



Lao People Democratic Republic
Peace Independence Democracy Unity Prosperity



Ministry of Education and Sports

Education and Sports Sector Development Plan (2016-2020)

Vientiane, December 2015

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PREAMBLE

This Education Sector Development Plan (ESDP) for 2016-2020 draws on the achievements, challenges and lessons learned from the Education Sector Development Plan 2011-2015. Based on the evidence collected during the Midterm Review, the National EFA 2015 Review and final evaluation and progress made towards meeting the Millennium Development Goals targets for Education, this plan outlines how the Education Sector will support the achievement of the overall goals and vision of the 8th Five-Year National Socio-economic Development Plan (2016-2020). Additionally, the development of the ESDP 2016-2020 considers how to achieve the education vision to 2030 and strategies to 2025. The internationally developed post-2015 Education Agenda has been a key reference for the identification of policies, strategies, and targets in this sector development plan.

The key objective of the five-year ESDP (2016-2020) is to build on the policies and strategies of the government to enable the Lao PDR to be eligible to graduate from the ranks of the least developed countries by 2020. This ESDP 2016-2020 will serve as a key reference document for development partners in developing their own programmes to support education development of the Lao government to create opportunities for all Lao citizens to have equitable access to quality education.

In response to the Vientiane Declaration, the Education Sector Development Plan (2016-2020) has been developed in consultation with the Education Sector Working Group with inputs from subsector focal groups, line departments and technical experts at national and sub-national levels. The Ministry of Education and Sports will coordinate the monitoring of the progress of the implementation of the ESDP with development partners through the Annual Joint Sector Review Missions, Annual Sector Performance Reports and the Annual Thematic Reviews. In addition, the midterm review and final evaluation of the plan will also be jointly carried out with development partners.

The Lao version of this document includes additional information to provide more context. The English version is shorter to make it more readable. I fully trust that this document will provide guidance for government agencies at all levels and development partners in their joint efforts and collaboration toward achieving the National Development Goals of the government and achieving the implementation of education related programmes and activities that can ensure education quality based on the mandates, roles and responsibility of each level.

Vientiane, date
Minister of Ministry of Education and Sports



Sengdeuane LACHANTHABOUN

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Ministry of Education and Sports

PART I
EDUCATION AND SPORTS SECTOR DEVELOPMENT PLAN
2016-2020

I. INTRODUCTION

1.1 IMPORTANCE OF EDUCATION:

The Government of the Lao PDR places education and sports development, as well as human resources development, as an important key in national socio-economic development to enable the Lao PDR to graduate from the ranks of least developed countries by 2020 and move to industrialization and modernity. Both the 8th National Socio-Economic Development Plan (NSEDP) and the 9th Lao People's Revolutionary Party Congress emphasize the pivotal role that education must play. The Congress highlighted the need for four "breakthrough" steps in pursuit of the renovation policy and future national development, including:

- Advancements in ideology,
- Human resources development,
- Overcoming administrative barriers which impede business activities, and
- Increasing efforts in poverty reduction.

The education sector requires strengthened human resources capacity by improving workforce skills, encouraging greater discipline and tolerance; gradually increasing the number of technical experts and specialists available and enhancing technical and professional capacity of civil servants, private sectors and entrepreneurs so that all are able to compete within the ASEAN Economic Community and globally.

The Education Sector Development Plan for 2016-2020 (ESDP 2016-20) responds to the following priorities of the 8th NSEDP, specifically:

- Continue to expand the achievement of the implementation of National Education System Reform Strategy to become stronger at all levels and at post-basic education level to better respond to the demands of socio-economic development, particularly in remote areas through improved infrastructure, updated curriculum and improved quality of teaching and learning.
- Fulfil the policy on compulsory education at primary level and then at the lower secondary level as a foundation for the development and upgrading of labour skills and quality, ensuring incentives are applied to attract more students at vocational education level, particularly to produce graduates in the fields of electrical, mining, processing, handicraft, mechanics and services, to ensure a sufficient labour force for the production and services sectors in supporting future national development and enhance the capacity to integrate and compete at regional and international levels.
- Develop capacity for athletes to become professionals and gradually reach regional and international standards and to encourage all people to play sports and gymnastics, promoting and developing indigenous sports.

1.2 BACKGROUND TO DEVELOPMENT OF THE EDUCATION SECTOR

The 8th Lao People's Revolutionary Party Congress of 2006 emphasized its long-term national development goal of enabling the Lao People's Democratic Republic (Lao PDR) to be eligible to graduate from the ranks of least developed countries by 2020, and to build basic human and physical infrastructure for the shift to industrialization and modernity. The Congress also confirmed that education is the main focus for human resources development and that reform

of the national education system is urgently required for the improvement of educational quality and standards.

As a result, the Ministry of Education and Sports drafted the National Education System Reform Strategy (NESRS) 2006-2015. This was followed by development of the Education Sector Development Framework 2009-15 which outlined a policy framework for educational development. Together these two documents provided the necessary foundation for the Education Sector Development Plan 2011-15. Both the Government of the Lao PDR and its development partners endorsed the Education Sector Development Plan 2011-15 and adopted it as the basis of budget formulation and external financing support. An extensive mid-term review of the Education Sector Development Plan 2011-15 was implemented in mid-2013. The results of this review together with the National EFA 2015 Review have informed the drafting of the current education sector plan, the Education Sector Development Plan 2016-2020 (ESDP 2016-20).

Since 2011, a number of sub-sectoral policies and action plans have been developed such as an Inclusive Education Policy, a Teacher Education Strategy and Action Plan, a Policy on Promoting School Meals, a Decree on Teachers, Sports Law, Sports Development Strategy to 2020 and TVET Master Plan. The 2007 Education Law has also been amended and endorsed by the National Assembly as of July 2015. The ESDP 2016-20 accommodates all of these documents as appropriate.

1.3 APPROACH TO DEVELOP ESDP 2016-2020

Before drafting the content of the ESDP 2016-2020, a Theory of Change approach was applied to conceptualise the expected outcomes and to ensure an integrated strategic plan for overall sector development. A Theory of Change defines all building blocks required to bring about a given long-term goal. A graphic representation of the change process is thus developed around pathways of change. The ESDP 2016-2020, Theory of Change describes the types of interventions that will bring about the expected outcomes for 2020.

Workshops of the four Focal Groups¹ were held to identify the overall goal, purpose and expected outcomes of the ESDP 2016-2020. This Theory of Change was then taken to various regional workshops where PESS staff worked to identify the necessary interventions and intermediate outcomes necessary to achieve the 2020 expected outcomes. The resulting Theory of Change for ESDP 2016-2020 links very closely to Sustainable Development Goals of UN² and the 2015 UNESCO Muscat Agreement³. The expected outcomes are consistent with the Incheon Declaration⁴ on the Future of Education that “encourages countries to ensure inclusive and equitable quality education and promote life-long learning opportunities for all”. This Declaration will underpin the education targets in the Sustainable Development Goals.

In addition to a participatory approach to developing the strategic plan for the education sector for 2016-2020, more detailed sub-sectoral plans have been drafted by the respective line departments and these are also included, as Part Two, since they provide more detailed

¹ Basic Education Focal Group; Post-Basic Education Focal Group, Planning, Budgeting and Monitoring Focal Group; and the Research Focal Group

² <https://sustainabledevelopment.un.org/content/documents/1579SDGs%20Proposal.pdf>

³ <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/Muscat-Agreement-ENG.pdf>

⁴ http://www.unesco.org/new/en/media-services/single-view/news/world_education_forum_adopts_declaration_on_the_future_of_education

descriptions of how the various interventions support achievement of the broader expected outcomes as defined by the ESDP Theory of Change.

II. THE ACHIEVEMENTS AND CHALLENGES OF THE SECTOR

2.1. IMPLEMENTATION OF ESDP 2011-2015

The Education Sector Development Plan 2016-2020 draws on the findings of the analysis of the implementation of the ESDP 2011-2015 policy. This analysis based on the original policy planning matrix is derived from the Education Sector Development Framework which served as the foundation for the ESDP.

There has been significant success in the education and sports sector since the implementation and formulation of the resolutions of the 9th Congress of the Lao People's Revolutionary Party and the 7th National Socio-economic Development Plan of the Lao government. In support of the four breakthroughs identified by the 9th Congress, there have been five significant achievements in the sector:

1. The Party new way of thinking "Breakthrough" has been realised, and was agreed and supported by the National Education System Reform Strategy.
2. Lao people benefited from the improvement of physical sports. Lao athletics is playing an important role in regional and international relationships.
3. The 'three builds' and five education principles⁵ is driving improvements to the country's Human Resources Development quality and relevance.
4. Stronger planning and management has resulted in improved regulations and principles.
5. Teachers have improved their capability and are able to play a more important role in society.

2.2. THE ACHIEVEMENT OF THE IMPLEMENTATION OF MDG's AND EFA GOALS

2.2.1. MDG-2:

At a national level, the Lao PDR achieved 98.5% Primary Net Enrolment Rate, slightly above target. Survival rates to Grade 5 is off-track and achieved only 78.3% in 2014-2015 against a target of 95% by 2015. More positively the number of students able to access and finish the primary cycle has continued to grow, and is gender-equitable. In 2015 a total of 141,322 students successfully graduated from primary school; up from 130,871 in 2011. The Gender Parity Index GPI for primary graduation is 0.99.

2.2.2. MDG-3:

Gender parity for 3-5-year olds in early childhood education and primary education is on track to be achieved by 2015. As the level of education increases, achievement of gender parity becomes more off-track: The expected Gender Parity Index (GPI) for enrolment in lower and upper secondary education will be 0.94 and 0.87 respectively in 2015. The GPI for graduation rates in lower secondary has improved annually from 0.87 in 2012-13 to 0.94 in 2014-15 and on present trends may reach equity (between 0.97 and 1.03) in the next year or two. Over the same period, the GPI for graduation rates in upper secondary has improved marginally from 0.83 to 0.84. Underlying these national figures is a range of expected achievements of targets by 2015. It is clear that there is disparity across provinces. No province is likely to achieve gender parity at all levels of school education from early childhood to upper secondary.

⁵ Moral, intellectual, physical, artistic and vocational

2.2.3. EFA GOALS

Goal 1: Early Childhood Care and Education (ECCE): Almost all ECCE targets set in the EFA NPA (2003- 2015) have been met. As most of the targets met are closely related to access, the learning and quality of the ECCE are issues still to be fully addressed. The equity issue also remains, especially among the ethnic groups, children in remote areas and in some provinces.

Goal 2. Universal Primary Education: See MDG 2 above.

Goal 3: Life skills and lifelong learning: Enrolments in NFE equivalency primary programmes and secondary education have increased every year. In 2014-2015, Laos was able to announce nationwide completion of the Primary Education Equivalency Programme in 42 districts and one province, Xayyabouly, also announced completion of the Secondary Education Equivalency Programme.

Goal 4: Literacy- Adult Literacy Rate: In general, the availability of information related to the literacy rate is limited. According to information from some available sources, there was no significant improvement in literacy over the period. For example, according to the results obtained from the Population Census (2005) and Labour Force Survey (2010), no significant progress was seen over the period (73% in population census (2005) vs. 74% in Labour Force Survey (2010)). National functional literacy rates are difficult to estimate except through some sample surveys. Both the Multiple Indicator Cluster Survey (2006) and the Lao Social Indicator Survey (2011/12) tested functional literacy status of young females⁶ (15 – 24 years) by the wealth index generated from MICS and LSIS. The female literacy rate is almost the same over the five-year period, although a slight increase was found among the lowest and third quintile families.

Goal 5: Gender parity and equality in education: See MDG3 above

Goal 6: Improved Quality of Education: MoES has been reorganized for more efficient management of education services. To improve the vertical management structure and capacity, the MoES has strengthened the Provincial Educational and Sports Services and District Education and Sports Bureaus in all provinces and districts and implemented many capacity building programmes. An additional year was added to lower secondary to implement a 5+4+3 school system and a National Education Quality Standards Framework has been endorsed for primary education and is under development for secondary education. According to the findings from the Assessment of Student Learning Outcomes (ASLO), over three-quarters of fifth grade students were at a functional level in Lao language (78.5% in 2006 and 77.5% in 2009). The learning outcomes in mathematics were particularly poor, and declining in 2009 (as 49.1% at level 2 in 2006)

2.2.4. SECONDARY EDUCATION

There has been strong progress in the lower secondary Gross Enrolment Rate (GER). In 2011 the GER was at 62.9% and in 2015 it was at 78.1% (the target was 75%). The number of students successfully graduating from lower secondary education has continued to grow, increasing from 62,765 in 2011 to 77,471 in 2015 with a steadily improving GPI, reaching 0.94 in 2014. The number of students successfully graduating from upper secondary education has also continued to grow, increasing from 40,194 in 2011 to 47,967 in 2015. However, the GPI for upper secondary graduation has improved only marginally from 0.83 to 0.84.

2.2.5. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Enrolments in technical and vocational programmes have increased progressively: the enrolments increased from 20,886 (females: 7,717) in 2012-13 to 23,248 (females: 8,848) in

⁶ MICS - 2006 did not administer the male questionnaire thus a comparative analysis can be made only for females

2013-14. Enrolments in 9+3⁷ level courses also increased; from 2,029 (female: 600) in 2012-13 to 3,114 (female: 886) in 2013-14 but account for only about 13% of total enrolments, showing that most students are studying at the Diploma or Higher Diploma level. Initial information suggests that enrolments for 2014-15 have also increased compared to 2013-14 due to a number of factors: (i) decrease in intake at the universities; (ii) suspension of bachelor programmes offered by private institutions; (iii) improved infrastructure, providing teaching and learning materials and students' dormitories at TVET institutions; and (iv) increased opportunities for scholarships. Improvements of teaching and learning materials, dormitories and providing scholarships have been supported by projects funded by development partners.

2.2.6. HIGHER EDUCATION:

With support from development partners, strengthened management, financing, and governance of higher education systems have been achieved together with increased equity and access to higher education and enhanced relevance and capacity for quality improvement. There has been significant development of the Champasack University campus, matching scholarship scheme, visiting scholars' scheme, ICT teaching and learning centres/network development, HR upgrading, and improved selection criteria for quota students

2.3. CHALLENGES AND NEXT STEPS:

The ESDP 2016-2020 seeks to build on the past achievements of the ESDP 2011-2015 to overcome the following challenges:

- The Government of the Lao PDR is continuing to improve strategic policy planning, budgeting, and monitoring and evaluation capacity. The decentralization policies of 2002 and the implementation of the "three builds" in 2012 which detail the decentralization roles and responsibilities of central MoES and sub-national level units are beginning to be put into place at the local level. To improve implementation of a successful decentralization programme, it will be necessary to continue to improve local compliance of MoES policy directions, and further strengthen staff skills-sets.
- The proportion of 3 to 5-year olds enrolled in early childhood programmes has increased from 23% to 43% during the implementation of the ESDP 2011-2015. Feedback from district and provincial consultations indicates a strong social demand for expansion of early childhood programmes. The introduction of community-based school-readiness programmes (playgroups) has faced some challenges with many pre-primary classes, including children ranging from 3 to 5 years of age. Early childhood education will need to focus on providing the necessary quality of preparation for primary school enrolment.
- Moving forward, the major challenge for the sector will be reducing dropout and repetition rates at Grade 1. Dropout and repetition rates in Grade 1 have remained high over the past five years. Identified causes are: distances between agricultural land plots and the village school; lack of ECE opportunities; incomplete primary schools; and use of multi-grade classes. Feedback from district level staff suggested a need for interventions such as school meals programmes, supporting teacher training and classroom effectiveness, supporting principal management capacity, providing training to the Village Education Development Committees, and effective use of pedagogical advisors if improvements are to be achieved.
- ASLO 2009 results for Grade 5 showed that only about 20% of students reached the stage where they could cope with the level of Lao language at lower secondary level, with significant regional disparities in student performances in Lao language. Learning

⁷ 9+3 refers to a three-year course in skills training given to students with a pre-requisite of formal schooling (usually nine years of primary and lower secondary).

outcomes for mathematics were also critically low, partly linked to poor language skills related to the basic vocabulary required for mathematics (and also for the subject “World Around Us”). It is clear that teachers will need further support to assist students, who do not have Lao as their mother tongue, in learning Lao, particularly in multi-grade classes.

- The Progressive Promotion Policy was developed to address poor student learning, specifically to reduce repetition. The successful implementation of the policy requires schools to provide these students with remedial support and additional lessons during the vacation period. Grade 1 repetition rates remain high with 40 districts having rates higher than 20% in 2014/15.
- An analysis of EMIS data from school year 2013/14 on school education reveals that there is a need to improve the efficiency of teacher deployment within all provinces especially in rural and remote primary schools, in line with Ministerial Decree 177/Gov. on pupil-teacher ratios.
- Improvements in gender parity (MDG-3) have been constrained by limited awareness and acceptance of (i) gender equality and special support in increasing opportunities and claiming women’s rights as important issues that need to be addressed; and (ii) the rights of all children, adolescents and young people to access education. There will need to be system-wide attention to the needs of out-of-school children, adolescents and young people, including those with disabilities, child labourers and others presently unable to access education.
- Improved participation in secondary education will require increased primary completion rates due to the already high transition rates.
- Improved quality of TVET programmes is required to increase enrolments.
- Increased research activity in universities and enrolment profiles more aligned to national development goals.
- The Ministry of Education and Sports is leading the development of the National Human Resources Development Strategy. This strategy is designed to ensure that all sectors align staff development to meet the needs of the resolution framework of the 9th Congress of the Lao People’s Revolutionary Party.
- Physical sports opportunities are not equitable in all regions or across groups. Lao athletes need further development to be able to compete in regional and international sport competitions.

III. EDUCATION VISION TO 2030

3.1 VISION AND MISSION

The government has identified the vision for cultural and social sectors to 2030 as the following:

“Human resources development meets regional and international standards that they become a strong production power and thus capable to contribute more in socio-economic development, the people have at least upper secondary education and have access to quality health services and average life span is over 75 years old”.

Alongside with the vision to 2030 above, the government also identified overall directions for the socio-economic strategy to 2025, one in which the government has identified cultural-social development as the highest priority of strategic development by focusing on improving the livelihoods of people, poverty reduction, cultural and educational development, and labour force skills development in terms of quantity and quality.

Based on the government's vision and strategy, the Ministry of Education and Sports identified the vision as the following:

“By 2030 all Lao population equally and equitably have access to quality education in order to become good citizens, disciplined, healthy, knowledgeable, highly-skilled with professionalism in order to sustainably develop the country, to align and be compatible with the region and the world”.

In order to achieve this vision, the Ministry of Education and Sports (MoES) needs to focus on the following missions:

1. Aim to achieve compulsory primary education and expand it up to lower secondary level by ensuring everyone has access to education and is ready to contribute to social-economic development.
2. Completely eradicate illiteracy across all ethnic groups by promoting lifelong learning in order to improve their living conditions.
3. Promote learning-teaching of basic vocational skills in secondary education, improve technical, vocational and higher education focusing on improving quality and ensuring that students have skills that meet the needs of the labour market and that graduates can enter the workforce.
4. Training skilled labour, technicians, professionals and officials to have knowledge and the ability to use science and modern information technology to meet the needs of socio-economic development.
5. Improve the quality and relevance of education so that the learners can be equipped with the knowledge necessary for socio-economic development, and provide skills and basic knowledge so that they can run family businesses, particularly in remote areas.
6. Use ICT as a tool for education, sports management and administration, teaching and learning and improving the quality of education.
7. Expand the policies and strategies of research and evaluation from central to local levels and use the results of research and evaluation in developing education and sports planning.
8. Expand arts and physical education, sports - physical activity from central to local levels by focusing on training arts and physical education teachers, referees, trainers and sportsmen and provide sports equipment to the local community.

3.2 GENERAL DIRECTION

1. Develop human resources based on the three educational characteristics and five principles focusing on providing skills, knowledge and capacity to use science, technology, information communication technology and foreign languages.
2. Develop education and sports as the core element of human resources development for holistic development with better quality and opportunity for lifelong learning to enable sustainable socio-economic development.
3. Develop quality human resources with high skills and professionalism in order to respond to the demands of entrepreneurs in each period in terms of quantity and quality.

3.3 EDUCATION AND SPORTS DEVELOPMENT STRATEGY TO 2025

3.3.1 OVERALL OBJECTIVES

The Ministry of Education and Sports identifies the overall objectives of the Education and Sports Development Strategy to 2025 as follows:

1. Improve the education system in order to develop human resources with knowledge, skills, have moral and right values, love the country, faithfulness, discipline, physical and mental health, solidarity in the country, love lifelong learning, love their own customs and traditions, love progress and science and be consistent in order to meet the demands of a growing and sustainable economy, and be ready to cooperate and compete with countries in the region.
2. Strengthen education, administration and management systems at all levels to ensure the use of available resources effectively and efficiently.
3. Develop high quality athletes, coaches and referees to become professionals by seeking and selecting those with talent and who love the sport, to study at schools and practice in sports centres.

3.3.2 EDUCATION AND SPORTS DEVELOPMENT TO 2025

The Education and Sports Development Strategy to 2025 will focus on five areas as follows:

1. Improving the quality of education in both formal and non-formal systems to make learners have the morality, knowledge and ability to continue studying at vocational and higher education levels.
2. Improving the quality of teacher training and upgrading comprehensively.
3. Developing and training the workforce in accordance with the needs of a growing society and economy.
4. Improving education administration and management with an emphasis on capacity development of education and sports administrators and managers at all levels.
5. Improving and developing sports - physical activity in order to allow citizens become healthy both physically and mentally, love sports and the nation and contribute to human resources development that serves the mission to protect and develop the nation, strengthen unity, friendship, peace, cooperation with countries in the region and in the world, and to promote the role of the nation.

IV. GOALS, PURPOSES AND OUTCOMES OF ESDP 2016-20

4.1 OVERALL GOAL

The Ministry of Education and Sports has set the overall goal for the ESDP from 2016-2020 as follows:

“The Education and Sports Sector in Lao PDR is appropriately structured and resourced to create opportunity for all Lao citizens to have equitable access to quality education and sports and to benefit from socio-economic development in order for the Lao PDR to be eligible to graduate from least developed country status by 2020.”

Over the past five years with the assistance of development partners supporting the Poverty Reduction Support Operation (PRSO 1-9) the Lao economy has grown rapidly. The objective is to transform the commercial and investment environment, improve social services using the country’s natural resources to benefit the health and education of the Lao population.

