



Lao People's Democratic Republic
Peace Independence Democracy Unity Prosperity



Ministry of Education and Sports

**Education and Sports Sector Performance Annual
Report 2018-2019
And Development Plan for 2019-2020**

August 2019

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Preamble

Throughout the period of implementing the Education Development Plan for 4 academic years, namely: from the academic year 2015-2016 to 2018-2019, there are many achievements in different areas ranging from access to education at kindergarten to university level alongside with gradual improvement of the internal effectiveness of education. In addition, the education administration and management has been strengthened both at the central to local levels, especially the improvement of the organizational structure by adapting it to suit the reality. The management of plan, budget, ICT, and inspection, monitoring and evaluation are improved. The participation in sports and gymnastics including sport for all, school sports as well as professional sports-Gymnastics get more supports and cooperation from the societies and communities, which are contributing step by step to a gradual development of the area.

Alongside the above-mentioned achievements, however, a number of challenges need to be addressed in an immediate and long-term period to achieve the Education Development Vision and Sustainable Development Goals toward 2030 such as: disparities of education development amongst different local communities, low quality of basic education, low effectiveness of existing resources utilization and others.

To achieve the above-mentioned Vision and Goals, the implementation of the Education Sector Development Plan 2019-2020 is to continue realizing the policies, strategies, targets and the priority activities identified in the 8th 5 Year ESDP (2016-2020), particularly focus on addressing the issues that emerged from the Mid-term Review of the 8th 5 Year ESDP (2016-2020). In order to meet the objectives of the ESDP 2019-2020, this document identifies many priority activities for different sub-sectors for implementation by allocating limited budget to a specific focus with satisfactory result as planned. In line with the conduct of the priority activities, this is also the Resolution of the Education and Sports Annual Conference 2018-2019, which was officially held on 29-30 July 2019 at Vientiane Province.

Thus, representing the Minister of Education and Sports leadership, I advise all education and sports administrators at both central and local levels, including school principals and teachers across the country to realize 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


Sengdeuan LACHANTHABOUN

Acknowledgement

The Department of Planning of the Ministry of Education and Sports representing the Committee for Education and Sports Sector Performance Annual Report 2018-2019 and Education and Sports Sector Development Plan 2019-2020 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 document.

Special 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 dissemination and distribution of this important and meaningful document can be made possible under the support to the publishing work from European Union in Lao PDR. Therefore, on behalf of the Ministry of Education and Sports, Department of Planning would 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**

Acronyms

DGE	Department of General Education
DESB	District Education Sports and Bureau
ECE	Early Childhood Education
GER	Gross Enrollment Ratio
G	Grade
IFEAD	Institute for Education Administrator Development
MoAF	Ministry of Agriculture and Forestry
MoES	Ministry of Education and Sports
MoICT	Ministry of Information, Culture and Tourism
MoJ	Ministry of Justice
MoH	Ministry of Health
MoLSW	Ministry of Labour Social and welfare
PA	Pedagogical Advisor
PBMIS	Planning and Budgeting Management Information System
PESS	Provincial Education Sports and Service
TTC	Teacher Training College
TVET	Technical Vocational Education Training
VEDC	Village Education Development Committee

Part I:
**The Achievement of the Implementation of the Education and Sports Sector
Development Plan in 2018-2019**

I. Introduction

Academic year 2018-2019 is the fourth year of the implementation of the 8th 5Year Plan ESDP (2016-2020) and it is the first year to integrate recommendations from the outcomes of the conduct of the mid-term review in the plan for further implementation.

The purpose of the implementation of the Education and Sports Development Plan 2018-2019 is still to implement policies, strategies, targets and the priority activities identified in the 8th Year ESDP(2016-2020), particularly focus on promoting every school-age child to be prepared for enrolment at pre-school level; promote equitable access to basic education and ensure that the student's learning outcomes be better improved; the quality of post-secondary education that focused on skill labor and technicians in order to supply labor force to the social demand be better upgraded; strengthen the education administration and management system from central to local level; encourage 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 and 2 targets out of the outcomes of the mid-term review to monitor the progress of the implementation of 2018-2019 plan.

1. The Achievement of the Implementation of 15 main targets

Although 7 out of 15 targets identified in the 2018-2019 plan have not been achieved, 2 targets have been performed outstandingly above the set figure. Meanwhile, 6 other targets have been performed better in comparison to those of the academic year 2017-2018, of which some targets have almost been achieved as follows:

1.1. Four Achieved Targets:

- 1) The enrollment rate of 5 years old children increased from 77,1% to 79.4% (target 79%).
- 2) There are 135 districts with enrolment rate of 5 years old children over 60%. (target: 130 districts);
- 3) The primary net enrollment rate achieved 99,1% (target: 98,9%);
- 4) Number of population participated in physical exercises and sports for health activities has increased from 22% to 26% (target 26%).

1.2. Five Targets performed better in comparison to those of the academic year 2017-2018, but not achieved the targets:

- 1) Repetition rate in grade 1 has decreased from 8,8% to 8,4% (target 8%);
- 2) Repetition rate in primary education decreased from 4% to 3.8% (target 3%);
- 3) Number of districts achieved gross intake rate in the last grade of primary education higher than 95% increased from 127 to 134 (target 135);
- 4) Upper secondary gross enrolment rate has increased from 53,3% to 54,8% (target 55%);
- 5) The transition rate of lower secondary graduates to Vocational Education increased from 3% to 3,3% (target 4%)

1.3. Six unachieved targets

1. The Drop-out rate of grade 1 students has increased from 5,8% to 6,3% (target 5,0%);
2. The Drop-out rate in primary education has increased from 4% to 4,3% (target 3,0%);
3. Survival rate of grade 5 students has decreased from 82,2% to 82% (target 84%);
4. Lower secondary gross enrolment rate decreased from 83,1% to 82,8% (target 84%);
5. Lower secondary dropout rate has increased from 9.2% to 9.5% (target 8.5%);
6. Upper secondary dropout rate has increased from 7.1% to 8.1% (target 6,5%).

2. The Achievement of Sub-Sector Plan Implementation

2.1 Early Childhood Education (ECE): The Ministry of Education and Sports still considers the expansion of Early Childhood Education network as a priority, especially the expansion of kindergartens and pre-primary facilities allowing a total number of 3,432 kindergartens across the country with an increase number of 221 compared to the previous academic year. Out of the increased number, 181 are public and 40 are private kindergartens. The number of children has increased from 229.892 to 240.384 making an increase in the enrolment rate of children aged 3-5 from 56,3% to 59% and the enrolment rate of 5-year-old children from 77,1% to 79,4%. As a result, the Early Childhood Education has been gradually improved.

2.2 Primary Education: Generally, primary education development tends to be improved in comparison to the previous academic year. This is because of the MoES close attention to promoting and supporting teaching and learning, improving some of the curriculum and providing textbooks and teaching materials to all primary schools nationwide. Consequently, the net enrollment rate in primary school has increased from 98,8% in 2017-2018 to 99,1% in 2018-2019 and the repetition rate dropped from 4% to 3,8%. Affected by the last-year severe natural disaster, the people's living conditions faced hardship and some school infrastructure has been destroyed. As a result, some affected schools were not able to start their academic year timely. Moreover, some affected families had to move their farming areas to other places followed by their children causing school drop-outs. Other factors are economic and other related issues causing an increase in the drop-out rate from 4% to 4,3%. Generally, primary education indicators in 2018-2019 tend to be lower than the previous year, namely: number of districts with drop-out rate lower than 6% is reduced from 119 to 118. The number of districts with drop-out rate has increased from the last year number of 74. In the meantime, the number of districts with an increased drop-out rate is 70.

2.3. Secondary Education (Lower and Upper): In the academic year 2018-2019 the secondary schools increased with a number of 34 adding to a total number of 1.792 nationwide. On the contrary, the number of students decreased by 11.214 compared to the previous year. The fact is that there was a decrease in the transition rate of grade 5 graduates to grade 6 from 89,7% in academic year 2016-2017 to 88% in the academic year 2017-2018 and to 87,9% in the academic year 2018-2019. Consequently, the gross enrolment ratio of lower secondary reduced from 83,1% to 82,8%. In the meantime, the drop-out rate increased from 9,2% to 9,5% compared to the previous year. In regard to upper secondary education, the gross enrolment ratio has a slight increase from 53,3% to 54,8%. Meanwhile, the drop-out rate has increased 1% from 7,1% to 8,1% compared to the previous year. Similar to primary education, secondary education drop-out issued has not been addressed attentively

by the concerned stakeholders. The study on the real cause of drop-outs has not been conducted and analyzed scientifically and systematically.

2.4. Non-Formal Education: The Ministry of Education and Sports considers non-formal education as part of the national education system that provides primary education to the target group of children who miss education opportunities in different provinces. In addition, it provides secondary equivalency programs to primary graduates and equivalent target groups at different non-formal education centres. In the academic year 2018-2019, 23 districts declared to complete lower secondary education which is 1 district lower than the set target of 24. Two provinces declared to complete lower secondary education. Up to now, 133 districts have completed equivalency lower secondary education program.

Regarding the issues, non-formal education still faces the same unsolved problems such as: the target groups denied participation in the program due to the lack of family labor, livelihood not concentrated, information collection system not yet ensured and analysis has not yet been conducted to identify issues, causes and methodology to address the issues based on facts and reality. Reports on activities at different levels are still slow. The quality of teaching and learning program at different levels does not meet the requirement with a main focus remain on quantity and the secondary education program lacks teachers in remote areas.

2.5. Teacher Education :

Due to the fact that a high number of teacher graduates in each year could not be recruited, in 2018-19 the MoES has reduced the number of teacher student's intake in different teacher training colleges to 14% compared to the previous academic year. This academic year, 3,659 upper secondary graduates nation-wide enrolled in different TTCs. Of the number, 527 are kindergartens, 329 primary, 1,701 secondary, 282 physical and arts and the rest are monk education teachers. The admission of teacher students to TTCs is conducted on ratio basis by taking 80% through examination and 20% through free selection quota. Of the number, 10% are scholarship students selected by provincial committees and other 10% are selected by TTCs based on the entry examination results.

In this academic year, 3,124 teacher students graduated and reduced by 46,5% compared to the previous year. Of those, there are 466 ECE, 204 primary education, 1,960 secondary education, 372 physical and arts education and 122 monk teachers.

Quality of teacher students from local areas is still a striking issue to be addressed so that they can improve their knowledge and capability to meet the set qualification standards. In addition, teacher knowledge and ethics evaluation is a necessary tool for primary and secondary schools in-service teachers and needs to be conducted in a more tangible way so that students' learning outcomes can be improved.

2.6. Vocational Education :

In collaboration with other public and private sectors, the MoES has made an attempt to promote and encourage more lower and upper secondary graduates to apply to take courses at vocational education stream by providing multiple forms of curricula and diverse teaching methods. In 2018-2019 there is the increasing number of 31.835 students applied to study in both public and private TVET institutions, of which 17.829 students enrolled in the MoES affiliated TVET institutes and the rest enrolled in the sectors' affiliated TVET institutes, namely: 6.458 students enrolled in Agriculture, Finance, Public Health, Information, Culture and Tourism, and 7.548 enrolled in private TVET institutes. These numbers have so far contributed to an increase number of TVET students of all streams and systems up to 75.466 people. Meanwhile the total number of TVET graduates in 2017-18 from both public and private sectors was 14.153 students, of which 1.513 are from agriculture sector, 6.212 are from industry and 6.428 are from other service sectors.

The investment in teaching and learning equipment is a prioritized task the TVET administrators need to consider by utilizing the government technical and management budget support. Besides, curriculum development and provision in line with local development potentials and a collaboration from local investors and entrepreneurs is of great necessity.

2.7. Higher Education:

In 2018-2019 the MoES continues its policy to provide scholarships to talented and disadvantaged students at a proportion of 20% of the total intake plan and the selection of 80% is conducted through examination under self-funded scholarship scheme. In 2018-2019, the total number of new students enrolled in four MoES affiliated universities and the Ministry of Public Health affiliated university is 12.258 people adding to the current number of 39.497 students in total.

In 2018-2019 the number university graduates from different universities are classified by academic groups as follows: 1) education and sports 1.165; 2) languages and humanities 592; 3) sociology 685; 4) business, management and laws 2.601; 5) Information Technology (IT) 74; 6) natural sciences 480; 7) Engineering 1.890; 8) agriculture and forestry 985; 9) health and social welfare 219; and 10) administration 89.

The improvement of teaching and learning quality in different universities is a priority for the university high level academic administrators by providing training to academicians to be highly qualified and capable. Over the past year, high education institutions have not adequately invested in the supply of scientific experimental equipment, laboratories and textbooks for libraries.

2.8. Sports-Gymnastic:

The sports-gymnastics is one of the sub-sectors under the MoES, whose mandate is to promote the people's physical exercises and professional sports. In the last academic year, the sub-sector, in collaboration with the National Sports Federation, has organized sports for health activities, international sport competitions, annual sports games, leaders' trophies sports competitions and sport activities in

commemoration to important national and international days at total of 60 events of 26 sport categories with 2.500 participants.

By collaborating with the National Sport Federation and the Lao National Olympic Committee, the sub-sector has sent the Lao national sport teams to participate in 71 events of 26 sport categories with 851 participants. Medals won were 17 gold, 21 silver and 31 bronze. Special success has given to the Lao U19 Women Football Team who shared a gold medal with the host country, Bangladesh, 1 silver medal for U15 AFF hosted by Thailand. More medals obtained by winning different sport events such as: 1 gold medal from 110 m of men hurdle track and fields, 1 silver for 4x100 women, and 1 bronze for women hurdle track and fields at the Thailand Open 2019. In addition, 22 students of Sport-Gymnastics Talented School have participated in 7 international sport events winning 8 medals: 3 silver and 5 bronze.

2.9. Education Administration and Management:

The education and sport administration and management is a decisive factor to improve education system including the management of teaching and learning, teachers and financial personnel as well as education and sport development plan implementation management. Over the past academic year, the MoES has considered upgrading knowledge on the government's decrees, orders and policies for education administrators at all levels; formulated and updated various legal documents as references for education policy implementation, namely: completed the formulation, approval and utilization of the Annual Teacher Requirement Planning Guideline (2nd revision) followed by the conduct of training courses for the organization personnel of all PESS and DESB nationwide; completed the formulation, approval and utilization of the guidelines on fair and unified budget allocation for District/City Education Bureaus across the country with special focus on budget lines 62 and 63. In addition, technical and vocational education law and some under-law legislations have been revised.

In order to strengthen planning and financial management, the MoES has developed up-to-date planning and budgeting management information system (PBMIS) by applying a computer application system. In addition, adaptation of Education Sector Plan program into Lao context which has originally been developed by the International Institute for Educational Planning of France in preparation for the conduct of training for the education administrators at the central and local levels.

In order to develop qualified successors, the MoES has dispatched its personnel to work at the grass-root levels of all provinces and some districts. The aim is to implement the education quality improvement plan at remote areas in connection to the movement of national patriotism and development under the 3-build principles.

However, the striking issues that have not been solved in a tangible manner are performance evaluation of education administrators including teachers' duty, teachers' displacement from the places having excessive number to the places having insufficient number still cannot be practiced. Also, there is no practical mechanism to monitor and motivate the implementation of policies, legislations and resolutions including the implementation of education and sport sector

development plan in each phase. Budget allocation including expenditure management is another issue that needs improvement so that the use of limited budget will become more effective.

3. Statistics for academic year 2018-2019

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

Table 1: The number of public classes, schools, and students

		2017-2018				2018-2019			
		Classes	Schools	Teachers	Students	Classes	Schools	Teachers	Students
1	Kindergartens	5.312	2.742	7.397	182.647	5.657	2.923	7.739	191.261
2	Primary	32.383	8.604	33.948	737.484	32.074	8.570	33.533	717.853
3	Lower-secondary	12.154	905	24.988	432.961	12.308	897	25.041	426.822
4	Upper-secondary	5.734	36	11.789	217.909	5.840	34	11.878	211.686
5	Complete secondary		716					748	

Table 2: The number of private classes, schools, and students

		2017-2018				2018-2019			
		Classes	Schools	Teachers	Students	Classes	Schools	Teachers	Students
1	Kindergartens	1.607	469	3.485	38.140	1.732	509	3.801	39.875
2	Primary	1.737	253	2.179	48.762	1.918	284	2.358	52.806
3	Lower-secondary	527	57	1.023	14.796	591	64	1.186	16.034
4	Upper-secondary	191		371	5.398	197		395	5.308
5	Complete secondary		44				49		

3.2 Enrolment rates for each grade

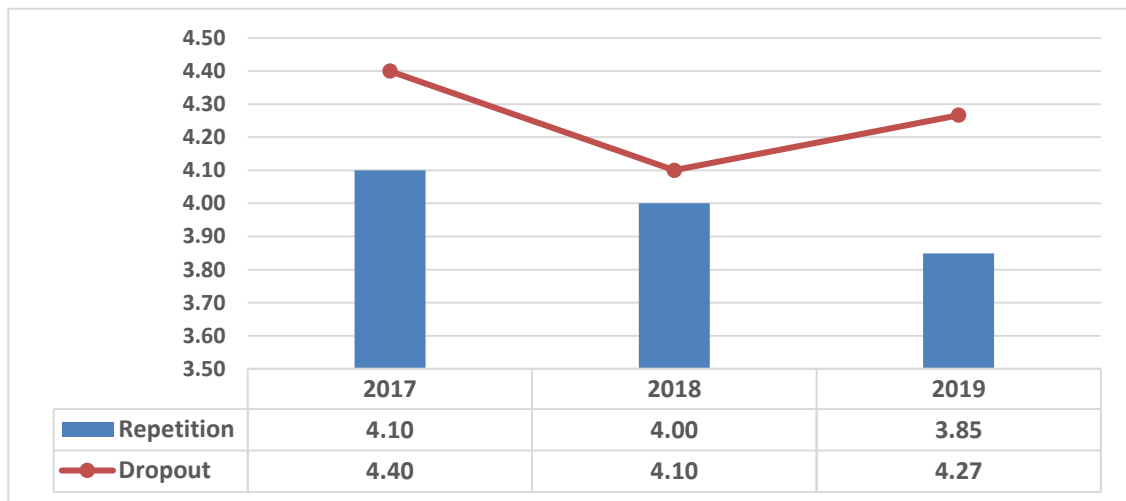
Table 3: Enrolment rates for each grade

	2017-2018			2018-2019		
	Total	Female	Male	Total	Female	Male
Enrolment rate of 3 - 5 years old children (%)	56,2	56,3	56,1	59,0	59,1	58,8
Enrollment rate of 5 years old children (%)	77,1	77,0	77,2	79,4	79,5	79,4
Net Intake Rate in Primary Education (%)	97,8	97,6	97,9	98,2	97,9	98,4
Net Enrolment Rate in Primary Education (%)	98,8	98,6	99,0	99,1	98,8	99,3
Gross Intake Rate in Primary Education (%)	110,9	109,6	112,1	109,2	107,8	110,4
Gross Enrolment Rate of Primary Education (%)	110,6	109,2	112,0	108,2	107,0	109,4
Gross Enrollment Rate in Lower Secondary Education (%)	83,1	81,2	84,9	82,8	81,2	84,3
Gross Enrollment Rate in Upper Secondary Education (%)	53,3	50,8	55,7	54,8	52,0	57,5
Gross Enrollment Rate in Secondary Education (%)	70,0	67,9	72,1	70,9	68,8	73,0

3.3 Internal Efficiency

3.3.1 Primary Education

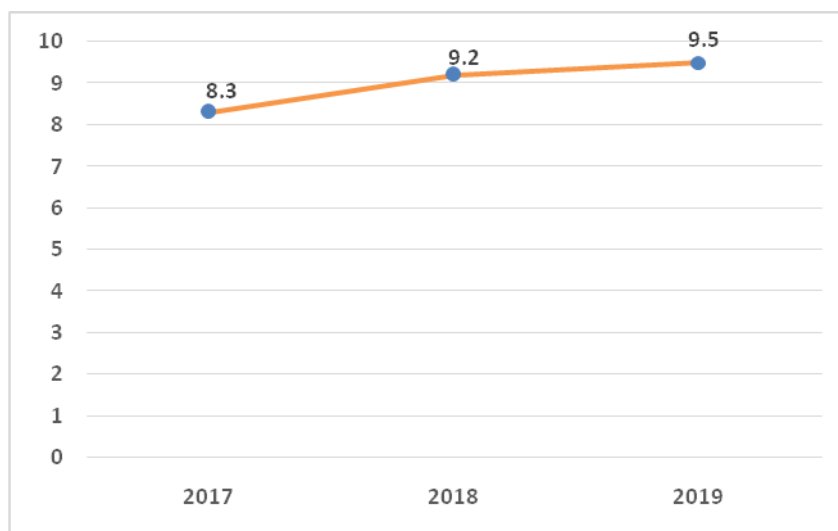
Graph 1: Repetition and Dropout rates in primary education



The repetition rate dropped from 4,0% to 3,8% in 2018-2019 compared to the previous academic year; however, up to 74 districts still have an increase in the repetition rate. Of those districts, Xaysathane District has the most increase rate and the second and third ones are Longcheng and Xaychamphone consecutively. The district that has the highest rate of repetition is Nong reaching 23,09% and the second highest district is Xaysathane at 16,36%, Dakchung at 14,06% and Kalum at 13,91%. On the contrary, drop-out rate at primary level tends to increase from 4% to 4,3%. At the district level, 70 districts have such a high increase in the drop-out rate compared to the previous year. The highest primary drop-out rate is Xepon reaching 15%; the second highest districts are Ta-Oi and Phin at 13,8% and 13,6% consecutively.

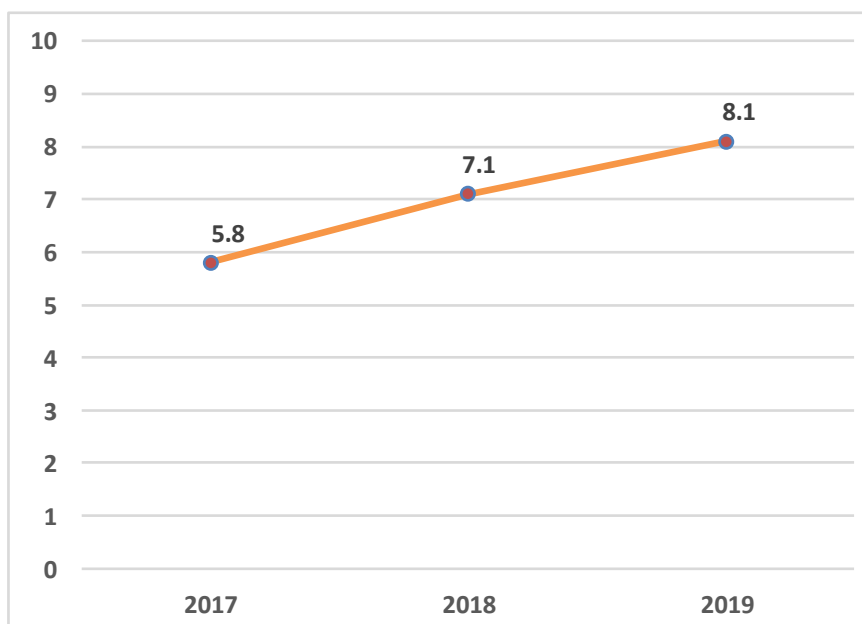
3.3.2 Lower Secondary Education

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



3.3.3 Upper Secondary Education

Graph 3: Dropout Rates in Upper Secondary Education (%)



The drop-out rate in lower secondary and upper secondary education tends to increase over the past year as indicated in Graphs 2 and 3. In lower-secondary, drop-out rate has increased at 1,2% from 8,3% of 2016-2017 reaching 9,5%. As for upper secondary, the drop-out rate has increased more than lower secondary school from 5,8% to 8,1% (the increase rate reaches 2,3%). This demonstrates that the internal efficiency of educational system and coordination amongst concerned bodies need improvement to address the said issue urgently.

