

Ministry of Higher Education (MoHE)
Higher Education Development Program (HEDP)
Operations and Monitoring Support Team (OMST)



Bi monthly Progress Monitoring Report

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Contents

- Acronym iii
- A. Executive Summary 1
- B) Component One Activities:..... 2
 - Theme1.1: Increasing Access to Priority Degree Program for Economic Development..... 2
 - Theme1.2: Modernizing and Enhancing the Quality of Teaching and Learning 3
 - Theme 1.2.2: Information and Communications Technology Enhanced Teaching and Learning..... 5
 - Theme1.3: Improving the Qualification and Skills of Academic and Technical Staff Members 5
 - Theme 1.4: Strengthening Governance, Quality Assurance and Accreditation..... 6
 - Theme 1.5: Stimulating Development Oriented Research (DLI) 9
- C) Component Two: Program Operations and Technical Support 9
 - Social and Environmental Safeguard..... 9
 - Procurement 10
 - Physical Infrastructure Projects 10
 - Human Resource Management 12
 - Communication..... 12
 - Monitoring and Evaluation 12
 - Financial Management:..... 12
 - Scholarships and Research Payment Tracking 13
- D) Challenges and Recommendations 13
- Annex A: Intermediate Outcome Indicators Status for 2018 based on the revised PIM 13

Acronym

ANASTU	Afghanistan National Agriculture Science and Technology University
DLI	Disbursement Linked Indicator
ESMF	Environmental and Social Management Framework
HEDP	Higher Education Development Project
ICT	Information and Communication Technology
IQA	Internal Quality Assurance
IQAU	Internal Quality Assurance Unit
IT	Information Technology
KMU's	Kabul Medical University
QAA	Quality Assurance and Accreditation
KPU	Kabul Polytechnic University
M&E	Monitoring and Evaluation
MoHE	Ministry of Higher Education
MoU	Memorandum of Understanding
NEPA	National Environmental Protection Agency
OBE	Outcome Based Education
OMST	Operation Monitoring and Support Team
QAAD	Quality Assurance and Accreditation Directorate
SCL	Student-Centered Learning
SIDP	Strategic Institutional Development Plan
SZU	Shaikh Zayed University (Khost)
WB	World Bank

A. Executive Summary

This bi monthly report present the latest progress made on the higher education development program. The program, by the closing of year 2018, achieved all its PDO and intermediate level targets (except short term technical and leadership trainings). Starting from the enrollment in priority degree programs, the program has achieved 2018 PDO target which was to increase the enrollment in priory disciplines into 78,500 in public universities, while the current data stands at 81,984. In addition, on the DLI I, the program should have increased the first year female enrollment into 5,000 in priority disciplines by 2018, where we have 5,348 female first year enrollment in public universities in 2018. In respect to the access of female students to adequate residential facilities on university campuses, the program should have provided the facilities for 3,750 female students, while this figure currently stands at 4,405. The Counselling centers have been expanded into four more universities (Bamyan, Kabul, Balkh and Jozjan). These centers will be established by 2019.

In the area of OBE-SCL, the program has exceeded the 2018 target, and almost doubled the figure. According to the project documents, HEDP should have trained at least 500 academic staff in OBE-SCL and they should be practicing outcome-based education and student centered learning. The program has trained 1,258 academic staff by now with the composition of 1,151 male and 106 female in 24 public universities and more than 10 Higher Education Institutes. On the PDCs the update is that nine PDCs have been established and completed, and the specification packages of establishing three more PDCs at Bamyan, Alberoni and Kunduz Universities were completed.

In respect to the ICTs, the update is that that seven ICT center in (Shahid Rabani, Khost, Ghazni, Paktya, Kunar, Takhar and Faryab) universities have been completed and recently the ICT center of Said Jamaluddin Afghan (Kunar) has been inaugurated, the ICT Center of Khost University will be inaugurated soon. The program has achieved the DLI target on ICT. Two ICTs (Ghaznai and Faryab) have been reported as functional. The program has started on establishing three additional ICT centers in Bamyan, Kabul Polytechnic and Kabul Medical universities and two IT centers in Baghlan and Alberoni Universities to achieve the intermediate outcome indicator target of 2020 which is 12 ICTs to be established and functional by 2020.

The program continued with the process of scholar's placement at their universities. Out of 127 scholarships awarded in 2018, 106 candidates (76 male and 30 female) have been placed in their universities and have started the courses, while the others are still awaiting for issuance their visas and other clearance. The target on scholarships indicator (300 scholarships to be awarded by December 2018) has been achieved. The current status stands at 336 out of this 35% scholarships have been awarded to female.

