



Draft Design and Monitoring Framework

Project Number: 42134
July 2009

Lao PDR: Strengthening Higher Education Project

A design and monitoring framework is an active document, progressively updated and revised as necessary, particularly following any changes in project design and implementation. In accordance with ADB's public communications policy (2005), it is disclosed before appraisal of the project or program. This draft framework may change during processing of the project or program, and the revised version will be disclosed as an appendix to the report and recommendation of the President.

Asian Development Bank

DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets/Indicators	Data Sources/ Reporting Mechanisms	Assumptions and Risks
<p>Impact</p> <p>Competitiveness and employment opportunities of higher education graduates increase.</p>	<p>By 2020</p> <ul style="list-style-type: none"> • 50 % increase in the number of higher education graduates from 10,000 graduates in 2008 to 15,000 graduates (diploma or bachelor degree holders) in the job market • 5 % decrease in youth (young adults) unemployment rate from 15 % in 2008 	<ul style="list-style-type: none"> • Tracer study reports • MOE's EMIS • University annual reports • University's EMIS • MOLSW's Labor Market Information System 	<p>Assumptions</p> <ul style="list-style-type: none"> • The economy of the Lao PDR grows on a sustainable basis. • The Government sustains its priority on the development of higher education in the context of balanced development in the education sector. • Coordination with the private sector is maintained to ensure university training is consistent with the labor market demand.
<p>Outcome</p> <p>An expanded and improved higher education system.</p>	<p>By 2015</p> <ul style="list-style-type: none"> • The number of students increases from 45,000 in 2008 to 60,000 (30,000 or 50% of those, are female students) in accordance with ESDF. • The number of teaching staff with postgraduate degrees in public universities increases from 50 in 2009 to 100 (50% or 50 female teaching staff) at CU and SU 	<ul style="list-style-type: none"> • MOE's EMIS • University's EMIS • University annual reports • Quality assurance reports • University council annual reports • Government decree on regulatory framework 	<p>Assumptions</p> <ul style="list-style-type: none"> • MOE supports the development of coherent policy, strategies, action plan, and regulatory framework for development of the higher education sector. • Trained teaching staff at public universities remain in the profession. <p>Risks</p> <ul style="list-style-type: none"> • The higher education system expands too rapidly, adversely affecting the quality of teaching and learning at both public and private HEIs.
<p>Outputs</p> <p>1. Strengthened management, financing and governance of higher education system</p>	<ul style="list-style-type: none"> • DHE staff received staff development program on strategic planning and policy development demonstrate their enhanced capacity in preparing Ministerial Decrees, circulars, and policy guidelines • Tuition fees introduced to regular "non-quota" students from 2011–2012 onwards 	<ul style="list-style-type: none"> • MOE's EMIS • University's EMIS • University annual reports • Government decrees on Organization and Activities of NUOL, CU and SU • Council meeting minutes • Assessment reports 	<p>Assumptions</p> <ul style="list-style-type: none"> • MOE allows DHE staff on leave to attend staff development program • Provincial governments support the formation and roles of autonomous University Councils at CU and SU. • DHE/MOE has capacity to ensure strict adherence to regulatory framework

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<p>2. Enhanced relevance and capacity for quality improvement of higher education</p>	<ul style="list-style-type: none"> • University Council members outside the university reached at least 30% and including 40% female members • All private HEIs assessed and monitored for adherence to regulatory framework • Curriculum and course design revised according to periodic tracer studies to monitor performance of graduates in the labor market. • MOE's QAC develops and issues Quality Assurance and Accreditation Guidelines. • A standardized credit-based system designed and implemented for all degree programs and courses by 2013. • A central PDU will be established, and linked to an outreach PDU at CU and SU in 2010. • Approximately 60 faculty members (30 for NUOL and 15 each for CU and SU, and 50% or 30 female faculty members) will receive overseas degree program • A 3-week induction training program for all new academic staff designed and its trial program will be implemented by 2011. • The number of 	<p>of private HEIs</p> <ul style="list-style-type: none"> • Tracer study reports • MOL's Labor Market Information System • Quality Assurance and Accreditation Guidelines • Semi-annual and annual reports of PDU • Assessment reports of overseas degree programs • Induction training reports • Civil works contracts • Equipment procurement contracts • Leasing contracts • Academic exchange agreements 	<p>Risks</p> <ul style="list-style-type: none"> • MOE's EMIS is fragmented and cannot be integrated with EMIS for higher education • Parents not willing to pay tuition fees <p>Assumptions</p> <ul style="list-style-type: none"> • Universities remain committed to make university training relevant to the labor market demand. • The Government remains committed to introduce a new education system of "5+4+3+4" from September 2011. • Suitable staff at central QAC outreach QAC offices in each institution will be appointed. • Trained staff/faculty members at public universities remain in the profession. • Foreign partner universities will be identified and willing to provide the matching scholarship grant. • "E-library" concept will be accepted rather than the development of traditional libraries. • Public universities will activate existing academic agreements and be willing to initiate new academic agreements. <p>Risks</p> <ul style="list-style-type: none"> • Signals for the labor market demand will not be captured by tracer studies. • The time schedule of introducing the new education system is too tight. • Quality assurance and accreditation activities

