

PROGRAM DESIGN DOCUMENT
for
LAOS AUSTRALIA NATIONAL SCHOLARSHIPS

9 August 2011

ANNEXES

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Annex A: Laos Development Context

Economic Growth in Laos

Laos is a least developed country bordering Vietnam, China, Burma, Cambodia and Thailand¹. Over the last decade and a half Laos has enjoyed peace and stability as well as sustained economic growth. This growth has been driven by greater use of natural resources and increased economic engagement with the region. Despite steady economic and social gains since the mid 1980s, Laos remains the second poorest country in the Mekong region. Major challenges remain. Poverty is increasingly defined by geography and ethnicity. Improvements in basic service delivery and greater levels of investment in the development of human capital are vital. Without a sustained effort to strengthen governance and combat corruption, the benefits to Laos of future domestic and regional economic growth will not be maximised.

In recent years Laos experienced an economic boom fuelled by accelerating demand for natural resources from its neighbours, but the global recession is undermining these gains. A further risk could arise if Laos paused in its restructuring and reform efforts. With good management, anticipated medium-term growth and increased government revenues from the resources sector can contribute to further poverty reduction. If poorly managed, negative social and environmental impacts could undermine hard-won development gains.

Since 1997, growth in the Laos economy has been driven by an ongoing transition to a market economy and increased engagement in regional markets. Prudent macroeconomic policies have contributed to growth, the resource sector has boomed and the services and industrial sectors have steadily increased their share of non-resource sector GDP. While agriculture's share of GDP has fallen over the last decade, it has still grown at about five per cent per annum and has been the key driver in reducing rural poverty. Expanding exports have played a significant role in Laos' growth and the economy is now significantly more open. Foreign direct investment, while small at two per cent of GDP in 2007, grew 20-fold between 2003 and 2007. The GoL has pursued policy reforms over the last decade, focusing on promoting economic growth and integration. Reform agendas in trade and investment facilitation, private sector development, public financial management reform, and public expenditure policy have been driven by an increasing number of well-trained managers and technical experts. While Laos was relatively protected from the initial shock of the global recession, the flow-on effect on government revenues and further private sector investment will need to be well managed in the short- to medium-term as global demand for Laos' commodity exports contracts.

Progress to Millennium Development Goals

Laos' performance against the achievement of the Millennium Development Goals (MDGs) has been mixed. As with many developing countries, statistics in Laos are often of doubtful quality and can present an incomplete or contradictory picture of development progress.

Hunger and poverty (MDG 1): Laos is one of the poorest countries in the region. Gross National Income per capita was \$US580 in 2007. An estimated 26.9 per cent of the population live under the \$US1 per day poverty line and a considerable proportion of the population still live close to it. Poverty is concentrated in the remote and mountainous north and in the southeast along the Vietnam border. There is a strong relationship between poverty and ethnicity. Since the late 1980s, per capita income has grown strongly and the percentage of the population living in poverty has fallen. Malnutrition remains an important issue in Laos with little improvement in malnutrition levels in children under five over the last 10 years.

¹ The analysis in this Annex has been sourced from the Australia Laos Development Cooperation Strategy, 2009-15

Education (MDG 2): Educational status is poor with an adult literacy rate of 73 per cent and only 75 per cent of grade 1 students reach grade 5. Student progression from primary to secondary school is also poor with only 75 per cent of boys and 66 per cent of girls making the transition. National budget allocations to the sector—12 per cent of total government expenditure—are low by international standards. While significant progress has been made towards achieving universal primary education, reaching the remaining young people living in remote areas is challenging. Laos is unlikely to meet its MDG targets for primary school retention or youth literacy by 2015 unless it significantly reinforces its efforts and receives greater international support.

Status of women (MDG 3): Women in Laos suffer systemic disadvantage, particularly women and girls from ethnic groups in rural areas. The government is male-dominated and educational access for girls is significantly below that for boys. There is a strong relationship between ethnicity, geography and the status of women and girls. In education, for example, an 18-year-old rural female from an ethnic group is likely to have had only two years of schooling while her urban Lao Tai male equivalent will have had 8.5 years. Laos is making progress towards gender equality with significant improvements in the education sector, in adult literacy and in women's representation in Parliament. Overall, Laos will struggle to meet its MDG targets in this area.

The Government of Laos (GoL) has committed to achieving 'gender equality in all spheres, including business, politics, culture, society and within the family'. Gender equality features in the Constitution, the government's National Growth and Poverty Eradication Strategy (NGPES), the current NSEDP and national MDG targets. The GoL has passed a law on the protection of women and children and ratified several international conventions, including the United Nations (UN) Convention on the Elimination of All Forms of Discrimination against Women. A range of institutions are supporting gender equality including the Lao Women's Union and the Lao Commission for the Advancement of Women.

This environment provides a strong basis for further progression of gender equality in Laos. Areas requiring attention include: improving services for rural women, particularly with reproductive, maternal and child health services; improving women's representation at senior levels of the bureaucracy in the public sector; and protecting women from sexual exploitation, HIV, trafficking and violence.

Health (MDGs 4 to 6): Health indicators are poor (50 per cent of children under five suffer stunted growth) but they are improving, with better outcomes for infant mortality (70 deaths per 1000 live births in 2005); under-five mortality (70 deaths per 1000 live births in 2008); and maternal mortality (530 deaths per 100 000 live births in 2000). HIV/AIDS prevalence is currently low, but there are risk factors including proximity to countries with high HIV/AIDS rates; a rise in the use of illicit drugs; and an increasing number of, and demand for, commercial sex workers. Increasing integration with the region is escalating these risks.

Data on **disability** is poor. The March 2004 Lao Expenditure and Consumption Survey indicated that five per cent of the population has a long-term illness or disability. Survey data, combined with other information available for under-five-year-old stunting and malnutrition prevalence, indicates that disability is a significant issue. The signing of the International Convention on the Rights of Persons with Disabilities, the development of a draft Decree on the Rights of Persons with Disabilities and revisions to relevant sectoral laws reflect an increasing commitment by the GoL to address the issue.

Environmental sustainability and clean water (MDG 7): Laos has significant natural resources with mineral deposits, forests and the capacity to generate hydropower from its river systems. As Laos increasingly draws on these resources to support economic growth the environment is coming under increasing pressure. The granting of large land concessions, resettlement, and the conservation and protection of environmental resources all present major challenges.

Laos has made good progress in improving **water supply and sanitation**, with access to improved water sources rising from 28 per cent in 1990 to 60 per cent in 2003. But significant challenges remain, particularly in rural areas where between 40 and 50 per cent of people still have no source of safe drinking water and 50 per cent do not have access to a simple pit latrine.

Other Development Issues

Unexploded ordnance: UXO from Laos' conflict-ridden past is a major issue. Twenty-five per cent of all villages are UXO-contaminated and around 37 per cent of all agricultural land is affected by UXO contamination. The GoL accords UXO clearance high priority in its NSEDP and treats UXO as a key constraint to poverty reduction. It has already signed and ratified the Convention on Cluster Munitions and has expressed its intention to accede to the international Mine Ban Convention. The GoL recognises the magnitude of the UXO problem and is improving efficiency and coordination of mine-action work through the National Regulatory Authority it established in 2004.

Corruption: Corruption is a problem in need of greater attention, particularly in the context of the resources boom and growing foreign investment. Laos ranks poorly in international corruption perception surveys, but it has fared better in business and household surveys. The 2009 World Bank enterprise survey revealed that 19 per cent of enterprises in Laos perceived corruption to be a major constraint (compared to a global average of 36 per cent). The Gallup global polls suggest that 46 per cent of Lao citizens believe that corruption is widespread in government, compared to 59 per cent in Vietnam and 81 per cent in Thailand. The GoL has made some progress in addressing the issue by acceding to the UN Convention against Corruption in 2009 and passing several anti-corruption laws. Vigorous implementation of legislative and institutional reforms will still be required.

Governance, civil society and fragility: Laos is a one-party state with only a nascent civil society and weak legal and institutional frameworks. The World Bank's Country Policy and Institutional Assessment Index ranks Laos 40 out of 77 countries and defines it as 'marginally fragile'. While the World Bank ranks Laos relatively well in economic management, it ranks the country as a poorer performer in financial sector management, social protection, revenue mobilisation, and transparency, accountability and corruption. The GoL faces major challenges in delivering basic services to its poor and highly-dispersed population. A key feature of governance in Laos is the relationship between the national and provincial governments. Policy is centrally determined but provincial governors have significant autonomy which at times hampers national policy implementation. While Laos has made significant gains in poverty reduction, progress with legislative and institutional reform in support of comprehensive human rights has been slower. Nevertheless, there have been several positive developments, including the recent ratification of the UN International Covenant on Civil and Political Rights and the establishment of a legal framework for the operation of domestic Non-Government Organisations (NGOs).

Development priorities

The goal of the Government of Laos PDR (GoL) is to "graduate" from the status of Least Developed Country (LDC) by the year 2020. GoL development policy is guided by two overarching policies - the *National Growth and Poverty Eradication Strategy* (NGPES), which was adopted by the Government in November 2004, and the 2011-2015 *National Socio-Economic Development Plan* (NSEDP).

The NGPES acknowledges that efforts are needed to promote socio-economic development based on sound macroeconomic management and institutional strengthening, and enhanced human resource development. Human capacity weaknesses at all levels of government and society, ineffective governance and inappropriate policies are seen as critical cross-cutting development constraints.

The targets and directions of the NSEDP to transform the country into a modern and industrial society are:

- ensure continuation of national economic growth with security, peace and stability, and maintain a GDP growth rate of at least eight per cent annually and a GDP per capita of at least \$US1,700 at the end of the plan;
- achieve the MDG and poverty reduction by 2015, adopt appropriate technology and skills, and create favourable conditions for graduating the country from LDC status by 2020;

- ensure sustainability of development by emphasising the links and balances between economic development, cultural and social progress, natural resources preservation, and environmental protection; and
- ensure political stability, peace and an orderly society.

The NSEDP identifies seven directions described as follows:

1. Develop all aspects of the national economy.
2. Make dynamic changes towards rural development and poverty eradication.
3. To make the society just, socio-cultural and economic development must reinforce each other, and promote good livelihoods (both physical and mental) through strong educational reforms and human resource development; for example, through upgrading and expanding educational opportunities. developing the intellect; providing higher education, good health, and sanitation; building better management staff and high skilled workers; continuing to protect and raise the value of national culture together with openings for international exchange; and ensuring increased social welfare in the society.
4. Increase the enforcement and effectiveness of public administration from the central to grassroots levels.
5. Ensure national defence and security and strengthen the armed forces.
6. Increase the skills of workers for them to match with the nation's development.
7. Implement industrialisation and modernisation strategies in a progressive way.

Continuing broad-based growth and reducing poverty across the country:

Facilitating economic growth and ensuring it is inclusive is a major challenge for Laos, particularly in light of increased volatility in the global economy. International experience shows that resource-rich developing countries face high levels of risk to sustainable development. Resource-sector development can lead to the formation of economic and social enclaves poorly linked to the rest of the economy. The prosperity of the resource sector obviously heavily relies on commodity prices and exposes the rest of the economy to any rapid and deep downturns in commodity prices, which often indicate general weaknesses in regional and global economic conditions. Pursuit of sound economic and fiscal policies promoting balance and increasing links between the resource and other sectors of the economy are therefore vital. GoL' development policy recognises the need to build growth across the economy, focusing on small- and medium-enterprises. Growth in agriculture also receives significant attention as a strategy for promoting broad-based development.

Strengthened service delivery: Access to quality education and health services is poor in Laos. Extending a universal standard of service in these sectors to a highly dispersed population across challenging terrain is difficult. The GoL needs to—and based on expectations of increased government revenues in the medium term has the ability to—significantly increase its own resources allocated to education and health, while simultaneously reducing its reliance on donor support. Education and health are high on the government's development agenda and are two of the NGPES's four priority sectors.

Better governance: The demands of running an increasingly sophisticated economy with significant links with the region and globally requires a sophisticated government response. Laos needs to strengthen both the institutions and policies that govern land and resource management to ensure future development appropriately balances economic, social and environmental outcomes. Likewise the trade and investment sector requires better policies and practices to minimise opportunities for discretionary and sub-optimal decision making. Improved delineation of responsibilities between national and provincial governments is essential. Greater involvement of citizens in public policy formulation needs to be an integral part of the governance agenda.

Donor environment

Donor flows: Laos depends heavily on donor support. In 2005-06 Official Development Assistance (ODA) accounted for 41 per cent of total government expenditure and 87 per cent of the public investment program. This represents approximately eight per cent of Laos' GDP, one of the highest dependencies in the region. In 2005-06, bilateral donors provided 48 per cent of ODA disbursements, with multilaterals

providing the balance. Japan was the largest bilateral donor (28 per cent of bilateral flows). Australia ranked seventh, accounting for eight per cent of bilateral flows. The Asian Development Bank (ADB) is the largest source of multilateral funding. While Australia is a middle-ranking donor its leadership roles in education and trade give more than commensurate profile and influence. Laos also has very significant economic cooperation programs with China and Vietnam.

Aid effectiveness: Donors to Laos have performed poorly on aid effectiveness. A large number are engaged in many sectors through many stand-alone projects. Some donor programs are managed remotely, creating difficulties with coordination and responsiveness. Excessive use of parallel aid-delivery systems; insufficient joint analysis and programming; and inadequate performance assessment are some of the issues needing attention. Despite this, progress is being made. The Vientiane Declaration on Aid Effectiveness, a local version of the Paris Declaration on Aid Effectiveness, adopted by the GoL and donors in 2006; has a companion document setting out implementation; and several joint government-donor working groups have been created to support improved policy discussion and programming. Further improvements in aid effectiveness needs to be a priority of all donors to Laos.

Development Cooperation Strategy

Through the Australia Laos Development Cooperation Strategy 2009 to 2015 and the *AusAID Mekong Water Resources Program Delivery Strategy*, Australia will focus on three pillars: education; inclusive growth through trade and investment; and rural development. The following section describes the activities relevant to the LANS program.