Improvements to education and cross-cutting human resources development will change the socio-economic context in the Lao PDR, leading to improved livelihoods and stronger national socio-economic development growth. In order to achieve this, an appropriate education structure and system improvement is required to ensure consistent and sufficient resources. An appropriate structure will ensure that the school-age population can access five grades of

primary education ensuring that the majority of these students will also be able to make the transition to, and complete lower secondary education. It will also ensure that all students will be able to enrol in community-based readiness programmes for early childhood education. Thus, children and youth will have the necessary skills and knowledge to contribute to national socio-economic development, and benefit from development.

The education structure will ensure that the education curricula are relevant and of a high quality so that learners will have the necessary knowledge and skills to be prepared for Asian Economic Community integration. Provision of good quality learning and teaching materials will also be necessary.

By 2020, most children enrolling in primary education need to be ready through early childhood education. The education curriculum needs to ensure quality and relevance to enable learners to have the knowledge and necessary skills for their livelihood during the preparation for AEC integration with provisions for appropriate teaching and learning materials to enable quality teaching. Education systems structures need to be balanced to respond to the demands of current labour markets and to be able to develop labour skills and national human resources aligned with the needs of socio-economic development in each period.

Participation in sports competitions at all levels also plays an important role towards achieving the goal of Education and Sports Development and the overall goal of national development. The contribution of agricultural, industrial and service sectors to the growth of national economy keeps changing in each period. Hence the education structure requires improvement to align with changing contexts in each period.

An appropriate education structure requires provision of appropriate resources, both human and financial. This provision should be flexible and appropriate across the five-year duration of the sector plan. In order to improve education quality, the government should increase funding to the non-wage recurrent budget of the education sector. Alongside with increasing non-wage recurrent budget, it needs to ensure that expenditure on salary and wages should be highly efficient. The budget from development partners should be aligned to the policies and strategies identified in this ESDP for 2016-2020.

Graduation from least developed country status will need to occur parallel to poverty reduction. The education sector is responsible for improving two of the Human Asset Index indicators: increasing adult literacy rates and increased enrolment in secondary education.

4.2 OVER-ARCHING OUTCOME

All learners are equipped with the five principles (moral, intellectual, vocational, physical, and artistic development) of Lao education and skills, both cognitive and non-cognitive to develop the capacity to progress and benefit from socio-economic development in order for the Lao PDR to be eligible to graduate from Least Developed Country Status by 2020.

4.3 OBJECTIVES AND TARGETS

4.3.1 Objective 1: All learners are equipped with the foundation knowledge and skills needed, including adequate safeguards for their health to either join the labour market or continue to post basic education.

1. Gross enrolment rate of five-year-old children increases from 66% in 2015 to 80%.
2. Grade 1 repetition decreases from 13.5% in 2015 to less than 5%.
3. Grade 1 dropout decreases from 8.5% in 2015 to less than 5%.
4. Survival rate to Grade 5 increases from 78.3% in 2015 to 90%.
5. Primary cohort completion rate increases from 76% in 2015 to 89%.

6. The result of learning outcomes is better than the result of a 2009 assessment.
7. Transition rate of Grade 5 graduates to Grade 6 increases from 91.7% in 2015 to 100%.
8. Lower secondary GER increases from 78.1% in 2015 to 85%.

4.3.2 Objective 2: To provide post-basic education that is relevant to the requirement of Laos' socio-economic growth in each period and can be integrated into and compete with labour forces within ASEAN member countries.

1. Transition rate of Grade 9 graduates to TVET reaches 5% and to upper secondary education 90%⁸.
2. Upper secondary GER increase from 45.8% in 2015 to 60%.
3. Transition rate of Grade 12 graduates to TVET (public and private) reaches 60%, to higher education⁹ 20%¹⁰.

4.3.3 Objective 3: Human Asset Index target for exit from Least Developed Country status is achieved with reduced disparity. For example, gender, disability, poverty, ethnicity etc.

1. Secondary GER increases from 60% in 2015 to 75%.
2. Literacy rate of 15-24-year olds reaches 99%.
3. Literacy rate of 15-year olds and above reaches 95%.

4.3.4 Objective 4: Sector is being planned, financed and monitored to utilise resources effectively

1. 20% of educators and administrators are upgraded every year.
2. Education as primary share of government budget reaches more than 17%.

4.3.5 Objective 5: Lao sport is gradually integrated to regional and international standards.

1. 30% of population participate in sport activities by 2020.

4.4 Expected outcomes

4.4.1 Outcome 1: Number of learners from ECE to lower secondary grade 9 increases with special focus on the disadvantaged and ensuring gender equity

➤ **Rationale:**

MoES has prioritized the need to address key issues around the participation rates for all levels by 2020. Current enrolment rate of 3-5-year-old children is 43% while 5-year-old children's enrolment rate is 66% and net enrolment rate for primary is 98%. However, the survival rate to Grade 5 is below 80%. Gross enrolment rate for lower secondary is 78% but this will need to significantly increase if the Human Assets Index threshold for exit from Least Developed Country status is to be reached.

Given that the already high transition rate from primary Grade 5 to lower secondary is 91.7%, the target for lower secondary will require much higher primary completion rates through improved survival rates to Grade 5. There is consensus that a number of critical issues have to be addressed in order to increase participation and completion rates. These include: (i) education administrators at all levels have been unable to fully implement the progressive promotion policy, (ii) Grade 1 drop-outs remain high with many children moving location with their families or due to geographical distances, (iii) the school year is shorter than in other ASEAN countries, (iv) the school year and demands of the agricultural cycle do not align, (v) the quality and relevancy of curriculum and learning materials need to be improved, (vi) teachers in small schools require professional development, including specialized training in using multi-grade teaching methodologies, (vii) there remains serious access barriers for poor children, especially ethnic

⁸ 5% expect that they will become entrepreneurs or enrol in private educational institutes, etc.

⁹ Higher education refers to four universities under supervision of MoES.

¹⁰ 20% expect that they will become entrepreneurs or enrol in private educational institutes and study abroad

children, those with disabilities, and those in remote areas, (viii) access to early childhood education is particularly limited in rural and remote areas, (ix) insufficient quality support mechanisms for teachers, particularly from pedagogical advisors, and (x) lack of a systemic implementation of inclusive education policies.

➤ **Responsible departments:**

Achievement of this strategic outcome is the joint responsibility of the Department of Pre-school and Primary Education, Department of Non-Formal Education, the Department of Secondary Education, the Department of Teacher Education, the Education and Sports Research Centre, the Education Standards and Quality Assurance Centre, the Inclusive Education Centre, the Teacher Development Centre and the Research Institute for Educational Sciences.

➤ **Intermediate outcomes:**

- 1) Expansion of access to quality Early Childhood Education, based on a holistic early childhood development framework.
- 2) Increased length of the school year to match ASEAN norms.
- 3) Improved curriculum and instructional materials of primary Grade 1 through secondary.
- 4) Increased compliance with progressive promotion policy across primary education grades through introduction of additional pedagogical support mechanisms.
- 5) Increased access to quality education services by disadvantaged children (ethnic communities, children with disabilities, those in remote and impoverished circumstances).

➤ **Strategies:**

- 1) Expansion of the one-year pre-primary programme for five-year olds is prioritised for improving quality in rural areas.
- 2) A review of the progressive promotion policy will be undertaken to identify what additional support mechanisms are required to successfully implement the policy for all students, including students who do not have Lao as their mother tongue.
- 3) Implementation of school meals, clean water, sanitation and safe facilities for disadvantaged school children, especially young girls, and those living in food insecure districts in order to increase enrolments and retention.
- 4) Non-formal programmes continue to support over-age, out-of-school children.
- 5) Build capacity of teachers and pedagogical advisors to use teaching approaches for multigrade classrooms, teaching ethnic groups and children with special needs to ensure teaching effectiveness.
- 6) Upgrade incomplete schools to become complete schools.
- 7) Develop an instrument to identify children with disabilities, both in and out of school.
- 8) Biennial assessment of student learning outcomes.
- 9) Following legislation to extend the school year, a pilot project will be implemented across several districts to experiment with flexible primary school scheduling based on the local community's economic demands, with the impact on enrolment, attendance, student performance, and completion assessed. If the impact is markedly positive, provisions will be made for an increased district role in authorising the teaching year schedule on a school basis within defined centralised requirements.
- 10) The complete national curriculum for all primary grades shall be revised. In parallel, instructional materials are enhanced for all subjects and grades based on curriculum improvements and international best practices. At the same time the curriculum and pedagogical approaches for primary teacher education and training is revised.

➤ **Anticipated policy and regulatory development**

- 1) In conjunction with the Ministry of Health, develop an early childhood development framework within which early childhood education is contextualised.
- 2) In order to achieve these outcomes and targets, the roles and functions of responsible departments will be reviewed and realigned, and coordination mechanisms among departments strengthened if necessary.
- 3) Policies, legislation, and/or regulations related to compulsory enrolment, lengthening of the school year, progressive promotion and non-formal education programmes at primary and lower secondary levels to be developed to ensure that the institutional framework supports the strategies.

4.4.2 Outcome 2: Increased number of primary school children with functional literacy and numeracy skills

➤ **Rationale:**

Recent assessments (EGRA and ASLO) at Grades 3 and 5 have demonstrated that current levels of functional literacy and numeracy skills are not sufficient to support quality learning at higher grades of primary and lower secondary education. Grade 1 teachers struggle to complete the full curriculum particularly for Lao language and mathematics during the school year. ASLO results from 2009 and 2011 indicate that literacy skills declined from Grade 3 to Grade 5. Thus, there is a need to review the overall structure of the primary curriculum across all grades. The key issues are: (i) the time allocated for completing the primary curriculum in all grades is not adequate and/or not balanced across grades, (ii) the support that schools and teachers receive through visiting pedagogical advisors is not sufficiently effective, (iii) the allocation of time by the school for remediation with learners in need is inadequate, (iv) pedagogy for teaching Lao as a second language for ethnic children is inadequate in both schools and pre-service teacher training programmes, (v) learning resources to improve the transition of ethnic learners to the Lao language are not widely available or used, and (vi) inexperienced teachers often teach Grade 1.

➤ **Responsible departments:**

Achievement of this strategic outcome is the joint responsibility of the Department of Pre-school and Primary Education the Department of Teacher Education, the Research Institute for Educational Sciences, the Education and Sports Research Centre, the Institute for Education Administrators Development and the Research Institute for Educational Sciences.

➤ **Intermediate outcomes:**

- 1) A literacy based primary curriculum across all five grades is developed.
- 2) Increased and improved pedagogical adviser services to be provided to schools.
- 3) Improved teaching of Lao to ethnic students who do not have Lao as their mother tongue through new learning approaches and new resources.
- 4) Implementation of the new strategy on literacy development for primary education.

➤ **Strategies:**

- 1) The primary curriculum structure and content is revised to have a literacy focus across all five grades and across all subjects.

- 2) Pedagogical advisors are financially supported to advise teachers of all schools, and ensure that Grade 1 classes use a single grade teaching approach and are taught by the school's most experienced teacher.
- 3) Research is undertaken on national and international best practices in school remediation by schools on functional literacy and numeracy. Based on the findings, guidelines are developed for school principals on the appropriate allocation of time per week for remediation.
- 4) Strategies on literacy and numeracy skills improvement are developed and used to inform professional development programmes for upgrading District Pedagogical Advisors or pedagogical experts and revising of pre-service and in-service teacher education programmes.
- 5) Through a process of research and piloting, MoES develops a pedagogy and curriculum for teaching Lao as a second language, both for pre-service and in-service training of teachers.
- 6) Highly experienced and accountable teachers deployed for teaching Grades 1 and 2.
- 7) Develop and provide teaching and learning materials and appropriate tools for teaching Lao language to ethnic groups and students with disabilities.
- 8) Student learning outcomes are to be measured every two years.

➤ **Anticipated policy and regulatory development**

- 1) Policies and regulations related to the curriculum structure will be reviewed and revised to enable Outcome 2 to be achieved.
- 2) The skills requirements and duties of district managers, district pedagogical support personnel, and school managers will be reviewed and revised to ensure that they are able to provide the quality support needed for teachers of early primary grades to improve functional literacy and numeracy outcomes.

4.4.3 Outcome 3: Increased number of qualified and competent teachers with better student learning outcomes across all subjects of the national curriculum from ECE to primary and secondary education.

➤ **Rationale:**

MoES has prioritized the need to improve the quality of learning outcomes through improved teaching across the whole curriculum, but there are a number of issues to be overcome for this to occur. Issues include: (i) insufficient numbers of secondary teachers to cover all subjects of the curriculum, (ii) pre-service and in-service teacher education programmes for all levels of schools are not fully aligned with current school curriculum requirements, (iii) many primary schools are not delivering the complete curriculum requirements largely due to insufficient time, (iv) personnel involved in pre-service and in-service teacher education programmes do not have the required knowledge, experience of teaching and pedagogical skills to effectively deliver the curricula and (v) inadequate teacher trainee practicum during pre-service training

➤ **Responsible departments:**

Achievement of this strategic outcome is the joint responsibility of the Department of Pre-school and Primary Education, the Department of Secondary Education, the Department of Teacher Education, for the Education and Sports Research Centre, the Education Standard and Quality Assurance Centre, the Teacher Development Centre and the Research Institute for Educational Sciences.

➤ **Intermediate outcomes:**

- 1) Pre-service teacher education curricula become better aligned with ECE, primary and secondary curricula and extended practicum included in the training.
- 2) Appropriate instructional materials/modules/learning resources for pre-service and in-service teacher training are improved, with priority given to improving literacy and numeracy in primary curricula.
- 3) National Competency-based Teacher Standards developed and trialled.
- 4) All TEIs have at least one demonstration school to model good teaching practices and to provide adequate classroom experience for student teachers.
- 5) Improved content knowledge and pedagogic content knowledge acquired by TEI lecturers.
- 6) A comprehensive in-service training system designed to address the different needs of teachers as identified through the teacher competency standards at each stage of their professional career is developed.

➤ **Strategies:**

- 1) Ensure systematic coordination between TEIs and all stakeholders in organizing the practicum.
- 2) Ensure collaboration among all stakeholders at different levels for the preparation of instructional materials/modules/learning resources for pre-service and in-service.
- 3) Develop National Competency-based Teacher Standards and align with other ASEAN standards. Use the standards to ensure that all graduates meet minimum competency required to teach at ECE, primary and secondary levels.
- 4) Improve utilization of demonstration schools to model good practices, try out and validate innovative teaching, pilot new curricula and textbooks before national dissemination.
- 5) Provide continuing professional development to TEI lecturers to improve their level of content knowledge and pedagogic content knowledge.
- 6) Apply more school or school cluster-based training within in-service programmes to match the specific school needs and introduce new teaching and learning strategies.

➤ **Anticipated policy and regulatory development**

- 1) All secondary teacher training graduates will be expected to be able to teach in two different subject areas.
- 2) New curricula and pedagogical approaches for ECE, primary and secondary education and for all teacher training will be approved for implementation.
- 3) Demonstration schools are attached to each TEI and their roles and responsibilities for modelling good teaching and providing practicum experiences are clearly stated.

4.4.4 Outcome 4: All schools have financial and human resources to equitably improve student learning outcomes.

➤ **Rationale:**

In the context of budget constraints and in order to improve learning outcomes, it is necessary to provide infrastructure and human resources to all schools equally and equitably. Issues include: (i) compliance of schools with the National Education Qualities Standards Framework, particularly in small remote schools, (ii) inequitable and inefficient deployment of teachers, (iii) school principals cannot effectively manage resources to maximize learning outcomes, (iv) more effective matching of supply and demand for new teaching staff, (v) Funding provided through the school block grants are insufficient and inefficiently distributed to schools, and (vi) the role of the VEDC to ensure the effective use

of school block grants to implement quality school improvement plans needs to be strengthened.

➤ **Responsible departments:**

Achievement of this strategic outcome is the joint responsibility of the Department of Organisation and Personnel, the Department of Inspection, Department of Finance, Department of Planning, the Department of Pre-school and Primary Education, the Department of Secondary Education, the Department of Technical & Vocational Education and Training, Department of High Level Sports, Education Standards and Quality Assurance Centre and the Institute for Education Administrators Development.

➤ **Intermediate outcomes:**

- 1) Deployment of teachers is more equitable and efficient and priority is given to schools with serious teacher supply problems.
- 2) Protection and increase of school block grant budget allocations to both support teaching and learning quality improvements, including more regular and timely provision of school block grants, using only one tranche for smaller schools.
- 3) Strengthened materials to assist teachers' monitoring of learning outcomes through revisions to the pre-service teacher training curriculum and modules for in-service programmes.
- 4) Introduction of school-based management through an increased role for VEDCs in use of school block grants.

➤ **Strategies:**

- 1) Finalisation of the National Quality Standards Frameworks for ECE and secondary education together with guidelines for implementation and monitoring developed.
- 2) The Department of Organisation and Personnel takes the lead in addressing the cases of severe in-equitability in the deployment of new teachers and in-service teachers using existing regulations and guidelines, while concurrently leading the revision of regulations to improve teacher deployment in an equitable and effective manner.
- 3) In conjunction with the Department of Organization and Personnel, the Department of Teacher Education, through its Teacher Education Strategy and Action Plan will include forward estimates for each year of teacher supply and teacher demand for ECE, primary and secondary education. These forward estimates will be reviewed annually.
- 4) The policy and guidelines on school block grants will be reviewed to ensure improved equity of grants, particularly to smaller schools and improved efficiency of delivery of grants from district to school level.
- 5) All VEDCs and Parent Teacher Associations are trained in school-based management for development, implementation and monitoring of school block grants utilisation, linked to compliance with the National Education Quality Framework.

➤ **Anticipated policy and regulatory development**

- 1) Regulations and guidelines on the roles and functions of district authorities in monitoring the implementation of the National Quality Education Standards Framework, managing resource allocations (personnel and physical) and monitoring school use of block grants will be reviewed, revised and strengthened.
- 2) A policy regarding school-based management and the role of the VEDC will be developed.

- 3) The requirements and regulatory framework for appointment and deployment of teacher education personnel will be reviewed and revised to improve efficiency.

4.4.5 Outcome 5: Increased numbers of basic education graduates who have acquired basic skills and knowledge and can apply for work in the labour market or continue post-basic education or become entrepreneurs.

➤ **Rationale:**

MoES has prioritised the need to address concerns around the insufficient knowledge and skills acquired by lower secondary graduates by 2020. There is consensus that: (i) skills acquired and other learning outcomes, particularly literacy and numeracy, of the primary and lower secondary programmes do not meet the current demands of the labour market, (ii) schools do not have suitable tools for monitoring the acquisition of basic learning outcomes by learners at primary and lower secondary levels; (iii) too many lower secondary graduates transition to upper secondary and too few to TVET programmes, due to inadequate promotion of the advantages linked to technical and vocational education, (iv) teachers have not acquired sufficient skills and knowledge (including problem solving skills) through pre-service and in-service teacher education programmes, and (v) lower secondary schools have not adequately incorporated entrepreneurship and ICT into their programmes.

➤ **Responsible departments:**

Achievement of this strategic outcome is the joint responsibility of the Department of Pre-Primary and Primary, the Department of Secondary Education, the Department of Technical and Vocational Education, the Department of Teacher Education, the Institute for Educational Administrators, ICT Centre and the Research Institute for Education Science,

➤ **Intermediate outcomes:**

- 1) Better articulation between skills and other learning outcomes of the secondary grades M1 to M4 with needs of national development, labour market and progression to post-basic education programmes.
- 2) Reduced transition from lower to upper secondary programmes with gradual increased transition to TVET programmes through improved advocacy programmes for TVET enrolment.
- 3) Enhanced lower secondary curricula to include adequate content on basic vocational, entrepreneurship and ICT is included, including wider provision of ICT equipment beyond the provincial IT centres.

➤ **Strategies:**

- 1) MoES will identify critical shortfalls in skills development and learning outcomes, including literacy and numeracy levels of M1 students, of lower secondary graduates based on the current curriculum, assessment outcomes and employability and further education requirements. An ASLO instrument for lower secondary will be developed and implemented with the results informing a review of primary and lower secondary curricula (see also Outcome 1). Revised curriculum and assessment requirements will be progressively phased in.
- 2) Teacher training colleges will strengthen their curriculum, pedagogy and practicum to place greater emphasis on graduates' knowledge and skills in assessment of learning outcomes, including both formative and summative approaches (see also Outcome 3).

- 3) Encourage lower secondary graduates to enrol in TVET (5% target) and to upper secondary (90% target) through advocacy campaigns and vocational inducement.
- 4) New teaching staff at teacher training colleges will be required to have a minimum of three years of successful teaching experience in addition to academic qualifications.
- 5) The review of the lower secondary curricula will specifically address the inclusion of appropriate content for entrepreneurship and ICT.

➤ **Anticipated policy and regulatory development**

- 1) The Basic Education Focal Group will be tasked to monitor implementation of learning outcomes assessment in basic education and teacher education programmes.
- 2) Every three years all teachers will use the teacher competency standards to assess their own teaching performance and identify areas for their training to their school principals.
- 3) Legislation will be in place on how to encourage M4 graduates to continue their study in vocational fields. This will include legislation on the provision of scholarships, certificates or accreditation for vocational graduates as well as the legislation on criteria for eligible candidates to enter vocational education/training.
- 4) Conditions of employment for teacher training college lecturers will be reviewed and approved to place greater emphasis on practical experience of teaching in a classroom, in addition to academic qualifications.

4.4.6 Outcome 6: Increased adult literacy rates and ensure gender parity index for adult literacy

➤ **Rationale:**

MoES has therefore prioritised addressing key issues that constrain the country's goal in improving its performance against the Human Asset Indicators (HAI) literacy indicators by 2020. Adult literacy is one of the indicators assessed through the HAI noting that a literate population is necessary to exit from least developed country status. These key issues include: (i) survey data on literacy has been weak. Different questions have been asked in different surveys and have not included functional testing of literacy skills, (ii) lack of timeliness in accessing the data available. Results from the 2015 national population census self-assessed adult literacy rate will only be released in early 2016, (iii) There is a shortage of learning resources available for adult learners and resources that are available do not always match the needs of adult learners, particularly for ethnic groups living in remote areas, (iv) literacy programmes are not integrated into life-long learning approaches, and (v) shortage of instructors trained in delivering life-long learning approaches.

➤ **Responsible departments:**

Achievement of this strategic outcome is the joint responsibility of the Department of Non-Formal Education, the Research Institute for Education Sciences, the Education and Sports Research Centre, and the Education Standards and Quality Assurance Centre

➤ **Intermediate outcomes:**

- 1) Quality standards for non-formal education programmes to improve adult literacy standards are developed and implemented.
- 2) Assessment of adult literacy rates are conducted every two years using an accurate sampling method. The results of these assessments inform the development of programmes to target areas with low adult literacy.