4. The Proportion of Budget for Education and Sports Sector

In 2019 the National Assembly approved budget and permitted by the Ministry of Finance for education and sports sectors with the total amount of 4.055.976,54 million LAK, equivalent to 12,15% of government expenditure and 2,45% of GDP. Of the amount, 3.447.918,07 million LAK for regular operational expenditure, (95.268,65 million LAK for technical purposes), and 608.058,47 for total investment budget (domestic contribution 149.448,75 million LAK and foreign assistance 458.609,72 million LAK).Of the total budget allocated to education and sports, 1.207.035,72 million LAK is managed by the central level (MoES and universities) and 2.848.840,82 million LAK is under the management of local authorities.

5. Issues and causes of unachieved targets approved by the National Assembly

The MoES identifies priority activities to achieve the targets and policies as stipulated in the 2018-2019 plan, the targets approved by National Assembly's and the Resolution approved by the 2018 Education and Sports Administrators Annual Conference. Practically, however, each responsible body or agency has not taken concrete actions to follow the tasks and guidelines as approved in the resolution causing a number of unsolved issues, especially an increase of drop-out rates in each grade and level of education compared to the previous year. The outcomes of the mid-term review of 9th ESDP 5-year plan demonstrate that one of the key issues to be addressed urgently is an increase of drop-out rate and a decrease of

promotion rate of students in each level of education. Consequently, many indicators set for 2018-2019 cannot be achieved and in real practice some of them tend to be weaker due to the following factors:

1) Factors causing high repetition rate of at primary level:

- Some number of school directors and teachers do not perform their tasks well such as: irregular teaching work, late classes and stop work before time and others;
- Legislation for PA is in place, but PA work has not done continually and school directors has not conducted internal PA orientation;
- Lack of teachers in rural areas so that many schools need to provide multi-grade teaching classes, especially at grade 1;
- Budget allocations do not match priority activities i.e. teaching and learning quality improvement such as: in-service teacher training and monitoring of teaching and learning;
- Some teachers do not pay attention to doing their teaching and tutoring tasks. The result of Lao Social Index Survey II (LSIS-II 2017) found that teachers' absence has become a critical issue in Lao PDR. At every school level, 80% of students skip classes due to absence of teachers from teaching assignment, which leads the students drop-out and class repetitions;
- High repetition rate is mainly found in poor districts where minority children do not speak Lao as mother tongue. These children miss readiness program to manipulate the Lao language before the admission to Grade 1 and the teachers teaching in the areas lack skill and methodology to teach children from different minorities.

2) Factors causing drop-out rate at primary level:

- Teachers duties on monitoring the student's presence in classes are not highly aware of and lack coordination between schools and parents on the students' absence from classes, which is the cause of students drop-outs;
- The people's livelihood is not permanent, settlements scattered, and the children leave school to help parents in the farms during growing seasons, which causes incompleteness of their study programs and schools leaving;
- The citizen's understanding on their obligations towards education, particularly basic education, is still limited.
- Some parents do not pay attention to their children education, furthermore they also force their children to leave school for different reasons;
- The cooperation and collaboration between the school and the VEDC has not been strengthened.
- Parents are not aware of their children's interest in going to school or learning.

3) Factors causing low gross enrollment and high drop-out at secondary level:

- Crowded classes (60-70 students per class in some areas), schools are far from the students' villages and have not dormitories for children living in remote villages;
- Not a small number of students have dropped schools to work in factories and rubber fields while many others have left to work in neighboring countries.
- Weak coordination between teachers and parents in monitoring and encouraging their children to continue their studies until they complete high school; and
- The government's policy of limiting the civil servants quota indirectly has discouraged the students' wish to continue their studies because they think will be unemployed after they finish studies.

4) Low enrolment rate in TVET

In fact, number of students enroll in TVET increases every year, however, as the number of students complete lower secondary and upper secondary levels increases, the enrolment rate in TVET seems to be low in comparison to the number of secondary graduates. There is also a lack of policy to promote cooperation and partnership between business entrepreneurs and investors in different areas to train skilled workers and create jobs for vocational graduates. TVET curriculum has no specific focus and not relevant to the national and local development potentials. Investment in the development of TVET teaching and learning equipment is still limited, which contributes to low quality of graduates. This is the reason why they cannot find available jobs. In addition, there is a lack of financial policy to promote the TVET graduates to start up their self-employed businesses.

6. Priority Plan for 2020

6.1 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 skilled labor and technicians to meet the needs of society;
- 4) To continue strengthening the central and local education and management systems; and
- 5) To encourage all citizens to participate in physical exercises and to encourage talented athletes to become professional ones.

6.2 Main Targets

- 1) Increase the enrolment ratio of 5 years old children in Early Childhood Education from 79,4% to 80%;
- 2) Increase the number of districts achieving the enrolment ratio of 5-year old children of more than 60% from 135 district to 140 districts;
- 3) Achieve primary net enrolment rate at 99%;
- 4) Reduce the dropout rate of grade 1 students from 8,4% to 8%;
- 5) Reduce the repetition rate of primary students from 3,8% to 3,5%;
- 6) Reduce the dropout rate of grade 1 primary students from 6,3% to 6%;
- 7) Reduce the dropout rate of primary students from 4,3% to 4%.
- 8) Achieve the primary survival rate at 83%;
- 9) Increase the number of districts achieving primary dropout rate lower than 6% from 118 districts to 123 districts.
- 10) Increase gross enrolment rate of Lower Secondary Education to 84%.
- 11) Reduce the dropout rate of lower secondary students from 9,5% to 9%;
- 12) Increase gross enrolment rate of Upper Secondary Education to 56%.
- 13) Reduce the dropout rate of upper secondary students from 8,1% to 7%;
- 14) Encourage Lower Secondary graduates to continue their study at Technical and Vocational institutions up to 5% and Upper Secondary graduates continue their study at different institutions up to 80% of the total graduates;
- 15) Encourage all citizens to participate in physical exercises, sports for health, annual sport events and sports competition to celebrate national and international important days covering 30% of the total population by 2020.

6.3 Priority Activities

- 1) Expand the quality pre-primary education to poor districts and districts of minority children to prepare their readiness before entering primary level by coordinating with local authorities.
- 2) Provincial and district authorities pay attention to establishing primary school clusters with close connection to progressive teaching career development and sharing existing resources (teachers and equipment) by focusing on school clusters training model;
- 3) PESS in collaboration with DESB and school directors conduct remedial classes for weak students (who could not pass the exams) so that they can be promoted;
- 4) Collaborate with local authorities and students' guardians to encourage the students to study until they complete lower secondary education;
- 5) Conduct evaluation teaching quality and ethics of teachers at primary and secondary schools nationwide. Use the existing budget to conduct in-service training for teachers, especially unqualified teachers;
- 6) Collaborate with local authorities to monitor and inspect teachers' and directors' performance;
- 7) Work in collaboration with local authorities to mobilize parents and students' guardians to understand the importance of education so that they can bring their children to school as well as encourage them to learn at home;
- 8) Monitor and motivate the implementation of progressive promotion and provide additional training to teachers for follow-up actions;
- 9) Reconsider the opening of TVET curriculums in different provincial technical and vocational schools so that they are in line with the need of local development;
- 10) Continue to coordinate with the relevant entrepreneurs and agencies regarding skills development, namely: MoLSW, other ministries and sectors;
- 11) Provide regular monitoring and motivation to pedagogical advisory work (PA) including training of teachers prepared for pedagogical advisors;
- 12) Encourage citizens of all sexes and ages to participate in physical exercises, sports for health, annual sport events and sports for all competitions at various important traditional festivals and on national and international days according to the set target;
- 13) Continue to dispatch education personnel from the central to grass-root levels to provide technical support to various districts with low education indicators;
- 14) Strengthen the management capacity on different themes for education administrators both at central and local levels under the management of the Institute for Education Administrators Development (IFEAD) ;
- 15) Improve the quality of all Management Information Systems in MoES; and
- 16) Monitoring and evaluation as a working mechanism to implement education policy and education development plan.

Part II:
Development Plan 2019-2020
For 10 Education and Sports sub-sectors

Sub-Sector I: Early Childhood Education

1.1 Achievements

1.1.1 Access and Equity

Over the past few years, equitable access to education for children to be prepared for pre-primary education has been improved step by step. In 2018-2019, there are 967 crèches increased by 82 compared to the previous academic year. There are 3.432 kindergartens with increasing number of 221 compared to the last academic year. Even though, the MoES the expansion of kindergartens has not covered as needed, especially at the remote areas, MoES has made an attempt to expand pre-primary classes at half-complete primary and complete primary schools with a total number of 2.346 classes increasing by 18 compared to the previous year, remarkably at Pak-Ou district of Luang-Prabang, Lao-Gnam of Saravane and Nga of Oudomxay. These three places are among 40 priority districts of education sector. Along with the expansion of kindergartens and pre-primary classes, the expansion of play-groups for learning to the areas with less opportunity for kindergartens. The number of 3-5 year children has increased from 2.777 in 2017-2018 to 3.576 in 2018-2019 nationwide.

Alongside the government investment, MoES has a policy to encourage private sector to invest in Early Childhood Education broadly. The evidence shows that the number of crèches has increased to 71 places, kindergartens 39 places. The number of children has increased at 4% meaning that in 2019 there are 49.123 crèches and kindergartens children covering 20,4% nationwide.

Healthcare, sanitation and nutrition in pre-school institutions is also an important task such as providing school lunch, facilitating clean hand-washing and teeth brushing with active participation of the communities. The facilities to be provided include hand washbasins, tooth pastes, tooth brushes and soaps, water cleaning machines, separate toilets for male, female and disabled persons as well as providing water supply systems to the schools. The evidence shows that hand washbasins were supplied to 195 schools in 2018 increased by 38 schools compared to 2017.

As a result of the implementation of the interventions mentioned above, the enrollment ratio of children 3-5 years old reached 59% and 5-year-olds reached 79,4% in 2018-19, which is above the National Assembly's set target. As a result, both girls and boys have equal learning opportunity as shown in gender equality index equaling 1. Special focus on the 40 decentralized (3-builds) target districts, 28 districts have an increase of 5-year-old enrolment ratio compared to previous year. A remarkable increase was in Mahaxay district of Khammouane, Kouan District of Houaphan and Nga District of Oudomxay.

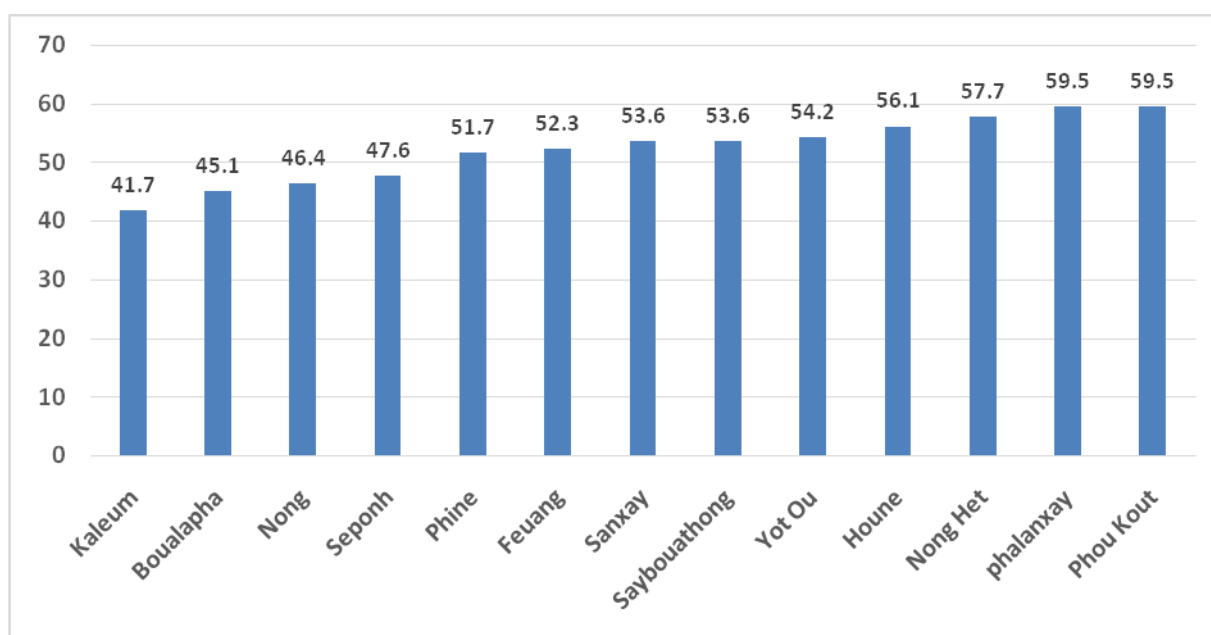
Alongside the above-mention achievements, however, the expansion of Early Childhood Education is fluctuated among districts, especially in the mountainous districts of ethnic minorities located along Vietnam border where the enrollment rate is still relatively low, namely: Ka-Lum of Sekong, Boualapha of Khammouane, Nong and Xepone of Savannakhet and others. The 2018-19 statistics show that only 13 districts with enrolment ratio of 5-year-old children lower than 60% still exist, reducing by 9 districts compared to the previous year (See Graph 4 below). On the contrary, some districts with a growing number of

kindergartens or pre-primary classes still have low enrolment ratio or the same level compared to the previous year, for example: Bachiengchaleunsouk of Champasack province has an increased number of 9 classes but enrolment ratio of the 5-year old reduced by 6%; Khong district increased by 3 classes with a reduced enrolment rate by 4%; Phoukout district of Xiengkhouang increased by 2 classes and the enrolment ratio reduced by 24%; and Pak-Ou of Luangprabang increased by 11 classes and kept the same enrolment ratio.

Table 4: Indicators for Access to Early Childhood Education

Indicators	2017-2018	2018-2019
Crèches	885	967
Number of Kindergartens classes	6.919	7.389
Number of Pre-primary classes	2.328	2.346
Number of children	229.892 (F: 113.985)	240.384 (F: 119.366)
Enrollment ratio of 3-4 years old children (%)	45%	47,8%
Enrollment ratio of 3-5 years old children (%)	56,2%	59%
Enrollment ratio of 5 years old children (%)	77,1%	79,4%

Graph 4: Districts with Enrolment Ratio of 5-year old Children lower than 60%



1.1.2 Quality and Relevance

Quality improvement of Early Childhood Education is another important task in parallel with access opportunity. In the past years, MoES has paid attention to strengthening the Early Childhood Education administrators with management knowledge and its staff with technical skills. The national policy on Early Childhood Education has been formulized. The quality standard for Kindergartens, Pre-primary and play-groups for learning has been developed and tested for further improvement and use. In the meantime, the national

standard of water and hygiene in Early Childhood Education and general education institutions has also been developed.

In 2018-19, MoES has developed teacher training tools and monitoring tools as well as conducted the actual monitoring activities. Meanwhile, meetings to draw lessons on quality improvement have been organized and relevant books have been supplied as follows: Improved Teaching Units Books 1-3, updated content of 10-week Teaching Preparedness Book, republished 49.296 copies of books for kindergartens year 1 (12 original copies), 89.352 copies for year 2 (12 original copies), and 76.476 copies for kindergartens year 3 (12 original copies); supplied 143.678 copies notebooks of different types to kindergartens such as semester academic development activities, students attendance and development monitoring books, instruction manual for teaching-learning activities and monitoring of child development; and supplied 230.400 textbooks and teacher guides to different kindergartens schools.

Over the past year, in order to provide quality teaching and learning according to ECE quality standard, the childcare plans for crèche, kindergarten and 5-year-old pre-primary children has been revised and improved. Some technical personnel of ECE units have been trained to use the kindergarten curriculum and experience orientation plan. Similarly, the curriculum and experience orientation plan of pre-primary and play-groups for learning.

Regarding the ECE pedagogical advisory, the monitoring and supporting tool of PA has been improved and developed successfully following its implementation for some period of time. At the same time 27 core trainers in 8 provinces have been trained.

Alongside the government's investment in quality improvement of ECE, a number of development partners also pay attention to providing support to this area by focusing especially on community children development target groups and multi-grade teaching for 3-5 year-old children; providing training to Village Education Development Committees and children caregivers; supplying equipment, monitoring and financial support to some children caregivers in the target districts.

Generally, nursery and kindergarten education has been developed and improved as demonstrated in the evaluation outcomes that the quality of childcare, teaching and learning at kindergarten level have improved satisfactorily; some teachers have received training; society and community have contributed attentively to crèche and kindergarten education such as providing equipment, toys and teaching-learning aids of different shapes and colours pushing step by step the improvement of the quality of ECE towards its better direction.

However, alongside the above-mentioned development, there are still some barriers affecting the ECE teaching and learning quality, especially teachers. Based on the data of the report on the outcomes of the 2017-18 ECE and general education teachers' survey, it shows that, among 4.995 ECE teachers, 422 (8,45%) of total teaching staff do not teach the subjects of their study fields. Besides, there still some teachers of primary education do their teaching at pre-primary classes without any training on the use of pre-primary curriculum and experience orientation plan. Over and under-supplied teachers is also another striking issue in ECE. Nationwide, there are around 168 over-supplied teachers in this area, meanwhile the

under-supplied reaches 4.153 teachers. There are also 1.965 volunteer teachers teaching at ECE schools. Of the number only 1.560 teachers teach the subjects of their fields of study.

1.1.3 Management and Administration

The ECE administrators have been upgraded their knowledge on ECE legislations on a regular basis such as legislation on the management in the Early Childhood Education institutions. The management training has been conducted for trainers followed by training for teachers of multi-age classes and principals of 62 target schools. Education management trainings have been conducted for 30 teachers of kindergarten schools from 9 districts of Vientiane Capital. The training on education management has also been conducted for 40 kindergarten schools from 40 decentralized 3-builds target districts.

Even though Management and administration is a central part of ECE development, some problems still exist, namely; the majority of ECE administrators have not received any management training, especially the principals of primary school with pre-primary classes who lack understanding of pre-primary management and make leadership of the work ineffective.

1.2 Causes of the Shortcomings

Although the Early Childhood Education has been widely developed in recent years in terms of different forms of access and quality improvement, in the meantime, it is noticeable that some problems and challenges need to be addressed basing on the following root causes:

- 1) Expansion of ECE occurs on in urban areas limited access to and wide-gap of ECE development between urban and rural areas;
- 2) There are no standards for school building such as damage, old, bad condition, lack of play-ground equipment, lack of teaching-learning equipment and lack of inside and outside school motivation;
- 3) Some teachers lack understanding of ECE new curriculum while others do not pay attention to their teaching task causing insufficiency in teaching; teachers and caregivers do not understand the importance of child development and nutrition;
- 4) Academic management faces some difficulties due to remote location of kindergarten schools. Most of them do not have principals and under primary schools management;
- 5) The principals of some primary schools with pre-primary classes lack understanding of ECE and monitoring of teaching classes; and do not do enough to protect schools play-ground equipment;
- 6) Some administrators of different levels have not done the monitoring and inspection task sufficiently and have no focus on community participation.

1.3 Priorities for 2020

1.3.1 Objectives

- To provide all children preparedness before entering primary school and reduce the repetition and dropout rates in primary education grade 1;
- To expand Early Childhood Education, especially in the districts with low enrolment ratio and to provide teaching and learning facilities for basic use at ECE schools.

1.3.2 Targets

- 1) Increase the enrollment rate for children 3-5 years old to 60%.
- 2) Increase the enrollment rate for children 5 years old to 80%.
- 3) Increase the number of districts with 5-year old children enrollment rate of higher than 60% from 135 districts to 140 districts.

1.3.3 Priority Activities

- 1) Expand new kindergarten and pre-primary facilities to villages where a high number of school-age children attend schools by cooperating with local authorities and mobilizing the communities to actively participate in school construction in the areas with favorable condition and readiness, especially in the districts where enrolment ratio of 5-year- children lower than 60%;
- 2) Expand the implementation of a playgroup and pre-primary classes to the areas with 3-5 year-old population and without kindergarten and pre-primary classes;
- 3) Encourage the communities and VEDC to participate in ECE management and school environmental improvement;
- 4) Develop legislations on the construction of nursery and kindergarten model schools (both public and private);
- 5) Develop and improve ECE pedagogical advisory and encourage DESBs PA to monitor teachers teaching-learning activities in each school at least 1 time per semester;
- 6) Develop and improve the tool for monitoring and evaluating the implementation of Early Childhood Education through the process of testing, analyzing, improving, approving and submitting for permission;
- 7) Build capacity on ECE for provincial and district on the utilization of water standard level and sanitation measuring equipment using a 3-star shape method;
- 8) Widely mobilize and encourage the public to be involved in the implementation of quality ECE as well as promote arts performance in kindergarten schools;
- 9) Coordinate with public health and agriculture sectors concerned with nutrition to provide the knowledge to the communities and caregivers;
- 10) Provide motivated equipment and attractive playground toys and build safe schools so that parents and caregivers feel confident to send their children to schools.