Pillar 1: Education

Australia will work to ensure all boys and girls complete a full course of quality basic education through:

- ensuring equitable access to quality basic education in targeted poor geographic areas
- improving the management and more effective use of GoL' and donor resources available to the education sector through enhanced strategic planning, coordination and alignment.

Supporting better education outcomes, particularly in basic education, is fundamental to development in Laos. The review of Australia's previous strategy concluded that future investments in education should focus on primary education and be based on a joint donor - GoL analysis of the sector. Australia plans to increase its investment in basic education in Laos over the next six years if the conditions for success are present. Its effectiveness will be judged on the extent to which Australia can assist the GoL achieve the MDG target of a full course of primary education for all boys and girls by 2015. We will pursue this through two country strategy objectives for the education sector:

Objective 2—Improving the management and more effective use of Government of Laos' and donor resources available to the education sector through enhanced strategic planning, coordination and alignment

Australia will support the strengthening of the national-level management of the education system. It will do so through the development and implementation of a jointly agreed Education Sector Development Framework, governing the efficient and effective allocation of resources. A key measure of success will be the extent to which the GoL increases recurrent education-sector expenditure through its own budget. The donor community is looking for a steady increase in the education expenditure as a percentage of government expenditure from its current very low level of 12 per cent to the international norm of 20 percent². allocation of additional Australian resources to the sector will depend on Laos' performance in this area.

² Australian Agency for International Development (2007), 'Delivering Better Education in Laos Engagement Strategy', Australian Agency for International Development.

Ensuring development is inclusive is a priority for the Australian Government. A key element of this is the Australian Government's disability strategy for the aid program, Development for All. The GoL has also recently drafted a decree on the 'Rights of Persons with Disabilities'. The draft decree commits the GoL to providing 'inclusive education' for people with disability through appropriate facilities, curriculum and teacher training; establishing 'special education' facilities to cater for individuals unable to participate in main-stream education programs; and to provide financial support to people with disability to offset their educational expenses. Australia will use its education resources to ensure these policy commitments are further developed and given effect.

Australia expects its education-sector engagement to significantly contribute to inclusive growth and rural development objectives. International experience has shown, for example, that access to at least four to six years of education is required to support the effective application of technologies to enhance agricultural productivity. Providing six to eight years of education to rural women can be expected to result in enhanced status, better family planning, improvements in infant and child health and enhanced future educational attainment for children.

Strategy-wide approaches

Tertiary-level skills development in support of strategy objectives

Australia will continue to support its successful and widely respected in-Australia scholarship program. We will also examine the capacity of in-country and in-region educational institutions to deliver tertiary-level training in strategy priority areas as a cost-effective complement to the existing scholarship program.

Annex B : Terms of Reference for the Design

Annex B.1: TOR for NUOLPS Review and Initial LANS PDD, 2009

NATIONAL UNIVERSITY OF LAOS PROVINCIAL SCHOLARSHIP PROGRAM REVIEW TERMS OF REFERENCE

1. PURPOSE

This review will provide recommendations that will improve the effectiveness, management, and monitoring and evaluation of the National

University of Laos Provincial Scholarship Program (NUOL PS).

2. OBJECTIVES OF THE ASSIGNMENT

The objectives of the review and re-design mission are:

- To review the following aspects of the program:
 - program focus
 - program outcomes
 - program management
- To draft a Program Design Document (PDD) that is consistent with the review recommendations and the AusAID guidelines provided.

3. SCOPE OF THE ASSIGNMENT

3.1 Review

The team will review, assess and make recommendations on the following issues as well as other relevant issues:

3.1.1 Program Focus:

Relevance of the current focus of the program to the direction of Australian aid and the Lao context that reflect future scholarship programs

- How well does the current NUOL PS program align with the Australian scholarship focus/ the strategic objectives of the Laos Australia Development Cooperation Program 2009-2015?
- Does the NUOL PS program add any value to the development priorities of the Lao Government and current (and perceived future) market needs?
- What is the potential for re-designing the program to (potentially) increase the number of the scholarships, include other universities and extend the support of the scholarship to the whole university degree?

3.1.2 Program Outcomes:

Effectiveness of the program (including, to the extent possible, an analysis of the results and impacts of the program)

- How effective are the current NUOL PS promotion mechanisms, eligibility criteria and joint selection process?
- Are gender and equity targets being met?
- Should scholarships be targeted (like ADS) for specific courses?
- Have scholarship recipients completed their courses and received awards? In what areas of study? Have any subsequently received ADS or other international scholarships? How are they currently employed? Are they currently employed? How many are in the provinces?
- Does the current indicative number of scholarships to provinces make operational and development sense particularly in light of the current establishment of the two universities in the central north and south of Laos? In considering the potential expansion of the NUOL program, should more places be allocated to particular provinces over others? Crucial to this point will be an assessment of the quality of NUOL degrees and degrees attained from universities in the North and South
- What's the management implication if the scholarship program will also be extended to the two new universities in the north and south?
- How effective is the English training course including teaching method and teaching/learning material?

3.1.3 Program Management:

Efficiency of the management of the program (including the roles of management staff and selection process; and also the possibility of

outsourcing the management component):

- What are the risks and opportunities inherent in outsourcing program management to a contractor (Australian Contractor or National Contractor)?
- How well is risk managed within the program?
- Are the current selection processes transparent and competitive? How can the transparency and competitiveness be improved?

- Is the current selection process selecting the right applicants according to the program's objectives? Should the weightings of various components of the selection process (academic record and interview) be revised?
- Are there any issues on a cooperation of the current partner (NUOL) that affect the program management? And how can those be improved?

3.2 Re-design

The team will draft a PDD that includes but not limited to the following components:

- A description of the program's objectives or key outcomes expected (refer to the scholarship QAI – attachment E) including an analysis of the current program's objectives whether they are still relevant and achievable;
- Recommendation from/responses to the issues identified in the review report;
- Guidelines for the proposed targeting strategy if recommended in the review;
- A monitoring and evaluation framework (including elements of selection, on award, and post award monitoring) - Should the program M&E be included in the over arching Lao-Australian scholarship M&E framework or should it be a separate framework (this is subject to the decision on whether a contractor for program management is the same as ADS or not?);
- A risk matrix;
- Any cross-cutting issues (e.g. gender, anti-corruption...etc) that might be relevant to the program;
- An assessment of the sustainability aspect of the program

Annex B.2: TOR for PDD Update, July 2011

OBJECTIVE AND SCOPE OF THE TASK

OBJECTIVE

To explore options for adjusting the Program Design Document (PDD) for Lao University Scholarships to ensure equitable provision of full scholarships through National University of Laos, commencing in 2011, with a planned review and possible expansion to scholarships through SU and CU commencing in 2013.

SCOPE OF THE TASK

- i. Conduct desk study of relevant documents
- ii. Explore options for improving the PDD including:
 1. A phased approach: full scholarships through National University of Laos during 2011/12 and 2012/13, with plans for an in-depth re-design in 2012 to consider possible expansion to provincial Universities and a possible partnership with ADB.
 2. Incorporating comments on disability from CBM into the PDD (ensuring consistency with the AusAID Development for All strategy)
 3. Incorporating comments of MC where realistic and reasonable into the PDD
 4. Ensuring that gender is addressed adequately (ensuring alignment with AusAID Guideline: Integrating Gender Equality into Aid Activity Design)
- iii. Participate via teleconference in any required meetings

PROPOSED METHODOLOGY

Methodology

An independent consultant to:

1. conduct a desk study of the following documents:
 - a. Review report of NUOL Provincial Scholarships Program
 - b. Program Design Document of Lao University Scholarships
 - c. ADB Report and Recommendation of the President to the Board of Directors: Proposed Asian Development Fund Grant: Strengthening Higher Education Project
 - d. and other relevant documents including MC's comments
2. participate via teleconference in any required meetings e.g. discussions with Vientiane Post regarding adjustments to the PDD
3. Based on document review and teleconference discussions, provide recommendations for improvements to the PDD for Lao University Scholarships that incorporates a plan for a phased approach to national scholarships:
 - a. full scholarships provided through the National University of Laos during 2011/12 and 2012/13
 - b. plan for an in-depth re-design in 2012 to consider possible expansion to Provincial Universities and a possible partnership with ADB.
4. Incorporate the draft improvements into the PDD.

Annex B.3: Documents Reviewed

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- Vientiane College (2010). Comments on Project Design Document Lao-Australian National Scholarships (unpublished communication to AusAID).

Annex C: PDD Consultations

November 2009 Review and Initial draft PDD:

AusAID	Mr Tim Napper Second Secretary (Development Cooperation)	Ms Manithda Sithimolada Senior Program Officer (Education Section)
	Ms Manivanh Phoumavong Senior Program Officer (Education Section)	
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	Ms Vong Deaun Osay NUOL PS English Language Teacher	Mr Bounthay Butphomvihan NUOL PS English Language Teacher
	NUOL PS English Language Teacher	Mr Phouvong Phimmakong
MOE	Mr Somneuk Kousonsavat Deputy Director, Dept of Higher Education	Mr Ly Foug Director General, Dept of Secondary Education
Vientiane College	Mr Denley Pike Director, Vientiane College	Ms Xesavanh Menevilay Vice Head, School of Foundation Studies
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July 2011: PDD Update

AusAID Vientiane	Julie Hudson, Manithda Sithimolada; Kongthanou Khanthavixay; Kaykhoun Khounvisith
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AusAID Disability Inclusive Development (Asia)	Megan McCoy

Annex D: 2009 NUOLPS Program Review Recommendations

The 2009 Review of the NUOL Provincial Scholarships Scheme recommended that:

- 1: the scholarship scheme be redesigned to have a high and positive profile within the Lao education system.
- 2: the aims of the Program (i) reflect the purpose of the Australian Government in granting the scholarships; and, (ii) more accurately identify the target groups for the Program.
- 3: the redesigned Program emphasise supporting students to graduate from a Lao university, retain the acquisition of English skills and study skills as objectives of the Program, and de-emphasise ADS as an immediate goal.
- 4: the objectives of the redesigned Program include explicit reference to gender equality, academic merit, disadvantage, and provincial distribution of scholarships
- 5: the redesigned program offers scholarships for the minimum period in which the individual can be expected to complete the degree program.
- 6: the redesigned program be established as a national scheme incorporating the three public universities.
- 7: access for women to higher education, and gender equality, be made explicit within the program objectives.
- 8: gender equality in the allocation of scholarships be the base target within the constraints of academic merit and the selection criterion of disadvantage.
- 9: AusAID determines the fields of study it will support as “strategy priority areas”.
- 10: the scholarship continues to offer English language lessons, and these extend for the entire length of each awardees undergraduate degree program.
- 11: a permanent curriculum review committee be established that:
 - (i) involves external experts working with the current English language teaching staff; (ii) provides professional advice and support to the program’s English language teachers; (iii) develops a new curriculum framework introducing study skills to the English language course; (iv) reviews the curriculum annually and recommends on its development and resource needs; (v) recommends on staff appointments, and annually reviews the level of staff remuneration; (vi) reports to the Program’s central management committee.
- 12: the resources available to the English language teachers and the scholarship holders are substantially upgraded.
- 13: the redesigned program be widely and professionally promoted both in the universities, and through the MoE and its PES/DEB networks, in the secondary schools.
- 14: the program be promoted throughout the school year as a goal to which academically able but socio-economically disadvantaged students, both male and female, can aspire.
- 15: a clear and unambiguous set of aims, objectives and selection criteria are established for a redesigned scholarship program.
- 16: applications for scholarships be accepted from individual students who have confirmation of acceptance into one of the three public universities.
- 17: selection panels be constituted so as to include AusAID, university and GOL representation.
- 18: direction be given to the Review Team on whether AusAID wishes to adopt the simple or the more complex model of scholarship allocation.
- 19: the management of the redesigned scholarship program be outsourced to a managing contractor.
- 20: the universities be resourced to keep accurate monitoring data and records, and be supported to do so by the managing contractor.
- 21: a robust monitoring and evaluation system be established for the redesigned program.

- 22: in support of the ESDF targets, AusAID considers establishing a separate TTC scholarship scheme targets students from ethnic groups living in remote areas, emphasises pastoral care, and offers support to students to develop their Lao language skills.
- 23: the re-designed program should be flexible and responsive to change and allow for regular annual reviews of allowances and salaries.
- 24: AusAID consider extending the scholarships of current NUOL PS students.
- 25: an additional four scholarships be funded if, under a redesigned program, Vientiane Municipality students are accepted as eligible to apply for scholarships.

Annex E: Component Description and Outputs

Component 1: Promotion of scholarships to eligible candidates

Objective: To implement effective strategies for the promotion of the Laos Australia National Scholarships that will attract sufficient numbers of high quality candidates.

This component covers the implementation of effective strategies for the promotion of the LANS Scholarships in Laos so that the Program attracts sufficient numbers of academically able women and men, particularly those from disadvantaged backgrounds (including people living with a disability) and in rural/remote areas.

The DCS approach is to ensure that key Program stakeholders in Laos and Australia know about Australia's work in Laos. Maintaining Australian visibility will be challenging for AusAID given the shift to increased partnership and use of Government of Laos' systems. Visibility will be maintained by being active in policy development and dialogue, being responsive to government priorities, building a reputation for delivering effective outcomes, and pursuing opportunities to communicate achievements.

All LANS publicity will be under the 'Australian Scholarships' banner. Information strategies will be implemented to help applicants, awardees and alumni.

All LANS material will be in both Lao and English languages.

Output 1.1: Promotional Plan prepared

- i. The Promotional Plan will include draft application forms, appropriate promotional and information materials (posters, leaflets and flyers), draft newspaper advertisements and a proposed budget to provide information to the public and agencies, including in the provinces.
- ii. All LANS publicity will clearly and prominently display the AusAID logo and seek to promote Australia's/AusAID's profile as the provider of scholarships. The use of MC logos should be avoided unless essential.
- iii. The promotional plan will clearly specify how female applicants, people living with a disability and applicants from disadvantaged groups will be targeted.
- iv. Eligibility and selection criteria (including the fields of study supported) will be clearly explained in promotional materials and as a checklist on the application form.