The program has achieved 2018 target on IQAUs. Seven IQAUs have been established and are functional, while the target was to establish four IQAUs by 2018. Regarding external per review, the QAAD and HEDP have externally reviewed 10 public and 13 private universities. During the reporting period, 13 universities with the composition of 10 public and 3 private, conducted their SIDPs to the leadership of MoHE. Out of these 10, the SIDPs of nine universities were approved. In addition, 6 universities issued their APRs, by having this, the target of 2018 on SIDPs and APRs have been achieved. The overall budget execution rate as of November 2018 stands at 55% with 54 of component I and 66% of component II, which seems very low.

B) Component One Activities:

Theme 1.1: Increasing Access to Priority Degree Program for Economic Development

The objective of this theme is to expand the student's enrollment in priority degree program in public universities. The program in 2018 intended to increase the female enrollment in priority degree programs from 4,500 in 2017 to 5,000 in 2018 (DLI Target) and the total enrollment from 68,000 (Males: 55,000 Females: 13,000) in 2017 to 78,500 (Males: 64,000 and Females: 14,500) (PDO Indicator target) through variety of interventions and initiatives. The targets set for 2017 were achieved by December 2017 and exceeded into some extent, and with the new data released by planning directorate of MoHE, the targets of 2018 have as well been achieved. The current enrolment data stands at 81, with the composition of 16,935 female and 65,049 male. The data further shows that 5,348 females have been enrolled in the first year in priority degree programs in public universities. Having this, the 2019 DLI target, which states that 5,000 females should be enrolled in priority disciplines by December 2018, have been achieved by the program. The data on this theme is collected and analyzed on annual basis after Kankor exam is conducted, and the data have been collected by planning and policy directorate of MoHE from the public universities.

Table 1: Comparison of 2017 and 2018 Students Enrollment in Higher Education at Public Universities

Indicators	2017			2018		
	Female	Male	Total	Female	Male	Total
Total Enrollment in Priority Disciplines (Project Development Indicator)	15,095	64,384	79,479	16,935	65,049	81,984
	13,000	55,000	68,000	14,500	64,000	78,500
First Year Enrollment in Priority Disciplines (Intermediate Outcome Indicator, DLI I)	4,748	19,002	23,750	5,348	18,861	24,209
	4,500			5,000		
First Year Total Enrollment in All Disciplines	13,215	35,446	48,661	14,566	35,487	49,955
Total Enrollment in All Disciplines	42,646	124,614	167,260	46,505	123,888	170,393

*Note: The figures highlighted in yellow color is the target values, while the figures in black are the actual values. The figures in bold text are the DLIs target values. The cells where targets values are not placed, are not project indicators.

The table 1 shows that there is a rise of 2505 in the enrollment in 2018 comparing to 2017. The table further outlines that the increase in male enrollment is less comparing to the female enrollment number, which might be the result of increasing in the number of seats reserved for female in priority degree programs. In 2018, the number of reserved seats in priority disciplines for female students has expanded from 4670 in 2017 to 4962, along with the inclusion of Paktya University. The table further shows that there has been significant increase in both first year total enrollment in all disciplines and total enrollment in all disciplines. In 2017, there were 48,661 students enrolled in the first year in all disciplines, while this number has increased into 49,955 students. The same, in 2017 total enrollment number in all disciplines was 167,260, which has increased into 170,393 in 2018. If we compare gender segregation, it is apparent that in both priority and none priority disciplines, the increase in number of female students is higher than male.

In respect to the access of female students to adequate residential facilities on university campuses, the program should have provided the facilities for 3,750 female students, while this figure currently stands at 4,405. Regarding the disadvantaged scholarships, during this reporting period, the scholarships has been expanded from 100 in last bi-monthly report to 150 now. Balkh University was included to the list of KMU and KPU for awarding these scholarships. The first round of 2,500 AFs stipends were distributed starting from the month of September 2019 in two universities (KMU, KPU) and the stipend distribution of Balkh is in process. Through this initiative, MoHE would like to promote female retentions from disadvantaged background. In FY2019, the disadvantaged female scholarships will be expanded into six universities (four KUs, along with Herat and Mazar universities). The program supported MoHE in the planning and initiating orientation programs for the new enrolled students in the provinces and Kabul universities. The Orientation program was planned in 10 universities by MoHE and technical support was provided by HEDP. These 10 universities are Kabul University, Kabul Education University, Kandahar University, Jawzjan University, Herat University, Balkh University, Khost University, Ghazni University, Nangarhar University and Paktiya University. Most of these universities have conducted the program and shared the reports with Gender Department of MoHE.

