



Lao People's Democratic Republic
Peace Independence Democracy Unity Prosperity



Ministry of Education and Sports

Education and Sports Sector Performance Annual Report
2017-2018
And Development Plan for 2018-2019

August 2018



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Preamble

Academic year 2017-2018 is the third year of the VIIIth 5-year Education and Sports Development Plan (ESDP) (2016-2020) and it is the time to conduct the mid-term review of the implementation of ESDP to 2020.

The purpose of the Education and Sports Development Plan 2017-2018 is to implement policies, strategies, targets and the priority activities identified in the VIIIth 5 Year ESDP (2016-2020), particularly focus on the equitable access to basic education and ensure that the student's learning outcomes be better improved; better upgraded the quality of post-secondary education that focused on skill labor and technicians in order to supply labor force to meet the social demand; strengthened the education administration and management system from central to local level; encouraged all people to participate in physical exercises and talented athletes to be sports professionals.

Based on the result of the implementation of ESDP 2017-2018, there are many achievements and progresses, however, there are some issues and challenges to be addressed during 2018-2019 as well as up to 2020.

All the achievements and challenges are based on the data from Education Management Information System (EMIS) as well as reports from provinces, education institutions and line departments. Based on the achievements and challenges found during the implementation of 2017-2018 plan, MOES has identified the number of priorities to be implemented during 2018-2019. At the same time MOES has issued the annual conference resolution as well as annual performance report that have been approved during the Annual Education and Sports Conference which was held in Bolikhamxay province from 23-25 July 2018.

Thus, it is advised to all departments, Education Institutions and Provincial and Vientiane Capital Education and Sports Services (PESS) to apply the objectives, targets and the priorities as well as the annual conference resolution identified in this report as a foundation and reference to develop the detailed activities to be implemented. Moreover, it is necessary to monitor, inspect and evaluate the progresses and report to the Ministry of Education and Sports periodically.

Minister



Sengdeuane LACHANTHABOUN

Acknowledgement

The Education and Sports Development Plan committee would like to thank and show its appreciation to all line departments, centers, offices, Provincial and Vientiane Capital Education and Sports Services, Educational institutions, and individuals who had provided valuable information and comments to the content of this report.

Recognition is given to Ministry of Education and Sports leadership and all participants who provided significant and constructive comments and meaningful suggestions to the summary report and the Education and Sports Development Sector Plan.

The Department of Planning, Ministry of Education and Sports, on behalf of the report committee would also like to express its sincere thanks and appreciation to the European Union in Lao PDR for providing financial support to publish and disseminate this document.

**Director General
Department of Planning**



Bounpanh XAYMOUNTRY(ph.D)

**Part I:
The Achievement of the Implementation of the Education and Sports
Sector in 2017-2018**

I. Introduction

Academic year 2017-2018 is the third year of the implementation of the VIII 5 Year Plan ESDP (2016-2020) and it is the time to conduct the mid-term review of the implementation of ESDP to 2020.

The purpose of the implementation of the Education and Sports Development Plan 2017-2018 is to implement policies, strategies, targets and the priority activities identified in the VIIIth Year ESDP (2016-2020), particularly focus on the equitable access to basic education and ensure that the student's learning outcomes be better improved; better upgraded the quality of post-secondary education that focused on skill labor and technicians in order to supply labor force to the social demand; Strengthened the education administration and management system from central to local level; encouraged all ages population to pay attention to do exercises and talented sport players to be sports professionals. Thus, Ministry of Education and Sports has identified 15 main targets to be implemented in 2017-2018.

1. The Achievement of the Implementation of 15 main targets

Through the implementation of the policies and strategies identified in 2017-2018 plan, of 15 main targets only 6 targets have been achieved and 2 targets almost achieved as follows:

- **The Achieved Targets:**

- 1) The Enrollment rate of 5 years old children increased from 74,4% to 77,1%, whereas there are 126 districts with enrolment rate of 5 years old children over 60%. (target: 122 districts)
- 2) The Primary Net Enrollment Rate achieved 98,8% (target: 98%)
- 3) 12 provinces achieved the gross intake ratio in grade 9 for female students over 70% (target 12 provinces).
- 4) The Drop-out rates of grade 1 students has reduced from 6,9% to 5,8% (target 6,5%).
- 5) The Drop-out rates in primary school has reduced from 4,4% to 4,0% (target 4,0%).
- 6) 22% of the total population participated in physical exercises and sports for health

- **The Nearly Achieved Targets:**

- 1) The Enrollment rate of Upper Secondary school have increased from 51,4% to 53,3% (target 54%).
- 2) The enrolment of lower secondary graduates in Vocational Education achieved 3% (target 5%), whereas upper secondary school graduates have reached 76% (target 80%).

- **The Targets that not Achieved:**

- 1) The Repetition rate in grade 1 has reduced from 9,2% to 8,8% (target 8%).
- 2) The Repetition rate in primary school reduced from 4,1% to 4,0% (target: 3,5%).
- 3) The survival rate to grade 5 increased from 81,1% to 82,2% (target: 84%).
- 4) The number of districts with gross intake ratio in grade 5 higher than 95% reduced from 134 districts to 127 districts. (target: increase to 138 districts).
- 5) The Lower Secondary Gross Enrollment rate increased from 82,9% to 83,1% (target: 85%).
- 6) The Lower Secondary Drop-out rates increased from 8,3% to 9,2% (target: reduced to 6,5%).
- 7) The Upper Secondary Drop-out rates increased from 5,8% to 7,0% (target: reduced to 5%).

2. The Achievement of Sub-Sector Plan Implementation

- 1) **Early Childhood Education (ECE):** Seeing the importance of Early Childhood Education, MoES has established Department of Early Childhood Education separating from Department of ECE and Primary Education. As a result, in recent years the Early Childhood Education has been improved:
 - The Enrollment rate of 3-5 old children has increased from 52,7% to 56,2%.
 - The Enrollment rate of 5 old children has increased from 74,4% to 77,1% and
 - The Total Number of children enrolled in Early Childhood Education has increased from 214,081 to 229,892 children.
- 2) **Primary School:** MoES together with Provincial Education and Sports Service (PESS) and District Education and Sports Bureaus (DESB) have focused on promoting and supporting teaching and learning, improving some of the curriculum and providing textbooks and teaching materials to all Primary Schools. Consequently, the Net Enrollment rate in Primary School has increased from 98,7% in 2017 to 98,8% in 2018, the drop-out rate has reduced from 4,4% to 4% and the repetition rate has reduced from 4,1% to 4,0%.
- 3) **Secondary School (Lower and Upper):** Secondary education has been improved in terms of quantity. In 2018 there are 1,758 schools nationwide; there are 671,064 students increasing 19,199 students compared to the year before. In order to accommodate the increasing number of secondary students, MoES with the development partners and Local authority have provided school infrastructure, especially providing dormitories for Teachers and students. As a result, the gross enrolment rate in lower secondary education increased from 82.9% to 83.1% and upper secondary enrollment increased from 51.4% to 53.3%.
- 4) **Non Formal Education:** in addition to the formal school system, MoES also provided non-formal education as part of the national education system to provide primary education to children who missed education opportunities in different provinces. In addition, it provides secondary equivalent program to primary graduates and another target group. In 2018, there are 24 districts declared to complete lower

secondary education, so now there are 117 districts complete equivalent lower secondary education.

- 5) **Teacher Education:** Due to the high number of teacher graduates in each year could not be recruited, so MoES has reduced the number of teacher student's intake compared to the previous year. There are 3,598 teacher students enrolled in 2018, compared to last year it has reduced by 26.97%. Instead, the MoES has focused on improving the quality of pre-service teacher training as well as in-service training. In 2018 there are 5,605 teacher graduates.

- 6) **Vocational Education:** Even though, the quantity and quality of students enrolled in vocational education and training could not meet the needs of entrepreneurs, but in 2017-2018 there is the increasing number of students applied to study in TVET institutions with the total number of 18,355 students, of which 7,579 were girls, increasing by 18,56% compared to the new enrolment in the previous year. This is because of the increased number of courses provided, including certificate courses level 1, 2, 3 and 4.

- 7) **Higher Education:** The higher education has been improved in terms of quantity and quality such as in 2017-2018 the number of new students enrolled has increased to 12,142 people in 4 universities: 647 for master degree, 11,164 for bachelor degree and 331 for undergraduate degree. Teachers and lecturers have been upgrading as well as technical services have been improved. In 2017-2018, 80 scientific research topics had been conducted. 42 courses have been revised and developed, of which 22 courses were developed and 20 were revised. National University of Laos and Savannakhet University have provided two international courses (taught in English). Proposed academic title for teachers and lecturers teaching at the National University of Laos and National Institute of Politics and Administration with 82 professor title and 69 assistant professor title.

- 8) **Sports-Gymnastic:**
 - Participated in the 29th SEA Games hosted by Malaysia, won 2 gold medals, 3 silver medals and 21 blond medals, ranking 9th of 11 countries.
 - Participated in the 18th Asian Games, hosted by Indonesia, won 5 medals, 2 silver medals and 3 blond medals.
 - Participate in the 11th Sub Mekong Region Game in Chiang Rai Province, Thailand. There are 6 countries participated in namely Lao PDR, Thailand, China, Vietnam, Myanmar and Cambodia, with 10 sports categories. Lao PDR won the second place.
 - Participated in the traditional sports competition with 3 countries: Lao PDR, Vietnam and China. Lao PDR won the second place.
 - Participated in various Sports Events at the regional and sub-regional levels.
 - Community participation in health and fitness activities is increasing.

- 9) **Education Administration and management:**
 - The organization structure in some educational institutions and Provincial Education and Sports Service (PESS) have been improved by establishing financial unit within PESS.

- The completing teacher survey including analysis the status of teachers and education administrator recruitment and deployment at the provincial and district level. According to the survey results, in 2017-2018 there are 86,865 staff in the education and sports sector, of which 9,106 are education managers and administrators, 77,757 are teachers. The survey finding also shows that there are 12,496 volunteer teachers in the system. Based on the teacher recruitment criteria and protocol, there are 9,664 over supply teachers (Teachers who teach less than the number of hours required by protocol), whereas there are many schools in the remote area have teacher shortage due to the retirement and transfer to another sector. To ensure that every school has sufficient number of teachers based on the protocol, there are 19,757 teachers needed.
- Improved legislations related to decentralization of the education and sport sector
- Strengthened the statistics, planning, finance and monitoring to be more systematic, accurate and better linked by improving data collection and planning from central to local levels. The planning and budgeting committee was established with the function to better allocate budget to conform the development priority.

3. Statistics for academic year 2017-2018

3.1 The number of classes, schools and students in each level

Table 1: The number of classes, schools and public students (2016-2018)

No.		2015-2016			2016-2017			2017-2018		
		Classes	Schools	Students	Classes	Schools	Students	Classes	Schools	Students
1	Creche	311		5,693	354		5,828	363		6,112
2	Kindergaten	4,461	2,438	107,103	4,958	2,639	120,429	5,312	2,742	130,551
3	Pre-Primary	2,264		45,948	2,332		44,879	2,315		45,984
4	Primart	32,679	8,644	784,176	32,657	8,613	762,738	32,383	8,604	737,484
5	Lower Secondary	12,100	895	439,187	12,428	900	438,861	12,154	905	432,961
6	Upper Secondary	5,178	35	199,664	5,586	35	213,004	5,734	36	217,909
7	Complete Secondary		671			701			716	
8	Teacher Education Institutions		12	17,362		12	17,235		12	11,109
9	MOES TVET Institutions		23	30,221		23	33,114		23	37,005
10	Other Ministries' TVET Institutions		24	18,536		25	17,841		23	16,339
12	MOES Universities		4	36,106		4	37,053		4	36,392
13	Other Ministries' University		1	3,485		1	3,466		1	3,641

Table 2: the number of classes, schools, private students (2016-2018)

No.		2015-2016			2016-2017			2017-2018		
		Classes	Schools	Students	Classes	Schools	Students	Classes	Schools	Students
1	Creche	373		6,773	452		7,743	522		8,639
2	Kindergaten	1,258	369	32,976	1,448	417	34,785	1,607	469	38,140
3	Pre-Primary	21		594	14		354	13		466
4	Primart	1,550	220	43,811	1,648	236	42,882	1,737	253	48,762
5	Lower Secondary	454	43	13,277	482	50	13,671	527	57	14,796
6	Upper Secondary	151		4,640	173		5,031	191		5,398
7	Complete Secondary		39			42			44	
8	TVET Institutions		78	36,424		73	30,855		67	25,969

3.2 Admission rates for each grade

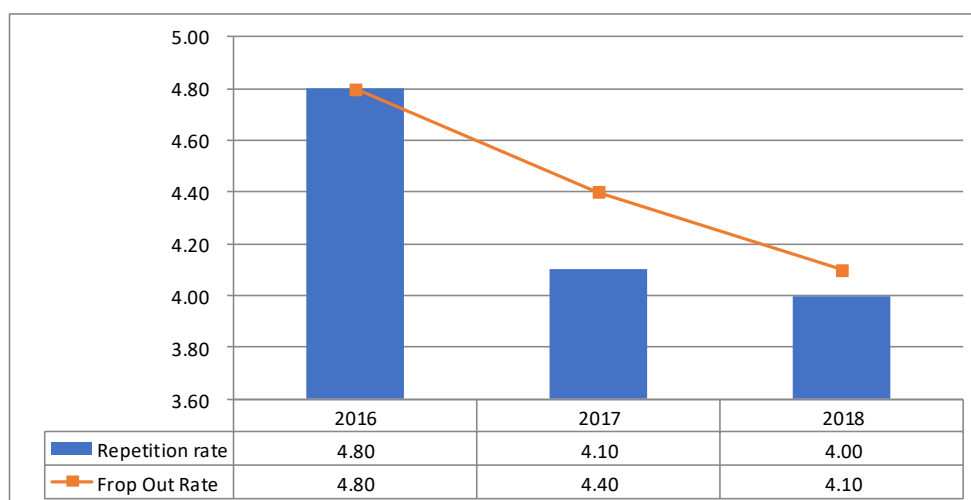
Table 3: Admission rates for each grade

Indicators	2015-2016			2016-2017			2017-2018		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
The enrolment rate of 3-5 years old children (%)	49,1	49,2	48,9	52,7	52,8	52,5	56,2	56,3	56,1
The enrolment rate of 5 years old children (%)	70,9	70,7	71,0	74,4	74,2	74,6	77,1	77,0	77,2
Primary Net Intake Ratio (%)	97,9	97,8	98,1	97,6	97,4	97,8	97,8	97,6	97,9
Primary Net Enrolment Rate (%)	98,8	98,5	99,0	98,7	98,6	98,8	98,8	98,6	99,0
Primary Gtoss Intake Ratio (%)	113,6	112,0	115,1	111,3	109,9	112,6	110,9	109,6	112,1
Primary Gross Enrolment Rate (%)	115,2	113,5	116,9	113,2	111,7	114,5	110,6	109,2	112,0
Lower Secondary Gross Enrolment Rate (%)	82,2	80,0	84,3	82,9	80,5	85,1	83,1	81,2	84,9
Upper Secondary Gross Enrolment Rate (%)	47,8	45,2	50,4	51,4	49,0	53,7	53,3	50,8	55,7
Secondary Gross Enrolment Rate (%)	67,2	64,7	69,5	69,08	66,7	71,4	70,0	67,9	72,1

3.3 Internal efficiency

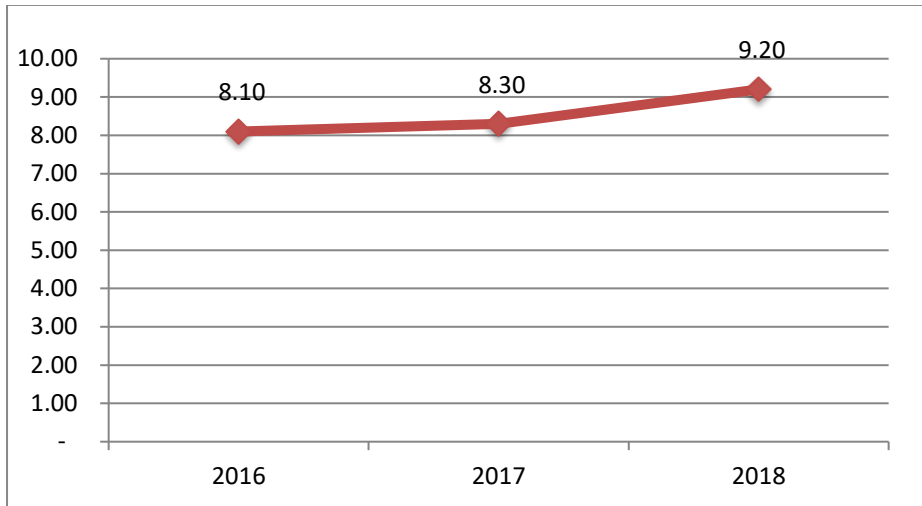
3.3.1 Primary Education

Graph 1: Repetition and Dropout rates in primary education (2016-2018)



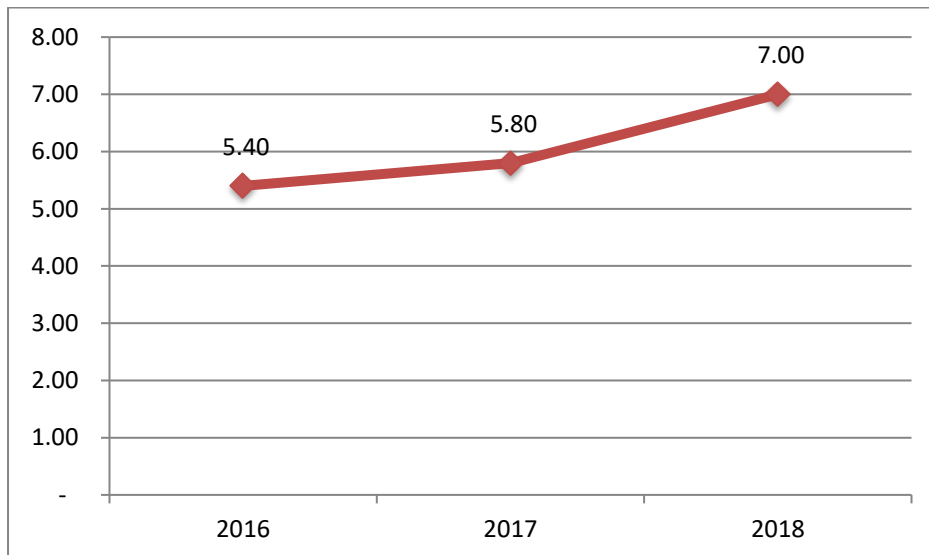
Even though the dropout and repetition rates declined compared to last year, in fact there were about 32.000 students repeating the classes and there were about 33.000 students who dropped out from schools. This number shows that the internal efficiency is low in Primary Education.

