	100.0%

^a Includes contribution of \$0.5 million in kind to project management expenses, and \$3.99 million in taxes and duties to be paid by the Government.

Source: Asian Development Bank estimates.

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Detailed Cost Estimates by Outputs

(\$ millions)

	Total Cost	Output 1 - Quality & Relevance of HE Services		Output 2 - Access to Modern HE Programs Introduced		Output 3 - Governance of HEIs Strengthened		Project Management	
		Amount	% of Category	Amount	% of Category	Amount	% of Category	Amount	% of Category
A. Investment Costs^a									
1 Civil Works	20.915	0.172	0.82%	20.742	99.18%	0.000	0.00%	0.000	0.00%
a. Academic Area & Campus Centre	10.207	0.172	1.69%	10.034	98.31%				
b. Student Accommodation	2.055			2.055	100.00%				
c. Infrastructure & Landscaping	4.612			4.612	100.00%				
d. Furniture, fittings & equipment	4.041			4.041	100.00%				
2 Equipment and Vehicles	3.625	1.374	37.90%	2.251	62.10%		0.00%	0.000	0.00%
3 Design and Construction Management	1.500	0.000		1.500	100.00%				
4 Capacity Development	7.174	6.601	92.01%	0.000		0.574	8.00%	0.000	0.00%
a. Curriculum Development	0.768	0.768	100.00%						
b. Training	0.515	0.440	85.44%	0.000		0.075	14.56%	0.000	0.00%
c. Scholarships	3.995	3.829	95.84%	0.000		0.166	4.16%	0.000	0.00%
d. Research and Networking	1.332	1.192	89.49%			0.141	10.58%		
e. Systems Development	0.564	0.372	65.96%			0.192	34.04%		
5 Implementation Consulting Services	2.403	1.542	64.16%	0.000	0.00%	0.020	0.83%	0.841	35.01%
a. Short-term (incl. Visiting Scholars)	0.872	0.872	100.00%	0.000	0.00%	0.000	0.00%	0.000	0.00%
b. Long-term - SSHEP Project Team	1.531	0.670	43.76%	0.000	0.00%	0.020	1.28%	0.841	54.96%
6 Taxes and Duties ^b	3.993	0.413	10.35%	3.526	88.29%	0.023	0.59%	0.031	0.78%
Subtotal (A)	39.610	10.103	25.51%	28.019	70.74%	0.617	1.56%	0.873	2.20%
B. Recurrent Costs									
1 Project Management - TA staff costs	0.490	0.00	0.00%	0.000	0.00%	0.000	0.00	0.490	100.00%
2 Office space, GoL staff, utilities - in kind	0.500	0.00	0.00%	0.000	0.00%	0.000	0.00	0.500	100.00%
Subtotal (B)	0.990	0.00	0.00%	0.000	0.00%	0.000	0.00	0.990	100.00%

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	Total Cost	Output 1 - Quality & Relevance of HE Services		Output 2 - Access to Modern HE Programs Introduced		Output 3 - Governance of HEIs Strengthened		Project Management	
		Amount	% of Category	Amount	% of Category	Amount	% of Category	Amount	% of Category
Total Base Cost	40.599	10.103	24.88%	28.019	69.01%	0.617	1.52%	1.862	4.59%
C. Contingencies									
1 Physical ^c	1.925	0.336	17.45%	1.559	80.96%	0.030	1.55%	0.000	0.00%
2 Price ^d	2.669	0.664	24.88%	1.842	69.01%	0.041	1.16%	0.122	4.59%
Subtotal (C)	4.595	1.000	21.77%	3.401	74.02%	0.071	1.53%	0.122	2.66%
D. Financing Charges									
1 Interest During Implementation	0.479	0.048	10.00%	0.431	90.00%	0.000	0.00%	0.000	0.00%
Subtotal (D)	0.479	0.048	10.00%	0.431	90.00%	0.000		0.000	0.00%
Total Project Cost (A+B+C+D)	45.673	11.15	24.41%	31.851	69.74%	0.688	1.51%	1.985	4.35%

^a In mid-2015 prices.

^b Taxes computed at 10% for all domestic procurements attracting value-added tax in Laos; and duties at 8.3% on the estimated cost of imports for project purposes.

^c Physical and price contingencies computed as explained in notes e and f to Table 11 above.

^d Interest during implementation has been computed at 1% a year on amounts disbursed over the period 2017-2021.

Source: PPTA staff estimates.

4. Project Implementation Arrangements

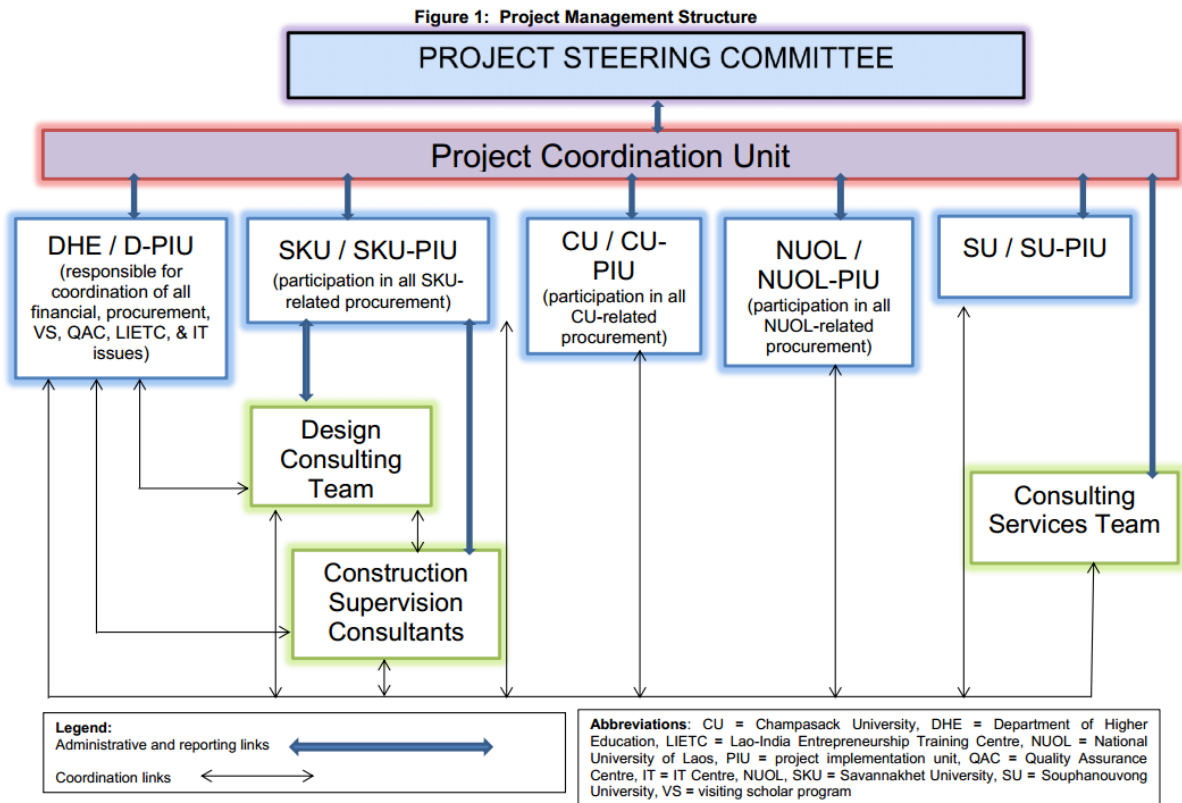
9. **Executing Agency.** The Executing Agency is the Ministry of Education and Sports.

10. **Project Management Organization.** The Ministry of Education (MOE) will be Executing Agency for the Project.

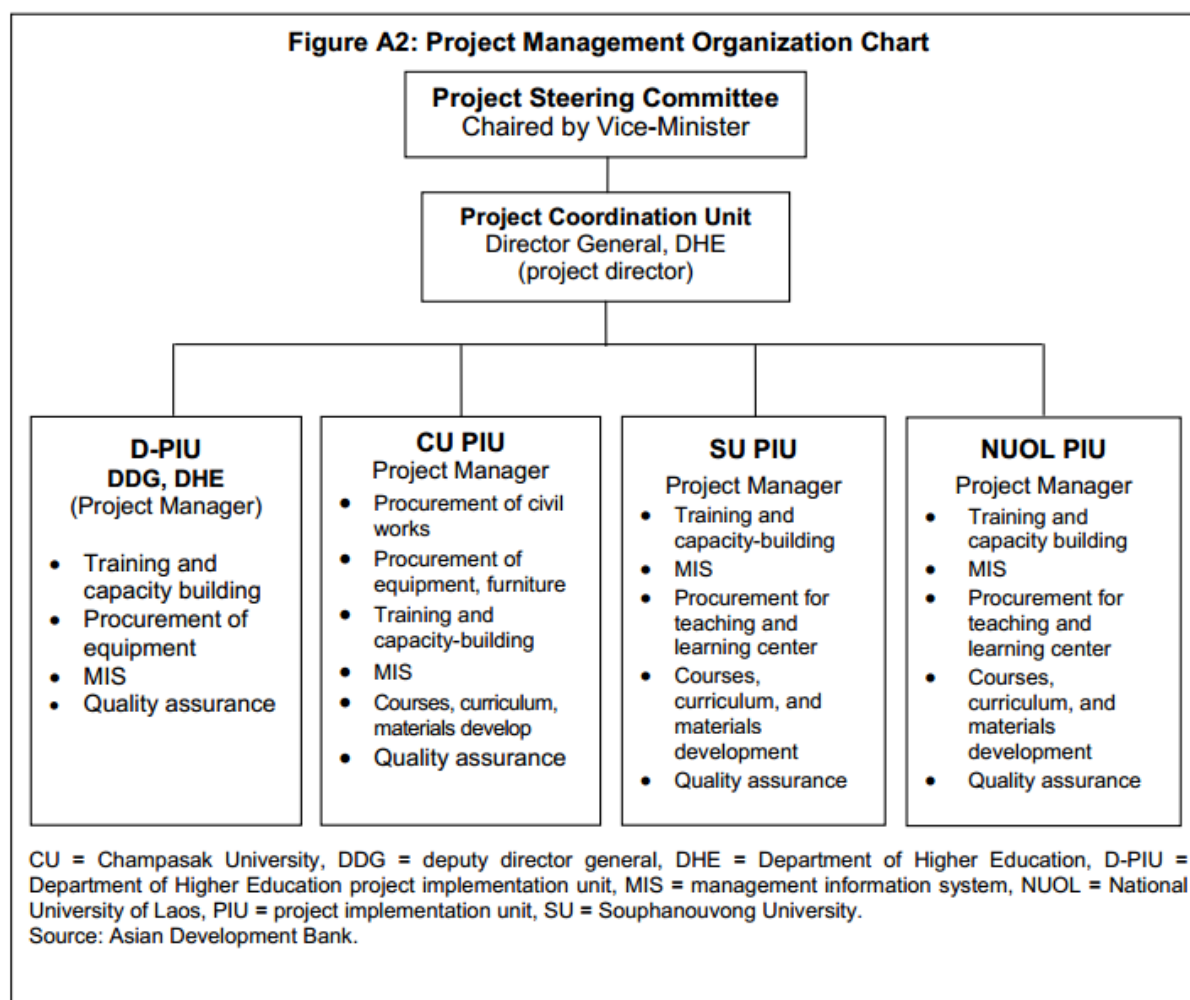
Table 4: Roles and Responsibilities

Project implementation organizations	Management Roles and Responsibilities
<ul style="list-style-type: none"> • Executing agency MOES 	<ul style="list-style-type: none"> ➤ Establish project implementation unit. ➤ Establish project steering committee. ➤ Establish systems, procedures, and mechanisms to ensure effective and efficient project implementation. ➤ Oversee overall project implementation and management activities to ensure smooth and timely implementation and completion of project activities.
<ul style="list-style-type: none"> • Project Steering Committee 	<ul style="list-style-type: none"> ➤ Support cross-agency dialogue ➤ Approve annual budgets and plans for the project. ➤ Oversee progress in project implementation. ➤ Guide and support project implementation. ➤ Provide coordination between ministries and other stakeholders involved in project implementation.
<ul style="list-style-type: none"> • Implementing agency MOES/Project Coordinating Unit 	<ul style="list-style-type: none"> ➤ Supervise all project activities ➤ Facilitate policy dialogue across MOES departments and the participating universities ➤ Facilitate day-to-day coordination with other relevant agencies ➤ Consolidate project reporting ➤ Review withdrawal applications for endorsement by the MOES's Department of Finance.
<ul style="list-style-type: none"> • MOES Department of Higher Education Project Implementation Unit (D-PIU) 	<ul style="list-style-type: none"> ➤ Assume day-to-day management of the project. ➤ Coordinate and implement project activities, including procurement, recruitment, disbursement, contract administration, monitoring, and reporting. ➤ Prepare, on behalf of the executing and implementing agencies, bidding documents, terms of reference, reports, and other supporting documents and submit them for review and approval. ➤ Prepare and submit withdrawal applications and supporting documents, quarterly and annual reports, annual audit reports and financial statements.
<ul style="list-style-type: none"> • ADB 	<ul style="list-style-type: none"> ➤ Provide technical support for project implementation. ➤ Supervise and ensure compliance by the executing and implementing agencies with Asian Development Bank's policies and procedures in project implementation.