Sub-Sector II: Primary Education

2.1 Achievements

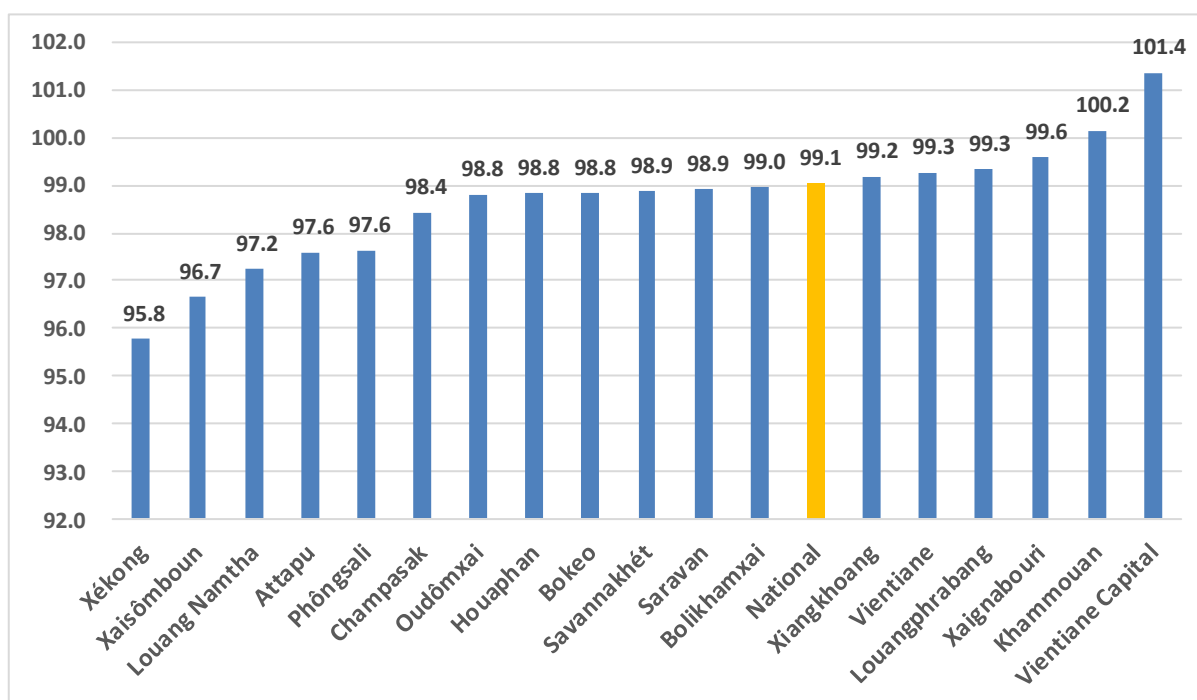
2.1.1 Access, Internal Efficiency and Equity

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, international organizations development partners in improving quality and environment of the primary schools especially renovation of classrooms and construction of the new ones to replace the old and damaged ones. In addition, school infrastructure has been improved to attract more students to go to school. In 2019, there are 4.529 primary schools have access to water supply throughout the year covering 51% compared to the total number. There 2.181 primary schools have been provided with hand-washing basins and 25% of students have participated in hand washing and teeth brushing compared to the total number schools nationwide.

Besides, MoES together with the village education development committee (VEDC), community and private sector have encouraged all school aged children to enroll in primary school. As a result, the net intake rate (NIR) and net enrollment rate (NER) have increased from 97,8% to 98,2% and from 98,8% to 99,1% respectively. In the meantime, the primary gross intake ratio has slightly reduced from 110,6% in 2018 to 108,2% in 2019 showing that enrolment in primary level tends to match the age criteria.

Alongside public education, private education has contributed a great deal to the primary education development. In 2018-2019, the proportion of private primary students covers 7% of the total number of students nationwide with 1% increase compared to the previous year.

Graph 5:NER of Primary Education at Provincial and National Levels in 2019

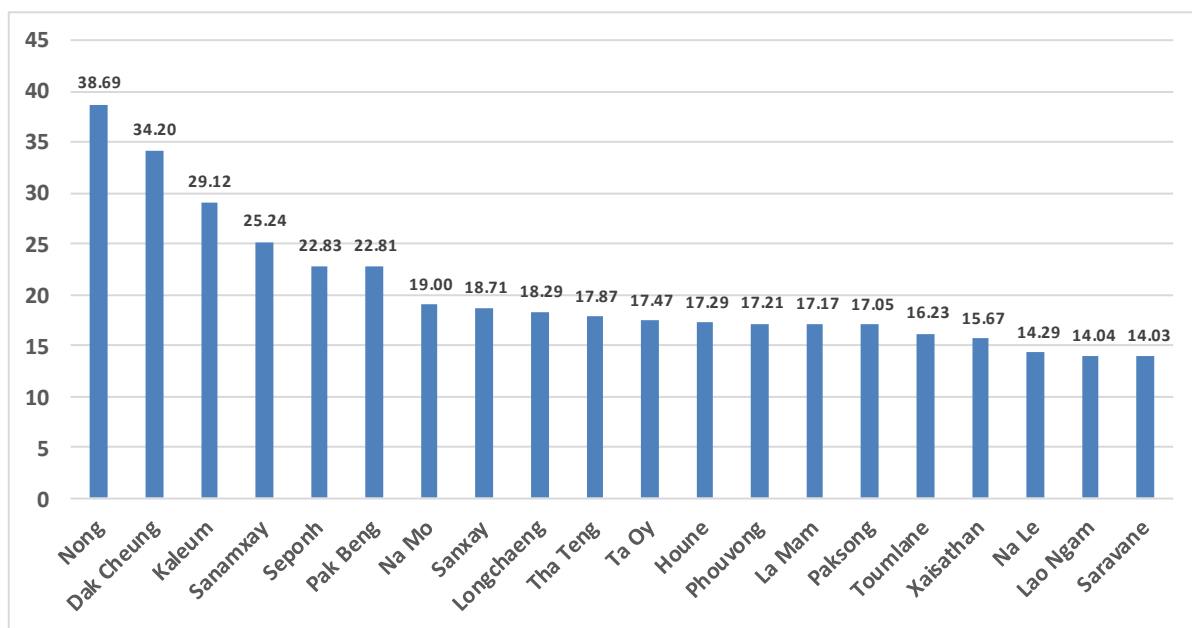


Even though, MoES and all other concerned agencies have concentrated on the providing equitable access to primary education to all children according to the school age criteria,

encouraging them to continue their studies until they complete primary education has not yet been a successful task. This problem has been shown by an increase of the repetition and dropout rates in some primary levels and in some districts causing a decrease in the survival rate.

Although primary repetition rate has reduced at 0,2% (from 4% to 3,8%), it is noticed that 74 districts still have the increased repetition rate compared to the previous year. In 2018-19, the districts with high repetition rate are Nong district of Savannakhet (23,1%), followed by Xaysathane district of Xayaboury (16,4%), Dakchung district of Sekong (13,9%). However, the most critical concern was repetition of primary Grade 1 students. Among the 74 districts with repetition rate, up to 56 of them have an increase rate in primary Grade 1. The districts with the most increase rates are Xaysathane of Sayaboury and Longcheng of Saysomboun. Nationwide, there are 20 districts with high repetition rate in Grade 1 higher than 14% reduced by 1 district compared to the previous year. Of 20 districts, the districts with the highest rate are Nong, Dakchung, Kalum and Sanamxay. These districts have high repetition rate up to 25%. Nevertheless, some these districts have a good signal of improvement with a decline in the repetition rate. Among them, Kalum district has a reduced Grade 1 repetition rate up to 17,6% (reduced from 46,7% to 29,12%).

Graph 6: Districts with Grade 1 Repetition Rate higher than 14%



One of the cohort current indicators is the dropout rate. In 2018-19, primary dropout rate has increased from 4% to 4,3% which covers up to 70 districts nationwide and of the number 30 districts have the dropout rate higher than 6%. The dropout at primary level mainly occurs with Grade 1 students. The district with the highest dropout rate is Boualapha of Khammouane province reaching 23,9% followed by Xeponand Phalanxay districts of Savannakhet reaching 21,7% and 18,9% consecutively. If compared to the previous year, the number of districts with an increase of dropout rate in Grade 1 reaches 77 and the district with the most increased rate is Boualapha (from 4,9% to 23,9%) followed by Kalum District, Sekong Province and Adsaphangthong of Savannakhet Province which has increased from 2,4% to 12,9% and from 2,2% to 10,5% consecutively. In the case of Kalum district, special

study should be conducted due to the fact that, in the previous year, the repetition rate of Grade 1 students dropped up to 17,6%, meanwhile the dropout rate increased up to 11% showing that the number of children preferred dropout increased instead of repeating Grade 1.

The above-mentioned issues have affected internal efficiency of education system. In 2018-19, the high dropout and repetition rates of Grade 5 students have caused a decline of survival rate from 82,2% to 82% compared to the previous year. Based on 2018-19 Cohort Analysis, it is observed that, if the internal efficiency continues to happen like this, 826 out of 1.000 students can survive Grade 5 and only 798 can complete primary education (under the condition that a student is allowed to have 2 years of repetition). As a result, 202 students under our investment will not be able to complete primary education within 5 or 7 years; and instead of completing primary education within 5-year period, the time spent will be at least 5,2 years per student. Based on this situation the government will invest 1,18 times for a child to complete primary education instead of 1 time causing a waste in expenditure of the government budget.

In order to solve the problem, MoES including PESSs and Vientiane Capital Education and Sports Service closely pay attention to directing DESBs and CESBs to address the above-mentioned issue by encouraging and supporting school principals and teachers to do their job on regular basis.

Graph 7: Districts with Dropout Rate in primary education higher than 6%

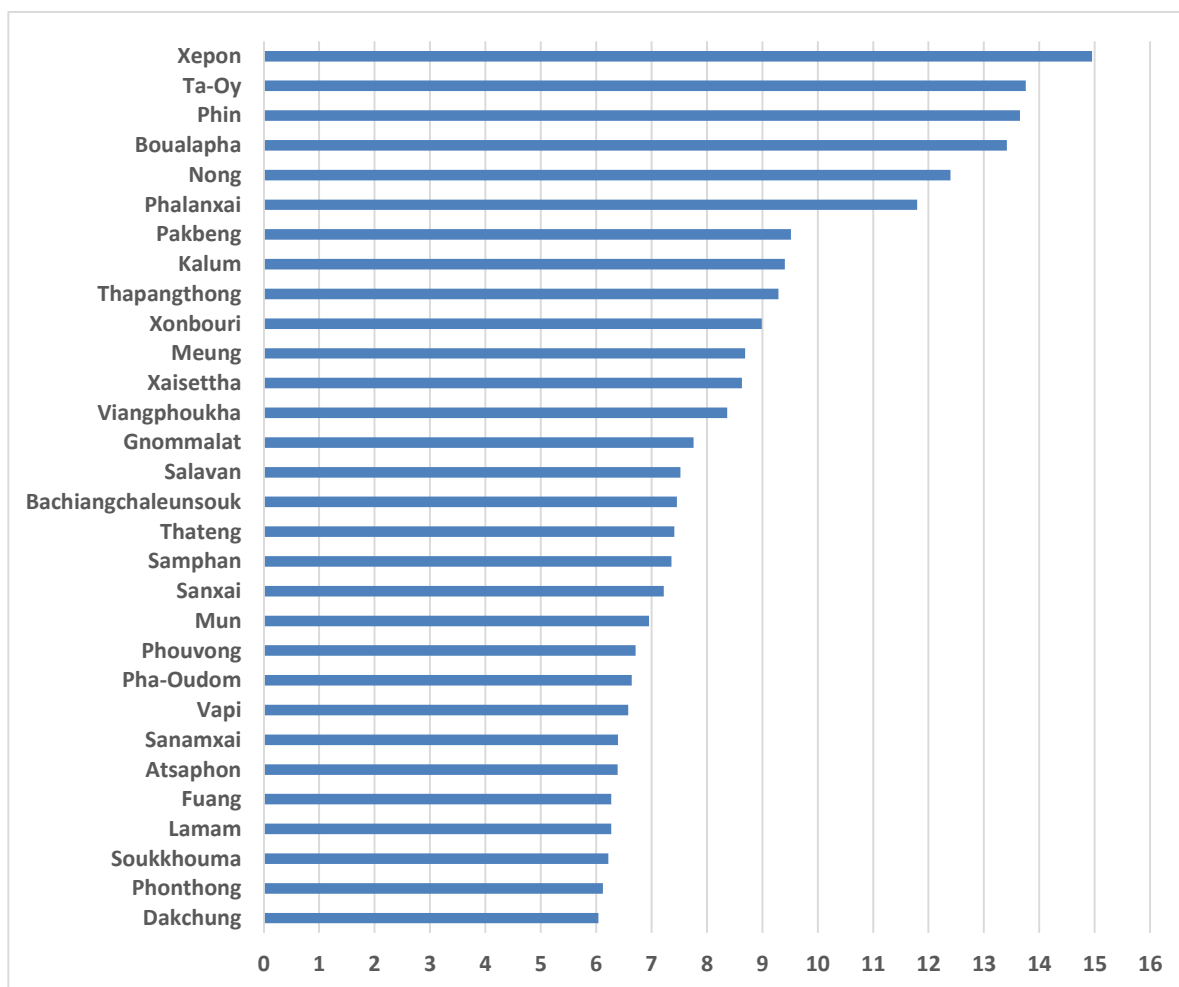


Table 5: Indicators of Primary Education

Indicators	2016-2017	2017-2018	2018-2019
Number of classes	34.305	34.120	33.991
Number of students	808.705	786.246	770.683
Net Intake Rate (%)	97,6	97,8	98,1
Net Enrollment Rate (%)	98,7	98,8	99,0
Gross Intake Rate (%)	111,3	110,9	109,1
Gross Enrollment Rate (%)	113,2	110,6	108,2
Repetition Rate Grade 1 (%)	9,2	8,8	8,4
Dropout Rate Grade 1 (%)	6,9	5,8	6,3
Repetition Rate (%)	4,1	4,0	3,8
Dropout Rate (%)	4,4	4,0	4,3
Survival Rate (%)	81,1	82,2	82,0
Enrolment Rate in Private Schools compared to total number (%)	5,7	6	7

2.1.2 Quality and Relevance

➤ Curriculum Improvement

In order to improve the quality of primary education, in 2019 MoES has revised the curriculum content, teaching manuals and learning materials for all subjects; completed a review of student textbooks and 6 subjects of teacher's manuals of Grade 1 (mathematics not included); finished a review and publishing of student textbooks and teacher's manuals for Grade 2 (under BEQUAL); conducted monitoring and evaluation the outcomes of piloting textbooks and teacher's manual of Grade 2 in 25 target schools in Luangnamtha, Vientiane Capital, Savannakhet and Salavane Provinces; completed the writing of mathematics textbooks and teacher's manuals for Grade 2 for distribution nationwide (with 2 original copies); completed reprinting of 476.689 textbooks on Lao Language, Mathematics, Moral, World Around Us and English Language for Grade 3-Grade 5; printed 202.700 revised edition of mathematics textbooks for Grade 1 students. At the same time, training of pedagogical advisors has been conducted to support the new teaching curriculum. The quality standard of primary education has been upgraded from 6 areas, 42 indicators and 210 criteria to Primary Education Basic Quality Standard consisting of 2 parts, namely: Part one contains factors on teaching and learning facilities and Part two about school management, teacher's duties and participation of communities in education development.

Nevertheless, alongside the curriculum development and improvement, it is observed that the review of curriculum was not based on the students' assessment outcomes as a reference to match the knowledge to be taught at each level. So, to improve the students' learning outcomes, the review of curriculum, textbooks, teacher education and teacher in-service training should be based on the students' learning outcomes assessment.

➤ Teacher Development

Teachers are key 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 2018-2019, there are 33,533 people working in primary public schools, of which 20.683 are permanent teachers, 3.718 are contract and volunteer teachers, 9.132 are school principals who do irregular teaching. Thus, the average student-teacher ratio (STR) is only 21, but if the contract and volunteer teachers and irregular teaching principals are not included, the average STR is 24. However, if compared to all districts nationwide, the district with the lowest STR is Keo-Oudom, Vientiane Province with

only 12 students per 1 teacher and the highest is Toumlane, Saravane Province with 33 students per 1 teacher, but it does not mean that there are sufficient teachers because there are 9.187 classes still provided multi-grade teaching.

In order to ensure the effective implementation of primary Grade1 curriculum, training of 59 key teachers and 567 provincial teachers has been conducted so that these teachers will provide further training for principals and PA on the use of Grade1 textbooks and teacher's manuals nationwide. Also, the manual on capacity building has been conducted to upgrade teaching quality of PA and trainers at central and provincial levels across the country with participation of 22 teachers. At the same time, the testing of training manuals for PA trainers has been conducted successfully with participation of 28 PA from 3 provinces, namely: Savannakhet, Vientiane and Saravane.

Teachers' attention to their teaching performance is key factor for education quality improvement. Noticeably, the teachers in some local areas do not prepare their teaching plan; have limited production and use of teaching manuals in classes; skip teaching classes and lack attention to monitoring the students' performance causing the students' low learning outcomes.

➤ **Student's Learning Outcomes**

The students' learning assessment has been conducted by doing a survey on students' success in mathematics with concentration on 17.000 Grade 3 students across the country, participating in the Grade5 assessment using the Southeast Asia Primary Learning Metrics (SEA-PLM), completing the testing of assessment tools for 4.500 Grade 5 students basing on the adapted ASEAN curriculum and is relevant to the learning outcomes of Grade 5 students in the region. The subjects used for testing are Lao language, Mathematics and global citizen.

From the result of the assessment of Grade 3 students learning outcomes in Lao language and Mathematics, it shows that the students still have poor performance and diversified in different provinces with the following outcomes: only 34% of students with acceptable performance in Lao Language and ready for promotion to Grade 4, and only 18% of students with good performance in mathematics and ready for promotion to Grade 4.

The assessment testing on the background knowledge of Grade 3, Grade 4 and Grade 5 students in 5 target provinces by the Quality Assurance Centre demonstrates that in the 1st assessment testing of 894 students from 30 schools of 7 districts in Vientiane and Oudomxay Provinces, up to 69% Grade 3 students could read only alphabets, followed by students of Grade 4 at 59% and Grade 5 at 36% respectively. The proportion of number of students who could read a short story was 13% in Grade 3, 20% in Grade 4 and 39% in Grade 5. In the second assessment, 1.050 students participated from 36 schools in 6 districts, Vientiane Capital, Luangprabang and Champasak. The outcomes of the assessment showed that up to 40% of Grade 3 could only read alphabets followed by 16% of Grade 4 and 9% of Grade 5 and the proportion of students who can read short text in grade 3 are 38%, in grade 4 60% and grade 5 70%.

The learning outcome assessment of students shows that primary students' skills in literacy and numeracy are relatively poor and would make it difficult for them to continue their study with good quality at the levels higher than primary and secondary education.

2.1.3 Management and Administration

In 2019, MoES has improved legislations, Ministerial Agreement on water standard and sanitation in general education schools, school clusters management manuals and school health promotion manuals to be used for training of school principals and teachers nationwide. At the same time, in order to ensure better efficiency of school management, the government has increased school block grant per unit from 50.000 LAK to 70.000 LAK per student/year. Special contribution has been provided to the districts under GPE II project with the amount of 30.000 LAK per head meaning that each school received 100.000 LAK in total per head.

Although school management at each level has been generally improved step by step, some issues need to be addressed, namely: the monitoring of PA and school principal performance, coordination between schools and communities including the issue on the establishment of school cluster.

2.2 Causes of The Shortcomings

❖ Causes of Repetition

1. Expansion of kindergartens and pre-primary to village clusters is still limited causing unpreparedness of pre-primary children prior to primary enrolment;
2. Some teachers do not pay attention to teaching and do not prepare teaching plans and do not follow instructional steps. Some teachers at remote areas skip classes;
3. Remedial classes for low performance students are not conducted well and continuously. In some schools, students with low learning outcomes have not been monitored yet;
4. Progressive promotion has not been practiced thoroughly in all schools;
5. Some parents and caregivers lack understanding of the importance of education and do not encourage their children to learn at home;
6. Lack of teachers in some remote areas providing that many schools have to provide multi-grade teaching classes and teachers are inexperienced, especially Grade1;
7. The assistance in teaching instruction to teachers of PA at district level has not been provided sufficiently and continuously due to limited financial support and lack of internal pedagogical advisory of some school principals;
8. Indicators of teacher performance evaluation did not focus on the students' learning outcomes;

❖ Causes of Dropout

1. School management of principles of many schools is not good enough contributing to unattractive learning environment;
2. Some legislations are too strict and become a barrier for discontinuity of study of students with high absent records;
3. Location of schools is too remote, the students cannot walk to the schools every day and have a high risk of walking alone;
4. The people's living condition is scattered, some families move around for seasonal agricultural purposes and take their children to the fields so that they have problems catching up with regular teaching curriculum and end up with quitting school eventually;

5. Merging small to big villages of each remote agricultural region has caused a movement of children along with parents. Besides, school principals and teachers have not done enough to coordinate with the parents on the students' class absence.
6. Some students did not attend pre-primary classes and they quit schools when they face learning difficulties; and
7. Some families are in poverty and lack economy support such as food and clothing.

2.3 Priorities for 2020

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 Rate to 99%
- 2) Increase Net Enrollment Rate to 99%.
- 3) Reduce the repetition rate of grade 1 students to 8%.
- 4) Reduce the dropout rate of grade 1 students to 6%.
- 5) Reduce the repetition rate of primary students to 3,5%.
- 6) Reduce the dropout rate of primary students to 4%.
- 7) Increase Survival Rate to 83%.
- 8) Increase the number of districts with primary dropout rate lower than 6% from 118 to 123.

2.3.3 Priority Activities

- 1) Develop and improve legislations on the management of primary education sub-sector and revise school cluster system;
- 2) Collaborate with authorities to mobilize the student parents to understand the importance of education and pay attention to sending their children to schools as well as to educate children and encourage them to learn at home;
- 3) Collaborate with local authorities to monitor and inspect the teachers and school principals; encourage and monitor the principals and teachers performance at the schools with students' low learning outcomes by focusing on teaching literacy and numeracy;
- 4) Monitor teaching and learning, curriculum implementation and evaluation of teacher's academic titles; evaluate primary and secondary teachers' performance and ethics across the country along with budget allocation in support to in-service teacher training for unqualified teachers;
- 5) Inspect the appropriateness and necessity of multi-grade teaching, especially in complete primary schools and monitor multi-grade teaching in support to multi-grade teachers as well as conduct training inexperienced teachers in multi-grade teaching;
- 6) Monitor the principals' internal pedagogical advisory work; encourage the implementation of progressive promotion on regular basis as well as provide additional training to teachers for further practice;
- 7) Encourage and motivate teachers and principals to perform their duties in collaborating with parents and caregivers to monitor their children's learning performance, especially those with high risk of dropping school;
- 8) Continue to conduct analysis on the assessment of Grade 5 Student's Learning Outcome using South-East Asia Primary Learning Matric (SEA-PLM); and
- 9) Conduct the assessment of Grade5 Student's Learning Outcome nationwide.

Sub-Sector III: Lower Secondary Education

3.1 Achievements

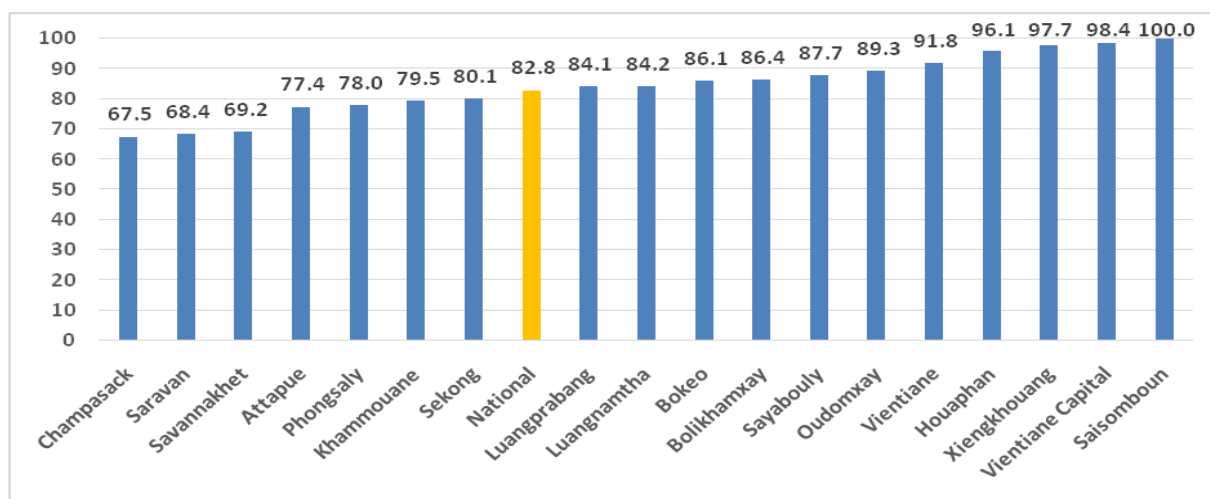
3.1.1. Access, Internal Efficiency and Equity

The lower secondary education is the second-largest sub-sector after the primary education sector. In this regard, MoES has worked with concerned parties including government agencies, private sector, international organisations and development partners to improve the infrastructure of some lower secondary schools; provided financial support to renovate dormitories, bathrooms and toilet. In addition, scholarships support has been provided to 2.000 lower secondary school students (Grade 6 and Grade 7) who are poor, disadvantaged and female minorities in 30 districts in support to primary graduates to continue their study at lower secondary level.