Graph 2: Dropout Rates in Lower Secondary Education (%) (2016-2018)



3.3.2 Upper Secondary Education

Graph 3: Dropout Rates in Upper Secondary Education (2016-2018)



4. The Proportion of Budget for Education and Sports Sector

The 2018 the National Assembly approved budget for education and sports sectors with the total amount of 4,142,514.55 million LAK, equivalent to 14.02% of government expenditure and 2.72% of GDP. There are 3,390,337,000 million LAK and total investment budget of 752,137.55 million LAK (domestic: 234,738,03 million LAK and ODA: 517,399.52 million LAK).

Of The total budget allocated to education and sports, 62% is wage recurrent, while non-wage recurrent budget (61, 62 and 63) covers 20% and the investment budget covers 18% of the total education and sports sector budget.

II. Issues and Challenges

Even though the MoES emphasized on improving access to universal primary education and invested in improving infrastructure of education including improving education quality as well as management systems from central to local levels, but there are many indicators and targets set in the plan could not be achieved due to the following factors:

1) Economic factors:

- Poor families.
- Scattered settlements.
- Family moving around for seasonal agricultural purpose.

2) Social and family factor:

- The understanding of citizen on their obligations towards education, particularly basic education is still limited. In addition, neither the public nor the private sector and the community do not understand the importance of compulsory education.
- Some parents do not pay attention to their children education, furthermore they also force their children to leave school for different reasons
- Society and community not yet understand about their obligations to education.
- The cooperation and collaboration between the school and the VEDC has not been strengthened.

3) Education System

- Children miss readiness program before entering primary school.
- Inadequate teachers in remote areas so that many schools have to provide multi grade teaching for grade 1.
- The responsibilities of teachers and school principals on teaching and school management are low.
- Improvements of PA systems and school cluster systems are not yet in the practice.
- Crowded curriculum, particularly early grade curriculum doesn't focus on literacy and numeracy skills.
- The school environment is not interesting: the classroom is in bad condition and crowded, the students' tables are not standardized.

- Weak coordination between teachers and students' guardian's in monitoring students coming to school and others.
- The budget in the education and sports sectors is largely for salary, while non-wage budget that will be spent on improving the quality of education and improving the education management systems is still limited. At the same time, budget allocations are not consistent with the development priorities.
- Data collection system must also be improved.

III. Priority Plan for 2019

3.1 Objectives

- 1) To continue promoting and expanding quality Early Childhood Education.
- 2) To implement compulsory education policy with good quality.
- 3) To improve the quality of post-secondary education by focusing on developing labor skills and technicians to meet the needs of society.
- 4) Continue to strengthen the central and local education and management systems.
- 5) Encourage all people to participate in physical exercises and to encourage talented athletes to become professional athletes.

3.2 Targets

- 1) Increase the enrolment rate of 5 years old children in Early Childhood Education from 77.1% to 79%.
- 2) Increase the number of districts achieving the enrolment rates of 5 years old children of more than 60% from 126 district to 130 districts.
- 3) Increase primary net enrolment rate from 98,8% to 98,9%.
- 4) Reduce the dropout rate of grade 1 students from 5.8% to 5%.
- 5) Reduce the repetition rate of grade 1 students from 8.8% to 8%.
- 6) Increase the number of districts achieving primary dropout rate lower than 6% from 119 district to 125 districts.
- 7) Reduce the dropout rate of primary students from 4% to 3%.
- 8) Reduce the repetition rate of primary students from 4% to 3%.
- 9) Achieve the primary survival rate at 84%
- 10) Increase gross enrolment rate of Lower Secondary Education to 84%.
- 11) Increase the number of provinces achieving gross intake ratio in grade 9 for female student over 70% from 12 provinces to 14 provinces.
- 12) Increase gross enrolment rate of Upper Secondary Education to 55%.
- 13) Encourage Lower Secondary graduates to continue their study at Technical and Vocational institutions up to 4%.
- 14) Upper Secondary graduates continue their study at post-secondary institutions up to 80% of the total graduates.
- 15) Encourage all people to participate in physical exercises, sports for health, annual sport events and sports competition to celebrate national and international important days to cover 26% of Lao population by 2019.

3.3 Priority Activities

- 1) Expand the quality Early Childhood Education by providing infrastructure, teaching and learning materials, teachers and caregivers to kindergarten and pre-primary classes.
- 2) Improve the quality of teaching and learning in primary education by implementing progressive promotion, improving pedagogical advisory system and school cluster system. Monitor curriculum implementation as well as teachers' performance.
- 3) Evaluate the knowledge including the performance of the teacher in each level.
- 4) Working with relevant agencies, including the community and parents to disseminate the importance of compulsory education policy aiming to reduce the number of students dropping out from schools.
- 5) Continue to provide student and teacher dormitories in secondary schools, especially in remote areas and government development areas.
- 6) Improve the school management system by focusing on evaluating the performance of the school principal.
- 7) Provide vocational education in various types and modalities
- 8) Continue to improve the organizational structure, including strengthening the central and local administration management systems.
- 9) Continue to improve the linkage between the planning and budgeting systems.
- 10) Improve the quality of PMIS and ESMIS
- 11) Improve/Revised legislation and guidelines for teacher recruitment and deployment as well as redeploy the teachers based on the new guideline to ensure that all schools have adequate teachers and ensure effective and equity teacher deployment.
- 12) Improve the mechanism on operational budget allocation to the DESBs.
- 13) Continue to improve the teacher recruitment and deployment to ensure the number of schools with over and under supplied teachers gradually decreased.
- 14) Implement the project of improvement the quality of education in remote areas to align with the decentralization (3 built) policy and directions of the Ministry of Education and Sport by sending education staff to 40 disadvantaged districts.
- 15) Encourage all people to join physical exercise or sports for health and to continue to participate in sports events at regional as well as at international levels.

**Part II:
Development Plan 2018-2019
For 10 Education and Sports sub-sectors**

Sub-Sector 1: Early Childhood Education

1.1 Achievements

1.1.1 Access and Equity

After the Ministry of Education and Sports had improved the organizational structure by establishing the Early Childhood Education department, the early childhood education (ECE) has been well-developed. In 2017-2018 there are total of 3,212 crèches and kindergartens increasing 4.9% compared to the previous year. Along with the expansion of kindergartens and pre-primary classes, child care and nursery schools also play an important role in ECE, showing that there are 885 crèches, compared to previous year increasing 79 crèches. Even though the expansion of the kindergarten does not reach the remote areas yet, but MoES tries to increase the pre-primary classes in primary schools. Now there are 2,346 pre-primary classes increasing 0.1%.

The Ministry of Education and Sports also has a policy to encourage the private sector to invest in Early Childhood education. In 2018 there are 470 private kindergartens increasing 53 schools with the total of 47,600 students covered 21% of the total number of students.

As a result of the implementation of the interventions mentioned above, the enrollment rate of children 3-5 years old reached 56.2% and 5 years old reached 77.1% in 2018, which is above the target set by the National Assembly (76%). However, the expansion of Early Childhood education is also different between districts, especially in mountainous and non-Lao speaker areas. In the 2017-2018 the number of districts with enrollment rate of children 5 years old lower than 60% has reduced from 32 districts to 22 districts compared to last year.

Graph 4: Districts with Enrollment Rate of Children are 5 years old lower than 60%

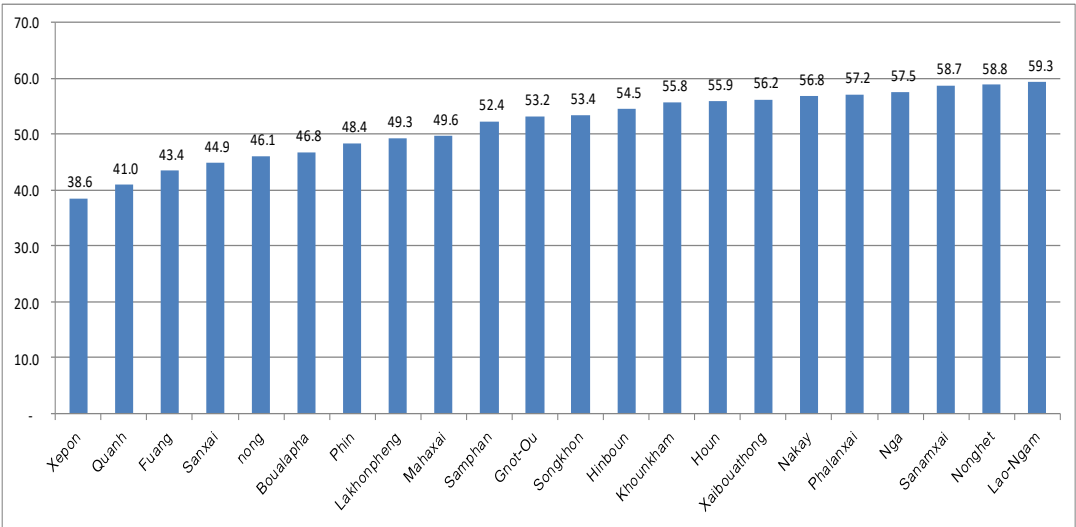


Table 4: Indicators for Early Childhood Education

Indicators	2015-2016	2016-2017	2017-2018
Crèches	684	806	885
Number of Kindergartens classes	5.719	6.406	6.919
Number of Pre-primary classes	2.285	2.346	2.328
Number of children	199.087 (F: 98.982)	214.018 (F: 106.169)	229.892 (F: 113.985)
Enrollment rate of 3-4 years old children (%)	37,3%	41,0%	45,0%
Enrollment rate of 3-5 years old children (%)	49,1%	52,7%	56,2%
Enrollment rate of 5 years old children (%)	70,9%	74,4%	77,1%

In order to keep children healthy and prepare them before going to primary school, MoES in collaboration with development partners and communities have continued to promote health, hygiene and nutrition in ECE schools such as providing school lunch, creating community-owned toothbrush facilities including hand washing, toothpaste, toothbrush and soap, providing water filters, building toilet for girls, boys and disabled, building water systems for schools. In addition, 98% of students aged 5-14 years, including children at school and who did not attend schools took medicine for deworming.

Children healthy promotion begins during the first 1,000 days of the babies by educating the community and the parents of the children (through VEDC and the Village Health care volunteers), especially pregnant women and families with children under the age of five to understand how to take care of their health, eat nutritious food, protect children from accidents as well as encouraging the disabled children to get the full range of readiness.

1.1.2 Quality and Relevance

In 2018 MoES has developed policy on Early Childhood Education based on a review of legislation related to childcare and child education. ECE quality standard has also been developed and tested in order to improve, so that it can be used as a reference to implement quality ECE.

In order to provide quality teaching and learning according to ECE quality standard, the childcare plans for 3-36 months of age has been revised and improved. The framework and content of preparedness for 5-year-old children has also improved as well as the curriculum and preparedness 10 -week program for the five-year-old children during the school break has been improved.

The pedagogical advisory system is an important aspect of ECE, which has begun with the training of PESS and DESB staff for them to provide further training for the ECE PA in their own district.

In order to improve the quality of learning and teaching, pre-primary teachers and care givers in the play group and community child development center have been provided support by DESB staff.

1.1.3 Management and Administration

The management in the Early Childhood Education institutions need to be strengthened. The principals of primary school where the pre-primary classes are provided, have been provided training on ECE management during School Based management (SBM) training course, however, the directors of nursery and kindergarten schools need to learn more about ECE management. Besides that, the provincial and district technical staff have been trained on data collection/analysis related to community child development, multi age group teaching and raising awareness among the community mobilization as well as put it into practice.

In order to improve the quality of teaching, MoES encouraged PESS and DESB to pay attention on teacher recruitment and deployment based on the local context. In 2018, there are total of 7,880 teachers and administrators working and teaching in kindergartens and pre-primary classes. Since the supply of teachers doesn't meet the expansion of ECE in 2017-2018, therefore some DESBs have to recruit volunteer teachers. As a result, the number of ECE volunteer teachers increases from 1,774 to 2,487.

MOES has cooperation with various development partners to Invest in the Early Childhood Education namely the World Bank, UNICEF, the Dubai Care, Save the Children International (SCI), the Plan International, GIZ, the World Health Organization, MAX, the Child Smile, Child Fund, Room to Read (RtR) and CRS. This budget is used for teachers training, teaching-learning materials, strengthening management and administration and school infrastructure. In addition to that, in 2018, MoES has continued to provide School Block Grant for Early Childhood Education with the unit cost of 50,000 LAK per person.

1.2 Issues and Challenges:

Although the Early Childhood Education has been widely developed in recent years, but it is noticed that there are some problems and challenges need to be addressed in the following year:

- 1) Classroom and teacher supplies do not meet the need for ECE expansion
- 2) There are no standards for school building.
- 3) ECE administrators do not have strong administrative and management skills, especially technical management.
- 4) Monitoring and reporting mechanisms are not strong enough.

1.3 Priorities for 2019

1.3.1 Objectives

- To provide all children the opportunity to learn Lao language before entering primary school aiming to reduce the repetition rate in primary education.

1.3.2 Targets

- 1) Increase the enrollment rate for children 3-5 years old to 58% .

- 2) Increase the enrollment rate for children 5 years old to 79%.
- 3) Increase the number of districts with 5-year old children enrollment rate of higher than 60% from 126 districts to 130 districts.

1.3.3 Priority Activities

In order to achieve the plan's objectives and targets, the Ministry of Education and Sports will focus on the following priority activities:

- 1) Continue to build and repair the ECE facilities;
- 2) Expand the implementation of a playgroup and pre-primary classes;
- 3) Encourage private sector to involve and participate in Early Childhood Education service;
- 4) Build capacity on childcare and teaching skills for kindergarten and pre-primary teachers as well as caregivers;
- 5) Build capacity on ECE management for ECE administrators and technical staff working in this area.
- 6) Raising awareness among the community about the importance of ECE and encourage children to be prepared for the learning;
- 7) Provide School Block Grant (SBG), teaching and learning materials, toys and school meals;
- 8) Develop and improve tools for monitoring and evaluating the implementation of Early Childhood Education;
- 9) Develop and update the Implementing Guideline for ECE
- 10) Develop and update the Guidelines for the Implementation of Health Promotion
- 11) Strengthening health promotion, hygiene and nutrition in ECE.
- 12) Appoint pedagogical advisors (PA) with the aim to improve the quality of teaching and learning in ECE
- 13) Promote the process of selection technical position for ECE teachers
- 14) Monitor and support the implementation of the ECE activities both in the public and private sectors.