Source: Page 15 of the PAM



Source: Page 17 of the PAM



11. A project steering committee will provide overall guidance to the Project and support cross- agency policy dialogue. The MOES vice minister in charge of higher education will chair the committee, which will comprise representatives of MOE and the three concerned public universities, as well as representatives from the Ministry of Finance, Ministry of Foreign Affairs, Ministry of Planning and Investment, and Office of the Prime Minister. Within DHE, a (i) project coordination unit headed by the DHE director general, as project director, will be established to facilitate policy dialogue across MOE departments and the participating universities and supervise and oversee project implementation; and (ii) a DHE project implementation unit (D-PIU) headed by the DHE deputy director general, as project manager, will be established to implement and supervise central 9 project activities including consolidation of project reporting and review of withdrawal applications for endorsement by the MOE's Department of Finance. MOE departments and institutions will be responsible for activities that fall within their area of responsibility. PIUs will be established in each participating university (NUOL, CU and SU), headed by the respective universities' vice presidents as project managers to coordinate with the D-PIU and concerned provincial authorities in implementing and supervising the Project, including procurement activities, monitoring, and reporting. The project management structure is in Appendix 2. To implement the staff and faculty development strategies and plan, a PDU will be established under DHE, which will be located at NUOL, and linked to outreach PDUs established at CU and SU and D-PIU. The MOE vice minister and DHE director general, together with the Center for Integrated Education (formerly the Gender and

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Ethnic Groups Education Unit), will be responsible for overseeing implementation of the gender and ethnic groups action plan.

12. Key persons who are involved in project implementation are per below:

Key Persons Involved in Implementation

Executing Agency Ministry of Education and Sports Department of Higher Education	Assoc. Prof. Dr. Saykhong Saynasine Project Director-SSHEP Director General Department of Higher Education (DHE) Ministry of Education and Sports Lane Xang Avenue Vientiane Capital, Lao PDR ssaynasine@hotmail.com
ADB Southeast Asia Regional Department	Ms. Ayako Inagaki Director, SEHS +632 632 6612 ainagaki@adb.org
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B. PROJECT FINANCING PLAN

1. FINANCIAL OVERVIEW

13. Please see Project costing overview by category and sorted between ADB and GOL financing (in USD):

SSHEP Investment and Financing Plan
Table 2: Project Investment Plan^a
(\$ million)

Item	Amount
A. Base Cost	
1 Enhanced Quality and Relevance of HE Services	10.10
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^a Includes taxes of \$2.63 million and duties of \$1.36 million which are included in the base cost and to be financed from government resources (in cash and by tax exemption).

^b In mid-2015 prices.

^c Physical contingencies computed at 6.8% for civil works and equipment; and 6.0% for field research and development, training, surveys, and studies. Price contingencies computed at 4.8% on foreign exchange costs and 9.8% on local currency costs.

^d Includes interest charges. Interest on the Asian Development Fund loan has been computed at 1% on the amount disbursed.

Source: Asian Development Bank estimates

Table 3: Financing Plan
(\$ million)

Source	Amount	Share of Total %
Asian Development Bank		
Special Funds Resources (Grant)	23.47	51.4%
Special Funds Resources (Loan)	16.45	36.0%
Government ^a	4.49	9.8%
Partner Foreign Universities	1.26	2.8%
Total	45.67	100.0%

^a Includes contribution of \$0.5 million in kind to project management expenses, and \$3.99 million in taxes and duties to be paid by the Government.

Source: Asian Development Bank estimates.

2. CAD PROJECTIONS

14. Project CAD projection is per below:

Baseline Projections – Project Level (Official)
LAO: Second Strengthening Higher Education Project: 48127-002
Version 3 (Current - Actualized 2018)

	Contract Awards (in USD million)					Disbursements (in USD million)				
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
2017	0.000000	0.227600	0.000000	0.100000	0.327600	0.000000	0.800000	0.000000	0.000000	0.800000
2018	1.160000	0.598584	1.918475	0.100000	3.777059	0.049797	0.087336	0.072486	0.571581	0.781200
2019	18.171518	1.500000	1.000000	1.500000	22.171518	7.418800	3.500000	3.500000	3.500000	17.918800
2020	2.000000	1.500000	1.500000	2.000000	7.000000	3.000000	3.500000	3.000000	3.000000	12.500000
2021	1.250000	1.250000	1.500000	1.670000	5.670000	2.000000	2.000000	1.700000	2.226000	7.926000
2022	0.250000	0.250000	0.000000	0.000000	0.500000	0.000000	0.000000	0.000000	0.000000	0.000000
	Total Contract Awards				39.446177	Total Disbursements				39.926000

Status Actualized (Annual)

Total ADB Financed/Administered Net Amount:	39.926000
Total Unallocated Amount:	0.000000
Total IDC Amount:	0.000000
Total FEF Amount:	0.000000
Total SC Amount:	0.479823
Total Value of Contract to be Awarded:	39.446177
Total Value for Disbursement:	39.926000

3. PROJECT SCOPE AND OBJECTIVES

Project Objectives

15. To maintain progress towards its overall socio-economic development goals, Government continues to support the development and transformation of higher education (HE). Present focus is on transformation of education delivery systems, to build the foundations for research and to inculcate necessary skills as well as knowledge in the HE system's graduates in order to raise competitiveness and regional engagement in relation to the AEC.

Project Scope

16. The project provides support to four public universities: Champasack University, National University of Laos (NUOL), Savannakhet University, and Souphanouvong University, and intends to improve the regulatory framework for higher education institutions (HEIs).

C. PROJECT IMPLEMENTATION STATUS

1. Overall Project Implementation

Output 1: Quality and relevance of higher education services in teaching, research and extension is enhanced.

17. Under Output 1, there are eight sub-outputs. Progress on each sub-output is summarized below:

18. **(i) establish centers of excellence (COEs) in participating universities.** The project supports the establishment of the following centers of excellence (COE) at: (i) CU (for agronomy, focusing on crops production); (ii) NUOL (for environmental science focusing on project based research); (iii) SU (for tourism management through inter-departmental coordination including faculty of economics and tourism and faculty of architect); and (iv) SKU (for logistics engineering and management based on its locational advantage in between eastern and western economic corridors). COE is relatively a new concept for the universities in Lao PDR and different level of understanding has been observed among the universities.

19. The PIC consultant conducted in-depth analysis on research capacity with the universities and from these findings developed a draft COE strategy and action plan which was presented to and discussed with the universities in joint workshops in July 2019. The draft strategy was completed and consolidated by the Consultant in October 2019 and submitted to ADB for information in December 2019.

20. The project finances the construction of new COE buildings at the following:

University	Estimated Cost/Signed Contract Cost	Status
COE for NUOL Center of Environmental Excellence	1,669,691,601 LAK	100% completed
COE for CU	1,788,005,546 LAK	100% Completed
COE equipment for CU		Contract signed with two suppliers in 2 October 2019. Delivery date is after 90 days from contract signing
Lot 1: Laboratory equipment	391,479 USD	
Lot 2: Laboratory Furniture	538,501,818 LAK	
COE Equipment for NUOL		Contract signed with two suppliers in 3 December 2019. Delivery date is after 180 days from contract signing
Lot 1: Laboratory equipment	941,984 USD	
Lot 2: Laboratory furniture	178,685 USD	

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CW: SKU Fixtures and Furnishings	4,000,000 USD	Q3 2021
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21. **(ii) develop curricula for blended learning.** The universities continued to work on the development of curriculum for blended learning per selected courses aligned with the COE areas (Environmental Science for NUOL, Agriculture for CU, Tourism Management for SU and Logistics Engineering for SKU) from August to December 2019. Recent workshops conducted in December 2019 were geared towards introducing international curriculum practices to universities and in disseminating updated NCS, because the 4 curricular will have to be aligned to the updated NCS.
22. It was agreed in the ADB AM dated 8-12 January 2018, para. 7 that the entrepreneurship training will be a stand-alone training with its own academic credits and will be integrated in the 4 curricular. As a result, a series of workshops have been organized, and currently the entrepreneurship subject, consisting of 4 modules worth 3 credit units, have been finalized in Q4 2019. Plans for 2020 include printing of materials, Trainings of Trainers, and digitizing the subjects into e-learning. Detailed plans were submitted by the LIEDC and NUOL, the two bodies assigned to lead the development of entrepreneurship training.
23. PIC in close consultation with the universities prepared the work plan for 2020 and included submission of draft curricula and TLM to the Standards Division for comment by Q1 2020. Then, a series of workshops will be conducted in 2020 to respond to comments per the curriculum and TLM review, with the end view of finalizing curricula and TLM. Printing is proposed if the SSHEP budget will accommodate materials printing. Digital curriculum packaging is also targeted for inclusion.
24. **(iii) strengthen capacities for research and delivery of extension services by (a) establishing competitive research grants, (b) upgrading research laboratories, and (c) providing capacity building programs.**
25. **(a) establishing competitive research grant-** \$1.3 million have been earmarked for research grants. Grants shall be utilized by university lecturers and researchers. The project team estimates that about 50 research projects can be implemented over the project duration.
26. The funding for each research project will be in the range of \$4,800 to \$28,000. To ensure a smooth implementation of research projects and subsequent disbursement of funds, the PIU with PIC assistance prepared a guideline on preparation and selection of research proposal. A research team is established at each university to review and endorse research reports. Disbursement procedure was incorporated in the guideline and is currently being reviewed by the DOF.
27. The Ministerial Agreement on the establishment of the competitive research fund (CRF) was issued February 2019 and the guidelines and regulations for the selection of teachers' research proposals have been drafted in August 2019 with the research proposal template. A draft guideline was forwarded to the DOF in early November 2019 and is currently in process of reviewing and approving the financial section.

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DHE is awaiting DOF final approval. ADB approved the draft guideline in December 2019. The funds will be operational in 2020.

28. **(b) upgrading research laboratories.** Research laboratories have been constructed in the COEs. Please refer to Output 2.
29. **(c) providing capacity building programs.** Per the draft CRF guideline, capacity building programs for research and grant fund implementation shall be conducted by the universities with assistance from PIC.
30. **(iv) postgraduate scholarships at NUOL or foreign partner universities to selected faculty and staff members.** \$2.5 million have been earmarked for master degree and doctoral matching scholarship programs for 115 university faculty staff. The project will finance a total of 115 scholarships (55 master (local), 33 master (international) and 27 doctorate degree (international)).
31. Out of the target set in January 2018 below, SSHEP continues to implement the scholarship program.

Scholarship Allocation as per Review Mission 8 - 12 January 2018

Type of degree	Total	MOES/uni admin staff						Uni academic staff				
		Total	MoES	NUOL	C U	S U	SK U	Total	NUOL	C U	S U	SK U
MA (International)	33	4	0	0	1	1	2	29	7	6	2	14
PhD (International)	27	5	0	1	1	1	2	22	6	5	2	9
MA (Local)	55	14	4	4	2	1	3	41	9	10	6	16
TOTAL	115	23	4	5	4	3	7	92	22	21	10	39

32. In terms of targets, the scholarship program allocates 33 for international master's degree, 27 slots for international PhD degrees, and 55 slots for local masters; bringing to a total of 115 slots, allocated for 23 MOES/administrative staff (13 female; 56%) and 92 university academic staff (38 female; 41%). Please see table below:

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Gender target as per total awarded			
Type of Degree	TOTAL	MoES/uni administrative staff	uni academic staff
MA (International)	33	4	29
PhD (International)	27	4	23
MA (Local)	55	15	40
TOTAL	115	23	92

Target is 35% or 8 females (pointing to MoES/uni administrative staff total)

Target is 30% or 28 females (pointing to uni academic staff total)

# Female scholarships awarded			
Type of Degree	TOTAL	MoES/uni administrative (female staff)	uni academic (female staff)
MA (International)	10	2	8
PhD (International)	8	1	7
MA (Local)	33	10	23
TOTAL	51	13	38
<i>As of % as per original target</i>		163%	136%
		<i>Achieve the target that was set for 8 females</i>	<i>Achieve the target that was set for 28 females</i>

33. Per the above, there are still 22 unassigned slots per the target as of this reporting date. The DHE is working with the universities to award scholarship slots to eligible beneficiaries before January 2020, for beneficiaries to start study as soon as possible. For the remaining slots, ADB requested the EA to submit NOL requests of a large number of candidates combined to facilitate the approval process. Scholarship Coordinator is to screen the candidates' field of study prior to submission to ADB. ADB is following the regulation on selection criteria of matching scholarship and in-country scholarship under SSHEP (8 August 2018, MOES) for reviewing field of study. The priority list itself is quite wide and does not only focus on CoEs. Per para. 11 during the SPAM Mission on 19-25 November 2019, MOES submitted NOL Request for revising Scholarship Guideline to ADB on 9 December 2019, so that more relevant courses can be accommodated to facilitate response to emerging needs of universities and facilitate the provision of the scholarships to the remaining unallocated slots.