Nevertheless, in 2018-19 the Transition Rate (TR) from Grade 5 to Grade 6 tends to drop to nearly 2% in comparison to 2016-17. There are 17.455 students equaling 12% of total primary graduates in 2017-2018 did not continue their studies at 1st year (Grade 6) of lower secondary level in 2018-19. If compared the data amongst provinces, Phongsaly Province has the lowest transition rate at 76,4% followed by Saravane Province at only 77,8%. At the district level, however, it is observed that there are wide gaps amongst districts. The most prominent drop in transition rate is Samouay District, Saravane Province reaching 21,5% (from 90,8% in 2018 to 69,3% in 2019), followed by Kaleum District, Sekong Province dropping from 78,4% to 67,7%, Muang May, Phongsaly Province from 68,9% to 58,7% and Nong District of Savannakhet Province from 79,8% to 70,6% respectively.

A drop of promotion rate causes a reduction of a total number of students at 4.901 people if compared to the previous year, which also allows a decrease in GER of lower secondary students from 83,1% to 82,8% compared to the previous year. The provinces with the lowest rate are Champasak, Saravane and Savannakhet ranging from 67,5%, 68,4% and 69,2% respectively (See Graph 8). Moreover, the GER gaps vary widely from districts to districts with the highest at 111,7% in Pek District, Xiengkhouang Province and with the lowest at 41,3% in Nong Districts, Savannakhet Province, of which 29 districts the GER lower than 70% (See Graph 9).

Graph 8: Lower Secondary GER Nationwide



Graph 9: Number of Districts with GER Lower than 70%

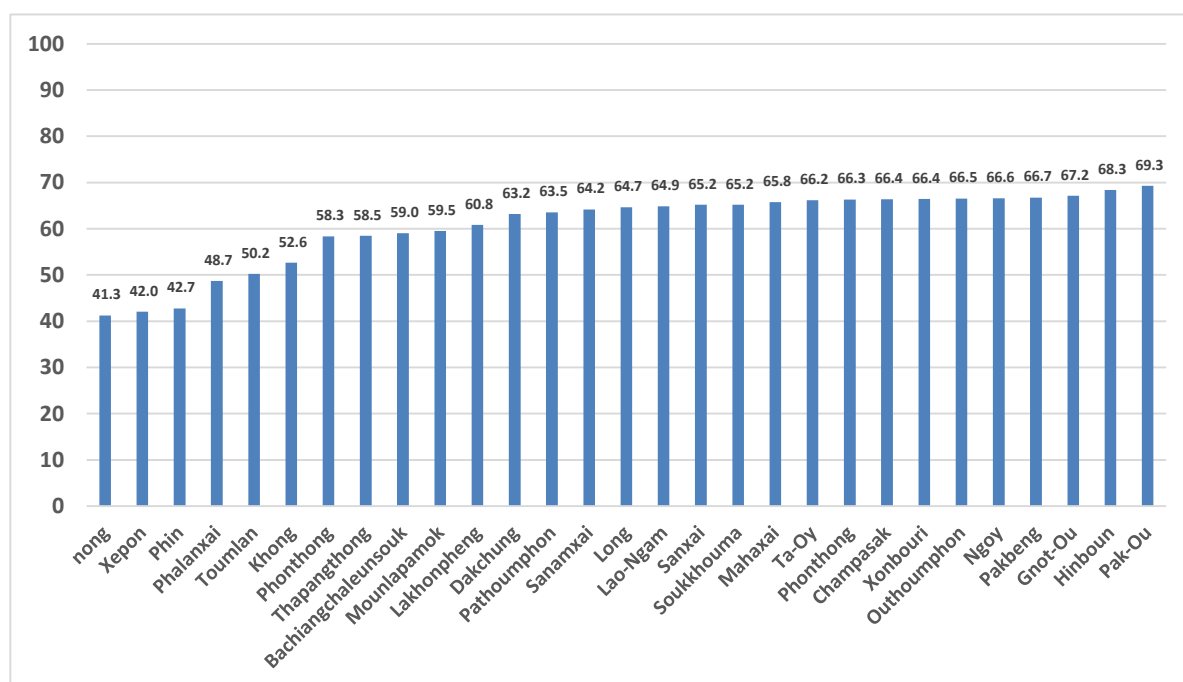


Table 6: Lower Secondary Indicators

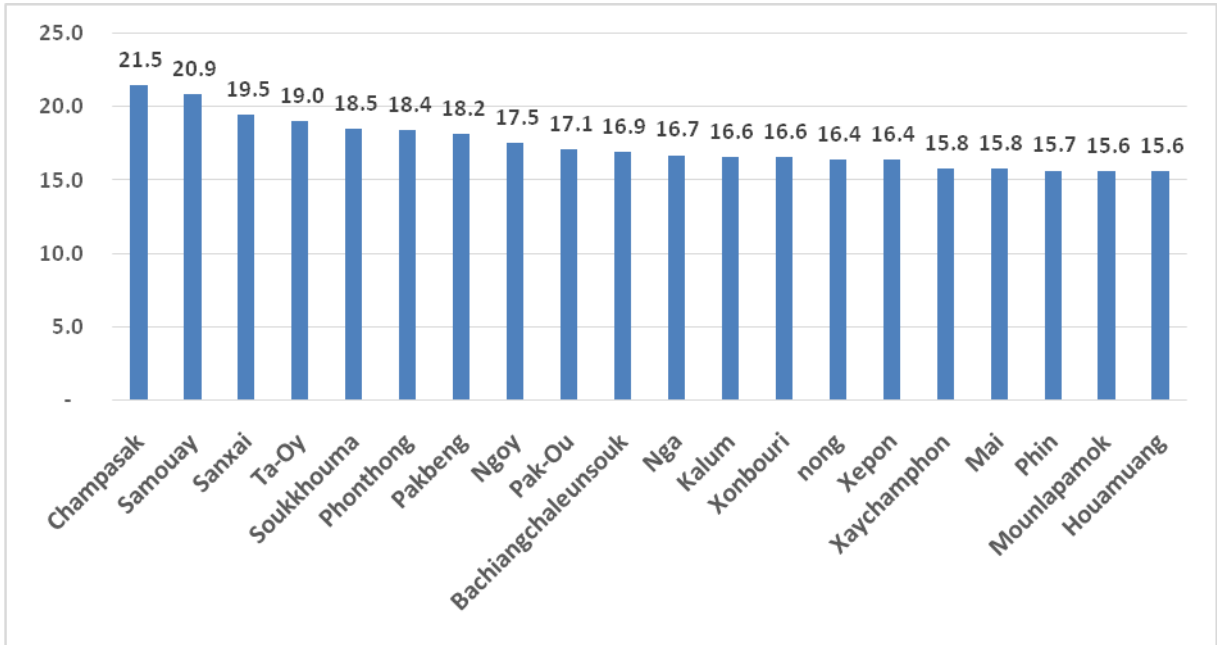
Indicators	2016-2017	2017-2018	2018-2019
Number of classes	12.428	12.681	12.903
Number of students	452.532	447.757	442.856
Transition Rate of Grade 5 to Lower Secondary Education (%)	89,7	88,0	87,9
Gross Intake Ratio of Grade 8 (Completion Rate of Lower Secondary Education%)	72,6	71,8	72,4
Net Enrolment Rate (%)	62,9	65,1	67,2
Gross Enrolment Rate (%)	82,9	83,1	82,8
Repetition Rate (%)	1,1	1,1	1,2
Dropout Rate (%)	8,3	9,2	9,5

As illustrated in the table above, it is obvious that repetition and dropout rates of Lower Secondary students tend to increase, meaning that the internal efficiency of education management is still problematic, especially the students' dropout. This shows that there are up to 94 districts across the country have the dropout rate at lower secondary level up to 8,5% (the National Assembly Target of 2019). Of the number, all the 5 districts with highest rate are from southern provinces, namely: Champasak District (21,5%), Samouay District of Saravane (20,9%), Sanexay District of Attapeu Province (19,5%), Ta-Oy of Saravane Province (19%) and Soukhouma of Champasak Province (18,5%) respectively. Below is a graph showing 20 districts with the dropout rate at lower secondary level higher than 15% increased by 4 districts compared to the previous year. Of the number, 16 districts are among 40 districts under the three-builds target of education sector.

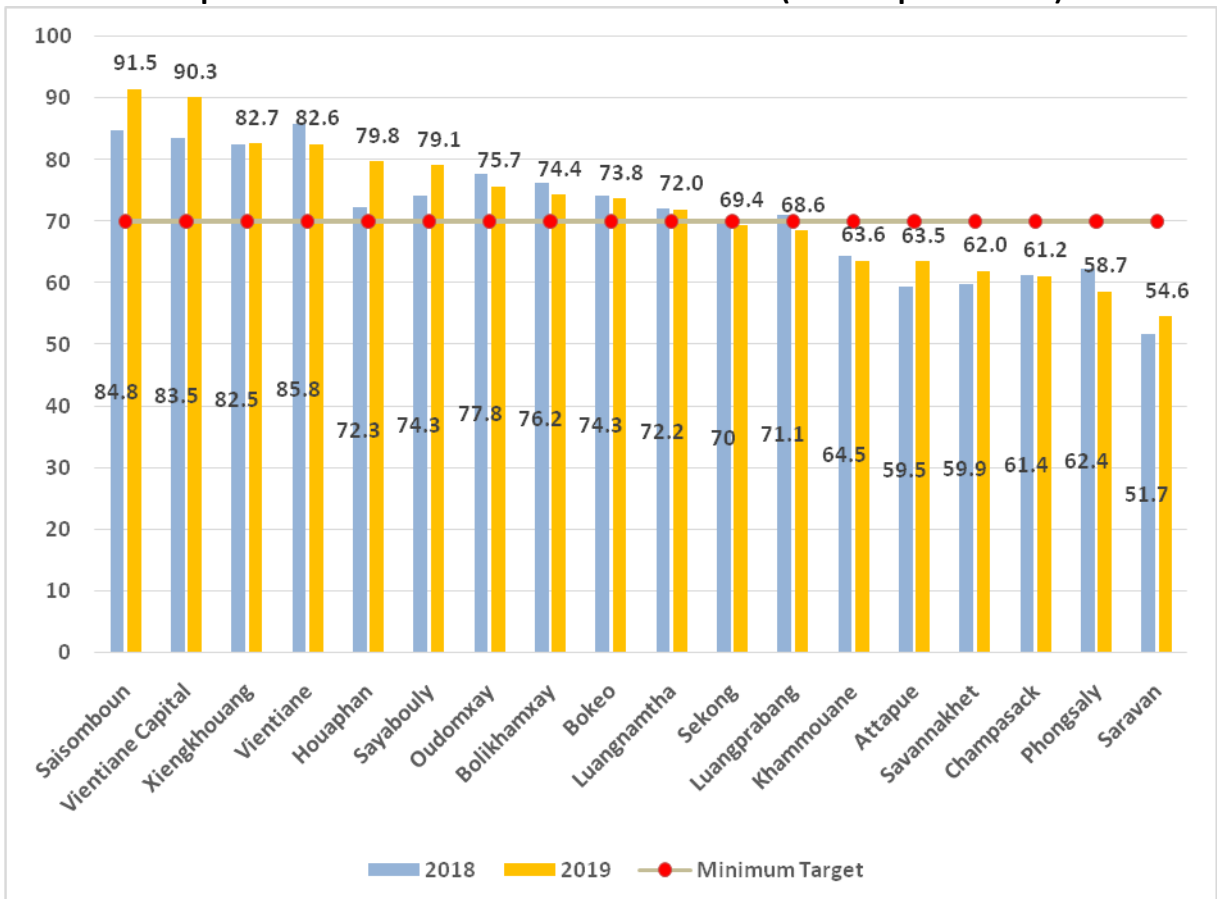
The decrease in number of students' transition from Grade 5 to Grade 6 and the increase of dropout students also had an impact on the Gross Intake Ratio (GER) of Grade 9 students, especially number of female students, which, in the previous year, covered 12 provinces with the female GER in Grade 9 higher than 70%. In 2019, however, only 10 provinces achieved GER (Luangprabang and Sekong Provinces lower than 70% in 2019). Meanwhile, it

is observed that there were 10 provinces with a drop of female GER compared to the previous year (Vientiane, Oudomxay, Bolikhamxay, Bokeo, Luangnamtha, Sekong, Luangprabang, Khammouane, Champasak and Phongsaly). See Graph 11 below:

Graph 10: Number of Districts with Dropout Rate in Lower Secondary Education higher than 15%



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



3.1.2. Quality and Relevance

In 2018-2019, MoES has paid attention to improving teaching-learning quality by providing training on management and academic work to staff at provincial, district and school level and teachers. Besides, MoES has collaborated with PESS, DESB and development partners to monitor the teachers' teaching process in accordance with the national curriculum by following the 3-characteristics and 5 principles of education.

Teachers are important inputs for quality and efficiency of education. In 2018-2019, there are 36.919 public teachers increased by 142 people compared to the previous year. There are 27.233 permanent teachers, decreased by 90 people. But there are also 6.000 volunteer and contract teachers. As seen from real situation, it is observed that the issue of teacher over-supply and under-supply still exists in lower secondary education. Many schools lack teachers of basic vocational skills, sports, arts and ICT. At the same time some teachers teach many subjects or teach the subjects of their studies causing an increase in number of volunteer and contract teachers.

Based on the results of the best students' examination in lower secondary education between 2017-2018 and 2018-2019, it is found that in 2018-19 the best students in lower secondary education have the highest scores of 9,25 in Mathematics and the Lao language scores increased higher compared to 2017-2018. As for other subjects, the scores are lower. The scores in other subjects dropped. There are not any best students at national level with the scores of second and third places due to low results. The above-mentioned results show that the quality of education is relatively low and have wide gaps between the scores. The results of the examinations, however, cannot show the real quality of education across the country.

3.1.3. Administration and Management

In order to improve equitable access and quality of low secondary education, the MoES puts a lot of budget to invest in the development of lower secondary education by supplying textbooks, teaching and learning equipment valued 6 billion LAK; provides financial support to 2.000 poor and disadvantaged students of Grade 6 and Grade 7 under the government's budget with total amount of 1,6 billion LAK. In addition, the government organizes talent students' examinations for Grade 9 to stimulate their learning motivation.

In the meantime, the management in some areas of work is not good enough and thoroughly, especially the dissemination of policies, strategies and legislations which causes ineffective implementation.

3.2 Causes of The Shortcomings

Generally, lower secondary education is developing slowly, promotion rate from primary education and GER drop, but repetition and dropout rates increase due to the following causes:

- 1) The school environment is not attractive; the school is far from students' home at the same time there is no safe dormitory and the school slack facilities; many schools have no access to clean water and toilets;
- 2) Although the administrators of many lower secondary schools have received training, they lack experience in school administration and management; some of them have not paid attention to their designated work.
- 3) Lack of teachers at remote areas; one teacher teaches many subjects; teachers do not prepare teaching plan; some of them do not teach the subjects of their studies; many schools do not have volunteer teachers;

- 4) Many families in remote areas still live in poverty; food insufficiency, especially rice and shelters are far from schools;
- 5) Many teachers of science subjects are not capable of using experimental tools due to the lack of experimental labs and training;
- 6) Monitoring and encouragement of teachers' teaching is not provided thoroughly at provincial and district levels;
- 7) Young people studying at secondary education are labour force. So, there are a high number of students drop schools to work in factories, rubber farms and many quit schools to work in neighbouring countries.

3.3 Priorities for 2020

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 school with good quality.
- 3) To provide all students of lower secondary schools with basic scientific knowledge in preparation for further studies at upper secondary education alongside basic vocational skill and daily life problem solving.

3.3.2. Targets

- 1) Increase gross enrolment rate to 84%;
- 2) Increase transition rate of G5 to G6 at 89%;
- 3) Reduce dropout rate to 9%.

3.3.3. Priority activities

- 1) Develop and improve legislations on management of lower secondary education sub-sector;
- 2) Upgrade lower secondary schools to complete secondary schools in remote areas where possible and improve the school infrastructure as well as dormitories in the focus remote areas that have lower secondary schools;
- 3) Adjust number of skilled lower secondary graduates to study at vocational stream;
- 4) Encourage and promote more female, ethnic and disadvantaged children to get access to lower secondary education and complete the level so that many more of them can continue in vocational stream;
- 5) Create district-level pedagogical advisors, as well as develop strong internal and external pedagogical advisory system;
- 6) Monitor lower secondary teachers' performance in teaching and learning, curriculum implementation and teachers' academic titles assessment.
- 7) Encourage and monitor the establishment of provincial lower secondary school clusters; evaluate teachers' performance where possible and in remote areas;
- 8) Collaborate with local authorities to encourage parents to motivate their children to go to schools and avoid school dropouts;
- 9) Put measures on factories owners and entrepreneurs for not accepting employee with no lower secondary certificate and collaborate with authorities for not issuing passports for students who have not finished lower secondary education;
- 10) Advise the conduct of out-performed student examination and lower secondary examination;
- 11) Continue to conduct the assessment of G9 (M4) students learning outcomes.

Sub-Sector IV: Upper Secondary Education

4.1. Achievements

4.1.1. Access, Internal Efficiency and Equity

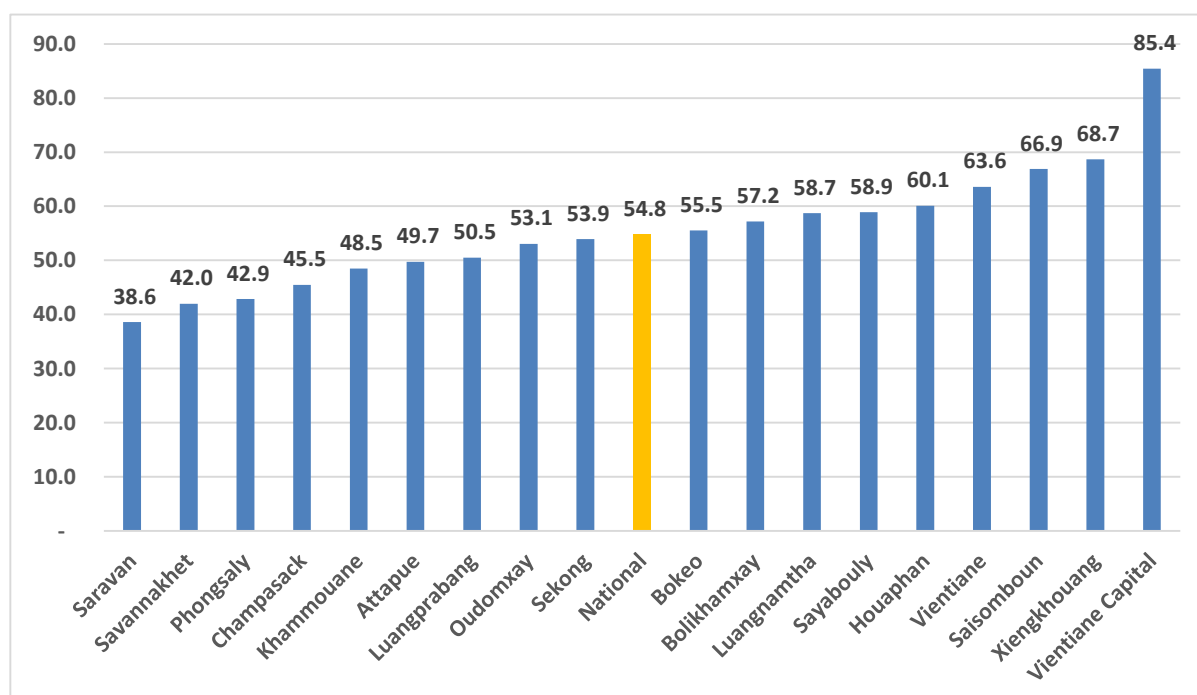
The purpose of Upper Secondary Education is to upgrade and expand the content of lessons taught at Lower secondary level. In addition, some courses have been developed to provide knowledge and skills for students to continue their study at vocational stream and higher education as well as to be employed. In 2018-2019, the transition rate from G9 (M4) to G10 (M5) is 84,9% nationwide reduced by 2,2% and the transition rate from G9 to vocational stream is 3,3% increased by 0,3% compared to the previous year, meanwhile the gross enrollment ratio at upper secondary education has increased from 53,3% to 54,8% compared to the target rate of 55%. At the same time, the net enrolment ratio of the same level achieved only 38,2% meaning that, among the 15-17-year-old population, only 38,2% of the cohort study at Upper Secondary Education. Looking at gender, there is still disparity between boys and girls. The gender parity index shows at 0,9, which means that among 10 boys only 9 girl have learning opportunity.

Apart from the increase in gross enrollment ratio at Upper secondary education, the Department of General Education also launched pilot vocational programs for G10 – G12 at ethnic boarding schools under a government budget support in 3 provinces, namely: construction in Oudomxay, agriculture in Sayabouly (agriculture and livestock) and Electricity in Vientiane. The aim of the programs is train and develop ethnic students with basic vocational skills so that after their graduation from they can receive Upper Secondary Education certificate and vocational skills. This will allow the ethnic students who lack opportunity to continue further studies to be able to find jobs for themselves and families.

Table 7: Upper Secondary Education Indicators

Indicators	2017-2018	2018-2019
Number of Classes	5.925	6.037
Number of Students	223.307	216.994
Gross Intake Ratio in Grade 12	44,9	52,0
Net Enrollment Ratio	36,9	38,1
Gross Enrollment Ratio	53,3	54,8
Repetition Rate	0,7	0,6
Drop Out Rate	7,1	8,1

Graph 12: Upper Secondary Gross Enrollment Ratio



Even though the enrolment ratio has increased compared to the previous year, the internal efficiency needs to be addressed in some areas. In 2018-2019, in spite of a decrease in the repetition rate from 0,7% to 0,6%, but 67 districts nationwide have an increase in the rate. On the contrary, in 2018-19 the dropout rate in Upper Secondary level has increased from 7,1% to 8,1% covering 92 districts across the country and the district with the most increased rate is Xaychamphone, Bolikhamxay Province from 8,5% to 17,1%, followed by Paktha District, Bokeo Province from 4,2% to 11,8% and Phonethong District, Luangprabang Province from 11,9% to 19,2% which hits the highest point of 2019. In general, there are 114 districts with dropout rate higher than 6,5%, which is the approved rate by the National Assembly in 2019. Therefore, the MoES needs to collaborate with other concerned sectors and agencies to stimulate the process of addressing the issues of dropouts at Upper Secondary level in each sub-national level.

