

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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Submitted By: Operation and Monitoring Support Team

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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

The first bi-monthly report covering the months of January and February 2019 covers the last progress made on the higher education development program. The program, by the closing of year 2018, achieved all its 3 PDO and 8 intermediate level indicators targets (except short term technical and leadership trainings). Starting the year 2019, the program is on track achieving the program 2019 targets.

Starting from the enrollment in priority degree programs, and based on the new priority disciplines list, the 2019 DLI target on female enrollment (5,000) has been achieved. The program by now stands at 9,600 on this target value. There has been a great increase in the number of female enrollment in 2018 comparing to the target value of this year and actual enrollment of the last year. This big jump in the increase of female enrollment is partly due to the increase of reserve seats for female in Kankor intake in 2018 and the revision of priority degree programs in the revised project documents (inclusion of law, social science, Journalism, Science and Education to the priority lists). 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 six more universities (Bamyan, Kabul, Balkh, Alberoni, Parwan and Jozjan). These centers will be established by 2019. Regarding the disadvantaged scholarships, during this reporting period, the scholarships have been expanded from 100 in last bi-monthly report to 300 now. KU, KEU, Herat and Balkh Universities

With having the 2019 target already achieved in OBE-SCL, the program continued on expanding the number of faculties staff trained in OBE-SCL. During the period under review, the program has initiated the OBE-SCL workshops at 16 public universities. They are the Alberoni University, Badakhshan, Baghlan, Ghazni, Kabul Education, Kabul Medical, Kabul Polytechnic, Kabul, Kandahar, Kunar, Kunduz, Nangarhar, Paktia, Parwan, Shaikh Zayed, and Takhar universities. On the scholarships placements, five candidates have been placed during the last two months. Out of 127 scholarships awarded in 2018, 110 have been placed from which 33 are female and 77 male. For the 2019 scholarships, the program has collected around 141 applications, from which 26 is female and 115 male. According to the program documents, there should be 33% female, which the number of female applicants need to be increased

During the reporting period, the program has announced the new research grants for 2019. The new research grants include funding for 20 individual research projects and 10 group research projects. The program is currently in the process of collecting research proposals from all universities across Afghanistan. In terms of IQAUS, external review, SIDPs, technical and leadership trainings, the program is on track to achieve the set targets.

The program has conducted the DLIs verification survey, which the report findings show that all three DLIs targets of 2019 have been achieved. Six ICTs and seven IQAUs have been reported as functional, and 9,600 female students are enrolled in priority programs. In addition, the TPV hiring process has been conducted, which soon the agency will be on board.

The agreed actions tracker has been updated, majority of the agreed actions have been achieved, while the rest are to be achieved within the agreed timelines. *The agreed actions tracker is attached as annex 1.*

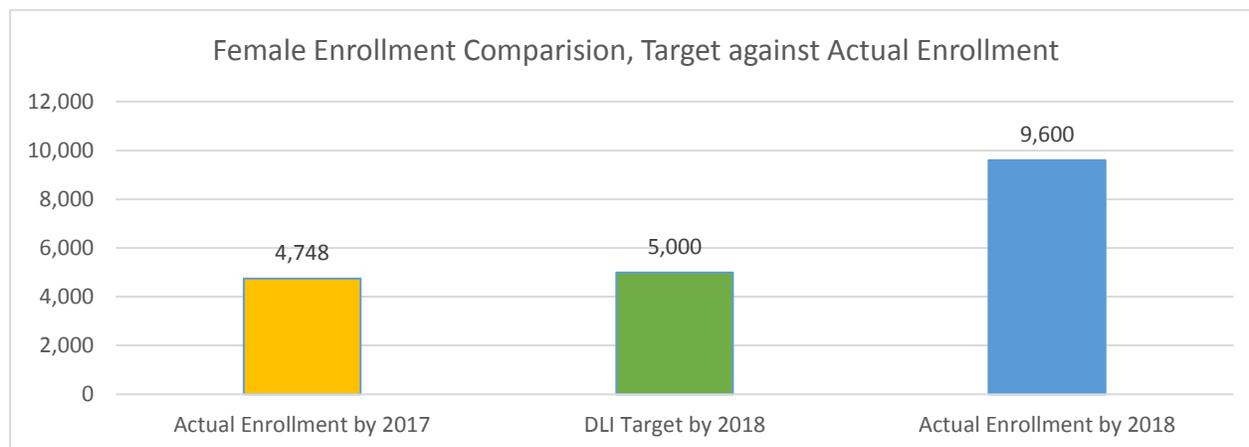
B) Component One Activities:

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. According to the program documents, 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) in 2018 (PDO Indicator target) through variety of interventions and initiatives. The data on this theme is collected and analyzed on annual basis after Kankor exam is conducted, and the data has been collected by planning and policy directorate of MoHE from the public universities. The Verification is based on the yearly enrollment data for public universities and based on the project document (verification protocol), the data should be provided by MoHE.

According to the data provided by MoHE and based on the new priority disciplines list, the 2019 DLI target on female enrollment (5,000) has been achieved. The following graphs shows the number of female students enrolled in priority disciplines by 2018.

Graph 1: Comparison of actual female enrollment in priority disciplines at public Universities, 2018 against last year (2017) and target value (2018)



The Graph shows female enrollment in priority disciplines at 23 public universities in 2018, which stands at 9,600. There has been a great increase in the number of female enrollment in 2018 comparing to the target value of this year and actual enrollment of the last year. In 2017, the number of female enrollment in priority discipline was standing at 4,748, almost 100% less comparing to the 2018 enrollment number. The actual female enrollment of 2018 stands 96% more than the target value and 100% more than 2017 enrolment. This beg jump in the increase of female enrollment is partly due to the increase of reserve seats for female in Kankor intake in 2018 and the revision of priority degree programs in the revised project documents (inclusion of law, social science, Journalism, Science and Education to the priority lists).

Table 1: Students Enrollment in Higher Education at Public Universities by 2018

Indicators	By 2018		
	Female	Male	Total
First Year Enrollment in Priority Disciplines (Intermediate Outcome Indicator, DLI I)	9,600	30,289	39,889
Total Enrollment in Priority Disciplines (Project Development Indicator)	30,613	94,975	125,588

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 have been expanded from 100 in last bi-monthly report to 300 now. KU, KEU, Herat and Balkh Universities have been 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 the rest of universities is in process. Through this initiative, MoHE would like to promote female retentions from disadvantaged background.

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 the physical work of establishing the child care centers in Bamyan and Takhar universities is ongoing, during the reporting period, the program has started working on the procurement packages of renovation of child care centers of Albironi and Parwan Universities. These centers will be renovated in 2019. In addition, the program had suggested to establish two more care centers in Herat and Jawzjan universities from the ordinary budget of MoHE. The Ministry has confirmed and the centers would be establish in 2019. On the counselling centers, the update is that the physical work of counselling center of Balkh University has been completed and soon the center would be utilized. Moreover, KU Counselling team has started the process of making the protocols and other documents of counselling centers provided by Hunter Collage official documents of MoHE. The documents are under review of KU leadership team. Also, HEDP has included the renovation of Herat counseling center in the plan of 2019.

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

Theme 1.2.1: Outcome Based Education and Student-Centered Learning

With having the 2019 target already achieved in OBE-SCL, the program continued on expanding the number of faculties staff trained in OBE-SCL. During the period under review, the program has initiated the OBE-SCL workshops at 16 public universities. This time the majority of participants are the department heads. They are the Alberoni University, Badakhshan, Baghlan, Ghazni, Kabul Education, Kabul Medical, Kabul Polytechnic, Kabul, Kandahar, Kunar, Kunduz, Nangarhar, Paktia, Parwan, Shaikh Zayed, and Takhar universities. The exact number of the trainees trained in OBE-SCL, and the lists with full details of the trainees will be shared in the upcoming bi-monthly reports. For these workshops, the program prepared the packages of Workbooks and Stationary for OBE-SCL workshop and dispatched them to the universities. The program had trained 1,258 academic staff by 2018 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.