34. After allocation of remaining slots, expected savings of \$780,000 from the \$2.5M budget will be reallocated as follows: (i) **50% of the remaining fund (estimated at 390.000 \$US)** will be used to cover SKU CW's taxes and duties; while the remaining (ii) **50%** will fund additional In-Country Master Degrees scholarships for all 04 targeted universities. As per current estimate, It would be able to cover the additional **42 In-Country Master Degrees scholarships** after the proposed increment of 20% of their stipends. NOL for adjustment of per diem to reflect actual cost of living was approved by ADB in December 2019.

35. (v) **establish mechanisms for providing continuing faculty and staff development programs.** Per DMF 1b, 600 academic staff receive training in teaching pedagogy and instructional methods (at least 40% women) by 2021. SSHEP completed training for 149 teachers so far. Planned training activity for 240

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teachers: (i) NUOL-80; (ii) CU- 60; (iii) SU – 60; and, (iv) SKU- 60 was agreed to be reprogrammed in 2020 after the teacher training modules are improved, per recognition that the current modules being used need updating to be relevant and effective. Continuous training will be implemented thereafter to complete the DMF target.

36. Universities conducted TNAs and results were consolidated by the PIC² and developed into the Professional Training Development Plan (PTDP)³. The four universities have implemented some activities (12 out of 24) since the 2019 Work Plan was approved in July 2019. Remaining 12 activities were incorporated in the 2020 work plan.

37. **(vi) create or strengthen existing international university partnerships and networks for upgrading local programs and services.** Per the last Mission, ADB clarified with the participating universities that the objective of this sub-output are to: (1) increase the capacity of foreign teachers/students to be able to learn in English-language courses which is currently being offered at NOUL and SKU; and (2) promote future student exchange programs and attract foreign students from the ASEAN region. This has been included in the final TORs of the first batch of VS and the draft TORs of the 2nd batch. Partnership and networking with international universities remain the main objective of this sub-activity.

38. **(vii) develop university information technology infrastructure systems.** Internet connections at all participating universities have been upgraded. IT facility at Savannakhet University will take place at a later stage when civil works are completed. DHE aims that the internet service provider supports LUMS and blended learning courses with higher performance and larger bandwidth. ADB approved the results of the evaluation of financial proposal and overall ranking for Package CSF4: Software

² PIC consolidated the findings of needs assessment study done by university and developed the capacity building program which includes: (i) training methods, (ii) number trainees, (iii) budget and (iv) timeline.

³ **NUOL:** (1) Developing QA guidelines by adopting AUN-QA into NUOL QA Framework; (2) Developing Policy Guideline and Regulation for Outcomes-Based Curriculum (OBC); (3) Determining and Developing a good multiple-choice item test for NUOL entrance examination; **SU:** (4) Development of the Book Registration and E-Library System for the Library; (5) Library Administration and Management System; (6) Writing Research Proposals for Junior Lecturers; (7) Exchanging on International Diplomatic Relation; **CU:** (8) Training on JAVA and PHP for the development and management of the university website; (9) Training on Student Online registration; (10) Training on University Network Management; (11) Training on WordPress Software for the development of the University Website; (12) Training on Software development for Teacher Assessment Online; (13) Training on Maintenance of IT Equipment in the IT Center (NUOL IT Center); (14) Training on Library operation and management; (15) Training and knowledge sharing on Online Library operation and management; (16) Training Workshop on Thesis writing for the final year students; (17) Training Workshop on Data Analysis and Econometric Package; (18) Training Workshop on HE Course Credit Accreditation System for 2019; **SKU:** (19) Research Technique Skills for lecturers in data mining and analysis; (20) Basic Science Laboratory Utilization and Management; (21) Faculty Members Capacity Development Training Packages; (22) Training of Logistics Engineering lecturers and staff, (23) Mobility Training including exposure visit (Faculty Staff Capacity Development Training Packages in accordance to the TNA ; **Training to senior managers, governors, academic staff of MOES, NUOL, SU, CU and SKU: For Managers-** (24) Leadership and Networking, Strategic Planning for university in the future and good governance.

Development and Upgrading for Lao University Management System (LUMS). DHE signed the contract for LUMS in December 2019. The Inception Report submitted by the LUMS consultants was reviewed and approved in December 2019.

39. **(viii) support employment skills development through the creation of an innovation fund for extracurricular activities (IFECA).** \$95,000 is earmarked to support extracurricular activities. The PIC assisted in the preparation of guideline on how to use the fund by engaging private & public companies and communities. Guidelines and regulations for the selection of student project proposal for IFECA was drafted and submitted to PIU by the PIC in June 2019. The revised draft guideline was submitted to the DOF in early November 2019 and still in the process of reviewing and approving the financial section. The same guideline was approved by ADB in December 2019. The funds will be operational in Q1 2020.

Output 2: Access to modern higher education programs introduced

40. **(viii) support employment skills development through the creation of an innovation fund for extracurricular activities (IFECA).** \$95,000 is earmarked to support extracurricular activities. The PIC assisted in the preparation of guideline on how to use the fund by engaging private & public companies and communities. Guidelines and regulations for the selection of student project proposal for IFECA was drafted and submitted to PIU by the PIC in June 2019. The revised draft guideline was submitted to the DOF in early November 2019 and still in the process of reviewing and approving the financial section. The same guideline was approved by ADB in December 2019. The funds will be operational in Q1 2020.
41. **(viii) support employment skills development through the creation of an innovation fund for extracurricular activities (IFECA).** \$95,000 is earmarked to support extracurricular activities. The PIC assisted in the preparation of guideline on how to use the fund by engaging private & public companies and communities. Guidelines and regulations for the selection of student project proposal for IFECA was drafted and submitted to PIU by the PIC in June 2019. The revised draft guideline was submitted to the DOF in early November 2019 and still in the process of reviewing and approving the financial section. The same guideline was approved by ADB in December 2019. The funds will be operational in Q1 2020.
42. The Project will support the establishment of a modern campus at Savannakhet University (SKU) following international standards, with an initial capacity of 3,700 students. The new campus will include faculty buildings (classrooms and laboratories), administration facilities and student dormitory with furniture and equipment. The Project will also strengthen systems for student selection and admissions applicable at the university level. A design firm (C+A MSA Joint Venture) was contracted to prepare the detailed engineering design (DED) for SKU new campus.
43. The EA and senior management of SKU confirmed the prioritization of buildings for the project to finance. Per the mission, two civil work packages were designed below:

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	Building	Estimated cost (million \$)	Package no.
1	Faculty building (Linguistic)	1.8	CW-1
2	Faculty building (Engineering)	1.8	CW-1
3	Infrastructure	3.4	CW-1
4	Faculty building (IT)	1.8	CW-4
5	Tech Cluster	3.5	CW-4
6	Student dormitory	2.0	CW-4
7	Landscaping and miscellaneous (covered walkway)	2.5	CW-4
8	<i>Library</i>	<i>4.3</i>	<i>To be considered</i>
9	<i>Administration/president building</i>	<i>3.0</i>	<i>To be considered</i>

44. **Agreed procurement schedule:** The EA, senior management of SKU and the latest ADB Mission agreed key steps to follow with target dates per below. For CW 1, the International Procurement Specialist under PIC consultant was deployed to assist in bid evaluation, working closely with the Procurement Specialist and Local Procurement Consultant of the Project. The technical evaluation of the bids for CW was submitted to ADB in December 2019.

Timebound action plan (CW1 and CW4)

Key Action	Target	Responsible body
CW-1		
1. Obtain BER NOL from ADB	13 Dec 2019	ADB
2. Obtain clearance from MOES minister	16 -20 Dec 2019	SSHEP/MOES
3. Notification to successful bidder	23 Dec 2019	SSHEP/MOES
4. Contract issue/performance security	23 Dec-16 Jan 2020	SSHEP
5. Contract signing	16 Jan 2020	SSHEP
6. Contractor mobilization	17 Jan – 20 Feb 2020	Contractor
7. Construction (24 months)	20 Feb 2020- 20 Feb 2022	Contractor
CW-4		
1. Draft bid documents	17-27 Dec 2019	SSHEP
2. ADB review and approval	2-15 Jan 2020	ADB
3. IFB advertisement	17 Jan 2020	ADB
4. Bid opening	28 Feb 2020	SSHEP
5. Bid evaluation	2 Mar- 1 May 2020	SSHEP, BEC

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6. Obtain BER NOL from ADB	2- 15 May 2020	ADB
7. Notification and award	18 May- 12 June 2020	SSHEP/MOES
8. Contractor mobilization	15 June- 20 July 2020	Contractor
9. Construction (36 months)	20 July 2020- 20 July 2023	Contractor

45. For Package CW4, EA through the design firm completed the detailed engineering design (DED). A letter of agreement was signed between the EA and the firm in July 2019. The firm submitted updated DED for the remaining buildings DED (e.g. student dormitory) in December 2019 after addressing comments from SKU.
46. Per PIU, approval process from MOES and Savannakhet provincial authority will be faster compared to the core campus DED (CW1) as SSHEP has involved them in the design workshops since July 2019, which allow them to be familiarized with the design. IFB for CW 4 is expected to be advertised in late January 2020 and awarded in June 2020, The IPS submitted the draft bid documents in December 2019 which will be finalized upon approval of the DED.
47. **Construction Supervision** package was advertised on CMS on 28/10/2019 for 10 days. ADB is current reviewing proposals received.
48. In response to ADB's suggestion to strengthen DHE and SKU capacity to manage the construction, DHE DG informed ADB in the October 2019 video conference that the Minister/Vice Minister will issue the agreement to establish the construction committee, which will include various members from related departments and universities. The committee will play a major role in monitoring the construction to ensure on-time quality completion.

Output 3: Governance and management of higher education institutions strengthened.

49. Under Output 3, there are seven sub-outputs. Progress of each sub-output is summarized below:
50. **(i) staff development of participating university managers and administrators.** (i) staff development of participating university managers and administrators. This sub-output relates to DMF 3a. 200 senior managers, governors, MOES staff, and academic leaders of participating HEIs will receive capacity building and mentoring in leadership, strategic mgt, and institutional planning (at least 30% women) by 2020. This task is originally assigned to be carried out by the TL and DTL per their terms of reference and per PAM.
- (i) The PTDP will be updated with inputs from the VS to improve leadership and managerial knowledge and skills to strengthen internal procedures and long-term planning to include the following 3 themes: (i) leadership and networking, (ii) strategic planning for universities of the future, and (iii) good governance; during fielding of the

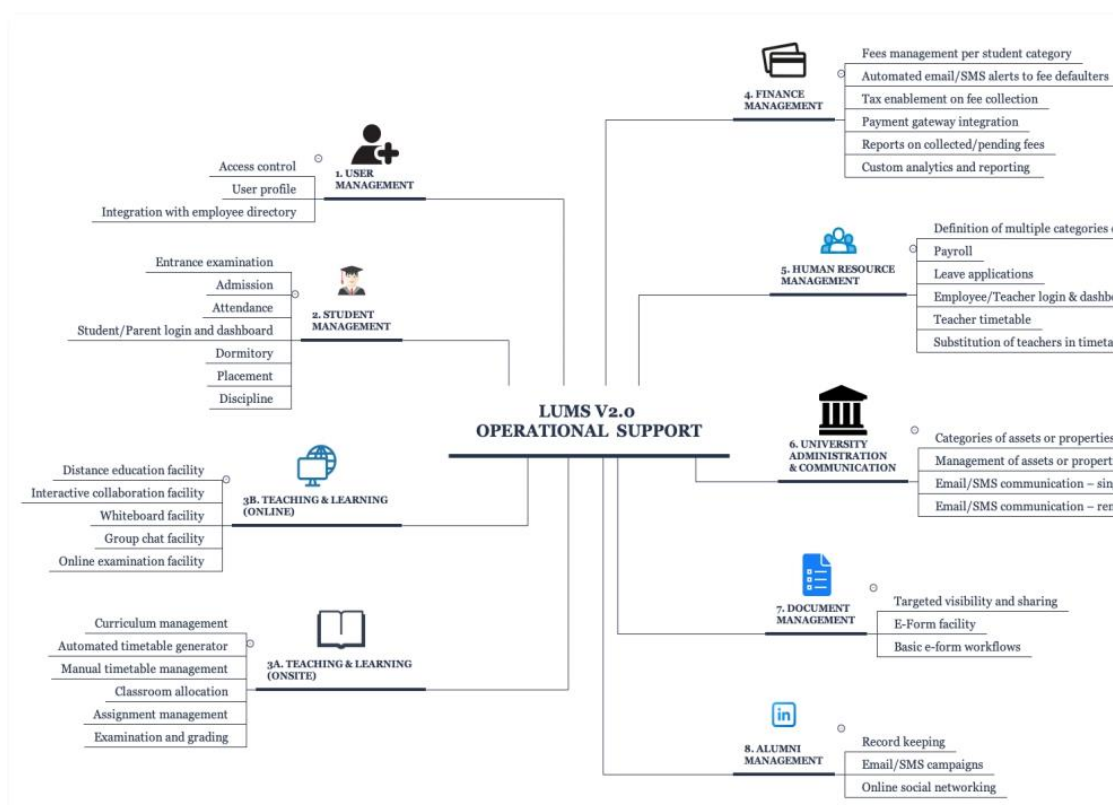
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VS for governance and management in March 2020. The VS for governance and management will: (i) Review governance structures, regulatory and financing/funding frameworks for more institutional and fiscal autonomy; (ii) Provide policy advise on improving governance structures (e.g., to revitalize/activate university council as a decision-making body), strengthening universities' revenue bases, and raising incentives for revenue and income-generation; (iii) Prepare a training toolkit on university governance, management, and leadership development; (iv) Train/coach/mentor current and future university managers by using the toolkit; (v) Promote an academic culture of excellence among management staff by giving priority to produce female university leaders.