4.1.2. Quality and Relevance

In order to improve the teaching and learning program of Upper Secondary Education, the MoES, in collaboration with PESS, pays attention to motivating the curriculum implementation process, monitoring and assessing the academic title holders (experienced teachers), inspecting and assessing secondary teachers' academic titles at provincial level, conducting out-performed students contest and national examination and organising capacity training for internal pedagogical advisory system. Different activities are as follows:

➤ Curriculum Improvement

MoES has developed the curriculum and supplied textbooks and teacher's manuals to all Upper Secondary schools across the country; developed the curriculum of three courses of general-vocational education to be piloted in 3 provinces, namely: Electricity in Oudomxay, Agriculture in Sayabouly and Construction in Vientiane; provided some traditional musical instruments to different schools and supplied 5 out of 1.000 sets of mathematics teaching

equipment to each school across the country. In addition, MoES has revised the curriculum on National Defense and Safe-guarding at Upper Secondary level and renamed it as “Self-Defense Education (Marshal Arts)”; developed teaching manuals of Physical and Arts Education for general education schools; developed textbooks and teaching manuals for G12 (M7) of secondary vocational program by coordinating with TVET Department, Technical and Vocational Development Institute and other concerned organisations in 3 pilot provinces; provided equipment and tools for scientific experiment to 5 targeted model schools; and provided 1.000 green boards of international standard to secondary schools across the country.

➤ **Teacher development**

Lower secondary teacher’s professional titles in biology and geography has been inspected and approved for two female teachers from Houaphanh and Vientiane Capital. In order to motivate and support teacher’s teaching improvement, PAs has become a central duty. In this regard, 114 teachers have been trained to become replenishing pedagogical advisors in Vientiane Capital and the provinces of Houaphanh, Xiengkhouang, Oudomxay, Vientiane, Khamouane, Savannakhet, Champasack, Sekong and Attapeu. At the same time, in order to enhance teacher’s theoretical and practical skills around 263 teachers of physics, chemistry and biology have received training on teaching and learning of natural sciences subjects in laboratories.

In parallel with an increase in number of upper secondary students, expansion of school buildings and classrooms has become a necessity in some areas of some provinces where appropriate to facilitate the teaching and learning of teachers and students. To reduce crowded student population and to ensure teaching-learning quality, MoES has to pay attention to allocating secondary education teachers to all schools nationwide. In the meantime, deployment of vocational skill teachers for the pilot general vocational skills programme in ethnic boarding schools of three provinces are needed as they still lack vocational teacher graduates. Therefore, it is necessary to allocate sufficient general vocational teachers as required.

➤ **Student’s learning outcomes**

The national best performed student exams at upper secondary level (M7) includes 4 subjects, namely: Lao language and literature, mathematics, physics and chemistry. The outcomes of the 2018-2019 contest showed that the scores of M7 in Lao language and literature, physics and chemistry increased compared with 2017-2018 records while the scores in mathematics remained the same. Throughout the contest process, it is observed that the national best performed students are scattered in different provinces across the country including female, ethnicity, urban, districts and remote areas. This outcome shows the progressive enhancement of education quality development and the improvement of teaching and learning quality nationwide.

4.1.3. Administration and Management

At the central level, database on upper secondary graduates (M7) and database on monitoring, inspection and development of secondary education are completed; the cooperation with government agencies, DPs and CSOs in support to the effective and sustainable implementation of policies and action plans are enhanced; and the upper secondary certificate is designed, printed and managed.

Although each school has been encouraged and motivated in its administration and management, it is still observed that the principals of some schools have not received any training while some trained ones are not aware of their roles and responsibility. School planning lacks coordination with community and VEDC and lacks active participation in school development and protection.

4.2. Causes of The Shortcomings

1. Schools are in poor condition, not standardized and lack dormitories;
2. Education administrators lack motivation to promote secondary school teacher's professional academic title;
3. Insufficient number of teachers to support the expansion of schools, classrooms for some subjects such as physics, chemistry, physical and arts education, vocational skills and ICT causing a mismatch between their actual teaching subject and the subject of their qualification;
4. Many schools still lack computer labs, sciences labs, foreign language labs, libraries and equipment;
5. Some teachers lack high sense of responsibilities for teaching skill development and knowledge transfer;
6. Some teachers still follow old, non-creative and unattractive methods of teaching; the student learning outcome evaluation is still general; most teachers do not give students assignments; some teachers give assignments without a follow-up and class activities;
7. Teachers do not trace students learning, especially the absentees;
8. Students lack learning enthusiasm and competitive motivation;
9. Coordination between school principals and teachers is not well-arranged;
10. The administrators of many schools have not done enough their school management such as teaching-learning development and quality school management based on the 3 characteristics and 5 basic principles of education;
11. School management is not aligned with the legislation or for other reasons some legal acts are not effective.

4.3. Priorities for 2020

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 entrepreneurship as well as to continue their further study at TVET institutions and higher education.

4.3.2. Targets

1. Increase gross enrolment rate of upper secondary education to 56%.
2. Reduce dropout rate from 8,1% to 7%.

4.3.3. Priority Activities

- 1) Develop and improve legislation related to secondary education.
- 2) Conduct TVET orientation for general education schools across the country to raise the students' awareness and motivation to study in the programme;
- 3) Conduct a monitoring on teaching-learning, curriculum implementation and evaluation of teachers' professional titles at upper secondary level;
- 4) Promote private partnership and community participation in fund contribution to the support of upper secondary school management;

- 5) Promote integration amongst upper secondary schools, communities, entrepreneurs and concerned institutions for students' apprenticeship.
- 6) Develop guidelines on vocational skill programme in collaboration with entrepreneurs and industries for the coming M7 graduates to be in acquaintance with the subjects they will pursue in TVET and higher education curricula as well as to be aware of apprenticeship upon their upper secondary graduation;
- 7) Develop TVET curriculum appropriate to local potentials and careers to be included in basic vocational skills;
- 8) Deploy teachers in accordance with their subjects of study;
- 9) Strengthen capacity building for in-service teacher on self-performed pedagogical advising (PA) with good quality;
- 10) Provincial General Education Division and PA Centre conduct monitoring in support to teaching and learning at the district upper secondary schools with high dropout rate, especially Phonethong District of Luangprabang Province, Muang-May District of Phongsaly Province and Pak-Beng District of Oudomxay Province;
- 11) Strengthen capacity building for school principals on school management and teaching-learning of general vocational skills;
- 12) Encourage secondary schools to introduce physical and arts education in their curricula.

Sub-Sector V: Non-Formal Education

5.1. Achievements

5.1.1. Access and Equity

Non-formal education is a sub-sector in parallel to general education with a purpose to provide primary and secondary education equivalency programmes to general school leavers, dropouts, relapsing illiterates and people who miss education opportunity. As summarized in the report of achievements, non-formal education development of this year is concluded as follows:

5.1.1.1. Progressive Education

- 1) Completed data collection and provided primary education equivalency programme for the 6-14 years old children who missed opportunities to go to formal education in remote areas without schools in 12 provinces with 1.765 participants in total, of which 830 are females.
- 2) Completed data collection on youth and adolescent target groups aged between 15-40 years old who were relapsing illiterates, school dropouts and people who missed education opportunity. In the meantime, primary education equivalency programme for these groups were also provided nationwide with 5.924 participants, of which 3.029 were women. This achieved only 74.05% if compared to the set target of 8.000 participants.
- 3) Completed lower secondary education equivalency programme for youth and adolescent aged between 15-30 years old who were general education dropouts and miss education opportunity with 30.065 participants, of which 14.362 were women. This achieved only 50,1% if compared to the set target of 60.000 participants.
- 4) Twenty-three districts declared to complete lower secondary education. This is lower by 1 district compared to 24 target districts; and 2 provinces declared to complete lower secondary education (LuangNamtha placed the sixth province and Saravane placed the 7th). At present, 133 districts have declared to complete lower secondary education nationwide. Only 15 districts are in the process of conducting teaching and learning as well as preparing for evaluation.
- 5) Upper secondary education programmes also provided to government staff, soldiers, police officers and another target group from 16 provinces and Vientiane Capital. The programme was provided in 58 locations with enrollment of 4.602 people, of which 1.412 were women. By the end of the program there were only 2.336 students/685 women remained in the system and only 2.144 students, of which 622 females could pass the grade 12 exam.

5.1.1.2. Basic Vocational Skills Training

In 2018-2019 basic vocational training is provided to the target groups including people with disabilities. There were 4.305 people, of which 2.088 are women participated in the programme meaning that woman have equal opportunity to man. If compared with the set target of 4.000 participants, the percentage of participation reaches 107%.

The most popular basic vocational skills programmes were cooking with 1.554 participants/973 women, agriculture with 697 participants/132 women and tailoring with 483 participants/259 women. It is observed that the reason for attracting more participants to the popular programmes is due to readiness in terms of infrastructure, equipment, trainers and source of fund to support the programmes. Another reason is because these programmes are attached to the participants' livelihood and family earnings.

5.1.2. Quality and Relevance

Non-formal education development is not only to enhance opportunity and promote the target groups to be re-educated, but to improve infrastructure quality of teaching and learning, strengthen capacity building of adult teachers and staff as well as provide training on basic vocational skills; develop and improve literacy curriculum; improve quality of primary, lower and upper secondary equivalency programmes to be closer to formal education step by step in line with current environmental context; develop teaching and learning media and improve teaching methodology to ensure its efficiency and quality to be closer to that of formal education. In the meantime, attention has been paid to improving the quality of basic vocational skill programme to be aligned with the people's living conditions and to integrate it in TVET curriculum.

5.1.3. Management and Administration

The management of NFE was also developed in parallel with improvement of infrastructure, legislation and related regulatory frameworks including dissemination of approaches of administration, management and development of non-formal education. In 2018-2019, 7 districts NFE Centers were established and 1 model provincial NFE Centre was established in Xiengkhouang Province. Currently, there are 3 sub-national, 17 provincial, 36 district non-formal education centers and 342 community learning centers throughout the country.

At present, teaching and learning in non-formal education programme provided by using volunteer in-service teachers as the main teaching personnel. However, there are still some non-government teaching volunteers. The teachers teaching lower and upper secondary equivalency programme are those from nearby secondary schools. As for teachers teaching at provincial non-formal education Centre that have been converted from provincial personnel upgrading school are still those who regularly worked for those schools. In 2018-2019, there are 11.754 staffs (5.875 females) working for non-formal education, of which, 2.657 (112 females) are primary equivalency programme; 8.504 staffs/5.403 females are teachers of lower secondary equivalency programme; 528 staffs/ 320 females are teachers upper secondary equivalency programme; and 65 staffs/40 females are teachers of basic vocational skills.

Besides, the improvement of Prime Ministerial Decree on lifelong learning is continued and in the process to submission for approval at Government Meeting in July 2019; the Ministerial Agreement on Non-formal Education Basic Skill Training has been approved and disseminated to PESS, Vientiane Capital Education Sport and Service and Non-formal education centers at all levels. Importantly, the Ministerial Agreement on Roles and Responsibilities of sub-national, provincial, district non-formal education centers and CLCs has been improved.

5.2. Causes of The Shortcomings

Along with the achievements of previous year, there are still some issues and shortcomings that need to be addressed as follows:

- 1) Learners do not want to participate in learning program due to poverty; lack of family labour force; households are scattered; number of target learners increases yearly, especially secondary level due to a high dropout rate;
- 2) Non-formal education data collection system is not integrated in the MoES EMIS and analysis on issues has not been conducted to explore their causes and diverse forms of problem-solving approach to suit the real context are not available;
- 3) Annual and semester Non-formal education report system by district non-formal units and different non-formal education centres is still slow and overdue; In some places, after declaring to complete primary and lower secondary education work gets stuck and do not continue collecting data on the target groups and upgrading programmes are cancelled causing an increase of illiterates and incomplete learners.
- 4) Quality of equivalency programme is still low at all levels while a focus is still on promoting quantity; the programme lacks teachers at remote areas.
- 5) Most of the non-formal education centres does not play attention to do planning and conduct training for the target groups according to their roles and responsibilities due to a lack of trainers, equipment and budget support;
- 6) 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.
- 7) Some NFECs are not prepared to provide basic vocational skill; some vocational skill subjects are limited and some teachers are not skillful.
- 8) The target group has limited access to basic vocational skill training. Some could not apply basic vocational skill in their daily livelihood.

5.3. Priorities for 2020

5.3.1. Objectives

1. Provide opportunities for target group aged 6-14 and youth aged 15-40 who do not complete primary education and for 15-30 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 3-builds 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 equivalency program.
2. Encourage 8,000 youths and adolescent aged 15-24 to complete primary equivalency program.
3. Encourage 60,000 youths and adolescent aged 15-30 to complete lower secondary equivalency program.
4. 15 more districts to complete lower secondary education equivalency program.
5. Continue to provide upper secondary education equivalency program to 3,000 people
6. Continue to provide basic vocational skills trainings to target group of 4.000 people.

7. Conduct training to teachers of 30 NFE centers on methods of teaching, basic vocational skills teacher status and upgrading basic vocational skills teaching;
8. Continue to provide training on basic vocational skill to 70 villagers of 3-builds villages.
9. Establish 1 NFEC (Saysomboun Province).

5.3.3. Priority activities

1. Continue to provide literacy 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 update data collection and report systems of sub-national, provincial, district NFEC and community centres so that reports are reliable, factual and timely.
3. Continue to provide secondary education upgrading program focusing on quality and successful results based on the set targets.
4. Promote, encourage and monitor private technical-vocational schools to conduct vocational training for the target groups in the district prefecture.
5. Encourage and monitor and conduct vocational training for the target groups in the 3-builds villages by selecting the villagers who show interest.
6. Improve the quality of teaching through improving and developing curriculum and teaching-learning materials to be disseminated to NFE centres throughout the country.
7. Conduct training to teachers on methods of teaching, vocational skill teachers and upgrade vocational skills for sub-national, provincial and districts NFE centres.
8. Improve Prime Minister's Draft Decree on Lifelong Learning and other legislation frameworks;
9. Improve the organizational structure, roles and responsibilities of NFE centres at all levels to be appropriate for use in real situation.

Sub-Sector VI: Teacher Education

6.1. Achievements

6.1.1 Access and Equity

Based on the fact that a large number of pre-service teacher education graduates are not deployed each year, in 2018-2019 the MoES has a policy to reduce the number of TTCs entrants by 14% compared to the previous year. In this academic year around 3.659 upper secondary graduates enroll in TTCs across the country, of which 527 for ECE, 329 for primary, 1.701 for secondary, 282 for physical and arts and some for monk teachers. The admission of teacher trainees is based on 80% through examination and 20% through quota selection processes. Of 20%, 10% are provincial scholarships and another 10% are selected by TTCs based on the examination results.

In this academic year, a number of pre-service teacher education graduates from different TTCs is 3.124, reduced by 46,5% compared to the previous year. Of the number, 466 are for ECE, 204 primary, 1.960 secondary, 372 physical and arts and 122 monk teachers. The following is detail of number of teacher trainees of each curriculum:

❖ Early Childhood Education Teacher Students:

- There are total of 1.789 students (1.788 females), reduced by 28.47% compared to the previous year. There are 527 new intakes (527 females), whereas there are 466 final year graduates. There are 128 teachers taking part in the continuous course during the school break, all of them are females.

❖ Primary Education Teacher students

- There are total of 1.364 students taking courses at 8 TTCs, of which 870 are females, reduced by 9,91% compared to the previous year. There are 329 new intakes, of which 301 are females, whereas there are 204 graduates, of which 120 are females. There are 169 primary teachers taking part in the continuous course during the school break, of which 55 are females.

❖ Secondary Education Teacher trainees

- There are total of 7.001 secondary teacher students studying at 4 faculties of education and TTCs reduced by 14,61% compared to the previous year. The number new intakes is 1.701, reduced by 19,71% compared to the previous year whereas there are 1.960 teacher students enrolled in the last year.

❖ Physical and Arts Education Teacher students

- There are total of 450 students studying at Physical Education Teacher Training colleges. There are 134 new intakes, whereas there are 126 enrolled in the last year. Additionally, there are 26 second batch students studying physical education at Pakse Teacher Training College and 27 first batch students studying at Khangkhay TTC.
- There are 435 arts teacher students in total, of the number 154 are new intakes and 147 are in the last grade.

Even though the number of new intakes and number of graduates have been reduced compared to previous year, the new graduates could not be recruited due to limited civil servant quota and the existing number of teacher training graduates who have not been recruited is still high.

6.1.2 Quality and Relevance

6.1.2.1 Curriculum development and teaching-learning materials provision.

1. Completed the development of higher diploma curriculum for primary pre-service teacher training under BEQUAL support;
2. Completed the revision of bachelor's degree curriculum covering 15 subject areas for secondary pre-service teacher training supported by SESDP;
3. Completed the revision of draft bachelor's curriculum for continuous secondary teacher training courses covering 5 subject areas, namely: mathematics, Lao language, biology, chemistry and English language;
4. Completed the revision of bachelor's curriculum for continuous ECE and primary teacher training courses;
5. Completed the revision of bachelor's curriculum for ECE teacher training supported by UNESCO Bangkok;
6. Completed the development of primary teacher's teaching standards;
7. Created skills on the production of teaching aids from easy-access material.

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

- 1) Conducted experience sharing on teaching and learning at bachelor programme level and class work analysis in TTCs;
- 2) Discussion on academic titles to be offered to lecturer and assistant lecturer at TTCs and monk colleges;
- 3) TTCs led their final year students to do teaching practicum in their affiliated service areas with sub-sequent experience sharing activities;
- 4) Teachers at all TTCs conducted academic research analysis and experience sharing on the related areas;
- 5) Strengthened capacity building on the use of language labs, ICT and English language for TTCs teachers and demonstration schools;
- 6) Strengthened capacity building on teaching of Lao language, sciences and mathematics focusing on student-centred approach for TTCs teachers.

6.1.2.3 Provision of more systemic teacher upgrading programme to support continuous teacher professional development and to strengthen teacher professional network

- 1) Conducted orientation on the use of G1 and G2 revised mathematics textbooks and teacher's guides with the participation of 242 provincial, district and TTCs teacher trainers. Orientation was also provided to 10,245 G1 public and private teachers across the country (9,730 public and 515 private) and 3,139 public and private G2 teachers from 4 target provinces under JICA support (2,756 public and 383 private);
- 2) Strengthened capacity building on science and mathematics teaching and learning for 35 primary and ECE teachers in collaboration with SEAMEO RECSAM;
- 3) Training on the use of G1 curriculum was provided to 60 MoES key teacher trainers and 611 provincial teacher trainers and upgrading of PA was conducted with the participation of 24 people from MoES and 28 people from 6 districts supported by UNICEF;

- 4) Developed teacher's manuals considering gender equality are developed for teaching sciences subject, technology, engineering and mathematics (STEM) at secondary level; Updated data collection tools for teacher education and training in collaboration with UNESCO;
- 5) Strengthened capacity building on the use of science experimental labs to secondary teachers in Luangprabang prefecture and Oudomxay Province and on teaching Lao language M4 and M7 teachers.
- 6) Provided training on teaching and learning for secondary teachers at Khong District, Champasack and Saravane Province.
- 7) Provided skill training on the youth health analysis to ECE and primary teachers.

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

1. Conducted monitoring on internal quality of 10 teacher institutions in 2018;
2. External evaluation of eight TTCs were conducted and offered a quality approval certificate by ESQAC;
3. Conducted experience sharing activities on administration and management amongst TTCs and the nearby education institutions;
4. Teachers' academic knowledge and teaching skills were evaluated through a student's satisfaction survey to explore problems and ways to solve them;
5. In 2018-2019, six teacher training colleges, including physical and arts colleges declared a free-addicted substance colleges;

6.2. Issues and Challenges

1. Provincial quota students did not meet the selection criteria, especially their background knowledge was still low;
2. ICT knowledge development and foreign language skill of some teachers were still limited;
3. Some teachers lacked capacity to promote and upgrade their academic qualification at domestic and international levels;
4. TTCs teachers' capacity building on providing academic service to community under their service areas was still limited;
5. Teaching practicum model and timespan was not unified.

6.3. Priorities for 2020

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 is sufficient and meets the real requirement.
3. To improve the life-cycle of continuous teacher professional development.

6.3.2 Specific objectives

1. To upgrade the quality of teacher training curriculum to be aligned with early childhood education and general education curriculum.
2. To improve teaching standards at TTCs and to improve TTCs' infrastructure and learning environment;
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. In the meantime, the selection of new entrants should meet the required standards and criteria.

6.3.3 Targets

1. According to the 2019-2020's plan, the MoES allows 2,685 new entrants for teacher education programme. Of the number 20% are full scholarship sponsored students, of which 10% through PESS selection process and the other 10% will be under TTCs selection criteria;
2. Conduct pre-service teacher training on primary curriculum to 40% of total number of teachers across the country and provide training to teachers to be PAs by 50%.
3. Upgrade at least 2 teacher training colleges to the status of Teacher Training Institutes.

6.3.4 Priority activities

1. Continue to develop local intelligence handbook to be integrated in teach subject curriculum;
2. Continue to update course outline and develop subject teaching module for higher diploma primary teacher curriculum;
3. Revise draft course outline of bachelor's degree curriculum covering 15 subject areas for secondary pre-service teacher training and draft course outline of bachelor's curriculum for continuous secondary teacher training courses covering 5 subject areas, namely: mathematics, Lao language, biology, chemistry and English language;
4. Continue to conduct experience sharing activities on academic work and follow-up activities on the implementation of memoranda of understanding amongst TTCs, TTCs and universities in Laos and in foreign countries;
5. Develop a multiple-approach upgrading plan for under-qualified teachers and teachers teaching different subjects;
6. Continue to develop a handbook for ECE and primary demonstration schools;
7. Conduct a monitoring and experience sharing activity on laboratory work for teachers of chemistry, biology, physics and language;
8. Discussion and approval of academic titles for 2019-2020;
9. Continue the follow-up of collaboration network amongst teacher training institutions and continuous professional development in the forms of lesson study between TTCs, demonstration schools and networking primary schools;
10. Continue to revise legislation on in-service teacher training system in order to promote continuous professional development;
11. Continue to upgrade teacher's knowledge on ICT and English language to be applied in teaching and learning;
12. Conduct an internal quality assurance monitoring and inspection of 10 TTCs in 2019;
13. Provide in-service teaching training on the application of the revised primary curricula of G2 mathematics and other subjects of G1 in collaboration with JICA and BEQUAL;
14. Strengthen capacity building to upgrade primary PAs for 9 provinces, 8 TTCs and 16 districts. The work to be carried out in collaboration with DGE, UNICEF and concerned sectors.
15. Strengthen capacity building to upgrade 316 primary PAs from 9 provinces, 76 districts and 8 TTCs in collaboration with DGE, UNICEF and concerned sectors.