In addition, the interview for selection of Bamyan, Alberoni and Kunduz Universities' PDC Lead was held. The most qualified candidates were selected and introduced via a shared report with the General Directorate of Academic Affairs Coordination. The report elaborates the selection process and result so that the Academic Board review and approve it and then officially inform the universities about the winning candidate as the PDC Lead. The program is making arrangement and preparation for the PDC Lead Capacity Development Training at Amity University, India. The issue will be presented in the Steering Committee meeting to obtain the approval of H.E. Minister.

Theme 1.2.2: Information and Communications Technology Enhanced Teaching and Learning

However, the program has achieved the 2019 target for ICTs, the program has started to expand the number of ICTs into more public universities. By now, seven ICT center in (Shahid Rabani, Khost, Ghazni, Paktya, Kunar, Takhar and Faryab) universities have been established. The physical work is completed and they are entitled to be functional based on the recent DLIs verification report. *The DLIs verification report is attached as annex 2.* 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.

During the reporting period, the ICT directorate of MoHE conducted a Skype conference with all universities official where the ICTs are established and functional. Based on the video conference discussion which had been hold by IT directorate with all those universities which ICT centers have been established or will be establish next year, they should conduct ICT training workshops for all lecturers in their universities, this can be an awareness program to let the faculties lecturers know that they need to use the ICTs facilities for their research and other duties. In accordance to the revised scorecard of ICT Centers, at least 40% of faculty members should utilize ICT resources effectively for scientific research purposes. In addition, during the reporting period under review, the program have prepared technical specifications of ICT Equipment facilities projects for 9 universities (Urozgan, Saripul, Farah, Badghis, Paktika, Kandahar, Herat, Nangarhar and Jawzjan), these projects are in the procurement process by now.

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 is on track to achieve the 2019 target on awarding master scholarships into faculty's academic members of public universities. During the reporting period, the program have followed to place the scholars. Five candidates have been placed during the last two months. Out of 127 scholarships awarded in 2018, 110 have been placed from which 33 are female and 77 male. These scholars are placed in the universities of IIUM, ISM, KMUTT, LPU, UPM, UiTM and UTM. *The detailed list of 110 scholars is attached as annex 3, Sheet 1.* There are 10 medical students who are still not placed due to lack of the field of studies in the universities of the region. *The list of pending students is attached as annex 3 Sheet 2.*

For the 2019 scholarships, the program has collected around 141 applications, from which 26 is female and 115 male. According to the program documents, there should be 33% female, which the number of female applicants need to be increased. The application process, however have been extended twice, there are still shortage of female candidates to apply for the master program. On the graduated students, the update is that 80 students have been graduated from which 59 are male and 20 female from the various universities so far. *The list of graduated students is attached as annex 3 Sheet 3.*

Regarding the PhD scholarships, the program had asked universities for their proposal on how they would like to utilize those PhD scholars after return. 9 universities have submitted their proposals and the next steering committee will approve them.

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

According to the project documents, HEDP should train 250 technical staff of public universities by 2018. The program by now has trained 96 ICT and libraries technicians. 75 technicians were trained in 2017, while 21 ICT technician trained in 2018. The program is on track to achieving the targets on this theme by 2019. During the last WB mission, it was discussed to cancel the approach of sending 20 master trainers out of the total technicians to the LPU India. We thereby taught to use the indoor capacities for conducting this training. The program has developed a concept note which describes how the program wants to use the lecturers of public universities for the training of respective labs technicians. *The concept note is attached as annex 4.*

The concept note will be endorsed by the steering committee once the NoL of the WB is received. Through this concept note, 154 lab technicians would be trained at two Kabul based universities (Kabul and Kabul Medical Universities). In addition, the program will have a separate concept note for training 150 libraries technicians, trained by ACKU. The program is working with them to reach an agreement.