51. **(ii) international visiting scholar programs to the Lao PDR as part of the continuing professional development for university officials.** This sub-output will support the progress of sub-output 3.1 and the visiting scholar TORs will align with the universities' needs assessment findings that are unable to be addressed by existing university trainings or courses. Three visiting scholars were fielded in November and December 2019 to do preliminary works and discuss needs and priorities with universities, see related progress in: *(v) establish mechanisms for providing continuing faculty and staff development programs*. 9 additional visiting scholars will be recruited and deployed in 4 universities in Q1-Q2 after the TOR with budget which was submitted to ADB in January 2020 is approved.
52. **(iii) review of the regulatory and financing framework for HEIs.** Universities under MOES introduced the collection of tuition fees to strengthen their management and financial capacity. The approved terms of reference and need for a Firm to conduct the policy study on regulatory and financing framework for HEIs was submitted to ADB was advertised. PIU is conducting the evaluation process and will submit results to ADB in February 2020.
53. **(iv) tracer studies and employer surveys, including assessment of higher education sector performance.** It was clarified by the last mission that tracer studies should be embedded in the ongoing university monitoring systems, and eventually LUMS 2.0, thus, there is no need to bring in an additional visiting scholar for this activity. The universities will proactively use data from these studies to revise their curricula to ensure quality and relevance. In same mission, it was agreed that the first round of employer surveys will be designed and implemented in small scale by the universities. A complete employer survey plan, including scope, methodology, sample size, time frame, and budget was approved by ADB in October 2019. Universities are conducting the surveys for completion in May 2020.
54. **(v) upgrade of the higher education management information system.** The project issued a request for proposal to upgrade the Lao University Management System (LUMS) in June 2019. The Mission confirmed that the objective of this sub-output is to expand access of LUMS in its second version (LUMS 2.0) to the other 3 participating universities and DHE, beyond NUOL. Basic data functions will include; data entry and management of university staff numbers, student enrolment (per year, gender, and course), record of academic staff receiving training (by type and number), and record of grant allocation.
55. SSHEP LUMS contract was signed with the service provider in December 2019. LUMS contract includes the following scope of work: (i) setting up suitable project

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management, communication and reporting tools, and obtaining approval from Project Owner to enable access and online monitoring by Project Owner; (ii) selecting a suitable application development framework and technology stack to support the software engineering effort. This needs obtaining approval from Project Owner; (iii) presenting software architecture and design choices; (iv) developing and delivering intermediate software Release #1; (v) developing and delivering intermediate software Release #2; (vi) developing and delivering intermediate software Release #3; (vii) Developing and delivering LUMS V2.0 Final Release; and, (viii) delivering technical documentation and user guide for LUMS V2.0 Final Release. A synopsis of all eight (8) operational areas to be supported by LUMS V2.0 is presented as a visual diagram in Figure 1 below.



56. The IT Specialist under PIC continues to provide assistance to the universities in upgrading the higher education management information system. The Inception Report for LUMS was approved in December 2019.

57. **(vi) implementation of the government’s national human resource development strategy, 2016-2025.** Consultation workshops to review the student-staff quota plan have been conducted and 6 other workshops were planned and completed by HRDO in 2019. HRDO expressed the need to print National Human Resource Development strategies (NHRD) and distribute to Human Resource Development Committee in the provinces. In the previous dissemination workshops conducted, there was no sufficient

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budget to do the printing in a large number as the documents are big. The hard copies of the strategies will further enhance the understanding of the provincial committee. HRDO will submit official request to the EA in October 2019.

58. 2020 work activities were proposed by the HRDO and were incorporated in the SSHEP 2020 work plan.

59. **(vii) further strengthening of quality assurance for HEIs.** Two two resource persons to support the Quality Assurance Center to assist with drafting a report on the Laos higher education QA system were recruited in September 2019; they were fielded for their first mission in December 2019 to assist with preparing tools for data collection. Data collection in 4 universities planned for December 2019 was postponed to January 2020. After data gathering, data analysis will be done to be used as basis for the preparation of a self-assessment report. The report will then be sent to ASEAN Quality Assurance Network and independent evaluators by Q2 2020. Further works were requested support under SSHEP and were incorporated in the 2020 work plan.

2. Utilization of Funds

60. Please see status of loan and grant as of 8 January 2020 below from ADB LFIS/GFIS. Out of the total \$39.8 ADB Grant/Loan total contract award was 7.28M (18%) while disbursement was \$6.41M (16%):

	Amount	Contract Awards	Disbursement	% CA	% Disbursed
Loan	16,336,094.25	272,519.64	1,936,634.49	2%	12%
Grant	23,470,000	7,011,313.74	4,476,181.95	30%	19%
Total	39,806,094.25	7,283,833.38	6,412,816.44	18%	16%

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Loan

Amounts in US\$ as of 08 Jan 2020

Cat. Ref.	Cat. Code	Category Name	Allocation	Contracts	Disb. Total	Undisb. Balance
01	0301	WORKS-NETOF TAX	15,866,648.49	272,519.64	0.00	15,866,648.49
02	6901	INTEREST CHARGE	476,536.88	0.00	322.62	476,214.26
99	9901	ADVANCE ACCOUNT	-7,091.12	0.00	1,936,311.87	-1,943,402.99
TOTAL			16,336,094.25	272,519.64	1,936,634.49	14,399,459.76

Grant

Amount in US\$ as of 08 Jan 2020

Cat. Code	Category Name	Allocation	Contracts	Disbursed Contracts	Undisbursed Contracts	Uncommitted Amount	Undisbursed Amount
3201	WORKS-NET OF TAX	6,274,386.00	116,794.13	0.00	116,794.13	6,157,591.87	6,274,386.00
3901	OTHER PROJECT COSTS-NET OF TAX	17,195,614.00	6,894,519.61	2,676,181.95	4,218,337.66	10,301,094.39	14,519,432.05
Sub-Total		23,470,000.00	7,011,313.74	2,676,181.95	4,335,131.79	16,458,686.26	20,793,818.05
Pending Claims							
O/S Advances				1,800,000.00	-1,800,000.00		-1,800,000.00
Pending Variation							
TOTAL		23,470,000.00	7,011,313.74	4,476,181.95	2,535,131.79	16,458,686.26	18,993,818.05

Note: Amounts under Contracts, Disbursed and Undisbursed Contracts in the above table include Commitment Letters.

61. The CAD targets were reviewed and the below was drafted by the PIU with assistance from the consultant for consideration for further discussion with ADB:

Loan No 3435											
	Contract Awards					Disbursements					
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total	
2017	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
2018	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
2019	0.274	0.000	0.000	4.900	5.174	0.000	0.000	1.936	0.169	2.105	
2020	0.000	7.000	0.000	0.000	7.000	0.490	0.513	1.136	1.250	3.388	
2021	0.000	0.000	2.800	0.000	2.800	1.236	1.249	1.236	1.516	5.235	
2022	0.000	0.000	0.000	0.000	0.000	2.356	1.890	0.000	0.000	4.245	
Total Contract Awards					14.974	Total Disbursements					14.974
IDC										0.479	
Savings					0.997					0.997	
					15.971						16.450

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Grant 0500										
	Contract Awards					Disbursements				
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
2017	0.000	0.228	0.000	0.100	0.328	0.000	0.800	0.000	0.000	0.800
2018	1.160	0.599	1.918	0.100	3.777	0.050	0.087	0.072	0.572	0.781
2019	0.270	0.083	0.447	2.547	3.348	0.468	0.352	0.456	0.697	1.974
2020	3.727	4.373	0.149	0.384	8.633	3.029	1.721	2.306	1.290	8.346
2021	0.936	2.165	1.331	0.384	4.817	1.230	1.462	1.008	1.245	4.945
2022	0.061	0.000	0.000	0.000	0.061	2.392	1.150	0.000	0.000	3.542
	Total Contract Awards				20.964	Total Disbursements				20.389
To reverse from 2017-2018					0.575					
Savings					3.081					3.081
					23.470					23.470

D. Project Achievement

62. In terms of project achievements, below is the status of project per the project design monitoring framework:

Project Design Monitoring Framework

<p>Impact the Project is Aligned with</p> <p>Links between higher education services and socioeconomic needs strengthened (<i>Eighth National Socio-economic Development Plan 2016–2020</i>)^a</p>

Results Chain	Performance Indicators with Targets and Baselines	Data Sources and Reporting Mechanisms	Risks	STATUS

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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. University staff in the Lao context consists of teaching staff, administrative staff, and teaching +administrative staff. The figures in table below cover all 3 types of university staff in four universities, but excluded the University of Health Science in the analysis. It is noted that in SHEP, UHS statistics were included because they are also a public HEI. To date, total with postgraduate degree is 1,866 (32% women) in 2019/20. ⁴ Out of the total female population of 888, 538 or 61% finished post graduate studies.																																																																		
	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 institutional support to ensure achievement and sustainability of benefits	<table border="1"> <thead> <tr> <th>University</th> <th>Associate</th> <th>Bachelor</th> <th>Masters</th> <th>Doctoral</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>SKU</td> <td>-</td> <td>245</td> <td>159</td> <td>16</td> <td>420</td> </tr> <tr> <td>%</td> <td>0%</td> <td>58%</td> <td>38%</td> <td>4%</td> <td></td> </tr> <tr> <td>NUOL</td> <td>1</td> <td>335</td> <td>1,023</td> <td>402</td> <td>1,761</td> </tr> <tr> <td>%</td> <td>0%</td> <td>19%</td> <td>58%</td> <td>23%</td> <td></td> </tr> <tr> <td>SU</td> <td>2</td> <td>111</td> <td>167</td> <td>10</td> <td>290</td> </tr> <tr> <td>%</td> <td>1%</td> <td>38%</td> <td>58%</td> <td>3%</td> <td></td> </tr> <tr> <td>CU</td> <td>-</td> <td>174</td> <td>96</td> <td>13</td> <td>283</td> </tr> <tr> <td>%</td> <td>0%</td> <td>61%</td> <td>34%</td> <td>5%</td> <td></td> </tr> <tr> <td>Total</td> <td>3</td> <td>865</td> <td>1,445</td> <td>441</td> <td>2,754</td> </tr> <tr> <td>%</td> <td>0</td> <td>31%</td> <td>52%</td> <td>16%</td> <td>68%</td> </tr> </tbody> </table>	University	Associate	Bachelor	Masters	Doctoral	Total	SKU	-	245	159	16	420	%	0%	58%	38%	4%		NUOL	1	335	1,023	402	1,761	%	0%	19%	58%	23%		SU	2	111	167	10	290	%	1%	38%	58%	3%		CU	-	174	96	13	283	%	0%	61%	34%	5%		Total	3	865	1,445	441	2,754	%	0	31%	52%	16%	68%
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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,	HEI financial reports	Weak financial management and procurement capacity	b. As of year 2019, total publications increased to 486. See table below.																																																																			
	LUMS	Gender imbalance at upper secondary education	<table border="1"> <thead> <tr> <th>Uni</th> <th>Local</th> <th>Int'l</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>NUOL</td> <td>148</td> <td>167</td> <td>315</td> </tr> <tr> <td>SKU</td> <td>19</td> <td>25</td> <td>44</td> </tr> <tr> <td>CU</td> <td>54</td> <td>21</td> <td>75</td> </tr> <tr> <td>SU</td> <td>30</td> <td>22</td> <td>52</td> </tr> <tr> <td>Grand Total</td> <td>251</td> <td>235</td> <td>486</td> </tr> </tbody> </table> <p>c. To date, 12 memoranda was signed by universities with various foreign universities for the scholarship program.</p> <p>d. Enrolment baseline was 38,520. Per AY 2019/20, enrolment decreased to 36,705 (47% female).</p> <table border="1"> <thead> <tr> <th>Uni</th> <th>Female</th> <th>Total</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>NUOL</td> <td>10,817</td> <td>23,376</td> <td>46%</td> </tr> <tr> <td>SU</td> <td>1,506</td> <td>3,789</td> <td>40%</td> </tr> <tr> <td>CU</td> <td>2,810</td> <td>5,584</td> <td>50%</td> </tr> </tbody> </table>	Uni	Local	Int'l	Total	NUOL	148	167	315	SKU	19	25	44	CU	54	21	75	SU	30	22	52	Grand Total	251	235	486	Uni	Female	Total	%	NUOL	10,817	23,376	46%	SU	1,506	3,789	40%	CU	2,810	5,584	50%																											
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CU	54	21	75																																																																			
SU	30	22	52																																																																			
Grand Total	251	235	486																																																																			
Uni	Female	Total	%																																																																			
NUOL	10,817	23,376	46%																																																																			
SU	1,506	3,789	40%																																																																			
CU	2,810	5,584	50%																																																																			

⁴ Short by 3% of target thus scholarship women must be re-strategize support women.