Sub-Sector 2: Primary Education

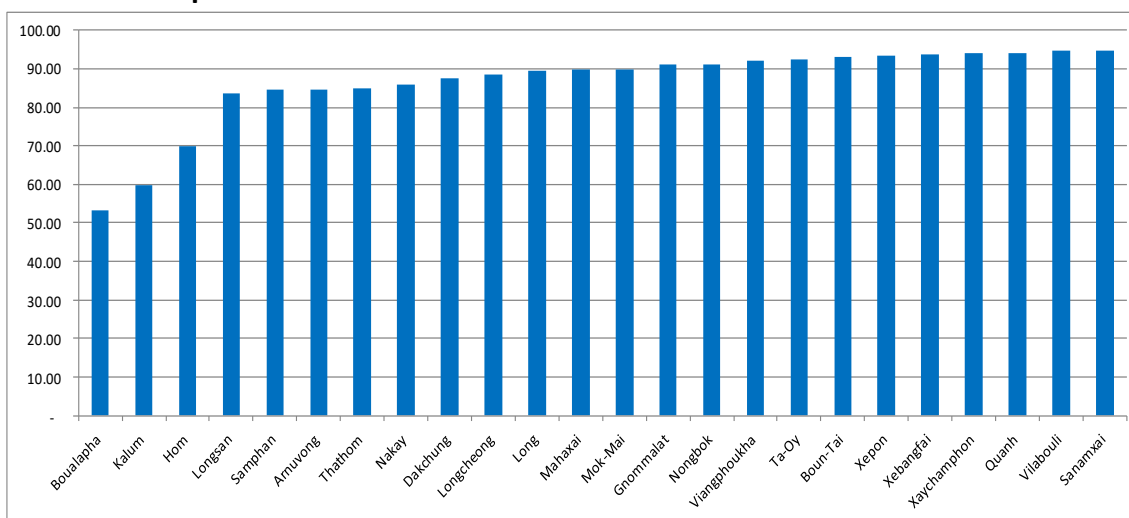
2.1 Achievements

2.1.1 Access and Equity

Increasing equitable access to Primary Education continues to be priority in the Primary Education sub-sector. MoES has continued working with concerned parties including government agencies, private sector and international agencies in improving environment of the primary schools especially renovation of classrooms and build the new ones to replace the old ones that are damaged. In addition to that, MoES together with the village education development committee (VEDC) have encouraged school aged children to enroll in primary school. As a result, the net intake ratio (NIR) and net enrollment ratio (NER) have increased from 97.6% to 97.8% and from 98.7% to 98.8% respectively.

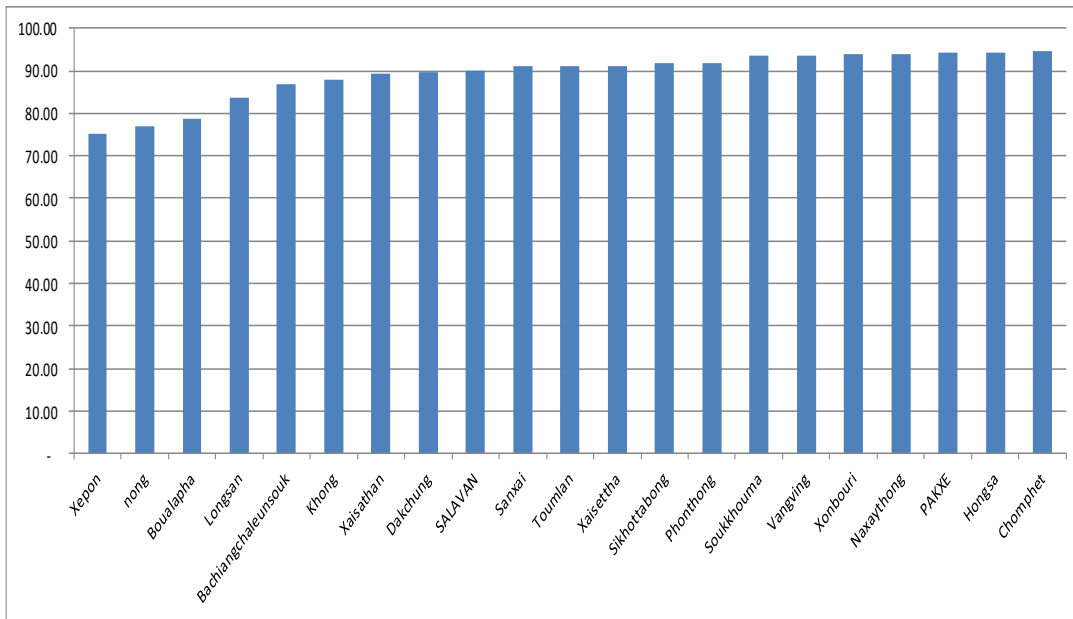
However, there is also a gap between urban and rural areas, between large cities, municipalities and remote areas, for example, there are 24 districts with NIR less than 95%, reducing 10 districts compared to last year (see Graph 5). The lowest NIR were in Boualapha District, Khammouane Province, Kaleuam District, Sekong Province and Hom District in Xaysomboun Province, at 53.4%, 59.6% and 69.8%, respectively.

Graph 5: Number of Districts with Net Intake Ratio lower than 95%

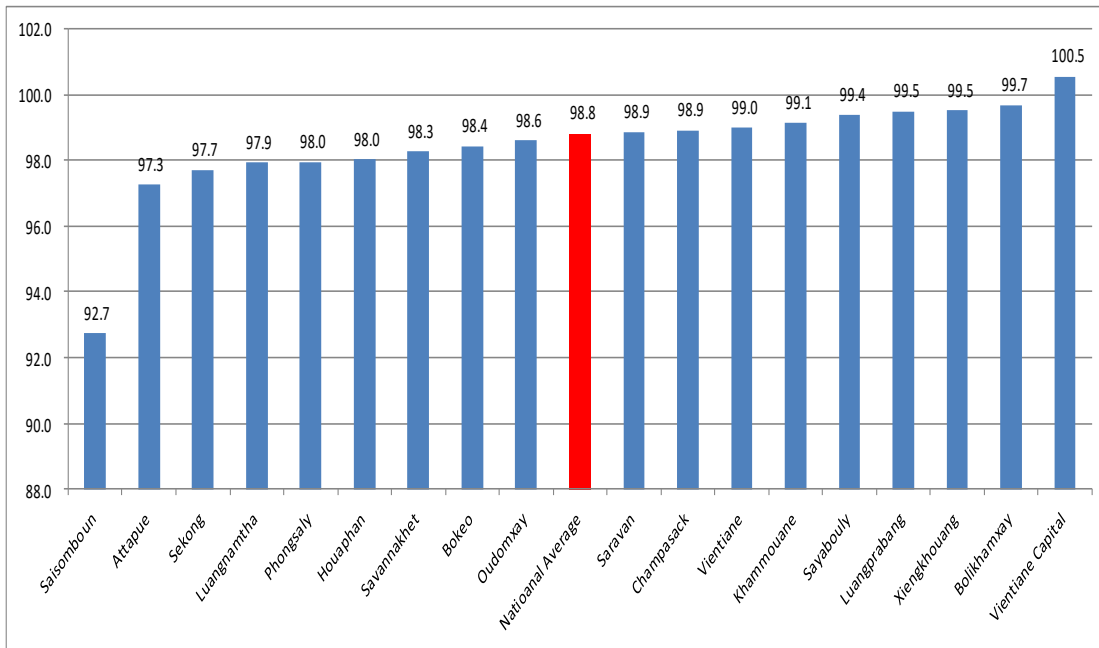


In addition to the disparity in enrollment rates among districts, it is noticed that the number of districts with primary completion rate lower than 95% increased from 14 districts to 21 districts (Graph 6).

Graph 6: Districts with Primary Completion Rate lower than 95%



Graph 7: Primary Net Enrollment Rate in each province



Along with public schools, the private sector has also invested in primary education. In 2018 there are 253 private primary schools increasing 17 schools compared to the previous year, with 48,762 students accounted for about 6% of the total number of students.

Table 5: Indicators of Primary Education

Indicators	2015-2016	2016-2017	2017-2018
Number of classes	34.226	34.305	34.120
Number of students	827.987	808.705	786.246
Net Intake Ratio (%)	97,9	97,6	97,8
Net Enrollment Rate (%)	98,8	98,7	98,8
Gross Intake Ratio (%)	113,5	111,3	110,9
Gross Enrollment Rate (%)	115,2	113,2	110,6
Repetition Rate Grade 1 (%)	11,5	9,2	8,8
Dropout Rate Grade 1 (%)	7,2	6,9	5,8
Repetition Rate (%)	4,8	4,1	4,0
Dropout Rate (%)	4,7	4,4	4,1
Survival Rate (%)	79,6	81,1	82,2

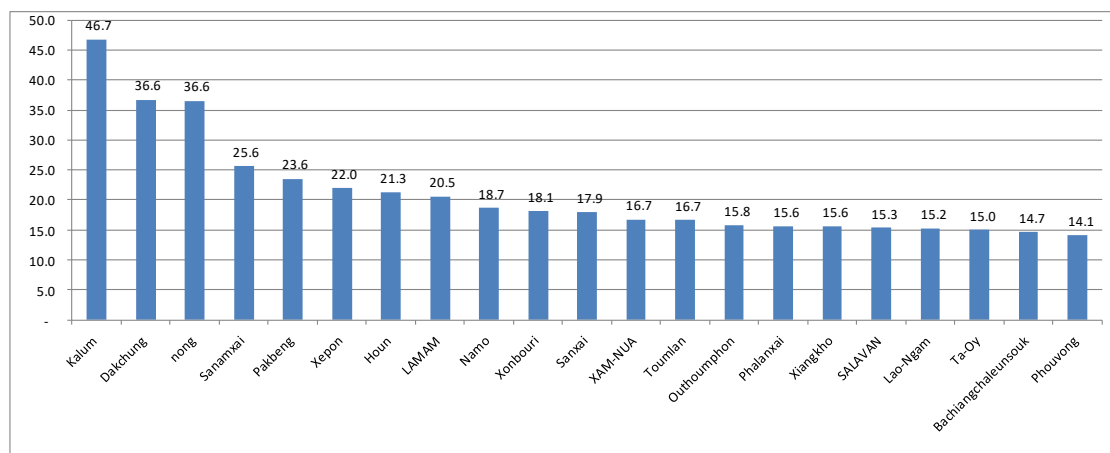
2.1.2 Quality and Relevance

Despite the primary education curriculum has been improved, the finding from student assessment shows that the student learning outcome is still below the standard. In 2017-2018, MoES together with the Basic Education Quality and Access in Lao PDR Program (BEQUAL), conducted ASLO grade 3 in Lao language and Mathematics by choosing the sample of 17,000 students across the country. The result of assessment shows that only 34% of students grade 3 across the country are ready to move to grade 4, while 24% could move to grade 4 if they have remedial classes during the semester break; for Mathematics, only 18% of students of the same grade across the country are ready to move grade 4, while 19% could move to grade 4 if the additional classes are provided. Seeing the result from this assessment, it is confirmed that the quality of primary education is low, which the Ministry of Education and Sports must take measures to improve the teacher's teaching methods, including a review of the content of the curriculum.

Teachers are considered to be the main factor in determining the quality of teaching and learning. Therefore, the Ministry of Education and Sports has paid attention to primary teacher recruitment and deployment across the country. In 2017-2018, there are 33,948 people working in primary public schools, of which 21,345 are teachers, 3,646 are contract and volunteer teachers, 8,957 are school principals who also teach and 1,282 are non-teaching principals. Thus, the average student teacher ratio (STR) is only 21, but if the contract and volunteer teachers and non-teaching principals are not included, the average STR is 26. Even though the average STR is 26, but it does not mean that there are sufficient teachers because there are 5,651 classes provided multi-grade teaching.

The internal efficiency of primary education has been slightly improved over the last few years, especially the repetition and dropout rates declining compared to last year. For example: in grade 1, the repetition rate reduced from 9.2% to 8.8% and the dropout rate reduced from 6.9% to 5.8%, while the primary repetition rate decreased from 4.1% to 4.0% and dropout rate reduced from 4.4% to 4.1%; and the survival rate increased only 1.1% from 81.1% to 82.2%. Although the repetition and dropout rates of primary school students have declined over the past few years, it is observed that there are 21 districts with repetition rate in grade 1 higher than 14%.

Graph 8: 21 Districts with Repetition Rate of Grade 1 higher than 14%



In spite of the decrease of drop-out students and repeaters compared to the year before such as the number of repeaters has reduced from 34,000 students in 2017 to 32,000 students in 2018 and the number of dropouts has reduced from 35,000 students to 33,000 students, however, during the last few years the cumulative number of students who dropped out from school is quite high at about 100,000 students, indicating that the internal efficiency for primary education is very low, therefore the MOES as well as PESS need to guide DESB to monitor and support the performance of the school principals and teachers regularly.

2.1.3 Management and Administration

Legislations, guidance on the school administration and management, and operational manual on health promotion in schools have been improved. At the same time, the school-based management tools have also been developed and used as a tool to train the school principals and Village Education Development Committee (VEDC) across the country.

In 2017-2018, there are 5,591 primary schools with toilets and clean water available all year round, which is equivalent to 46.7% of the total number of schools. Moreover, there are 2,170 primary schools with hand-washing tub and the hand-washing and tooth-brushing activities have been conducted in schools.

In 2017-2018, the government provides School Block Grant of 70,000 kip per primary student. Moreover, the schools supported by GPE II program, additional 30,000 kip was topped up.

2.2 Issues and Challenges

- 1) Low student's learning outcome due to the lack of systematic and continuous support from pedagogical advisors, teachers do not pay attention to teaching and do not follow instructional steps.
- 2) Crowded curriculum, especially at early grades; the curriculum doesn't focus on reading, writing, and numeracy skills.
- 3) The number of multi-grade classes is still high.
- 4) The school principals do not pay attention to develop their schools.

2.3 Priorities for 2019

2.3.1 Objectives

- To improve the quality of teaching and learning Lao language and Mathematics as well as to reduce repetition and dropout rates.

2.3.2 Targets

- 1) Increase Net Intake Ratio to 98%
- 2) Increase Net Enrollment Rate to 98,8%.
- 3) Reduce the dropout rate of grade 1 students to 5%.
- 4) Reduce the repetition rate of grade 1 students to 8%.
- 5) Reduce the dropout rate of primary students to 3%.
- 6) Reduce the repetition rate of primary students to 3%.
- 7) Increase Survival Rate to 84%.
- 8) Increase the number of districts achieving the gross intake ratio in grade 5 higher than 95% from 127 districts to 135 districts.

2.3.3 Priority Activities

- 1) Monitor and support school principals and teachers, particularly in the schools with low performance.
- 2) Continue providing facilities and teaching and learning materials
- 3) Revise and improve school cluster system.
- 4) Review the rules and procedures for multi-grade and inclusive teaching.
- 5) Improve pedagogical advisory system and teacher monitoring and supporting systems.
- 6) Provide materials/teaching materials and facilities for students with disabilities and special needs.
- 7) Improve teaching and learning Lao language, mathematics, sciences and reading promotion.
- 8) Conduct Grade 5 Student Learning Outcome using South-East Asia Primary Learning Matrix SEAPLM.
- 9) Raising awareness among the community on hygiene, reproductive health, nutrition in schools and improving the school environment.
- 10) Improve national standards on water, sanitation and hygiene in schools as well as update the database to evaluate schools in three-star form.