Output 1.2: Approved Promotional Plan implemented

- i. The scholarship program is likely to be vulnerable if it is not well publicised in the schools. However the logistics of getting the information sheets and application forms out to approximately 400 schools across the country is significant. Discussions need to be held with the MoE to work out the mechanics of this task. It is suggested that a sample of the DEBs and schools are contacted by phone or fax once the promotion campaign has started to ascertain whether the material is actually being distributed. If the monitoring shows that there are problems, the MoE and the relevant PES should be asked to assist.
- ii. Consistent with the approved plan media activities will be organised and appropriate publicity materials will be distributed. Information sessions will be provided at senior secondary schools and the institutions in the scheme.
- iii. The MC shall arrange for the SAO or its equivalent in each of the universities to provide information on the scholarships to interested applicants.

Output 1.3: Annual review of information strategies completed

- i. AusAID will receive reports through the Annual Plan on the activities undertaken to promote the scholarship program. These reports will highlight achievements and constraints and include recommendations for improvement.

Output 1.4: Lao ADS Website maintained

- i. The MC will arrange for the LANS Program to be promoted on the Australian Scholarships web-site and via other appropriate web-sites. The MC will provide website statistics in the Annual Report.

Component 2: Management of the application process

Objective: *To implement an effective application and nomination process.*

- i. Under this component the MC will manage, receive, assess for compliance and eligibility and record LANS applications in readiness for approval and further processing by the Joint Selection Panel.
- ii. Accessibility means making sure that information on the program and the application forms are readily available and that the processes for application are clear and as simple as possible. Application forms should be available in the schools, the DEBs and in the universities.
- iii. To get a true picture of the student's academic abilities as well as the student's personal circumstances, the documentation that the student is asked to submit is extensive. One of the reasons why the program should be promoted early is that it gives those who intend to apply plenty of time to get their applications ready. The following are the documents that should be submitted by each applicant:
 - a. completed application form - biographical data and a personal statement from the applicant;
 - b. upper secondary school certificate - including end-of-school exam result;
 - c. final year school record - these can be obtained from the school;
 - d. letter of recommendation from a class teacher - this should include both an academic reference and a personal comment about the student;
 - e. letter from the village head - a statement explaining why the member of this family needs financial support more than others in the area;
 - f. evidence of acceptance into university - either in the quota, or through the entrance exam;
 - g. copy of family registration book - in order to ensure the student is from the area claimed.
 - h. Any additional information on support required by students with disability

An applicant who left school a number of years ago might have difficulty in getting all the required information together for the application form. The application form should make allowance for such a situation and the panel, at its discretion, accept applications with incomplete documentation, but with a valid explanation for the shortfall. In these cases the applicant will be required to put forward other evidence to support the application, such as a work record, and the panel, again at its discretion, should weigh up the merits of the application on the basis of what is tendered and if shortlisted, on substantiation at interview.

The MC, on advice from AusAID, should provide support to eligible applicants with disability, to complete the necessary paperwork.

Output 2.1: Applications received, reviewed for compliance, recorded and reported

- (i) The MC shall arrange for the SAO or its equivalent in each of the universities to distribute and receive application forms and accompanying documents, and to respond to any queries.
- (ii) In order to avoid possible corruption, whereby application forms are not forwarded for consideration by the Joint Selection Panel, the MC will also respond to queries and distribute/receive applications. Copies of all applications will also be held by the MC.
- (iii) Applications should be able to be submitted in person or by mail.
- (iv) The closing date for applications is set two weeks after university registration week. This allows any student who only becomes aware of the scholarship program when registering on campus, to still complete their application before the closing date.
- (v) The MC will respond to queries, review the applications for completeness and compliance with eligibility criteria, provide reasonable follow-up with provincial applicants on incomplete application forms, make database entries and submit data on eligible applicants and those classified as ineligible to the Joint Selection Panel.
- (vi) Additional information on the educational support needs of applicants with a disability may need to be obtained.
- (vii) The applications will be checked against the eligibility criteria, and sorted into separate male and female pools.
- (viii) The MC will record applicant details on the MIS.
- (ix) After screening and eligibility checking, the MC will update the MIS to indicate applications that are incomplete and on the eligibility status of complete applications.

Component 3: Management of the selection processes

Objective: *To facilitate transparent processes that result in the selection of eligible high calibre scholars.*

Output 3.1: Target fields of study in Selection Criteria reviewed and agreed annually

- i. The MC shall make recommendations to the PMC/AusAID for any changes to the fields of study included in the selection criteria based on experience to date and any changes that have occurred in Laos (to the education sector, national development context etc) that may impact the criteria.

Output 3.2: Selection Criteria and weighting reviewed and agreed annually

- i. The MC shall prepare initial selection criteria, including weightings, for consideration and approval by the PMC/AusAID. The MC shall make recommendations to the PMC/AusAID annually on any changes to the criteria, based on experience to date and any changes that have occurred in Laos (to the education sector, national development context etc) that may impact the criteria.
- ii. The MC will update the MIS on the assessment score of eligible applicants.

Output 3.3: Eligible applications shortlisted as per selection criteria

- i. The MC will undertake an initial assessment (scoring) of eligible applicants.
- ii. The MC should aim to shortlist about 60 per cent more applicants than there are scholarships to be awarded.
- iii. The MC will update the MIS on the shortlist status of applicants.

Output 3.4: Shortlisted applicants interviewed by Joint Selection Panel

- i. Central to the selection process are interviews of short-listed applicants.
- ii. The MC, in consultation with the universities and the panel members, will organise times and venues for the selection panels. The number of days this will take will depend on the number of shortlisted applicants to be interviewed. For example for an interview process at NUOL, approximately 100 students could be interviewed over four and a half days, at a maximum of three interviews per hour, leaving the afternoon of the fifth day for panel deliberations and final selections.
- iii. The university SAO will be notified and the list of those to be interviewed including the time, date and venue will be posted on the SAO noticeboard. The interview dates should be posted sufficiently in advance of the date on university notice boards for prospective interviewees. The dates should also be advised by email where available. Applicants should be advised in the promotional material of the need to check the university notice board on pre-defined dates. A policy will be determined for shortlisted applicants who do not attend the interview at the scheduled time.
- iv. Special interview arrangements may need to be made for applicants with disability.
- v. The MC will provide secretariat functions for the JSP to be held at each institution, including the making of any travel/accommodation arrangements, payment of any agreed per-diems and fees.
- vi. The MC will provide database extracts and related briefings to facilitate the interview and selection process and participate in interviews as a non-voting member. The procedures for the JSPs to follow will be standardised across all institutions and the scoring of the interviews done according to a set format. It is essential that panel deliberations are kept confidential and that members declare any conflict of interest in advance.
- vii. The MC will provide full briefings to the panel, including agreeing the interview process, questions, scoring, and recording.
- viii. The MC will arrange for a translator to be available for any non-Lao speakers on the panel.
- ix. Any short-listing issues will be recorded in the JSP minutes.
- x. The interviews have a double purpose – they allow the applicant to put forward a case for why he or she should get a scholarship, and they allow the panel to test any areas they are unsure about in the application and to make a judgement on how close the applicant meets the selection criteria, in particular, that of disadvantage.
- xi. Applicants will be questioned in depth about their chosen area of study (motive, knowledge, and future prospects). Applicants should score well in the selection process where they can provide a persuasive rationale for why they have selected their field of study (to ensure that it has not just been chosen just to get a scholarship).
- xii. An Interview Form will be used by JSP members to record their scores following the interview, including any comments or areas for follow up by the MC.
- xiii. The MC shall consolidate all the shortlisted applicants' scores into a summary report, with ranked lists separated into female/male pools as well as relevant statistics. The rankings will be considered by the JSP at a final meeting to determine whether any justifiable adjustments need to be made to either vary the rankings or confirm them unchanged.
- xiv. Each selection panel will complete a Selection Panel Form in a standard format prepared by the MC. The forms will gather statistics on the applications (number; male/female; home province/district; language; compliant versus

non-compliant etc) and will be consolidated by the MC into a Selection Process Report. When the lists are in from the three universities, the MC will pass them on to the Program Management Committee to produce the final list of successful applicants. Variations to the recommended rankings might be made at this point to get a better overall distribution, but this will be done only with careful consideration of relative merit and fairness. In this process, the views of those persons who also sat on the selection panels should be given prominence.

Output 3.5: Award offers made

- i. Once AusAID approval for the nominated awardees is given, the final list for each university will then need to be ratified by the Rector/President at the university.
- ii. The MC will advise the SAO and the names of the successful candidates can be announced.
- iii. The MC will be responsible for arranging letters of offer and acceptance and for advising institutions. The offer letter should clearly identify the course of study that is being supported, the award length, the scholarship benefits and the terms and conditions of the award.
- iv. The MC will update the MIS on award offers made and acceptances. A policy will be developed on nominated candidates who wish to defer their award.

Output 3.6: Notifications to and feedback for unsuccessful applicants

- i. The MC will provide notification and feedback to unsuccessful candidates (at each stage of the process), providing a feedback reason where appropriate (e.g. incomplete application, ineligible due to field of study etc).

Output 3.7: Award Contracts signed by awardees

- i. A time and date for contracts (award acceptances) to be signed will be organised by the MC in conjunction with the SAO.
- ii. Finally, award presentation ceremonies can be organised if deemed necessary. These need not be large affairs. AusAID and MoE representation is desirable but not essential.

Output 3.8: Monitoring of awardee selection completed

- i. The MC will prepare for consideration by AusAID/PMC, a summary report of application and selection statistics (disaggregated by gender etc), with recommendations for the conduct of awardee selection for the next intake. The report will include comment on university/JSP support for the process.

Component 4: Management of on-award support for awardees

Objective: To provide support to awardees that contributes to the successful completion of their course of study

Output 4.1 Orientation conducted

- i. The MC will be responsible for providing an orientation for LANS awardees after they have received award offers. The MC, with the support of the SAO, will arrange the venue, develop the program, arrange invitations and any speakers etc.
- ii. The orientation (to be conducted in Lao) should include details of :
 - o scholarship terms and conditions, including with regard to stipends/allowances and award variations;
 - o contact points where awardees might seek further information on the subjects covered; and
 - o information on the Academic Support Program.
- iii. Depending on the time available (and whether these topics are covered in the Academic Support Program), the orientation might also include sessions on budgeting, succeeding at university, and support available etc

Output 4.2: Allowances paid to awardees

The MC will:

- i. provide advice to awardees on the opening of bank accounts;
- ii. advise awardees of the composition and timing of regular allowance payments;
- iii. notify awardees of any change to allowance amounts (or payment dates);
- iv. arrange timely payment of once-off and monthly allowances;
- v. amend allowance payments in case of award suspension etc;
- vi. ensure that receipts are obtained in advance of any reimbursement payments;
- vii. record allowances paid to awardees in the MC's financial management systems;
- viii. undertake a regular review of allowances; and
- ix. where necessary/more efficient, the MC may arrange to pay registration/enrolment fees directly to the university (instead of reimbursing the awardee).

Output 4.3: Award variations managed

- i. The MC shall develop a policy on award variations (for approval by AusAID/PMC) to cover deferrals, suspensions, terminations, and extensions including a definition of Satisfactory Academic Progress that may vary between universities.
- ii. The policy shall indicate the process to be followed that is fair to the student, equally applied and includes an interview with the MC, written letter of notification and appeals mechanism through the PMC.
- iii. The MC shall make allowance adjustments as soon as practicable to avoid over-payment to awardees.
- iv. Whilst protecting awardee privacy, AusAID, the university SAO and the relevant ASP teachers will be advised of any award variations.
- v. The MC shall update MIS for all award variations, including the reason for award variation and date.

Output 4.4: Pastoral care for awardees arranged

- i. The MC shall develop a *Pastoral Care Plan* for AusAID approval so that any emerging issues (including language proficiency-related, personal or interpersonal issues) are identified as early as possible, handled appropriately, and escalated where required. Whilst respecting student privacy, appropriate records will be kept under restricted access as necessary.
- ii. Pastoral care will be coordinated by the LANS Program Manager.
- iii. To provide on-site support on a day to day basis, the ASP Head Teacher at each university will also be available for consultation by students who are having difficulties that are affecting their studies.
- iv. The MC will provide training for all ASP personnel, in order for them to provide appropriate support in accordance with *Pastoral Care Plan*
- v. The MC will provide supplementary support for awardees with disability.

Output 4.5: Awardee progress monitored

- i. The MC will ensure that awardee academic progress is recorded on the MIS each semester.
- ii. Summary reports will be provided to the PMC/AusAID, including on all award variations, and any issues in Program implementation.
- iii. M&E surveys will be undertaken, including of awardee satisfaction

Component 5: Manage the Academic Support Program

Objective: To provide awardees with relevant English language and study/life skills that will assist them to satisfactorily progress in their university studies

Output 5.1: ASP curriculum developed

- i. The MC, based on expert advice, will design a curriculum for an Academic Support Program (ASP) of six hours per week for the duration of the awardees' undergraduate degree program). The curriculum should, for the first year, indicatively include two hours per week of study/life skills.
- ii. The MC shall arrange for the curriculum to be updated as required each year, and extended for training in the second and subsequent years of an award
- iii. In place of English language skill training, the MC shall arrange Lao language skills for non-native speakers as required for the first two years of an award.

Output 5.2: ASP staffing and resources arranged

The MC will:

- i. arrange with each university for suitable accommodation to be provided and maintained for ASP classes;
- ii. provide qualified teaching staff and arrange for their familiarisation with the curriculum and teaching materials;
- iii. arrange for ASP teachers to be paid monthly at the agreed salary rate, with annual salary reviews; and
- iv. arrange for the purchase and delivery of teaching and learning resources or for their reimbursement if purchased by ASP teachers.

Output 5.3: ASP implementation and outcomes monitored

The MC will:

- i. arrange for training service delivery to be monitored and evaluated, translating lessons learned into a strategy for continuous improvement and
- ii. ensure that the English language progress and ASP attendance is recorded and monitored

Component 6: Post-study support provided to alumni

Objective: *To facilitate alumni activities and provide other forms of post-award support*

Output 6.1: Contact with alumni maintained

- i. The MC will develop and implement mechanisms to maintain contact with alumni.
- ii. Every effort will be made to keep the contact details up to date, especially when the student is about to graduate and leave university. Contact should be made with the graduates by way of an email or a phone call every six months in order to keep contact details accurate. It might be useful for the student to be asked to list the names and phone numbers of two or three other friends so that if a mobile phone number is changed, one of the friends might be able to provide the new number.