- 3) Changes in adult literacy are monitored and analysed, including disaggregation by gender and ethnicity to show where improvement of adult literacy rates is lagging.
- 4) A lifelong learning framework is developed which includes approaches to improving adult literacy.

➤ **Strategies:**

- 1) An accurate sampling instrument, which uses functional testing for adult literacy will be developed and piloted.
- 2) The Education and Sports Research Centre in conjunction with the Department of Non-Formal Education will monitor changes in adult literacy, by gender and ethnicity and report outcomes to the Basic Education Focal Group. Targets for 2020 are (i) literacy rate of 15-24-year olds reach 99%, and (ii) literacy rate of 15 + year olds reach 95%.
- 3) Differentiated curriculum and learning materials will be developed which address the needs of the target groups in each location.
- 4) Training of staff responsible for implementing activities to improve adult literacy.

➤ **Anticipated policy and regulatory development**

- 1) Endorsement of adult literacy survey tools and instruction for EMIS to conduct the survey on adult literacy.
- 2) Approval of differentiated curriculum and learning materials for adult literacy matched to local learning needs.
- 3) Policies and regulations related to implementation of a lifelong learning framework.
- 4) Quality standard for non-formal education covering adult literacy standards.

4.4.7 Outcome 7: The quality and number of post-basic education graduates from public and private education is aligned with the needs of the 8th NSEDP

➤ **Rationale:**

MoES has prioritized the need to address key issues affecting the relevance and outputs of post-basic education by 2020. These key issues include: (i) The alignment of the labour market demand and human resources development has been hampered by the lack of an improved human development strategy, labour market surveys, tracer studies on graduates, and a quality assurance system for technical and vocational education, (ii) Investment in post-basic education has not been able to guarantee improved teaching and learning quality within institutions or the quality of graduates after they have completed their studies, and (iii) lack of information management systems to support the planning and service delivery for post-basic education.

➤ **Responsible departments:**

Achievement of this strategic outcome is the joint responsibility of the Department of Secondary Education, the Department of Technical and Vocational Education and Training, the Department of Higher Education, the Department of Planning, The Department of Teacher Education, the Education and Sports Research Centre, the Education Standards and Quality Assurance Centre, the Private Education Advisory Council Office, and related institutes.

➤ **Intermediate outcomes:**

- 1) Improved quality of post-basic education including upper secondary education, technical and vocational education, higher education and teacher development quality with greater

alignment with the Human Resources Development Plan and socio-economic development targets.

- 2) Technical, vocational and higher education institutes graduating students more closely aligned with priorities of the National Human Resources Development Plan to contribute to socio-economic development.
- 3) Increased proportion of investment in post-basic education to assure the quality of teaching and learning and the quality of the graduates.
- 4) More efficient and effective management and administration of post-basic education. Increased capacity for scientific research, the development of technology and technical services.

➤ **Strategies:**

- 1) Have a human resources development plan which responds to the demand of all public and private sectors.
- 2) Conduct regular labour assessment surveys and tracer studies of the graduates.
- 3) Provide incentives to students in select of areas of study (which align with the goals of the National Development Goals of 8th NSED) and consult on entrepreneurships.
- 4) Post-basic education curriculum, learning materials, infrastructure and teaching approaches are aligned with National Qualification Framework.
- 5) Develop financial support policy for post-basic education relevant to needs.
- 6) Invest in post-basic education in the improvement and expansion of schools/education institutes or produce newly required subject areas as required by human resources development strategies.
- 7) Develop a package of comprehensive quality assurance tools for internal and external assessment of both public and private education institutes.
- 8) Develop mechanisms and partnerships to support higher quality research, improved technology development and technical services.
- 9) Improve management information systems to collect the information needed to improve planning and management of post-basic education; and
- 10) Promote private investment in the delivery of post-basic education programmes.

➤ **Anticipated policy and regulatory development**

- 1) National Human Resources Development Strategy is endorsed to provide guidance on the development of the strategy for sub-sectors and the units responsible for post-basic education.
- 2) Advocacy of improved policy on salary scales and social welfare to ensure that remuneration for vocational education graduates is based on ability, skills and availability and capacity of labour.
- 3) Financial policy for post-basic education is developed which includes the policies on investment, financial release for students for their study, promotion of public and private cooperation and the autonomy of higher education institutes.
- 4) National Qualification Framework developed in line with regional Qualification Frameworks.
- 5) Policy on the promotion and protection of scientific research is developed and endorsed.

4.4.8 Outcome 8: Education and Sports sector is appropriately structured, resourced and monitored by using Annual Costed Sector Plans that are linked to ESDP 2016-20

➤ **Rationale:**

MoES has prioritised the need to address key issues around the education and sports sector development planning, budgeting and performance monitoring by 2020. These key issues include: (i) organisational constraints at central, provincial and district levels which reduce effectiveness. For example, each PESS and DESB has the same staff allocation independent of the number of districts and schools under its responsibility, (ii) lack of clarity around the role and responsibilities of many staff has made staff performance monitoring challenging; (iii) a single and overarching M&E system is not yet fully institutionalised; and (iv) linkages between planning and budgeting need further strengthening. This is made challenging partly due to the decentralised system within the sector.

➤ **Responsible departments:**

Achievement of this strategic outcome is the joint responsibility of all departments and institutions of MoES, with lead roles played by the Cabinet Office, the Department of Organization and Personnel, the Department of Inspection, ICT, The Institute for Education Administrators Development, the Department of Planning and the Department of Finance.

➤ **Intermediate outcomes:**

- 1) Improved capacity of MoES to manage the sector.
- 2) Strengthened MoES organisational structure at central, provincial and district levels to facilitate the efficient delivery of the all ESDP policies and strategies.
- 3) Staffing allocations of all units, both at national and sub-national level of MoES are reviewed with new allocations and decisions based on the new Human Resources Management and Development policy.
- 4) Improved planning and budgeting capacity across all units of MoES through increased numbers of staff trained in planning and budgeting concepts.
- 5) Written duty statements and required qualifications for all MoES in place with performance reports based on responsibilities and duties implemented at central and sub-national levels.
- 6) A sector performance assessment framework is in place, including roles for EMIS, JSRM, education research and the M&E network culminating in presentation of a sector performance report at the annual Conference of Senior Education Administrators.
- 7) Strengthened coordination between planning and budgeting that is based on linked databases of EMIS, PMIS, FMIS and TMIS and school based management.

➤ **Strategies:**

- 1) MoES will review its organisational structure at central, provincial and district levels in light of the strategic outcomes and targets for 2020. The results of the restructure will be reviewed and potentially restructured again in 2020. These reviews will give special attention to responsibilities allocated to province, district and school levels, over the past five years and in the next five years, to ensure positions and descriptions reflect the role of decentralisation in sector development. The new organisational structure will facilitate stronger linkages between planning and budgeting.
- 2) A Human Resources Management and Development policy for MoES informed by the National Human Resources Development Plan will be established as the basis for all HR decisions. This policy will ensure that each member of staff is accountable for both systems delivery and sector development.
- 3) A review of the staffing allocations to all units at central and sub-national levels in line with the revised organisational structure to improve organisational efficiency.

- 4) On-the-job accredited professional development programmes in leadership, management, programme costing and performance monitoring, tailored to the requirements of ESDP, will be developed and delivered for prioritised personnel.
- 5) Training plan/programme on planning and budgeting developed and delivered to all staff in charge of planning and budgeting matters.
- 6) Planning and budgeting committee formally established to provide oversight to ensure the coherence of annual plan, budget allocation and expenditure.

➤ **Anticipated policy and regulatory development**

- 1) This outcome requires considerable organisational restructuring to enable the other ten ESDP outcomes to be effectively and efficiently achieved; it is central to the achievement of ESDP outcomes and specific targets.
- 2) Legislation to underpin the new organisational structure and new staffing allocations.
- 3) Changes to policies and regulations related to staff appointment and performance evaluation will emphasise each staff member's accountability for results.

4.4.9 Outcome 9: Financing plan of ESDP takes into account the need to reduce disparities related to gender, ethnicity, poverty and location

➤ **Rationale:**

The financing plan of ESDP 2011-15 was described as “pro-poor” and identified the 56 most educationally disadvantaged districts for priority but had limited success in reducing disparities by way of poverty. MoES has prioritised the need to reduce disparities in access to quality education due to factors such as gender, ethnicity, disability, location and so on. Key issues include: (i) primary education development has improved across the 56 most educationally disadvantaged districts (predominantly ethnic populations) but gaps remain and more needs to be done, in particular, by taking into account the existing language barriers of the different ethnic minorities, (ii) while gender parity has almost been achieved in ECE and primary education, the gap remains in post-primary levels which rises as education levels increase, (iii) the number of children with disabilities remains unknown, particularly among out-of-school children and the frequency of each disability type is also not recorded in EMIS, (iv) a shortage of primary teachers in rural and remote schools where ethnic and low-income populations live, and (v) due to the small non-wage component of the recurrent government budget causes problems in allocating additional funding for interventions designed to reduce disparities. This leads to a reliance on external financing to support such interventions.

➤ **Responsible departments:**

Achievement of this strategic outcome is the joint responsibility of all parties at central, provincial, district and community levels

➤ **Intermediate outcomes:**

- 1) Increased non-wage budget through improved efficiency of teacher deployment.
- 2) Increased budget allocation and release to PESS and DESB to prioritise reduction of the disparity gap between urban and rural areas, poverty, gender, ethnicity and disability.
- 3) All projects have a specific target for reducing gender disparities.
- 4) Establish a list of priorities and/or safeguard for specific budget lines (particularly non-wage budget lines) to be considered for budget allocation, disbursement/expenditures and budget cuts.

➤ **Strategies:**

- 1) The Statistics Centre will review and update the list of the most educationally disadvantaged districts and report the outcomes to ESWG with a recommendation that both government and development partner projects place priority on these districts.
- 2) The Statistics Centre monitors gender parity advances and regularly reports to the Planning, Budgeting and Monitoring Focal Group on its findings. Monitoring of gender parity is required for all projects in the sector.
- 3) The incidence of disabilities by type will be mapped country-wide to inform targeting of investment in services. Incidence of students with disabilities will be reported in EMIS. Principles and skills relating to physically challenged children will be incorporated in teacher development programmes, pre-service and in-service, as they are improved (see Outcome 3).
- 4) Provinces will provide annual reports to the Department of Organization and Personnel on how deployment of new teachers has reduced the extent of teacher shortages in under-served areas.
- 5) The MoES will negotiate with both the Ministry of Home Affairs and the Ministry of Finance to increase the education recurrent share to non-wage budget lines.
- 6) The use of budget is effective and transparent at national, provincial and district levels.

➤ **Anticipated policy and regulatory development**

- 1) Policy to continue placing priority for ECE and primary education development according to the updated list of most educationally disadvantaged districts.
- 2) Guidelines to development partners on need to explicitly address gender parity in all future projects.
- 3) Agreement on definition and measurement of disability in order to include data on children with disabilities in EMIS reporting.
- 4) Improve legislation on staff management.

4.4.10 Outcome 10: Policy development is evidence-based

➤ **Rationale:**

The projected constrained fiscal resources during the period 2016-20 requires more efficient allocation of both human and physical resources. MoES has prioritised the need to strengthen the use of evidence for policy development and decision-making to ensure effective utilisation of the sector's limited resources. Key issues include the following: (i) whilst Management Information Systems (Education, Financial and Personnel) are in place they do not inform planning due to delays in the release of data, (ii), while a significant number of research studies are undertaken by both government (both from within and outside the education sector) and development partners, there is limited analyses and syntheses of these studies to inform planning, (iii) vital and measurable Key Performance Indicators (KPIs) have not been established to regularly and efficiently monitor sector performance; (iv) findings from annual Joint Sector Review Missions do not adequately inform planning, (v) annual budget decisions do not reflect performance against desired outcomes; and (vi) ESDP formulation has not been evidence based.

➤ **Responsible departments:**

Achievement of this strategic outcome is the joint responsibility of the Department of Inspection, Department of Planning (Statistics Centre), Department of Finance, Department of Organization and Personnel, and the Education and Sports Research Centre.

➤ **Intermediate outcomes:**

- 1) Linked EMIS, PMIS and FMIS (and TMIS) databases are able to better inform medium term plans, strategies and annual budget allocations and provide more timely reports.
- 2) The annual Joint Sector Review Mission process increasingly provides evidence to inform decision-making.
- 3) Annual Costed Sector Plans are based on previous sector performance reports.
- 4) A consolidated review and analysis of annual sector performance reports is prepared to inform the mid-term review of ESDP 2016-20 and the next sector plan for 2020-25.
- 5) The evaluation report on education development policies and strategies available.

➤ **Strategies:**

- 1) EMIS, FMIS, PMIS are linked and used to benefit education sector development planning.
- 2) The Education and Sports Research Centre will conduct research on the topics related to education and sports development and produce an annual synthesis of all relevant research carried out in the previous year with recommendations for policy shifts/priorities.
- 3) The Education and Sports Research Centre will evaluate education and sports policies and strategies periodically.
- 4) The Department of Inspection, in conjunction with the Statistics Centre, will define a set of Key Performance Indicators (KPIs) to monitor progress across core indicators for ESDP 2016-20. Performance reports on these KPIs will be in the Annual Sector Performance Report.
- 5) The annual Joint Sector Review Mission will include information from reports on KPI performance and commissioned thematic studies.
- 6) The Department of Planning in collaboration with Department of Finance will develop annual work and budget plans of the sector based on the PESS plans.
- 7) The Department of Planning will maintain sector performance reports and annual research reports produced by the Education and Sports Research Centre to inform both the mid-term review of ESDP 2016-20 and planning for the sector plan of 2020-25.

➤ **Anticipated policy and regulatory development**

- 1) A regulatory framework will be developed to manage access and reporting of information once these databases are linked.
- 2) Close cooperation will be established with the Ministry of Planning and Investment to ensure timely availability of survey and demographic data on an annual basis for calculation of MoES performance indicators including KPIs and broader policy development.
- 3) Regulatory framework and legislation to ensure the development of Annual Costed Sector Plans by sub-sector and provinces.
- 4) Establish regulatory framework for the implementation of JSRM agreements.

4.4.11 Outcome 11: The number of general and professional athletes matching regional and international quality standards is increased and contribute to the Nation's art and culture preservation.

➤ **Rationale:**

Since the merging of the Sports Committee with the Ministry of Education the sector has been responsible for improving the physical health of the population through exercise and

increasing the competitiveness of Lao athletes particularly in regional competitions. Key issues include: (i) limited facilities for physical sports at provincial and district levels and in organizations, factories and communities, (ii) despite the inclusion of physical education in the school curriculum, there is a lack of competitive sports and sports clubs in schools, (iii) The positive influence of sports clubs to address substance abuse and other social ills is also underutilized, (iv) the number of talented athletes and sportsmen and sportswomen participating in regional competitions is low, given the size of the population, and (v) the standard of elite sports still does not meet the requirements for membership to the Olympic Council of Asia or to provide referees for competitions such as the SEA Games and Asian Games.

➤ **Responsible departments:**

Achievement of this strategic outcome is the joint responsibility of the Department of Elite Sports, Department of Community Sports, Department of Physical and Arts Education, the Lao Coordination Committee for National Olympic Sport, the Education and Sports Information Centre and the National Sports Unions.

➤ **Intermediate outcomes:**

- 1) Stronger and more inclusive implementation of sports at provincial, district levels and in organisations, workplaces and communities.
- 2) Sports clubs and sports competitions are implemented that can identify talented student athletes to participate in the ASEAN student games.
- 3) Increased number of talented athletes and national teams that reach regional standards.
- 4) Eligibility for membership of the Olympic Council of Asia through targeted capacity building of coaches and referees.
- 5) Teaching and learning of physical and arts education are broadly implemented, number of physical and arts teachers increased, more students participate in sports competitions in the country, region and the world.

➤ **Strategies:**

- 1) The Sports Action Plan will be reviewed according to likely budget allocations and implementation priorities. A framework for identifying talented students will be developed and supported by establishing a central talented athletes school together with three regional physical sports centres.
- 2) The National Physical and Sports Training Centre will be upgraded to become an institute.
- 3) An action plan focusing on meeting the criteria for joining the Olympic Council of Asia developed and implemented.
- 4) Organize regular sports competitions between districts and provinces.

➤ **Anticipated policy and regulatory development**

- 1) Legislation to establish a central talented athletes school together with three regional physical sports centres.
- 2) Legislation to introduce sports clubs and sports competitions into the school curriculum.
- 3) Policy developed on how to support talented sports people at all levels.

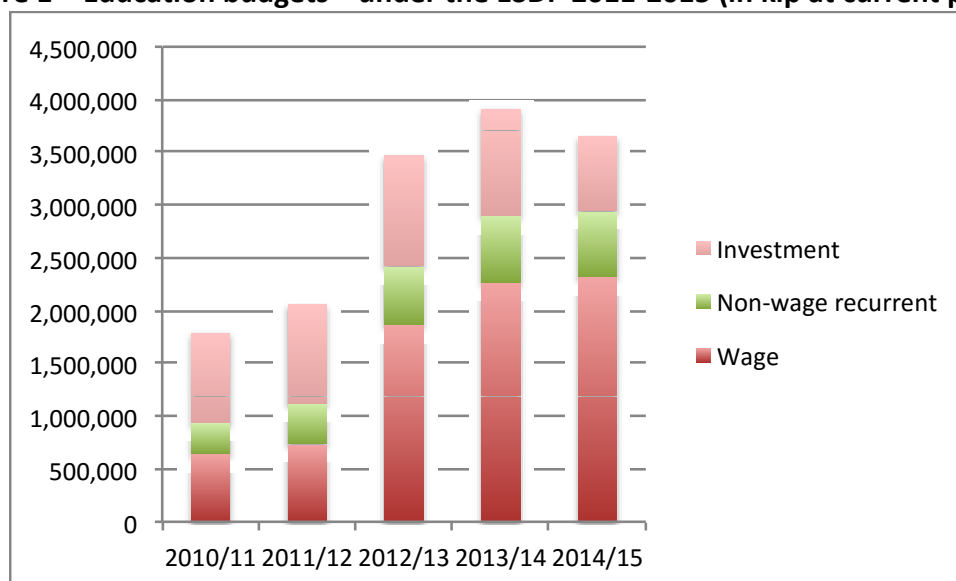
V. RESOURCES AND FINANCIAL REQUIREMENT FOR ESDP 2016-20

5.1 BACKGROUND

The ESDP 2011-2015 called for simultaneous education system expansion and quality improvement. In order to finance this policy, it called for an increased share of the State Budget

from 13 to 18% and for increased official development assistance (ODA) to cover the financing gap. The ESDP 2011-2015 identified the low level of non-wage recurrent spending as a major constraint to improving quality of teaching and learning and strengthening governance. It therefore prescribed an increase of the share of non-salary recurrent expenditures to 25 percent of the total education budget by 2015, notably with the introduction of school block grants for operational expenditures. During the four first years of the ESDP, however, priority was clearly on system expansion (school construction and recruitment of teachers) and salary increases. The share of non-wage operational expenditures remained under 10% of the education budget as a result.

Figure 1 – Education budgets¹¹ under the ESDP 2011-2015 (in kip at current prices)



In the period 2011-2014, as shown in Figure 1 above, the education budget increased from 1,370 billion kip (USD 216 million) to 3,942 billion kip (USD 493 million) but slid back to 3,714 billion kip (USD 464 million) in 2015 as the government started implementing a fiscal consolidation programme including a salary index freeze and investment cuts.

Overall, as can be seen in Table 1 below, while education budgets have been higher than planned in the ESDP since 2012/13 mainly due to wage increases, the sector has not been allocated the share of the State Budget that was envisioned in the ESDP 2011-2015. Education now stands at 14.6% of the State Budget instead of the 18% originally planned.

Table 1 – ESDP 2011-2015 financial targets compared to actual allocations

	2010/11	2011/12	2012/13	2013/14	2014/15
ESDP 2011-2015 projected education share of State budget (*)	13.2%	14.4%	15.6%	16.8%	18.0%
ESDP 2011-2015 financing needs (billions of kip) (*)	2,430	2,525	2,678	2,742	2,903
Actual budget allocated (billions of kip) (**)	1,730	2,009	3,302	3,942	3,714
Actual share allocated (**)	13.2%	13.0%	14.5%	15.5%	14.6%

Note: (*) data from ESDP, (**) data from MOF Official Gazettes

¹¹ Approved by the National Assembly.

5.2 ESDP 2016-2020 FINANCING REQUIREMENTS

The ESDP 2016-2020 puts emphasis on the expansion of early childhood education, primary education, lower secondary and TVET and reiterates the need to raise education quality. The financing requirements indicate therefore the need to increase investment in these sub-sectors and operational expenditures such as school block grants, in-service teacher training, textbook replenishment, pedagogical advisor missions, etc.

In order to achieve this in the medium term, it is expected that operational costs and investment significantly increase as compared to the Budget of 2014/15. The wages bill (including allowances) should increase only marginally in nominal terms but decrease in proportion to total spending, as can be seen in Tables 2 and 3 below.

ESDP *requirements* are assessed taking into consideration implementation of all ESDP policy targets nationwide. The Department of Planning has used an Excel-based analysis and projection model, which costs national education policy on the basis of the statistical baseline data (mainly from EMIS), unit costs, and stipulated objectives (i.e. the outputs and outcomes in the ESDP). For example, the projection model includes the cost of block grants, textbook replenishment, classroom construction, etc. The planning model estimates the fiscal impact of the ESDP against the aggregate budget constraint projected over the five years, and allows assessment of the financing gap for implementing the stated ESDP policy objective.

Tables 2 and 3 below show projected financing requirements to support implementation of ESDP 2016-2020 targets.