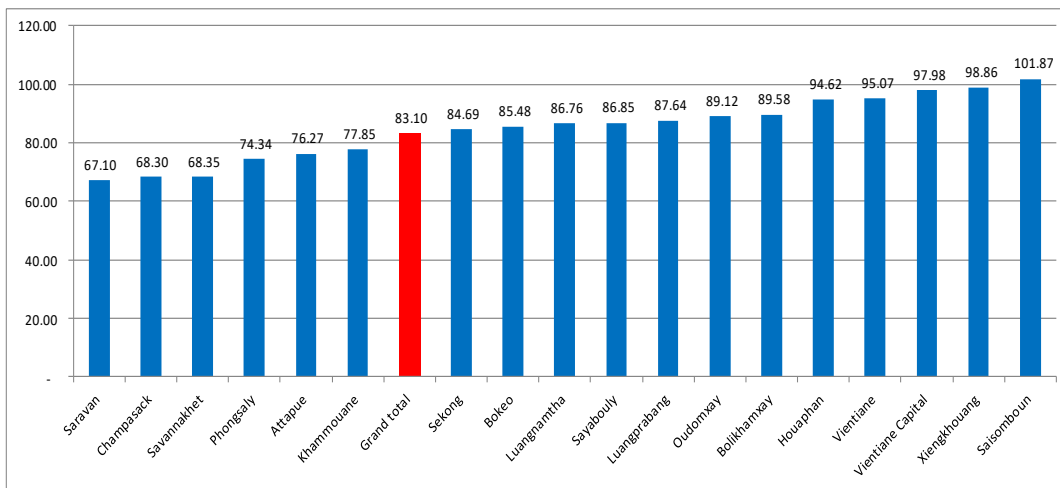
Sub-Sector 3: Lower Secondary Education

3.1 Achievements

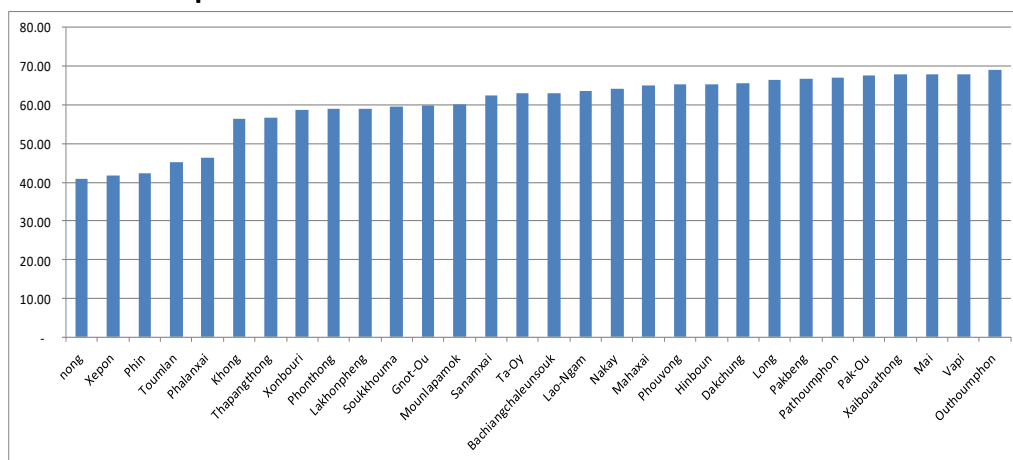
3.1.1. Access and Equity

The secondary education sector is the second-largest sub-sector after the primary education sector. The total number of students in 2017-2018 is 447,757 which reduced by 4,775 compared with 2016-2017. The development of secondary education is quite slow, with the GER increased only 0.2% compared to the previous year, from 82.9% to 83.1%, the lowest GER is in Saravane, Champasack and Savannakhet provinces with 67.1%, 68.3% and 68.35% respectively (Graph 9). In addition, the enrollment rate also varied from districts to districts for instance 124.5% in Hom district, Xaysomboon province and 40.8% in Nong district, Savannakhet province. Among districts across the country, 30 districts have the GER lower than 70% (Graph 10). Based on the indicators identified in the Sustainable Development Goals which is the Gross intake ratio in the last grade of lower secondary education (Grade 11¹).

Graph 9: Gross Enrollment Rate in Lower Secondary Education

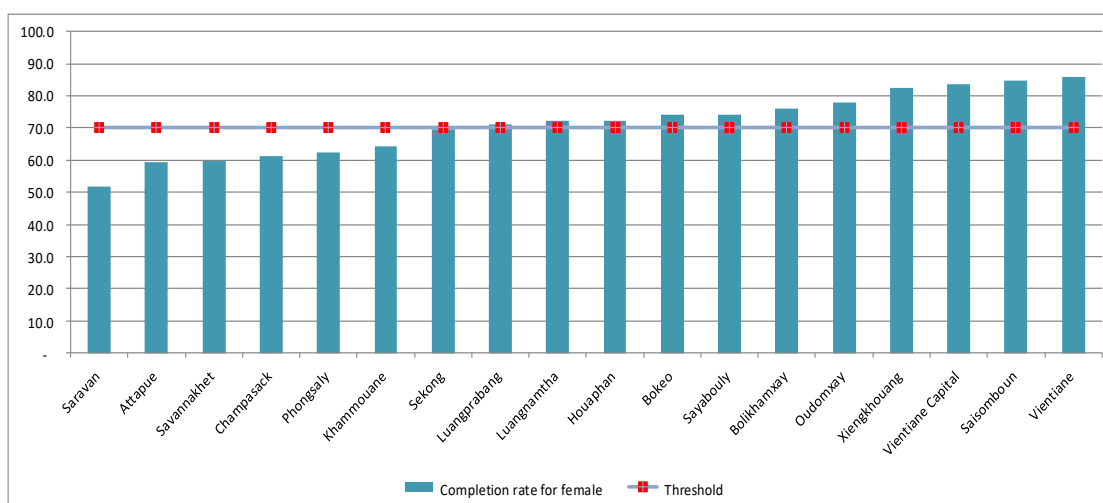


Graph 10: Number of Districts with GER lower than 70%



¹ Gross Intake ratio in the last grade of LSE (or grade 9) equals to new intake in Grade 9 divided by number of population aged 14, then multiplied by 100 (based on the UNESCO definition).

Graph 11: Female Gross Intake Ratio in Grade 9 (LSE completion rate)



The graphs above show that there are 6 provinces with GER lower than the national average and 6 provinces with the female gross intake ratio in grade 9 lower than 70%.

Table 6: Lower Secondary Education Indicators

Indicators	2015-2016	2016-2017	2017-2018
Number of Classes	12.100	12.428	12.681
Number of Students	452.464	452.532	447.757
Gross Intake Ratio in Grade 9	NA	72,6	71,8
Net Enrollment Rate	58,9	62,9	65,1
Gross Enrollment Rate	82,2	82,9	83,1
Repetition Rate	1,1	1,1	1,1
Drop Out Rate	8,1	8,3	9,2

3.1.2. Quality and Relevance

Based on the results of the best students' examination in four main subjects: Lao - Literature, Mathematics, Physics and Chemistry, it is observed that the students got the highest score for Chemistry with 9,88 points compared to 2016-2017 increased 1.63 points, and other subjects have lower score than previous year's results.

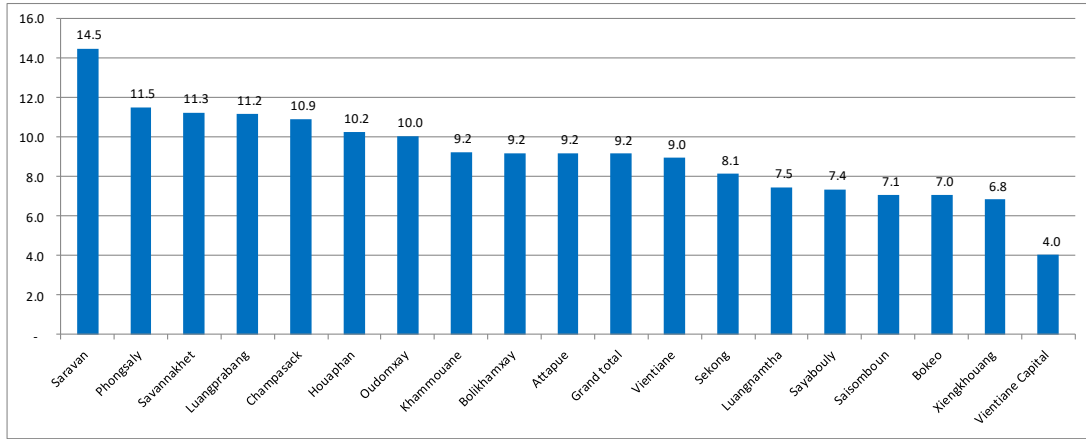
There are not place No. 1, 2 and 3 for Lao language and literature; no place No. 3 and praise award for Mathematics because the scores do not meet the standard.

The results of examination show that the quality of lower secondary education is getting worst. However, this result could not confirm the quality of education in Laos compared to the region and the world until Lao National Assessment Framework has been developed.

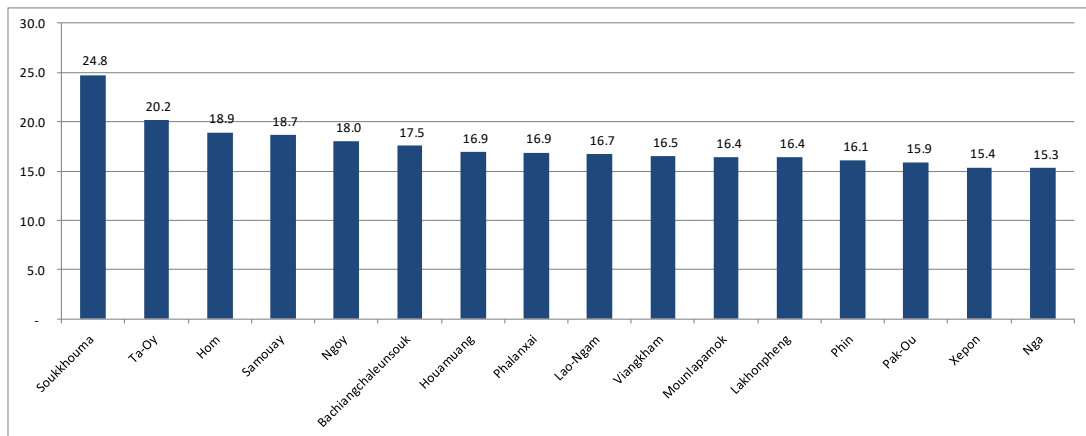
In addition, the internal efficiency of the secondary education is still the issue needs to be addressed in the coming years as it is noticed that over the last 4 years the dropout rate has increased from 7,7% in 2014-2015 to 9,2% in the 2017-2018. The highest dropout rate was in Saralavan, Phongsaly, Savannakhet, Luang Prabang, Champasack and Houaphanh provinces respectively (Graph 12). The highest dropout rate was in Sukhuma district,

Champassak province at 24.8%, whereas there were 16 districts with dropout rate higher than 15%.

Graph 12: Lower Secondary Dropout Rate in Each Province



Graph 13: 16 Districts with Dropout Rate higher than 15%



Teachers are the important inputs for improving quality and efficiency of education. In 2017-2018 there are 36,777 public secondary teachers across the country, increased 731 compared to last year. There were 27,323 full-time teachers, increased 143 teachers. According to the teacher survey in 2017, there were over supplied teachers in secondary schools in the English, Lao-literature subjects, while there were insufficient number of teachers in basic vocational subjects, ICT and physical and art subjects. As a result, many schools had to recruit volunteer teachers. In the 2017-2018, there are 5,914 contractors and volunteer teachers increased to 541 people.

3.1.3. Administration and Management

Regulations and legislations related to the secondary education have been improved such as the principles for final examination, regulations on private school and International school management. In addition, the school principals across the country have been trained and strengthened.

In order to accommodate the increased in the number of students, the Ministry of Education and Sports, together with local authorities and development partners, have invested a lot on lower secondary as well as upper secondary education. In 2018, the government has provided school block grant of 60,000 kip per students per year, increased 10,000 kip compared to last year.

3.2 Issues and Challenges

Secondary education is developing slowly: the enrollment rate increased only 0.2%, the dropout rate is higher, especially in grade 6 and 7 due to the following causes:

- 1) The school environment is not attractive; the school is far from students' home and at the same time there is no safe dormitory.
- 2) Family poverty is also a factor forcing students to leave school to support their families.
- 3) The dissemination of the education law is limited, so that the Lao citizen does not understand about their rights to education, especially the compulsory education. In addition, both the public and private sector do not understand about the importance of compulsory education.
- 4) Some parents do not pay much attention to their children, and they also force their children to leave school for different reasons.
- 5) The school principals and teachers in remote area do not pay attention to their responsibility.

3.3 Priorities for 2019

3.3.1. Objectives

- 1) Ensure that all students continue to complete their lower secondary Education with good quality.
- 2) Ensure that all subjects identified in the curriculum are taught in every schools with good quality.

3.3.2. Targets

- 1) Increase gross enrollment rate to 84%.
- 2) Reduce dropout rate to 8,5%.
- 3) Increase the number of provinces with gross intake ratio in grade 9 of more than 70% from 12 provinces to 14 provinces.

3.3.3. Priority activities

- 1) Continue to provide school infrastructure and sanitation facilities to secondary schools where possible.
- 2) Continue to provide financial support for poor students.
- 3) Create district-level pedagogical advisors where possible, as well as develop internal and external pedagogical advisory system.
- 4) Monitor and support the performance of school principals and teachers.
- 5) Redeploy teachers to allow all schools be able to teach all subjects in the curriculum.
- 6) Strengthen school principals in school management.

Sub-Sector 4: Upper Secondary Education

4.1. Achievements

4.1.1. Access and Equity

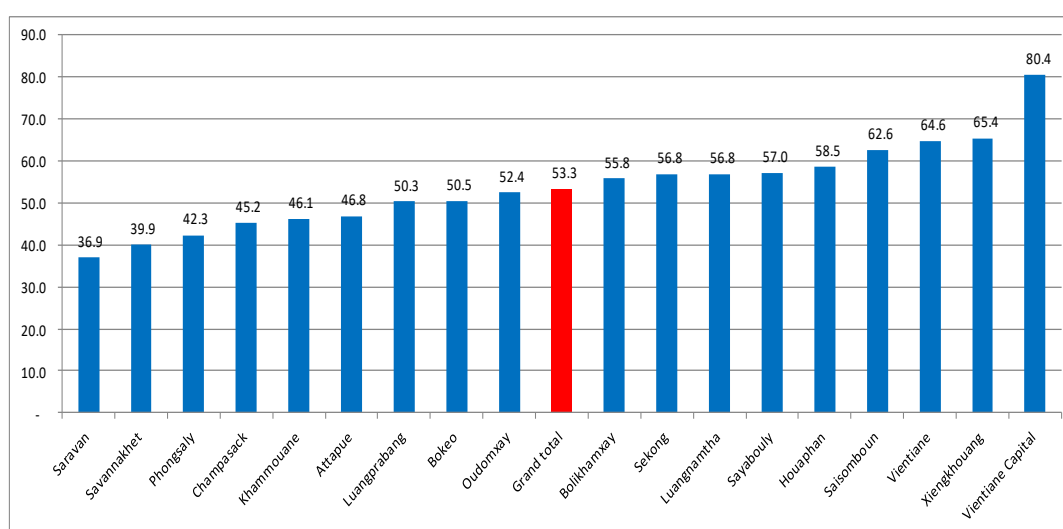
The purpose of Upper Secondary Education is to upgrade and expand the content of lessons taught at Lower secondary level. In addition, some courses have been developed to provide knowledge and skills for students to continue their study at vocational stream and higher education as well as to join the labour market. Currently the Upper Secondary Education is expanding quite fast.

Upper secondary gross enrollment rate increased from 51.4% in 2016-17 to 53.3% in 2017-18. The target was set at 54%. However, there were 82,418 Upper Secondary Education students and 223,307 students, has increased 5,272 compared to last year.

Table 7: Upper Secondary Education Indicators

Indicators	2015-2016	2016-2017	2017-2018
Number of Classes	5.178	5.586	5.925
Number of Students	204.304	218.035	223.307
Gross Intake Ratio in Grade 9	NA	45,2	44,9
Net Enrollment Rate	31,9	35	36,9
Gross Enrollment Rate	47,8	51,4	53,3
Repetition Rate	0,7	0,6	0,7
Drop Out Rate	5,4	5,8	7,1

Graph 14: Upper Secondary Gross Enrollment Rate



4.1.2. Quality and Relevance

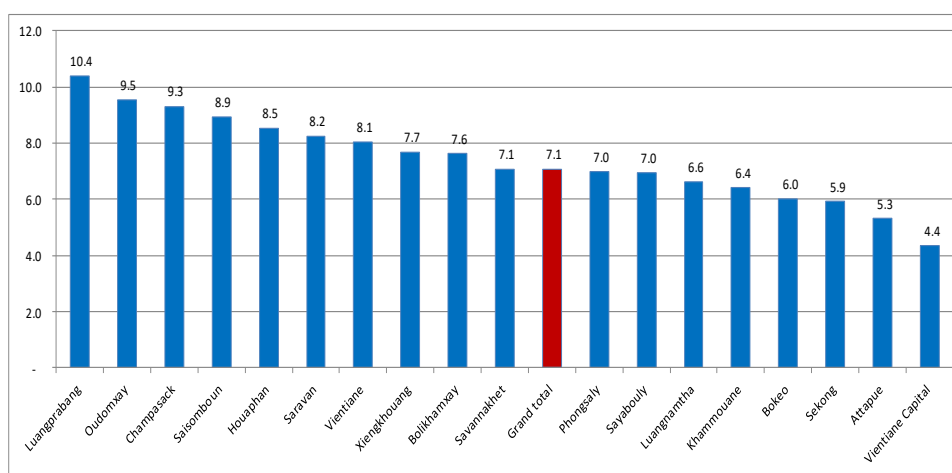
Despite the improvements of teaching and learning curricula, providing textbooks, teachers' guides and other teaching and learning materials, and providing training for PESS

and DESB staff, school principals and teachers, but the quality of education at the secondary level will need to be further improved. Even though in the past, there wasn't student learning outcome assessment conducted in compliance with international standard, but there are national exam and the best student contest in 4 subjects: Lao - Literature, Mathematics, Physics and Chemistry.