Output 6.2: Alumni support mechanisms established and further developed

- i. The MC will facilitate a LANS alumni association, in conjunction with the broader Australian Scholarships alumni activities where appropriate.
- ii. The MC shall also provide other support to LANS alumni in networking with potential employers, or advising of relevant employment positions being advertised.
- iii. The MC shall also develop a register of alumni that can be used to provide ad-hoc consultancy services to AusAID and other donor organisations, or that can assist in the orientation and mentoring of new awardees.

Output 6.3: Post-award monitoring and evaluation surveys conducted

- i. The MC will update alumni data on the MIS, including contact details (including current residence), final degree awarded, award length, and current employment sector/employer/position.
- ii. The MC will undertake post-award monitoring and evaluation as per the agreed M&E Framework and M&E Plan. This will include regular tracer surveys and case studies of alumni.
- iii. The MC will also respond to broader Australian Scholarships monitoring and evaluation initiatives currently being developed by AusAID Canberra.

Component 7: Promote institution strengthening

Objective: To improve the capacity of university staff in scholarships management and administration

Output 7.1: Training on LANS management conducted

- i. The MC shall provide training to university staff/MOE for the management of activities for which the university is responsible.
- ii. This will include with regard to its membership on the Joint Selection Panel and for any M&E activities.

Output 7.2: LANS management activities transferred to university

- i. The MC shall progressively transfer LANS management activities to universities/MOES
- ii. The MC shall monitor the progress and performance of university management of LANS activities.
- iii. The MC shall make an annual assessment/recommendation to AusAID/PMC as to each university's readiness and preparedness to undertake additional activities.

Output 7.3: Other generic capacity development activities provided

- i. The MC shall undertake a training needs analysis of SAO staff to develop a training plan for consideration by the PMC/AusAID and the university Rector.
- ii. This may include skills training such as in M&E, student counselling, English language, and ITC. It may also include activities such as attachments to the Program Office during key periods (e.g. shortlisting).
- iii. Advantage should be taken of opportunities for SAO staff to participate in ASP training, where appropriate

Component 8: Program management

Objective: To manage the Program efficiently and effectively.

Output 8.1: Program Office established

- i. The MC will establish, within four weeks of Program commencement, a fully functioning Program office with the capacity to commence delivery of Program activities.

Output 8.2: Policy and Procedures developed

- i. The MC will utilise additional short-term technical assistance to establish the new Program policies and procedures for approval by the PMC/AusAID prior to implementation. This will be updated as policies and procedures are amended or as additional policies are developed.

Output 8.3: Basic MIS developed

- i. The MC will set up a scholarship database to record personal details for each student. The results of the progress assessments made each semester will be recorded, together with any warnings about suspension or cancellation of the scholarship.

Output 8.4: Effective communication maintained

- ii. The MC will develop a *Communications Strategy* for AusAID approval
- iii. The MC will establish and ensure the maintenance of a sound working relationship and effective communication with AusAID, MoES, university counterparts, and (where relevant) other organisations/donors which manage scholarship programs.

Output 8.5: Secretarial support provided to the Program Management Committee and Joint Selection Panels

- i. The MC will provide secretariat support to the PMC and JSPs, including the provision of technical/expert advice as required.

Output 8.6: Program Risks managed effectively

- i. The MC will maintain a *Risk Management Plan* and report to AusAID Vientiane in the Annual Plan on the management of risks. AusAID will be advised of any significant changes to high risk matters as they occur.

Output 8.7: Quality assurance systems and continuous improvement

- i. The MC will develop and maintain a *Scholarship Policy and Procedures Manual* in Lao and English.
- ii. Working with the universities and MoE, the MC will develop and implement quality assurance systems that address all aspects of the MC's responsibilities, with a particular focus on: the specific support needed by disadvantaged awardees.
- iii. The MC will develop an M&E Framework and implement the M&E Plan.
- iv. The MC will provide Secretariat support for the Annual Strategic Review process and cooperate fully with the Mid-term Review, and any other reviews that may be commissioned by AusAID Vientiane.

Output 8.8: Program reporting completed

- i. The MC will coordinate, monitor and report on Program implementation.
- ii. The MC will prepare timely and accurate financial reporting for AusAID against activity budgets.

Output 8.9: Other emerging tasks at the specific direction of AusAID Vientiane

- i. AusAID Vientiane may require the MC to undertake other tasks related to the management of LANS that may emerge during the course of the Program. These could include, for example, activities related to post-award monitoring and evaluation initiatives; the implementation of new strategies for collaboration with local stakeholders; training for institutions; and collaboration with other Australian scholarships.

Annex F: Target Fields of Study

The table below details describes the fields of study to be targeted during the 2011/12 selection process. These Fields of study will be reviewed at least annually prior to LANS promotion, to ensure they meet DCS and other agreed priority needs, and provision of courses available at the universities in LANS. There is currently no preferred field of study.

Area	Field of Study
Education	Education Educational Management Education related subjects Teacher Training
Rural Development	Agricultural Economics Agricultural Sciences Agriculture Animal Husbandry Eco-Tourism Tourism Management Veterinary Sciences
Trade	Accounting Banking and Finance Business Business Administration Commerce Economics Statistics Marketing
Governance	Community Development Social Work Development Studies Gender / Women Studies Human Resource Management / Human Resource Development International Trade Legal Studies / International Law / Commercial Law / Comparative Law Management (Information, International) Political Science and Studies Project Management Public Policy / Administration / Management Public Sector Management Sociology / Social Sciences / Anthropology / Demography Trade Policy
Infrastructure and Sciences	Engineering (Civil, Electrical) Infrastructure / Urban Planning Land Surveying / Geography Sciences / Applied Sciences
Natural Resources Management	Environmental Science / Resource Management Fisheries Forestry Geology Hydrology Mining Hydropower Integrated Water Resources Management

Annex G: Stakeholder Roles and Responsibilities Matrix

The following table summarises program responsibilities of key stakeholders at the component/outputs level.

OUTPUT	CONTRACTOR	AUSAID	OTHER
Component 1 : Promotion			
1.1	<ul style="list-style-type: none"> Prepare targeted Promotional Plan 	<ul style="list-style-type: none"> Advise Contractor on Plan and approve Cooperate with Contractor as it seeks to promote Australia/ AusAID's profile as LANS provider Facilitate Whole-of-Embassy engagement in LANS scholarships promotion 	<ul style="list-style-type: none"> SAO to assist in the promotion of LANS at university and feeder schools Key government agencies invited to support promotional activities
1.2	<ul style="list-style-type: none"> Implement approved Promotional Plan Distribute information materials and LANS application documentation 	<ul style="list-style-type: none"> Advise on/approve application and nomination forms 	<ul style="list-style-type: none"> Relevant GOL agencies to receive and disseminate forms
1.3	<ul style="list-style-type: none"> Complete annual review of information strategies and report through Annual Plan 	<ul style="list-style-type: none"> Receive report in the Annual Plan 	
1.4	<ul style="list-style-type: none"> Maintain and update the LANS website 	<ul style="list-style-type: none"> Receive statistics in the Annual Plan 	
Component 2 : Application and nomination process			
2.1	<ul style="list-style-type: none"> Receive and record applications Check applications for completeness and review for eligibility Provide reasonable follow up with provincial applicants and reject ineligible applications Produce a list of eligible candidates suitable for interview 	<ul style="list-style-type: none"> Receive list of eligible candidates suitable for interview 	<ul style="list-style-type: none"> SAO to distribute and receive applications
Component 3 : Sélection			
3.1	<ul style="list-style-type: none"> Update target fields of study 	Approve target fields of study	<ul style="list-style-type: none"> PMC to advise
3.2	<ul style="list-style-type: none"> Develop selection criteria and weighting Update annually 	<ul style="list-style-type: none"> Approve selection criteria and weighting 	<ul style="list-style-type: none"> PMC to advise on criteria
3.3	<ul style="list-style-type: none"> Shortlist eligible applications 		
3.4	<ul style="list-style-type: none"> Provide Secretariat support for the JSP Chair JSP Participate in the JSP interview process 	<ul style="list-style-type: none"> JSP member 	<ul style="list-style-type: none"> MOE and university representatives participate in JSP

OUTPUT	CONTRACTOR	AUSAID	OTHER
	<ul style="list-style-type: none"> Process notifications and maintain records 		
3.5	<ul style="list-style-type: none"> Prepare notifications of selection outcomes Facilitate feedback advice to short listed unsuccessful applicants Prepare letters for AusAID Vientiane signature 	<ul style="list-style-type: none"> Sign letters of notification to successful applicants and to unsuccessful applicants 	<ul style="list-style-type: none"> University rector to approve nominations SAO to advise students
3.6	<ul style="list-style-type: none"> Notify successful and unsuccessful applicants 		
3.7	<ul style="list-style-type: none"> Arrange for award contract signing 		
3.8	<ul style="list-style-type: none"> Update MIS Prepare award application and selection statistics Prepare report on process 	<ul style="list-style-type: none"> Consider report for continuous improvement purposes 	<ul style="list-style-type: none"> PMC to advise on report
Component 4 : Management of on-award support for awardees			
4.1	<ul style="list-style-type: none"> Arrange orientation 	<ul style="list-style-type: none"> Participate in orientation, where possible 	<ul style="list-style-type: none"> Advice on student accommodation availability Participate as appropriate
4.2	<ul style="list-style-type: none"> Pay allowances to awardees Review allowances annually Vary allowances when award variations Manage financial reporting 		
4.3	<ul style="list-style-type: none"> Monitor awardee progress and APS attendance Advise on award variations 	<ul style="list-style-type: none"> Approve award variations (as per developed policy/procedures) 	<ul style="list-style-type: none"> Receive notification of award variations
4.4	<ul style="list-style-type: none"> Develop Student Learning and Pastoral Care Plan Provide gender-sensitive pastoral care for awardees Arrange for ASP staff to provide pastoral care, where appropriate Provide supplementary support for awardees with disability Notify AusAID of significant issues of care 	<ul style="list-style-type: none"> Approve Student Learning and Pastoral Care Plan 	<ul style="list-style-type: none"> SAO/PMC to advise on pastoral care
4.5	<ul style="list-style-type: none"> Record semester results on MIS Prepare summary statistics report, including on any implementation issues 	<ul style="list-style-type: none"> Consider report for continuous improvement purposes 	<ul style="list-style-type: none"> SAO to provide semester results to MC PMC to advise on report
Component 5: Manage the Academic Support Program			
5.1	<ul style="list-style-type: none"> Develop the ASP curriculum Review annually 	<ul style="list-style-type: none"> Approve curriculum 	<ul style="list-style-type: none"> PMC to advise

OUTPUT	CONTRACTOR	AUSAID	OTHER
5.2	<ul style="list-style-type: none"> Provide qualified teaching staff Provide teaching and learning resources 	<ul style="list-style-type: none"> Receive reports on implementation and training outcomes 	<ul style="list-style-type: none"> PMC to advise on implementation
5.3	<ul style="list-style-type: none"> Monitor training service delivery and ensure continuous improvement approaches Monitor awardee attendance Monitor English language improvements 		
Component 6: Post-study support provided to alumni			
6.1	<ul style="list-style-type: none"> Maintain contact with alumni 		
6.2	<ul style="list-style-type: none"> Maintain and further develop alumni post-award support mechanisms including database, annual function and Newsletter Develop, implement and review on at least an annual basis alumni initiatives 	<ul style="list-style-type: none"> Participate in alumni activities Monitor global Australian Scholarships alumni developments and consider complementary Laos alumni initiatives for implementation by the Contractor 	<ul style="list-style-type: none"> GOL agencies invited to participate in alumni events
6.3	<ul style="list-style-type: none"> Undertake tracer surveys and other M&E as agreed Report on post-award monitoring and evaluation in the Annual Plan 	<ul style="list-style-type: none"> Receive reports on LANS outcomes and extract lessons to feed into Annual Strategic Reviews Verify alignment between scholarship M&E and DCS Performance Results Framework 	<ul style="list-style-type: none"> Key GOL stakeholders receive reports on LANS outcomes
Component 7: Institution strengthening			
7.1	<ul style="list-style-type: none"> Conduct LANS management training 		SAO, MOE, JSP/PMC members to undertake training as relevant to responsibilities
7.2	<ul style="list-style-type: none"> Transfer LANS management activities to universities/MOE Monitor university activity management and report on implementation progress Assess readiness to undertake additional activities 	<ul style="list-style-type: none"> Consider report for continuous improvement purposes 	PMC to advise on university activity management
7.3	<ul style="list-style-type: none"> Arrange and provide other capacity development activities 		SAO, MOE, to undertake training as relevant to responsibilities
Component 8: Program management			
91	<ul style="list-style-type: none"> Establish Program Office and systems and mobilise personnel 	<ul style="list-style-type: none"> Hand over files and other records as appropriate 	
8.2	<ul style="list-style-type: none"> Develop policies and 	<ul style="list-style-type: none"> Approve policy and 	<ul style="list-style-type: none"> PMS to advise