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	among others) by 2022.		n is not reduced.	SKU	2,277	3,956	58%
	d. Number of higher education (university) enrollments ^d increases to 45,000 (45% women) by 2022. (AY2015/16 baseline: 38,520; 43% women)			Total	17,410	36,705	47%

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Results Chain	Performance Indicators with Targets and Baselines		Data Sources and Reporting Mechanisms	Status															
<p>Outputs</p> <p>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>1b. 600 academic staff receive training in teaching pedagogy and instructional methods (at least 40% women) by 2021.</p>	<p>1a. MOES reports</p> <p>1b. MOES project reports, LUMS</p>	<p>Limited capacity of HEIs to generate revenues and low levels of recurrent funding</p>	<p>1a. Ongoing activity on curriculum development. Some activities were implemented in 2019 and will continue up to mid-2020. Titles approved by the Vice Minister of MOES are as follows:</p> <p>NUOL: Environmental Science; CU: Agriculture (Plantation); SU: Tourism Management; SKU: Logistics Engineering.</p> <p>The 4 universities appointed focal points to work on the project with issuance of a ministerial appointment in 2018.</p> <p>On entrepreneurship, LIEDC and LJHRDI assist in developing courses with support from DHE and the 4 universities. The entrepreneurship subject, consisting of 4 modules worth 3 credit units, have been finalized in Q4 2019. Plans for 2020 include printing of materials, Trainings of Trainers, and digitizing the subjects into e-learning.</p> <p>1b. To date, the project provided training on teaching pedagogy and instructional methods for academic staff. 70 (47%) out of 149 participants were female.⁵</p> <table border="1" data-bbox="959 1339 1391 1742"> <thead> <tr> <th>Location</th> <th>total participants</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>NUOL</td> <td>42</td> <td>18 (43%)</td> </tr> <tr> <td>CU</td> <td>67</td> <td>30 (45%)</td> </tr> <tr> <td>SU</td> <td>20</td> <td>12 (60%)</td> </tr> <tr> <td>SKU</td> <td>20</td> <td>10 (50%)</td> </tr> </tbody> </table>	Location	total participants	Female	NUOL	42	18 (43%)	CU	67	30 (45%)	SU	20	12 (60%)	SKU	20	10 (50%)
Location	total participants	Female																	
NUOL	42	18 (43%)																	
CU	67	30 (45%)																	
SU	20	12 (60%)																	
SKU	20	10 (50%)																	

⁵ The training course included 12 modules such as presentation and facilitation skills; professional development; learner's development; research; planning; learning environment; socio-cultural learning; human diversity; professionalism; assessment; evaluation; and technology.

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	1c. 92 academic staff receive scholarships to attend NUOL or foreign HEIs to upgrade their qualifications and skills (30% women) by 2021.	1c. MOES project reports		1c. To date there are 71 academic staff, 47 (66%) female receiving scholarships. To achieve the target, remaining 21 more beneficiaries have already been identified. While some are in the process of contacting host universities, some are waiting for revised regulation to facilitate their approvals. Additional slots will be opened for local studies.								
	1d. 50 grants will be allocated under the newly established competitive research fund by 2020.	1d. MOES project and HEI reports, LUMS, published Articles		1d. Grants will be provided under the CRF as soon as the guideline is approved by MOES. The same guideline has been approved by ADB in December 2019.								
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		2a. CW1 was bid out, bid evaluation is currently ongoing expected to conclude in January 2019. CW4 DED completed in November 2019 and planned to be bid out for project construction in June 2020.								
	2b. 500 dormitory places (50% for women) will be built by 2019	2b. MOES project and Savannakhet University reports	Inadequate managerial and technical capacities within HEIs, and lack of project experience	The SKU dormitory construction will start in mid-2020 and SKU will ensure that dormitory space will be allocated to female students.								
	2c. Student enrollment at Savannakhet University (both campuses) increases from 3,900 in AY2015/16 to 6,000 (45% women)			Enrolment data will be tracked through LUMS. LUMS' Inception Report was approved in December 2019. Latest enrolment data reported in COE strategies are per below: <table border="1" data-bbox="954 1899 1394 2002"> <thead> <tr> <th>Uni</th> <th>Total</th> <th>Female</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>SKU</td> <td>2,092</td> <td>1,191</td> <td>57%</td> </tr> </tbody> </table>	Uni	Total	Female	%	SKU	2,092	1,191	57%
Uni	Total	Female	%									
SKU	2,092	1,191	57%									

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	by 2021. (AY2015/16 baseline: 3,922; 43% women)			
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 mgt, and institutional planning (at least 30% women) by 2020.	3a. MOES project capacity-building records		Database will be set up to properly report on this. Visiting scholar on governance and management will be deployed to assist in meeting the target. Universities will conduct in-house trainings for female teachers and administrative staff on leadership as well.
	3b. 23 DHE and university staff will receive scholarships to attend NUOL or foreign HEIs to upgrade their qualifications and skills (35% women) by 2021 (AY2015/16 baseline: 31%)	3b. MOES project reports		To date, 19 DHE and university staff received scholarships, 13 are female (56%).
	3c. 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		HEI study will be commissioned to a firm. Bid evaluation is currently ongoing and will complete in Q2 2020.. ESQAC coordinated with AQAN and proposed several workshops prior to conducting the assessment. Proposal was included in WP2020.
	3d. Graduate tracer studies and employer surveys to provide	3d. MOES project reports		3d. Tracer and employer studies NOL'd by ADB in October 2019. Universities have been trained on methodology and

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	evidence for curriculum and regulatory reforms will be carried out and results integrated into the assessment of the regulatory and funding framework by 2017.			data collection in December 2019 and will commence data collection in Q1 2020.
	3e. Four new LUMS modules will be developed and functioning by 2019.	3e. MOES project reports		3e. Four existing modules are functioning but partially at this time. The Firm responsible for LUMS completed the Inception Report which was approved in December 2019. Please see item 2c

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.

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- 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 Centre 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.
- 3.5 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.
- 3.6 Develop design for and carry out tracer studies and employer survey by 2017.
- 3.7 Identify potential international university partners and develop student and academic staff exchange program by 2018.
- 3.8 Identify the prioritized areas of administration for further strengthening by 2017.
- 3.9 Train administration staff from various administrative offices by 2018.
- 3.10 Provide short- and long-term visiting scholars to help improve administration capacity of different offices by 2017.

Project Management Activities

Establish project steering committee and PIUs at DHE and participating HEIs by 2016.

Inputs

Asian Development Bank: \$39.92 million (\$16.45 million ADF loan and \$23.47 ADF million grant) Government: \$4.49 million

Others (partnering foreign universities): \$1.26 million

Assumptions for Partner Financing Not applicable

ADF = Asian Development Fund, AY = academic year, COE = center of excellence, DHE = Department of Higher Education, HEI = higher education institution, Lao PDR = Lao People's Democratic Republic, LUMS = Lao universities' management system, MIS = management information system, MOES = Ministry of Education and Sports, NUOL = National University of Laos, PIU = project implementation unit, PPP = public-private partnership.

^a Government of the Lao People's Democratic Republic, Ministry of Planning and Investment. 2015. *Five Year National Socio-economic Development Plan VIII (2016–2020)*. Vientiane. ^b

From National University of Laos, Champasack University, Medical Science University, Savannakhet University, and Souphanouvong University. ^c

Total citable research publications for the Lao PDR in 2014 numbered 165, assume half from the universities. ^d

At the five public universities cited above.

Source: Asian Development Bank.

C. Project Specific Assurance and Safeguard Inputs

63. Environmental safeguards per the covenant were observed during construction of COEs at the NUOL and CU and there were no issues. The Environmental Safeguards Specialist will be hired in Q1 2020 (February 2020) to observe environmental safeguards per the covenant for CW 1 and CW4. The ESS will formulate environmental code of conduct for CW1 and CW4 which will be attached to the contracts of the CW contractors. The ESS will also train environmental officers from SKU to report on environmental issues during construction per the code of conduct. Code of conduct will be monitored and reported for compliance by contractors. IEE preparation and approval for SKU construction have been completed and duly approved by proper authorities prior bid advertisement.

1. Compliance with Grant Covenant and Safeguards

LOAN GRANT COMPLIANCE WITH COVENANTS

Loan 3435/Grant 0500-LAO:

Second Strengthening Higher Education Project

Sched.	Para.	Description	Status of Compliance as of 01-2018 Review Mission
5	2	Counterpart financing: The Beneficiary shall, and shall cause the EA and the IAs to ensure that (a) counterpart financing and resources necessary for administration, management and operation and maintenance of the Project facilities are made available on a timely basis; and (b) additional	Being complied with. (a) Counterpart funding was requested through the Ministry of Planning and

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		counterpart funding is available to cover any funding shortfalls that may occur during the Project implementation.	Investment from the Ministry of Finance, but due to an administrative error, the 2018 budget contribution was not allocated. However, the Minister of Education and Sports has committed to secure the estimated counterpart 2019 funds of \$400K within Q1 2018; (b) The EA submitted 2020 counterpart funding request to Department of Planning, MoEs, who will then submit to Ministry of Planning and Investment/Ministry of Finance. Counterpart fund for 2020 is being processed.
5	3	<p>Environment:</p> <p>The Beneficiary shall cause the EA to ensure that the preparation, design, construction, implementation, operation and decommissioning of the Project .and all Project facilities comply with (a) all applicable laws and regulations of the Beneficiary relating to environment, health and safety; (b) the Environmental Safeguards; and (c) all measures, and requirements set forth in the IEE, the EMP, and any corrective or preventative actions set forth in a Safeguards Monitoring Report.</p>	(a) All laws and regulations on environment, health and safety are being complied with; (b) and (c) environmental safeguards and all measures and requirement in the IEE, EMP and corrective actions are being complied with.
IV	4	(a) The Beneficiary shall cause MOES to (i) maintain separate accounts and records for the Project, including separate accounts and records for the Loan and Grant; (ii) prepare annual financial statements for the Project in accordance with financial reporting standards acceptable to ADB; (iii) have such financial statements audited annually by independent auditors whose qualifications, experience and terms of reference are acceptable to ADB, in accordance with auditing standards acceptable to ADB; (iv) as part of each such audit, have the auditors prepare a report, which includes the auditors' opinion(s) on the financial statements and the use of the Loan proceeds, and management letter (which sets out the deficiencies in the internal control of the Project that were identified in the course of the audit, if any); and (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.	The following are being complied with: (i) separate accounts are maintained for the loan and grant; (ii) annual financial statements for the project are prepared yearly; (iii) the State Audit Office provides auditing services to the Project. The first audited project financial statements were submitted in June 2018 and in June 2019; (iv) the audit report includes the auditors' opinion and others as required; and, (v) audit report are furnished to ADB per schedule.
5	4	<p>Resettlement and Indigenous Peoples Safeguards:</p> <p>The Beneficiary shall cause the EA to ensure that the Project does not have any indigenous peoples or involuntary resettlement impacts, all within the meaning of the SPS. In the event that the Project does have any such impact, the Beneficiary shall take all steps required to ensure that the Project complies with the applicable laws and regulations of the Beneficiary and with the SPS.</p>	Being complied with.
5	5	Human and Financial Resources to Implement Safeguards Requirements:	To be complied with.