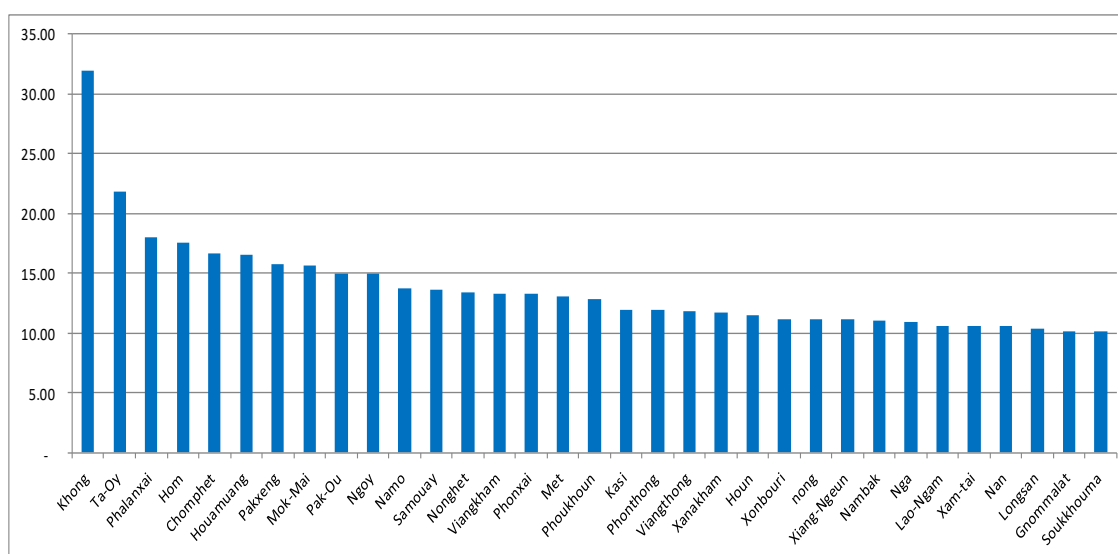
The result of national examination for grade 12 (M7) has shown that 99.5% of examiners past the exam standard. At the same time the result of the best performed student contest show that the score for Lao-language-literature and physics were lower than in the previous year, but the score for mathematics and chemistry were better than last year, increasing from 8,75 to 9,50 and from 8,30 to 8,50 respectively.

Apart from the quality issue, the issue of internal efficiency of Upper secondary education needs to be addressed in the coming years. In the academic year 2017-2018, the dropout rate of Upper secondary education has increased 1.3% compared to the previous year, from 5.8% to 7.1%, while the repetition rate has increased from 0.6% to 0.7%. The highest dropout rates are in Luangprabang with 10.4%, Oudomxay with 9.5%, Champasack with 9.3%, Xaysomboun with 8.9%, Houaphanh with 8.5%, Saravan with 8.2% and Vientiane province with 8.1%. The highest dropout rate was in Khong district, Champasak (31.9%) followed by Ta Oy district Saravan (2.85%) (see Graph 16).

Graph 15: Upper Secondary Dropout Rate



Graph 16: Districts with Highest Upper Secondary Dropout Rate



4.1.3. Administration and Managements

(See lower Secondary Education)

4.2. Issues and Challenges

(See lower Secondary Education)

4.3. Priorities for 2019

4.3.1. Objectives

- To provide opportunities for students and youths to gain more technical knowledge and to be ready to enter labour market and entrepreneur as well as to continue their further study at TVET institutions and university

4.3.2. Targets

1. Increase gross enrolment rate of upper secondary education to 55%.
2. Reduce dropout rate to 6.5%.

4.3.3. Priority Activities

- 1) Develop and improve legislation related to secondary education.
- 2) Develop the national best performed student exams questions.
- 3) Provide textbooks for grade 10, 11 and 12.
- 4) Strengthening the provincial and district staff on secondary education management.
- 5) Improve the school management in accordance with the standards and principles of secondary school management.
- 6) Continue to coordinate with the Department of TVET to provide facilities, infrastructure, teaching materials and materials necessary for basic vocational subjects.
- 7) Strengthening the school principals on teaching general-vocational teaching.
- 8) Build 2 model schools in each province.
- 9) Continue to conduct the student learning outcome assessment for grade 9 and grade 12.

Sub-Sector 5: Non-Formal Education

5.1. Achievements

5.1.1. Access and Equity

5.1.1.1. Illiteracy Eradication and Primary Education Upgrading

- Provided primary education equivalent program for the 6-14 years old children who missed opportunities to go to formal education in remote areas where there are not schools in 15 provinces. There were total of 4,819 children participated in, of which 2,131 were girls. In addition to that, primary education upgrading program were also provide to youth and adolescent aged 15-40 years who re-illiterate, dropped out from schools and educational disadvantaged students. There were 27,597 people participated, 14,884 were girls.

5.1.1.2. Secondary Education Upgrading Program

- Provided lower secondary education equivalent program to target group aged 15-30 years old with a number of 19,425 people participated in, 8,966 were women. As a result, there were 24 districts declared to complete lower secondary education. Now there are 117 districts are declared to complete lower secondary education. Besides that, upper secondary education program was also provided to government staff, solders, police officers and another target group. There were 4,600 people enrolled in / 1,391 were women (grade 10 student: 1,175/ 363 girls, grade 11 students: 1,350 / 399 girls and grade 12 students: 2,075/ 629 girls). By the end of the program there were 1,747 students/ 515 girls could pass the grade 12 exam with equivalent to 99.7%.

5.1.1.3. Basic Vocational Skills Training

- Provide basic vocational training to target group including people with disabilities. There were 2,926 people, 1,360 women participated in the program. In addition, the VFI in Champasack Province also provided training on tailoring and beauty to 33 women who were the victim of human trafficking. The most popular courses were plantation and cooking where there were 995 and 466 people participated in respectively.

5.1.2. Quality and Relevance

5.1.2.1 Curriculum and teaching-learning materials development

- In conjunction with the Non-Formal Education (NFE) centers, Department of Non-Formal Education have improved curriculum, edited and revised textbooks and teachers' guidebook for illiteracy eradication and primary program (Level 1-3). At the same time, textbook and teachers' guidebook for upper secondary equivalent program (Grade 12) have also been developed in accordance with a new curriculum approved by the Ministry of Education and Sports in 2015. For basic vocational training, the curricula on cooking and carpentry have been developed for certificate level 1 and 2. These 2 curricula have already approved by MoES.

5.1.3. Management and Administration

Management and administration is a key driver for NFE development. Improved infrastructure, regulatory frameworks and implementation approach to align with policies on access and quality improvement by using non-formal education centers as a place where we can provide education to the community. In 2017-18 two NFE Centers were established: Hinboun and Xayphouthong Districts, Khammuan Province. Currently, there are 388 non-formal education centers throughout the country.

In 2017-2018, there were 11,603 staff (5,830 females) working on non-formal education, of which, 11,059 people working at Non-formal education centers and inviting teachers from formal schools, whereas 167 were volunteers and 177 were administration staff.

The Decree on Lifelong Learning has been developed. Some of staff went on study tour in Vietnam and South Korea.

5.2. Issues and Challenges

Along with the achievements, there are still some issues and challenges need to be addressed in 2018-2019 as the following:

- 1) Learners do not want to participate in learning program due to poverty and seeing earning for living is more important learning. Local authorities in some districts do not have the right way to motivate them to learn.
- 2) The non-formal education agency in some districts distributed the textbooks to the learners to learn by themselves and at the end of the school year asked them to take the exam. Some provinces assigned primary teachers to teach secondary learners so that the quality is low.
- 3) No systematic and quality statistical information on non-formal education.
- 4) The selection of the learners to participate in upper secondary program doesn't meet the criteria;
- 5) Limited access to basic vocational training of the target group. Some provinces never provide vocational training to target group.
- 6) Provincial and district NFE Centers have limited teaching and learning materials as well as experienced trainers.
- 7) No monitoring, evaluation and follow up system on the quality of NFE such as teaching and learning monitoring, after training evaluation, teacher assessment, curriculum evaluation and so on.

5.3. Priorities for 2019

5.3.1. Objectives

- 1) Provide opportunities for children aged 6-14 and youth aged 15-40 who do not complete primary education and for 15-35 years old who do not complete lower secondary education to access equitably and quality education, so that they could complete compulsory education, and continue with lifelong learning.
- 2) Continue to improve quality of NFE in accordance with NFE standard.
- 3) Support target groups especially in three built villages to receive basic vocational training and life skills through trainings to lift up their quality of life.

5.3.2. Targets

- 1) Encourage 3,000 children aged 6-14 years to complete primary equivalent program.

- 2) Encourage 8,000 youths and adolescent aged 15-24 to complete primary equivalent program.
- 3) Encourage 60,000 youths and adolescent aged 15-30 to complete lower secondary equivalent program.
- 4) 24 more districts to complete lower secondary education equivalent program.
- 5) Continue to provide upper secondary education equivalent program to 3,000 people
- 6) Continue to provide basic vocational skills trainings to target group of 4.000 people.
- 7) Establish a provincial NFE center (Saysomboun Province)
- 8) Establish model NFE centers:
 - 1 Provincial (in Xiengkhouang Province);
 - 13 Districts (in 13 Provinces);
 - 19 Community Education Centers (in 19 Districts).

5.3.3. Priority activities

- 1) Continue to provide illiteracy elimination program and primary education upgrading program focusing on children aged 6-14 who are disadvantaged and miss education opportunity and also provide learning program to adults aged 15-40 who do not complete primary education.
- 2) Continue to provide secondary education upgrading program focusing on quality.
- 3) Provide basic vocational skills trainings for people who are interested in and in the three builds villages and in the remote areas.
- 4) Improve the quality of teaching through improving and developing curriculum and teaching-learning materials to meet real need.
- 5) Upgrading teachers and administrators working at NFE centers.
- 6) Monitor and improve NFE M&E system at provincial and district levels as well as at NFE centers.

Sub-Sector 6: Teacher Education

6.1. Achievements

6.1.1 Teacher Trainee Intake

In 2017-2018, there are 14,878 teachers-trainees (9,057 girls) in 16 Teacher Training Colleges TTCs (including 4 faculties of education, 2 teacher training colleges for monks and physical and art teacher training colleges), compared to the previous year, the number of teacher-trainees reduced by 12,06%. There are total of 3,598 new intakes including 2,276 girls, compared to the previous year reduced by 26.9%; there are 5,605 graduates including 3,526 girls, compared to the previous year reduced by 5.09%. The details are as the following:

❖ ECE teacher trainees:

- There are total of 2,501 trainees, reduced by 26.7% compared to the previous year. There are 624 new intakes, whereas there are 1,245 graduates. There are 279 teachers taking part in the continuous course during the school break.

❖ Primary Education Teacher

- There are total of 1,514 trainees, reduced by 15.3% compared to the previous year. There are 336 new intakes reduced by 38.6%, whereas there are 480 graduates reduced by 22.8%. There are 743 teachers taking part in the continuous course during the school break.

❖ Secondary Education Teacher

- There are total of 8,119 trainees studying at 4 faculties of education and teacher training colleges, of which there are 2,126 new intakes, whereas there are 2,247 graduates. There are 265 trainees who are taking 2 years full time continuous course.
- There were 720 monk teachers studying at Monk College reduced by 3.6% compared to previous year. There are 174 new intakes, whereas there are 254 graduates.

❖ Physical Education and Arts Education Teachers

- There are total of 477 trainees studying at Physical Education Teacher Training colleges, reduced by 4.7% compared to the previous year. There are 166 new intakes, whereas there are 196 graduates.
- There are total of 443 trainees studying at Art Education Teacher Training college. There are 159 new intakes and at the same time there are 159 graduates.

Even though the number of new intakes and number of graduates have been reduced compared to previous year, but the new graduates could not be recruited because there are still a lot of teacher trainees graduated long time ago but were not be able to recruit.

6.1.2 Quality and Relevance

6.1.2.1 Curriculum Development and teaching-learning materials provision.

- 1) Revised teacher training curriculum (12+4) (teaching from grade 6 – 12) to match with Secondary Education Curriculum by identifying 120-150 credits based on National Curriculum Standard.
- 2) Improved the kindergarten curriculum for bachelor degree (12+4)
- 3) Continue to improve primary teacher training curricula for all levels (certificate, diploma and bachelor degree) in accordance with the revised primary education curriculum by reducing number of theories teaching hours, increasing practice hours, reducing the number of subjects and increasing the practical time from 10 weeks to 12 weeks.
- 4) Improved the curriculum for physical education teacher training (12 + 2 system) and bachelor's degree continuous course.
- 5) Improved curriculum on self-defend and textbook for upper secondary school, vocational schools, colleges and universities.
- 6) Improved physical and art education curriculum and textbooks for primary school grade 1 to grade 5.

6.1.2.2 Upgrading quality of teaching at Teacher Training Colleges (TTCs)

- 1) Teaching skills in the form of training has been improve and sharing teaching experiences among kindergarten teachers, primary teachers and secondary teachers between TTCs were carried out.
- 2) The mandate of demonstration school was developed (pre-kindergarten and elementary) to be reference for facilitating coordination and teaching activities of teachers and teacher trainees.
- 3) Assigned academic position to teachers for the academic year 2016-2017 at 8 colleges and Monk College in Champasak, where there were 97 teachers, 49 females received the position. Of those 55 teachers received professor position (25 females) and 42 teachers received assistant professor position (24 females).

6.1.2.3 Provision of teacher upgrading program to support continuous teacher professional development and to strengthen teacher professional network

- 1) Developed facilitating skill guidebook for teacher trainers and training skills for staff at 9 Provincial Teacher Development Centers and Teachers' Development Sector across the country.
- 2) Provided orientation on teaching practicum, teaching orientation, continuous teacher professional development and teaching-learning development to primary and secondary teachers in the provinces and in the service area of each TTC.
- 3) Provided training on the use of mathematics textbook and teachers' guidebook for grade 1 to primary teachers and teachers at TTCs.
- 4) Strengthened teaching methodology for 3 subjects: Lao language, Mathematics and Science-Environment for 8 TTCs.

6.1.2.4 Enhancement of capacity building on internal quality assurance and improve management for Teacher Training Colleges

- 1) The Department of Teacher Education together with the Education Quality Assurance Center has conducted an internal quality assessment of 10 TTCs based

on 10 standards and 50 indicators. The result shows all of the TTCs meets the standards.

- 2) Strengthened the capacity of TTCs administrators on the establishment of excellence center for teacher training as well as monitored and supported its implementation.
- 3) Assessed the readiness of each TTC for opening Bachelor's degree curriculum (teaching from grade 6 to 12) based on the result of external assessment.

6.2. Issues and Challenges

- 1) The teacher recruitment and deployment are not yet based on their qualification and subject specialization.
- 2) Lots of teachers are likely to compare their occupation to another, and as a result, some of them move to work in another sector or quit the job.
- 3) Some teachers do not prepare their lesson plan.
- 4) Even though many teachers have been trained and upgraded, but it is not sufficient to improve teaching and learning.
- 5) Some teachers do not have the opportunity to be trained in certain topics.

6.3. Priorities for 2019

6.3.1 Objectives

- 1) To improve the quality of teacher training and to ensure that the new graduates meet teacher quality framework.
- 2) To ensure that the teacher supply meet the need of locality.
- 3) To improve the continuous teacher professional development.

6.3.2 Specific objectives

- 1) To upgrade the quality of teacher training curriculum in order to align with Early Childhood Education and general education curriculum.
- 2) To improve teaching standards at TTCs and to improve TTCs' infrastructure.
- 3) To improve efficiency and effectiveness of in-service teacher training system.
- 4) To ensure that the teacher supply meet the needs of locality, especially in the remote areas. The selection of new entrant should meet the required standards and criteria.

6.3.3 Targets

- 1) In 2018-2019 MoES will take 2,380 new entrants, 20% of those will get full scholarship, 5% will be exempted from tuition fees based on their learning achievement and behavior.
- 2) 480 ECE, primary and secondary teachers will take continuous program during the school break.

6.3.4 Priority activities

- 1) Continue to improve all teacher training curriculum to better align with Early Childhood Education and Revised General Education curriculum
- 2) Improve the quality of teaching and learning at TTCs by strengthening the capacity of the teachers at demonstration schools. Improve the quality of learning and teaching in schools and prepare the students for the internship and continue to develop teacher profession in 8 TTCs.