Table 2 – Financing requirements for ESDP 2016-2020 implementation (millions of kip)

	2014/15 (revised)	2015/16 (Approved)	2016/17 (projected)	2017/18 (projected)	2018/19 (projected)	2019/20 (projected)
Total education	3,714,502	4,416,806	4,898,126	4,969,860	5,322,760	5,517,092
Wages (incl. family/petrol allowances)	2,559,651	2,682,429	2,747,936	2,810,165	2,984,690	3,116,871
Non-Wage Recurrent	437,566	940,681	1,064,420	1,057,159	1,083,845	1,141,598
Investments	717,285(*)	793,696	1,085,770	1,102,537	1,254,225	1,258,623

(*) includes ODA

Source: MoES Dept. of Planning (based on Planning Model)

Table 3 – Education budget composition under ESDP 2016-2020 (in % of financing requirements)

	2014/15 (actual)	2015/16 (projected)	2016/17 (projected)	2017/18 (projected)	2018/19 (projected)	2019/20 (projected)
Wages (incl. family/petrol allowances)	69	61	56	57	56	56
Non-Wage Recurrent	10	21	22	21	20	21
Investments	19	18	22	22	24	23

Source: MoES Dept. of Planning (based on Planning Model)

The planning assumptions from Tables 2 and 3 all show that, regardless of the mix of planning targets, the ESDP financial requirements would require a proportional shift from the wage and allowances budget items to non-wage recurrent expenditure to support the implementation of policies. The underlying assumption is that expenditure is geared towards creating a conducive environment for education and improving the quality of education. Similarly, there would be a need for a proportional increase in the investment budget over the ESDP 2016-2020 period.

Table 4 below shows the sub-sectoral shares under ESDP 2016-2020. Considering population projections and education system expansion hitherto, the share of primary education should

decrease in favour of early childhood, upper secondary and TVET, and all other sub-sectors remain fairly stable in proportion to the total education budget.

Table 4 – Sub-sector shares of the financing requirements (%)

	2015/16	2016/17	2017/18	2018/19	2019/20
ECED	8.5	8.6	9.6	10.1	11.0
Primary	36.2	33.2	32.7	30.8	30.4
Lower secondary	21.5	22.0	21.7	22.0	21.6
Upper secondary	10.6	11.7	12.1	12.6	12.2
TVET	3.6	3.9	4.0	4.2	4.2
Teacher Education (pre-service)	2.5	2.1	2.0	1.9	1.9
Higher Education	5.1	6.1	5.8	5.8	5.7
Non-Formal Education	1.1	1.0	0.9	1.0	1.0
Management	9.9	9.6	9.7	10.3	10.2
Sport	1.0	1.9	1.4	1.3	1.8

Source: MoES Dept. of Planning (based on Planning Model)

5.3 DOMESTIC RESOURCES PROJECTION

The domestic resources made available to ESDP 2016-2020 implementation would depend on economic growth and the Government's fiscal policy. In the framework of the 8th NSEDP, the Government expects steady economic growth, at 7.5% on average over the five-year period. At the same time, it intends to pursue a policy of fiscal consolidation to bring back public finances to a sustainable path, with the ratio of public expenditure to GDP declining progressively over the period

The National Assembly has made it a target that the education budget should reach 17% of the State Budget¹². This target however has not yet been achieved due to lack of fiscal space. In the revised Budget 2014/15, the share of education was 14.6% of the State Budget.

For planning purposes, however, the share of education has been calculated as a share of domestically-funded expenditure, i.e. excluding ODA, so that the financing gap could be compared to projected ODA. Under this method, the education budget is at 17% in the approved Budget 2015/16¹³.

Based on the projected financing requirements of ESDP 2016-2020 presented above, it is important to develop estimates of whether there would be available resources to match. The financing gap/surplus is determined as the difference between the total ESDP requirements presented above and the estimated available domestic resources. Table 5 shows the results, assuming that the education share of the government budget (excluding ODA) is 17% per year.

It is important to note however that the Government may revise downwards its medium term expenditure projections, and that ODA projections actually include overheads and technical assistance that do not directly participate in the ESDP costs financing. The financing gap identified below could widen significantly as a result, or the surplus could disappear altogether.

¹² The share of education in the National Budget is usually calculated based on 'primary expenditure', i.e. total expenditure minus debt service and reserves.

¹³ This shows that the education sector receives less than 17% of total ODA received in the country. In Budget 2015/16 education receives in 10.7% of total national ODA.

Table 5 – Budget constraints and financing gap/surplus: (millions of kip)

	2015/16 (approved)	2016/17 (projected)	2017/18 (projected)	2018/19 (projected)	2019/20 (projected)
Government primary expenditure (excluding ODA)	19,777,000	21,989,000	24,655,000	27,603,000	30,866,000
Education share (%)	17.0	17.0	17.0	17.0	17.0
Education share (excluding ODA)	3,383,825	3,738,130	4,191,350	4,692,510	5,247,220
Financing requirements	4,416,806	4,898,126	4,969,860	5,322,760	5,517,092
Financing gap/surplus (excluding ODA)	-1,032,981	-1,159,996	-778,510	-630,250	-269,872
Projected ODA in education	656,000	619,000	625,000	705,000	625,000
Financing gap/surplus (including ODA)	-376,981	-540,996	-153,510	74,750	355,128
Financing gap/surplus (cumulative)	-376,981	-917,977	-1,071,487	-966,737	-641,609

Source: For government expenditures: Ministry of Finance; for ODA, MoES Dept. of Planning

There is an assumption that there will be available fiscal space to allow a steady increase in Government financing over the ESDP 2016-2020 as compared to allocations in the period 2011-2015.

The budget projection shows a diminishing financing gap over the period 2016-2020, excluding ODA pledges. If ODA pledges are factored in, the gap in the first three years of the ESDP is turned into a surplus in 2018/19 due to an increase in resources available and a relative decrease in financing needs. However, this surplus in the last two years of the ESDP would not suffice to compensate for the gap accumulated during the first three years. Indeed, the accumulated financing gap at the end of the five-year period would amount to 641 billion kip (USD 79 million).

Should government spending or ODA projections be revised downwards, and the financing gap remain non-financed, the risk is that non-wage operational and investment expenditures will have to be restricted, unless recruitment of new teacher posts is cut back and offset by improved efficiency of teacher deployment and/or redeployment. A restriction of non-wage expenditure would concern, primarily, expenditure related to education quality such as school block grants, scholarships, in-service training, textbook replenishment, equipment, and school maintenance. Education network expansion would also be limited, as construction budgets would be revised downwards. The Ministry of Education and Sports will work together with the ESWG during ESDP implementation to revise plans as necessary, based on updated fiscal data and projections.

5.4 EXTERNAL RESOURCES

Tables 6 below show the overall pledges by donors over the ESDP 2016-2020 period. As mentioned earlier, ODA projections include overheads and technical assistance, which do not directly participate in the financing of ESDP costs identified above.

Table 6 – Pledged ODA (millions of Kip)

	2015/16 (projected)	2016/17 (projected)	2017/18 (projected)	2018/19 (projected)	2019/20 (projected)
ODA (millions of kip)	656,000	619,000	625,000	705,000	625,000

Sources: MoES Dept. of Planning

Table 7: External Assistance to Education Sub-sectors by Major Development Partners

Subsectors	Major Development Partners: ESDP 2011-15	Major Development Partners: ESDP 2016-20
Early Childhood	UNICEF, EFA-FTI, Plan Intl. World Vision, CRS, other INGOs	UNICEF, WB, Plan Intl., World Vision, CRS, other INGOs
Primary	EFA-FTI, Australia, JICA, WFP, WB, UNICEF, SCF, Lux Development, Room to Read, CRS, Plan Intl., other INGOs	Australia, EU, GPE II, WFP, WB, UNICEF, SCF, Room to Read, Lux Development, CRS, JICA, UNFPA, Pencils of Promise, Plan Intl., Child Fund, other INGOs
Lower Secondary	ADB, KOICA, JICA, UNESCO, UNFPA, Room to Read, Some other INGOs	ADB, JICA, KOICA, UNESCO, UNFPA, Room to Read
Upper Secondary	China, KOICA	KOICA, ADB
TVET	ADB, GIZ, Luxembourg, UNFPA	ADB, GIZ, KfW, Switzerland, Luxembourg, China, JICA, UNFPA
Teacher Training	UNESCO, JICA, ADB, UNFPA	Australia, GPE II, WFP, WB, UNICEF, Lux Development, Room to Read, CRS, JICA, UNFPA, other INGOs.
University	ADB, China, France, Australia, Japan, USA, China and Vietnam through scholarships	ADB, China, France, Australia, Japan, USA, China and Vietnam through scholarships
Non-Formal	UNESCO, EFA-FTI, UNFPA, DVV	UNESCO, UNFPA, DVV
Administration	EU through PRSO, Australia, JICA, USA, China and Vietnam through scholarships	EU & Japan through PRSO
Sports		

VI. IMPLEMENTATION, M&E FRAMEWORK FOR ESDP 2016-20

6.1 IMPLEMENTATION ARRANGEMENT

The ESDP 2016-2020 is a cross sector development plan, therefore all parties including public and private sectors and development partners should cooperate and collaborate by developing detailed action plans which are reviewed on an annual basis to support the effective implementation of the ESDP. MoES has identified implementation mechanisms in line with the “Three-Builds” decentralization policy as follows:

1. **Ministry of Education and Sports:** takes the lead in providing overall directions to all subsectors to implement the plan. In addition, it is also responsible for carrying out the monitoring and evaluation of the implementation of the plan and report the progress and achievements to the Annual Senior Education Administrators Conference.
2. **Focal Groups:** These include Basic Education Focal Group; Post-Basic Education Focal Group; Research Focal Group and Planning, Budgeting and Monitoring Focal Group. These focal groups have a key responsibility to coordinate with departments, the Cabinet Office, education centres and institutes under Ministry of Education and Sports to monitor the progress, challenges and issues of the implementation of the policies and provide recommendations and suggest solutions to address the challenges and issues that can potentially hinder the implementation of the policies and plan.
3. **Education Sector Working Group (ESWG)** is tasked with coordinating with development partners in order to consider the integration of the policies identified in ESDP 2016-2020 into Official Development Assistance Plan (ODA) for the Ministry of Education and Sports where appropriate, especially the ODA Plan for support to technical departments.

4. Technical Departments have the responsibility to guide PESS and Education Institutes under their management to achieve policies and strategies specified in the ESDP2016-2020 through their annual action plans that are aligned with the five-year plans of ESDP.
5. Provincial Education and Sports Service (PESS) has the responsibility to develop its own annual plans and five-year plans based on the policies and strategies of the ESDP 2016-20. These plans should also be aligned with provincial Socio-economic Development Plans.
6. District Education and Sports Bureau (DESB) follow education development plans of PESS in the development of the DESB annual development plan. In addition, the DESB must disseminate the policies and strategies of the ESDP to school principals and VEDCs and support them in developing their school development plans that align with the ESDP 2016-20.

6.2 FINANCIAL ARRANGEMENTS FOR ESDP IMPLEMENTATION

The Ministry of Education and Sports will continue working towards integrating medium term and annual planning with the budgeting process through the Annual Costed Sector Plans (ACSEPs) supported by a systematic planning process. The objective is to strengthen the link between the annual budget and sector policy through improved coordination between the planning and budgeting departments, both at central and provincial levels.

The ACSEPs cost national education policy on the basis of the outputs and outcomes stipulated in the ESDP. They estimate the fiscal impact against the projected budget constraint over the forthcoming fiscal year, and allow assessment of the financing gap for implementing the stated ESDP policy objectives.

This process serves as a tool to understanding the 'budget constraints' for education sector planning and budgeting. In practice, it serves to discuss indicative financial allocations for education to provinces and central departments of the MoES, which become the basis for the budget formulation process of the forthcoming year.

The planning process is broadly divided into four steps:

Step 1: The Department of Planning of the MoES prepares the disaggregated provincial and central MoES departments planning targets with their corresponding budgetary implications for the forthcoming budget year. These are subsequently communicated to the eighteen PESS's and MoES central departments for their consideration indicatively in August.

Step 2: A first set of *planning hearings* with the PESS's and central MoES departments takes place to discuss the planning targets and the prospective individual budgetary needs indicatively in September.

Step 3: PESS's and central MoES departments review the results of the September hearings and prepare comments/corrections as well as additional requests/justification for policy action and corresponding budgetary implications indicatively in October to November.

Step 4: A second set of *planning hearings* indicatively in November to finalise planning targets and indicative budgets from provinces and central MoES departments, and feed into the budgeting process of the forthcoming budget year and inform the implementation of the ESDP.

The ACSEPs were conceived as instruments to foster the integration of planning and budgeting. However, this will also require establishing an institutional cooperation between the MoES departments of planning and finance.

6.3 MONITORING AND EVALUATION FRAMEWORK FOR ESDP 2016-20

The Monitoring and Evaluation (M&E) framework for the ESDP 2016-20 operates at a number of levels and serves a number of purposes. These include performance and impact monitoring, monitoring of effective and equitable provision of resources, and process and compliance monitoring. The key components of the M&E framework are:

6.3.1 ESDP Impact Monitoring and Evaluation:

Final and Mid-term Reviews: A final review of ESDP 2016-20 will be conducted in 2020 to assess and evaluate the overall impact of the plan and review how effectively and efficiently the programme has contributed to the outcome and goals of the National Socio-Economic Development Plan 2016-20. The final review will also be used to guide the development of and provide lessons learned for ESDP 2021-25. A mid-term review of ESDP 2016-20 will be conducted in 2018, to allow for evaluation of progress and course correction. The assessments will be directed and co-ordinated by the senior management of the MoES.

6.3.2 ESDP Performance Monitoring and Evaluation:

Joint Sector Review Mission (JSRM): A high-level review of sector performance will be conducted by MoES leadership and key stakeholders, including development partners annually. The review will provide the opportunity to assess progress in implementing the ESDP against the agreed outcomes and outputs, and evaluate trends in sector performances. The joint review will consider and agree upon key programme and budget priorities, reforms and update plans as necessary for the following year and agree upon the actions necessary to ensure these can be achieved. It will also identify key areas requiring further research and analysis and the specific area of focus for the following year's JSRM.

In order to comply with the planning and budgeting cycle the review will be held in May -June of each year. The participants include: senior MoES leadership and technical staff from central and sub-national levels, development partners and NGO representatives, senior staff from other government ministries and agencies, and the private sector. The JSRM process and the findings of an Annual Thematic Review (ATR) will inform the Annual Sector Performance Report (ASPR).

The Annual Sector Performance Report (ASPR) will provide a report and analysis on the Key Performance Indicators for the sector. It reports on, and reviews progress and trends against ESDP targets and benchmarks and provide recommendations for updating plans as necessary for consideration by the ESWG. The ASPR will be produced by the Department of Planning. The ASPR will be informed by analysis of prioritised EMIS data and annual progress reports from each sub-sector. Each annual sub-sector report will provide a summary of progress policies, strategies and programmes against the agreed targets given in the ESDP policy and activity matrix. The sub-sector reports are produced by the relevant sub-sector against a standardised format and are submitted to the Department of Planning by end of April each year.

The Annual Thematic Reviews (ATR) will provide a report and recommendations in relation to specific issues or themes within the education sector. The specific area of focus for the subsequent year will be agreed at the annual JSRM each year. The ATR will be facilitated by the Department of Inspection which will draw on the findings of the annual thematic review to produce evaluation of findings and recommendations for consideration at the JSRM.

6.3.3 ESDP Progress Reporting

District Level: Regular monitoring of education establishments, programme activities and education service delivery is conducted by the District Education and Sports Bureaus (DESB), in liaison and co-operation with the Village Education Development Committees (VEDC). District level monitoring and support for schools is prioritised to schools showing weaker performance in key areas such as repetition and drop-out rates, and school planning capacity.

School Level: In the first week of October each school completes and forwards the annual school census to the DESSB EMIS unit. Each school will also provide its quarterly and consolidated financial reports (income and expenditure) to the DESSB financial unit.

School Self-Assessment: Each school, jointly with the VEDC will conduct its own self-assessment and develop its annual School Development Plan. A sub-set of high priority of Education Quality Standards (P-EQS) are used to guide the school's self-assessment and assist the school in prioritising activities within the annual school development plan.

6.4 MONITORING AND EVALUATION: SUPPORTING STRUCTURES

Education Quality Standards: form an important element of the monitoring and evaluation framework, as they define the benchmarks for education service delivery. The present EQS are very comprehensive and it is recognised that some schools, particularly the weaker ones, may find it difficult to effectively prioritise their planning where there are many unmet standards. Through a joint process between Department of Inspection and ESQAC a core set of Priority EQS (P-EQS) are to be defined and disseminated to schools in order to assist schools in developing a more prioritised planning process.

Specific key areas of the P-EQS such as the number of schools with acceptable: student teacher ratio, student-textbook ratio and levels of block grant provision will also be reflected in the Key Performance Indicators used for annual sector performance monitoring.

In addition, the Department of Inspection and ESQAC jointly agree to a single inspection and monitoring format in order to standardise school assessments against the P-EQS.

Annual School Census Return: A review of the format and content of the present school census will be conducted in order to ensure that it incorporates the key data requirements for the KPIs and for monitoring progress towards attaining standards within the P-EQS. Priority will be given to streamlining, and where feasible, reducing the overall size of the census.

Education Management Information Systems: The Statistics Centre, under the Department of Planning provides the basis for, and is the central repository of, key technical data across the sector. It collates technical data from all education facilities from ECE to tertiary level and provides summary analysis of key information related to the sector. The overall EMIS report is released in June each year. Cleaning, processing and releasing of information related to the KPIs is to be prioritised and released to the Department of Planning by mid-April in order to allow the production of the ASPR.

Financial Management Information System: The FMIS, under the Department of Finance (DoF) provides the basis for, and is the central repository of, key financial and budget-related data across the sector. It collates and manages financial data pertaining to: budget allocations; release and, liquidation against budget codes of accounts from all public education offices and institutions. This information is used to provide quarterly reports and support budget release requests to MoF. It also provides the basis for the annual financial report and statement submitted to MoF.

Personnel Management Information Systems: The PMIS, under the Department of Organisation and Personnel (DOP) provides the basis for, and is the central repository of, key human resources and staffing-related data across the sector. It collates and manages personnel data for all education staff. Under ESDP 2016-20, the PMIS is to be expanded into a Human Resources MIS (HRMIS). The expanded system will also collate and manage performance assessment records and key information on qualifications, training courses and competencies of all education staff.

6.5 KEY PERFORMANCE INDICATORS (KPIs) FOR MONITORING AND EVALUATION

The identification of monitoring approaches and Key Performance Indicators (KPI) for sector development is the key component of the monitoring and evaluation processes. Qualitative and quantitative data collection in accurate and timely manner will explicitly indicate the implementation status of ESDP and will inform decision-making for the improvement of implementation mechanisms and measures. The main purpose of monitoring and evaluation systems is to ensure relevant and comprehensive monitoring and evaluation framework that can provide accurate data and information in a timely manner to inform decision-making.

The identification of KPIs for the 2016-2020 ESDP will help MoES prioritize key areas of focus for education development especially the outputs of each subsector.

The indicator system will address the following requirements for monitoring sector performance:

1. **The need to have a comprehensive grasp of the state of implementation in relation to ESSP targets:** Policy makers and decision makers, including managers of implementing agencies and other stakeholders, will be informed about the issues, challenges, successes and progress in the sector so that evidence-based analyses and decisions can be made.
2. **The need to maintain focus on problem areas, critical concerns and priorities:** As well as taking forward the sub-sectors, there should be provision for special and possibly unforeseen policy directions which may need particular monitoring. The tracking of indicators will provide an early warning of unexpected circumstances.
3. **The need to generate support for educational interventions:** Support for specific interventions will be necessary in order to increase the probability of their successful implementation. This may call for a revision of indicators and implies that the system must be flexible.
4. **The need to provide feedback to all stakeholders:** The indicator system in the policy matrix will assist in providing clear and unambiguous feedback to stakeholders through periodic reporting procedures.

In order to provide continuity with ESDP 2011-15 and consistency with present sector planning tools, the following table of indicators will be monitored and assessed annually:

Table 8: Key Indicators for Monitoring and Evaluation

ECE	2016	2017	2018	2019	2020
Enrolment of 5-year-old children	69%	72%	74%	77%	80%
Enrolment of 3- 5-year- old children	46%	48%	50%	53%	55%
Proportion of enrolment in private schools	20%	21%	23%	24%	25%
PCR	18	17	17	16	15
PTR	21	20	18	17	15

PE	2016	2017	2018	2019	2020
NIR	98%	98%	98%	99%	99%
NER	99%	99%	99%	99%	99%
Grade 1 dropout rate	7.7%	7.0%	6.4%	5.7%	5.0%
Grade 1 repetition rate	11.8%	10.1%	8.4%	6.7%	5.0%
PE dropout rate	4.3%	3.8%	3.3%	2.7%	2.0%
PE repetition rate	4.6%	3.9%	3.3%	2.6%	2.0%
Survival rate to Grade 5	80.4%	82.8%	85.2%	87.6%	90.0%
PCR	25.1	25.1	25.0	25.0	25.0
PTR	24.2	24.4	24.6	24.8	25.0
LSE	2016	2017	2018	2019	2020
Transition rate of G5 graduates to M1	93.4%	95.0%	96.7%	98.3%	100.0%
GER	79%	81%	82%	84%	85%
PTR	20	21	23	24	25
PCR	39	39	39	40	40
USE	2016	2017	2018	2019	2020
Transition rate of M4 graduates to M5	92.6%	92.0%	91.3%	90.7%	90.0%
GER	48%	51%	54%	57%	60%
PTR	21	22	23	24	25
PCR	43	43	42	41	40
TVET	2016	2017	2018	2019	2020
Transition rate of M4 graduates to TVET	2.8%	3.3%	3.9%	4.4%	5.0%
Number of new enrolment in 9+3 programmes	2,000	2,500	3,000	4,000	5,000
Transition rate of M7 graduates to TVET	26.6%	26.2%	25.8%	25.4%	25.0%
Number of new enrolment in 12+2 and 12+3 programmes	12,000	13,000	14,000	15,000	16,000
TE	2016	2017	2018	2019	2020
New enrolment (Quota)	1,200	1,200	1,200	1,200	1,200
New enrolment (Non-quota)	2,800	2,800	2,800	2,800	2,800
HE (Universities)	2016	2017	2018	2019	2020
Transition rate of M7 graduates to public universities	19%	19%	19%	20%	20%
New enrolments	9,000	10,000	11,000	12,000	12,500
Leadership, Management and Financing					

Percentage of Total National Budget allocated to MoES	TBC				
Percentage of MoES budget allocated to non-salary and allowances budget	TBC				
Percentage of total MoES budget allocated to Basic Education	TBC				
Percentage of total MoES budget directed to school-level (SBGs).	TBC				
Percentage of staff with job description and specification	TBC				
Annual Sector Performance Report (KPIs-based) produced by June of each year	TBC				

In addition, during the first two years of ESDP 2016-20 Department of Planning will prioritise the review and revision of the core indicators used to assess sector performance. The focus of this review will be on the development of a more results-based monitoring framework and the development of Key Performance Indicators (KPIs) that focus on key areas of service delivery and in particular, on the outputs from each sub-sector. The framework will include:

- Output based indicators highlighting the level of population receiving education services in full.
- Indicators that are focused at sub-national levels in accordance with accountability structures.
- Specific indicators linked to the service standards at school level.