In terms of child care centers and concealing centers, the program continued on expanding the child care centers into more public universities. Two child care centers were already established and functioning in Kabul and Kabul medical universities by MoHE and HEDP, while during this reporting period, the contracts were awarded for establishment of child care centers in Bamyan and Takhar universities. The physical work of child care centers has been started in these two universities. In addition, the program expanded the establishing of lavatories in public universities. Seven lavatories for female students in Badakhshan, Jawzjan, Takhar, SZU, Parwan, Al- Bironi and Nangarhar universities were established and the contracts of establishing two more lavatories in Ghazni and Paktiya universities were awarded in this reporting period, the physical work has been started.

Regarding the Counselling center, one position (Clinic/ Center Head) has been approved for KEU counselling center, the Head for the center has been hired and the center was inaugurated in October and it is fully functional. The physical work of counselling center in KU, Balkh and Bamyan Universities has been started and would be completed by end of January. HEDP followed with MoHE to allocate two tashkeel positions for KEU's Counselling center. This center has been established in 2018 and requires staff to run the center. The Counselling centers have been expanded into four more universities (Bamyan, Kabul, Balkh and Jozjan). These centers will be established by 2019. MoHE allocated 4 positions for each counselling center in plan of 1398 which is going to be approved in coming months. During the reporting period, for 22 universities, one mini bus was distributed to each, one was given by HEDP in this year. The new mini buses were granted by Ozbakistan.

Theme 1.2: Modernizing and Enhancing the Quality of Teaching and Learning

Theme 1.2.1: Outcome Based Education and Student-Centered Learning

HEDP has had significant progress over the program life cycle in this component of the program. The program has exceeded the 2018 target, and almost doubled the figure. According the project documents, HEDP should have trained at least 500 academic staff in OBE-SCL and they should be practicing outcome-based education and student centered learning. The program has trained 1,258 academic staff by now with the composition of 1,151 male and 106 female in 24 public universities and more than 10 Higher Education Institutes. In addition, the program has 68

champions, with 3 female and 65 male. HEDP had designed a Questionnaire Survey to identify the rate of OBE-SCL practices at the universities and higher education institutes by the targeted academic staff. As per World Bank Team request in the previous mission, this time the Verification of OBE-SCL practice was inclusive, and all trained faculty staff from 2016, 2017 and 2018 were under the target population. The survey was conducted during the reporting period, which the report is going to be furnished soon. The result of the survey will be shared in the next reporting period. As it was reported that the OBE-SCL workshops at Kandahar, Paktika and ANASTU universities were conducted in the former reporting period, therefore, at this stage certificates were distributed to the trainees.

During the reporting period, Kardan University held a ceremony and invited delegates from MoHE and HEDP and awarded the Certificates to the 27 trainees participated in OBE-SCL workshop. Completion to the participants. The Workshop report, attendance, participants' information list and photos were received.



OBE-SCL workshop certificates distribution, Kardan University, October 2018

On the PDCs, the update is that nine PDCs have been established and completed. The handover of PDCs to the Universities in presence of an appointed council comprising staff from Academic Programs Development Directorate, Plan & Policy Directorate and IT Directorate is ongoing. During the reporting period, the PDC of Balkh University was officially inaugurated by H.E. DM for Academic Affairs and Balkh University Leadership. Regarding the establishment of 3 new PDCs, The Engineering Team of the Plan & Policy directorate at MoHE visited the Bamyan, Alberoni and Kunduz Universities and completed the renovation survey and shared the information with HEDP. OMST compiled the information and shared it back with the Bamyan, Alberoni and Kunduz Universities' leadership to sign and approve the PDC Establishment Specifications and Infrastructure document. The documents were signed and shared back with HEDP. HEDP got the approval of H.E. Minister for the PDC establishment and then sent the PDCs Establishment document to the Procurement Directorate. The Procurement Directorate staff is currently working on the offering, bidding and awarding of the PDCs projects contracts.

For the Capacity Development Workshop of PDCs Leads, The program is in communication with Amity University. The program have received their proposal and shared it with MoHE affiliated bodies. However, the program has not yet received the cost breakdown for the training workshop from Amity University. Once, it has been received, it will be compiled and shared it with MoHE and World Bank Team for the final approval.

During the period under review, HEDP requested Bamyan, Alberoni and Kunduz Universities through an official letter to introduce three qualified academic faculty staff for the position of PDC Directors (Lead). The program has received the official response Maktoob from the above-mentioned universities in which 3 faculty staff along with their CVs are introduced and the interview with them will be jointly scheduled and conducted by Academic Programs Development Directorate and HEDP.