Sub-Sector VII: Technical and Vocational Education and Training

7.1. Achievement

7.1.1. Access and Equity

In collaboration with various public and private sectors, MoES has made an effort to promote and encourage lower and upper secondary graduates to gradually enroll in technical and vocational training programmes by providing multiple forms of curricula. In 2018-2019 around 30.843 enrolled in all systems of both public and private TVET curricula. Of the number, 16.837 people enrolled to take courses in TVET institutions under MoES while 7.548 people enrolled in other TVET institutions under other sectors, namely: MoAF, MoF, MoH, MoICT, and MoJ. Therefore, the current number of TVET students reaches 75.466 in total.

In 2018-2019, there are 90 public and private TVET institutions under MoES academic patronage with 57.278, of which 26.255 are females. The number of teachers is 4.526, of which 1.615 are females. There are 23 TVET institutions under MoES with the number of 35.611 students, of which 14.519 are females and 2.294 teachers, of which 854 are females. As for private sector, there are 67 TVET institutions with 21.667 students, of the number 11.736 are females and 2.232 teachers (761 are females). The private TVET institutions mainly provide programmes on business management, foreign languages and IT. In 2017-2018, there were 14.153 TVET graduates.

The number of TVET new enrolment in 2018-2019 is 16.837 reaching 77% increased by 10% in comparison to 2017-2018 data.

Table 8: Total number of public TVET students under MoES

No.	Sectors	Total number of students	percentage
1	Agriculture	3.047	8,56%
2	Industry	19.709	52,35%
3	Service	12.544	35,23%
4	TVET teachers	311	0,87%
Total		35.611	100%

Table 9: Total number of private TVET students under MoES

No.	Sectors	Total number of students	percentage
1	Agriculture	0	0%
2	Industry	2.921	13,48%
3	Service	18.746	86,52%
Total		21.667	100%

7.1.2. Quality and Relevance

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

1. Completed the development of new vocational standard and efficiency-based curriculum of 9 vocational skills focusing on C1 and C2 in collaboration with Institute for Vocational Development under SSTVET project in 5 vocational skills (veterinary, agriculture, ICT, food processing and car repair);
2. Technical and vocational teacher training curricula at bachelor degree level in three subject areas is revised, namely: electrical technology, machinery technology, civil engineering and the training guides for TVET administrators is developed.
3. Revision of technical and vocational teacher training curriculum at higher diploma level in three subject areas is completed, namely: agriculture, forestry and business management, and a proposal to apply a newly developed curriculum in 13 subject areas and the revised curricula in 6 subject areas is approved;
4. Completed revising and improving a regulatory framework on bi-professional standards between teaching and learning and completed organizing a brainstorming meeting on course outlines and entrepreneurship skill.

7.1.2.2. Public and Private Partnership in TVET development.

1. VELA-2 is endorsed;
2. Conducted a training course in collaboration with Teun-Hiboun Electricity Company limited on household listing in preparation for displacement of the people in four villages from the dam construction site.

7.1.2.3. TVET Teacher Training and personnel development

1. Approximately 117 are trained both inside and outside the country supported by SSTVET, of which 22 are at bachelor's degree and 95 master's degree levels.
2. Approximately 352 teachers are trained to use student-centred approach.

7.1.2.4. TVET Quality Assurance

1. Completed a feasibility study on the need for TVET training and prioritization of public and private TVET curriculum development across the country in 2019;
2. Completed monitoring of teaching and learning in TVET institutions in 2018-2019;
3. Completed Phase-I monitoring, inspection and evaluation on the Lao-Thai (TICA) Project implementation at TVET colleges in Luangprabang, Vientiane and Savannakhet Provinces and Dongkhamxang TVET College in Vientiane Capital.

7.1.3. Management and Administration

1. The survey and analysis on the need for training and upgrading of public and private TVET teachers and personnel is completed in TVET institutions;
2. The draft manuals for TVET career guidance and counseling is completed and 15 trainers are trained; the Ministerial Decree on TMIS is updated;
3. The review of 4 sets of questionnaires is completed, namely: 1) questionnaires on student pre-graduation data, 2) questionnaires on graduates data (data collection format), 3) questionnaires on online graduates data (Google forms) and 4) questionnaires on employers' views (entrepreneurs);

4. On-line planning, Website development and promotion of Lao Youth Platform under the MOU between MoES and Microsoft Company has been implemented by SSVET-Phase 2;
5. The revised version of TVET Law has been endorsed by The National Assembly;
6. Provincial TVET Advisory Council in Luangprabang and Champasack Provinces is established with the appointment of its Chairing Committees and members.
7. TVET Promotion Strategy is drafted.

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 farms and meeting hall;
2. The quality of TVET delivery is still low and the curriculum development does not meet the labour market demand; number labour force in service sector is still high causing over and under-supply situation;
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. TVET MIS has not been improved and fully applied to meet the requirement.

7.3. Priorities for 2020

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 outs 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

- 5% of lower secondary graduates and 60% of upper secondary graduates to enroll at TVET institutions.

7.3.3 Priority Activities

1. Build, improve and expand the capacity of TVET institutions by constructing workshops, classrooms, dormitories, electricity, water supply and fences in order to expand new campuses of Lao-German Technical College in Xiengda Village; and

provide technical equipment, teaching and learning materials and furniture to Technical-Vocational College of Khammouane Province, Poly-Technical School of Savannakhet Province, Vientiane-Hanoi Friendship School, Pakpasack Technical College, Technical Colleges of Vientiane and Champasack Provinces and Dongkhamxang Technical College of Vientiane Capital.

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 and develop policies and tools;
8. Continue to promote technical cooperation with different international organizations;
9. Continue to implement cooperation projects and programmes through foreign assistance.

Sub-Sector VIII: Higher Education

8.1. Achievements

8.1.1. Access and Equity

In the academic year 2018-2019, 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. In 2018-2019, there were 12.258 students enrolled at the four universities under MoES and one university under Ministry of Public Health adding to a total number of 39.497 students.

Based on UNESCO's subject areas classification, the new entrants were grouped as follows: 1) Education and Sports 1.126; 2) Language and Humanity 1.050; 3) Social Sciences 768; 4) Business, Management and Laws 3.570; 5) IT 118; 6) Sciences 593; 7) Engineering 2.653; 8) Agriculture and Forestry 1.677; 9) Health and Social Welfare 592; and 10) Services 111. In the meantime, based on the same classification model the number of graduates in 2018-2019 were grouped as follows: 1) Education and Sports 1.165; 2) Language and Humanity 592; 3) Social Sciences 685; 4) Business, Management and Laws 2.601; 5) IT 74; 6) Sciences 480; 7) Engineering 1.890; 8) Agriculture and Forestry 985; 9) Health and Social Welfare 219; and 10) Services 89.

8.1.2. Quality and Relevance

A long side improving access and equity, universities have also focused on curriculum development, scientific researches, technical services and quality assurance; developed National Higher Education Qualification Framework and teacher recruitment with some tangible results as follows: 45 curricula have been applied, of which 38 were new curricula (higher diploma 12, bachelor 19, specialist 1, master 5 and doctorate 1). There were 7 revised curricula (higher diploma 2, bachelor 3, specialized field 1 and master 1). Besides 65 scientific researches were published in domestic journals and 4 on international journalism 2018-2019.

8.1.3. Management and Administration

1. Drafting of higher education law by upgrading the existing the Prime Minister's Decree on Higher Education was completed;
2. Development of a regulatory framework on scientific research fund support to teachers and researchers under SSEHEP 2 was completed;
3. Negotiations and signing of MOU with foreign universities to dispatch the Lao PDR universities' teachers and staff to undertake their further studies at master's and doctorate degrees in foreign countries was completed;
4. Cooperation with different international organisations as well as regional and international universities to develop human resources;
5. Successful submission of academic titles proposal for 56 Lecturers, 48 Assistant Lecturers of National University of Laos;
6. Completed a report on teacher academic titles at higher education institutions (revised version);
7. A successful conduct of a meeting to revise the Minister's Agreement on NEQF.

8.2. Issues and Challenges

1. The quality of teaching and learning in higher education institutions is still low due to the quality standards revision is in process;
2. The policy direction to promote autonomy status of higher education institutions is still unclear;
3. Dissemination and application of scientific research findings are still limited and did not contribute to the country's socio-economic development in a concrete manner;
4. Staff allocation and distribution still does not match the subject of study;
5. The work on national and international qualification transfer and equivalency, especially distance-learning is still a challenge.

8.3. Priorities for 2020

8.3.1 Objectives

- To continue to develop higher education sub-sector to be aligned with ESSDP Five-Year Plan (2016-2020).

8.3.2 Targets

1. Strive to increase a number of upper secondary graduates to continue their study at domestic and foreign higher education institutes by 20% of the total number of graduates in 2020 with female covering 45%;
2. Provide at least 5 internationalized curricula;
3. Upgrade teachers, lecturers and staff with a qualification proportion of 1:6:3 as planned;
4. All higher education institutions must conduct internal assessment once a year;
5. Increase scientific research achievements and more publications of findings in both domestic and foreign journals.
6. Conduct a consultation on national and international qualification transfer and equivalency, especially distance-learning;
7. Revise the national curriculum standard to be used by 2020;

8.3.3 Priority Activities

1. Continue to provide advice on the infrastructure construction of Savannakhet University;
2. Inspect the cause of a decrease of number of students studying inside the country;
3. Promote public-private partnership higher education development;
4. Continue to provide training to public university administrators and managers;
5. Continue to send staff, teachers and lecturers to further study master's and doctorate programmes inside the country and abroad;
6. Improve the curriculum in all higher education institutions focusing on the development of potential curricula, new curricula on entrepreneur development and the establishment of centres of excellence;
7. Revise the Decree on National Education Qualification Framework in collaboration with ESQAC;
8. Continue to promote cooperation with national and international organisations.

Sub-Sector IX: Sports-Gymnastic

9.1. Achievements

9.1.1. Sport for All

In the previous year, in the sports-gymnastic sub-sector, particularly sport for all the creation of the legislation as well as regulations is an important task in order to be the critical reference for the development of sport for all. Consequently, in the previous academic year, Ministry of Education and Sports (MOES) has created and improved five legal acts in order to manage the sport for all and gymnastics as follows: 1) the guidelines on the implementation for the physical exercises, sports playing, and sports competition for health, 2) the Ministerial Decree on the celebration of national sports-gymnastics day, 3) the Ministerial Decree on in-country sports competition for people with disabilities, 4) the Ministerial Decree on the management of sport for all activities, and 5) the manuals on rules and regulations of sport for all.

In parallel with the formulation and improvement of various legislative documents, all Lao citizens are encouraged to participate in the physical exercises, physical fitness, sports activities, and organize the annual competitions of sport for all during traditional festivals, national and international important days. There are 134.794 people including 29.556 females who have participated in such sport activities, which increase 2 percent (for the mid-term of the academic year 2018-2019) equal to 24 percent of Lao population in 2019. In addition, sport for all clubs have been promoted and created at village, village groups, and district levels.

In order to develop and improve sport for all, particularly the sports for people with disabilities, the concerned organizations have collaborated with International Paralympics Committee (IPC) and friendly countries at both regional and international levels to train sportsmen in different sporting categories. The benefits of the cooperation enable Lao PDR to dispatch the sportsmen with disabilities to participate in the competitions on the invitation and commitment. For instance, the Lao national athletic team of people with disabilities participated in the following international competitions: The World Para Athletic Gran Prix Beijing 2019 held in Beijing, People's Republic of China, the Singapore World Para Swimming World Series 2019 held in Singapore, and the 2019 Asian Road Cycling Championships held in Uzbekistan.

9.1.2. Sports-Gymnastics in Schools

In order to encourage students to love sports and search for sportsmen successors, the concerned organizations have organized the Students' Games among districts and provinces. In the meantime, talented students were selected for participation in various competitions, namely: The 10th ASEAN Students' Game held in Malaysia and have been able to obtain 3 bronze medals, which Laos won the eighth place among 10 participating countries.

9.1.3. Elite Sports

In order to gradually develop elite sports step by step and be able to compete equally with the regional and international sports, the MOES has paid attention to improving the

infrastructure, particularly various stadiums to be regularly operated such as: the swimming pool, electrical and water systems, doors and windows of the indoor stadium at the national 16 Km-stadium have been repaired and the open-door stadium has been cleaned up. The buildings and dormitories at National Sports Training Centre (Sikeut) and Sport Talent School have been renovated improved such as: school buildings, classrooms, dormitories, canteens, and indoor and open-door sport rehearsing fields. The MOES also has collaborated with Lao National Baseball Federation and other concerned sectors to build the baseball stadium in the nearby area of the national 16 Km-stadium under the grant aid from DGP bank of Republic of Korea.

Last year, apart from the infrastructure improvement, the establishment of new national sports federation was approved and 43 sport federations were improved as follows:

- The newly established national sports federations include 1) National Kick Boxing, 2) National E-sports, and 3) National Baseball Federations.
- The newly improved national sports federations include 1) national weight-lifting, 2) national Taekwondo, 3) National Sepaktrakaw, 4) National Mouaylao, and 5) National Karatedo Federations.

In line with the improvement of infrastructure and National Sports Federations, attention has been paid to coach trainings. The football coaches for each level have been trained as follows:

- Level C coach training of Asian Football Committee (AFC) 25 participants (2 females);
- Level A coach training of Asian Football Committee (AFC) 24 participants (2 females);
- Level D coach training as a basic level 240 participants from 8 northern provinces

The results of competitions and participations in both Laos and foreign countries are as follows:

- 1) Cooperated with National Sports Federations to hold the international and annual sports competitions in order to compete with each other for the leaders 'trophies and celebrate important national days with 60 competitions and 26 sports categories in total, namely: international boxing, petanque, rugby, cycling, traditional boat racing, athletics, badminton, Lao kick boxing (Mouaylao), wrestling, shooting, car racing, baseball, football, Taekwondo, cycling, yudo, wuxu, golf, table-tennis, e-sports, tennis, karatedo, swimming, Sepaktakraw, volleyball, and body building, with participation of 2.500 sportsmen in total.;
- 2) The students of Sports Talent School have participated in seven competitions held in the country with 142 participants and have won 59 gold, 49 silver, and 45 bronze medals.
- 3) Cooperated with National Sports Federations and Lao National Olympic Committee in order to dispatch delegates, coaches, referees, and national athlete teams to participate in 71 international championship competition events on the invitation from the host with 26 sport categories and 851 participants acquiring 17 gold medals, 21 silver medals, and 31 bronze medals. Extraordinarily, the national 19-year-old female football team could share a gold medal with Bangladesh, the host country. The Lao female football team, who competed in the U-15 AFF tournament held in Thailand, could acquire one silver medal and other medals from the competitions held under the 2019 Thailand Open: one gold medal from the 110-metre male

hurdle, one silver medal from the female 4×100 m team and one bronze medal from the 100-metre female hurdle.

- 4) Twenty-two athletic students from Sports Talent School participated in the international competitions seven times, acquiring 3 silver and 5 bronze medals.

9.1.4. Lao National Olympic Committee

1) The Activities of the Secretariat Office of Lao National Olympic Committee

1. Disseminated the strategic plan of sports-gymnastics development 2016-2020 to the administrators and athletic-gymnastics staff at provincial and district levels throughout the country;
2. Conducted the capacity building workshops for the administrators in the field of sports management in districts, provinces, and national sports federations across the country;
3. Completed a training on the sports-gymnastics relation principle at the sub-regional, regional, and international levels for the administrators and technical staff from different districts of Salavan, Sekong, Champasack, and Attapeu provinces with the total number of forty-two participants, of which 12 are females;
4. Built capacity for the technical staff who are in charge of sport-gymnastics sectors at the local levels cross the country.

2) International Cooperation

1. Received 11 delegation teams from Sports Administration of Vietnam, Hochiminh Sports University, National Olympic Committee of the Socialist Republic of Vietnam, Thailand, Malaysia, and Indonesia who paid a working visit and experience sharing on the sports-gymnastics development.;
2. The administrators and technical staff from Secretariat Office of the Lao National Olympic Committee paid 15 working visits to Malaysia, Thailand, Indonesia, the Socialist Republic of Vietnam (Hanoi and Da Nang), Brunei, and the Union of Myanmar. The purpose was to share lessons and experiences in sport-gymnastic development.

3) The Olympic Committee

1. Conducted 10 capacity building workshops for the sports administrators on international Olympic projects within the individual federations in the academic year 2017-2018;
2. Conducted the capacity building workshops for the 255 National Olympic Federation administrators in the academic year 2017-2018, of the number 90 were females;
3. Conducted the capacity building workshops for the sports administrators of international Olympic projects within the individual federations in the academic year 2017-2018, with the total number of 367 participants, of which 100 were females.
4. Assisted the development of some athletes in preparation for the international competition events as follows:
 - ❖ Encouraged the sportsmen's rehearsal in preparation for the 2020 Olympic Games including 2 athletes, 2 swimmers, and 1 Judo player;
 - ❖ Encouraged the sportsmen's rehearsal in preparation for the Youth Olympic Games including 2 athletes, 1 swimmer, and 1 shuttle cock player.

5. Provided the athletes with training support fund to send 8 categories of sports, namely; athletics, judo, Taekwondo, Sepaktakraw, Panjacetat, wuxu, karatedo, and cycling to participate in the 18th ASEAN Games in the Republic of Indonesia
6. The Lao National Olympic Committee collaborated with related sports departments to monitor the sports rehearsing which has been supported by the International Olympic Committee. The support was provided to 5 sportsmen in preparation for participating in the Tokyo Olympic Game, 4 sportsmen for the Youth Olympic Games, and 28 sportsmen for ASIAN Game.

9.2. Issues and Challenges

9.2.1. Sports for All

- 1) The implementation of sports for all development plan has not achieved the set indicators of the government and has not widely been conducted in a practical manner, especially monitoring and encouragement process and data collection did not meet a standard to be linked with the database of MoES EMIS.
- 2) The data collection on sports for all at local levels has been implemented improperly.
- 3) The sports for all in remote areas lack legal documents on sports and sports equipments.
- 4) The support and contributions from businesses, communities and society are insufficient. The budget support to sports for all at provincial and capital, prefecture, and district levels are also inadequate and does not aligned with the 8th five-year Sports-Gymnastics and Five-year Education and Sport Development Plan (2016-2020) assigned by the government.

9.2.2. Sports for All in Schools

- 1) The issues arising during the period of national secondary school sports competition preparation across the country were budget constraints. The budget for the construction of stadium to serve on the opening and closing ceremony could not be provided to the contracting company causing a discontinuation of the construction.
- 2) The issues encountered during the ASEAN Student Game were: short preparation period within only 1-2 months in rehearsal camp, most of the sportsmen were inexperienced and had one-time experience in the competition due to age limit. The budget provision was difficult and late for the selection of sportsmen and rehearsing activities.
- 3) The organizing of sports competition in some parts of the country could not be a big event due to budget insufficiency. The sportsmen could not properly be selected for the competition. The actual talent and ability of students could not be identified. One student is selected to play one kind of sports and perform one kind of arts.

9.2.3. Elite Sports

- 1) The national stadium is not efficiently managed due to a lack of management legislation and responsible unit for this sector.
- 2) The existing legislation is not strictly implemented causing difficulty in sports performance and many issues.
- 3) Lack of budget for the sports activities determined in the 8th five-year Education and Sports Development Plan (2016-2020);
- 4) The budget on the construction and repairing of dormitories, classrooms, in-door and out-door stadiums, and the administration of national sports federations are limited.

9.2.4. Olympic

- 1) Through the dissemination of the Law on Sports-Gymnastics (amended version) and Sports-Gymnastic Development Strategy up to 2020, the participants are aware and understand; however, there are limits on the implementation since some targets and indicators are very high.
- 2) The authorities at village, district, and provincial levels do not properly understand the sports-gymnastic sub-sector development.
- 3) The organizational structures of some national sports federations are incomplete, lack management skill and permanent staff with foreign language ability Funding mobilization from abroad for the sports-gymnastics development is not conducted properly.

9.3. Priority Plan for 2020

9.3.1. Sports for All

- 1) Continue to encourage all Lao citizens to participate in physical exercises, physical fitness, sports activities, and organizing the annual competitions of community sports-gymnastics during traditional festivals, national and international important days up to 30% of the Lao population all over the country;
- 2) Continue to promote the establishment of sports for all clubs at village, village clusters, and district levels by 24 % across the country;
- 3) Continue to encourage all families to do physical exercises, physical fitness, and sports-gymnastic activities by 8 % throughout the country;
- 4) Continue to encourage the people with disabilities to do physical exercises, physical fitness, sports activities, and participate in the annual competitions of sports for all for people with disabilities across the country by 8 % across the country;
- 5) Continue to upgrade the academic competence of the administrators, coaches, referees, medical staff, and sportsmen to higher level for 10 categories of sports within the country and abroad;
- 6) Continue to cooperate with the Paralympic Committee of England to help coaches, coach assistants, and athletes with disabilities participate in the swimming competition for people with disabilities in England;
- 7) Continue to cooperate with Chelsea Football Club Foundation of England and the British Embassy to Laos to provide grant aids in terms of the football coach training for people with disabilities, sports equipments, and budget for the infrastructure improvement;
- 8) Continue to cooperate with ISE district, MIE province, Japan, regarding the Memorandum of Understanding on the training for athletes with disabilities in the training camp in Japan in the academic year 2019-2020;
- 9) Continue to cooperate with Litae village, Soma province, Japan, regarding the Memorandum of Understanding on the training for swimmers with disabilities in the training camp in Japan in the academic year 2019-2020;
- 10) Continue to cooperate with Beppu district, Oita province, Japan, regarding the Memorandum of Understanding on the training for weightlifters with disabilities in the training camp in Japan in the academic year 2019-2020;
- 11) Continue to encourage Department of Sports for All, Ministry of Education and Sports, Lao PDR, to cooperate with the Embassy of Japan to Laos on the assistance provision in terms of sports equipments to weight lifters, football, and goal ball for people with disabilities in the academic year 2019-2020.

9.3.2. Sports for All in Schools

- 1) Continue to coordinate with Provincial Education and Sports Service of Salavan to prepare for the 7th National Secondary Students' Game;
- 2) Participate in the 11th ASEAN Students' Game in Indonesia during 17th -25th July 2019 and continue to prepare for participating in the 12th ASEAN Students' Game in the Philippines in 2020;
- 3) Consider to write a project proposal in preparation for being the host country for the 16th ASEAN Students' Game in 2024;
- 4) Encourage provinces to organize the in-school physical education sports competitions at different levels within the country and abroad;
- 5) Promote the establishment of sports-gymnastics clubs in both public and private schools;
- 6) Conduct a survey to collect the statistics of stadiums in secondary schools across the country;
- 7) Conduct capacity building for physical education teachers to be; coaches and referees;
- 8) Organize friendship sports competitions and performing arts exchanges between the students of 5 Northern provinces and Dienbien province of Socialist Republic of Vietnam hosted by Borkeo province;
- 9) Project proposal and activities to promote sports-gymnastic development in schools under the cooperation of four countries: Thailand, Cuba, Brunei, and Hungary.