Part II

Education Sub-sector Development Plan

(2016-2020)

1. EARLY CHILDHOOD EDUCATION (ECE)

1.1. Background:

Over the past five years Early Child Education has significantly improved and resulted in increased numbers of pupils, teachers and classrooms. Under the policy of expanding access to education through pre-primary and community-based school readiness programmes with support of Development Partners, the enrolment rate of five-year-old children increased to 66%. The enrolment rate of 3-5-year olds increased to 43.2%. In addition to the expansion of ECE school networks, the Ministry of Education and Sports (MoES) also has paid attention to developing pre-school curricula and providing teaching and learning materials. Table 1 below indicates that over the past five years access to ECE has significantly increased as a result the enrolment rate of 3-5-year olds and 5-year-old children has increased at an average of 5% per year.

Table 9: Comparison of indicators of ECE from 2010-2015

Indicator	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total schools	1,284	1,358	1,577	1,802	2,125	2,403
Number of children in kindergarten and pre-school	95,974	103,200	119,929	137,359	159,491	175,492
	F: 47,835	F: 51,884	F: 59,914	F: 68,398	F: 79,494	F: 87,707
Number of staff and teachers (only Public)	5,048	6,499	5,090	5,748	6,919	7,385
Enrolment rate of 3-4-year-old children	14.6%	16.4%	19.3%	22.3%	27.3%	31.5%
Enrolment rate of 3-5-year-old children	22.1%	24.5%	28.6%	33%	39.1%	43.2%
Enrolment rate of 5-year-old children	36.6%	40.2%	46.6%	52.9%	61.4%	66%

Source: MoES EMIS

Although the average enrolment rate of 3-5-year-old children nationwide met the 2015 targets, the quality of teaching and learning is still not yet taken into account especially for ethnic students and children from the remote areas; many provinces have not expanded preschool to rural areas. There are many reasons that cause the slow expansion of preschool in some areas such as limitation of learning facilities for activities, the number of preschool teachers in pre-service is sufficient but there is a limitation of quota recruitment of preschool teachers and lack of community and other stakeholders' contribution to ECE.

In order to develop and overcome problems and challenges related to ECE in the next 5 years, MoES has set up objectives, targets and key activities as follows:

1.2. Objective and targets

➤ Objective

- To provide the opportunity for children to learn Lao language and have readiness to study in primary education focusing on reducing drop-out and repetition of primary education.

➤ **Targets for 2020**

- 1) Increase the enrolment rate of 3-4-year-old children from 31.5% in 2015 to 40%.
- 2) Increase the enrolment rate of 3-5-year-old children from 43.2% in 2015 to 55%.
- 3) Increase the enrolment rate of 5-year-old children from 66% in 2015 to 80%
- 4) Provide sanitation facilities to all kindergarten schools

1.3. Strategy

There are five strategies to implement in order to achieve the above mentioned objectives and targets

1.3.1. Strategy 1: Support expansion of education access to rural and remote areas and create favourable conditions for poor and disadvantaged children, girls, ethnic groups and disabled children to receive good care and be well prepared for their schooling.

➤ **Objective:** *To prepare children in remote areas and disadvantaged children to learn Lao language and make them ready for study in primary education.*

➤ **key activities:**

1. Construct standard designs of ECE facilities to facilitate accessibility for all.
2. Construct and renovate ECE facilities to meet the set standards.
3. Launch awareness campaigns for communities on the importance of ECE and encourage parents and guardians to support child readiness in learning,
4. Provide school lunches in ECE facilities
5. Promote ECE programmes with a variety of practices in an appropriate manner.

1.3.2. Strategy 2: Improve the quality of ECE services to meet standards and be sufficient.

➤ **Objective:**

- *To improve the quality of child care and teaching*

➤ **Key activities:**

1. Revise and improve the ECE curriculum leading to the primary education curriculum,
2. Provide locations that facilitate teaching-learning and provide materials, equipment and toys for ECE including for children who have special needs.
3. Develop and improve the pedagogical framework for ECE.
4. Provide sufficient quality teachers including capacity building for teachers and child carers in teaching-learning,
5. Encourage parents to participate in child learning and development.

1.3.3. Strategy 3: Promote health, hygiene and nutrition at Early Child Education locations.

➤ **Objective:**

- *To improve child nutrition, hygiene, to ensure children are mentally and physically healthy to improve quality of learning focusing on poor children and children from remote areas.*

➤ **Key activities:**

1. Encourage community participation in hygiene, health and nutrition.
2. Build capacity for education managers and teachers on promoting health and nutrition.

3. Develop and improve the environment that facilitates health inside and outside classrooms to be clean and safe, for example develop and improve sanitary water, latrines and hand washing in schools.
4. Promote basic health checks, vaccination and de-worming programmes.
5. Promote individual sanitary activities, environments and celebration of important days.

1.3.4. Strategy 4: Develop ECE standards and quality assurance.

➤ **Objective:**

- *To ensure that the assessment tools of ECE are in place and utilized accordingly.*

➤ **Key activities:**

1. Develop quality standards for ECE.
2. Develop monitoring and evaluation tools to assess ECE quality standards.

1.3.5. Strategy 5: Enhance the capacity for ECE administration and management at ECE centres.

➤ **Objective:**

- *To ensure strong and quality management of ECE centres.*

➤ **key activities:**

1. Build the capacity for ECE principals in administration and management of schools.
2. Promote the community and village educational development committee to participate in ECE management.

1.4. Projected enrolment and resources requirements.

Based on the policies and targets from now to 2020, the projected enrolment in ECE and pre-primary, ECE teachers and classrooms needed including budget requirements will be as follows:

Table 10 : Expected enrolment in ECE

	2016	2017	2018	2019	2020
Rate of enrolment for 3-5-year olds	46%	48%	50%	53%	55%
Rate of enrolment for 5-year olds	69%	72%	74%	77%	80%
Total students	75,004	185,704	96,601	207,697	218,996
Total teachers (only public)	7,688	8,401	9,176	10,022	10,950
Number of new teachers recruitment needed (only public)	834	905	985	1,075	1,179
Number of classrooms (only public)	6,617	7,454	8,427	9,575	10,950
Number of new classrooms required (only public)	729	837	974	1,148	1,375

Table 11: Financial requirement for ECE (millions of kip)

	2016	2017	2018	2019	2020
School block grants	7,221	15,534	16,646	17,780	18,933
Budget for training and upgrading teachers	19,029	20,793	22,710	24,804	27,101
Budget for teaching and learning equipment	3,727	4,214	4,787	5,475	5,530
Total recurrent budget	29,977	40,541	44,144	48,058	51,564
Budget for building and renovate classrooms	112,549	123,976	142,861	166,463	196,619
Budget for building facilities for sanitation	5,555	5,555	5,555	5,555	5,555
Total investment	118,104	129,531	148,416	172,017	202,174
Grand total	148,080	170,071	192,560	220,076	253,738

2. PRIMARY EDUCATION

2.1. Background

By following the EFA policy of equitable and access to education for all, in academic year 2014-2015, the enrolment rate of primary education increased satisfactorily compared to the previous five years. Under the government investment, local authority, community combined with the assistance from the development partners, many projects were implemented to improve primary education. Thus primary education in the Lao PDR has improved quantitatively and qualitatively. Details are as follows:

Table 12: Comparison of key indicators of primary education from 2010-2015

Indicators	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of schools (public and private)	8,968	8,902	8,912	8,927	8,884	8,887
Number of classrooms (public and private)	31,648	31,057	31,957	32,745	33,173	33,666
Total students (public & private)	916,341	900,123	883,938	878,283	870,893	850,466
	F: 432,349	F: 427,050	F: 420,877	F: 419,231	F: 416,627	F: 408,251
Number of students in public schools	884,632	865,878	847,439	839,556	831,419	808,529
Average rate of students per teacher (Public school)	30	28	27	25	25	24
Average rate for students /classroom	29	28	28	27	26	25
Total educational staff and teachers (only public)	30,541	32,265	33,029	32,242	35,289	33,439
Net enrolment of new students	84.2%	85.3%	89.9%	93.9%	96.3%	97.2%
Net enrolment	92.7%	94.1%	95.2%	96.8%	98.0%	98.5%

Source: EMIS, MoES

Although the government and development partners have paid attention to investing in the improvement of primary education, internal efficiency still remains low. The rate of repetition

and drop-out for Grades 1 and 2 still remain high. In general, the rate of repetition for Grade 1 reduced to 2-3% but it is still not satisfactory compared with the set plans, the drop-out rate of Grade 1 has not been improved.

Table 12: Comparison of internal efficiency for primary education

Indicator	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Expected target for 2015
Grade 1 drop-out rate	10.5%	12.1%	11.7%	11.0%	9.9%	8.5%	3%
Grade 1 repetition rate	28.4%	25.7%	22.8%	20.1%	15.3%	13.5%	3%
Drop-out rate for primary education.	6.8%	7.8%	7.1%	6.3%	5.4%	5.2%	1%
Repetition rate for primary education.	14.2%	12.2%	10.5%	9%	6.9%	5.8%	1%
Survival rate for primary education	71.1%	67.7%	69.9%	73.3%	75.7%	78.3%	95%

Source: EMIS, MoES

In order to continue developing and overcoming problems and challenges related to primary education over the next five years, MoES has set objectives, targets and prioritized programmes as follows:

2.2. Objectives and targets

➤ Objective

- To ensure that the all school-age children have access to primary education and complete primary education
- To ensure that the students completing primary education have knowledge, ability to read, write Lao language and are able to calculate numerical basics at a good level.
- Improve the administration and school based management

➤ Targets for 2020

- Increase the net enrolment rate from 98.5% in 2015 to 99%.
- Increase the net intake rate from 97.2% to 99%.
- Increase survival rate from 78.3% in 2015 to 90%.
- Increase primary education completion rate based on the cohort from 76% to 89%.
- Reduce repetition rate for Grade 1 from 13.5% to less than 5%.
- Reduce drop-out rate for Grade 1 from 8.5% to less than 5%.
- Gender parity index between 0.97 and 1.03.
- Conduct teaching-learning of physical education reaches 75% and arts education to 55% of schools nationwide.
- Primary schools have facilities for sanitation from 64% to 85%.

2.3. Strategy

There are five strategies to be implemented to achieve the above objectives and targets.

2.2.1 Strategy 1: Support all children to enrol in and complete primary education with quality without discrimination by gender, ethnicity, disability and disadvantaged groups who have socio-economic problems.

➤ **Objective:**

- *To create opportunities for all school-age children to get access to primary education and increase internal efficiency.*

➤ **Key activities:**

1. Build and renovate learning facilities in line with standards in order to improve teaching and learning environments and more attention must be paid to support disabled students.
2. Provide facilities and materials for learning and teaching of physical and arts education.
3. Mobilise and support the community in sending their children to school.
4. Revise and improve the school cluster system.
5. Fully implement progressive promotion by 2020.

2.2.2 Strategy 2: Enhance learning and teaching quality for primary education.

➤ **Objective:**

- *To ensure that all primary graduates have basic knowledge of natural and social sciences, English language; are able to read and write Lao language correctly and know how to do basic calculations at a certain level.*

➤ **Key activities:**

1. Provide in-service teacher training and also improve the teaching approaches for single classes, multi- grade classes and inclusive classes every year.
2. Support internal exchange of teaching and learning lessons within schools and across school clusters.
3. Enhance the pedagogic approach and form more pedagogical teachers for replacement.
4. Provide teaching and learning materials and facilitate the environment for disabled children, children with special needs and disadvantaged children.
5. Revise and develop primary education curriculum.
6. Improve Lao language teaching and promote reading skills.
7. Improve mathematics and science teaching.
8. Provide remedial classes.
9. Strengthen the linkage and mechanism for professional development of teachers based on pre-service training and in-service upgrading programmes.
10. Assess and analyse primary student learning outcomes based on the education quality assurance standards.
11. Create conditions and encourage English language teaching and learning from primary Grade 3.
12. Evaluate and assess Grade 5 student learning outcomes every second semester.
13. Provide reading rooms or libraries in schools to provide reading opportunities for children.
14. Train teachers in basic care and basic health rehabilitation systems to teachers and parents who have disabled children in schools.

2.2.3 Strategy 3: Increase the efficiency of school management and administration based on education quality assurance standards

➤ **Objective:**

- *To use existing resources in an effective and efficient manner.*

➤ **Key activities:**

1. Improve school administration and management based on SBM approaches starting from strengthening of education principles.
2. Create conditions for pedagogical teachers to monitor, mentor teachers in a bid to ensure efficiency of teaching and learning of Grade 1 single classroom and teaching by highly experienced teachers to ensure that pedagogical teachers monitor and support teachers once per semester.
3. Foster participatory development of school development plan, school ownership and VEDC.
4. Effectively use the school budget and other support funds in line with rules and regulations.
5. Improve and establish legal documents related to primary education.
6. Monitor and evaluate school management.

2.2.4 Strategy 4: Enhance the ownership and participation of the VEDC and community in school development based on the National Quality Standards of Primary Education.

➤ **Objective:**

- *Encourage community participation in school development.*

➤ **Key activities:**

1. Strengthen ownership in education development of VEDC
2. Improve awareness campaign on education for VEDC and the community.
3. Improve monitoring, promotion and assistance for VEDC function and ownership.

2.2.5 Strategy 5: Support health, hygiene, nutrition programmes in schools.

➤ **Objective:**

- *To improve children's nutrition to make them healthy and have good physical and mental development in order to improve their learning outcomes especially for students from poor families and remote areas.*

➤ **Key activities:**

1. Continue promoting school feeding programmes with varieties of food.
2. Promote food and nutrition programmes.
3. Promote school gardening and raising of livestock.
4. Mobilize communities to be involved in promoting sanitation, reproductive health and nutrition in school.
5. Build capacity for administrators and teachers in promoting sanitation, nutrition and reproductive health in schools.
6. Develop and improve environments that facilitate health inside and outside the classroom.
7. Collaborate with stakeholders in building and improving water supplies, latrines and sinks for hand-washing in schools.
8. Support extra-curricular activity in arts, sports and school activities in schools.

2.4. Projected enrolment and resources requirements

Based on the policies and targets, in 2020 the projected enrolment in primary education, teachers, classrooms and budget requirement will be as follows:

Table 13: Enrolment projection in primary education

Primary education	2016	2017	2018	2019	2020
Net enrolment rate	98%	98%	98%	99%	99%
Total number of students (public and private)	836,513	827,335	816,184	811,875	820,832
Number of teachers (public)	32,810	32,192	31,506	31,094	31,192
Total number of classrooms (public)	31,714	31,384	30,979	30,833	31,192
Number of additional classrooms and replacement	1,586	1,569	1,549	1,542	1,560

Table 14: Financial requirement in primary education (million kip)

	2016	2017	2018	2019	2020
School Block Grant	57,244	81,391	80,577	80,561	80,512
Budget for training and upgrading teachers	81,206	79,674	77,978	76,957	77,199
Budget for teaching and learning equipment	34,256	29,391	30,083	29,765	31,078
Total for administration	172,705	190,456	188,638	187,283	188,790
Building and renovating schools	237,853	235,380	232,342	231,250	233,937
Construction of sanitation facilities	30,282	30,282	30,282	30,282	30,282
Subtotal	268,135	265,662	262,624	261,532	264,219
Grand total	440,840	456,118	451,262	448,815	453,009

3. LOWER SECONDARY EDUCATION

3.1 Background:

The Lao government and international development agencies including Asian Development Bank through BESDP and SESDP; JICA, Japan ASEAN Integration Fund (JAIF) and PLAN International have pledged commitments through investments in infrastructure development, provision of learning and teaching materials, teacher training and other facilities. This will include construction of classrooms, student and teacher dormitories and provision of education scholarships for poor students living distances away from schools so as to help them get access to secondary education as well as the provision of textbooks to secondary schools across the country. Such significant support helps to increase the number of students enrolled in secondary schools each year and bring about positive changes in many key indicators that can be seen in the table below:

Table 15: Comparison of secondary education data by school year 2010-2015

Indicator	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<i>No. of classrooms (public and private)</i>	8,103	8,560	9,217	9,946	10,941	11,631
<i>No. of staff and teachers (public schools)</i>	19,816	23,560	26,849	29,577	31,595	32,870
<i>Total students (public and private)</i>	335,388	345,283	361,875	385,552	420,720	442,806
	F: 150,225	F: 157,015	F: 167,040	F: 180,030	F: 198,935	F: 210,816
<i>Gross Enrolment</i>	60.2%	62.9%	64.7%	69.0%	74.4%	78.1%
<i>Transition-completion rate</i>	86.5%	87.5%	88.2%	90.1%	92.5%	91.3%

Source: EMIS, MoES

Although the government and development partners have paid close attention to providing support to secondary education it is observed that the expansion of lower secondary education is not responsive to meeting the increased number of students. Some schools are crowded, recruitment of teachers has not met the needs and as a result individual teachers have to teach many subjects, mismatched with their qualifications. Some teachers and school administrators have not regularly received the continual upgrading programmes. In addition, facilities are not sufficient. For example; buildings, laboratories, libraries, dormitories for teachers and students as well as teaching-learning materials, textbooks, experimental equipment are also not sufficient. The drop-out rate remains high particularly in Grades 6 and 7 and this predominantly appears in those districts bordering other countries and some southern provinces of Laos.

In addition to school drop-outs the deployment/allocation/provision of teachers of some major subjects does not meet the demand of the expansion of secondary schools such as natural science, physical and arts education, basic vocational skills and ICT.

In order to overcome the challenges mentioned, within the next 5 years the MoES has identified objectives, targets, and key activities as the following:

3.2 Objectives and targets

➤ **Objective:**

- To encourage primary graduates to continue studying until they complete lower secondary education.
- To ensure that all lower secondary education graduates acquire scientific knowledge in order to continue their upper secondary education; and acquire basic vocational and cognitive skills for their daily lives.

➤ **Targets for 2020:**

- 1) Gross enrolment rate from 78% to 85%.
- 2) Transition rate of Grade 5 to Grade 6 increases from 91.3% to 100%.
- 3) Dropout rate reduced from 7.7% to 2%.
- 4) Lower secondary schools in rural and remote areas are provided with at least one student dormitory.
- 5) Secondary schools with sanitation facilities rise from 89% to 100%

3.3 Strategy:

3.3.1. Strategy 1: To support all primary education graduates to continue lower secondary education.

➤ **Objective:**

- Expand access for ethnic girls, disadvantaged children and children with special needs in remote areas to continue enrolling for lower secondary education.

➤ **Key activities:**

1. Construct new schools where necessary and provide science and computer laboratories, workshops as well as libraries/reading rooms.
2. Build additional classrooms in the existing schools which are crowded.
3. Construct dormitories with full sanitation facilities for teachers and students.
4. Provide education scholarships for the poor and disadvantage students.
5. Promote nutrition, health and reproductive education in lower secondary education.
6. Improve school environments to meet with secondary education standards.
7. Encourage private and community participation in education development.
8. Promote learning in basic vocational skills in lower secondary education.
9. Encourage private and community investment in lower secondary education and expand private schools to small towns.

3.3.2. Strategy 2: Improve quality of teaching and learning at secondary education.

➤ **Objective:**

1. To ensure student learning outcomes meet identified quality standards.

➤ **Key activities:**

1. Provide teaching and learning materials, science and computer lab equipment, textbooks and reading materials for libraries/reading rooms in schools which all students can access.
2. Fully implement the curriculum approved by MoES and promote teaching and learning foreign languages.
3. Establish pedagogical advisors at district level and develop internal and external pedagogical advisory systems for monitoring support to schools.
4. Recruit new pedagogical advisors (PA) and train and upgrade PAs in a systematic approach.
5. Provide in-service teacher training so that they can provide further good quality internal support to other teachers.
6. Redeploy teachers within lower secondary schools so that all subjects can be taught.
7. Organize remedial courses for students with poor learning outcomes.
8. Provide teacher training and develop teacher upgrading plans as well as conduct seminars in technical topics regularly.
9. Develop modules for short training particularly for student assessment, materials production by using local materials, English language, IT and information access methodology.
10. Provide opportunities to teach basic vocational subjects in lower secondary education.
11. Use ICT to upgrade the quality of teaching and learning.

3.3.3. Strategy 3: Improve the efficiency of secondary education school management.

➤ **Objective:**

- To strengthen the capacity of education administrators in school management.

➤ **Key activities:**

1. Develop and improve existing legislation related to secondary education.
2. Improve school management and administration to meet standards of school management.
3. Strengthen the capacity of Parents-Teachers Associations, VEDC, DEDC in school management.
4. Use ICT to upgrade school administration and management.

3.4 Enrolment and Financial projection

Based on policy and targets, from now to 2020 the expectation is that all students enrol in lower secondary education. Teachers, number of classrooms and budget requirements to implement this are as follows:

Table 16: Enrolment projection to lower secondary education

	2016	2017	2018	2019	2020
Transition rate of primary education graduates to Grade 6	93,4%	95.0%	96.7%	98.3%	100%
Total number of students (public and private)	458,989	473,352	487,008	511,291	534,715
Number of teachers (public only)	22,056	21,467	20,909	20,842	20,747
Number of classrooms (public only)	11,500	11,762	12,003	12,499	12,967
Number of new classrooms required	313	262	241	497	468

Table 17: Financial requirement for lower secondary education (million kip)

	2016	2017	2018	2019	2020
School Block Grant	23,009	57,412	59,691	61,140	62,905
Stipend	17,810	18,367	18,897	19,838	20,747
In-service Teacher training	54,590	53,130	51,751	51,583	51,349
Teacher and Learning materials	21,131	24,007	27,239	29,334	32,994
Total Recurrent	116,540	152,916	157,577	161,895	167,994
Classroom construction	134,106	209,326	207,180	274,164	273,161
Dormitories	15,000	15,000	15,000	15,000	15,000
Building sanitation facilities	2,523	2,523	2,523	2,523	2,523
Total Capital	151,629	226,850	224,704	291,687	290,684
Grand Total	268,169	379,765	382,281	453,583	458,678

4. UPPER SECONDARY EDUCATION

4.1 Background

Upper secondary education has been substantially expanded both in quantity and quality. The number of classrooms have gradually increased from year to year. The gross enrolment rate

increased from 33.9% in 2009-2010 to 45.8% in 2014-2015. This significant achievement has resulted from the efforts of the government and development partners through investment in providing teaching and learning materials, teacher training and infrastructure development; namely the construction of new classrooms and dormitories for students and teachers and the provision of education scholarships for students from poor families. Such support significantly contributes to positive changes in key performance indicators on an annual basis as can be seen from the table below:

Table 18: Comparison of upper secondary education indicators from 2010-2015

Indicator	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
No. of classrooms	2,214	3,277	3,519	3,860	4,294	4,710
Total students (public and private)	98,039	142,860	149,065	157,737	171,645	187,870
	F: 43,450	F: 63,631	F: 66,659	F: 71,112	F: 78,561	F: 86,784
Gross enrolment	33.9%	33.4%	34.7%	37.3%	41.3%	45.8%

Source: EMIS, MoES

Even though the number of students and GER annually increased, there are some challenges that need to be overcome during the next five years; such as infrastructure, schools, classrooms, teachers and student dormitories, libraries, workshops, science and computer labs and latrines for boys and girls. There is also a shortage of teachers in some subjects; namely natural science, physical and arts education, basic vocational skills and ICT. Teaching and learning materials and laboratory equipment are also needed.