- 3) Continue to provide systematic teacher training in order to develop continuous teacher profession and improve teacher profession development network.
- 4) Strengthening internal quality assurance and improving management and administration at TTCs.
- 5) Develop Teacher Need and Teacher Supply Plan and select the new entrants based on the criteria and standard set.

Sub-Sector 7: Technical and Vocational Education and Training

7.1. Achievement

7.1.1. Access and Equity

In order to increase the number of secondary graduates to access to Technical and Vocational Education and Training, MoES has conducted orientation about Technical and Vocational and Training to community, students' parents, and local authorities across the country through newspaper, radio, television, Facebook, TVET application via mobile phone and through the organization of Art and Music event. At the same time, MoES has provided opportunity for secondary education graduates applying to study at TVET institutes more by providing stipend and other incentives to students particularly who are from the disadvantage and remote areas.

Besides that, MoES also provided infrastructure for TVET institutions such as workshop, school building and dormitories construction and renovation in Polytechnical school, Pakpasak technical school, and technical schools in Savannakhet, Khammmouane Provinces and Vientiane-Hanoi Friendship technical school under the Strengthening Technical and Vocational Training Project 2 (SSTVET 2), and constructing school buildings, workshops and dormitories for Technical and Vocational schools in Bolikhamxay and Bokeo provinces under VELA-FC project. At the same time, the sustainable agricultural Centers in Khammouane and Sekong TVET schools have been established under the support of TICA.

In academic year 2017-2018, there are 90 public and private educational institutions under supervision of Department of TVET. There are 62,793 students (29,430 girls) and there are 4,628 teachers. There are 23 TVET institutions directly affiliated to the Ministry of Education and Sports. There are 37,005 students (15,812 girls) and 2,191 teachers. There are 67 private TVET schools, with 25,969 students (13,759 girls). Most of private institutions provide business administration, foreign languages and IT courses.

In addition, there are other institutions that are under the management of other sectors such as the Ministry of Finance, the Ministry of Justice, the Ministry of Public Health, Ministry of Agriculture and Forestry, the Ministry of Information, Culture and Tourism and Ministry of Posts and Telecommunications. There are total of 16,000 students studying in those institutions.

In 2017-2018 there are total of 18,355 students (7,579 girls) newly enrolled in TVET institutions increased 18.5% compared to the previous year.

7.1.2. Quality and Relevance

7.1.2.1. Curriculum development, Technical and Vocational Education Models and Curriculum Improvement

Technical and vocational training curriculums at different levels have been developed namely 3 Bachelor degree courses: electrical technology, machinery technology, civil engineering. The training guideline for Directors of TVET institutions has also been developed. The certificate course on Machinery Engineering (9+3); 5 curriculums of certificate level 2: machinery maintenance, construction, carpentry, plantation and animal

husbandry; the certificate level 3 in Manufacturing Quality Control, certificate levels 4 in 2 subjects: Electricity control (12 + 2), Industrial technology (9 + 3) and Industrial technology (12 + 2); certificate level 4 (12 + 2) in 3 subjects: hotel service, food processing - beverage services and travel services – tourism have been approved.

Besides that, a new occupational standard and nine vocational training courses have been developed by collaboration with the TVET Development Institute under the SSTVET project; Completed the approved curriculum on house building (level 4) under the VELA Project and developed level 1-2 course in mushroom plantation, cooling machine repair, welding, aluminum engineering, banners installation, motorcycle repair and carpentry, using Microsoft Office, sales and marketing under SSTVET.

7.1.2.2. Public and Private Partnership in TVET development.

- 1) Collaborate with Rajsabouly Holding Electricity Company Limited, Thailand to strengthen expertise for professions.
- 2) Conducted feasibility study on public-private partnership (PPP) for land development and building of dormitories for teachers and students of the Lao-German Technical College, Polytechnic institute and Pakpasack Technical College.

7.1.2.3. TVET Quality Assurance

- 1) Jointly with Education Quality Assurance Center conducted external assessments of 8 technical and vocational schools in the following provinces: Khammouane, Savannakhet, Champasak, LuangPrabang, Xayaboury, Saravane, Sekong and Attapeu Provinces;
- 2) Training TVET institutions staff on TVET modules development.
- 3) Developed professional standards and national vocational education curriculum standards;

7.1.3. Management and Administration

- 1) Upgraded Dongkhamxang Agricultural Technical School to DongKhamxang Agricultural Technical College.
- 2) Developed professional standards and national vocational education curriculum standards.
- 3) Revised decree on the organization and function TVET and skill development Council.
- 4) Collected data of the final year students and evaluated their readiness to enter the labor market.
- 5) Develop website www.tvet-laos.org and TVET Application, which can be used in Android and IOS systems as a tool to disseminate information, teaching-learning curriculum of vocational;

7.2. Issues and Challenges

- 1) The basic infrastructure of some Technical and Vocational Education institutions has not yet improved and slowly developed for example: workshops, laboratories, livestock farming and meeting Hall.
- 2) The quality of delivering of teaching-learning at Technical and Vocational and Training is still low and not met the labour market demand.
- 3) Technical equipment and teaching-learning materials is not modern to meet the expansion of science and technology.

- 4) Some administrative staff and teachers lack knowledge and ability to manage and administer the institutes and lack of experiences.
- 5) Some entrepreneurs have not fully contributed and cooperated to the development of technical and vocational education and training.
- 6) Regulations and procedures on TVET have not been improved and developed to meet the real situation.

7.3. Priorities for 2019

7.3.1 Objectives

- 1) To encourage lower and upper secondary graduates to enroll at Technical and Vocational Education Institutions.
- 2) To revise and improve existing TVET curricula as well as develop the new one in order to meet labour market demand and move closer to regional and international integration.
- 3) To increase enrollment and improve equity access to TVET, especially for girls, ethnic and disadvantaged groups in remote and rural areas by providing scholarship.
- 4) To expand access to TVET in dual comparative mode and in combination of in-class and outside class mode for lower secondary drop outers by providing scholarship.
- 5) Continue to cooperate with the entrepreneurs on developing training, and develop curriculum and improve teaching-learning materials.
- 6) Encourage more private and society to contribute more to TVET.

7.3.2 Targets

- 1) 4% of lower secondary graduates and 60% of upper secondary graduates to enroll at TVET institutions.
- 2) Achieve 98% promotion/completion rate of TVET students.

7.3.3 Priority Activities

- 1) Build, improve and expand the capacity of TVET institutions by improving the existing infrastructure or/and build new institutions in the provinces where there is not yet TVET institution, balance the number of students enroll in each field of study (agriculture, industry, services) as well as levels of study (certificate, diploma and higher diploma).
- 2) Continue to encourage the society and business sectors to contribute to the development of vocational education.
- 3) Improve types of providing training and TVET curricula.
- 4) Provide teacher training and strengthen capacity for TVET institutions' staff.
- 5) Strengthen the quality assurance system of TVET.
- 6) Strengthen TVET MIS.
- 7) Improve TVET organization and management structure.
- 8) Develop policies and tools for TVET management.
- 9) Amend TVET Law and develop legislation under the law in order to improve TVET management.

Sub-Sector 8: Higher Education

8.1. Achievements

8.1.1. Access and Equity

In the academic year 2017-2018, MoES still provides scholarships to talented and marginalized students by 20% share of the total enrollment, whereas 80% have to pass the entrance exam and pay the tuition fee. There were 11,674 students enrolled at the four universities under MoES. This makes a total of 36,447 students studying at the universities.

8.1.2. Quality and Relevance

A long side with improving access and equity, universities have also focused on curriculum development, scientific researches, technical services, quality assurance, developed national higher education qualification framework and teacher recruitment. Some of the highlighted achievements are presented below:

- 1) 42 curricula have been revised and developed: 22 newly developed and 20 curricula have been revised.
- 2) Approve and allowed the Institute of Financial Economics and Banking Institutions to provide bachelor degree and bachelor continuous courses.
- 3) Approve and allowed National University and Savannakhet University to provide 2 international courses (taught in English).
- 4) Conducted 80 scientific researches, which focuses on the development of learning, teaching, agriculture, environment, socio-cultural, economic and others.
- 5) Provided training to teachers and lecturers at the universities on 14 modules under the SSHEP project and also provided training to other educational institutions.
- 6) Encouraged teachers to use Moodle Based E-learning software in teaching, researching, and EMIS at the National University, Champasak University and Suphanouvong University under SSHEP project.
- 7) Assigned academic position to teachers and lecturers of National University and National Political and Administration Institute, where 82 lecturers received professor position and 69 lecturers received assistant professor position.

8.1.3. Management and Administration

- 1) Evaluated the personnel who will be promoted at various levels at Suphanouvong University, Champassak University and Savannakhet University.
- 2) Established the Faculty of Natural Sciences and Faculty of Education at Savannakhet University.
- 3) The mandate of Higher Education Department has been revised and approved;
- 4) The Decree on Teacher Position teaching at the Higher Education Institutions has been amended.
- 5) Signed a contract with Sky Telecom Company on the Internet connectivity.
- 6) Lao University Management System (LUMS) has been developed, currently it is being piloted at the National University of Laos.
- 7) Cooperate with the AUF to promote the implementation of a joint project between the National University and industry sector who is working on Human Resource Development. In addition, there are collaborations with JICA, KOICA, UNESCO,

SEAMEO, AQAN, Thailand, Malaysia, universities and other international organizations.

8.2. Issues and Challenges

➤ **Issues**

- 1) The quality of teaching and learning in higher education institutions is still low.
- 2) Teacher upgrading doesn't match with their specialization but majority of teachers focus on the field of administration and management.
- 3) The finding of scientific research has not been widely available and limited use for socio-economic development

➤ **Causes**

- 1) Lack of knowledgeable personnel, limited technical capability and management skill.
- 2) Lack of legislation to manage higher education institutions.
- 3) Lack of reliable M&E system.

8.3. Priorities for 2019

8.3.1 Objectives

- To continue to develop quality human resource in order to meet the need of national social and economic development.

8.3.2 Targets

- 1) In the academic year 2018-2019, MoES will continue to provide scholarship to poor students, women and marginalized students from poor families up to 20% of total new entrants, 10% of these were selected by the local authorities based on criteria set and another 10% had to take entrance nationally exam; another 80% of the total entrants have to pass the national exam and pay the tuition fee. In the 2018-2019, the will be 12,041 students to enroll in four universities under the Ministry of Education and Sports.
- 2) Conduct 169 scientific researches.

8.3.3 Priority Activities

- 1) Improve the curriculum in line with the national curriculum standards by reducing the proportion of theoretical contents and increasing the practical hours.
- 2) Establish the quality assurance unit in each higher education institution.
- 3) Revise the mandate, function and organizational structure of four universities under the Ministry of Education and Sports.
- 4) Develop legislation on intellectual property of higher education institutions.
- 5) Upgrade the Decree on Higher Education to be Higher Education Law.
- 6) Continue to train university staff on Moodle Based E-learning software in teaching and scientific researching.
- 7) Continue to develop and pilot the Lao University Management System (LUMS).
- 8) Continue to implement the bilateral and multi-lateral cooperation between higher education institutions both inside and outside the country; cooperate with international organizations and ASEAN Universities.

Sup-Sector 9: Sports-Gymnastics

9.1. Community Sports

9.1.1 Achievements

9.1.1.1 Sports-Gymnastic Development:

- 1) Organized various Sport events for health and to celebrate the important national and international days, where there are 243,465 people participated in, of those 121,517 are females.
- 2) Each province, city, ministry, agency, company and factory organized 99 basic Sport events to celebrate traditional festivals. There are 211,003 people participated in, 63,301 of those are females.
- 3) Organized 25 traditional sport events, annual animal sport to celebrate traditional festivals, national and international important days. There are 113,617 people participated in (34,085 females).
- 4) Organized sport events for handicapped persons in the following sports: weight lifting, running, swimming and goal ball. There are 810 people participated in (240 females).
- 5) Participated in the 5th Youth Football Tournament for blind people in Japan and India, where we won the second place.
- 6) Participated in the 6th Para EKIDEN Competition in Japan and won the sixth place.
- 7) Participated in men's and women's wheelchairs basketball competition in Thailand. The women's teams won the third place.
- 8) Participated in the 11th Sub-Mekong Competition in Xiang Rai Province, Thailand. There are 6 participating countries, namely Laos, Thailand, China, Vietnam, Myanmar and Cambodia competing in 10 kinds of sports. Laos won the second place.
- 9) Participated in the traditional sports (Mak Khon) competition with three countries: Laos, Vietnam and China. Laos won the second place.
- 10) Participated in the 31st International Kite Competition in Huay Lar District, Buriram Province, Thailand. There are 35 countries participated in and Laos won the first place in Group 5.
- 11) Participated in the 3rd International traditional Sport Festival. Six participants from Laos participated in.
- 12) Participated in the 11th Traditional Dragon Boat Festival in Nanning, China. 35 athletes (3 females) from Laos participated in.
- 13) Participated in the China-ASEAN Kite competition in China.

9.1.2 Issues and Challenges

- 1) Data Collection on Community Sports at the local level is still not systematic.
- 2) Lack of legislation and sport equipment for Community Sport in remote areas.
- 3) Lack of monitoring and evaluation system at the local level.
- 4) Limited support and contribution from society, companies and communities.
- 5) Limited budget allocated to sport for all at the provincial and district levels and it was not aligned with the 8th ESDP (2016-2020).

9.1.3 Priorities for 2019

9.1.1.2 Targets

- 1) Continue to encourage all Lao citizen to participate in physical exercises, sport activities during traditional festivals and national and international important days up to 26% of the Lao population in 2019.
- 2) 24% of Village clusters/villages and cities carry out sport activities.
- 3) 8% of total families in the country to participate in physical exercise and sport activities.
- 4) 8% of total disabled people to participate in sport activities and national and international game for disabled people.

9.1.1.3 Priority Activities

- 1) Continue to collect data on the sport for health, sport for disabled people, traditional sport and basic sport across the country.
- 2) Continue to build capacity of referees, coaches and sportsmen for sport for disabled people, traditional sport and basic sport in all provinces, cities, government agencies and companies and factories.
- 3) continue to improve legislation and rules of all sports.
- 4) Continue to carry out all sports activities.
- 5) Continue to cooperate with international organizations in the development of sports activities such as JICA and the Asian Development for Disabled People (ADDP); KOICA for the development of sports for all (basic sport); AGITOS of Japan, Asian Paralympic Committee (APC) of the United Arab Emirates (UAE) and International Paralympic Committee (IPC) of Germany; The Sports Association of China and the Association for Blind of Thailand.
- 6) Prepare to participate in sport events at the national and international levels.

9.2. Elite Sports Development

9.2.1. Achievement

- 1) Cooperated with sports federations organizing sporting events to celebrate important days as well as to promote Visit Laos year 2018 such as to host the international sporting events, especially the Petanque Federation had organized the 4th ASEAN Asian Petanque Competition, where there were countries participated in. Lao PDR won 5 gold medals, 5 silver medals and 6 blond medals, so won the 1st rank. Hosted the Asian Football Confederations U 15, there were 8 countries participated in, and the Badminton Federation of Laos hosted a regional competition with 9 participating countries with 224 participants including coaches and sport players.
- 2) Cooperate with the National Olympic Committee of Laos, the National Sports Federation and related parties sent 23 sports to participate in the 29th SEA Games in Malaysia. Lao PDR won 2 gold medals, 3 silver medals and 21 blond medals, won the 9th rank of 11 countries;
- 3) Participated in the 5th Indoor Game and Self-Defense Championships in Turkmenistan.
- 4) Cooperated with the National Sports Federation participated in sub-regional, regional and international sport events (Petanque, Taekwondo, Vo Vi Nam, Boat

race, Judo, bodybuilding and wrestling). Laos won 47 medals: 12 gold medals, 13 silver medals and 22 blond medals.

- 5) Participated in the 18th Asian Games in Indonesia. Laos sent 217 participants in 18 sports and 1 demonstration sport. Laos won 5 medals: 2 silver medals and 3 blond medals.

9.2.2. Issues and Challenges:

There are some challenges as the following:

- 1) The slow process of upgrading National Sport Training Center to Sports Institution is bottleneck to build the capacity of sports personnel in the country.
- 2) No systematic sports development. Lack of sports experimental equipment and limited as well as the delay on budget approval are the bottleneck and challenges to sports development. As a result, Laos could only achieve the 9th rank out of 11 countries in ASEAN.
- 3) Even though we have the Sports Law as a reference, but when implementing we face some challenges such as there are some overlapping roles and responsibilities of the organizations who are responsible in sports. The restriction and the punishment for the people who break the sport rules are not clear and not linked with other laws. The legislations under the law do not cover all the legal issues related to sports.
- 4) Limited budget allocated to the National Sports Federation, as a result, they could not perform their task according to the plan.
- 5) Lack of budget to maintain the sport grounds, so that the use of those grounds is not cost effective.