Theme 1.4: Strengthening Governance, Quality Assurance and Accreditation

Theme 1.4.1: Strategic Institutional Development Plans (SIDPs)

In order to make the development of Strategic Plans at universities a regular activity and institutionalize it within the mandate of Planning and Policy Directorate of MoHE, rigorous work was undertaken during the past 3 months. The previous MoHE SPIC committee that was made up of only 5 members, two of whom left for their PhD's, has been expanded to 13 persons now. After the H.E Higher Education Minister's approval for the expansion of the committee, CV's from all central public universities were collected, and qualified professors from different disciplines were interviewed and selected. In addition, a number of 15 universities have been selected as part of the plan for 2019. These universities will be helped by the MoHE SPIC committee in developing their 5-year rolling strategic plan. A comprehensive work plan is drafted by the OMST responsible manager for the entire 2019 year based on which the MoHE SPIC committee will continue their work.

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 last year (2018), 6 universities have issued their annual progress reports on the SIDPs. 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). 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). The program is on track to achieve the target of 2019 on this theme.

Theme 1.4.2: Internal Quality Assurance

It's one of the objectives of the HEDP and a DLI to establish Internal Quality Assurance Units (IQAU) at public university according to the approved scorecard. HEDP has already established IQAUs at nine public universities, which are; Kabul Medical University, Herat University, Kabul University, Kandahar university, Kabul Education University, Nangrahar University, Alberoni University, Balkh University and Sheikh Zayed University. The TPV agency has completed verification process of IQAUs functionality at eight universities, except Balkh University. All IQAUs received a score above 75 as explained at the scorecard except IQAU in Herat University. For IQAU establishment, the 2019 target is to have verified functional IQAUs at six universities by 2018, which the target has been met. The procurement process for a third party verification agency is in process, who would conduct verification of IQAUs at the nine public universities where, HEDP has established IQAUs.

To achieve IQAUs establishment target for the upcoming years, HEDP is in the process of procurement in additional public universities. These universities are Kunduz University, Bamyan University, Paktia University, Takhar University, Kabul Polytechnic University, Badakhshan University, Parwan University, Faryab University and Jawzjan University. The procurement process has been almost completed. The vendors have been selected for establishing IQAUs at these universities and soon a contract will be signed with them.

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. 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 2018, six public universities and six private universities have been reviewed. Out of the 12 reviewed universities only Kabul Medical University got Grade A accreditation while three private universities received Grade B accreditation.

In October late 2018, three additional universities (Ghalib Kabul, Ghalib Herat and Salam Universities) were reviewed, while Polytechnic University was focused reviewed. The accreditation process has been completed and all the reports have been approved by the BAA Board and have awarded Grade B accreditation to all the three universities but Polytechnic University to be focused reviewed again.

According to the plan to continuously increase and train the number of external peer reviewer, 12 additional peer reviewers are planned to be selected and trained in 2019 to address the increasing need for peer reviews and focus reviews of the universities for accreditation. The vacancies for new peer reviewer selection have been shared with the public universities. QAAD and HEDP are in the process of receiving the applications who would then be shortlisted for interviews and selected for training to become certified peer reviewers.

A website is designed and launched for QAAD to share all the necessary documents and information for universities about the quality assurance and accreditation processes. The website is functional now and can be accessed via <http://qaad.edu.af>. HEDP is in the process of translation of Some of the documents that are not available in all three languages (Pashto, Dari and English).

The Quality Assurance and Accreditation work-plan for 2019 has been finalized and is shared with the World Bank. The HEDP and QAAD have planned to review 45 universities including 12 universities to be focused review who have not been accredited in the past reviews. The reason of planning more universities is to be sure of achieving the project target. Most of the universities are not able to get prepared on time for the review. In 2018 we have planned to review 15 universities but only three universities were able to submit a complete self-assessment report with all the required documents. Another benefit of list more universities is, if they were not able to submit the required documents for a peer review in 2019 they will be better prepared for 2020.

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

On this theme, there has no progress made, since the last report. 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, 53 research projects have been completed. During the reporting period, the program relevant team conducted several meetings with MoHE's respective directorates to announce the 2019 research projects. Hence, after several meetings and negotiations with the relevant MoHE directorates, the OMST responsible manager was able to announce the new research grants for 2019. The new research grants include funding for 20 individual research projects and 10 group research projects. The program is currently in the process of collecting research proposals from all universities across Afghanistan.