In order to overcome these challenges related to upper secondary education, within the next five years, MoES has identified the following objectives, targets, and key activities:

4.2 Objectives and targets

➤ Objectives

- To create a favourable opportunity for students and youths to acquire knowledge so that they are ready to enter the labour market or continue their study in vocational institutes or in higher education.

➤ Targets for 2020

- 1) Gross enrolment rate in upper secondary education increases from 45.8% in 2015 to 60%.
- 2) Transition-completion rate from 94.4% in 2015 to 98%.
- 3) Drop-out rate from 4.9% in 2015 to 2%.
- 4) Transition rate of lower secondary graduates to upper secondary to 90% by 2020.
- 5) All upper secondary schools can implement basic vocational education curriculum.
- 6) Each province has one complete secondary school equipped with a lab and library.

4.3 Strategy

There are two strategies to be implemented.

4.3.1 Strategy 1: Encourage high achieving lower secondary graduates to enrol in upper secondary, whereas graduates who have talent in vocational skills to enrol in TVET institutions.

➤ **Objectives:**

1. To provide opportunities for high achieving lower secondary graduates to continue their upper secondary education.
2. To balance the proportion of lower secondary graduates between enrolling in upper secondary and vocational schools.

➤ **Key activities:**

1. Develop selection criteria for lower secondary graduates to continue their upper secondary education.
2. Improve secondary education school mapping.
3. Develop a secondary education database on lower secondary graduates each year.
4. Encourage community and private sectors to invest in upper secondary as well as provide financial support and assistance in school management.
5. Provide teaching and learning materials, science and computer lab equipment, textbooks and reading materials for libraries/reading rooms.
6. Fully implement the curriculum approved by MoES and promote teaching and learning foreign languages.
7. Train and upgrade PAs in a systematic approach, PA replacement, training plan and continuation of upgrading programmes for PAs.
8. Provide in-service teacher training so that they can provide further internal support to other teachers.
9. Redeploy teachers within the school so that all subjects can be taught.
10. Provide training to all levels of administrators in secondary education school management.
11. Develop a teacher upgrading plan and conduct training regularly.
12. Use ICT in teaching and learning.

4.3.2 Strategy 2: Promote teaching and learning basic vocational subjects in upper secondary schools

➤ **Objective:**

1. To equip upper secondary students with basic vocational skills so that they can continue their study at vocational and higher education.

➤ **Key activities:**

1. Recruit vocational teachers in upper secondary schools.
2. Provide necessary facilities, infrastructure, teaching and learning materials for teaching basic vocational subjects.
3. Provide computer labs for upper and complete secondary schools.
4. Collaborate with community, entrepreneurs and related institutes in offering students practicum.
5. Strengthen school management for administrators and strengthen vocational teaching and learning.

4.4 Enrolment and financial projections

Based on the policies and targets, the projected enrolment in upper secondary education, teachers and classrooms needed including the budget requirement will be as follows:

Table 19: Enrolment projection to upper secondary education

	2016	2017	2018	2019	2020
Transition of LSE Grade 9 graduates to USE Grade 10	93%	92%	91%	91%	90%
Total enrolment	198,952	212,811	226,558	245,829	259,980
# of teachers	9,100	9,344	9,564	9,993	10,191
# of new teachers to be recruited	357	472	454	668	448
# of classrooms	4,487	4,897	5,321	5,895	6,370
# of new classrooms to be built	333	410	424	575	474

Table 20: Financial requirement for upper secondary education (million kip)

	2016	2017	2018	2019	2020
School Block Grants	10,119	33,423	36,786	39,420	41,575
Stipends	7,794	8,338	8,878	9,635	10,191
In-service Teacher training	22,522	23,126	23,672	24,734	25,223
Teacher and learning materials	21,000	21,000	21,000	21,000	21,000
Total recurrent	61,435	85,887	90,336	94,789	97,990
School construction and renovation	105,581	163,055	172,173	215,498	198,097
Dormitory for teachers and students	15,000	15,000	15,000	15,000	15,000
Construction of laboratories	3,000	6,000	6,000	6,000	6,000
Total Investment	123,581	184,055	193,173	236,498	219,097
Grand Total	185,016	269,943	283,510	331,287	317,086

5. NON-FORMAL EDUCATION

5.1 Background

During the implementation of ESDP 2011-2015, non-formal education had many achievements such as the increase in the literacy rate of groups, both 15-40 years old and over 15 +years old. Lao PDR has declared completion of primary education in 17 provinces and Vientiane Capital.

Providing teaching and learning opportunities and providing primary equivalent programmes for drop-outs and out-of-school children are the priority of MoES by increasing the budget for curriculum development, textbook production and financial support to volunteer teachers. Beside that MoES has provided mobile teachers to teach 6-14-year-old children in some remote areas.

Providing lower secondary and upper secondary equivalency programmes is also on the agenda. MOES also provided basic vocational skills to youths and adults in remote areas in seven fields such as: chicken raising, fish culture, mushroom growing, cooking, carpentry and so on.

While there has been progress in literacy, there are still ongoing challenges that MoES needs to pay closer attention to, such as:

- 1) The quality of non-formal education is poor and non-formal education services are scattered at the local level due to the limited number of non-formal education centres at provincial and district levels as well as the limited number of community learning centres.
- 2) Insufficient budget and delays in the budget release for supporting non-formal education activities and staff: Low pay for volunteer teachers and failure in providing SBGs and financial support (incentives) for the teachers working in rural and remote areas.
- 3) Lack of and poor non-formal education facilities, teaching and learning materials at non-formal education centres at provincial, district and community levels and insufficient community learning centres that also do not meet standards.

In order to improve the quality of non-formal education the department has identified purposes, strategies, policies and key areas of non-formal education for the next five years 2016-2020 as follows:

5.2 Objectives and Targets

➤ Objectives

- To create opportunities for out-of-school children and drop-outs to receive and complete primary education and continue their study at secondary education level.

➤ Targets

- 1) Provide literacy courses for out-of-school children aged from 6-14 years in rural and remote areas to reach 15,000 children.
- 2) Provide literacy programmes for illiterate youth and adults (level 1) to reach 30,000 people and primary programme to reach 20,000 people.
- 3) Organize the teaching and learning programmes of lower secondary education level for 300,000 children and upper secondary education level for 15,000 students.
- 4) Provide basic vocational training for 20,000 youth.
- 5) Establish non-formal education centres in two more provinces.
- 6) Create an environment to support non-formal education centres in all district across the country.
- 7) Continue providing lower secondary education equivalency programmes to 15-35-year olds so that by 2020 every province can declare completion of lower secondary education.
- 8) Upgrade non-formal education centres at Km 8 to become non-formal education institutions.
- 9) Develop non-formal education centres to become learning centres.

5.3 Target group of non-formal education:

Non-formal education is education for all including those with disabilities and focusing on the following target groups:

- 1) Out-of-school children and school drop-outs aged from 6 to 14 years in rural and remote areas where there are no primary schools.
- 2) Youth and adults aged from 15 to 45 years.
- 3) Youth and adults aged from 15 to 35 years who do not complete lower and upper secondary education.
- 4) The youth and adults aged 15 and above.

5.4 Strategy

There are seven strategies to be implemented to achieve the objectives and targets.

5.4.1 Strategy 1: Expand non-formal education to rural and remote areas in order to provide education to the poor and disadvantaged target groups, females and ethnic groups, equally and equitably

➤ **Objective:**

To eradicate illiteracy and upgrade education for Lao citizens continuously, particularly among ethnic groups, disadvantaged groups, females and disabled people so that they complete compulsory primary and lower secondary level education.

➤ **Key activities:**

1. To expand non-formal education to villages with no schools or incomplete primary schools.
2. Collect village data of target groups of children aged 6 to 14 years who are out of primary school and/or drop-outs from primary schools in rural and remote areas and organize teaching and learning programmes for them through the utilization of multi-teaching and learning approaches relevant to each local context with community participation and contributions.
3. Provide facilities and teaching - learning materials for the programme to every person to access.
4. Community based construction and maintenance of community learning centres, community classrooms and accommodation for teachers of non-formal education..
5. Provide scholarship for disadvantaged children to enroll in non-formal primary education.

5.4.2 Strategy 2: Improve the quality of teaching and learning in non-formal education

➤ **Objectives:**

To ensure that the quality of teaching and learning of non-formal education meets the national standards of non-formal education.

➤ **Key activities:**

1. Improve and develop curriculum, textbooks and teachers guides for primary and secondary equivalency programmes and basic vocational education to meet national education standards so that they can be compared and transferred to the formal system and aligned with socio-economic development.
2. Provide sufficient textbooks, teacher guides and teaching and learning materials necessary for non-formal education including for people with special needs.
3. Provide training for non-formal education teachers and administrators working at non-formal education centres at different levels including inclusive education.
4. Develop legislation to monitor and evaluate non-formal education and provide training to non-formal education staff.
5. Develop legislation on incentives for non-formal teachers and provide salaries and other appropriate allowance.
6. Use ICT to upgrade the quality of teaching-learning.

5.4.3 Strategy 3: Promote the continuation of upgrading education

➤ **Objective:**

- To allow the youth and adults, including disabled people, to upgrade their education and develop their vocational skills.

➤ **Key activities:**

1. Improve the quality of teaching and learning outcomes at all levels of non-formal education in accordance with the curriculum and aligned with education standards approved by MoES.
2. Develop legislation for the upgrading programmes at different levels.
3. Provide equivalency programmes for civil servants, workers, armed forces (military and police) so that they complete lower and upper secondary education.
4. Develop and provide basic vocational skills that meet the needs of local people.
5. Support target groups to continue upgrading and completing their education at lower secondary education level by 2020.
6. Support target youth groups, adults, disadvantaged people and other groups interested in upgrading and completing their upper secondary education.
7. Establish non-formal education centres at different levels to ensure that they are appropriate for the organization of teaching and learning courses and the carrying out of non-formal education activities.

5.4.4 Strategy 4: Provide basic vocational training along with upgrading education for youth and adults.

➤ **Objective:**

- To help learners acquire basic vocational skills so that they can apply these to improving their living conditions.

➤ **Key activities:**

1. Create opportunities for youth and adults, including people with disabilities, to receive basic vocational training relevant to their needs and the needs of the local socio-economic development context that can be bridged with formal vocational education to be accredited.
2. Develop a quality assurance system for basic vocational education and implement the quality assurance system for basic vocational education.
3. Develop procedures about the equivalence of accreditation of basic vocational training and the accreditation transfer between non-formal education and formal vocational education.
4. Coordinate with public and private sectors inside and outside the country for their support and contribution to basic vocational training.

5.4.5 Strategy 5: Develop Non-formal Education Centres to be learning centres and encourage all people to pursue lifelong learning.

➤ **Objective:**

- *To ensure that all Lao people acquire knowledge, ability and experience that can help them adapt to rapid social change.*

➤ **Key activities:**

1. Develop policies, mechanisms and strategies to develop non-formal education centres.
2. Establishment of National Committee for Lifelong learning.
3. Develop lifelong learning action plans and activities.
4. Develop lifelong learning models for the integration into non-formal education.
5. Develop radio and television spots, posters or printing matters, electronic media and other media to promote lifelong learning relevant to target groups.
6. Awareness raising for target groups about lifelong learning through radio and television spots and other means of media.
7. Establish and improve non-formal education places for lifelong learning information service centres.
8. Develop instruction manuals about how to carry out lifelong learning.

5.4.6 Strategy 6: Promote and support independent and distance learning

➤ **Objective:**

- *To give chances to people with specific talent to learn and gain experience in accordance with their preference or to access distance learning.*

➤ **Key activities:**

1. Develop regulations, mechanisms, norms and standards, recognition certificates for independent learning, distance learning, e-learning and so on.
2. Establish a committee to review, endorse and certify learning outcomes of independent learning.
3. Establish monitoring and evaluation systems for independent learning.

5.4.7 Strategy 7: Improve the quality of non-formal education management.

➤ **Objective:**

To ensure the quality management of non-formal education.

➤ **Key activities:**

1. Capacity building for non-formal educators, technical staff and teachers in the areas of management and administration of non-formal education.
2. Collaborate with the Department of Personnel to review and consider the hiring/recruitment of experienced volunteer teachers and continue teaching in rural and remote areas.
3. Use of ICT in the management and administration of non-formal education and management of information and statistics.
4. Development of non-formal education information to link to EMIS of MoES.

5.5 Budget projection

To implement the targets and strategies set, there is a need to budget for non-formal education by 2020 as follows:

Table 21: Budget requirement for non-formal education (million kip)

	2016	2017	2018	2019	2020
Allowance for volunteers	9,658	9,948	10,246	10,554	10,870
Training	906	906	906	906	906
Teaching and learning materials	1,000	1,000	1,000	1,000	1,000
Total recurrent	11,564	11,854	12,153	12,460	12,777
Construction	8,446	8,555	8,665	8,774	8,884
Total investment	8,446	8,555	8,665	8,774	8,884
Grand total	20,010	20,409	20,817	21,234	21,661

6. TEACHER EDUCATION

6.1. Background

In the previous ESDP 2011-15, one of the main objectives of the recruitment from teacher education policy was to be relevant to reality and effective. Therefore, the sub teacher education plan for 2016-2020 focuses on addressing the main issues and problems that affect to teacher education work during the next 5-year plan. The Teacher Education Strategy (TESAP 2011-2015) was implemented successfully; especially there was an effort to solve the problem of shortage of teachers by increasing the number of early child education teachers, pre-service of primary school teachers, and pre-service of secondary school teachers in subjects where there are teacher shortage issues. In addition, there are also specific projects to facilitate pre-service of early child education teachers and primary teachers in rural areas. Teacher education curricula have been developed and improved; pre-service of early child education teachers, primary school teachers and secondary school teachers have several levels of curricula, from diploma to bachelor's level. Pre-service training of secondary teachers has changed from separate programs for lower and upper secondary education to a single combined program. For pre-service of secondary school teachers in bachelor level has changed the direction from lower and upper secondary school teacher pre-service to secondary school teacher pre-service that able to teach from grade 6 to grade 12.

Moreover, the implementation of upgrading of qualification and in-service training for teachers is increasing day by day; including initiatives to conduct practice and create conditions for teachers who are already in service, and for teachers in teacher education institutes to have opportunities to continuously develop their professionalism. From 2010-11 to 2014-15 academic year, there were 43,230 trained teachers.

Table 22: Teacher education

<i>indicator</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>Number of staff and teachers</i>	1,143	1,227	1,218	1,436	1,759
<i>Total number of pre-school teachers-students</i>	1,209	1,939	3,664	4,901	4,839
<i>Total number of primary education teachers-students</i>	1,968	2,688	4,452	5,739	5,401
<i>Total number of lower secondary education teacher-student</i>	11,475	14,129	12,169	10,589	9,468
<i>Total number of upper secondary education teachers-students</i>	4,118	5,823	5,716	5,238	3,628
<i>Total number of secondary education teachers-students</i>				975	3,444
<i>Total number of physical education teacher-students</i>	642	998	1,127	928	824
<i>Total number of arts teachers students</i>	549	524	626	492	552

Table 23: Graduated teachers-students in each year

<i>indicators</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>Total number of pre-school teachers-students</i>	925	603	1,037	2,028	1,928
<i>Total number of primary education teachers-students</i>	1,192	749	1,506	2,195	2,101
<i>Total number of lower secondary education teachers-students</i>	4,810	5,429	4,701	3,158	3,144
<i>Total number of upper secondary education teachers-students</i>	597	689	1,479	1,391	1,454
<i>Total number of physical education teachers-students</i>		194	377	277	313
<i>Total number of arts education teachers-students</i>	67	97	188	122	139

Source: Department of Teacher Education, MoES

However, the 2013 mid-term report on the monitoring and evaluation of this strategy identified the remaining issues that need to be addressed in the next 5 years in 2016-2020 namely, it is necessary to have more training for education administrators in terms of data collection on teacher needs and numbers of students in each village to be more clear in order to improve the demand expectation. Furthermore, it can also be seen that it is very necessary to improve the capacity of teachers in TEIs especially when applying ICT to teaching, using mainly the Internet to be a tool to support teaching in the current condition, where the teaching-learning materials are not sufficient in many TEIs. The main problems that need to be addressed during 2016-2020 are:

1. Teacher allocation and recruitment does not align with reality especially inadequate teachers allocated to ethnic villages, rural areas and in those subjects that have teacher shortage issues.
2. The Teacher Education curriculum is not consistent with early child education and general education curricula.

3. The quality expected graduated teacher-trainees from TEIs cannot be achieved as the the quality of teaching in TEIs is limited.
4. The continuity on teacher professional development through teacher training does not focus on capacity and training needs of teachers.
5. Evaluation of teachers by different qualification levels cannot take palce due to lack of capacity of teachers.

The ESDP for teacher education will focus on solving each problem as presented previously. Although there are plans to focus on learning outcomes of students, at present it cannot be achieved because the priority of objectives, strategies and targets to improve teacher education quality are not consistent with student learning outcomes.

There is a specific need to solve these problems. Upgrading teacher qualification does not always mean that it will lead to sound teaching-learning improvements.

The link between strategy, investment and targets in teacher development with learning outcome improvements are the main activities of this plan for 2016-2020. Knowledge and qualification improvements of teachers will be less meaningful if there are no learning outcome improvements. If students do not have knowledge and important skills, the Lao PDR will face difficulties in competing economically with other countires.

To continue developing and solving problems related to the challenges of teacher education in the next 5 years, MoES has set the following objectives, targets and focused activities:

6.2. Objectives and Targets

➤ Objectives

The overall objective of the Teacher Education Sub-Sector Plan is to prioritize the improvement of quality and consistency between pre-service and in-service training, to create readiness for teachers/students and teachers in general education in order to meet the demands of student learning within the different environment and courses. This will be achieved by:

- Improving consistency of the TE curriculum and in-service training courses in order to meet the demands of students in general education.
- Developing a system of continuous professional development of teachers, providing inclusive training to teachers of equal quality whether in urban or rural areas.
- Developing full in-service training to support teachers in capacity development based on the requirements on their profession.
- Support for, and promoting TEIs to be centres of professional services and research in their designated area of specialization.
- Enhancement of the conditions for teacher professionalism, such as development of a set of competency standards for teachers in general education and lecturers in TEIs, and adherence to the Code of Conduct.

➤ Targets to 2020

- 1) 70% of all new trainees to be selected by passing entrance exams; 30% are to be quota students awarded scholarships after selection by provinces.
- 2) 95% of all contracted teacher trainees are recruited.
- 3) By 2020, teachers in schools and teachers at the Teacher Education Institutions will have the following qualifications:
 - Preschool and primary school: Diploma 35%; Higher Diploma 50%; Bachelor's degree 15%

- Lower Secondary Education: Diploma 3%, Higher Diploma 57%, Bachelor's degree 40%;
 - Upper Secondary Education: Higher Diploma 4%, Bachelor's degree 95% and Master degree 1%.
 - TEI: Higher Diploma 5%, Bachelor's degree 51%, Master's degree 39%, and PhD 5%
- 4) Ratio of student teachers to TEI lecturers 15:1
 - 5) Distribution of roles for TEIs by 2020, and related to the establishment of development centres and centres of excellence.
 - 3 to 5 TEIs prepare teachers for pre-school teacher education;
 - 5 to 6 TEIs train primary teachers at bachelor's level.
 - 6 to 7 TEIs train secondary education teachers at bachelor's level in selected subjects based on the strength and readiness of each TEI to teach these subjects.
 - Each TEI has a demonstration school under their institute, with defined missions and duties in detail for implementation.
 - Each TEI has the capacity to support continuing professional development for general education teachers through in-service training programmes
 - 6) Two or three TEIs (TTCs and FOEs) are awarded the title of Centre of Excellence (or Centre of Development) according to a set of clear criteria.
 - 7) Develop the full in-service training system and determine the trainings that are relevant to professional pathways combined with continuous practice at school level and school clusters.

6.3. Strategy

There are five strategic development plans to be implemented in order to achieve objectives and targets in teacher education and development as following:

6.3.1 Strategy 1: Upgrade the quality of teacher education curriculum in consistency with general education curriculum.

➤ **Objectives:**

- To improve the quality and consistency of TEI curricula in all subjects, especially to be consistent with student's needs in accordance with the general education curricula and matching the local needs that can be linked to regional and international standards.

➤ **Key activities:**

1. Establish a technical working committee before launching the consultation meeting in the to discuss alignment between teacher education curricula and general education curricula.
2. Launch an advisory council meeting on teacher education comprising of representatives from the Department of Teacher Education, all Teacher Education Institutes, Education Faculties, the Research Institute for Education and Science to revise teacher education curricula and facilitate the environment for improving content in order to ensure coherence with primary and secondary curriculum in line with school quality standards.
3. Develop learning resources in all disciplines of teacher education curricula to be harmonized with the improved school curriculum. (These resources can be used for in-service programmes within TEIs as well).
4. Review and improve teacher education curricula by focussing on competencies including skills and ability to promote reading, writing and numerical calculation for primary education and this must be in line with the revised primary education curricula.

5. Ensure all TEI teaching-learning curricula focus on a student-centred approach and use ICT in teaching and learning where possible.
6. Develop an integrated and inclusive learning and practice-based modality for training of pre-service teachers with 9+3 qualification to work in rural contexts.
7. Expand the teaching practicum system to include more practice teaching in real schools or demonstration schools if available. DTE in consultation with TEIs, establishes a Technical Working Group to develop new practicum pilot programmes and to manage and evaluate the practicum pilot studies.