9.2.3. Priorities for 2019

In order to achieve the targets, set in the 8th Five-Year Plan (2016-2020), Department of Elite Sports aims to implement the following prioritized activities:

- 1) Continue to improve the National Sport training Center (in Sikert) to be upgraded to Sports Institution consisting of sports training center, sports science center and Sport Talent School.
- 2) Develop legislation under the law such as Government decree on Sports Development Fund, Government's Decree on Professional Sports and Government Decree on Sports Uniform.
- 3) Build capacity for sports personnel including sports players, referees, trainers, sports scientists and sports administrators.
- 4) Coordinate with the National Sports Federation to organize sports competitions and participate in overseas competitions.
- 5) Participate in the 30th SEA Games in the Philippines;
- 6) Provide incentives to outstanding sports personnel who have contributed to the development of sports.
- 7) Protect, maintain and the National Stadium (in Kilometer 16) and the National Sport Training Center (Sikert) to maximize the benefits.

9.3. Physical Education Sports in Schools

9.3.1. Achievement:

- 1) Coordinated with Saravan PESS to prepare for the 7th Secondary Students' Game.

- 2) Study on the conditions and criteria for whom who will host the secondary students' game.
- 3) Participated in the 10th ASEAN Student Game in Malaysia with 4 types of sports: athletics, swimming, Sepaktakraw and badminton. There will be 77 (22 female) trainers and athletes to participate in.
- 4) Organized the 11th Sports and Performance (singing and dancing) Friendship Competition between Dien Bien province (Vietnam) and 5 Northern Provinces: Oudomxay, Bokeo, Phongsaly, Luangnamtha and LuangPrabang provinces.
- 5) Established Students Federation Fund in accordance with the roles and mandate of Federation, as a result, the provinces, districts and schools could have fund to carry out their activities.

9.3.2. Issues and Challenges:

- 1) Schools lack the sports facilities.
- 2) Given the government budget constraints, the Students' Game and University Game could not be organized as the plan.

9.3.3. Priorities for 2019

- 1) Continue to coordinate with the provinces and the Department of General Education to study on the methodology and conditions, including the time to be able to organize the Students' Game.
- 2) Participate in the 11th ASEAN Students' Game in Indonesia
- 3) Prepare for organizing Students' Performance Contest.
- 4) Encourage the province to organize sport activities in schools as well as students' performance, painting and arts to celebrate the important national days.

9.4. Lao National Olympic Committee

9.4.1. Achievement

- 1) Provided training on the preparation for Olympic Games at sub-regional, regional and international levels to the National Sport Federation personnel and provided training on sports personnel development to Sports Federation personnel.
- 2) Followed up the training funded by the International Olympic Fund, including 5 athletes training and 4 youth athletes training who will participate in the 3rd Youth Olympic Games in Argentina.
- 3) Coordinated with National Olympic Committee to attend the International Olympic Committee meetings and follow up the training provided by National Sport Federations.
- 4) Celebrated International Olympic Day in 2018.

9.4.2. Issues and Challenges

- 1) The dissemination of Sports law, legislations and sports strategies is limited.
- 2) Lack of sports personnel at the local level, many of districts have only administration personnel but not technical staff like referees and trainers.
- 3) Lack of understanding about sports at the local level.
- 4) Some of national sports federations do not have a certain organizational structure, lack of administrative skills and foreign language skills.

9.4.3. Priorities for 2019.

- 1) Organize the training on sports personnel development to sports personnel at local level.
- 2) Organize training on collaboration and cooperation in the developing Olympic Games principles to sports administrators at the local level.
- 3) Organize training on the Management of Sports Federation (for 38 federations).
- 4) Organize seminars on sports promotion to Olympic Games for sports managers throughout the country.
- 5) To exchange experience and lessons with the National Olympic Committees of neighboring countries.

Sup-Sector 10: Education Administration and Management

10.1. Organizational Improvement

10.1.1 Achievement

In order to ensure that the central and local organization structures are aligned with current situation and changes, the Ministry of Education and Sports has improved the central and local organizational structure as follows:

- 1) The Ministry of Education and Sports consists of 25 affiliated sections: 4 offices, 15 departments, 2 institutions, 3 independent centers and 1 equivalent center. The improvement is that the number of divisions has reduced by 10 divisions and the number of administrative positions has reduced by 98 positions
- 2) In PESS the number of sections increased from 12 to 13 sectors, but the number of personnel decreased from 66-67 to 61-62 staff.
- 3) In DESB the number of units increased from 9 to 10 units and the number of personnel increased from 39-40 to 44-45 positions.

10.1.2 Issues and Challenges

- 1) The work and responsibility assigned to some parties as well as individuals do not match with their knowledge and ability.
- 2) No human resource development plan in the sector. The three-generation staffing plan is not yet in place. The improvement of some central and local organization structure has been delayed; there are some over and under supply staffing.
- 3) Lack of information to support the punishment the wrong doing staff in some organizations, so that in some cases the decision already made but could not be implemented.

10.1.3 Priorities for 2019

- 1) Continue to develop education leadership/manager plan in order to be successor of the retired managers. Evaluate the staffing plan and appoint some administrative positions where is necessary.
- 2) Assign staff from the ministry and some education institutions to go and work in 40 target districts to implement "The project of Education Quality Improvement in Remote Area" as part of Sam Sang (Decentralized) policy.

10.2. Legislation

10.2.1. Achievement

33 legislations have been developed and revised, for example, the agreement on the mandates of the ministry's offices, departments, institutes, centers, PESS and DESB; Agreements on private education institutions and decree on saving public expenditure in education and sports sector, etc.

10.2.2. Priorities in 2019

- 1) Continue to develop and improve legislations under the law, such as decree on teacher recruitment and deployment; Decree on uniforms, position marks and medals of the education and sports sector, instruction on the implementation of the

decentralization in education and sports sector, follow up the amendment of TVET law and legislations under the law.

- 2) Develop a strategic human resource development strategy in education and sports sector.

10.3. Capacity Building

10.3.1. Achievement

In 2017-2018, the Institute for Education Administration Development (IFEAD) has revised and improved the 3 months and 3 weeks training curriculum for education administrators, and organized training for directors of education institutions, primary, secondary and kindergarten school principals. In addition, training has been provided to the heads of units of PESS nationwide. As a result, they have gained some knowledge, skills and attitude of education management and administration that will help them to become professional managers. At the same time, IFEAD has also developed Education Sector Planning (ESP) curriculum and sent 5 trainers to train in France.

10.3.2. Issues and Challenges

- 1) Lack of capable and experienced technical staff including trainers within the IFEAD, therefore there is a need for outsourcing.

10.3.3. Priorities for 2019

- 1) Continue to develop the standards/criteria for education administrators at each level, standards/criteria for trainer, selection criteria for participants, and standards and tools for evaluation of education administrators.
- 2) Train ministry planning staff, provincial and district administrators on Education Sector Planning (ESP).
- 3) Train the newly appointed Deputy Director Generals of ministry's line departments, Directors/Deputy Directors of TTCs, TVET institutions; trainers of Teacher Development Centers and other administrative personnel.
- 4) Conduct training need assessment for education managers at the ministry level as well as secondary education teachers, teachers at the 8 TTCs colleges and primary and secondary pedagogical advisors across the country.

10.4. Education and Sports Information System

10.4.1. Achievement

- 1) Developed education and sports information system management standard, aiming to improve the education information system at the central as well as local levels, supported by UNICEF;
- 2) Developed the Education and Sports Management Information System (LESMIS);
- 3) Developed a framework for education and sports indicators as well as data mapping (the definition of each indicator, the calculation method, the required data, the source, the responsibility agency).

10.4.2. Issues and Challenges

- 1) The ability of statisticians at the district and school levels is limited.
- 2) Lack of mechanism to verify the accuracy of the information.
- 3) The availability of the education information/statistics is not on time.

10.4.3. Priorities for 2019

- 1) Continue to cooperate with UNICEF, UNESCO and other stakeholders to implement "Pilot Project on the Improvement of Information Quality Control Mechanism"
- 2) Disseminate and implement the Education and Sports Management Information System Strategic Plan, including the implementation of education and sports information system management standard.
- 3) Strengthening data analysis and information dissemination.
- 4) Improve and develop the sports data collection, consolidation mechanisms and reporting.

10.5. Education Research

10.5.1. Achievement

- 1) Conducted research on the topic "Education situation and the issues of public and private kindergarten, primary and secondary model schools"
- 2) Developed National Student Learning Outcome Assessment Framework.
- 3) Assessed learning outcome in primary Grade 3.

10.5.2. Issues and Challenges

- 1) The research result has not been widely disseminated and used in the education policy development.
- 2) The assessment of the student learning outcome is not systematically due to the absence of Student Learning Outcome Assessment Framework.

10.5.3. Priorities for 2019

- 1) Disseminate the results of ASLO Grade 3.
- 2) Continue to research on the topic "Education situation and the issues of public and private kindergarten, primary and secondary model schools"
- 3) Conduct Southeast Asia Primary Learning Matrix (SEAPLM Grade 5).

10.6. Education Planning

10.6.1. Achievement

By cooperation with development partners, strengthening education planning at the central and local levels focusing on participatory plan approach including strengthening the linkage between planning and budgeting. The Ministry's Planning and Budgeting Committee (PBC) which has been established recently has tried to allocate budget to each sub-sector to align with their development priorities.

10.6.2. Issues and Challenges

Education planners at both central and local levels have limited knowledge about the education planning, moreover the staff rotation and transfer from one unit to another making inconsistency capacity building in the education planning.

10.6.3. Priorities for 2019

- 1) Cooperate with the Institute for Education Administration Development strengthening the capacity of education planners at central and local levels.
- 2) Cooperate with development partners continue to develop education planning and budgeting tools.

- 3) Disseminate the result of ESDP (2016-2020) Mid-Term Review.

10.7. Education Finance

10.7.1. Achievement

- 1) Established a financial unit in PESS aiming to improve the financial management at the provincial level.
- 2) Developed Wage Management Information System (WMIS), including providing training to finance staff in various budgeting units across the country.

10.7.2. Issues and Challenges

- 1) In some districts, after the budget approval, the withdrawal was difficult especially for chapter 62 and 63. The Finance Office did not allow to withdraw the whole amount at the same time.
- 2) The transfer of school block grant was delayed due so that it could not meet the EU budget support condition.

10.7.3. Priorities for 2019

- 1) Planning and Budgeting Committee will improve the budget allocation system in accordance with the sector's priorities.
- 2) Continue to develop WMIS and PBMIS.

10.8. Inspection, Monitoring and Evaluation

10.8.1. Achievement

- 1) Improved the mandate of the Party's Inspection committee in each level.
- 2) Developed and revised necessary legislation for monitoring and evaluation.

10.8.2. Issues and Challenges

- 1) The monitoring and evaluation units have been established in line departments but not in the education institutions. Furthermore, the staff recruitment in some M&E units is not sufficient to perform their job.
- 2) No monitoring tool to monitor the performance of sub-sector targets.

10.8.3. Priorities for 2019

- 1) Improve the monitoring and evaluation system of the sector based on the lesson learned.
- 2) Monitor the PESS and ministry's line departments on their performance based on their functions and responsibilities.
- 3) Develop monitoring and evaluation tools for management sub-sector and Technical and Vocational schools.
- 4) Conduct internal audit within the Ministry's financial units.

10.9. International Cooperation

10.9.1. Achievement

- 1) Established the South-East Asia Ministerial Educational Organization (SEAMEO) CED Center, as well as recruited some personnel.
- 2) Sent 75 students to Japan on student exchange program and welcomed 50 Malaysian Youth Volunteers who came for exchange program in Souphanouvong University, LuangPrabang Province.

- 3) Organized consultation meeting with International Non-Government Organizations, Associations, Foundations who provide support to education and sports sector to share lessons learned and plan for future cooperation.
- 4) Signed a Memorandum of Understanding with the Ministry of Education of Singapore and the Ministry of Education of Indonesia.

10.9.2. Issues and Challenges

- 1) Coordinate with international non-governmental organizations is still weak.

10.9.3. Priorities for 2018

- 1) Cooperate with the Secretariat of SEAMEO CED to select 5 schools to serve as a pilot project for bordering schools.
- 2) Prepare to send students and teachers to participate in cultural exchange programs in Japan in 2018 and 2019.
- 3) Joint with the Ministry of Foreign Affairs to organize Asian-Latin American Ministerial meeting.
- 4) Sign Cooperation Agreement between the Ministry of Education and Sports of Lao PDR and the Ministry of Education and Training of Vietnam.
- 5) Organize annual consultation meeting for 2018 with International Non-Government Organizations, Associations, Foundations who provide support to education and sports sector to share lessons learned and plan for future cooperation.
- 6) Sign the following MOU: 1) MOU on Basic Education with the Ministry of Education of Malaysia; 2) MOU between the Ministry of Lao PDR and Ministry of Education of Brunei Darussalam and 3) MOU with INGOs (Plan International, SVA, Child Dream Foundation).
- 7) Prepare to sign MOU with Switzerland, Austria, Russia, Kingdom of Thailand and Cambodia.

10.10. Education and Sports Information

10.10.1. Achievement

- 1) Produced magazines, newspapers, radio and television programs to disseminate and report on the activities of the education and sports sectors, as well as the production of television programs for regular broadcasting.
- 2) Strengthened and drawn the lesson learned on education and sports information across the country.

10.10.2. Issues and Challenges

- 1) Inadequate personnel such as journalists, photographers, video recorders and designers.
- 2) Insufficient equipment and facilities such as studio, camera, video recorder, voice recorder and so on.

10.10.3. Priorities for 2019

- 1) Continue to produce and publish the Science Journal Issue 3, new education magazine Issue 43.

10.11. Information and Communication Technology

10.11.1. Achievement

- 1) Expanded the network within the education and sports sector in 2018 aiming to connect to all education and sports premises across the country (9 points within the Ministry, 18 ICT centers, 26 surrounding secondary schools and 18 PESS).
- 2) Implemented the E-Learning Project, which will last for 18 months. 50% completed.

10.11.2. Issues and Challenges

- 1) Inadequate budget for the basic IT infrastructure maintenance at both central and local levels (budget for spare parts replacement and budget for network and internet connection).
- 2) ICT legislation development is also slow due to the lack of reference (National policy and strategy for IT development is unclear, no improvement or development).

10.11.3. Priorities for 2019

- 1) Prepare to implement distance learning project under China's grant;
- 2) Continue to improve and develop education and sport database in conjunction with the relevant stakeholders in order to be able to use effectively at the central and local levels;
- 3) Propose the capacity building project for distance learning in Lao PDR supported by the Korea International Cooperation Agency (KOICA);
- 4) Continue to conduct feasibility study on expanding the education development project using the ICT innovations to promote reading, writing, listening and learning in other languages by collaborating with Aide Et Action Laos.

10.12. Lao National Secretariat Committee for UNESCO

10.12.1. Achievement

- 1) Coordinated with the Department of Heritage, Ministry of Information, Culture and Tourism to submit a proposal on Lao Traditional Dance (Lam Vong Lao) to the World Heritage List;
- 2) Coordinated with the Department of Heritage and relevant stakeholders to propose the Plain of Jar in Xiengkhouang as a World Heritage Site; tracking the development of the Master Plan for Protecting the Shoot Stone Native Protected Areas in order to propose to be the First World Heritage Site of Lao PDR;
- 3) Disseminated Sustainable Development Goal number 4 especially the topics related to Gender Equality, Promoting the Culture of Peace and Non-Violence, Global Citizenship, Education for Sustainable Development and cultural diversity in goal 4.7 to all concerned parties in the education sector.
- 4) Coordinate and encourage the stakeholders to implement the Anti-Stimulant Convention in Sports;
- 5) Coordinated with the cultural sector to propose and defend "Lao Khean Voice" into an intangible cultural heritage as well as proposed "Otter Pattern" to be an intangible cultural heritage.

10.12.2. Priorities for 2019

- 1) Encourage and promote the SDG4 implementation in the fields of education, sport, culture and science.

- 2) Strengthen the capacity of ASPnet school network and expand the UNESCO school network in the provinces where there is the UNESCO network in place yet.
- 3) Implement the idea of Whole Institution Approach in the UNESCO school network.
- 4) Disseminate the following topics for officers, teachers, students and other stakeholders: Global Citizenship, Education for Sustainable Development, World Heritage and Culture, and Climate Change;
- 5) Monitor and evaluate the implementation of the activities of the ASPnet schools and coordinate with UNESCO to ask for support.