The former research commission that was responsible for the review of research proposals and reports as well as other research activities was dissolved due to the commission members' lack of interest. This commission was previously led by the Academic Programs Development Directorate of MoHE. Currently, the program's relevant team is working to establish a new research commission to take over the responsibility for future research related work.

In respect to the National Research Conference, the concept note was drafted and shared with the OMST team and other experts to seek their insights. Work for the organizing and conducting the conference will be planned and started once the concept note is finalized.

C) Component Two: Program Operations and Technical Support

Social and Environmental Safeguard

The last two reports of MSI show that there are some deviations in HEDP projects in the provinces. 22 deviations are reported in Ghazni, Wardak, Herat, Kabul, Badghis, Sar-e-Pul, Takhar, and Bamyan. HEDP incoordination MoHE responsible engineers provided their justifications and the deviancies of Herat, Takhar, Sar-e-Pul and Badghis projects rectified, also the contractors were asked to share the photos of the corrections. In addition, based on the report for the month of December four projects (Kunar, Helmand, Takhar and Kandahar) 2 major and 5 minor deviations occurred, however the deviations of the Kunar and Helmand projects corrected while the physical work in Bamyan, Ghazni and Wardak provinces are stopped due to the cold weather, and the work is stopped in Kandahar and Kabul provinces as a result of the financial and procurement problems. Furthermore, during the reporting period, the environment team has done the following activities.

- Monthly monitoring report of the construction projects where the physical work is ongoing are submitted to the Bank's SGs colleagues.
- Development of the long-list and short-list of the candidates for the position of the environmental safeguards specialist.
- Coordination meetings conducted with the Planning and Policy Directorate of MoHE engineers in order to share updates on the ongoing construction projects.
- The first data utilization tracker regarding HEDP projects deviation in the provinces updated and shared with both MSI team and the WB colleagues.
- The second data utilization tracker indicating the MSI's report for the month of December updated and shared with the Bank colleagues and MSI team.

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 => awarded.
- ICT Center in Poly Technique University => the documents have been submitted to NPA for further process.
- ICT Center in Kabul Medical University => awarded and submitted to NPC for approval.
- ICT Equipment's for (Logar, Panjshir, Ghor and Helmand) Universities => under evaluation.
- IT Centers for (Baghlan and Alberoni) Universities => Re announced.
- Establishment of 3 PDCs in Universities => under evaluation.

- Establishment of 9 IQAUs in Universities => under evaluation.
- Lab Equipment's for 14 Universities => to be revised according to steering committee's decision
- Library Books => The evaluation is finalized, 15 lots have been awarded and submitted to NPC for approval.
- Lab equipment's (Physics and Biology) for Universities => to be revised according to steering committee's decision
- 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.

Table 3: they physical progress of infrastructure projects

S/N	Project Name	Physical Progress	Anticipated completion date	Remarks
1	Kunar Dorm +KD	98%	01/ 10/ 1397	
2	Bamyan Dorm +KD	90%	21/ 06/ 1397	Physical work stopped due to the cold weather
3	Takhar Dorm +KD	85%	02/ 07/ 1397	Physical work stopped due to the cold weather
4	Helmand Dorm +KD	48.38%	30/ 06/ 1397	
5	Ghazni Lecture Block	93%	06/ 07/ 1398	Physical work stopped due to the cold weather
6	Wardak Lecture Block	55%	03/ 01/ 1398	Physical work stopped due to the cold weather
7	Parwan Lecture Block	98%	21/ 06/ 1397	Physical work stopped due to the cold weather
8	Sar-e-Pul Lecture Block	75%	17/ 05/ 1397	Physical work stopped due to the cold weather
9	Laghman Lecture Block	100%	15/ 07/ 1397	
10	Logar Lecture Block	86%	05/ 06/ 1398	
11	Kabul Research Center	90%	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
12	Herat Research Center	100%	Completed	Civil works of this sub-project is ongoing

13	Kandahar Research Center	95%	13/ 08/ 1396	
14	Badghis Dorm +KD		1/7/1999	The construction of the research center completed, currently the team is working on civil works of this project

Human Resource Management

The human resource management of program continued on filling the vacant position. During the reporting period the HR officer position has been filled. In addition, the following 15 positions are in progress.