Theme 1.2.2: Information and Communications Technology Enhanced Teaching and Learning

The program has achieved the 2018 target on ICTs. According to the revised PIM, HEDP should establish 4 functional ICT centers by December 2018 in order to meet the target of 2019 DLI. The current status of ICTs is that seven ICT center in (Shahid Rabani, Khost, Ghazni, Paktya, Kunar, Takhar and Faryab) universities have been completed and recently the ICT center of Said Jamaluddin Afghan (Kunar) has been inaugurated, the ICT Center of Khost University will be inaugurated soon.

ICT is the DLI indicator in 2018, which 2 ICTs must be established, functional by December, 2018, and verified by the TPV in 2018. During the reporting period, a consultancy has conducted TPV for Ghazni, Faryab, KEU and Khost universities ICT centers, with the result of having two functional, which are Ghazni and Faryab. The DLI target has been achieved.

The program has started on establishing three additional ICT centers in Bamyan, Kabul Polytechnic and Kabul Medical universities and two IT centers in Baghlan and Alberoni Universities to achieve the intermediate outcome indicator target of 2020 which is 12 ICTs to be established and functional. The specification have been made and submitted to procurement directorate of MoHE for further processing. The projects had announced for two times, but still not awarded to any firm, currently they are in announcement step for 3rd time. This is due to no qualified firm bid for these ICT projects.

Theme 1.3: Improving the Qualification and Skills of Academic and Technical Staff Members

Theme 1.3.1: Scholarships for Masters Degrees in Priority Disciplines

The program has achieved the 2018 intermediate outcome indicator's target which is to award 300 scholarships into the faculty's academic staff in priority degree programs. The current status stands at 336 out of this 35% scholarships have been awarded to female. Out of 127 scholarships awarded in 2018, the total number of 106 scholars have been placed in their respective universities. For this theme, the PDO level indicator of the program is to Increase the numbers of full time academic staff with at least a Master's degree in priority degree programs to 12,00 by 2018. The information on this indicator will be collected at the end of December 2018 and will be reflected in the next bi monthly report and annual report.

During the reporting period, the program has submitted an official letter to the MoHE to decide on the announcement of 2019 scholarships either the master degree and PhD. During the last two reporting periods, the payment of scholarship was a big challenge for the program. Students abroad the country were not paid with their stipends for last four months, which created a problem.

Going forward, analysis of the aggregate data on scholars who are pursuing their master degree at different disciplines at the moment, shows that some scholarships have been distributed in none priority disciplines such as law, journalism, sharia, education and literature. Scholarship is 2020 DLI indicator, which states that at least 275 scholarships should be completed in priority disciplines, having said this, the program should cautiously move forward to meet the target in priority disciplines. From one hand, the duration of some scholarships goes beyond two years, while from the other hands, if we have scholarships in none priority programs, it will as well make a drawback reaching to the 275 target.

Theme 1.3.2. Short-term Technical and Maintenance Courses for Technical Staff in Universities

Lovely Professional University which have been selected for conducting the training to 20 master trainers on technical and maintenance for technical staff of universities, is recently informed about the postponing of the training; the training content has to be revised so that it can fit the needs of the technicians on how to maintain and make use of the available machines in the current labs at 23 universities. The program has trained 96 technicians till now. 75 technicians were trained in 2016, while 21 ICT technician trained in 2018. The program is on track to achieving the targets on this theme.

According to the project documents, HEDP should train 200 technical staff of public universities by 2018. To achieve this target, HEDP hired a consultancy to assess the current situation of technicians and laboratories at the universities. Although, the timing period of this assignment has already ended, the consultancy still hasn't provided a complete and responsive product. The assessment report of consultancy shows that there are 163 technicians and 264 admin staff across all the public universities in Afghanistan. If we consider this as a correct figures, then the target on indicator #6 (Number of technical staff completing short-term technical and maintenance courses) which is 400 for 2022, is not a realistic target. The program needs to ensure if the above figures are correct, then amend this target accordingly. However, the program is behind the plan for this task, the target of 2016, 2017 and 2018 which is 100, 200 and 200 respectively, have not been achieved so far.