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		The Beneficiary shall cause the EA to make available necessary budgetary and human resources to fully implement the EMP.	
5	6	<p>Safeguards-Related Provisions in Bidding Documents and Works Contracts:</p> <p>The Beneficiary shall cause the EA to ensure that all bidding documents and contracts for Works contain provisions that require contractors to:</p> <p>(a) comply with the measures relevant to the contractor set forth in the IEE and the EMP (to the extent they concern impacts on affected people during construction), and any corrective or preventative actions set forth in a Safeguards Monitoring Report; (b) make available a budget for all such environmental and social measures; (c) provide the Beneficiary with a written notice of any unanticipated environmental, resettlement or indigenous peoples risks or impacts that arise during construction, implementation or operation of the Project that were not considered in the IEE and the EMP; (d) adequately record the condition of roads, agricultural land and other infrastructure prior to starting to transport materials and construction; and (e) reinstate pathways, other local infrastructure, and agricultural land to at least their pre-project condition upon the completion of construction.</p>	Being complied with: (a) bid documents include measures relevant to contractor as stated; (b) budget is made available for environmental and social measures; (c) will be complied with as necessary; (d) will be complied with; and, (e) will be complied with.
5	7	<p>Safeguards Monitoring and Reporting</p> <p>The Beneficiary shall cause the EA to do the following:</p> <p>(a) submit semi-annual Safeguards Monitoring Reports to ADB and disclose relevant information from such reports to affected persons promptly upon submission; (b) if any unanticipated environmental and/or social risks and impacts arise during construction, implementation or operation of the Project that were not considered in the IEE and the EMP, promptly inform ADB of the occurrence of such risks or impacts, with detailed description of the event and proposed corrective action plan; and (c) report any actual or potential breach of compliance with the measures and requirements set forth in the EMP promptly after becoming aware of the breach.</p>	Being complied with.
5	9	<p>Project Scholarships:</p> <p>The Beneficiary shall cause the EA to ensure that (a) candidates for scholarships for in-country or foreign training and/or degree programs under the Project are selected in accordance with the criteria agreed with ADB; and (b) recipients of the scholarship training and/or degree shall be bound by the regulations of MOES governing contract agreements entered into between the respective university and the recipients of the scholarship training and/or degree after completing their training and/or degree.</p>	<p>Being complied with.</p> <p>Being complied with as follows:</p> <p>(a) Criteria is followed for the selection of scholarship beneficiaries; (b) recipients are bound by regulations and contract agreements with scholars.</p>
5	10	<p>Labor Standards. Health and Safety:</p> <p>The Beneficiary shall ensure that the core labor standards and the Beneficiary's applicable laws and</p>	Being complied with.

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		<p>regulations are complied with during Project implementation. The Beneficiary shall include specific provisions in the bidding documents and contracts financed by ADB under the Project requiring that the contractors, among other things: (a) comply with the Beneficiary's applicable labor law and regulations and incorporate applicable workplace occupational safety norms; (b) do not use child labor; (c) do not discriminate workers in respect of employment and occupation; (d) do not use forced labor; (e) allow freedom of association and effectively recognize the right to collective bargaining; and (f) disseminate, or engage appropriate service providers to disseminate, information on the risks of sexually transmitted diseases, including HIV/AIDS, to the employees of contractors engaged under the Project and to members of the local communities surrounding the Project area, particularly women.</p> <p>The Beneficiary shall strictly monitor compliance with the requirements set forth in the above paragraph and provide ADB with regular reports.</p>	
5	12	<p>Gender and Development:</p> <p>The Beneficiary shall cause the EA to ensure that (a) the GAP is implemented in accordance with its terms; (b) the bidding documents and contracts include relevant provisions for contractors to comply with the measures set forth in the GAP; (c) adequate resources are allocated for implementation of the GAP; (d) progress on implementation of the GAP, including progress toward achieving key gender outcome and output targets, are regularly monitored and reported to ADB; and (e) key gender outcome and output targets include, but not limited to: (i) at least 30% of staff and faculty members trained in curriculum development and assessment are female; (ii) at least 40% of the staff and faculty members to be trained for instructional skills and teaching methods are female; (iii) 40% female staff receives postgraduate scholarships; (iv) at least 30% staff participating in research development training and research teams are female; (v) 45% of student enrollment in SKU by year 2020 are female; (vi) 30% representation of university councils and other management committees are women; and (vii) 30% of the recipients of training on institutional leadership, strategic management, and planning are women.</p>	<p>Being complied with.</p> <p>Completed CWs for COEs at NUOL and CU.</p> <p>CW1 work will commence as soon as it is awarded to the winning bidder by Q1 2020.</p>
5	13	<p>Governance and Anticorruption:</p> <p>The Beneficiary, the EA, and the IAs shall (a) comply with ADB's Anticorruption Policy (1998, as amended to date) and acknowledge that ADB reserves the right to investigate directly, or through its agents, any alleged corrupt, fraudulent, collusive or coercive practice relating to the Project; and (b) cooperate with any such investigation and extend all necessary assistance for satisfactory completion of such investigation.</p> <p>The EA and the IAs shall ensure that the anticorruption provisions acceptable to ADB are included in all bidding documents and contracts, including provisions</p>	<p>Being complied with.</p>

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		specifying the right of ADB to audit and examine the records and accounts of the executing and implementing agencies and all contractors, suppliers, consultants, and other service providers as they relate to the Project.	
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2. Gender

64. Below is the status of SSHEP GAP implementation;

GAP monitoring table

Date of Update: 07 January 2020

Project Title:	Second Strengthening Higher Education Project
Country:	Lao PDR
Project No.	L3435/G0500
Type of Project (Loan/Grant/TA):	Loan/Grant
Approval and Timeline:	January 2017–December 2021
Gender Category:	Gender Equity Theme (GEN)
ADB Project Officer:	Ms. Yumiko Yamakawa
Project Impact:	Stronger links between higher education services and socioeconomic needs. The outcome will be improved quality of higher education services. The project will provide support to four public HEIs (Champasack University, NUOL, Savannakhet University, and Souphanouvong University), and improve the regulatory framework for HEIs.
Project Outcome:	Quality of higher education services improved
Project Outputs:	The project includes 3 outputs: <ol style="list-style-type: none">1. Quality and relevance of higher education services (teaching, research, extension) enhanced2. Access to modern higher education programs introduced3. Governance and management of HEIs strengthened

Gender Activity Plan (GAP Activities, Indicators and Targets, Timeframe and Responsibility) based on RRP	Progress to Date (This should include information on period of actual implementation, sex-disaggregated qualitative and quantitative updates (e.g. number of participating women, women beneficiaries of services, etc.). However, some would be in process - so explain what has happened towards meeting this Target.	Issues and Challenges (Please include reasons why an activity was not fully implemented, or if Targets fall short, or reasons for delay, etc.)																													
Overall																															
<p>1. Number of DHE and university staff with postgraduate degrees increase to 1,550 (35% of new degree holders women) by 2022. (AY2015/16 baseline: 1,355; 32% women)</p> <p>(This from DMF)</p> <p>Target 1</p>	<p>On-track</p> <p>DHE and university staff with postgraduate degrees totals 1,375, 32% female.</p> <table border="1" data-bbox="689 587 1617 981"> <thead> <tr> <th>University</th> <th>Total</th> <th>Female</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>NOUL</td> <td>946</td> <td>300</td> <td>32 %</td> </tr> <tr> <td>CU</td> <td>101</td> <td>30</td> <td>30 %</td> </tr> <tr> <td>SKU</td> <td>141</td> <td>29</td> <td>21%</td> </tr> <tr> <td>USH</td> <td>63</td> <td>13</td> <td>25 %</td> </tr> <tr> <td>SU</td> <td>132</td> <td>62</td> <td>47%</td> </tr> <tr> <td>Total</td> <td>1,375</td> <td>434</td> <td>32 %</td> </tr> </tbody> </table>	University	Total	Female	%	NOUL	946	300	32 %	CU	101	30	30 %	SKU	141	29	21%	USH	63	13	25 %	SU	132	62	47%	Total	1,375	434	32 %		
University	Total	Female	%																												
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<p>2. Ensure a level of 45% female enrollment in the 4 public universities</p> <p>Target 2</p>	<p>On-track (achieved and continue in SY 2019-2020)</p> <p>Total students enrolled in the 4 public universities are as follows: 17,306 (47%) out of 36,792 were female.</p> <table border="1" data-bbox="685 445 1632 882"> <thead> <tr> <th>Universities</th> <th>Total No of Students</th> <th>M</th> <th>F</th> <th>%F</th> </tr> </thead> <tbody> <tr> <td>SKU</td> <td>4,554</td> <td>1,902</td> <td>2,652</td> <td>58 %</td> </tr> <tr> <td>CU</td> <td>5,850</td> <td>2,929</td> <td>2,921</td> <td>49 %</td> </tr> <tr> <td>SU</td> <td>3,373</td> <td>1,910</td> <td>1,463</td> <td>43 %</td> </tr> <tr> <td>NOU L</td> <td>2,3015</td> <td>12,745</td> <td>10,270</td> <td>44%</td> </tr> <tr> <td>Total</td> <td>36,792</td> <td>19,486</td> <td>17,306</td> <td>47 %</td> </tr> </tbody> </table>	Universities	Total No of Students	M	F	%F	SKU	4,554	1,902	2,652	58 %	CU	5,850	2,929	2,921	49 %	SU	3,373	1,910	1,463	43 %	NOU L	2,3015	12,745	10,270	44%	Total	36,792	19,486	17,306	47 %		
Universities	Total No of Students	M	F	%F																													
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Total	36,792	19,486	17,306	47 %																													
<p>3. At least 30% of staff and faculty members trained in curriculum development and assessment are female. (From financial agreement para 12)</p> <p>Target 3</p>	<p>On-track</p> <p>35 (20 %) female out of 178 staff and faculty members trained in curriculum development and assessment are female.</p>																																
<p>4. 40% female staff receives postgraduate scholarships (From financial agreement para 12)</p>	<p>On-track</p> <p>As of September 2019</p>																																

<p>Target 4</p>	<p>The selection process has been completed for 90 beneficiaries, 52 (58%) out of 90 staff receives postgraduate scholarships were female</p> <table border="1" data-bbox="689 395 1632 903"> <thead> <tr> <th>Type of Degree</th> <th>Total</th> <th># female</th> <th>MoES/uni administrative staff</th> <th># female administrative staff</th> <th>Uni academic staff</th> <th># female academic staff</th> </tr> </thead> <tbody> <tr> <td>MA (International)</td> <td>23</td> <td>10</td> <td>4</td> <td>2</td> <td>19</td> <td>8</td> </tr> <tr> <td>PhD (International)</td> <td>23</td> <td>9</td> <td>3</td> <td>1</td> <td>20</td> <td>8</td> </tr> <tr> <td>MA (Local)</td> <td>44</td> <td>33</td> <td>12</td> <td>10</td> <td>32</td> <td>23</td> </tr> <tr> <td>TOTAL</td> <td>90</td> <td>52 (58%)</td> <td>19</td> <td>13 (68%)</td> <td>71</td> <td>39 (51%)</td> </tr> </tbody> </table> <p>To achieve the target, 21 more beneficiaries need to be awarded.</p>	Type of Degree	Total	# female	MoES/uni administrative staff	# female administrative staff	Uni academic staff	# female academic staff	MA (International)	23	10	4	2	19	8	PhD (International)	23	9	3	1	20	8	MA (Local)	44	33	12	10	32	23	TOTAL	90	52 (58%)	19	13 (68%)	71	39 (51%)		
Type of Degree	Total	# female	MoES/uni administrative staff	# female administrative staff	Uni academic staff	# female academic staff																																
MA (International)	23	10	4	2	19	8																																
PhD (International)	23	9	3	1	20	8																																
MA (Local)	44	33	12	10	32	23																																
TOTAL	90	52 (58%)	19	13 (68%)	71	39 (51%)																																
<p>5. At least 30% staff participating research development training and research team are female. (From financial agreement para 12)</p> <p>Target 5</p>	<p>On track</p> <p>The Grant will be provided under CRF in Q1 2020. Training workshops will be conducted in Q1-Q2 2020.</p>																																					
<p>Output 1: Quality and relevance of higher education services (teaching, research, extension) enhanced</p>																																						

6. 600 academic staff (at least 40% female) receive training in teaching pedagogy and instructional methods by (baseline 0)

Target 6

Achieved

The project provided training on teaching pedagogy and instructional methods for academic staff: 70 (47%) out of 149 participants were female. The training course included 12 modules including presentation and facilitation skills; professional development; learner's development; research; planning; learning environment; socio-cultural learning; human diversity; professionalism; assessment; evaluation; and technology

Location	D/M/Y	Total participants	Women
SKU	7-19/05/2018	20	10
CU	17-29/09/2018	67	30
	19-31/08/2019		
SU	3-19/09/2019	20	12
NOUL	15-19/10/2018.	42	18
	18/3-5/4/2018		
Total		149	70 (47%)