OUTPUT	CONTRACTOR	AUSAID	OTHER
	procedures	procedures	
8.3	<ul style="list-style-type: none"> Develop and maintain basic MIS 	<ul style="list-style-type: none"> Arrange training on AusAID information management systems for selected Contractor staff as necessary 	<ul style="list-style-type: none"> Train SAO staff in MIS as required
8.4	<ul style="list-style-type: none"> Communication Strategy developed and implemented 	<ul style="list-style-type: none"> Approve Communication Strategy Provide high level communications with key stakeholders including other donors 	<ul style="list-style-type: none">
8.5	<ul style="list-style-type: none"> Provide secretarial support to PMC and JSPs 	<ul style="list-style-type: none"> Member of PMC and JSP 	<ul style="list-style-type: none"> University/MOE members of PMC and JSPs
8.6	<ul style="list-style-type: none"> Manage risks using a <i>Risk Management Plan</i> covering the Contractor's responsibilities and report on risk management in the Annual Plan. 	<ul style="list-style-type: none"> Review the Contractor's risk management activities Manage broader program risks in accordance with the overall broad risk management plan 	<ul style="list-style-type: none"> PMC, university, MOE and other stakeholders to advise on program risks and mitigation/management
8.7	<ul style="list-style-type: none"> Develop and report on quality assurance systems Develop and maintain a <i>Scholarship Policy and Procedures Manual</i> Develop and implement M&E Framework Provide Secretariat support for the Annual Strategic Review process 	<ul style="list-style-type: none"> Review Contractor's quality systems approaches in context of an annual continuous improvement meeting. Manage an Annual Strategic Review process to set strategic directions Commission Mid-term Review to assess program achievements and the efficiency and effectiveness of program implementation. 	<ul style="list-style-type: none"> PMC/GOL stakeholders to advise on program strategy, direction and implementation Key counterparts participate in the Annual Strategic Review process PMC, Universities, MOES and other GOL stakeholders to advise on and direction
8.8	<ul style="list-style-type: none"> Monitor and report to AusAID Vientiane on program implementation Prepare for AusAID Vientiane acquittals of expenditure against approved activity budgets as appropriate 	<ul style="list-style-type: none"> Manage the contractual arrangements with the Contractor including financial acquittals Monitor program implementation 	<ul style="list-style-type: none"> PMC to advise on program implementation
8.9	<ul style="list-style-type: none"> Undertake other emerging tasks commissioned by AusAID Vientiane 	<ul style="list-style-type: none"> Commission additional essential tasks and identify/negotiate resourcing implications 	

Annex H: Implementation Schedule (Year 1)

Comp.	Activity	Resp	Jul-11	Aug-11	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12
Program preparation/approvals														
	Obtain approval within AusAID to proceed with the new program	AusAID	x	x										
	Sign Memorandum of Subsidiary Agreement with MoE	AusAID		x										
	Consult with relevant GoL ministries re launch of new program	AusAID		x										
	Amend LANS contract to include LANS management services	AusAID		x										
	Reach agreement with NUOL re participation in program	AusAID		x	x									
	Meet with CU and SU to agree phased program implementation	AusAID		x	x									
	Form the Program Management Committee	AusAID		x	x									
Program set-up														
8.1	Set up the Program Office	MC		x										
8.1	Recruit program staff	MC		x										
8.2	Develop Annual Plan and timetable	MC		x	x									
8.7	Set up financial management systems	MC		x	x									
3.1	Confirm eligibility criteria	MC		x	x									
3.2	Develop Selection Criteria and weightings	MC		x	x									
8.2	Prepare Communications Strategy	MC		x	x									
8.4	Establish relationships with universities	MC		x	x									
1.1	Develop Promotion Plan	MC		x	x									
8.2	Review stipend/allowances	MC		x	x									
8.2	Develop application form	MC		x	x									
8.2	Develop awardee contract	MC		x	x									
8.2	Develop Awardee Pastoral Care Plan	MC				x	x							
8.2	Develop other LANS policies and procedures	MC				x	x							
5.1	Develop ASP curriculum	MC				x	x							
1.4	Develop LANS website	MC				x	x							
8.3	Develop MIS	MC				x	x	x						
8.2	Prepare Policy and Procedures Manual	MC				x	x	x						
8.6	Update Risk Management plan	MC				x	x	x						
8.7	Update MEF and prepare ME Plan	MC				x	x	x						
5.1	Recruit and train ASP staff	MC						x	x					
Scholarships cycle management (Year 1)														
1.2	Promote NUOL scholarships	MC/NUOL				x								
2.1	Application receipt	MC/NUOL				x								
2.1	Update MIS with applicant data	MC				x								
2.1	Eligibility checking	MC				x								
3.3	Shortlist applicants	MC					x							
3.4	Invite shortlisted applicants for interview	MC					x							
3.4	Interview shortlisted applicants	MC/JSP					x							
3.4	Finalise award nominations	MC						x						
3.4	Obtain AusAID/university endorsement of nominations	MC						x						
3.6	Notify unsuccessful applicants	MC						x						
3.7	Advise successful awardees; awardees to sign contracts	MC/NUOL						x						
3.8	Update MIS with selection/award data	MC						x						
4.1	Hold award orientation	MC/NUOL							x					
4.2	Commence payment of allowances	MC							x					
4.3	Manage award variations	MC								x	x	x	x	x
4.4	Provide gender sensitive pastoral care	MC/ASP								x	x	x	x	x
4.5	Monitor academic progress	MC/NUO/ASP								x	x	x	x	x
4.5	Undertake monitoring visits to universities	MC									x			x
4.5	Update MIS with award progress data	MC								x	x	x	x	x
5.2	Arrange ASP (accommodation, teachers, resources)	MC/NUOL								x	x	x	x	x
5.2	Deliver ASP	MC/ASP								x	x	x	x	x
5.3	Monitor ASP attendance and progress	MC/ASP								x	x	x	x	x
6.1	Keep in contact with alumni	MC												
6.2	Facilitate alumni association and post-award support	MC												
6.3	Update the MIS and conduct M&E activities	MC												
Institution strengthening														
7.1	Train universities in LANS management	MC				x	x	x	x	x	x	x	x	x
7.2	Monitor the management of LANS activities by universities	MC				x	x	x	x	x	x	x	x	x
7.3	Deliver other training to SAO staff	MC								x	x	x	x	x
Other Program Management														
8.5	Appoint JSP and coordinate panel meetings	MC					x							
8.5	Arrange PMC meetings	MC			x			x			x			x
8.7	Prepare program reports including Annual Plan	MC						x			x			x
8.7	Prepare financial acquittals and reporting	MC						x			x			x

Annex I: Program Manager Duty Statement

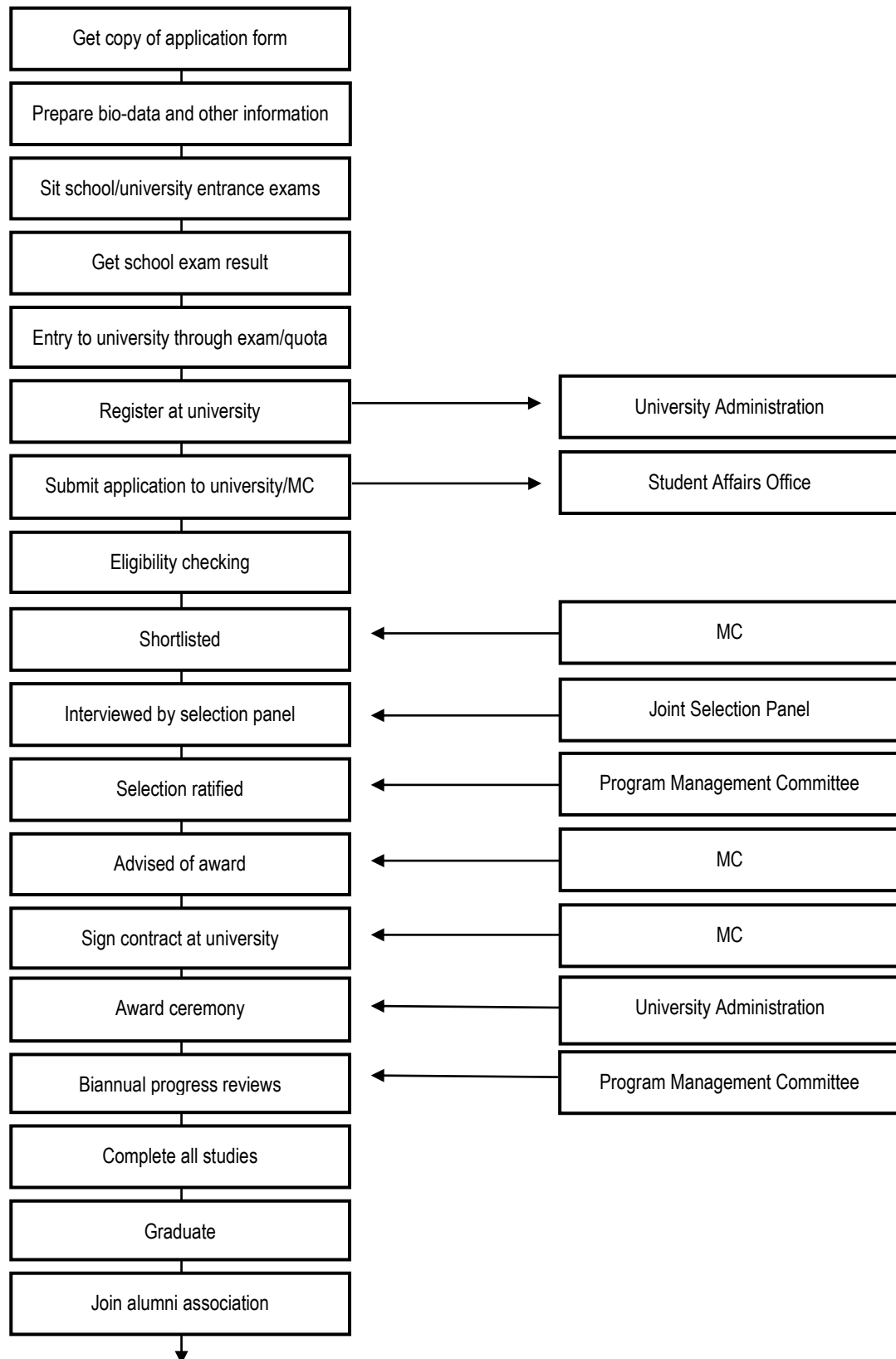
Location/Duration:	Based in the Laos Australia National Scholarships (LANS) Program Office in Vientiane (until December 2012)
Reports to:	Vientiane College, AusAID Activity Manager at the Australian Embassy, Vientiane
Responsibilities:	The Program Manager/Training Coordinator will ensure the effective and efficient delivery of a designated range of services to assist AusAID Vientiane with the management of the LANS program including coordination of awardee selection, award management (including payment of allowances), pastoral care and management of the LANS Academic Support Program .
Essential Experience & Qualifications:	<p>Demonstrated experience in the provision of services in relation to managing scholarship programs in Laos, or similar context.</p> <p>Sound knowledge and appreciation of current Australian Government overseas scholarship policy and the Laos Australia Development Cooperation Program.</p> <p>Comprehensive knowledge and familiarity with the Lao tertiary education sector.</p> <p>Demonstrated ability to work with both local and international personnel.</p> <p>Excellent interpersonal and liaison skills and demonstrated capacity to work sensitively in a cross-cultural setting, ideally in Laos or similar context.</p> <p>Excellent presentation and communication skills.</p>
Responsibilities:	<p>Establish and supervise the operations of the Program Office, including the setting-up of appropriate management and administration systems and the development of office procedures necessary for proper accountability, reporting and audit requirements.</p> <p>Establish and ensure the maintenance of a sound working relationship with GOL and tertiary institution counterparts.</p> <p>Direct, as the Program Office's principal contact, all support provided to AusAID Vientiane with the management of the Laos Australia National Scholarships.</p> <p>Attend, or arrange for an appropriate representative to attend, Program Management Committee and Joint Selection Panel meetings and other necessary meetings, as directed by AusAID Vientiane.</p> <p>Establish and oversight the conduct of the LANS Academic Support Program at institutions in the program.</p> <p>Manage the equitable and transparent selection of LANS awardees and arrange the regular payment of their allowances</p> <p>Provide pastoral support to awardees, with particular emphasis on female awardees and those with disability</p> <p>Coordinate LANS-training and capacity development activities for university SAO</p> <p>Maintain the LANS MIS including awardee personal and academic progress details</p> <p>Undertake program M&E tasks, prepare reports, assist with and participate in the Annual Strategic Review and implement promptly actions arising.</p> <p>Prepare and ensure the timely delivery of all reports, financial information and other data required under the contract with AusAID.</p> <p>Undertake alumni-related services.</p> <p>Other duties from time- to-time, as may be reasonably required by AusAID Vientiane.</p>

Annex J: Indicative Scholarship Program Calendar

The scholarship program calendar is necessarily organised around the timetables in the schools and the universities. Generally the same timetable is followed in each of the three universities, but there may be variations between them. External events can also impact on university and school timetables. The figure below provides an overview of a typical cycle of activities, based on the 2010 calendar year, which would need to be updated for 2011/12. The indicative activities on the calendar are:

Week	2010 Calendar Year	Academic Year	Processes	Meetings
	28Dec - 03Jan	↓		
1	04Jan - 10Jan			
2	11Jan - 17Jan			
3	18Jan - 24Jan	Mid-semester University break		
4	25Jan - 31Jan			PMC: 1 st Meeting
5	01Feb - 07Feb		Promotion campaign commences	
6	08Feb - 14Feb	2009 / 2010 Second Semester	Application forms available	
7	15Feb - 21Feb			
13	29Mar - 04Apr			
14	05Apr - 11Apr			
15	12Apr - 18Apr			
16	19Apr - 25Apr			
17	26Apr - 02May			
22	31May - 06Jun			
23	07Jun - 13Jun		End-of-school exams	
24	14Jun - 20Jun			
25	21Jun - 27Jun			PMC: 2 nd Meeting
26	28Jun - 04Jul			
27	05Jul - 11Jul	University break at end of Academic Year	University entrance exams	
28	12Jul - 18Jul			
29	19Jul - 25Jul			
30	26Jul - 01Aug			
31	02Aug - 08Aug		Quota allocation, plus school and university exam results known	
32	09Aug - 15Aug			
33	16Aug - 22Aug			
34	23Aug - 29Aug			
35	30Aug - 05Sep	2010 / 2011 First Semester	Registration for first year students	
36	06Sep - 12Sep			
37	13Sep - 19Sep		Applications close	
38	20Sep - 26Sep			
39	27Sep - 03Oct			
40	04Oct - 10Oct		First-year students commence studies	
41	11Oct - 17Oct			NUOL JSP Meeting
42	18Oct - 24Oct			
43	25Oct - 31Oct			
44	01Nov - 07Nov			PMC: 3 rd Meeting
45	08Nov - 14Nov		Notice of awards / student contracts signed	
46	15Nov - 21Nov		Award ceremonies	
47	22Nov - 28Nov			
52	27Dec - 02Jan	↓		