Theme 1.4: Strengthening Governance, Quality Assurance and Accreditation

Theme 1.4.1: Strategic Institutional Development Plans (SIDPs)

According to HEDP's plan, ten universities must develop, implement and monitor their five-year strategic development plans consistent with the National Higher Education Strategic Plan by 2018. To achieve this target, the program had started working with 13 universities (10 public and 3 private) to prepare the strategic plans. The public universities included Kabul Polytechnic University, Kandahar University, Afghanistan National Agriculture Science and Technology University (ANASTU), Sheikh Zaid University, Balkh University, Herat University, and Nangarhar University while the private universities included Bakhtar University, Kardan University and American University of Afghanistan (AUAF). These ten universities have developed their SIDPs and presented to the MoHE. The SIDPs were endorsed, but so far not publically published on their website, it's expected that by end of December 2018 they will publish the SIDPs. The program however achieved the target, they will monitor how these universities implement their SIDPs.

Furthermore, the Strategic Institutional Development Plans of universities is overseen by a committee of experts, the SPIC committee, at MoHE. This committee previously included only 5 members, but lately a couple of these members withdrew due to a change in their other professional priorities. In addition, the committee seemed to be too small in number to meet the work load and at some point the committee members would not find it a priority to complete the assigned tasks compared to their other responsibilities. Therefore, after a series of discussions with the Planning and Policy Director of MoHE, it was decided to enroll more members and re-announce the

committee based on a newly well-developed and well-defined ToR. Thereon, the newly developed ToR was attached to an official letter and sent to all central universities (Kabul, Kabul Medical, Kabul Education and Kabul Polytechnic) to introduce their qualified lecturers/professors. Currently, the restructuring and recruitment of new members for the SPIC committee of MoHE is in progress, and soon a new committee will be established and introduced.

Annual Progress Reports (APR's)

Once the universities get their SIDP's approved by the MoHE, they have to report annually on the progress they have made towards the strategic objectives set in their SIDP's. This report is called Annual Progress Report (APR's).

During the period under review, HEDP organized an even where university representatives including vice chancellors and SPIC members were invited to present on their Annual Progress. Participants from six universities (Kabul, Kabul Education, Kabul Medical Sciences, Kandahar, Herat and Nangarhar) actively participated and delivered on their annual progress towards achieving the strategic objectives set out in their SIDP's. These six universities who presented on their APR's were selected based on the target set for 2018 in the PIM. The program has achieved the target set for this theme (6 APRs to be issued).

Theme 1.4.2: Internal Quality Assurance

. During the period under review, the specification packages for establishing nine IQAUs were completed. Those universities that new IQAUs will be established are Kunduz University, Baniya University, Paktia University, Takhar University, Kabul Polytechnic University, Badakhshan University, Parwan University, Faryab University and Jawzjan University have been finalized and submitted to procurement directorate for further proceedings. These IQAUs will be established in 2019.

Eight IQAUs have been established are entitled to be functional based on the score card, these units are established at Kabul Medical University, Herat University, Kabul University, Kandahar university, Kabul Education University, Nangrahar University, Alberoni University and Sheikh Zayed University. The TPV agency has completed verification process of IQAU establishment in these eight universities. All IQAUs received a score above 75 as explained at the scorecard except IQAU in Herat University. The program has achieved the 2018 target for IQAUs.

Theme 1.4.3: External Quality Assurance

External Review of the universities is one of the main tasks of the Quality Assurance and Accreditation (QAA) sub-component. Up to date, the program has externally reviewed 10 public universities and 13 private. The external QAA of universities were planned in difference phases. It started with the pilot phase of the external review, which has been previously completed and reported. In the pilot phase eight universities were reviewed. Out of the eight reviewed universities four universities got full accreditation. Two of the accredited universities were public (Kabul University and Kandahar University) and two were private (American University of Afghanistan and Kardan University). In the second phase of the external review which took place in May 2018, six public universities and six private universities have been reviewed. Out of the 12 reviewed

universities only Kabul Medical University got full accreditation while three private universities got partial accreditation.

15 universities were planned for the third phase of external peer review based on QAA Board assessments and universities' application for accreditation. Although, all of these universities have participated in the quality assurance awareness workshop but only ten universities have submitted their self-assessment reports on-time. After review of the self-assessment reports, the QAA Board has identified only three universities to be reviewed. These three universities whose report and documentation were according to the standards were Ghalib Kabul, Ghalib Heart and Salam. In this phase Kabul Polytechnic university was also selected for a focused review. The external peer reviewers have completed the review of these four universities and have already submitted the reports to QAA Board. The board will then decide on the accreditation of the reviewed universities based on their reports.

For each of the university a team of four external peer reviewers were selected. Two of the peer reviewers were from the previous batches who had good experience of this process and two were from the recently selected and trained peer reviewers. The experienced and new peer reviewers were teamed up in order to share their experience with each other and the new reviewers to get experience of this process and to be able to independently lead a peer review process in the future.