Special Education and Inclusive Education

11.1. Achievements

In order to increase opportunities for the poor, minority, disadvantaged and disabled children to access to education, inclusive education is still the priority of the Ministry of Education and Sports. It has cooperated with different stakeholders and sectors including public, private and international organizations to encourage disadvantaged children to access to education.

In order to implement this policy, the Ministry of Education and Sports has built ethnic boarding schools in each province to provide opportunities for children from poor and marginalized families to access to education. There are 23 boarding schools across the country, of which 17 schools managed by the PESS and 6 schools managed by DESB. Since 2015/16 to 2017/18 there are 29,160 children studying in ethnic boarding schools, 12,552 are female and 17,408 are male. In 2017/18 the Keummu children studying in boarding schools cover 20.14% of the total children, Hmong covers 14.27%, the Lao covers 9.88% and Akha tribe covers 6.68%.

In order to provide opportunities for students from poor families to access to education, since 2014/15 – 2017/18 the Ministry of Education and Sports together with development partners have provided scholarship/stipend to 1,538 lower secondary students (830 females) and since 2015/16 – 2016/17, 1,146 upper secondary students (579 females) have received scholarship. In addition, in some provinces and in some educational institutions including universities, some individuals and legal entities have also provided scholarship to students from poor families.

Providing education to disadvantaged students and students with special needs is one of inclusive education policies. Based on the 2015 population census, there are 41,052 people with disabilities aged 5-18 years. There were 2,442 people with vision impaired, 3,957 people with hearing impaired, 5,343 people with walking difficulty, 6,377 people with remembering difficulty, 7,491 people with selfcare difficulty, 7,452 people with communication difficulty and 7,590 people with multi disabilities.

Since the number of special schools is limited, therefore from academic year 2015/16 to 2017/18 only 10.92% of 3,959 children with hearing impair could access to education and only 7.18% of 2,842 children with seeing impair could access to special schools in Louangphrabang, Vientiane Capital and National University of Laos and only 0.50% of 13,868 children with remembering and selfcare difficulty could access to primary and secondary schools.

In addition to special schools from above, there are many primary and secondary schools across country provide inclusive education to children with minor disabilities. Based on data gathered in 2015/16 there were 1,968 schools provided inclusive education to 5,075 disabled children.

11.2. Challenges

- 1) The majority of teachers as well as school principals in the school where provided inclusive teaching and learning have not been trained. The community does not involve in the school environment improvement and other issues.
- 2) Limited staff who have knowledge and capacity on inclusive and special education.

11.3. Priorities for 2019

11.3.1. Objectives

- 1) To reduce disparity.
- 2) To reduce disparity among ethnic groups.
- 3) To provide education to children with disabilities
- 4) To reduce disparity in the education indicator across the system

11.3.2. Priorities

- 1) Develop National Inclusive Education Strategic Plan and Action 2018-2025.
- 2) Develop School Meal Program 2019-2025.
- 3) Revise, update and develop legislations on inclusive education, special education and education for ethnic minority.
- 4) Conduct research on the access to lower secondary of ethnic children after completing primary education.
- 5) Strengthen capacity of curriculum developer on the integration of inclusive education into the curriculum and teaching and learning process across all levels.
- 6) Strengthen schools and communities in small-scale livestock farming and nutrition in schools.
- 7) Strengthen the Inclusive Education Network at in central, provincial and district levels in the implementation of inclusive education.
- 8) Collaborate with Education and Sports Management Information System Center to improve data collection system by disaggregating by sex, ethnicity, disability aiming to serve the development of future plan.

Part III: Financial Education and Sports

I. Education and Sports Budget in 2018

In 2018 the Ministry of Finance approved the total budget for education and sports sector of 4,142,514.55 million LAK, equivalent to 14.02% of total government expenditure and 2.7% of GDP. 3,390,337,000 million LAK are non-wage recurrent budget and 752,137.55 million LAK are investment budget (domestic: 234,738,03 million LAK and ODA: 517,399.52 million LAK).

When comparing with the government expenditure in each budget chapter, the salary (chapter 60) accounted for about 24%; Allowance (chapter 61) accounted for 16.30%; operating expenditure (chapter 62) accounted for 11.2%; Subsidies (chapter 63) accounted for 13.9%; domestic investment (Section 67) accounted for 8.4% and ODA (ODA) accounted for 6.4% of total expenditure in the same chapter of the government.

In the total approved education budget, salary and allowances cover 62%, while non-wage recurrent budget (chapter 61, 62 and 63) cover 20% and investment covers 18% of the total education and sport budget.

Table 8: Education Budget by Chapters

	Unit: million LAK			
	Central	NOUL	Local	Total
Salary (chapter 60)	107.652,00	66.449,00	2.372.423,00	2.546.524,00
Allowance (chapter 61)	87.659,00	57.079,00	164.974,00	309.712,00
Operating and new procurement (chapter 62 and 66)	161.883,00	31,340.00	132.464,00	325.687,00
Subsidies (chapter 63)	155.256,00	18,895,00	34.303,00	208.454,00
Investment (chapter 67)	646.658,48	16.459,00	89.020,07	752.137,55
ODA	511.947,95		5.451,57	517.399,52
Domestic	134.710,53	16.459,00	83.568,50	234.738,03

Table 9: Budget Allocation to Each Province

(Unit: Million LAK)

No.	Description	2017	2018	Differences
1	Central	1.315.537,75	1.349.330,48	2,6%
1.1	Ministry and affiliated institutions	1.126.955,75	1.159.108,48	2,9%
1.2	National University	188.582,00	190.222,00	0,9%
2	Local	2.721.951,36	2.793.184,07	2,6%
2.1	Vientiane Capital PESS	190.399,67	191.136,70	0,4%
2.2	Phonsaly PESS	106.189,65	107.695,28	1,4%
2.3	Louangnamtha PESS	107.074,00	110.066,00	2,8%
2.4	Oudomxay PESS	148.935,59	148.612,71	-0,2%
2.5	Borkeo PESS	77.897,01	82.164,00	5,5%
2.6	Louangphrabang Province	217.906,42	229.998,86	5,5%
	Louangphrabang PESS	192.179,61	203.426,86	5,9%
	Souphanouvong University	25.726,81	26.572,00	3,3%
2.7	Houaphanh PESS	183.981,68	195.395,44	6,2%
2.8	Xayyabouly PESS	169.112,74	172.743,00	2,1%
2.9	Xiengkhouang PESS	156.948,38	163.704,43	4,3%
2.10	Vientiane PESS	205.369,19	210.463,00	2,5%
2.11	Borlikhamxay PESS	113.385,75	117.659,00	3,8%
2.12	Khammouane PESS	155.189,32	158.451,74	2,1%
2.13	Savannakhet Province	316.638,20	314.073,88	-0,8%
	Savannakhet PESS	294.925,44	293.316,86	-0,5%
	Savannakhet University	21.712,76	20.757,02	-4,4%
2.14	Saravan PESS	125.262,00	126.613,07	1,1%
2.15	Champasack Province	246.211,82	260.535,00	5,8%
	Champasack PESS	228.251,20	238.957,26	4,7%
	Champasack University	17.960,62	21.577,74	20,1%
2.16	Sekong PESS	69.550,66	71.003,69	2,1%
2.17	Attapeu PESS	80.519,40	79.283,27	-1,5%
2.18	Xaysomboun PESS	51.379,88	53.585,00	4,3%
	Total	4.037.489,11	4.142.514,55	2,6%

The above table shown that the approved budget increased by 2.6% compared to 2017. However, it is observed that three provinces have received budget less than the previous year namely Oudomxay PESS reduced by 0.2%, Savannakhet PESS reduced by 0.8% and Attapeu PESS reduced by 1.5%.

When comparing to the financial requirements identified in ESDP 2016-2020, it is clear that in 2018 the education and sports sector had the financial gap of 827,345.45 million kips to spend on education quality improvement and education management system strengthening. Despite the ODA injected in education sector is high at 517 billion kips, but the actual budget spent on education development is still low because large amount of budget is spent on project management, technical assistants, specialist and other administrative staff.

Table 10: Approved Budget Vs Projected Budget in ESDP 2016-2020

Unit: Million LAK

Budget categories	2017/18	2017/18	Differences
	Projected	Approved	
Total Budget	4.969,860,00	4.142.514,55	- 827.345,45
Wage recurrent	2.810.165,00	2.546.524,00	- 263.641,00
Non Wage recurrent	1.057.159,00	843.853,00	- 213.306,00
Investment including ODA	1.102.537,00	752.137,55	- 350.399,45

II. Financial Requirement for 2019

Based on the priorities set in the 2018-2019 plan, in 2019, the education and sports sector require the budget of 5,115.50 billion kip, with recurrent budget of 3,861.28 billion kips and investment budget of 1,254.22 billion kips. The details are as the following:

Recurrent budget	=	3,861.28 billion Kips
- Salary (chapter 60)	=	2,643.36 billion Kips
- Allowance (chapter 61)	=	353.26 billion Kips
- Operating cost (chapter 62)	=	508.72 billion Kips
- Subsidies (chapter 63)	=	325.43 billion Kips
- New procurement (chapter 66)	=	30.49 billion Kips
- Investment including ODA (chapter 67)	=	1,254.22 billion Kips (this figure is based on the financial projection in ESDP 2016-2020)

Part IV: Implementation, Monitoring and Evaluation Mechanism

I. Implementation Measures

1. Every sub-sector under MOES should organize internal meeting to develop detailed action plan by identifying activities, outcomes, timeframe of the implementation, who is responsible for and budget estimated for each activity;
2. Each department should organize a monthly and quarterly meeting to follow up the progress of the implementation of planned activities.
3. Every sub-sectors under MOES should closely pay attention to provide guideline and instruction to the PESS in order to advice DESB and schools in implementing the planned activities.
4. Every departments/sub-sectors implement the resolution of the Education and Sports Annual Conference 2018 with high responsibility.
5. The Department of Planning should pay attention to encourage and monitor the implementation of the resolutions of the National Assembly and also encourage and monitor each provincial targets based on the resolutions of Provincial Assemble.

II. Monitoring and Evaluation

1. The EMIS center (department of planning) should urgently collect and analyze the education and sports information for the academic year 2018-2019 to be completed before March 2019, which will be used as a reference for the development of 2019-2020 plan.
2. The Department of Inspection should collaborate with the M&E network to monitor the progress of the implementation of the priorities and planned activities of each sub-sector in every three month and six months basis in order to report to the meeting of the Senior Administrators of MOES
3. Each school should assess the achievement and challenges in implementing an annual development plan then report to the DESB.
4. DESBs assess the achievement and the challenges in implementing an annual development plan then report to the PESS.
5. The Department of Planning prepare the report on the implementation achievement of National Assemble resolutions, the resolution of Education and Sports Annual conference 2018 and prepare the report on Education and Sports Development Plan 2018-2019 to present at the Education and Sports Annual Conference 2019 which will be held in July 2019.



Lao People's Democratic Republic
Peace Independence Democracy Unity Prosperity

Ministry of Education and Sports

No 41 /MOES

Vientiane Capital, dated 11 Jan 2018

Resolution of The Education and Sports Annual Conference between 23-25 July 2018, Bolikhamxay province

The Education and Sports Annual Conference was held on the 23-25 July 2018 in Bolikhamxay Province, Chaired by Minister of Education and Sports, the Governor of Bolikhamxay Province and the Vice Ministers of Education. There were 250 participants including 80 females.

During the meeting, there were presentation on the achievement of the implementation of annual education and sports development plan 2017-2018 and targets and priority activities for 2018-2019. In addition to that, the reports on the achievements, challenges and priorities of 10 sub-sectors and presentation on certain topics were also presented. For example, the progress report on the 11th National Game in Xieng Khouang, the sports fund, Bolikhamxay Development Fund and the project of Education Quality Improvement in remote areas and the presentation on the result of teacher survey.

Based on the discussion, the conference agreed to approve the following priorities to be the resolution of the Education and Sport Annual Conference for 2018:

1. Approved the result of the implementation of Education and Sports Development Plan 2017-2018. Compared to the previous year, Early Childhood Education has been improved satisfactorily; although the internal efficiency of primary education has been improved over the past year, but the repetition and dropout rates are still high leads to low survival rate. The quality of primary education needs to be addressed in the coming years. The expansion of secondary education is quite slow and the number of students dropping out from schools have increased over the last few years.
2. Approved the targets and priorities for 2018-2019. Each sub-sector must develop detailed action plan including financial plan and human resource plan. The Department of Planning coordinate with PESS to set the provincial targets and priorities tasks in line with the priorities of the Ministry of Education and Sports and the provincial socio-economic development plan. Department of Planning should also monitor and support PESS to implement their planned targets.
3. Provincial Education and Sports Services (PESS) expand kindergartens and pre-primary classes in districts where the enrolment rate of 5 years old children is less than 60%, under the supervision of Department of Early Childhood Education.
4. Department of general Education gives direction to PESS and DESB to reestablish school clusters in line with continuous teacher profession development, so that the teacher training could be provided within the school clusters. Recruit an English teacher in each cluster, so that students from grade 3 to grade 5 in all the school members of cluster have opportunity to study English.

5. PESSs supervise DESBs and review the appropriateness and necessity of providing multi-grade teaching of the classrooms, especially in the complete primary schools.
6. Review the rules and standards for school construction (especially private schools) in accordance with 5 education principles.
7. Department of General Education hold seminar about the lessons learned on the final examination in 2017-2018 and to determine the examination methodology for the 2018-2019.
8. Department of Teacher Education coordinates with PESSs and DESBs to assess the skills and ethics of primary and secondary teachers. At the same time, coordinate with Teacher Training Centers and the Teacher Development Centers provide in-service teacher training to teachers, especially the ones who are not qualified. Teacher development should focus on the subjects that the locality needs. In addition, the Department of Teacher Education coordinate with the Institute for Education Administration Development to revise the pedagogical advisory system development.
9. Review the mandate of Regional Non-Formal Education centers under supervision of Department of Non-Formal Education.
10. Research Institute for Education Science together with the relevant stakeholders to develop a national student assessment framework for primary and secondary students and conduct the assessment of grade 5 student learning outcome.
11. Department of TVET coordinate with relevant stakeholders to expand the capacity to provide an extensive and diverse TVET programs. Organize orientation on TVET programs for lower and upper secondary students. Continue to provide a variety of vocational curriculum for both short course and long-term course.
12. Department of Higher Education coordinate with universities to monitor the implementation of higher education curriculum to ensure the quality and whether they meet the needs of socio-economic development. Promote scientific research and technical services at the university and national levels.
13. Department of Elite Sports and Department of Sports for All coordinate with Xieng Khouang Province to organize the 11th National Games and Paralympic Game in Xieng Khouang with the aims to select outstanding athletes to continue to be professional athletes. After completing the event, the meeting to discuss the lessons learned and the direction for organizing the next games should be organized.
14. Department of Personnel and Organization revises legislations on teacher recruitment and deployment, teacher promotion, the functioning of school principals and pedagogical advisors. At the same time, coordinate with PESS and DESB to redeploy the teachers from the over teacher-supplied schools to the schools where there is teacher shortage within the same district.
15. Department of Personnel and Organization coordinates with concerned parties to evaluate education administrators at all levels.
16. Approved “The Education Quality Improvement in the Remote Area” in line with decentralized policy focusing in 40 poor education performance districts. In addition, the cabinet, Department of Personnel and Organization and related parties develop tools and legislations and select the key staff who will go work in the provinces and districts for 9 months and 2 years. locally for 3 months and 2 years. Then organize the training workshop for those staff to give them guideline and directions when working with PESSs and DESBS.

17. The Cabinet develop the decentralized policy (3 Builts) standards for education and sports sector to be used as a tool for the staff who will go to work with PESSs and DESBs.
18. Universities and Teacher Training Colleges send teachers and teacher trainees to teach in the schools where there are teachers' shortage (including private education institutions where there is a need).
19. Institution for Education Administration Development develops short-term training courses on education management as well as provides training to education administrators and managers at all levels.
20. Department of Finance develops recurrent budget allocation formula for DESB and also prepare budget for school meal.
21. PESSs together with DESBs monitor and supervise the performance of teachers and school principals in the regular basis.
22. Education and Sports managers at each level and in each educational institution disseminate and implement the resolution of Education Annual Conference 2018 effectively and efficiently.
23. Specifically, the participants of the annual conference donated 12,275,000 LAK to the victims of the disaster in Sanamxay district, Attapeu Province.
24. The 2019 Education and Sports Annual Conference will be held in July 2019. (the location will be informed later).

The meeting was honored by the Governor of Bolikhamxay Province to give closing remark at 3:00 pm on 25 July 2018

Minister



Sengdeuane LACHANTHABOUN



Supported by the European Union