Scholarship Program Calendar – Major Activities



Annex K: Monitoring and Evaluation Framework

Component / Output / Activity	Indicators	Timing/Frequency of Collection	Source of information	Responsibility for Collection
MC = Managing Contractor; PMC = Program Management Committee; JSP = Joint Selection Panel; CRC = Curriculum Review Committee; SAO = Student Affairs Office CU = Champasack University; SU = Souphanouvong University; NUOL = National University of Laos; MOES = Ministry of Education and Sports; GOL = Government of Laos				
<i>All M&E data to be disaggregated by gender, home province/location, sector/course of study, disability, ethnicity, language</i>				
Purpose				
The purpose of the Laos Australia National Scholarships program is, through the provision of scholarships for university education in Laos, "To assist students from disadvantaged backgrounds to acquire relevant knowledge, skills and qualifications to improve their employment opportunities and so that they can facilitate capacity building in priority development areas". In doing so, the program also works to reduce poverty, to strengthen the Laos higher education system and to support other development activities under the Laos Australia Development Cooperation Strategy.				
Objectives				
The objectives of the LANS program are to: <ul style="list-style-type: none"> To support academically able female and male students from disadvantaged backgrounds to complete a degree program at a Laos public university; To help address the critical human resource needs in priority development sectors and areas in Laos; To improve organisational capacity in the management of scholarships and provision of student services in the public universities in Laos. 				
The short-term development outcomes of the scholarships are for: <ul style="list-style-type: none"> An increased number of female and male disadvantaged students completing a university education An increased number of people educated in fields of study that will help them contribute to priority development sectors and areas in Laos Improved organisational capacity in the public 	<ul style="list-style-type: none"> Number and % of awardees completing their course of study Proportion of female to male awardees/alumni Ratio applicants:awardees:alumni Number and % of awardees completing their course of study in minimum time Number and % of alumni working in their home province/district Number and % of alumni employed in formal sector 	Annual 6 months and 2 years after graduation	Alumni Tracer Surveys and case studies Awardee surveys LANS Annual Reports AusAID commissioned impact studies	MC / AusAID

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universities in Laos to provide scholarships management and student services	<ul style="list-style-type: none"> • Number and % of alumni working in the sector relevant to their field of study • % of alumni using their advanced skills/knowledge • Annual income of alumni (compared to the average for their home district) • Number of universities meeting performance standards for management of LANS program activities • Reported improvements in university efficiency in activity management, timeliness and accuracy of reporting and responsiveness to enquiries (by LANS Contractor and awardees) 			
Promotion of Scholarships (Component 1)				
Promotion Plan prepared for new scholarship program.	<ul style="list-style-type: none"> • Promotional Plan that includes draft application form, promotional and information materials (posters, information sheets), draft newspaper and radio advertisements, all in Lao and English, and proposed budget. Plan includes details of distribution networks, list of target schools and contact details. Plan includes initial launch function. 	Annual	Promotional Plan approved by PMC and AusAID	MC
Promotion Plan implemented.	<ul style="list-style-type: none"> • Number of attendees at launch function. • Number of media articles on launch function • Random school and DEB phone survey during promotion to ascertain distribution of material. • Proportion of applications for study at CU and SU. • Increasing numbers of applications from: <ul style="list-style-type: none"> - Academically able students; - Disadvantaged students; - Women; - Applicants from remote/rural areas. • Increasing numbers of compliant applications versus non-compliant applications by gender and province. 	Once Once Annual Annual - Cohort Annual - Cohort Annual - Cohort Annual - Cohort Annual - Cohort	MC head count MC count Phone survey Selection Panel Report Selection Panel Report Selection Panel Report Selection Panel Report Selection Panel Report	MC MC MC JSPs / MC JSPs / MC JSPs / MC JSPs / MC JSPs / MC
Annual Review of program strategies completed.	<ul style="list-style-type: none"> • Improved strategies for promotion. • Effectiveness of promotional and information materials 	Annual Annual	Annual Review Report Annual Review Report	MC MC

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	is enhanced.			
LASP website updated to include new scholarship program.	<ul style="list-style-type: none"> • Application forms and scholarship information available in Lao and English. • Effectiveness and comprehensiveness of website content enhanced. • Proportion of applicants using website to download application forms and scholarship information. 	Annual	LANS Office Records	MC
		Annual	LANS Office Records	MC
		Annual	LANS Office Records	MC
Application Process (Component 2)				
Applications received, recorded and assembled for selection panels.	<ul style="list-style-type: none"> • All potential applicants' queries re scholarships and applications answered and recorded by gender, district and province. • Number of applications received by gender, district and province. • Common errors of omission and factors for non-compliance identified. 	Annual - Cohort	LANS Office Records SAO Office Records	MC SAO
		Annual - Cohort	Selection Process Report	SP / MC
		Annual - Cohort	SAO Office Records	SAO
Selection Process (Component 3)				
Selection panels process applications.	<ul style="list-style-type: none"> • Number of applicants interviewed recorded by gender, district and province. • Number of successful and unsuccessful applicants recorded by gender, district and province. • Panels meet in accordance with scholarship program timetable with all members in attendance. • Program Management Committee receives applications from panels and ratifies or amends decisions. • Comments by panels on process recorded on Selection Panel Forms. 	Annual - Cohort	Selection Process Report	SP / MC
		Annual - Cohort	Selection Process Report	SP / MC
		Annual - Cohort	MC student database	MC
		Annual - Cohort	Selection Process Report	SP / MC
		Annual - Cohort	Selection Process Report	SP / MC
		Annual - Cohort	Selection Process Report	SP / MC
Academic Progress: On Award (Component 4)				

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Students progress in general academic courses.	<ul style="list-style-type: none"> • Number of Academic Progress Reports received. • Number of awardees retained in program each year by gender, district and province. <p>Average award extension rate</p> <p>Percentage of students in cohort withdrawing from award</p> <p>Percentage of students in cohort with award terminated</p> <p>Average academic results compared to students without award</p>	Biannual Annual	Academic Progress Reports Minutes of PMC meetings; University student files; MC student database	SAO/MC PMC/MC
Effective pastoral support provided to awardees through implementation of Pastoral Care Plan	<p>% of awardees satisfied with pastoral support provided by Contractor</p> <p>Specific support provided to female awardees and those with disability</p> <p>Monitoring visits completed as per Annual Plan</p>	Annual	Student satisfaction survey Contractor reports of monitoring visits	MC
Students graduate.	<ul style="list-style-type: none"> • Number of awardees who complete and graduate by gender, district, province and course. 	Annual	Academic Progress Reports; University student files; MC database	Faculty staff SAO MC
Academic Support Program (Component 5)				
Curriculum revised.	<ul style="list-style-type: none"> • New curriculum framework produced. • New Framework includes study skills, life skills. • Teaching and learning resources identified. 	Once Once Annual	Curriculum documents Curriculum documents Minutes of CRC/PMC meetings	CRC / MC CRC/MC CRC/PMC
Staff recruited.	<ul style="list-style-type: none"> • MC undertakes visits to CU and SU to recruit staff. • Number of staff contracts signed. • Number of supervisors appointed. 	Annual Annual Annual	LANS office records Contracts held by MC LANS office records	MC MC MC
Classes held regularly.	<ul style="list-style-type: none"> • Frequency of contact by supervisors with teaching staff. • Number of English Attendance Forms received. 	Weekly Monthly	LANS office records; emails English Attendance Forms	MC MC

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	• Number of English Teacher Performance Reports received.	Quarterly	English Teacher Performance Reports	MC
Students progress in English language course.	<ul style="list-style-type: none"> • Number of English Progress Reports received. • Percentage of awardees showing progress in English Language ability 	Biannual Annual	English Progress Reports Minutes of PMC meetings University student files; MC student database	MC PMC/MC
Graduates: Post Award (Component 6)				
Graduates find employment.	<ul style="list-style-type: none"> • Number and % of alumni in work after 6 months and after 2 years by gender, province and course studied. Number and % of alumni on wages above average for the district % of alumni working in sector/occupation that relates to their program of study % of alumni reporting improvements to living standards 	Annual	Commissioned tracer / impact studies	AusAID / MC
Graduates undertake further education	Percentage of graduates undertaking further education, including through scholarships	Annual	Commissioned tracer / impact studies	AusAID / MC
Graduates reside in home province.	<ul style="list-style-type: none"> • Number and % of alumni residing in home province after 6 months and after 2 years. Number of alumni residing in home province after 6 months and after 2 years by gender, province and course studied. 	Annual	Commissioned tracer / impact studies	AusAID / MC
Institution strengthening (Component 7)				
University staff report increased capacity to manage scholarship programs and provide student services	<ul style="list-style-type: none"> Number of institution staff participating in LANS capacity development activities that report improved capacity LANS Contractor reports improved university efficiency in activity management, timeliness and accuracy of reporting and 	Annual	<ul style="list-style-type: none"> Institution survey Scholarship awardee survey LANS Annual Reports 	MC

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	<p>responsiveness to enquiries</p> <p>Number of universities meeting performance standards for management of LANS program activities</p> <p>Reported improvements in university efficiency in activity management, timeliness and accuracy of reporting and responsiveness to enquiries (by LANS Contractor and awardees)</p> <p>Scholarship student report increased level of service by university administration</p>			
Program Management (Component 8)				
New scholarship program established.	<ul style="list-style-type: none"> • Approvals to commence program received. • Contractor appointed. • Meetings held at senior levels with GOL and universities. • Unit set up to establish program. • Implementation plans and timelines established. • Scholarship Procedures Manual produced. • Program Management Committee established with TOR. • Joint Selection Panels established with TOR. • Program officially launched. 	<p>Once</p> <p>Once</p> <p>Once</p> <p>Once</p> <p>Once</p> <p>Revise Annually</p> <p>Once</p> <p>Once</p> <p>Once</p>	<p>Official correspondence</p> <p>Contract variation signed</p> <p>Record of meetings</p> <p>Staff appointed</p> <p>Record of meetings</p> <p>Preliminary manual produced</p> <p>Minutes of PMC meetings</p> <p>Minutes of JSP meetings</p> <p>Reports, photographs of event</p>	<p>AusAID</p> <p>AusAID</p> <p>AusAID / MC</p> <p>MC</p> <p>MC</p> <p>MC</p> <p>MC</p> <p>MC</p> <p>AusAID / MC</p>
Scholarship program implementation monitored and reported.	<ul style="list-style-type: none"> • The scholarship program, as an element of the LANS meets its objectives fully, on a continuing basis. 	Annual	Annual Report; Annual Plan Selection Process Report Exception reports	AusAID / MC
Program risks identified and managed effectively.	<ul style="list-style-type: none"> • Risks to the program operations and its quality are managed appropriately and overcome. 	Annual	Risk management plan Contact with English teachers MC Fraud/Anti-corruption Plan	MC
Financial management and audit systems in place and operating	Timely and accurate financial reporting to AusAID	Quarterly	Financial reports	MC

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Quality assurance systems in place and operating.	<ul style="list-style-type: none"> • Quality assurance systems ensure that quality standards of services, procedures and programs are improved and maintained. 	Annual	MC quality systems manual MC improvement philosophy PMC Review meetings	MC
Other emerging tasks at the specific direction of AusAID.	<ul style="list-style-type: none"> • Contractor is responsive to AusAID requests to undertake other tasks. 	As necessary	Tasking notes from AusAID. Terms and conditions for performance of additional tasks negotiated to the satisfaction of both parties.	MC

Annex L: Program Reports

The program will be monitored through a number of documents and recording systems. The table below shows the main scholarship-specific monitoring instruments and their purposes. There will also be financial records and Contractor internal documents, but these are not listed here.

Name	Purpose	Frequency	Production
Program Annual Plan	The Plan, including a timetable, budget and recommendations, will be submitted by the MC to AusAID/ PMC.	Annual	MC PMC
Student File Cohort Summary Form (iv)	SAO to open a file on each student for progress reports; and to maintain a summary of statistics on each cohort.	On-going Biannually	SAO
Student Data Base	Database containing contact details on awardees and alumni; also student progress data. Regularly updated.	On-going	MC
Selection Panel Form	Information and statistics on applications and selection process prepared by each panel.	Annual	SP
Selection Process Report	Information gathered through selection panel forms consolidated into a Selection Process Report.	Annual	MC
ASP Teacher Performance Report (iii)	Self-assessment by English teachers on their work and on the course, with comments by supervisor.	Quarterly	ET Supervisor
ASP Attendance Form	Standardised form collecting information on attendance and progress. Used for paying stipends.	Monthly	ET
ASP/English Progress Report (ii)	Standardised report each semester on student's English progress. Used for continuance of scholarship. To be included in Six Monthly Progress Report to PMC.	End of each Semester	ET MC
Academic Progress Report (i)	Standardised report each semester on student's academic progress. Used for continuance of scholarship; for determining retention and completion rates. To be included in Six Monthly Progress Report to PMC.	End of each Semester	Faculty staff SAO / MC
Student Satisfaction Survey	To measure student's perceptions on selection, orientation, ASP, course of study, MC support of the pre and on award processes, including allowance payments and pastoral care. Include sample of unsuccessful students. Feeds into Annual Report	Annual	MC
Institution Report	This survey will provide feedback on perceptions of university staff of participation in LANS program and any capacity improvements or capacity development requests	Annual	MC

Monthly Exception Reports	These reports will address key issues that need to be brought to the attention of AusAID Vientiane earlier than the next scheduled regular report. Proposed responses to such issues will be described. Where no such issues have emerged a Nil return will be submitted. These reports must not be viewed as monthly progress reports.	First week of each month covering previous month	
Program Annual Report	Annual Report on the implementation of the program will be submitted by the MC / PMC to AusAID. <i>Feeds into AusAID Quality at Implementation Report</i>	Annual	MC PMC
Six Monthly Progress Reports	<ul style="list-style-type: none"> Report variations from inputs/outputs agreed in the Annual Plan Report issues requiring action Identify Awardees at risk of not achieving module and indicate response strategies Submitted by the MC to AusAID/ PMC.	Six Monthly (end semester)	MC
Scholarship Policy and Procedures Manual	Details of responsibilities of SAO, MC, panels & committees. Also procedures for program and formats for reporting.	Revised Annually	MC
Promotion Plan	Plan setting down details and budget for how scholarships will be promoted. To be approved by AusAID.	Annual	MC
Alumni Survey	<i>To measure alumni's experiences on award and capture data on pre-award circumstances(levels of employment, relevance of work, etc) and changes in circumstances on return</i> <i>Feeds into Annual Report</i>	<i>Annual 24 months after conclusion of award</i>	
Student Learning and Pastoral Care Plan	Plan setting down details and budget for how awardees will be provided with academic and pastoral support. To be approved by AusAID.	Annual	MC
Financial acquittals and reports	Financial reporting and acquittals of reimbursable items will be provided to AusAID quarterly. A summary will be included in the Annual Plan.	Quarterly	MC

Notes on specific reports:

- (i) Academic Progress. A standard reporting format should be used with a simple "tick-a-box" grading system for each enrolled subject. Grades need be no more than "high achievement", "satisfactory", "needs to improve" and "unacceptable". There should be space against each subject for the date and the name and signature of the member of the faculty staff giving the grade. The completed form should go on the student's file in the SAO and a copy forwarded to the MC. These Academic Progress Reports, produced each semester, should be considered by the Program Management Committee and are the evidence for continuation, suspension or cancellation of the scholarship. There are issues of privacy, fairness, the right to know of adverse judgments and rights to appeal which should be worked through and made clear within the Scholarship Procedures Manual, especially before any action is taken against an individual seen to be in breach of the student contract conditions. It is appropriate to include within the contract the conditions under which a scholarship could be cancelled and the rights, if any, the student has in this regard. The PMC should invoke cancellation only after significant efforts have been made to counsel and support an at risk student.