<p>7. 92 academic staff (30% female) receive scholarships to attend NUOL or foreign HEIs to upgrade their qualifications and skills by 2021 (baseline 0)</p> <p>Target 7</p>	<p>On-track</p> <p>Project allocated 115 scholarship with 36 slots allocated for female from 2018 - 2021 of which 92 is assigned for academic staff, 38 females (41%):</p> <p>administrative category. For the overall figures of HEIs university staff, I think it was provided by UN. Some</p> <p>Gender target as per total awarded</p> <table border="1" data-bbox="696 456 1514 651"> <thead> <tr> <th>Type of Degree</th> <th>TOTAL</th> <th>MoES/uni administrative staff</th> <th>uni academic staff</th> </tr> </thead> <tbody> <tr> <td>MA (International)</td> <td>33</td> <td>4</td> <td>29</td> </tr> <tr> <td>PhD (International)</td> <td>27</td> <td>4</td> <td>23</td> </tr> <tr> <td>MA (Local)</td> <td>55</td> <td>15</td> <td>40</td> </tr> <tr> <td>TOTAL</td> <td>115</td> <td>23</td> <td>92</td> </tr> </tbody> </table> <p>Target is 35% or 8 females Target is 30% or 28 females</p> <p># Female scholarships awarded</p> <table border="1" data-bbox="696 699 1514 983"> <thead> <tr> <th>Type of Degree</th> <th>TOTAL</th> <th>MoES/uni administrative (female staff)</th> <th>uni academic (female staff)</th> </tr> </thead> <tbody> <tr> <td>MA (International)</td> <td>10</td> <td>2</td> <td>8</td> </tr> <tr> <td>PhD (International)</td> <td>8</td> <td>1</td> <td>7</td> </tr> <tr> <td>MA (Local)</td> <td>33</td> <td>10</td> <td>23</td> </tr> <tr> <td>TOTAL</td> <td>51</td> <td>13</td> <td>38</td> </tr> <tr> <td colspan="2"><i>As of % as per original target</i></td> <td>163%</td> <td>136%</td> </tr> <tr> <td colspan="2"></td> <td><i>Achieve the target that was set for 8 females</i></td> <td><i>Achieve the target that was set for 28 females</i></td> </tr> </tbody> </table>	Type of Degree	TOTAL	MoES/uni administrative staff	uni academic staff	MA (International)	33	4	29	PhD (International)	27	4	23	MA (Local)	55	15	40	TOTAL	115	23	92	Type of Degree	TOTAL	MoES/uni administrative (female staff)	uni academic (female staff)	MA (International)	10	2	8	PhD (International)	8	1	7	MA (Local)	33	10	23	TOTAL	51	13	38	<i>As of % as per original target</i>		163%	136%			<i>Achieve the target that was set for 8 females</i>	<i>Achieve the target that was set for 28 females</i>		
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<p>8. Increased incentives for female students to study science, technology, math, and ICT, including marketing, career counseling, and improved subject selection</p> <p>Activity 1</p>	<p>On track</p> <p>Incentives to attract female students to study the aforesaid subjects are put in place in each university admission policy. Further review of such policies will be done by the Gender Expert, in order to suggestion further improvements as necessary.</p>																																																		
<p>9. Investigate gender elements of access to competitive</p>	<p>On-track /need more information</p>																																																		

<p>research funds; incorporate relevant elements</p> <p>Activity 2</p>	<p>The Competitive Research Fund (CRF) program incorporated gender elements into the draft guideline which is still under review of the DOF as of December 2019.</p>										
<p>10. When establishing systems for industry engagement, consider gender issues such as unconscious gender bias in hiring university graduates</p> <p>Activity 3</p>	<p>Not yet due System for industry engagement will be established in 2020. During the process, gender issues will be taken into consideration.</p>										
<p>Output 2: Access to modern higher education programs introduced</p>											
<p>11. Ensure 45% of students enrolled at SKU by 2020 are female (baseline 43%, AY 2015/16)</p> <p>Target 8</p>	<p>On-track SKU enrolment comprised of 58% female students as of academic year 2019/20.</p> <table border="1" data-bbox="685 778 1189 898"> <thead> <tr> <th>Uni</th> <th>Female</th> <th>Total</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>SKU</td> <td>2,277</td> <td>3,956</td> <td>58%</td> </tr> </tbody> </table>	Uni	Female	Total	%	SKU	2,277	3,956	58%		
Uni	Female	Total	%								
SKU	2,277	3,956	58%								
<p>12. Designate 50% of dormitory spaces at SKU for female students and ensure separate living spaces and facilities for females and males (baseline 0)</p> <p>Target 9</p>	<p>On-track SKU dormitory as designed will accommodate 50% female occupants. Construction will start in Q1 2020.</p>										
<p>13. Provide training on Prevention of Sexual Harassment and reporting (including grievances) mechanism to all students.</p>	<p>On- track The gender consultant conducted TOT Training on Prevention of Sexual Harassment and reporting (including grievances) mechanism to assigned staff in 4 Universities and PIU gender coordinators on 31-01 November 2019, total participants 20, 15 Female (30 %).</p>										

Activity 4	After training course, the trainees from Gender focal points will continue to conduct to students in their universities using their own budget line.		
14. Provide training on “Code of Conduct” to all dormitory management, security guards and all dormitory staff. Activity 5	On-track Gender focal point from universities, with assistance from gender expert, plan to conduct training on Code of Conduct for all dormitory management, security guards and all dormitory staff by Q3 2020 for universities that already have dormitories. Another training will be organized for SKU once the dormitory is completed.		
15. Tracer studies will include sex-disaggregated data and report on the results Activity 6	On - track The university-based tracer studies are currently ongoing and is expected to complete in Q2 2020.		
Output 3: Governance and management of HEIs strengthened			
16. Ensure that DHE undertakes policies and plans to maximize opportunities for females and ethnic origin university applicants and students. Activity 7	On- track/need more information on ethnic DHE implements policies and plans to maximize opportunities by providing scholarships and create a study loan system priority for (i) excellent students, (ii) disadvantaged, particularly girls and (iii) ethnic and the poor. By providing scholarship and Create a student loan system. In academic year 2017, 2018 the MOE allocated 1,669 quotas or scholarship (14.3 %) and 1,387 quotas (13.4 %) in 2018-2019 this data is not by ethnicity. Sources: Education Sector Development Plan 2016-2020 and student registration reports of universities for AY 2017-2018 and 2018-2019.		
17. 30% representation of university councils and other	In Progress		

management committees are women

Target 10

82 (19%) out of 431 women representation of university councils and other management committees. Interventions are planned in 2020 to increase female competencies in leadership and management. Details are per the below:

(i) **University Council**, 23 (23%) out of 100 University Council Members were women

	Council members		
	Total	Female	%
NUOL	27	2	7
CU	24	9	38
SU	24	4	17
SKU	25	8	32
Total	100	23	23

(ii) Other management committees 59 (18%) out of 331 members were women

	NUOL	CU	SU	SKU
Administrative board's members	35 (2 F)	24 (6)	19 (2F)	N/A
Dean	13 (1 F)	6 (2 F)	6 (0F)	2 (1 F)
University housing management board	4 (2F)	8 (5 F)	14 (5F)	4 (2 F)
Academic board	36 (3F)	32 (7)	20 (1F)	N/A
Research committee	17 (0 F)	17 (5)	N/A	
Committee for women advancement	3 (2 F)	3 (2)	N/A	3 (2 F)

	Strategic plan implementation committee	18 (5)	N/A	N/A	N/A		
	Disaster prevention and management committee	26 (4 F)	N/A	21 (0 F)	N/A		
	Total	59 (18%) out of 331 members were women					
18. Ensure at least 30% female staff and faculty members from MOES, NUOL, CU, SU and SKU receive training on institutional leadership, strategic management, and planning. Target 11	Not yet due Training is scheduled for Q2 2020						
19. Ethnic male and female staff have equal opportunities to attend workshops to assess/validate improved budget and actual expenditure format, modern financial management techniques and data collection instruments Activity 8	Not yet due Four universities have 2930 ethnic staff (69 were ethnic female). The project conducted various workshops to assess/validate improved budget and actual expenditure format, modern financial management techniques and data collection instruments; providing equal opportunities for ethnic male and female staff in all aspect.						
20. 23 DHE and university administration staff (35% female) receive scholarships to attend NUOL or foreign HIEs to upgrade their qualifications and skills (baseline 31% AY2015/16)	On track Currently, 13 (68%) of the 19 MOES and Universities administrative staff scholars are female:						
	Type of Degree	MoES/uni administrative staff	Female administrative staff				

Target 12					
	MA (International)	4	2		
	PhD (International)	3	1		
	MA (Local)	12	10		
	TOTAL	19	13 (68%)		
21. Gender workshops will be conducted to introduce the GAP to project management team at the beginning stage Activity 9.	Achieved Gender workshops to introduce the GAP to project management team conducted on 12-14 August 2019 in Thalath, Vientiane province. 13 (45%) out of 29 participants were female.				
22. 30% of PCU and PIU staff are women Target 13	Achieved 21 (37%) out of 57 PCU/PIU staff are female. Detail is below: D-PIU (PCU) 6 (35%) out of 17 staff are female. NUOL-PIU: 3 (30%) out of 10 are female. SU-PIU: 4 (36%) out of 11 are female.				

	<p>CU-PIU: 4 (57%) out of 7 are female.</p> <p>SKU-PIU: 4 (33%) out of 12 are female</p> <p>Source: decree 941/MOES.HE, dated 21/2/2017 on the organization and function of SSHEP implementation committee</p>		
<p>23. All data will be disaggregated by sex and ethnicity.</p> <p>Activity 10</p>	<p>On-track</p> <p>Data has been disaggregated by sex, but not by ethnicity. The Gender Consultant will design training registration form for training and workshop, the gender consultant will visit each University and discuss and some data collection in January 2020</p>		<p>Gender Consultant will work closely with project M&E officer for data disaggregated by ethnicity.</p>
<p>24. Project's M&E includes GAP indicators</p> <p>Activity 11</p>	<p>On-track</p> <p>The project established M&E system. The project gender consultant will work with M&E officer to include GAP indicators into M&E system.</p> <p>Gender Consultant prepared data collection form disaggregated by sex and support Projects, PPMS</p>		
<p>25. GAP performance report to ADB attaches GAP monitoring table in the quarterly reports.</p> <p>Activity 12</p>	<p>On-track</p> <p>GAP monitoring table submitted to ADB as an attachment of quarterly report.</p>		

Summary:

GAP includes 12 activities and 13 targets

Progress of GAP implementation:

12 Activities: 9 (75%) were achieved and on-track, one activity needs more information, and two activities are not yet due.

13 targets: 9 (69%) were achieved and on-track; two targets were not achieved, and two targets are not yet due.

	Achieved	On-track	Need more information	Not achieved	Not yet due
12 Activities		9	1		2
13 Targets	2	7		2	2

Prepared by: Sumountha Youtitham, Gender Community Development Specialist from TTT

Reviewed by:

- Duangchith Viravongsa, LRM Gender Consultant
- Theonakhet Saphakdy, Sr. Social Development Officer (Gender), ADB-LRM.

F. Following up the Agreed Timebound Action

65. Below is fulfillment status of agreed actions per the last ADB Mission:

Project Time-bound Action Plan

No.	Action/ Milestone	Target Date	Responsibility	Status
1	Submit draft letter to Minister MOES for extension and reallocation of taxes and duties	26 Nov 2019	DHE	Completed at MOES/In process at MOF
2	Submit updated procurement plan	30 Nov 2019	DHE, PIC	Completed
3	Submit request letter for extension and reallocation of taxes and duties to MOF	29 Nov 2019	DHE, MOES	Completed
4	Request letter for extension and reallocation of taxes and duties sent to ADB	6 Dec 2019	DHE, MOF	In process for submission in Q1 2020
5	Submit revised scholarship guidelines to ADB	16 Dec 2019	MOES	Completed
6	Share decision on project savings reallocation priorities with ADB	16 Dec 2019	DHE	Completed
7	Submit withdrawal application 0014 to MOF	12 Dec 2019	DHE, DOF, PIC	Completed
8	Submit workplan for year 2020	31 Dec 2019	DHE, PIC	Completed
9	Approval on CRF and IFECA guidelines by MOES minister	31 Dec 2019	DHE, DOF	In process at MOES
10	Finalize COE strategies for NUOL, SKU, CU, SU	31 Dec 2019	DHE, PIC, NUOL, SKU, CU, SU	Completed
11	Mobilize firm for policy study on a regulatory and financing framework for HEIs	Apr 2020	DHE, PIC	In Process
12	Approve COE curricula	May 2020	DHE	In Process
13	Loan Review Mission	May 2020	ADB, DHE, PIC	Not yet due
14	Mid-Term Review Mission	Q4 2020	ADB, DHE, PIC	Not yet due

G. Conclusions and Recommendations

66. **Project Extension request.** The extension request needs to be approved by the MOF so that the Project will be able to catch up with delayed deliverables.
67. **Tax Inclusion request.** Taxes as part of CW cost chargeable against SSHEP needs to be approved by the MOF to facilitate timely and smoother implementation.
68. **Slow implementation pace.** Management must be closely monitor the 2020 work plan and ensure that all activities are implemented on time.
69. **CW and procurement.** CW Package 1 has to be awarded on time for timely implementation. Any savings that may be made from CW1 package maybe programmed and added to CW 4 package.
70. **Guideline with DOF.** The guidelines for the CRF and IFECA are currently being reviewed by the DOF. A close follow up is necessary so the guideline can be finalized and CRF and IFECA can be implemented on time as planned for Q1 2020.
71. **Approval of CAD and project work plan.** The revised CAD target needs to be agreed upon. The work plan submitted in early January 2020 needs to be approved by ADB.
72. **PPMS needs to be set up.** Data related to project reporting is available but scattered. The Project Performance Monitoring System must be set up in order to systematize data management so that project database per the DMF, the GAP, etc., can be more systematically accessible.