9.3.3. Elite Sports Development

- 1) Upgrade the National Sports Training Center to the sports-gymnastics institute as stipulated in the Law of sports-gymnastics (amended version) as centre of sports personnel training and development as well as the research and sportsmen training centre;
- 2) Encourage the national sports federations to be responsible for the technical works for the sports personnel training and development to be aligned with the Sports-Gymnastics Development Strategy Plan up to 2020;
- 3) The sports training and development is a continuous and systematic-focus process, under the assigned mandate of potential national sports federations, sports-gymnastic talent schools, provinces, prefectures to train and develop capable sportsmen;
- 4) Attention is paid to creating favourable conditions and facilities for sports trainers to obtain sustainable professions;
- 5) Provide the appropriate incentives to the outstanding athletes who bring the reputation to the nation;
- 6) Coordinate with the Lao National Olympic Committee to enhance the foreign cooperation in the field of elite sports for grant aids and reduce the government budget;
- 7) Coordinate with offices, the line departments, and other concerned organizations to submit a proposal the government for Chao Anouvong stadium renovation;
- 8) Coordinate with the line departments and the Provincial Education and Sports Service of Bokeo to do the research on and consider the construction of sports stadium in the prefecture of Bokeo province;

- 9) Continue to coordinate with line ministries and the Provincial Education and Sports Service of Xiengkhouang in preparation for holding the 11th National Game in the beginning of 2020;
- 10) Create a legislation on the elite sports management and the utilization of national stadium by improving the following legislative documents: the Law on sports-gymnastics, the Prime Ministerial Decree on the sports-gymnastic fund, the Prime Ministerial Decree on professional sports, the Ministerial Decree on the sports-gymnastic uniforms, the Ministerial Decree on the management regulation of organizing national game competitions and the Ministerial Decree on the national stadium management regulation.

9.3.4. National Olympic Development

➤ Targets:

- 1) Train sports-gymnastic administrators at provincial, district and institution levels of as well as pay attention to sports-gymnastics development values;
- 2) Upgrade the knowledge and understanding for the national and local sports federations administrators to be aware of the mechanism and administrative regulations of the national sports federations;
- 3) Collect the data on the dissemination and implementation of sports-gymnastic development strategy at provincial, district, and institution levels and use it as a reference for the 2030 sports-gymnastic development plan and the Law on sports-gymnastics;
- 4) Upgrade the knowledge of technical staffing the departments related to the relations and cooperation with ASEAN countries and the world as well as increase the awareness of the Olympic value for the sports-gymnastics development;
- 5) Create the legislative documents on the anti-doping control in the field of sports-gymnastics.

➤ Priority activities:

- 1) Strengthen the sports-gymnastic administrators at local levels and national sports federation towards Olympic;
- 2) Upgrade the ability and understanding for the trainers, referees, and sportsmen in order to prepare for the Olympic competitions at regional, sub-regional and international levels;
- 3) Coordinate with the academic Departments and the National Sports Federations to effectively implement the Olympic projects nationwide;
- 4) Coordinate with the Department of Planning, line Departments, and concerned organizations in search of funding resources to support sportsmen development towards the Olympic competitions through the sports-gymnastic sub-sector and developing partners;
- 5) Continue to improve the legislation and rules of Olympic competition in order to upgrade the ability of the Olympic Federation;
- 6) Enhance the cooperation and lesson exchanges with friendly countries and other international communities to develop Lao sportsmen for the Olympic competitions;
- 7) Coordinate with concerned organizations to improve and amend the legislation which limits and deters the Lao sports development, especially the sports Olympic competition sport categories;

- 8) Coordinate with concerned organizations to do research, analysis, and evaluation of the Lao sports development for the Olympic competition according to the targets identified in the Lao Sports Development Strategy up to 2020;
- 9) Enhance the practice of commitment towards the World Anti-Doping Agency;
- 10) Amend the legislation on the performance of Coordinating Office for Sports Anti-Doping and propose the Ministerial Decree on Sports Anti-Doping Control to the government.

Sub-sector X. Education Administration and Management

10.1. Organizational and Personnel Development

10.1.1. Achievements`

- 1) Improved the data collection system on the educational personnel which has been summarized as follows:
 - A total number of educational personnel was 86.865, of which 44.601 were females
 - At central level: 6.993 (3.014 females);
 - At provincial level: 6.538 (3.204 females);
 - At district level: 73.334 staff (38.383 female);
 - A total number of administrative personnel was 9.108, of which 3.325 were females;
 - A total number of teaching personnel was 77.757, of which 41.276 were females;
 - A total number of volunteer teachers was 12.495, (Merely early childhood education teachers and general education teachers);

In 2019, the Ministry of Education and Sports was provided with the total teacher and administration staff quota of 936 people, whereas 1.368 educational personnel quitted their professions in the form of retirement, resign, and related forms.

- 2) Created and amended the 18 legislative documents which were approved and promulgated and researched on the Law and legislation with comments on more than 30 documents;
- 3) Basically, accomplished drafting of the education and sports human resource development plan;
- 4) Dispatched the educational personnel at provincial and prefecture levels to perform their tasks under the governmental grass root improvement programmes in 40 prioritised poor districts throughout the country in order to implement the educational quality improvement projects in remote areas along with the love-of-nation and development campaign in accordance with three-built directions (decentralized policy).

10.1.2. Issues and Challenges

- 1) Allocation of teachers and educational personnel to suit some positions does not match their academic qualification and actual jobs requirement causing staff redundant (over-supply and under-supply);
- 2) The administrative and leading personnel identification planes not systematic and continuous. Staff training in the real working environment has not been properly implemented.
- 3) The quota on teacher recruitment is limited. Concurrently, the number of volunteer teachers is huge causing difficulty for the staff recruitment and complaints from the society. In addition, the staff recruitment is late and does not catch up with the new academic year.

- 4) The relocation of teaching staff for schools with insufficient teachers and resolution on volunteer teachers issue are still difficult, particularly the early childhood and general education teachers who have family problems.

10.1.3. Priorities for 2020

- 1) Continue to promote the creation and improvement of legislation up to 2020 with the total number of 93 issues;
- 2) Disseminate the legislation and legal documents related to the education and sports sectors;
- 3) Continue to amend the Prime Minister's Decree No. 177/Govt. on teaching personnel, Instruction No. 1500/MoES, on the education-sports management division, the working manual of the Cabinet Office, Departments, Institutes and Centers; roles and organizational structures of four state universities and other organizations under the Ministry of Education and Sports;
- 4) Strengthen capacity building on the legislative formulation, job descriptions, and EMIS database management for the central and local levels;
- 5) Improve the evaluation tools and conduct evaluation of the ECE and primary school principals;
- 6) Reallocate the over-supply and under-supply of teachers, and collect data on volunteer teachers (based on the three cases) in the school clusters within 40 prioritised disadvantage districts in accordance with the grass root construction schemes.

10.2. Educational Administrator Development

10.2.1. Achievement

- 1) Completed the improvement of the three-month and three-week curricula for primary school principals;
- 2) Created the training manuals, organized the training of trainers at central and provincial levels and training entitled "Strengthening the Educational Administration" for the educational administrators at district levels from 148 districts with 6 people from each district in the total number of 888 participants;
- 3) Developed the curriculum on the educational planning for the administrators at ministerial, provincial, and district levels as well as completed the training on the lesson plan and teaching materials;
- 4) Strengthen capacity building on management for the central education personnel to prepare for the grass root construction scheme based on the three-built directions (decentralized policy);
- 5) Trained the teachers on leadership and school management with number of 32 participants and trained the administrators of model secondary schools on academic leadership status (teaching/instruction) with total number of 31 participants;
- 6) Completed the appointment of educational history writing committee and each group has already commenced to write.

10.2.2. Issues and Challenges

The capability of academicians and trainers within the Institute for Education Administrator Development is still limited. The academicians have insufficient field expertise. Consequently, the institute needs assistance from trainers in other educational institutes, which makes the institute unsustainable.

10.2.3. Priorities for 2020

- 1) Train the vocational administrators across the country in collaboration with the second phase of the Vocational Strengthening Project;
- 2) Conduct a capacity building for the trainers of IFEAD in collaboration with SEAMEO RETRAC in Socialist Republic of Vietnam and consider the signing of Memorandum of Understanding in collaboration with SEAMEO INNOTECH;
- 3) Strengthen the educational administration for IFEAD and schools in collaboration with Singaporean institutes;
- 4) The trainings are conducted on monitoring tools for the DESB educational personnel from 88 districts across the country.;
- 5) Monitor and encourage the school principals and educational personnel of District Education and Sports Bureaus;
- 6) Evaluate the implementation performance of school development plans;
- 7) Continue to train the educational administrators to reach the targets stipulated in the 8th five-year ESSDP;
- 8) Conduct training on ESSDP for education administrators and planning staff at the central and local levels under the training title “the educational sector planning” under the financial and academic sponsorship of European Union;
- 9) Continue to write the educational history until it is completed.

10.3. Statistics and Planning

10.3.1. Achievement

- 1) Developed the database on the planning and budgeting management aiming to allocate the budget relevant to the educational development strategy;
- 2) Conducted a study on and developed the indicators for the sustainable educational development goals;
- 3) Accomplished the mid-term review of the 8th five-year educational development plan (2016-2020);
- 4) Conducted a study on and prepared to create the database for the project management under the sponsorship of Official Development Assistance in the education and sports sector;
- 5) Worked in collaboration with the provinces to conduct a research and analysis on education data including situation analysis to identify suitable policy for future problem solving;
- 6) Cooperated with the IFEAD to develop the training course on the creation of educational development plan as well as strengthened the academic expertise for the IFEAD trainers;
- 7) Accomplished the creation of development strategy plan on the Lao Education and Sports Management Information System 2018-2022 (LESMIS).
- 8) Improved the data on the education maps of the academic year 2017-2018, printed and distributed the maps to various organizations from provincial to district levels.

10.3.2. Issues and Challenges

- 1) The planning personnel at both central and local levels have limited knowledge on the educational planning. Moreover, at district and provincial levels, the personnel have been moved and relocated to work in other related organizations which slow-down the educational planning process;
- 2) The coordination between the central and local levels is not efficiently carried out, especially data delivery, report writing, and planning is still slow.

- 3) Report and summary on the programmes and project management under the Official Development Assistance are overlapped and the data on ODA has not been accurate.

10.3.3. Priorities for 2020

- 1) Create the 9th five-year ESSDP (2021-2025);
- 2) Continue to strengthen the statistics and planning for technical staff and administrators at local levels;
- 3) Continue to strengthen LESMIS;
- 4) Continue to cooperate with the developing partners to develop financial tools and budgetary plans in educational sectors;
- 5) Continue to work with the human resource development committee at ministerial, equivalent agencies and province/capital city levels in developing Human Resource Development Strategy;
- 6) Prepare to review the implementation of national human resource development strategy up to 2025.

10.4. Finance

10.4.1. Achievement

- 1) Implemented the resolution No. 057/PCC, dated 19th December 2018 of the Party Central Committee and the 2019 state budgetary plan based on the Guidance No. 4000/FN, 0018/FN, and 0016/FN, dated 3rd January 2019 from Ministry of Finance with strict manner in accordance in accordance with the prioritized tasks to be aligned with the education and sports development plan of each sub-sector;
- 2) Monitored and encouraged the concerned organizations to implement the legislation, approve the use of guidelines on how Provincial Education and Sports Services budget was allocated recurrent expenditure (Chapter 62) and subsidies (Chapter 63) provided to the District Education and Sports Bureaus/Prefecture Education and Sports Services under the equitable and fair manner;
- 3) Financial personnel at provincial, capital city, districts, and prefecture levels across the country were trained on block grant financial programme.

10.4.2. Issues and Challenges

- 1) The practice of financial discipline and regulations was not strict enough. The dispatch of annual budgetary plan and the second-half-of-year budgetary plan amendment of some budgetary units under the supervision of Ministry of Education and Sports and Capital/Provincial Education and Sports Services is sometimes not in time.
- 2) The salary account creation in each quarter seems to be late based on the budgetary calendar of the education and sports sectors, which delays the financial approval and salary distribution.

10.4.3. Priorities for 2020

- 1) Create and amend the legislation, orders, and guidelines; create the regulations on the management of budget, financial auditing, accounting, asset management and use, bidding on purchasing and hiring with government budget, and construction/repair of education and sports sectors properties;
- 2) Consider and create guidelines on the recurrent budget allocation for educational institutes in order to provide the budgetary portion to each education institute in a fair manner;

- 3) Create the legislation to determine conditions and mechanism on the recurrent budget allocation for the sub-sectors at central and local levels;
- 4) Strengthen capacity building for the local personnel in the fields of finance, financial auditing, accounting, asset management, bidding on purchasing and hiring with government budget, and construction/repair scheme in accordance with law and regulations on the basis of systematic and continuous manner;
- 5) Create a tool for a trial to monitor and implement the use of budget;
- 6) Provide the data on the actual expenditure of education and sports sector based on the law and regulations.

10.5. Monitoring, Inspection and Evaluation

10.5.1. Achievement

- 1) Completed the monitoring and inspection on the performance of role and responsibilities of the education and sports administrators and personnel who are in charge of auditing, assessment, and quality assurance at provincial and district levels;
- 2) Completed the creation, trial, and improvement of the monitoring and assessment tools in accordance with the indicators in the fields of vocation, higher education, teacher education, and sports-gymnastic sub-sectors based on the policy, strategy, and specific five-year tasks of the education and sports development plan;
- 3) Completed the monitoring of 15 party organizations units and party members' performance under the Ministry of Education and Sports. Based on the result of party organization assessment, eleven party units were categorized to be very good. Four units were categorized to be good. Concurrently, there have been no party units categorized to be moderate and weak. There have been 224 party members who have been assessed. Of the 224 party members, 194 members were assessed to be very good and 30 of them have been assessed to be good.
- 4) Completed auditing on the budgetary implementation plan in the eight technical-vocational colleges. The auditing of 5 cases was conducted based on the official order. Seventeen state-owned projects were monitored and audited earlier. Of which, six projects were audited on the regular basis. Seven relief projects in Champasack and Attapeu provinces and four emergency relief projects in Sanamxai District, Attapeu Province, were audited and monitored based on the official order.
- 5) The audit result of the State Auditing Authority from 15 concerned organizations was solved in the fiscal year 2013-2014, 2014-2015, and 2015-2016, with 87 cases. Of which, 51 cases were solved. Twenty-six cases are being amended and improved. Concurrently, ten cases occurring in the assessment of thirty-three projects have not been solved and improved.

10.5.2. Issues and Challenges

- 1) The supervision on the monitoring, audit, and evaluation of education and sports administrators at the individual administrative levels has been implemented on the limit basis.
- 2) The competence of inspectors and auditors is still limit. The audit result is still superficial.
- 3) The regulations and mechanism for the implementation of monitoring and evaluation are not clear. No systematic monitoring process to monitor 5-year plan, annual plan as well as quarter plan at all levels.
- 4) The monitoring as well as auditing and evaluation are not systematic. The organizational structures for monitoring and auditing have been established at each

level; however, the ones in some universities and other educational institutes have not been established. Although the organizations have established the organizational structures, staff recruitment for the positions available are insufficient.

- 5) The capability of inspectors and auditors at each level is mostly limited. They are learning and practicing at the same time. In the reality, they are not professional inspectors and auditors. The personnel are inadequate for the available and actual positions and tasks.
- 6) Some education and sports administrators and teachers do not understand the monitoring and evaluating tasks. They also consider such tasks to be unimportant. The inspecting and evaluating tasks are still considered to be the duty and mission of the inspecting committee. The inspecting staff are afraid to inspect the concerned organizations.
- 7) The inspecting and auditing implementation have been conducted at some levels. At some levels, the inspecting units do not perform their tasks to inspect and audit concerned organizations on the early basis and the inspecting and auditing tasks have not been conducted regularly. The inspecting and auditing tasks have been conducted only when problems occur.

10.5.3. Priorities in 2020

- 1) Determine the roles and positions for the monitoring and evaluating tasks in educational institutes. Create the state inspecting tools and legislation to serve the monitoring and evaluating tasks within sub-sectors of educational management, internal inspection, and investment inspection on the early basis;
- 2) Conduct capacity building on the monitoring tasks for the administrators and inspecting staff at each level;
- 3) Monitor and evaluate the result of the implementation of the annual education development plan;
- 4) Disseminate the legislation on the monitoring, inspection and evaluation tasks and anti-corruption duty as well as the legislative implementation monitoring in the education and sports sector;
- 5) Monitor the role and duty performance of the party committee and party members under the Ministry of Education and Sports' the party organ committee with total number of eleven targets;
- 6) Monitor the role and duty performance in the field of state governance concerning the education and sports of administrators in 9 provinces and 18 districts;
- 7) Monitor, inspect and audit the budget implementation plan of the organizations under the supervision of Ministry of Education and Sports;
- 8) Consider the requests and proposals, particularly the ones which are not completely solved, namely; the requests from Ong - Teu Buddhist College, comprehensive vocational school of Borkeo Province, Faculty of Letters (NUOL), the Second-level financial Office (Permanent Secretary Office), Vocational College in Vientiane Province, Polytechnic College, and money disappearance case in Saravan Teacher's Training College and Teacher's Training College of Bankeun;
- 9) Improve and amend a support legislation to monitoring, inspection and evaluation in line with the capacity building for the personnel responsible for monitoring, inspection, and devaluation;
- 10) Act against the negative social phenomena which would occur in the sector of education and sports;

- 11) Integrate the anti-corruption into the vocational and higher education curriculum of both private and public institutions;
- 12) Accept the asset and income declaration of personnel under the supervision of Ministry of Education and Sports.

10.6. International Cooperation

10.6.1. Achievement

- 1) Successfully hosted the 7th SEAMEO High Official Education Meeting on Basic Education for 11 member states of Southeast Asia Minister of Education Organization;
- 2) Completed signing the Memorandum of Understanding on the bilateral cooperation between Ministry of Education and Sports, Lao PDR, and 11 organizations, namely; Ministry of Singaporean Education, Vocational College of Liucho in People's Republic of China, Institute of Physical and Arts in Republic of Cuba, Ministry of Human Capacity in Republic of Hungary, Ministry of Education, Youths, and Sports in Kingdom of Cambodia, Ministry of Education in Kingdom of Thailand, Ministry of Education in Brunei Darussalam, Institute of Art Development in Thailand, the British Embassy to Laos, Provincial Education Service in Yunan Province, University of Language and Culture in Beijing, Cities of Nakasaki and Ise in Japan for dispatching Lao sportsmen to train prior to participating in the 2020 Olympic Game;
- 3) Completed signing the Memorandum of Understanding on the education and sports cooperation with 14 International Non-Governmental Organizations in order to implement the 17 projects;
- 4) Completed signing the Memorandum of Understanding on the education and sports cooperation in 2019 between Ministry of Education and Sports and Ministry of Education and Training of Vietnam to implement the content of MoU continuously;
- 5) Dispatched Lao students to participate in the exchange programmes under the cooperation framework with foreign countries with the total number of 65 (the programme of JENESY of Japan with 43 students, ASEAN-China with 2 students, 20 Lao students participating in the Youth Exchange Programme in Malaysia).

➤ SEAMEO Community Education Development

- 1) Completed the opening ceremony of SEAMEO Community Education Development Center and organizing the 1st Executive Committee Meeting;
- 2) Completed the implementation of regional research project entitled "Lifelong learning for the tribe groups in Mekong Sub-Region countries" in Phonexai District, Louangprabang Province focusing on upgrading the community learning and vocational trainings for various tribe groups;
- 3) Organized consultation meetings on the school development projects situated on the borders of SEAMEO member states between SEAMEO centers and 9 border schools of Lao PDR and border schools of Nongkhai Province of Thailand.

10.6.2. Issues and Challenges

- 1) When the MoUs on bilateral, multilateral, or international non-governmental cooperation have been signed, the Managing Committee has not been established in order to monitor the MoU implementation at different levels;
- 2) The international cooperation through the one-stop service is still difficult because some line departments and educational institutes under the supervision of Ministry

of Education and Sports have not used the one-stop service mechanism for proceeding the documents.

- 3) Document management procedure is still slow.
- 4) Dissemination of roles and functions of SEAMEO CED Center is not broad enough, which is not known and many organizations within the education and sports sector do not understand the SEAMEO CED center;
- 5) The SEAMEO CED Center's activity performance is difficult because there are insufficient personnel for the available positions. The budget for the activity performance is also limited.

➤ **Education for Community Development in the Southeast Asian Region**

- 1) Completed the opening ceremony of SEAMEO Community Education Development Center and organizing the 1st Executive Committee Meeting;
- 2) Organized the international conference entitled "Education Community in Countryside of Mekong Sub-Region countries" during 24th -28th September 2018;
- 3) Organized the workshop entitled "Capacity Building on ICT for the Personnel";
- 4) Implemented the regional research project entitled "Lifelong learning for the tribe groups in Mekong Sub-Region countries" in Phonexai District, Louangprabang Province focusing on upgrading the community learning and vocational trainings for various tribe groups during November 2018-March 2019.
- 5) Organized the international conference to plan for the border school development among SEAMEO member states entitled "Dealing with Barriers to Collaboratively Develop" during the 1st -4th April 2019 in Vientiane Capital.

10.6.3. Priorities for 2020

- 1) Continue to consider the signing of the bilateral cooperation agreements between the Ministry of Education and Sports of Lao PDR and Ministry of Education of other countries in 2020;
- 2) Participate in the ASEAN Senior Official Meeting and Ministerial Meeting in October 2019 in the Philippines and the 50th ASEAN Educational Ministerial Meeting in Malaysia;
- 3) To host the SEA Sports Forum in early 2020 in Louangprabang Province;
- 4) Improve, conduct the research, monitor, and encourage concerned organizations to sign the cooperation agreement with foreign countries which have been proposed into one-stop service mechanism in order to make such educational agreements convenient to implement and enable to attract more cooperation;

➤ **Education for Community Development in the Southeast Asian Region**

- 1) Summarize and report the result of international conference to plan for the border school development among SEAMEO member states entitled "Dealing with Barriers to Collaboratively Develop";
- 2) Summarize and report the result of data collection on the needs of schools, principals, teachers, and Village and Community Educational Development Committee in the border schools in SEAMEO member states;
- 3) Cooperate with various SEAMEO Centers and concerned organizations in the country to implement the activities to strengthen academic capacity for the border schools (both teachers and students) in the teaching-learning process in the field of sciences

- and also for the Village Educational Development Committee in order to supervise, monitor, and evaluate the education development of the school;
- 4) Cooperate with SEAMEO INNOTECH to initiate the project entitled “Capacity building on the cooperation between schools and community for the educational quality development and lifelong learning in Southeast Asian Region”;
 - 5) Continue to coordinate and sign the cooperation agreement with development partners in the sub-region, region, and the world, namely; the Research and Rural Education Training Center of UNESCO in People’s Republic of China;
 - 6) Prepare for the 2nd Executive Committee Meeting of SEAMEO CED and international conference entitled “Community Education Development in Southeast Asian Region” in Luangprabang Province in late August 2019.