- (ii) English Language Progress. As a condition of the scholarship an awardee is required to attend not less than 80% of English language classes. Subject to the recommendations of the Curriculum Review Committee the course will consist of tuition for six hours per week throughout the academic year for the duration of the degree course. There is no "progress" requirement as such, but continuation of the scholarship is dependent upon attendance at classes. Consequently, in order to monitor attendance, the English teacher will submit monthly a standardised English Attendance Form on each class to the Contractor. It is also suggested that a standardised English Progress Report be prepared at the end of the semester on each student. These reports should have a simple grading system and score students for "attendance", "class participation", "test results", and "homework". They should be considered once a year, along with the Academic Progress Report, by the PMC. The issues of privacy, fairness and rights that are discussed in section (ix) below also have some applicability.
- (iii) English Teachers. Monitoring the work of the English Teachers will not be easy. Under the LANS program the English language course is dispersed across three universities, class size is up to 16 students per class, and the awardees remain in the program for up to five years. As a result there will be a considerable growth in the number of teachers required – within five years about fifteen teachers, all teaching two groups, will be needed. The cost of visiting to monitor their work more than once or twice a year would be prohibitive. However regular contact can and should be maintained by phone and email; and it would be valuable if funds could be found to bring the teachers together once a year to review their work as well as to attend a professional function such as a TESL conference. English teachers will be responsible for three types of reporting: first, a monthly English Attendance Form for each student; second, an English Progress Report on each student once a semester; and third, quarterly reports on their own work with comments and feedback provided from a professionally qualified "supervisor" employed by the Contractor.
- (iv) University Records. The SAO in each university should keep a hard copy file on each student to hold personal details and the Academic Progress Reports generated each semester. This file will be made available to the Contractor on request. The SAO will also keep a Cohort Summary Form for each cohort by gender and province. Any dropouts should be recorded on the form with a date and the reason the student left the program and/or the university. This information should be forwarded to the Contractor twice a year and the statistics reproduced in the Program Annual Report.

Annex M: Risk Management Matrix

Risk	Impact on Program	L	C	R	Risk Treatment	Responsibility	Timing
<p>KEY: MC = Managing Contractor; SAO = Student Affairs Office; MOES = Ministry of Education and Sports; JSP= Joint Selection Panel; ASP = Academic Support Program;</p> <p>The purpose of the LANS Program is, through the provision of scholarships for university education in Laos, <i>“To assist students from disadvantaged backgrounds to acquire relevant knowledge, skills and qualifications to improve their employment opportunities and so that they can facilitate capacity building in priority development areas”</i></p> <p>Its objectives are to:</p> <ul style="list-style-type: none"> To support academically able female and male students from disadvantaged backgrounds to complete a degree program at a Laos public university; To help address the critical human resource needs in priority development sectors and areas in Laos; To improve organisational capacity in the management of scholarships and provision of student services in the public universities in Laos. 							
GoL counterparts do not relate effectively to AusAID or the MC resulting in lack of commitment, contribution to and ownership of the program.	Lack of GoL commitment, contribution to and ownership of the program. Program not sustainable	D	4	M	Scholarship approaches closely aligned with AusAID's DCS reviewed in Annual Strategic Review Stakeholders and managers ensure that policy makers receive regular, accurate and positive reporting about the impact of the program	AusAID	Annual
Field of study targeting does not reflect development priorities	Program does not achieve its overall purpose	D	4	M	Review of fields of study based on any changes to GoL/AusAID priority areas of support, labour market analysis; alumni employment experience	AusAID/MC	Annual
Provincial/disadvantaged targeting	Program does not achieve its overall purpose	D	4	M	Use of GoL definition of districts that are socio-economic/educationally disadvantaged; supplemented by data provided in application/interview	GoL/AusAID/MC	Annual
Changes in personnel or restructuring in universities of MOES	Staff changes result in loss of corporate memory and ownership; reduction in effectiveness of capacity development	C	3	H	Work closely with MOES and institutions in scheme; where appropriate identify and consult with multiple counterparts; progressively document lessons learned; encourage an inclusive collaborative approach to meetings	MC	Ongoing
Changes/disruptions to universities in the program	Awardees receive inadequate education and may not be able to complete their degrees	C	3	H	Work closely with MOES and donors to monitor changes in the education sector and adapt/suspend scholarship program if required	AusAID/MoES	Ongoing
Awardees find difficulty in securing employment and utilising their skills after graduation	Development outcomes not achieved.	C	4	H	Scholarship priorities reflect labour market priorities and reviewed on regular basis. Provide training on job search skills during final year of Academic Support Program. Promote job advertisements on Alumni website.	MC AusAID, GoL	Ongoing

Risk	Impact on Program	L	C	R	Risk Treatment	Responsibility	Timing
					Tracer study ascertains why graduates have trouble securing appointments. MC to support alumni through post-award activities and alumni association		
Component 1: Promotion of scholarships to eligible candidates							
Insufficient or inconsistent information on awards available to potential applicants.	Complaints about lack of information, particularly from provinces; potential students being disadvantaged Failure to secure adequate numbers of good candidates for each level and gender split	D	3	M	Advertisements in national papers, radio and TV; web page; Information disseminated directly by the MC to universities in the scheme, GoL agencies, Provincial Education Services (PES) as well as the INGO and other networks. Arrange for university SAO to distribute application forms on request Scholarships Office to distribute application forms ; presenting information in wide range of meetings.	MC, AusAID	Ongoing
Insufficient information promoting the potential for females to apply and succeed.	Pool of female applicants smaller than that of male applicants Lack of depth of quality female applicants affects selection	D	3	M	A proportion of the advertising in all media will be specifically designed to promote female applications. Successful role models employed to stimulate female career aspirations and publication of case studies.	MC, AusAID	Ongoing
Insufficient information promoting the potential for students with disability to apply and succeed.	Program does not achieve objectives to target disadvantaged	D	3	M	Specific promotional approaches will be implemented to target students with disability.	MC, AusAID	Ongoing
Website not updated on a timely fashion or contains inadequate information	Inadequate information available and lead time reduced	D	2	L	Website updated with most recent information prior to scholarships being advertised. Website updated continuously through the year.	MC	Ongoing
LANS poorly promoted in schools	Low numbers of applications received from students from non-university provinces. Program does not achieve objectives to provide awards to rural/remote students	D	3	M	Promotion plan targeting students in final year of school prepared by MC Promotion in schools begins early Promotional material distributed to schools by MC using MOE/PES/DEB network DEB/School sample contacted early in promotion to see if material distributed. If not, MOE/PES involved to remediate	MC	
Scholarships not well known outside of school promotion campaign	Reduced visibility of AusAID support for education through the DCS	D	2	L	New scholarship program officially launched. Stakeholders and senior GOL officials involved. Launch reported in the	(AusAID / MC)	

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Risk	Impact on Program	L	C	R	Risk Treatment	Responsibility	Timing
					media Web address included in all publicity material Information on scholarships and application forms made available on LANS website.		
Confusion over the establishment of the new scholarship program	Poor perceptions about the scholarship program, particularly phased introduction for CU and SU	C	3	H	Clear promotion strategy implemented, including AusAID/MC meetings with key stakeholders	AusAID/MC	Program start-up
LANS seen as inferior to other AusAID scholarships	Poor perceptions about scholarship programs.	B	3	H	Ensure clear Australian Scholarships branding under one banner. Clear communication strategy implemented	MC/AusAID	Ongoing
Scholarships seen as being provided by MC	Australia's and AusAID's profile as the provider of scholarships reduced.	C	2	M	MC required on an ongoing basis to seek to promote and enhance Australia's/AusAID's profile. Optimisation of AusAID staff involvement in scholarship- related functions and events. LANS scheme 'branded' as integral element of 'Australian Scholarships'. MC required to strictly follow AusAID promotion guidelines.	MC/AusAID	Ongoing
Component 2: Management of the application process							
Application information is inadequate or confusing for applicants	Inordinate number of non-compliant or incomplete applications	D	3	M	Application and scholarship information to be in Lao and plain English. MC to annually review proportion of ineligible applicants. and information statements.	MC	Annual
Fraudulent information provided by some applicants	Program reputation damaged. Awards not provided to target applicants	A	3	H	Contractor to have processes for application screening. Applicant information checked at shortlist interview	MC	Annual
An insufficient number of eligible applications received from women	Women do not benefit in an equitable manner from program opportunities. AusAID's gender policy is not followed.	D	5	H	Promotional materials enhanced to attract female applicants. Training on gender awareness given to all personnel associated with the program.	MC	Annual
Over-representation of Vientiane-based applicants	Objective to promote opportunities for disadvantaged provinces, is significantly affected.	A	3	H	Increased profile of LANS in provincial centres through a broader media campaign and provincial briefing workshops. Promote scheme objectives through a comprehensive Promotional Plan. Develop selection criteria that prioritises weighting to applicants from nominated provincial districts.	MC	Annual
Component 3: Management of the selection process							
Apparent or perceived nepotism and/or 'political' intervention in the selection process.	Generates doubt over the transparency of the selection	C	5	H	Include good governance procedures in TOR for JSP members	JSP, MC, PMC	Annually

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Risk	Impact on Program	L	C	R	Risk Treatment	Responsibility	Timing
	procedure. Denigrates reputation of Scholarships Program.				Agreed JSP processes adhered to and regularly reviewed. Conduct of information sessions. More robust promotion of eligibility criteria and selection information.		
Procedures for selection not understood or not adhered to by JSPs	Merit-based selection according to the criteria not achieved.	D	4	H	JSP procedures included in LANS Policy and Procedures Manual and reviewed annually. Suitably experienced personnel appointed to panel MC to give training to panel members. I MC to provide direction and guidance as Chair of the JSP	MC, JSP	Annually.
Panel members have conflict of interest in awardee selection	Generates doubt over the transparency of the selection procedure. Denigrates reputation of Scholarships Program.	B	4	H	Records of the proceedings of the selection panels kept and used by the PMC to review the adequacy of the selection procedures Convenor of JSPs to remind members at each session to declare any conflict of interest and if necessary exclude themselves from related decision-making	MC, JSP, PMC	Annually
Panel deliberations not kept confidential	Denigrates reputation of Scholarships Program.	B	3	H	Records of the proceedings of the selection panels kept and used by PMC to review the adequacy of the selection procedures Convenor of panels reminds members at each session of the need for confidentiality.	MC, JSP	Annually
Applicants have difficulty with JSP selection interviews	Potentially good quality applicants fail selection due to lack of experience with familiarity with interview process.	B	3	H	Information on the nature of the interview process is made available to shortlisted candidates. Interviews conducted in Lao (with English interpreter). Allowances made for applicants who are non-native Lao speakers from remote provinces.	MC, JSP	Annually
Component 4: Management of on-award support for awardees							
Awardees fail to make satisfactory progress	Students drop out of, or are suspended or not allowed to continue at university	B	4	H	Study skills and life skills in new curriculum of ASP ASP teachers closely monitor academic progress of scholars AusAID/MC has discussions with university regarding significant teaching issues affecting quality of education received by awardees	MC AusAID PMC MoE	Ongoing
Awardees not aware of scholarship benefits and terms and conditions	Students fail to attend ASP or meet other award conditions, so have their	D	3	M	Award entitlements and terms and conditions provided in offer	MC	Annually

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Risk	Impact on Program	L	C	R	Risk Treatment	Responsibility	Timing
	award terminated				letter (in Lao and English) Awardees advised of other support available to them. Orientation provided to new awardees		
Awardees drop out of university due to personal, health or financial reasons (including pregnancy)	Students drop out of university due to personal difficulties	B	3	H	Study and life skills in ASP curriculum. HIV/AIDS prevention addressed in ASP MC Program Manager and ASP Head Teachers to provide gender-sensitive academic support and pastoral care. Allowances to be set at a level to provide sufficient support for ongoing attendance at university. Some limited financial support for medical costs provided	MC	Ongoing
Allowance payments not accurate or timely	Awardees experience difficulties in meeting study commitments. Damage to program reputation	D	3	M	Financial arrangements quality assured.	MC	Ongoing
Inflation depreciates value of allowances	Students drop out of university for financial reasons	C	2	H	MC reviews stipends and allowances annually and recommends adjustments as necessary. Student contract written to allow for variations.	MC	
Component 5: Management of the Academic Support Program							
Difficulty recruiting sufficient numbers of qualified English language teachers especially in regional universities	Insufficient quality of ASP training Awardees not provided with sufficient additional support	C	3	M	Teachers offered attractive rate of pay Teachers employed at TTCs encouraged to apply for positions	MC	
Performance of some English teachers is poor	Insufficient quality of ASP training Awardees not provided with sufficient additional support	C	2	M	Training provided to teachers Teachers' work monitored by Head Teacher, ASP and through reports and biannual visits by MC staff Teachers receive feedback on reports, and regular contact with teachers maintained by phone and email	MC	
Premises provided by institution inadequate for purpose	Learning outcomes reduced	C	3	M	AusAID to liaise with university regarding the importance of providing suitable accommodation Appropriate level of administration fee provided to universities for services provided for the program.	AusAID	Ongoing
Poor curriculum design – not relevant to disadvantaged awardee needs	Awardees see low value in attending course – low attendance rates	D	3	M	Curriculum to be designed specifically for LANS Awardees at commencement of scheme. Curriculum to be reviewed annually based on M&E	MC	Annual