- Senior Education and Technology Manager => NoL with the WB for the second candidate
- Environmental Specialist => Re announced, Written test and interview conducted
- Social safeguard specialist => Re announced, written test conducted.
- University Operations Coordinator (Parwan) => NoL with the WB
- Data Management Officer => NoL with the WB
- Senior Academic Manager (for DM Academic Office) => in Negotiation process
- Curriculum Development Advisor => Re announced, applicants shortlisted
- Communication Specialist => Announced.
- Scholarship Placement Specialist => announced, applicants shortlisted
- Senior Finance Manager => Announced, Written test conducted
- Finance Officer (Scholarships) => Announced, Applicants shortlisted.
- Executive Assistant (Minster Office) => Applicants Shortlisted
- Technical Assistant (Foreigners affairs directorate) => Applicants shortlisted
- Inventory Assistant => Applicants shortlisted
- Senior Finance Officer => 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

During the reporting period, the M&E team conducted the DLIs verification. The report findings shows that all three DLIs targets of 2019 (5,000 female enrollment, establishment of 6 Quality assurance units and establishment of 4 ICT centers by 2018) have been achieved. *The DLI verification report is attached as annex 1.* In addition, the monitoring team developed a concept note for conducting short term technical and maintenance trainings for the lab technicians. *The concept note is attached as annex 5.* The program conducted the hiring process of the consultancy for the TPV 2019 during the last two months. The process has been finalized and a firm by the name of Afghan Holding Group is selected. The will be given the contract in recent days and will soon start the verification of DLI 2019.

The 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 based on the revised priority list. 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.

D) Challenges and Recommendations

- Lack of enough female lecturers to apply for the scholarships of 2019. According to the program document, 33% of the master students should be female, while this seems to not be met in 2019 quota. The program can seek any alternative ways to communicate with universities chancellors to let the female be introduced, if there are any. Or the ratio can be revised in the project documents.
- The 2019 scholarships must be processed and get awarded soon 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 is lagging behind the plan for the leaderships trainings. It is a need to accelerate the efforts for achieving 2019 target on this theme.

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

<i>Indicator</i>	<i>2019 Targets</i>	<i>Current Status as Feb 2019</i>
A. Project Development Indicators		
1. Student enrollment in universities in priority degree programs for economic development	Total: 80,500 Males:65,000 Females:15,500	Total: 125,588 Males: 94,975 Females: 30,613
2. Number of universities developing, implementing and monitoring strategic five year rolling institutional development plans consistent with the National Higher Education Strategic Plan	14 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	1,300.00	1952 with 260 female and 1692 male by December 2018
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	9,600 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	4,250	4,405 by 2018

Number of full time academic staff trained in, and practicing, outcome-based education and student centered learning [DLI 2]	750 academic staff trained in and practicing outcome-based education and student centered learning	1,246 academic staff have been trained and verified. While 1,200 academic staff practice OBE and SCL by the end of 2018.
Number of public universities with functional ICT centers for ICT based higher education [DLI 3]	4 universities with new and functional ICT centers	6 universities reported functional. Gazni, Faryab, KEU, Takhar, Paktya and Khost universities.
Number of scholarships awarded to full time faculty staff for Masters Degrees in priority disciplines [DLI 4]	450 scholarships awarded	336 scholarships awarded; 80 scholarships completed and returned
Number of technical staff completing short-term technical and maintenance courses	250 staff trained	96 technicians trained so far.
Number of universities with Internal Quality Assurance Units (IQAU) (b) functioning to international standards [DLI 5]	6 universities with IQAU functioning to international standards	7 IQAU reported as functional. 9 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 15 public and 15 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	275 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 commenced At least 25 group research Projects completed At least 50 individual research Projects completed	Research Projects awarded; 9 Group research projects of 2017 completed 24 Individual research projects of 2017 completed