According to the plan to continuously increase and train the number of external peer reviewer, 15 peer reviewers who have been previously selected through a competitive process were introduced for the quality assurance internship program offered by Malaysian Qualification Agency. This batch of peer reviewers successfully completed a week long internship program but only two of the peer reviewers were not granted entry by the Malaysian immigration office and had to return back without participating in the internship program.

QAAD is a newly established directorate, to improve capacity and systems of this directorate for effective quality assurance and accreditation is in the HEDP's plan. One of the needs of the QAAD was to have a website. For this purpose, a company was hired to develop a website for QAAD. This website is designed and the company is in the process of placing the necessary information and documentation to the website.

Five universities have attained full accreditation. These universities are Kandahar University, Kabul University, Kabul Medical University, American University and Kardan University. HEDP has designed the accreditation certificate and in consultation with the MoHE leadership a national event will be organized to award certificates of accreditation to these universities. Such an event will further motivate other universities to enhance their quality and participate in the process of accreditation.

Theme 1.4.4: Leadership and Management Courses for Senior Managerial and Administrative Staff

The last update on this theme is that AIT has been replaced with NIEPA, as the AIT budget estimation was too high. The training has been postponed due to the fact that either NIEPA has to

consider the number of days allocated for the rigorous training or AIT has provide us another budget breakdown for a 10-12 day training instead of the 21 day training.

Considering the last year achievement of AULIA, the program scope was to identify 30 qualified NRPs through a systematic process and assessment done by the AIT examined from five different requirements. The selection of process of the thirty NRPs has finally come to an end, the selection was done in the presence of deputy minister, and HEDP colleagues while taking into consideration the suggested candidates based on the selection criteria they had set. NIEPA or AIT will conduct the training for 30 NRPs in early 2019. Upon the return of these 30 NRPs, they will conduct the similar trainings in their respective universities as a group or individual in late early 2019. They will train up to 125 academic leaders in different priority disciplines.

Theme 1.5: Stimulating Development Oriented Research (DLI)

HEDP has awarded 97 research projects to different public and private university's professors since 2016, which out of the total projects awarded, 34 research projects have been completed. In 2018, a total number of 39 research projects were awarded. These research projects include 15 group researches and 24 individual researches. Contracts for 38 researchers were prepared and signed by the researchers, HEDP responsible persons, and the MoHE leadership. Currently, the research contracts are with the HEDP finance unit for preparing allotment for the first installment payment.

During the period under review, all researchers, who were awarded the research grants, were invited from across the country to participate in a workshop. The program delivered a comprehensive presentation on the responsibilities of the researchers during the course of their research and explained all the requirements and activities that the researchers need to be careful about. The research manager insisted on regular monthly report from the researchers and urged them to communicate any problem or challenge they may encounter during their research work.

C) Component Two: Program Operations and Technical Support

Social and Environmental Safeguard

During the reporting period, HEDP safeguard team were has done the following tasks:

1. Monthly safeguards report of all ongoing construction projects submitted to the WB.
2. Draft environment and social management plan for Herat University planned construction projects shared with both the Bank's safeguard team and MoHE to be included into the project's contract.
3. Coordination made with ARTF, MSI with regards to the physical and financial progress of the construction projects data collection
4. Revised safeguard training manual and training plan submitted to the Bank.
5. Follow up made on deed preparation for Bamyan project's 11PAFs.
6. Follow up made with MoHE on inclusion of Herat ESMP into the bidding documents.
7. Development of Badghis project progress and trip reports.

Procurement

During the period under review, the procurement unit of HEDP was engaged with the procurement directorate of MoHE to facilitate the procurement process of several HEDP projects such as ICT, Water and lavatories specially for girls, establishment of IQAUs and PDCs, establishment of concealing centers in universities, renovation of kinder garden in university, procurement of books, and lab equipment for public universities. following projects are at different stages of procurements.

- ICT Center in Bamyan University => Five offers received.
- ICT Center in Poly Technique University => follow up letter for Budget commitment
- ICT Center in Kabul Medical University => Bid Opening
- ICT Equipments for (Logar, Panjshir, Ghor and Helmand) Universities => One offer received and the letter has been sent to IT directorate
- IT Centers for (Baghlan and Alberoni) Universities => Under Evaluation
- Establishment of 3 PDCs in Universities => follow up letter for Budget commitment
- Establishment of 9 IQAUs in Universities => Seven offers received.
- Lab Equipment's for 14 Universities => to be revised according to steering committee's decision
- Library Books => The evaluation is finalized
- Lab equipment's (Physics and Biology) for Universities => The evaluation is finalized
- Water and lavatories for Jawzjan University => Re announced