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Risk	Impact on Program	L	C	R	Risk Treatment	Responsibility	Timing
					feedback.		
Non Laos speakers unable to make satisfactory academic progress	High failure rate and inefficient use of program resources	C	3	H	Non Laos speakers given an option of having Laos lessons in the first two years of their academic support program. Home language of Awardee recorded in database. Academic progress of non-Lao speakers closely monitored and support provided as required.	Head Teacher, ASP MC	
Low attendance rates by scholars	Higher university failure rates Increased difficulty in obtaining post-award employment	D	3	M	Curriculum designed to be relevant to scholars. ASP only six hours per week so as not to over-burden scholars. Attendance required as part of award acceptance Attendance monitored by ASP teachers	MC ASP	
Component 6: Post-study support provided to alumni							
Lack of interest in participation in alumni association	Limited impact of Alumni initiatives Response to survey questionnaires reduced.	C	3	M	Stimulate interest through effective advertising and through activities tailored to the needs of Lao Alumni and the Laos context and continuously improve. Promote commitment of students to Alumni activities and participation in monitoring and evaluation	MC, AusAID	Ongoing
Insufficient support given to alumni	Alumni do not benefit from networking, information sharing	C	3	M	Contractor to develop a relevant program of activities.. Program Manager workplan to include coordination of alumni association activities. LANS alumni activities to be incorporated with ADS alumni where relevant.	MC	Ongoing
Component 7– Institution Strengthening							
University counterparts do not relate effectively to AusAID or the MC	Lack of university commitment, contribution to and ownership of the program. Delays/lack of quality to program inputs and progression of activities within a stringent timelines.	C	5	VH	As soon as possible after MC appointed, MC undertakes introductory visits to Student Affairs Offices in universities. Allow some flexibility on due dates and adequate consultation time. Set realistic 'turnaround' timelines on behalf of all stakeholders. Regular communication, including meetings, between stakeholders and promotion of a consultative approach	AusAID MC, Universities, MOE	Ongoing
Reluctance of officers in Student Affairs Offices in universities to take on new administrative	Transfer of activities to universities not able to be progressed	C	5	VH	Continue to work closely with MOE and institutions	AusAID MC Universities,	Ongoing

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Risk	Impact on Program	L	C	R	Risk Treatment	Responsibility	Timing
responsibilities					Conduct of annual workshop for universities in scheme to explain LANS objectives and support needed by institution Discussions held at senior levels in universities (Rector/President) both for reasons of protocol and to secure cooperation of middle management	MOE	
Component 7 – Program Management							
Delay in approvals within AusAID to implement new scholarship program	Awards not able to be provided in 2011/12	C	3	H	Senior officers give priority to establishment of new scholarship program	AusAID	Program Start-up
Delay in approvals from GOL to launch new scholarship program	Awards not able to be provided in 2011/12	C	3	H	AusAID undertakes face-to-face briefing of GOL counterparts	AusAID	Program Start-up
Delays in appointing MC for new scholarship program	Awards not able to be provided in 2011/12	C	3	H	New scholarship program identified as sub-component of LASP, so able to be included under contract with ADS MC. Clause in current AusAID - Vientiane College contract activated to appoint the College, under contract variation, as MC for new scholarship program	AusAID	Program Start-up
Key policies and procedures not established prior to opening scholarship applications	Poor perception by stakeholders Inefficient processes Reduced equity and transparency	D	4	M	Implementation time-table allows adequate time for program establishment. MC provides sufficient resources for program set-up. AusAID/PMC provides timely approval of policies and procedures	MC, AusAID, PMC	Program Start-up
Insufficient resources and management support to implement LANS in accord with its objectives	Decrease in impact and sustainability of LANS	D	5	H	Program management efforts to achieve Program objectives efficiently, and tasking notes to enable additional resources when required	MC, AusAID	Ongoing
Lack of coordination between AusAID and the MC in ongoing management of the scholarship program administrative tasks results in wasted resources and leads to implementation difficulties and failure to meet deadlines	Increased program costs. Program timetable not met	D	4	M	Appropriate and effective communication held between AusAID and MC Strong working relationship maintained with AusAID	AusAID MC	Ongoing
Lack of flexibility and responsiveness due to current resources and structure to respond to AusAID requests for additional tasks	Decreased impact and sustainability of and loss of confidence in LANS. Responsiveness limited.	D	4	M	Continuous quality improvement through consultation between LANS management and major stakeholders. Updating of the QSM. Use of Tasking Notes to address emerging activities, which increase impact and	MC AusAID	Ongoing

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Risk	Impact on Program	L	C	R	Risk Treatment	Responsibility	Timing
					sustainability.		
MC gives LANS a lower priority compared to other scholarships being managed	Program timetable not met to required standards	D	4	M	Contractor to meet agreed timetable and performance standards Dedicated LANS Program Manager to be appointed	MC AusAID	Ongoing
Reporting on general academic progress of students inadequate	Award variations not able to be determined. Students not able to be adequately supported. M&E compromised	C	4	H	Administration fee negotiated at university to secure regular reports on student progress Monitoring forms kept simple; frequency of reporting kept low	AusAID, MC, Universities	Ongoing
Fraudulent practice and/or lax office security by program staff	Integrity of LANS Program damaged	D	5	H	Fundamental clause in contract with breach leading to disciplinary action if deemed necessary after investigation. Financial functions and systems are quality assured, based on MC's systems and overseen by MC and regular audits. Reiterate Fraud prevention Policy and implement fraud prevention and security training with staff, as required	MC	Ongoing
Performance of MC is poor with inadequate program management inputs	Failure to achieve objectives and diminished return on Australian investment in developing "human capital" in Laos	D	4	H	MC provides continuous quality assurance and quality improvements and reports on implementation of same MC training program performance reviews held annually	MC AusAID	
Impact of Program activities is not adequately monitored or evaluated and reported	Knowledge of impact is ad hoc and anecdotal. Lack of sound, current knowledge base to inform planning. Identification of lessons learned is not comprehensive	D	4	H	Quantitative and qualitative M&E framework for measuring and monitoring activities as part of QA strategy; documentation of lessons learned. Conduct of Impact Study every 3 years.	MC AusAID	Ongoing
Survey/report responses from alumni provide insufficient data	Program unable to measure scholarship impacts	C	3	H	The MC will implement annual outcomes surveys that will cover specific cohorts. The results of these surveys will be linked to a new Country Performance Results Framework. Current Alumni support activities will be maintained or strengthened, including maintenance of Alumni database in support of new post-award M&E activities. Alternative measurement instruments and methods employed. Explore alternative ways of gathering data e.g. social events at which alumni complete questionnaires.	MC	Ongoing
LANS Awardees cannot be traced, with low survey response rates	Results in difficulty in monitoring utilisation and effectiveness of tertiary training provided.	C	3	H	Student database maintained and regularly updated	MC	Ongoing

Risk	Impact on Program	L	C	R	Risk Treatment	Responsibility	Timing
					Registration with LANS alumni association encouraged Highlight at AusAID award briefings and follow up meetings the requirement that graduates maintain contact and point out the benefits (e.g. networking). Maintain full contact details of awardees on Alumni database. Use annual functions, website and surveys to update contact details.		

	CONSEQUENCES TO PROGRAM				
LIKELIHOOD	Insignificant (1)	Minor (2)	Moderate (3)	Major (4)	Severe (5)
A (Almost Certain)	M	H	H	VH	VH
B (Likely)	M	M	H	H	VH
C (Possible)	L	M	H	H	H
D (Unlikely)	L	L	M	M	H
E (Rare)	L	L	M	M	H

VH: very high risk; immediate action required; H: high risk; senior management attention needed

M: Moderate risk; management responsibility must be specified; L: low risk; manage by routine procedure

Note: The Management of Risks will in some cases require the implementation of a problem solving strategy. While each set of problems will require its own particular management, the following strategy outlines a generic set of actions for moving things forward when problems arise:

- Consult with all affected stakeholders;
- Request stakeholders to define and verify problems from their perspective
- Identify worst and best case scenarios
- Develop strategies for achieving achievable results – within resource, time and policy constraints
- Maximize the involvement of relevant stakeholders in the achievement of best results
- Provide regular updates to stakeholders
- Ensure that stakeholders benefit from activity

Annex N: List of Scholarships to NUOL

No.	Name	Duration	No of scholarships per year	Total support per year	Amount per scholarship (in original info)	Amount per scholarship in AUD	Conditions	Note
1	NUOL PS (Australia)	1997-2009	64	Varied based on exchange rate		\$500/ year (on average)	Only first year provincial student of NUOL can apply. The support is only for the first 2 years of university.	The support included monthly stipend for 10 months, a contribution to accommodation fee, a 6 hour English training per week, registration and enrolment fees.
2	Fujimoto (Japan)	1994 - present	10	Varied based on the number of eligible awardees	US200/ year	\$190/year	Student in any year of NUOL can apply. Those who meet requirement will get the financial support of US200 per year for the whole degree at NUOL . If in any year there are less than 10 students meeting scholarship requirement, students who nearly meet the requirement will be given a partial support (US80 per year for only one year) in order to fill in the 10 scholarships quota per year.	From private Japanese company
3	Education promotion foundation (Laos)	1997 - present	Varied based on total financial support per year	Not consistent	150,000k/ month for 12 months	\$18.29/month	Student in any year of NUOL can apply. The support will be for the whole degree at NUOL .	From a Lao foundation
4	YAMADA (Japan)	1999 - 2011	Varied based on exchange rate	US20,000	200,000k/ month for 10 months	\$24.39/month	Student in any year of NUOL can apply. The support will be for the whole degree at NUOL .	From private Japanese company. Their current 5 year contract ends this academic year 2011/12, but NUOL expects to receive a new contract.

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5	NAGAO (Japan)	2005 - present	100		US220/year	\$209/year	Only students from Environmental Sciences faculty can apply. First year students are not eligible to apply. In 100 scholarships offered each year, 25 scholarships will be provided to students in each year from 2-4. The support will be for the whole degree at NUOL.	From Japanese Environmental Organisation
6	KPMG	2008 - 2010	10		US220/year	\$209/year	Student in any year of NUOL can apply. The support is for the whole degree at NUOL.	This scholarship program is suspended in 2011 due to the change in the organisation structure/personnel.
7	Lao Telecommu- nication Co. Ltd (Laos)	2009 - present		50 million kip	150,000k/ 10 months	\$18.29/month	Student in any year of NUOL can apply. The support is for the whole degree at NUOL.	NUOL sets the amount of financial support to be given to students based on a comparison to other scholarship programs' benefit.
8	Rotary Club of Osaka Hirano (Japan)	2009 - present	20	Varied	US20/ month for 12 months	\$19/month	Student in any year of NUOL can apply. The support is for the whole degree at NUOL.	
9	Taewoong FNL Co. Ltd (Korea)	2009 - 2010	12		US50/ month for 12 months	\$47.5/month	Student in any year of NUOL can apply.	
10	Beer Lao Co. Ltd (Laos)	2010 - present	100		270,000k/ month for 9 months	\$32.92/ month	First year students are not eligible to apply. The support is for the whole degree at NUOL. Selection based on good academic scores.	
11	WCC (World Citizens Center for Peace World and Research) (Japan)	1998 - 2011		US4,000	150,000k/ 10 months	\$18.29/month	Student in any year of NUOL can apply. The support is for the whole degree at NUOL.	NUOL sets the amount of financial support to be given to students based on a comparison to other scholarship programs' benefit. The funding might be suspended this year due to the current tsunami impact in Japan.

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12	Kyoritsu (Japan)	2005-2007				First year students are not eligible to apply. Only supports students studying Japanese language.	
13	KSSA (The Korean Society for Service in Asia)	2006 - 2009	US3,000	150,000k/ 10 months	\$18.29/month	Student in any year of NUOL can apply.	NUOL sets the amount of financial support to be given to students based on a comparison to other scholarship programs' benefit.
14	KORYO (Korea)	2008 - 2010	US6,000	150,000k/ 10 months	\$18.29/month	Student in any year of NUOL can apply.	From private Korean company. NUOL sets the amount of financial support to be given to students based on a comparison to other scholarship programs' benefit.
15	Bank of Ayuhya (Thailand)	2006 - 2008	150,000 Baht	130,000k/ month for 10 months	\$15.85/month	Student in any year of NUOL can apply.	
16	KUMAMOTO (Japan)	2004 - present				The support is a continuation from high school years and it is for the whole university degree.	From a Japanese person who is interested in helping poor but academically able Lao kids. This is entirely/directly managed by the donor whose scholarship manager is a university graduated from this program support. This program also built 2 dormitories at NUOL one for male and one for female.
17	KOLAO Co. Ltd	2003		15	100,000k/ month for 10 months	\$12.19/month	

Note:

- ADB, RRP SHEP, acknowledge that Australia and Japan are the major providers of scholarships in Laos.
- NUOL PS was considered the most popular program in NUOL with the support closer to the actual basic needs of the real most disadvantaged students particularly those in provinces to be able to survive in the Vientiane Capital.
- Other scholarships program, except those with no information on the support, mainly set their support a little over the level of support of the government quota scholarship program which is considered very little and far more insufficient for advantage students to be able to live in the capital city. Therefore the anecdotal perception was that other scholarships did not necessarily target the most disadvantage students.