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<p>3. Increased equity and access in higher education</p> <p>4. Effective project management and implementation</p>	<p>research publications at NUOL, CU and SU will increase from 5 in 2009 to 10 by 2015.</p> <ul style="list-style-type: none"> • 3 ICT-based Teaching and Learning Centers developed at NUOL, SU and CU. • Laboratory facilities at CU developed and equipped. • Academic exchange agreements of NUOL, CU, and SU will be increased from 180 in 2009 to 240 in 2015. • The number of foreign students will be increased by 200 students per year for 2010–2015. • Quota students reduced from 50% in 2009 to 20% comprising most disadvantaged students by 2015 • Student enrolment at CU increased to 8,000 (50% or 4,000 female students) by 2015 from 4,700 in 2008. • One male dormitory and one female dormitory constructed by 2011. • PCU and university PIUs established and staffed before grant project effectiveness • PCU and university PIUs equipped by year 1 	<ul style="list-style-type: none"> • Government decree on selection criteria and procedures for quota students • Progress reports of Task Force on Student Admission • University annual reports • Civil works contracts • Project progress reports (performance on contract awards and disbursement) 	<p>constrained by lack of capable staff.</p> <ul style="list-style-type: none"> • Public universities are unable to identify and release qualified staff/faculty members to participate in overseas degree programs. • Insufficient time available to undertake research activities. • Laboratories are not adequate to conduct researches. • Limited opportunities to publish in international journals. <p>Assumptions</p> <ul style="list-style-type: none"> • Government issues necessary decree to change quota/non-quota ratios. • Construction prices will be stabilized. • Government ensures adequate and timely. counterpart fund <p>Risks</p> <ul style="list-style-type: none"> • Political pressure is too high to reduce quota students • Procurement of civil works is delayed. <p>Assumption</p> <p>Duties and incentives of PCU and university PIUs are attractive to potential staff</p>

Activities with Milestones (to be further developed)	Inputs
<p>1. Strengthened Management, Financing and Management of Higher Education System</p> <p>1.1 DHE administrative structure and operations internally re-organized by Q4 year 1.</p> <p>1.2 Management system for higher education developed for DHE; MOE's EMIS linked with EMIS at each university year 1 to year 2, and fully operational by year 3.</p> <p>1.3 Rationalization of 'special' courses and 'regular' courses carried out the period 2010–2013, fully integrated by Q3, year 3.</p> <p>1.4 Phased introduction of tuition fees for all non-quota students from September 2011 intake onwards, with fee parity for all courses ('special' and 'regular') achieved by Q3, year 4.</p> <p>1.5 University Councils for CU and SU established and fully operational by Q3, year 1</p> <p>1.6 NUOL governing Council reconstituted and fully operational by Q3, year 1.</p> <p>1.7 Financing plans, including income generation strategies, developed and implemented in collaboration with university management units, year 1 and year 2.</p> <p>1.8 Development and implementation of regulatory framework for assessing and monitoring private HEIs over years 2–3, reviewed and revised thereafter for ongoing accreditation of private institutions, courses and programs, years 4–6.</p> <p>1.9 Construction of new administration building at CU over the period year 1 to year 2.</p> <p>1.10 Implementation of gender and ethnic group action plan (continuous)</p> <p>2. Increased Relevance and Capacity for Quality Improvement of Higher Education</p> <p>2.1 Regular tracer studies conducted to track graduate employment destinations and workplace performance, year 1–6</p> <p>2.2 Interdisciplinary common core courses developed during year 1–2 and trial packages implemented by Q3 year 2 academic intake</p> <p>2.3 Strengthening of the new QAC at MOE, and establishment of outreach QA offices at each university, by Q4 year 1</p> <p>2.4 A credit point system for all courses and programs designed, trialed and implemented from Q3 year 1 to Q4 year 2.</p> <p>2.5 Course credit framework for all courses and programs at 3 universities completed by Q4 year 1</p> <p>2.6 Credit award criteria to applied for QA compliance and accreditation of TVET and Private HEIs from Q1 year 3 onwards.</p> <p>2.7 Curriculum frameworks for all faculties developed via 4 workshops, to be held in Q4 year 1, Q2 year 2, Q4 year 2, and Q2 year 3.</p> <p>2.8 Ongoing development of faculty specific training materials packages, Q1 year 2 to Q4 year 6.</p> <p>2.9 PDU established at NUOL (managed by DHE) with outreach offices at CU and SU by Q3 year 1.</p> <p>2.10 HRD training workplans developed periodically with universities (Q3 year 1; year 2; and year 3) to establish scholarship award eligibility for academic staff.</p> <p>2.11 Merit-based scholarship selection package produced and implemented for academic intake Q3 year 1.</p> <p>2.12 International scholarship program implemented for 60 academic faculty members, 30 for NUOL, and 15 each for CU and SU, (10 pax for each year, years 1 to 6)</p> <p>2.13 A 3-week new teacher induction training package developed, trialed and implemented from Q3 year 1, DVD format package completed by</p>	<p>ADB grant funding: \$20 million</p> <p>Government financing: \$1 million (cash/in-kind)</p> <p>Partner Universities: \$2 million (cash)</p> <p>ADB funding:</p> <p>(i) Civil Works: \$8.0 million</p> <p>(ii) Equipment and Furniture: \$3.7 million</p> <p>(iii) Staff Development: \$3.4 million</p> <p>(v) Consulting Services: \$1.7 million</p> <p>(vi) Research Studies: \$ 0.1 million</p> <p>(vii) Operation and Maintenance: \$0.4 million</p> <p>(viii) Contingencies: \$2.7 million</p> <p>Government funding:</p> <p>(i) Taxes and Duties: \$0.5 million (cash)</p> <p>(ii) Operation and Maintenance: \$0.1 million (cash)</p> <p>(iii) Project Management: \$0.3 million (in-kind)</p> <p>(iv) Contingencies: \$0.1 million (cash)</p> <p>Partner Universities funding:</p> <p>(i) Staff Development: \$2.0 million (cash)</p>