6.3.2 Strategy 2. Enhance the quality of teaching in TEIs

➤ **Objective:**

- To improve the standard of teaching in TEIs by capacity building, professional development of teachers and strategic recruitment of newly qualified TEI staff.
- Improve infrastructure and environments for teaching-learning in teacher education institutes.

➤ **Key activities:**

1. Provide pedagogical skills development to TEI lecturers for teaching and learning to learners with diverse learning needs (ethnic, gender and children with special needs) and prepare resource materials for this purpose.
2. Build demonstration schools belonging to teacher education institutes to pilot and look for innovative models of teaching and learning. Identify roles, responsibilities and management.
3. Improve content knowledge and pedagogical content knowledge of TEI lecturers in the curricula areas: teaching reading and writing Lao language, literacy, mathematics, science and social sciences.
4. Increase the number of lecturers in TEIs to have a higher degree profile. Encourage at least 30 persons a year to seek further study for Master's and PhD's.
5. Provide training on effective use of the teaching laboratories for biology, physics and chemistry.
6. Improve English language proficiency, IT, the research capacity of TEIs to undertake classroom-based research and encourage TEI lecturers to be more active in speaking, writing and providing consulting services and provide opportunity for TEIs lecturers to get more academic titles.
7. Develop a set of Competency-Based Teacher Standards (CBTS) for TEI staff to ensure the continuing development of professionalism of teacher educators. Ensure they follow the Code of Conduct for teachers.
8. Build collaborative networks with TEIs in other ASEAN countries to share ideas, curricula, and possible staff and student exchanges.
9. Use ICT to upgrade the quality of teaching-learning.

6.3.3 Strategy 3: Provide systematic In-Service training for Continuing Professional Development Programme

➤ **Objectives:**

- To ensure continued and systematic support for teachers by a variety forms, focusing on developing teacher capacity based on their profession and consistent with their profession.
- To increase the quality and efficiency of in-service training systems for teachers.

- To ensure that DTE, DPPE, DSE, TEIs and all local trainers work cooperatively to deliver in-service training programmes for teachers.
- **Key activities:**
 1. Conduct a Training Needs Analysis for all in-service trainers in order to develop a continuous professional development programme for them to each become Master Trainers.
 2. Establish mechanism of cooperation between in-service curriculum for all levels of schooling coordinated between DTE, DPPE, DSE and RIES, TEIs to develop curricula for permanent teachers of all levels. In addition, there is a need to identify specific roles for Teacher Development Centres and Pedagogic Advisers.
 3. Develop a set of Competency-Based Teacher Standards (CBTS) for beginning teachers, competent teachers and master teachers to ensure the continuing development of professionalism of teachers and to ensure they follow the Code of Conduct.
 4. Develop a school based-in-service training system supported by schools, cluster schools, DESBs, PESSs and Vientiane Capital. Focus subjects: Lao language for ethnic teachers; teaching of reading, mathematics and science; inclusive education and multi-grade pedagogies.
 5. Develop professional networks between nearby schools and between teachers so that they work together collegially to improve teaching and learning through lessons study.
 6. Develop modules and delivery strategies for short courses for special purposes such as student assessment; materials development using local resources, English and IT for accessing online resources.
 7. Strengthen the competence of TEI lecturers to work with master trainers and pedagogical advisors to support principals and teachers to deliver the school curriculum and improve the student learning outcomes based on the improved curriculum.
 8. Strengthen the capacity of master trainers and in-service trainers, PAs to develop in-service curricula, course materials and for supervising teaching practice as a pre-requisite for work in training teachers.
 9. Pay attention to implementing the advisory system, support practicum and supervision for the new teachers.

6.3.4 Strategy 4: Strengthened Quality Assurance of Graduate Standards and Improved Management of TEIs

- **Objectives:**
 1. To ensure the accreditation of teacher education graduates by means of a qualification certificate of high standard.
 2. To improve the management capacity of TEI administrators (directors and key personnel) through appropriate in-service programmes.
 3. To prepare a professional teaching force and ensure a link with regional and international education systems.
- **Key activities**
 1. Develop a set of Competency-Based Teacher Standards (CBTS) for beginning, competent, and master teachers and TEI lecturers to ensure their continuing professional development. Ensure they follow the Code of Conduct to be completed by 2017.
 2. Development of a quality control system for TEI courses, delivery, coordinated with ESQAC; and DOI frameworks; and with concerned departments. Provide capacity building to TEI administrators (directors and key personnel) to be completed by 2018.

3. Develop a quality control system in TEIs with links to the accreditation of educational certificates. TEIs must be responsible in producing qualified students.
4. Improve the environment that enables TEIs to perform their roles in supporting teaching and learning activities such as: Labs, libraries, IT and student dormitories.
5. Devise criteria for nominating high-performing TEIs and Teacher Development Centres as Centres of Excellence.
6. Commence the process for the accreditation of a selected TEI to become a Teacher Education University
7. Prepare regulations mandating the awarding of proficiency certification documents to all teachers who satisfy specified requirements.
8. Arrange annual meetings for administrators of TEIs, meeting of Lao teacher associations, advisory councils and other meetings related to the future teacher education plan.
9. Foster the capacity of sport within TEIs to participate in university sports event.
10. Strengthen art and culture activities to promote culture of local exchange culture with ASEAN

6.3.5 Strategy 5. Plan and manage needs and teacher allocation for better coordination including selecting students who meet standards to study in teacher education

➤ **Objective:**

1. To ensure teacher supply and demand are met, particularly in remote areas in the pursuit of ensuring quality of learning among students.
2. To select students for teacher education in line with the set criteria.

➤ **Key activities:**

1. Determine the needs of teachers, based on a bottoms-up approach at least every two years. The projection of teacher needs of both public and private must be based on an enhanced database source.
2. Balance new teacher trainee intake and teacher recruitment quota in each department to meet the demands for teachers in each subject in each year.
3. Ensure entrance examinations in a prudent and transparent manner. Also ensure the selection system of scholarship recipients by quota teacher trainees is in line with standard transparency and represents provincial/district candidates; ensuring that when they graduate they should be deployed in their local areas.
4. Coordinate and collaborate with education administrator development institute to provide training for provincial, district and local education administrators in the field of data collection. In doing so, it supports the planning for teacher needs as well the future teacher student enrolment.

6.4. Enrolment projection and budget requirement

Based on the policies and strategies for Teacher Education in each year including the budget requirement to 2020 as below:

Table 24: Enrolment projection at Teacher Education Institutes

	2016	2017	2018	2019	2020
Number of students under quota	1,200	1,200	1,200	1,200	1,200
Number of students out of quota	2,800	2,800	2,800	2,800	2,800
Total new enrolments	4,000	4,000	4,000	4,000	4,000
Number of new teachers- students separated from different programme					
Pre-school education teachers	1,000	1,000	1,000	1,000	1,000
Primary education teachers	1,200	1,200	1,200	1,200	1,200
Secondary education teachers	1,470	1,470	1,470	1,470	1,470
Physical education teachers	180	180	180	180	180
Art education teachers	150	150	150	150	150
Grand total of student enrolment	25,373	21,373	17,800	16,000	16,000

Table 25: Budget requirement for Teacher Education (million kip)

	2016	2017	2018	2019	2020
Operating cost	7,612	6,412	5,340	4,800	4,800
Stipends	18,269	15,389	12,816	11,520	11,520
Teacher training and development budget	2,741	2,451	2,176	2,094	2,253
Teaching-learning material budget	8,000	8,000	8,000	8,000	8,000
Budget for intern students	12,000	12,000	12,000	12,000	12,000
Total administration budget	48,621	44,252	40,332	38,414	38,573
Teacher and student dormitory construction	3,200	3,200	6,400	6,400	6,400
Laboratory construction	0	3,200	6,400	6,400	6,400
Sub total	3,200	6,400	12,800	12,800	12,800
Grand total	51,821	50,652	53,132	51,214	51,373

7. VOCATIONAL EDUCATION AND TRAINING

7.1 Background

With cooperation from different stakeholders such as government, business units and development partners particularly the Asian Development Bank (ADB), German and Korean governments, vocational education and training has been steadily improved every year. Investment has gone into infrastructure for vocational education institutes nationwide. In 2015, there are 23 vocational education institutes under the management of the Ministry of Education and Sports. These are 2 institutes, 8 colleges, 5 technical and vocational schools, 6 integrated technical and vocational schools, 2 integrated vocational schools and 76 private vocational

educational locations. There are 23 vocational education institutes that are under the management of other ministries in other sectors.

Despite the investment going into infrastructure and curriculum improvement the student enrolment process cannot respond to the demands of the labour market. The enrolment in vocational schools is mostly in the service and industry sectors; while the ratio in the agriculture sector, which is highly needed by the labour market, is very low particularly in the private sector. Some reasons why the development of vocational education is not functional are as follows:

- Vocational guidance is neither deep, equitable nor systematic.
- New developed curricula have not been varied to be consistent with the demands of the labour market.
- Scholarship allowance for vocational students is still low and the new scheme of allowances for vocational students has not yet been implemented.
- Lack of collaboration and cooperation between public institutes, institutes under the management of other ministries and the private sector.
- Government investment into vocational education and training is limited. The sector relies on grants from development partners.
- Lack of loan development plans for sustainable education.

To continue the development, address the issues and challenges, coming up in the next five years, MoES has determined the purposes, targets and concentrated tasks as follows:

7.2 Objectives and Targets

➤ Objectives

1. To encourage more students who have completed general education to enrol in vocational education.
2. To ensure that vocational graduates from both public and private sectors have skills that are acceptable to employers.

➤ Targets

1. Establish at least one technical centre and vocational school in each province.
2. Expand vocational education and training access to reach 60% of students who have completed general education, especially females.

7.3 Strategies

There are eight strategies that need to be implemented for the mentioned objectives and targets.

7.3.1 Strategy 1: Construct, improve and expand capacity of vocational education

➤ Objectives:

- To support equitable, fair and relevant access.

➤ Key Activities:

1. Strengthening vocational education schools/vocational training centres as well as providing learning equipment for good teaching-learning.
2. Expand vocational courses that are economically viable.
3. Establish vocational education school/vocational training centres in the areas that have good development.
4. Develop vocational training for disadvantaged groups.
5. Improve vocational education schools/vocational training centres. Upgrade some technical and vocational schools to become colleges in potential provinces to support the training at various and different levels.

7.3.2 Strategy 2: Encourage social and business agencies to contribute to vocational education and training development

➤ **Objective:**

- To mobilize social and business agencies to contribute to vocational education and training development.

➤ **Key Activities:**

1. Encourage, support and promote communities, social organizations and entrepreneurs to contribute to the development of vocational education and training.
2. Strengthen consultation by councils and develop skills and career group units.
3. Support partnership of public and private sector in vocational education and training development.

7.3.3 Strategy 3: Improve vocational education and training modes

➤ **Objectives:**

- To improve quality and relevance to meet with the demands of labour market in different areas, support involvement of economic agencies in vocational education development and link with regional and international standards.

➤ **Key Activities:**

1. Improve vocational training mode as national education qualification framework.
2. Integrate communication technology subjects, entrepreneurial knowledge and environment and English into vocational curriculum.
3. Develop manuals, instructional materials and materials for vocational training in different modes, as well as encourage entrepreneurs to participate in aligning national curricula standards and national education qualifications framework with the requirements of employers.

7.3.4 Strategy 4: Pre-service, In-service and developing vocational education and training staff

➤ **Objectives:**

- To upgrade education qualification for vocational education teachers and staff in both quantity and quality, so that they have the adequate competencies to teach in related fields.

➤ **Key Activities:**

1. Monitor and evaluate pre-service and in-service training for vocational education teachers and training at different levels.
2. Improve vocational education institutes.
3. Develop partnership networks at domestic, regional and international levels.

7.3.5 Strategy 5: Improve vocational education and training quality

➤ **Objectives:**

- To improve quality and relevance of TVET to meet with the demands of labour market in different areas.

➤ **Key Activities:**

1. Improve standards of vocational education administrators and vocational training for teachers and staff.
2. Improve standard of vocational education institutions.
3. Improve and develop standards of career and vocational training.
4. Develop testing, comparing transfer of knowledge and experiences.

7.3.6 Strategy 6: Develop vocational education and training information**➤ Objectives:**

- To study, assess training needs and support vocational and employment guidance.

➤ Key activities:

1. Improve vocational education and training information.
2. Study/assess training needs.
3. Advocate vocational and employment guidance and tracer studies of graduates who have completed courses.

7.3.7 Strategy 7: Improve management structure of vocational education and training**➤ Objective:**

- To strengthen vocational education and training management.

➤ Key Activities:

1. Strengthening vocational education and training management.
2. Upgrading vocational education and training management for vocational education administrators.

7.3.8 Strategy 8: Develop policy and materials for vocational education and training management**➤ Objective:**

- To improve tools for vocational education management.

➤ Key Activities:

1. Improve regulations on vocational education and training management
2. Formulate and improve regulations on policy for vocational education teachers.
3. Improve regulations on expenditure and investment in vocational education and training development.

7.4 Enrolment projection and Financial requirement

Based on the policies, the enrolment targets in the TVET institutions that belong to MoES and the budget requirement for the implementation of the TVET plan from now to 2020 will be as follows:

Table 26: Enrolment Projection for Vocational Education

Vocational Education	2016	2017	2018	2019	2020
No. of students enrol in curriculum Levels 1 and 2	3,800	3,300	3,000	2,600	2,400
No. of students enrol new curriculum 9+3	2,000	2,500	3,000	4,000	5,000
No. of students enrol in new curriculum 12+2 and 12+3	12,000	13,000	14,000	15,000	16,000
Total number of students (including Levels 1 and 2)	34,500	39,000	43,000	48,000	51,000

Table 27: Financial requirements for Vocational Education (million kip)

	2016	2017	2018	2019	2020
Budget for administration	17,234	19,410	21,436	24,060	25,658
Stipend	40,356	47,381	53,637	62,031	68,354
Budget for training and upgrading teachers	3,287	3,298	3,284	3,356	3,284
Budget for materials in teaching and learning	10,200	10,200	10,200	10,200	10,200
Budget for internship students	5,485	6,363	7,238	8,368	9,191
Total in administration	76,562	86,652	95,794	108,014	116,687
Classroom Construction and Rehabilitation	7,500	7,422	4,536	10,302	7,500
Teacher and student dormitory construction	6,400	9,600	9,600	9,600	9,600
Experimental rooms construction	0	16,000	16,000	16,000	16,000
Total investment	13,900	33,022	30,136	35,902	33,100
Grand Total	90,462	119,674	125,930	143,916	149,787

8. HIGHER EDUCATION

8.1. Background

In general, during the past five years higher education has increased satisfactorily both in quantity and quality in teaching-learning, science research, technical services, and national culture conservation which is the mission of higher education, particularly at universities. The Ministry of Education and Sports in particular is investing in building infrastructure at four universities that are under the Ministry of Education and Sports including policies for the public and private sectors, which conduct teaching-learning together to develop higher education in both quantity and quality. At present the government invests more in higher education specifically in construction and rehabilitation for five public universities, including new construction, teaching-learning facilities, science research, and technical services. Apart from this, there is also support from related domestic and international stakeholders, including public and private sectors such as ASEAN Development Bank, World Bank, KOICA, JICA, SEAMEO RIHED and other organisations.

The number of students who enrolled at five public universities in the 2014-2015 academic year was 36,728 in total (female 16,087). The number of staff and lecturers who work and teach at five universities under the Ministry of Education and Sports is 2,935, (female 1,221 or equivalent to 41.6%), of which have PhD's (29 females); 935 have master's (297 females); 1,534 have a bachelor's degree (759 females); 156 are pre-bachelor (92 females) and 175 with lower certificate levels (44 females). Also, there are 7 professors and 171 associate professors, of whom 31 are female. There are 456 curricula (19 pre-bachelor, 352 bachelor, 66 master and 2 PhD), 9 first level of specialist curricula and 2 second level of specialist curricula.

Although higher education has improved, as mentioned above, the actual demands still cannot be fulfilled. The current problems and challenges of higher education are summarized as follows:

In the past, higher education planning did not align with the human resources development and socio-economic development plans due to lack of a labour market study. Public and private higher education institutes do not develop courses based on labour market studies. Most attendees are interested in those courses that they think will help them find a job easily, or offer high salaries. This creates imbalances.

Higher education curricula and textbooks are not consistent with the demands of the labour market. The result of employer surveys and students who graduated from higher education institutes in 2014 pointed out that quality of graduate students did not meet the demands of employers. Graduate students still lack professional skills, analysis, management and working skills.

Another factor that leads to the poor quality of higher education is qualification limitations of staff and lecturers at higher education institutes in both public and private sectors. The targeted ratio of teacher qualification at higher education institutes especially at universities of 1:6:3 could not be achieved until now. In addition, private higher education still lacks lecturers, and most are only guest lecturers from public higher education institutes.

Science research, which is one of the main responsibilities of higher education institutes at university level, is limited. On one hand it is because the capacity of staff-lecturers is limited. On the other hand, there is a lack of budget, equipment and incentive policies for lecturers to conduct research. Therefore, appropriate policies to encourage science research and management are needed.

The budget received from the government is used only for administrative work at higher education institutions and staff salaries, so there are not enough funds for professional development.

There is a limitation of policies or regulations to fully manage higher education. There is poor coordination between higher education administration organizations among public and private sectors. In addition, the capacities of administrative management, planning and leadership of higher education administrators are limited. So there is a need to strengthen ownership especially at university level.

Statistical collection, information and annual reports to be the reference for higher education development plan are not fully systematic. Thus, it is necessary to create annual report systems in higher education and develop information management systems to collect statistics of staff including managers, staff, lecturers, students, permitted budget from the government, and annual report writing systems.

To continue addressing these problems and challenges related to higher education, in the next five years, the Ministry of Education and Sports has determined purposes, targets and key activities to be developed as follows:

8.2. Objectives and targets

➤ Objectives

- Promote human resource development with quality, consistent with the demands of socio-economic development that can compete and link with regional and international areas.
- Provide science research, technology development and innovation for the nation.

- Improve governance and higher education management.

➤ **Targets:**

1. 200,000 students study at higher education institutes both public and private (of which at the five universities under the Ministry of Education and Sports expect to have 45,000 students) by 2020.
2. The proportion of females studying at higher education institutes reaches 45% of total students in higher education institutes.
3. Five professional curricula in foreign languages.
4. The percentage of graduates who get jobs reaches 85%.
5. Build one technology university and one private university.
6. Upgrade lecturers at each course at ratio 1:6:3.
7. All higher education institutions have quality assurance and implement internal and external assessment.
8. All necessary legislation is available.
9. Research papers are published in national and international journals.

8.3. Strategies:

There are six strategies to implement in order to achieve objectives and targets, details as follows:

8.3.1. Strategy 1. Develop higher education to meet the demands of labour market and the National Socio-Economic Development Plan

➤ **Objectives:**

1. To support equitable access to higher education.
2. Improve and expand higher education infrastructure.

➤ **Key activities:**

1. New infrastructure is established or upgraded in identified priority sectors and locations particularly the University of Savannakhet and the University of Technology in Vientiane Capital.
2. Review and implement policies on expansion of higher education access for excellent students, those who are disadvantaged, particularly girls, ethnic and the poor by providing scholarships, and create a study loans system.
3. All HEIs establish a permanent career counselling office.
4. Expansion of student enrolment and graduation in priority sectors: education, teaching, engineering, science, technology, and agriculture according to national and local needs.
5. Support public-private partnerships in the development of higher education and science research.
6. HEIs with related stakeholders conduct graduate tracer surveys and employer satisfaction surveys to inform planning, to improve effectiveness and efficiency of higher education.
7. Conduct labour market surveys to facilitate higher education planning in cooperation with related agencies.
8. Balance the cohort of students both domestic and international, to meet socio-economic demands and the integration to international areas.
9. Establish a student service centre.

8.3.2. Strategy 2. Improve the quality of teaching and learning

➤ **Objective:**

- To improve the quality of higher education teaching and learning.

➤ **Key activities:**

1. Improve appropriate standards for student selection in order to have quality students in higher education.
2. Improve the curricula to meet national curricula standards and the National Qualifications Framework.
3. HEIs review and upgrade their curricula and learning materials with employers to align with the national curricula standards and National Qualifications Framework and employers' requirements.
4. Provide and improve facilities in priority sectors (e-library, Internet resources, laboratories and workshops for agriculture, science, technology, engineering, mathematics and STEM).
5. Build Centres of Excellence for priority sectors at HEIs.
6. Teacher knowledge and pedagogical skills (including IT) upgraded through classroom and online training, especially in priority sectors.
7. Develop monitoring mechanisms and evaluation of student learning performance.
8. Improve teaching-learning curricula to enable graduate to have skills and knowledge according to the needs of employers and industry. Also, have administrative knowledge, entrepreneurship, leadership and foreign language skills.
9. Use ICT to upgrade the quality of teaching-learning.

8.3.3. Strategy 3. Support science research, technology development and technical services to meet socio-economic development needs

➤ **Objective:**

- To increase capacity for quality research, technology innovation and technical services.

➤ **Key activities:**

1. Provide training in research methods and publish research for higher education researchers.
2. Propose to government to consider the policy and strategy for science research and research management.
3. Encourage HEIs to set up science research centres.
4. Collaborate with industry in science research, technology and innovation including through the use of PPPs with businesses and the establishment of incubator centres.
5. Increased funding for science research, technology and innovation from government and non-government sources.
6. Support dissemination of science research findings to be printed in domestic and international journals.
7. Support social technical services based on research findings to inform socio-economic development planning.
8. Conduct review of regulations to identify and make recommendations on reducing barriers to research.

8.3.4. Strategy 4. Improve higher education quality assurance

➤ **Objective:**

- Produce and develop a higher education quality assurance system.

➤ **Key Activities:**

- 1) Higher education institutes set up quality assurance units and conduct internal performance assessment.
- 2) Develop a set of quality assurance tools including internal and external quality assurance.

- 3) Strengthen the Quality Assurance Centre for upgrading higher education institutes to be an accrediting agency for approving education quality at all levels of all courses in both public and private sectors.
- 4) Set up a Quality Assurance Council to endorse higher education institutions.
- 5) Establish independent professional boards to review standards in priority subject areas.

8.3.5. Strategy 5. Improve higher education governance and management

➤ **Objective:**

- To produce a good governance management system.
- To support HEIs and DHE to have data and information systems to inform planning and decision-making.
- To increase funding for HEIs from government and non-government sources.