H. Appendices

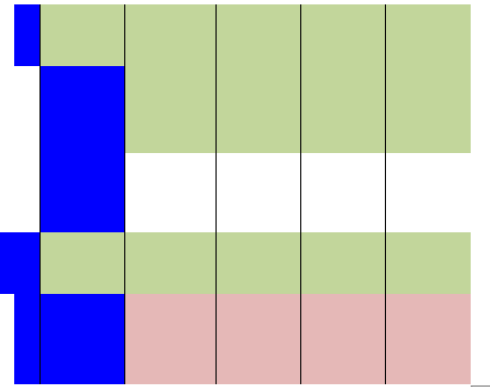
1. Project Implementation Plan



Table 3: Overall Project Implementation Plan

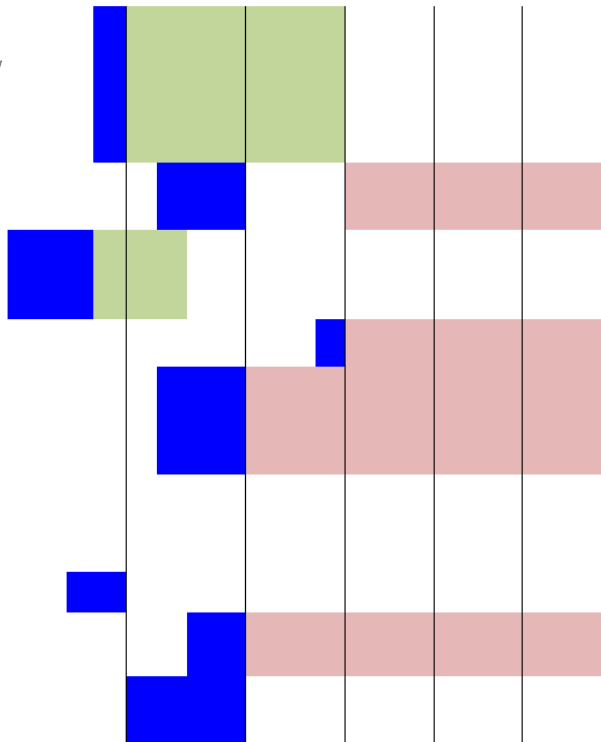
Activities	2017 (Quarter)				2018 (Quarter)				2019 (Quarter)				2020 (Quarter)				2021 (Quarter)				2022 (Quarter)			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
A. DMF																								
Output 1 Quality of higher education services improved																								
Activity 1.1 Identify, develop, trial and disseminate interdisciplinary common courses in 4 subjects to participating HEIs by 2018																								
Activity 1.2 Revise TTPD content and materials, trial and deliver training program on academic staff teaching pedagogy and instructional methods by 2017.																								
Activity 1.3 Develop entrepreneurship program standards, curriculum, and instructional materials, and train relevant administrative and academic staff, by 2018																								
Activity 1.4 Assess the recent online mathematics interactive learning pilot and its feasibility for extension by 2017																								
Activity 1.5 Develop design features and selection criteria for scholarship program for academic staff of participating HEIs by 2017																								
Activity 1.6 Develop matching scholarship program design features, develop selection criteria and identify partner foreign HEIs by 2017																								
Activity 1.7 Connect SKU to the existing e-library at NUOL by 2017																								
Activity 1.8 Support extracurricular activities through establishing of an innovation fund by 2018																								
Activity 1.9 Develop research policies and regulations that help to enhance and inspire lecturers and staff members to do research by 2018																								

Activity 1.10 Develop design features of competitive research fund, including administrative setup and selection criteria by 2017
 Activity 1.11 Establish systems of research support and industry engagement by 2018



Activities	2017 (Quarter)	2018 (Quarter)	2019 (Quarter)	2020 (Quarter)	2021 (Quarter)	2022 (Quarter)
Activity 1.12 Provide capacity-building and research equipment to NUOL by 2018		Blue				
Activity 1.13 Evaluate options and determine feasibility for innovative design, delivery, financing and maintenance of laboratories in participating HEIs by 2017	Blue	Green	Green	Green	Green	Green
Activity 1.14 Incorporate the research findings as part of the teaching subjects in the study programs by 2019		Blue	Blue	Red	Red	Red
Output 2 Access to modern higher education programs introduced						

Activity 2.1 Complete resettlement and site clearance for new Savannakhet University campus by 2017
 Activity 2.2 Conduct prefeasibility study on use of PPP modality for delivery of noncore services (dormitories, cafeteria, parking, security, etc.) at Savannakhet University new campus by 2018
 Activity 2.3 Prepare the agreed procurement process to deliver Savannakhet University campus, by 2017
 Activity 2.4 Commence full operation of Savannakhet University at its new campus, by 2019.
 Activity 2.5 Develop a mechanism that helps enhance equitable access (modality of admission), by 2018



Output 3 Governance and management of HEIs strengthened
 Activity 3.1 Complete assessment of higher education MIS by 2017
 Activity 3.2 Train staff in use of higher education MIS by 2018
 Activity 3.3 Complete assessment of regulatory and funding framework for HEIs, and issue Ministerial decree implementing new framework, by 2018
 Activity 3.4 Identify priority areas, design features, administrative setup, and selection criteria for human resources development

Activities	2017 (Quarter)	2018 (Quarter)	2019 (Quarter)	2020 (Quarter)	2021 (Quarter)	2022 (Quarter)
program by 2017	Blue					
Activity 3.5 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, labor market outcomes, effectiveness and efficiency of the higher education subsector by 2017	Blue	Green	Green	Green	Green	Green
Activity 3.6 Identify potential international university partners and develop student and academic staff exchange program by 2018		Blue	Green	Red	Red	Red
Activity 3.7 Identify the prioritized areas of administration for further strengthening by 2017	Blue	Red	Red	Red	Red	Red
Activity 3.8 Train administration staff from various administrative offices by 2018	Blue	Blue	Red	Red	Red	Red
Activity 3.9 Provide short and long term visiting scholars to support improving administration capacity of different offices by 2017	Blue					
B. Management Activities						
1. Procurement plan key activities to procure contract packages						
1.1 ICB works		Orange				
1.2 NCB works		Orange				
1.3 ICB goods		Orange				
1.4 NCB vehicles		Orange				
1.5 NCB goods		Orange				
2. Consultant selection procedures						
2.1 Consulting services for capacity building and project implementation (Q4, 2016)	Orange	Orange				
2.2 Consulting services for design and supervision	Orange	Orange				
2.3 Visiting scholars		Orange		Orange		
2.4 Software development and upgrading of LUMS		Orange				
3. Environment management plan key activities	Orange	Orange	Orange	Orange		
4. Gender action plan key activities	Orange	Orange	Orange	Orange		
5. Communication strategy key activities	Orange	Orange	Orange	Orange		
6. Annual/Mid-term review (MTR marked X)		Orange	Orange	Orange X	Orange	Orange

Activities	2017 (Quarter)	2018 (Quarter)	2019 (Quarter)	2020 (Quarter)	2021 (Quarter)	2022 (Quarter)
7. Project completion report						Orange

	Indicates preparatory phase with project funding
	Indicates delivery phase with project funding
	Indicates delivery phase under MOES/HEI recurrent funding
	Indicates key management activities

2. Physical Progress Tracking

PHYSICAL PROGRESS RATING

Number	Activity	Weight	Progress (%)	Weighted Progress
Output 1. Quality and relevance of higher education services in teaching, research, and extension is enhanced.				
1.1	Establish center of excellence (COEs) in participating universities	2.5	50%	1.25
1.2	develop curricula for blended learning	2.5	50%	1.25
1.3	strengthen capacities for research and delivery of extension services by			
	(a) by establishing competitive research grants	2.5	30%	0.75
	(b) upgrading research laboratories	2.5	100%	2.5
	(c) providing capacity building programs	2.5	30%	0.75
1.4	Postgraduate scholarship at NUOL or foreign partner universities to selected faculty and staff members	2.5	40%	1
1.5	Establish mechanisms for providing continuing faculty and staff development programs	2.5	30%	0.75
1.6	Create or strengthen existing international university partnerships and networks for upgrading local	2.5	30%	0.75
	local programs and services			
1.7	Develop university information technology infrastructure systems	2.5	30%	0.75
1.8	support employment skills development through the creation of an innovation fund for extracurricular	2.5	30%	0.75
	activities (IFECA)			
Output 2. Access to modern higher education programs introduced				
2.1	CW 1			
2.1.1	Preparation of DED	1.25	100%	1.25
2.1.2	Approval of DED	1.25	100%	1.25
2.1.3	Approval of IEE	1.25	100%	1.25
2.1.4	Preparation of bid documents	1.25	100%	1.25
2.1.5	Invitation	1.25	100%	1.25
2.1.6	Submission of bids	1.25	100%	1.25
2.1.7	Bid Evaluation	1.25	80%	1
2.1.8	Award	1.25	0%	0
2.1.9	Construction	1.25	0%	0
2.1.10	Turn-over	1.25	0%	0
2.2	CW 2			
2.2.1	Preparation of DED	1.25	100%	1.25
2.2.2	Approval of DED	1.25	100%	1.25
2.2.3	Approval of IEE	1.25	100%	1.25

2.2.4	Preparation of bid documents	1.25	50%	0.625
2.2.5	Invitation	1.25	0%	0
2.2.6	Submission of bids	1.25	0%	0
2.2.7	Bid Evaluation	1.25	0%	0
2.2.8	Award	1.25	0%	0
2.2.9	Construction	1.25	0%	0
2.2.10	Turn-over	1.25	0%	0
Output 3. Governance and management of higher education institutions strengthened.				
3.1	staff development of participating university managers and administrators	3.57	20%	0.714
3.2	international visiting scholar programs to the Lao PDR as part of the continuing professional development for university officials	3.57	25%	0.8925
3.3	review of the regulatory and financing framework for HEIs	3.57	20%	0
3.4	tracer studies and employer surveys, including assessment of higher education sector performance	3.57	30%	1.071
3.5	upgrade of the higher education management information system	3.58	20%	0.716
3.6	Implementation of the government's national human resource development strategy (2016-2025)	3.57	30%	1.071
3.7	further strengthening of quality assurance for HEIs	3.57	20%	0.714
4. Procurement				
4.1	<i>Civil Works for Champassack</i>			
4.1.1	Preparation of DED	0.83 3	100%	0.833
4.1.2	Approval of DED	0.83 3	100%	0.833
4.1.3	Approval of IEE	0.83 3	100%	0.833
4.1.4	Preparation of bid documents	0.83 3	100%	0.833
4.1.5	Invitation	0.83 3	100%	0.833
4.1.6	Submission of bids	0.83 3	100%	0.833
4.1.7	Bid Evaluation	0.83 3	100%	0.833
4.1.8	Award	0.83 3	100%	0.833
4.1.9	Construction	0.83 3	80%	0.6664
4.1.10	Turn-over	0.83 3	0%	0
4.2	<i>Equipment</i>			
4.2.1	Preparation of Equipment List	0.83 3	80%	0.6664
4.2.2	Approval of Equipment List	0.83 3	80%	0.6664
4.2.3	Approval of Specifications	0.83 3	80%	0.6664

4.2.4	Preparation of bid documents	0.83 3	80%	0.6664
4.2.5	Invitation	0.83 3	80%	0.6664
4.2.6	Submission of bids	0.83 3	80%	0.6664
4.2.7	Bid Evaluation	0.83 3	80%	0.6664
4.2.8	Award	0.83 3	0%	0
4.2.9	Delivery	0.83 3	0%	0
4.2.10	Turn-over	0.83 3	0%	0
4.3	Consulting Services			
4.2.1	Preparation of TOR	0.83 3	50%	0.4165
4.2.2	Approval of TOR	0.83 3	50%	0.4165
4.2.3	Approval of Budget	0.83 3	50%	0.4165
4.2.4	Preparation of bid documents	0.83 3	50%	0.4165
4.2.5	Invitation	0.83 3	50%	0.4165
4.2.6	Submission of bids	0.83 3	50%	0.4165
4.2.7	Bid Evaluation	0.83 3	50%	0.4165
4.2.8	Award	0.83 3	50%	0.4165
4.2.9	Delivery of Consulting services	0.83 3	20%	0.1666
4.2.10	Work completion	0.83 3	0%	0
				44.05