Activities with Milestones (to be further developed)	Inputs
<p>Q1 year 2.</p> <p>2.14 Teacher performance advisory assessment package designed, trialed and implemented by Q2 year 2.</p> <p>2.15 Academic Research Centre (ARC) established at NUOL, with outreach offices at CU and SU, by Q2 year 1.</p> <p>2.16 ICT Centres established at NUOL (by Q4 Year 1) SU (by Q4 Year 1) and CU (by Q4 Year 3) fully networked with DHE.</p> <p>2.17 ICT package leasing contract finalized by Q1 year 1, to provide infrastructure, internet access, hardware replacement, staff training, maintenance and on-call technical support for DHE, NUOL, CU, and SU</p> <p>2.18 'E-libraries' developed at each university, ongoing from Q1 year 2 (Q1 Year 3 for CU)</p> <p>2.19 Basic campus infrastructure, laboratory equipment and specialized faculty materials provided for CU from Year 3 onwards,</p> <p>2.20 International university partnership plan, student exchange program and academic staff exchange visits developed during year 1 and implemented from year 2 onwards.</p> <p>2.21 Implementation of gender and ethnic group action plan (continuous)</p> <p>3. Increased Equity and Access in Higher Education</p> <p>3.1 Quota for poor, ethnic origin and female students reduced to 20%; with increase financial support package, to take effect from Q3 year 1 academic intake onwards</p> <p>3.2 Packages of diagnostic pre-entry tests to identify students who lack skills for tertiary study, developed and trialed over years 1 and 2 (with QAC), and fully implemented in time for year 2 academic intake (end Q2 year 2)</p> <p>3.3 Development and implementation of remedial skills upgrading packages for identified targeted quota students (with QAC and Curriculum specialist input) trialed from Q3, year 2</p> <p>3.4 Classrooms, dormitories, laboratories and student facilities constructed at Champasak University, year 1 to year 2, as per agreed procurement specifications.</p> <p>3.5 Furniture, equipment, specialised faculty equipment, and vehicles provided for CU as per agreed procurement specifications from Q1, year 3.</p> <p>3.6 Implementation of gender and ethnic group action plan (continuous)</p> <p>4. Effective Project Management and Implementation</p> <p>4.1 PSC, PCU and DPIU established at MOE, Q1 year 1; UPIUs established at 3 universities, Q1 year 1.</p> <p>4.2 Office equipment, furniture, vehicles and support materials provided to DHE, Q1 year 1.</p> <p>4.3 Implementation of gender and ethnic group action plan (continuous)</p>	

ADB = Asian Development Bank, CU = Champasak University, DHE = Department of Higher Education, DPIU = DHE project implementation unit, DVD = digital video disc, EMIS = education management information system, ESDF = Education Sector Development Framework, HEI = Higher Education Institution, ICT = Information and communication technology, Lao PDR = Lao People's Democratic Republic, MOE = Ministry of Education, MOL= Ministry of Labor, MOLSW = Ministry of Labor and Social Welfare, NUOL= National University of Laos, PCS = project steering committee, PCU = project coordination unit, PDU = professional development unit, PIU = project implementation unit, Q = quarter, QA = quality assurance, QAC = Quality Assurance Center, SU = Souphanouvong University, TVET = technical and vocational education and training, UPIU = University project implementation unit.

Source: Asian Development Bank.