Physical Infrastructure Projects

HEDP supports various infrastructure projects such as lecture block, research centers, girl's dormitory, ICT, and etc. during the reporting period, the program worked with MoHE's engineering team on collecting the information regarding the accurate physical progress. The previous report showed that some of the infrastructure projects are delayed. The report was therefore shared with the relevant departments at MoHE and the reasons were asked on why the projects are delayed. Following are some of the reasons presented by engineering team of MoHE for the delay happened in some projects:

- Delay In the payments due to the new financial system of MoF and change of fiscal year
- Modification in the basement design of some projects
- Low coordination among the key stakeholders of the projects (local provincial governance, line Ministries)
- Security problems in provinces
- Lack of standard companies. The bidders provide low price to win the project, but in the implementation phase, they make procrastinations, and challenge the program with their irrational claims.

Table 3: they physical progress of infrastructure projects

#	Project Type	Province	Physical Progress (%)	Signe Date	Physical Start Up	Duration	Completion Date	Remarks
1	Girl's Dorm + KD	Kunar	96%	17/09/1395	30/ 09/ 1395	2 years	01/ 10/ 1397	
2	Girl's Dorm + KD	Bamyan	90%	10/06/1395	20/ 06/ 1395	2 years	21/ 06/ 1397	
3	Girl's Dorm + KD	Takhar	80%	17/04/1396	01/ 05/ 1396	15 months	02/ 07/ 1397	
4	Girl's Dorm + KD	Helmand	48.38 %	15/03/1396	29/ 03/ 1396	15 months	30/ 06/ 1397	
5	Girl's Dorm + KD	Badghis		10/06/1395		2 years		The construction of the research center completed, currently the team is working on civil works of this project
6	Lecture Block	Ghazni	93%	29/06/1395	05/ 07/ 1396	2 years	06/ 07/ 1398	
7	Lecture Block	Wardak	55%	08/06/1396	02/ 07/ 1396	15 months	03/ 01/ 1398	
8	Lecture Block	Logar	86%	09/10/1395	04/ 12/ 1395	18 months	05/ 06/ 1398	
9	Lecture Block	Sar-e-Pul	70%	25/09/1395	16/ 12/ 1395	18 months	17/ 05/ 1397	
10	Lecture Block	Parwan	98%	30/03/1396	20/ 04/ 1396	15 months	21/ 06/ 1397	
11	Lecture Block	Laghman	100%	01/05/1396	14/ 05/ 1396	15 months	15/ 07/ 1397	
12	Research Center	Kabul	90%	14/09/1395	28/ 09/ 1395	9 months	Deadline Missed	The contractor has 9months for the project completion, however the firm missed the deadline and the issue is now with MoHE's audit Department for further proceeding
13	Research Center	Kandahar	95%	12/11/1395	02/ 12/ 1395	9 months	13/ 08/ 1396	
14	Research Center	Herat	100%	27/04/1396	21/ 05/ 1396	9 months	22/ 01/ 1397	Civil works of this sub-project is ongoing

Human Resource Management

The human resource management of program continued on filling the vacant position during the reporting period the technical officer (teaching and learning) position has been filled. In addition, the following positions are in progress.

- Senior Education and Technology Manager => NoL with the WB
- Environmental Specialist => Re announced
- Social safeguard specialist => Re announced
- University Operations Coordinator (Parwan) => NoL with the WB
- Data Management Officer => NoL with the WB
- HR Officer => Interview scheduled
- Senior Academic Manager (for DM Academic Office) => Interview scheduled
- Curriculum Development Advisor => Re announced

Communication

During the reporting period, the program worked to develop tools and products that communicate internal change and deliver messaging related to program initiatives. The HEDP Facebook page and website have been updated with the activities reports and pictures. HEDP website is updated with its recent activities' pictures and reports. Four-minute videos are produced for AULiA and Audit training and they are finalized. In addition, GRM database and emails are checked daily and the received complaints are shared with the relevant departments, at the same time, the GRM annual report is furnished and a list containing the contact details of 16 public universities has been developed.

Monitoring and Evaluation

Monitoring and evaluation team continued to collect data on the progress of program indicators, and provide an insight to the program management for the informed decision making. During the reporting period, the M&E team collected data on enrollment in higher education for the year 2019. The enrollment report has been developed and shared. In addition, the M&E team started data collection on all program themes in using the data collection tools developed already for this purpose. During the reporting period, the M&E team followed with the consultancy conducting TPV of disbursed linked indicators. Three DLIs of 2018 (female enrollment, establishment of 4 Quality assurance units and establishment of 2 ICT centers) are verified by the consultancy. The consultancy has submitted the final report covering all three DLI indicators. The report shows all DLI targets have been achieved.