➤ **Key Activities:**

- 1) Review expenditure systems and investments in higher education and develop relevant regulations.
- 2) Develop and approve a set of regulations for higher education institutions to have more autonomy in finance, staff appointments and remuneration, curriculum, international cooperation and research.
- 3) Produce a set of legislation on international and domestic student management.
- 4) HEIs review and implement HRD plans to upgrade lecturers through a transparent and merit-based process.
- 5) Set up an information management system for use in higher education and use ICT in teaching-learning, science research and planning to manage higher education, including an on-line student registration system.

8.3.6. Strategy 6. Increase internal and external cooperation

➤ **Objective:**

- To support internal and external cooperation to improve teaching and learning outcomes and enable higher education to work for society.

➤ **Key activities:**

- 1) Support exchanges for technical assistance, teachers and students to promote regional and international networking on higher education.
- 2) Support domestic and international cooperation in curriculum development mutual recognition of courses, joint degree programmes and credit transition.
- 3) Increase international cooperation for joint research with ASEAN HEIs and other countries.
- 4) Participate in regional and international organizations to develop cooperation in higher education and quality assurance.

8.4. Enrolment projection and budget requirements (millions kip)

Table 28: Enrolment projection at four universities

	2016	2017	2018	2019	2020
Number of new enrolments	9,000	10,000	11,000	12,000	12,500
Total students (four universities only)	36,000	38,000	39,000	42,000	45,000

Table 29: Financial requirements

	2016	2017	2018	2019	2020
School administrative budget	19,765	20,879	21,246	23,580	25,280
Stipends	17,250	18,221	18,542	20,579	22,063
Lecturers training and upgrading budget	2,886	2,866	2,752	2,891	2,942
Teaching-learning material budget	20,000	20,000	20,000	20,000	20,000
Research budget	5,000	5,000	5,000	5,000	5,000
Administrative budget in total	64,901	66,966	67,539	72,049	75,285
Building and improving classrooms	4,058	6,855	2,985	13,671	10,472
Building laboratories	16,000	16,000	16,000	16,000	16,000
Establishing technology university	-	21,410	21,410	21,410	21,410
Establishing Savannakhet university	25,000	50,000	50,000	50,000	50,000
Improving Souphanouvong University	-	5,000	5,000	5,000	5,000
Establish SEAMEO Centre	-	15,000	10,000	10,000	5,000
Investment budget in total	45,058	114,265	105,395	116,081	107,882
Grand Total	109,959	181,230	172,934	188,130	183,166

9. EDUCATION ADMINISTRATION AND MANAGEMENT

9.1 Background:

The Ministry of Education and Sports has reformed education administration and management aimed at improving the effectiveness of management and administration. To achieve the reform, the Ministry has adopted the policy of decentralization based on the “Three-Builds” policy at all levels. In addition, the Ministry has improved EMIS, FMIS, PMIS as well as its organizational structure at central and local levels. The Ministry has also established Focal Groups as the mechanism to ensure consultative and participatory-based decision-making for all development work of the sector. In the past Education Administration and Management improved significantly and has seen many changes. However, there are some issues that need to be addressed in order to improve the management system to be effective for the long term sustainability of the sector.

The current policy of the government on decentralization is aimed at transferring authority to local levels, but the capacity of provincial and district staff to implement this objective of the policy needs to be more improved, particularly in the technical skills of educational staff. It needs to monitor the implementation of government decrees and guidance orders with the objective of reforming the system of planning, budgeting and management to be more improved. In

In addition, there is a need to strengthen the strategic coordination between departments of MoES such as the Departments of Personnel, Planning, Finance and Inspection in order that the evidence-based planning and budgeting is well linked as specified in the policy framework of ESDP. Strategic coordination improvement and strengthening should be through the Planning, Budgeting and Monitoring Focal Group.

Currently, the concerned institutes and staff have limited capacity to monitor the implementation of ESDP. There is need to improve the use and management of human resources/teachers in a more effective manner. The responsibilities and mandates at educational institutes and the quality of training in education management and administration is now in the initial stages and there is need to upgrade these in order to achieve their responsibility in providing training to educators. At present there is no common assessment standard for school principals and teachers. Some existing legislations are not applicable or are even not applied at all. The implementation of teacher policies is not effective. From the issues mentioned, there is a need to focus on addressing them during the next five years. These issues are:

- Capacity of staff for the analysis of education and sports status and education and sports planning remains low.
- Relevance between planning and budget requirements is not linked, occurring from decentralization within sector.
- Analysis and identification of positions of staff in some areas are inappropriate or unclear. This makes recruitment and deployment not relevant to positions and creates difficulty in monitoring staff performance.
- Teacher recruitment and supply is not relevant and lacks efficiency.
- Lack of monitoring and evaluation tools and monitoring and evaluation capacity remains low. Furthermore, there is a lack of facilities for M&E.
- Key indicators on performance outcomes to inform regular performance tracing of sectors has not been developed.
- Official Development Assistance, some projects are not relevant to education and sports development policy.
- Development of education and sports development plan is not evidence-based and analytical.
- School principals are not able to manage school resources to enhance learning outcomes.
- The access to EMIS is limited.

In order to develop and solve problems and challenges related to administration and management of education and sports sector, within the next five years, MoES has set the objectives and targets as follows:

9.2 Objectives

1. To ensure the collection and management of school data and effective use of the data for planning, budgeting and systematic monitoring to ensure effectiveness of internal and external fund utilization.
2. To ensure that organizational structure from central to local is relevant to roles, mandates and responsibilities of each sub-sector.
3. To ensure that education and sports sector has the evidence to inform policy making.
4. Improve and develop knowledge, capacity and experience on education management with quality for all education administrators.

9.3 Strategies

There are eight strategies to implement for achieving the objectives of development of the management of education and sports sector.

9.3.1 Strategy 1: To improve and align planning and budgeting systems for effective use of budgets.

➤ **Objective:**

- To ensure that budget planning responds to the policy of education development.

➤ **Key activities:**

1. Develop tools for the Annual Costed Sector Education Planning Model and pilot it from 2016-2017.
2. Build capacity of staff who are responsible for planning and budgeting at central and local levels at least once a year.
3. Establish planning and budgeting committees at all levels from the centre to local level to monitor, inspect and manage the implementation of plans and budgets to ensure harmonization of the annual plan and budget allocation and expenditure of the plan which will be completed in 2016 and improve each phase to be consistent with context.
4. Improve the mechanism of plan and budget implementation to meet with the role, rights scope and duty.

9.3.2 Strategy 2: Improve education administration and management systems by using ICT to be consistent with the education and sports context.

➤ **Objective:**

- To modernize the management system and make it consistent with the education and sports development context.

➤ **Key activities:**

1. Improve the education and sports organizational structure; ensure that the recruitment of staff responsible for education administration and management align with education development at each stage and improve the role and responsibility of staff as well as staff performance guidelines for each subsector at central and local levels and complete by 2016.
2. Review the job description and job allocation for positions at Department, PESS and DESB levels and identify and simplify the positions at school levels and complete by 2016.
3. Develop and revise existing legislation framework as deemed necessary.
4. Complete expanding internet network and intranet to connect between PESS and DESB for ease of data sharing by 2020. At the same time develop and improve software as well as hardware for e-governance together with improving the existing system such as EMIS, PMIS, FMIS and TMIS.
5. Strengthen capacity of ICT technical staff from central to local levels.

9.3.3 Strategy 3: Improve management systems, the utilization of teachers and education staff at each level.

➤ **Objectives:**

1. To make management systems and utilization of teachers and personnel effective and sustainable.
2. To make recruitment and deployment of administrative personnel consistent with identification of positions and meet with the needs of organizations.

➤ **Key activities:**

1. Improve staff recruitment and deployment systems and recruit teachers according to posts identified and meet the need of schools. This can be completed by 2017.
2. Develop and utilize the Personnel Management Information System (PMIS) to monitor and manage staff from the central to local level by 2016.
3. Complete developing electronic office management systems within MoES by 2016.

9.3.4 Strategy 4: Strengthen inspection, M&E systems and quality assurance for the education sector.

➤ **Objective:**

- To make data available for policy making and developing education and sports development plan every year.

➤ **Key activities**

➤ **Inspection and Monitoring**

1. Develop M&E systems that can be applied by all subsectors to be completed by 2019 based on the improved Education and Sports organizational structure and clarified job descriptions and job allocations for the positions from central to local levels.
2. Develop M&E and financial auditing tools that can be effectively used. Capacity building for M&E staff at each level.
3. Revise the mandate of DOI and establish inspection units at each level. Dissemination of the importance of M&E and the need for anti-corruption mechanisms,.
4. Provide financial support and other facilities for M&E at all levels.

➤ **Quality Assurance**

1. Develop Education Quality Assurance systems for all subsectors by 2019 based on the improved Education and Sports organizational structure and clarified job descriptions and job allocations for the positions from central to local levels.
2. By 2020 carry out quality assurance in education institutions as follows:
 - 1,000 kindergartens, 4,000 primary schools, 100% of lower and upper secondary schools, 100% of TVET and higher institutions for internal quality assurance and 50% for external quality assurance, 100% of teacher education institutions for internal and external quality assurance.
3. Create and establish quality assurance tools to be aligned with new context.
4. Capacity building for QA staff at each level.
5. Revise the mandate of ESQAC and establish QA units at each level.
6. Dissemination of the important legislation of QA.

9.3.5 Strategy 5: Improve and strengthen the management and implementation of externally financed programmes.

➤ **Objective:**

- To make externally financed programmes consistent with education and sports policies.

➤ **Key activities**

1. Develop the ODA database to be completed and utilized by 2016.
2. Improving mechanisms for the implementation of new projects, the GoL needs to allocate a supporting recurrent budget before implementation and the project should be consistent with government priorities identified in the ESDP.
3. Improve ODA management-related legislative framework to align with government policy in each period.

4. Capacity building for ODA programmes management and monitoring.

9.3.6 Strategy 6: Study and Research on the issues related to education policies

➤ **Objective:**

- To ensure the Education and Sports sector have data to inform policy making.

➤ **Key activities**

1. Capacity building for MoES staff on policy research and study.
2. Develop study and research network and research database.
3. Strengthening the Education and Sports Research Center to become an education policy research institution by 2017.
4. Conduct research and analysis every year on concerned issues which are identified in EDSP 2016-2020.
5. Revise the roles and responsibilities of Education and Sports Research Center and establish research units at each level.
6. Provide financial support and other facilities for education research at all levels.

9.3.7 Strategy 7: Strengthen the training system and upgrading education and sports administrators to become professional.

➤ **Objective**

1. To strengthen the capacity of education and sports administrators at all levels to have knowledge and capacity in planning, budgeting, monitoring and evaluation.
2. To enable education and sports to have more quality and efficient management systems.

➤ **Key activities**

1. Develop short term programmes for training education managers in at least five programmes and complete by 2016 and develop long term programmes for education administrators at each level that can be implemented after 2020.
2. Train 20 key trainers (Training of trainer) at IFEAD by 2016.
3. Revise and improve education management curricula at teacher training colleges.
4. Organize training in school management with a focus on school-based management for school principals (this curriculum should not exceed more than 2 weeks) for at least 20% of principals per year.
5. Organize administrative and education management training for administrators at MoES, PESS, DESB with each course not exceeding a period of three months, three courses per year with 35 participants in each course.

9.3.8 Strategy 8: Strengthen education information dissemination.

➤ **Objective:**

1. To make education media a voice and important tools to publicize the achievements of MoES and also to respond to the social reputation of education.
2. Have enough academic staff in education media.

➤ **Key activities**

1. Strengthen technical capacity and management of the information and communication of education and sports sector and to modernize the system to serve the whole of society.
2. Develop education and sports information network at departments, institutes, centres, PESSs, DESBs, schools and sports' clubs.

3. Improve education television programmes, newspapers, magazines and other media. Establish a studio for radio and TV programmes and conduct a feasibility study in Education TV and Radio stations establishment.
4. Provide facilities for education information dissemination.
5. Expand collaboration with internal and external bodies on education information dissemination

9.4 Financial projection

In order to implement targets and strategies in improving education administration and management, budget requirement by 2020 as follows:

Table 30: Financial requirement for education administration and management (million kip)

	2016	2017	2018	2019	2020
Operating budget	85,333	86,500	87,667	88,833	90,000
Budget for data collection and analysis	31,782	31,782	31,782	31,782	31,782
Budget for PA mission	30,720	30,720	30,720	30,720	30,720
Budget for monitoring and inspection	31,782	31,782	31,782	31,782	31,782
New equipment procurement	12,000	12,000	12,000	12,000	12,000
Capacity building for administrators	10,923	11,072	11,221	11,371	11,520
Total recurrent	202,541	203,857	205,173	206,489	207,805
Budget for office building and rehabilitation	8,460	8,460	8,460	8,460	8,460
MoES building construction	2,500	15,000	15,000	15,000	15,000
IFEAD building construction	0	10,000	10,000	10,000	10,000
Total investment	10,960	33,460	33,460	33,460	33,460
Grand Total	213,501	237,317	238,633	239,949	241,265

10. SPORTS

10.1. Background

Lao sports has broadly expanded in both urban and rural areas. It also contributes to human resources development and solves socially negative phenomena including poverty, socio-economic development, national security and defence. Sports contributes to the linkage and friendship between countries in the region and the world. Nowadays, it can be said that alternate sports is broadly merged in the social context in all regions Sports is played in offices, villages, and communities, based on their capacity. It can be said that “where there is community, there is sports” especially the great success of Lao people in organising the 25th SEA Games in 2009 and the 16th ASEAN University Games in 2012.

Although in general sports has seen a broad expansion, this expansion has not reached all communities and local areas. Sports organization structures from central to local levels are not very strong; the standard of Lao sports development is not comprehensive; the quantity and quality of sport staff is limited and the use of basic infrastructure is not highly effective, and materials for sports is limited or cannot be provided as it should be.

10.2. Objectives:

- Develop sports to enable the Lao population to be healthy physically and mentally, sacrifice, to be patient and have good physical sportive spirit, with readiness to protect and develop the country.
- To develop Lao sports with high quality and expand to the local level to ensure competition with the countries in the sub-region, region and internationally.

10.3. Targets

➤ Community Sports

1. Support all communities, all ages in society to join in physical exercises and regularly play sports to reach 30% of population by 2020.
2. Support physical sports activities of sport clubs in villages/groups, districts to reach 30% of villages/groups, and districts by 2020.
3. Support families to play physical sports to reach 10% of families by 2020 nationwide.
4. Support disabled people to exercise and participate in Paralympic Games from the central to the local level to reach 10% by 2020.
5. Develop and revise legislation related to community sports management and implementation and provide these to the local authorities.
6. Train and upgrade technical staff, trainers and referees at community, village, district and provincial levels.
7. Provide sports equipment and facilities to community sports competition at village, district and province levels.

➤ Physical education, art education and sports in schools and institutes

1. Implement physical and arts education teaching – learning to 90% of the schools nationwide.
2. Supply arts education and physical education teachers to primary schools, secondary schools, educational institutions:
 - Supply physical education teachers to at least 1,752 primary schools; 2,132 secondary schools and 244 institutes.
 - Supply arts education teachers to least 1,763 primary schools at, 2,683 secondary schools and at least 244 education institutes.
3. Supply teachers in security and defence education to all upper secondary schools, TVET institutions, higher institutions and universities in both public and private sectors up to 90 %.
4. Endorse drug-free secondary education up to 90% and primary schools up to 95%.
5. Enhance the local curriculum at district levels at 48.6% nationwide.
6. By 2020, 70% of primary students, 80% of secondary students and 55% of post-secondary students participate in physical and arts education.
7. Organize national competitions of secondary education nationwide at least three times a year.
8. Participate in the ASEAN school sports competitions at least once a year.

➤ Elite Sports

- By 2020, 650 trainers/coaches will be trained, among these, 400 trainers/coaches are at basic level, 150 trainers/coaches at intermediate level, 100 trainers/coaches at international level, 720 referees will be trained, among these, 450 trainers/coaches are at district level, 150 trainers/coaches are at provincial level, 80 trainers/coaches at national level and 40 trainers/coaches at international level.

- By 2020, make the effort to train 1,800-2,200 talented physical sports athletes to have quality in each age group nationwide; 600-700 athletes in 14-year-old age group, 500-600 athletes in 16-year-old age group, 400-500 athletes in 18-year-old age group, and 300-400 athletes in 20-year-old age group.

➤ **Physical sports for internal and external competition**

● **Competition at the country level:**

- Collaborate with the concerned parties to organize national games, university games and secondary students' games every three years.
- Organize paralympic games every three years.

● **Competition at the international level:**

- At SEA Games level, make best efforts to be 6th- 7th out of 11 ASEAN nations.
- At Asian Games level, make best efforts to win 2-3 gold medals (among 45 countries).
- At Olympic Games level, make best efforts to have athletes in two kinds of physical sports selected to participate and win 1-2 bronze medals
- Participate in the sports competition for friendship.

● **Professional sports**

- Make efforts to have football and self-defence as professional sports.

● **Olympics**

- Create opportunities to become a member of International and Asian Olympic committees and international sports federations.
- Train referees in some sports to referee at SEA Games, Asian Games and Olympic Games.
- Upgrade Lao coaches/trainers to become sub-regional, regional and international trainers, that they can train Lao athletes and also work in other countries.
- Train and upgrade sports managers at each level to link with ASEAN and the world

10.4. Strategies

10.4.1. Strategy 1: Promote community sports

➤ **Key activities:**

● **Basic Sports**

1. Organize and support community sports units at village, district, province and central levels.
2. Build playgrounds and make them available, provide physical exercise equipment at village, district, provincial and central levels. Reserve and designate land for public sport stadiums or different sports playground for the community to do physical exercise.
3. Take community sports as vehicle for the community to stay healthy, train technical administrative staff for physical sports at basic level for central and local levels.
4. Use advocacy, disseminate the importance of community sports.
5. Support physical exercise in offices, organizations, companies, factories, with a focus on relaxation, and improving health.
6. Support offices, organizations, provinces, capitals, districts, villages, companies, and factories to organize physical sport competitions and rotate the hosts every year.
7. Encourage the private sector to invest in sport infrastructure from the central to local levels by providing appropriate incentives for electricity bill, water supply and so on.
8. Encourage all people nationwide to exercise.

9. Encourage local authorities to reserve land and protect playgrounds and sporting venues to be completed by 2016-2017.

- **Traditional Physical Sports**

1. Support traditional physical sports based on the strength of the community, at all levels..
2. Support traditional physical sports that have certain rules and integrate them into national games and join foreign competitions.

- **Physical sports for youth, girls, elderly and disabled persons**

1. Encourage youth, girls, elderly and disabled persons to do exercise and play physical sports in central and local areas.
2. Construct and designate places, provide sports materials for exercise, practice and competition among youth, girls, elderly and disabled persons.
3. Participate in domestic and foreign competition for youth, girls, elderly and disabled persons.
4. Develop curricula, textbooks, regulations, legislation for different types of sports related to competition.

10.4.2. Strategy 2: Promote physical and arts education and sports in schools and educational institutions

- **Key activities**

1. Improve physical and arts education at teacher training colleges.
2. Improve repair infrastructure and provide learning and teaching facilities.
3. Implement physical and arts education subjects in schools at all levels nationwide.
4. Provide physical education, physical sports materials according to curriculum set at all levels.
5. Provide teaching in security and defence education to all upper secondary schools, TVET institutions, colleges, universities in both public and private sectors.
6. Promote life skills in order to be free from drugs and other social misbehaviour in general education schools, TVET and Higher Education Institutions.
7. Promote and preserve indigenous knowledge nationwide.
8. Support secondary education sports and arts competitions. Organize student games and participate in ASEAN student games.
9. Improve the management of physical and arts education and increase internal and external cooperation.

10.4.3. Strategy 3: Enhance professional sports

- **Key activities**

1. Starting from 2016-2017, improve the Sikert Sports Centre to be a Sports institute that includes a sports science centre, sports college, sports training centre and sports talented school.
2. In 2018-2019 establish sports talented schools at local levels based on each province's strengths.
3. Support local levels to establish centres to develop some talented physical sports based on each local strength starting from 2018-2019,

4. Develop sports competition management to become broader and better with a focus on training staff for organizing competitions, competition management committees, and referees to regional and international levels. to be strength of the nation.
5. Develop more athletes to join in different competitions with a focus on training athletes at a higher level, trainers, administrators to have both quantity and quality.
6. Enhance regional and international cooperation to develop Lao sports.
7. Manage and utilize the existing stadiums and materials to benefit Lao sports greatly.
8. Continue to provide incentives to athletes and national coaches who have performed and participated in Lao sports development according to the real context.
9. Have a clear policy on using electricity, water supply that is available for investors and for organizing games.
10. Support some sports that are Laos' strengths to become professional sports in the future.
11. Coordinate with the National University to establish a Sports Science Faculty by 2016-2017.
12. Manage and utilise sports infrastructure

10.4.4. Strategy 4: Olympics

➤ Key activities

1. Strengthen the management of sports at local levels and national sport federation at the Olympic level.
2. Upgrade trainers/coaches, referees and sportsmen to prepare themselves for regional, and international games including the Olympics.
3. Coordinate with technical departments of national sports federation to implement projects for the Olympics broadly and effectively.
4. Coordinate with the Department of Planning and the concerned parties to mobilize budget to develop The Department of Olympic Sports through a Sports Focal Group.
5. Continue to improve legislation and rules on the Olympic Games to strengthen the capacity of the Lao Olympic Federation.
6. Increase cooperation and exchange the lesson learnt in Olympic development between countries in the region and the world.
7. Coordinate with all parties concerned to improve legislation that are barriers to developing Lao sports in general, specifically at the Olympics level.
8. Coordinate with the parties concerned to study and evaluate Lao Olympic development in order to achieve a sports strategy by 2020.

10.4.5. Financial projection

To implement the targets and policies for improving sports and financial requirements for sports to 2020:

Table 31: Financial requirements for sports

	2016	2017	2018	2019	2020
Budget for sports equipment	5,000	5,000	5,000	5,000	5,000
Operating costs	5,000	5,000	5,000	5,000	5,000
Capacity building for ethics', trainers, referees	28,200	28,200	28,200	28,200	28,200
Total recurrent cost	38,200	38,200	38,200	38,200	38,200
Sport talented school construction	5,000	5,000	5,000	5,000	5,000
Total investment	5,000	5,000	5,000	5,000	5,000
Grand Total	43,200	68,200	68,200	68,200	68,200



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