As a lessons learned from this round TPV, the program should hire the consultancy by January 2019, brief them before going to the physical work of the DLI verification protocol, and involve the MoHE relevant authorities in the process of TPV. In addition, the TPV firm should use a standard reporting template which can be concise, brief, straightforward and due to the point.

Financial Management:

The following table shows the up to date budget execution rate as of November 2018.

Type of Component	Approved Planned Budget	Actual Expenditure	Budget Execution Percentage	Remarks
Component 1	\$ 13,536,142	\$ 7,231,230	54 %	

Component 2	\$ 2,446,327	\$ 1,613,763	66 %	
Grand Total	\$ 15,982,469	\$ 8,844,993	55%	

Budget execution disaggregated by key themes

Component	Approved Budget 2018	Expenditure	Balance
Scholarships	\$ 3,369,845.33	\$ 952,552.00	28%
Research	N/A	N/A	N/A
Physical Infrastructure	N/A	N/A	N/A

D) Challenges and Recommendations

- The delay in hiring TPV firm/consultancy seems to be a challenge for the program. If it happens to be procured later than the planned timing, the release of DLI budget planned for 2019 will in consequence be proceed later, where the program will suffer the shortage of budget accordingly.
- The 2019 scholarships must be announced so that they are completed within the remaining life span of the program. The program must cautiously award the scholarships in priority degree programs so that they can achieve the 2020 DLI target. (275 scholarships completed)
- The program however is behind the plan for conducting technical short term trainings, administrative and leadership trainings, the program strives to achieve those targets simultaneously with the targets of 2019 either. The program needs to discuss with the World Bank on the modality, nature and specification of short term technical trainings.

Annex A: Intermediate Outcome Indicators Status for 2018 based on the revised PIM

<i>Indicator</i>	<i>2018 Target</i>	<i>Current Status as Nov 2018</i>
A. Project Development Indicators		
1. Student enrollment in universities in priority degree programs for economic development	Total: 78,500 Males: 64,000 Females: 14,500	Total: 81984 Males: 65049 Females: 16935
2. Number of universities developing, implementing and monitoring strategic five year rolling institutional development plans consistent with the National Higher Education Strategic Plan	10 universities issue Strategic Institutional Development Plans according to the template	13 universities issued Strategic Institutional Development Plans according to the template
3. Increased numbers of full time academic staff with at least a Master's degree in priority degree programs	1,200.00	This Indicator shall be updated at the end of December 2018 on annual basis.
A. Intermediate Outcome Indicators		

Female enrollment in priority degree programs in the 1st year of public universities [DLI 1]	5,000 by end of December 2018	5,348 as of Dec 2018. This indicators is subjected to the TPV_2019
Number of female students with access to adequate residential facilities for women on university campuses	3,700	4,405 as of December 2018. MoHE data
Number of full time academic staff trained in, and practicing, outcome-based education and student centered learning [DLI 2]	500 academic staff trained in and practicing outcome-based education and student centered learning	674 have been trained and verified. While another 507 are trained during 2018, but the verification is remained.
Number of public universities with functional ICT centers for ICT based higher education [DLI 3]	2 universities with new and functional ICT centers	2 universities reported functional. Gazni and Faryab universities
Number of scholarships awarded to full time faculty staff for Masters Degrees in priority disciplines [DLI 4]	300 scholarships awarded	336 scholarships awarded; 58 scholarships completed and returned
Number of technical staff completing short-term technical and maintenance courses	200 staff trained	The training nature yet To be discussed.
Number of universities with Internal Quality Assurance Units (IQAU) (b) functioning to international standards [DLI 5]	4 universities with IQAU) functioning to international standards	7 IQAU) are functional. 8 IQAU) have been established.
Number of public and private universities which complete a new regionally benchmarked quality assurance cycle	External institutional quality assurance reviews completed for 11 public and 11 private universities and reports disseminated by the MoHE	10 public and 13 private universities externally reviewed.
Number of university senior managerial and administrative staff completing short-term leadership and management courses in the context of greater authority and accountability	200 staff trained	Planning for the second phase.
Development oriented research Projects, mainly in the priority disciplines [DLI # 6]	10 new group research Projects commenced 20 new individual research Projects in progress commenced At least 15 group research Projects completed At least 25 individual research Projects completed	15 group researches awarded. 24 individual researches awarded. 9 Group research projects of 2017 completed 24 Individual research projects of 2017 completed