10.7. Information and Communication Technology

10.7.1. Achievement

- 1) Implemented the network extension scheme within the education and sports sector in 2018 aiming to connect to all premises of Ministry Education and Sports with 9 points, ICT centers of 18 provinces, 26 surrounding secondary schools, and 18 Provincial Education and Sports Services;
- 2) Completed provision of ICT infrastructure for the database use management on the education and sports administration, namely; Lao Education and Sports Management Information System (LES MIS), Personnel Management Information System (PMIS), Wage Management Information System (WMIS), School Block Grant Work-based Statistics (SBGWBS), Asset Management Information System (AMIS), and other related information systems;
- 3) Completed the capacity building task on distance education for Lao PDR with total number of 150 academic staff, trainers, and teachers have been trained and videos for electronic learning on 6 main subjects (mathematics, physics, chemistry, biology, English, and ICT) with 40 Chapters which have been basically developed with 90% complete;
- 4) Implemented the teaching-learning improvement project through e-learning modes supported by the Austrian government loans with 18-months operation for the project;
- 5) Implemented the education development project using the ICT innovations to promote reading, writing, listening, and learning other information in collaboration with Aide Et Action Laos in 5 schools of 3 districts of Vientiane province;

10.7.2. Issues and Challenges

- 1) The dissemination of beneficial information on the website which is developed by concerned sector is not satisfactorily effective. The legislative documents uploaded on the website for the public are inadequate and ineffective.
- 2) E-mail system developed by concerned organization is not widely used and ineffective. In fact, many personnel do not use the e-mail accounts developed by education and sports sector.
- 3) The budget for the ICT infrastructure maintenance at both central and local levels is inadequate, in particular; the budget for the repairing and replacing the necessary ICT equipments.
- 4) The management and promotion of ICT use across the country is not properly implemented.

10.7.3. Priorities for 2020

- 1) Create skills and basic knowledge of ICT for teachers and education administrators and train ICT technicians in the education and sports sectors at both central and local levels to become ICT experts;
- 2) Maintain and extend the ICT infrastructure for the sectors of education and sports throughout the country from central to local levels and in all education institutes step by step;
- 3) Continue to present and prepare to implement the distance learning project under the China's grant aid;
- 4) Continue to implement, monitor, and evaluate the teaching-learning system and e-school management developed under the teaching-learning improvement project through e-learning modes supported by the Austrian government loans with effective success;
- 5) Continue to implement the education development project using the ICT innovations to promote reading Lao language, writing, listening, and learning other information in collaboration with Aide Et Action Laos in 5 schools of 3 districts of Vientiane province;

10.8. Lao National Commission for UNESCO

10.8.1. Achievement

- 1) Coordinated with Ministry of Information, Culture, Tourism to propose the Plain of Jar in Xiengkhouang Province as a World Heritage Site, approved to officially be a World Heritage Site in the 43rd World Heritage Committee Conference in Baku, Republic of Azerbaijan;
- 2) Disseminated the teaching content and how to integrate the world demography into the teaching-learning to school principals and teachers which have been included in Goal 4.7 of SDGs with 2 times;
- 3) Organized the gender integration training into all sectors for 8 southern provinces and 7 northern provinces in collaboration with Central Lao Women's Union;
- 4) Translated the 2019 Global Education Monitoring Report of UNESCO.

10.8.2. Issues and Challenges

- 1) Since many concerned personnel do not understand and are not well aware of the roles and functions of Lao National Secretariat Committee for UNESCO (LNSC for UNESCO), the coordination with various organizations are sometimes difficult and.
- 2) The monitoring mechanism to receive the reports from the staff of concerned sectors who have been dispatched by the Lao Nat.Com. to participate in conferences or trainings at regional and international levels is not smooth. Concurrently, the information as well as the content of the individual conferences cannot be gathered to report to the MoES cabinet;
- 3) The Ministries associated with UNESCO work do not recognize the importance of budgetary plan to serve the participation in different conferences at regional and global levels annually held by UNESCO.

10.8.3. Priorities for 2020

- 1) Continue to coordinate with Department of Non-Formal Education and Korean National Secretariat Committee for UNESCO to defend the Project on UNESCO National Commission Partnership Programme for Sustainable Development Goal 4, 2020-2024, in the amount of USD 1.000.000;

- 2) Continue to coordinate with the Department of Heritage, Ministry of Information, Culture, and Tourism to propose Lao Traditional Dance (Lam Vong Lao) and dragon patterns (Lai Nak) as World Heritages.

10.9. 3-Builds Policy (Sam Sang)

10.9.1. Achievement

- 1) Created the legislation on dispatching personnel to develop grassroots levels in the field of education and sports;
- 2) Created the legislation on dispatching personnel to develop grassroots levels in Provincial Education and Sports Services, District Education and Sports Bureaus, and school clusters within 40 prioritized target districts across the country under the Project of Quality Education and Sports Improvement in remote isolated areas;
- 3) Completed the training and dispatching personnel to develop grassroots in Provincial Education and Sports Services, District Education and Sports Bureaus, and school clusters within 40 target districts with total number of 138;
- 4) Created and disseminated the 3-builds criteria (decentralized policy criteria) in education and sports sectors for administrators, staff, teachers in provinces, districts, and school clusters in the target settings of the project;
- 5) Provided the office supplies to District Education and Sports Bureaus within 40 target districts of the project;
- 6) Offices, departments, institutes, and centers have paid attention to monitoring and encouraging the personnel who have participated in the grassroots development scheme with technical support;
- 7) PESS and DESB and local authorities provided conveniences such as the vehicles, accommodations, and some necessary equipments for daily life to the personnel in the grassroots development scheme and paid attention to encouraging and monitoring them to stay in the programme;
- 8) Organized the conference in the second quarter of 2019 to share experiences for the personnel in the grassroots development programme in order to summarize and evaluate the project implementation at grassroot levels.

10.9.2. Issues and Challenges

- 1) In parallel with the achievement, it is noticed that dissemination and application of decentralized policy criteria have not been widely implemented since some provinces have not identified the decentralized policy in the framework of education and sports development. Concurrently, the concerned authorities do not understand the decentralized policy criteria deeply. The budget for implementing and encouraging the decentralized policy is still insufficient.
- 2) The personnel in the decentralized policy scheme have different levels of knowledge. Some personnel have fewer experiences on the education and sports development planning. Some have to learn from local authorities because the decentralized policy is new for them.
- 3) There are still some difficulties in some districts in terms of offices, accommodations, and various facilities, which has so far not met personal needs.

10.9.3. Priorities for 2020

- 1) Continue to coordinate with the line departments in the Ministry of Education and Sports to implement education and sports quality development in 40 disadvantaged target districts based on the 3-builds policy (Sam Sang);
- 2) Report on the 9-month and 2-year personnel dispatching projects for grassroots development, and prepare to select the personnel for the phase two of the grassroots development project; line departments, institutes, PESS and DESB encourage and monitor the phase two grassroots development project as well as supervise it to be conducted on the regular basis;
- 3) Continue to disseminate and implement the 3-Builds criteria in education and sports sectors across the country;
- 4) Create monitoring and evaluation tools on the 3-Builds criteria implementation at provincial, district, and school cluster levels;
- 5) Summarize and withdraw lessons on the implementation of the annual 3-Builds policy task in the field of education and sports;
- 6) Summarize the result of the implementation of the 9-month grassroots development programme by means of evaluating and awarding local authorities and concerned parties involved in the programme;
- 7) Organize the experience-sharing meetings for the personnel of the grassroots development programme in the second and fourth quarters of 2020 in order to evaluate the project implementation and withdraw lessons on dispatching of personnel to the grassroots.

Sub-Sector XI. Special and Inclusive Education

11.1. Achievements

In order to assist the disadvantaged children to have access to education in response to the purposes, objectives, and expected targets speculated in the 8th Five-Year Education Development Plan (2016-2020), the inclusive education has been implemented with the outstanding achievements as follows: In the academic year 2018-2019, the number of the inclusive, special and ethnic education students with mild disabilities in normal schools increased gradually. The students with severe disabilities (hearing impairment and speech-impaired) and students with visual impairment had access to study in both special schools with increasing numbers. So as to extend the opportunities for the children with severe disabilities to have more education access, in the academic year 2018-2019, Ministry of Education and Sports provided the quotas to each province with per diem allowances for the students with severe disabilities in order to help them to have education access to both special schools. The construction project of special education school of Vientiane Capital was completed. The second semester of the academic year 2018-2019, the teaching-learning performance was conducted on the regular basis. In the same academic year, 169 students with severe disabilities including 75 female ones had access to study in the special education school. In addition, Ministry of Education and Sports encourages and promotes the inclusive education network committee at Ministry, university, teacher's training college, provincial, and district levels in collaboration with line Ministries, the associations of people with disabilities, foundations, and international organizations working with special education to advocate, disseminate, develop legislation, and participate in meetings held both in the country and abroad; organize the meetings to build capacity for administrators, teachers of special schools and normal schools with inclusive students with disabilities across the country.

Regarding the ethnic education, in the academic year 2018-2019, there are 23 ethnic boarding schools across the country, of which, 2 schools managed by MoES, 15 schools managed by PESS, and 6 schools managed by DESB. Concurrently, there are 8.874 students including 3.987 female ones studying in such ethnic boarding schools. There are disparities among the ethnic minority students' educational access in each language category, namely; Lao-Tai language category with 1.555 students including 834 female and 721 male ones, Mon-Khmer language category with 4.990 students including 2.318 female and 2.672 male ones, Hmong-lumien language category with 1.485 students including 529 female and 956 male ones, Chinese-Tibetan language category with 951 students including 413 female and 538 male ones. Moreover, the lesson withdrawal meeting of the ethnic boarding school management across the country has been held in order to build capacity for the administrators and teachers in the field of planning of the forthcoming academic year.

Table 10: The Students of ethnic Boarding Schools across the Country Continued to Study in Vocational Colleges in the Academic Year 2018-2019.

No.		Degree Levels	Total	Females	Males
1	I.	Vocational Certificate I	45	20	25
2		Vocational Certificate II	22	6	16
3		Diploma	0	0	0
1	II.	Vocational Certificate I	0	0	0
2		Vocational Certificate II	31	11	20
3		Diploma	36	19	17
4		Bachelor Degree	127	51	76
5		Other Degrees	0	0	0
		Total	261	107	154

In terms of school meal programmes, the school meal transfer was completed on May 2019. The school meal transfer committee has also been appointed from central to local levels. The legislation is being developed to serve the school meal transfer, namely; the official order on the agricultural restoration in educational institutes, governmental degree on the school meal budget, the manual on the school meal implementation and capacity building for the school meal committee of all levels. In the academic year 2018-2019, the nursery, kindergarten, and primary children with total number of 105.607 had meals at schools.

11.2. Issues and Challenges

- 1) The personnel who are responsible for the special-inclusive education and ethnic education are not capable in the field of special-inclusive education and their expertise is limited.
- 2) Administrators, technical staff, teachers, and village educational development committee have limited expertise and technical know-how on the management and teaching-learning process for the special-inclusive education.
- 3) The implementation of school meal scheme under the state budget is still risky and challenging which has an impact on the educational calendar. The milled rice contribution to the schools from the community is still problematic.
- 4) The advocacy of special-inclusive education to the community depends upon the donors' budget and is not sustainable. The information on the special-inclusive education is not available for the remote isolated community.

11.3. Priorities for 2020

- 1) Continue to improve and request for the approval of the National Inclusive Education Strategic Action Plan 2018-2025 on the inclusive education development in the national education systems;
- 2) Continue to improve and request for the approval of the inclusive school management principles;
- 3) Continue to improve and request for the approval of the Strategic Action Plan on the School Meal Promotion scheme 2018-2025;
- 4) Continue to improve and ask for the approval of the Action Plan on Education for Learners with Disabilities and the Special School Management Principles;
- 5) Continue to disseminate the information and build capacity on the management and teaching and learning of inclusive education, special education, and education for ethnic people and for the personnel who are responsible for the inclusive education including all concerned parties.

Part III Education and Sports Finance

I. Education and Sports Budget in 2019

In 2019, the National Assembly as well as Ministry of Finance approved the total budget for education and sports sector with the total number of 4.055.976,54 million LAK, equivalent to 12,15% of the total government expenditure and equal to 2,45% of GDP. Of which, 3.447.918,07 million LAK are recurrent budget (the academic expenditure: 95.268,75 million LAK and 608.058,47 million LAK are investment budget (domestic: 149.448,75 million LAK and ODA: 458.609,72 million LAK). Of all the expenditures, 1.207.035,72 million LAK are managed by central levels (MoES and National University of Laos) and 2.848.840,82 million LAK are managed by local levels.

When comparing with the government expenditure in each budget chapter, the salary (Chapter 60) accounted for about 23,6%; Allowance (Chapter 61) accounted for 16,8%; operational cost (Chapter 62) accounted for 11,7%; Subsidies (Chapter 63) accounted for 5,2%; Domestic investment (Chapter 67) accounted for 5,8% and Official Development Assistance (ODA) accounted for 6,4% of the total expenditure in the same chapter of the government.

II. Financial Requirement for 2020

Based on the priorities set in the 2018-2019 education and sports development plan, in the fiscal year 2020, the education and sports sector require the total budget of 5.218,15 billion LAK. The details are as follows:

Recurrent Budget	=	5.218,15 billion kips
▪ Salary (Chapter 60)	=	2.869,93 billion kips
▪ Allowance (Chapter 61)	=	388,94 billion kips
▪ Recurrent Cost (Chapter 62)	=	531,53 billion kips
▪ Subsidies (Chapter 63)	=	592,30 billion kips
▪ New Procurement (Chapter 66)	=	35,45 billion kips
▪ Government Investment including ODA	=	800,00 billion kips

Part IV.
Implementation, Monitoring and Evaluation Mechanism

I. Implementation Measures

- 1) Every sub-sector under the MOES should organize the internal meeting to develop the detailed action plans by identifying activities, outcomes, timeframe of the implementation, the responsible parties, and budget estimated for each activity;
- 2) Each line department should organize a monthly and quarterly meeting to monitor the progress of the implementation of planned activities;
- 3) Each sub-sector under the MOES should pay close attention to supervise the PESS and provide them with guidelines and instruction in order to supervise DESBs and schools to implement the planned activities;
- 4) Line Departments/Sub-sectors pay attention to implement the resolutions of the Education and Sports Annual Conference with high responsibilities;
- 5) The Department of Planning and Inspection should pay attention to encourage and monitor the implementation of the resolutions of the National Assembly and encourage and monitor each provincial target based on the resolutions of Provincial Assembly.

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 2019-2020 to be completed before January 2020 which will be used as a reference for the 2020-2021 development plan and the 9th five-year education development plan (2021-2025);
- 2) The Department of Inspection should collaborate with the Monitoring and Evaluation network to monitor the progress of the implementation of the priorities and activity plans of each sub-sector in every three months and six months so as to report to the meeting of the Senior Administrators of MOES;
- 3) Each school should assess the achievement and challenges to implement the annual education development plan and then report to the DESBs;
- 4) The DESBs should assess the achievement and issues as well as challenges to report to the PESSs;
- 5) The Department of Planning prepares the report on the implementation achievement of the National Assembly Resolution, the resolutions of the 2019 Education and Sports Annual Conference as well as the education and sports development plan 2019-2020 in order to present at the Education and Sports Annual Conference 2020 which will be held in July 2020.



Lao People's Democratic Republic
Peace Independence Democracy Unity Prosperity

Ministry of Education and Sports

Ref. :4259/MOES
Vientiane Capital, dated 26 August 2019

Resolutions of the Education and Sports Annual Conference
in the Academic Year 2018-2019

- Pursuant to the Prime Ministerial Degree on the implementation and movement of Ministry of Education and Sports, No. 67/PM, dated 3rd February 2017;
- Pursuant to the Ministerial Degree on the Appointment of Responsible Conference Committee and Participants of the Education and Sports Annual Conference in the academic year 2018-2019, No. 2412/MOES, dated 16 June 2019;
- Pursuant to the resolutions of the Education and Sports Annual Conference in the academic year 2017-2018, No. 1043/MOES, dated 27 August 2018.

Based on a thorough study, consideration, and thorough comments to the report on the implementation of education and sports development plan in the academic year 2018-2019 and the guidelines and education development plan for the academic year 2019-2020 at the Education and Sports Annual Conference in the academic year 2018-2019 during 29-31 July 2019 in Vientiane Province, the conference agreed to approve the following priorities to be the resolutions of the Education and Sports Annual Conference for the 2019:

- 1) Unanimously agreed to the report on the implementation of education and sports development plan in the academic year 2018-2019, it is observed that early childhood education has been improved satisfactorily, whereas the primary education has been slightly improved and the repetition rates are still high. Concurrently, the dropout rates have increased. However, the secondary education has not been properly developed. Transferring from primary to secondary levels has decreased. Concurrently, dropout rates of both lower and secondary schools have increased. In the academic year 2018-2019, the 15 main targets were implemented; however, only 2 targets have been reached based on the plan. 6 targets have been well implemented compared with the academic year 2017-2018. Of which, some targets have been reached and seven ones have not been reached and have not been implemented. The conference approved 17 targets for the academic year 2019-2020.
- 2) Approved the implementation measures in order to reach the targets of each sub-sector as follows:
 - **Early Childhood Education**
 - 1) The districts with 5-year-old children enrollment rates lower than 60% should coordinate with the district and village authorities in order to expand the pre-primary classes in the complete primary schools with no pre-primary classes.

- 2) Each district should encourage children's parents as well as guardians, community, and village education development committee to improve the school environment and develop the children's learning, particularly the children in remote isolated areas.
- **Primary Education**
- 1) Department of General Education creates the introduction manual on the primary school cluster implementation including the development plan of model school cluster.
 - 2) Department of General Education issues guidelines on the education maps so as to categorize school clusters. Concurrently, PESSs and DESBs finish establishing the school cluster maps.
 - 3) Provincial Education and Sports Services (PESSs) establish the primary school clusters. School operation should be implemented based on the determined roles in connection with continuous profession development for teachers which focuses on the trainings for the school clusters as the main tasks.
 - 4) PESSs and DESBs collaborate with district and village authorities in order to encourage the students with drop-out-of-school risk to continue to study in their primary schools until they complete their primary education.
 - 5) PESSs collaborate with DESBs in order to supervise school principals to implement the legislation on the school management appropriately so as to reduce the students' repetition and dropout rates.
 - 6) In order to develop the student literacy and numeracy skills, PESSs issue official guidelines to the teachers of G1 to G3 of primary schools in order to help them focus on the instruction of reading, writing, and calculating with basic levels based on the new curriculum to be applied in the academic year 2019-2020.
 - 7) DESBs monitor and encourage the primary schools under their supervision to provide remedial classes for weak students during the two-month semester break prior to the new academic year. Afterwards, the examination is held for them in order for them to be able to enroll in the next grade in the forthcoming academic year.
 - 8) The Quality Assurance Centre continues to collaborate with the concerned organizations in order to monitor the education quality in accordance with the literacy and numeracy standards. At the same time, the trainings related to quality assurance have to be held in order to build capacity for personnel at local levels.
 - 9) Research Institute for Education Sciences conducts the students' learning outcome assessment for G5 students.
- **Secondary Education (Lower and Upper Secondary Education)**
- 1) Department of General Education continues to create the legislation on the secondary school cluster establishment along with the creation of implementation guide.
 - 2) PESSs and DESBs collaborate with the village and district authorities to encourage the students who are at risk of drop-out to continue their study until completion of compulsory education.
 - 3) Department of General Education collaborates with Department of Vocational Education to conduct the feasibility study on the vocational curriculum expansion for the ethnic secondary schools where there are favourable conditions.
 - 4) Research Institute for Education Sciences collaborates with the Propaganda Committee of Party Central Committee and the relevant stakeholders to improve the curriculum on political study (demography study) for all education levels.

➤ **Non-Formal Education**

- 1) PESSs and DESBs collect the data of target groups for the non-formal education who do not complete the compulsory education in order to organize the teaching-learning.
- 2) The Non-Formal Education Centers at provincial and district levels collaborate with the vocational colleges within the provinces in order to organize the basic vocational trainings for youths and the interested peoples in the school clusters, non-formal education centers, and other educational institutes which are appropriate for the training venues.

➤ **Teacher Education**

- 1) Department of Teacher Education collaborates with Department of General Education and Department of Organization and Personnel to improve the legislation on the implementation and performance of pedagogical advisory at provincial, district, and school cluster levels and determine the number of pedagogical advisors at each level appropriately.
- 2) Department of Teacher Education does the research on the in-service teachers with low qualification standard in order to upgrade their knowledge in various appropriate modes of instruction to ensure the good quality. Concurrently, Teacher's Training Colleges are expected to systematically train teachers during the two-month school holiday in order to serve the use of new curricula in the general education sector.
- 3) Department of Teacher Education collaborates with Department of Organization and Personnel, provinces/prefectures, and districts conduct the assessment on primary and secondary teachers' ability and ethics across the country so as to determine the problem-solving measures in the urgent manner.

➤ **Technical and Vocational Trainings**

- 1) Department of Vocational Education collaborates with concerned stakeholders to continue to expand the education access capacity to provide the vocational education across the country with many modes. In addition, dissemination and vocational orientation should be conducted in lower and upper secondary schools all over the country. Department of Vocational Education should continue to improve the existing curricula to meet the needs of socio-economic development and the instruction for both intensive and extensive courses should be implemented.
- 2) Department of Vocational Education disseminates the amended Law on vocational education, improves the legislation and under the law documents as well as the legislation on the establishment and management of vocational education development fund.

➤ **Higher Education**

- 1) Department of Higher Education collaborates with various universities to manage, develop, and implement the existing curriculum of higher education institutes so as to have good quality and meet the needs of socio-economic development and the development trends in the region and the world. The promotion of scientific research and academic services at university and national levels should cover many areas in the society.
- 2) Various higher education institutes continue to do the research and upgrade their own capacity in order to be self-sufficient in the fields of finance and academic development.

- 3) Department of Higher Education continues to do the research, improve, and create the legislation to facilitate the academic performance for higher education institutes.

➤ **Sports-Gymnastics Sector**

- 1) Department of Elite Sports collaborates with the concerned stakeholders to create the legislation on the national stadium management at central and provincial levels and continue to complete the establishment of the sports-gymnastic fund.
- 2) Department of Sports for All continues to promulgate and disseminate the information on sports for all to the grassroots and target citizens in order to reach the determined targets.
- 3) Department of Physical and Arts Education pay attention to the teaching-learning performance for physical subject in accordance with curriculum, organize sports competitions in schools, and develop the out-of-school sports to have more sports activities/competitions in order to turn the students' and youth's attention away from the negative phenomena and addicted substances.
- 4) The Secretariat Office of Lao National Olympic Committee collaborates with sports federation to manage, monitor, inspect, and provide ideological trainings to coaches/trainers, referees, and sportsmen not to use doping as well as addicted substances, and dishonest sports competition which is illegal action.
- 5) Department of Elite Sports and Sports for All collaborate with Xiengkhouang province to organize the 11th National Games and Paralympic Game in Xiengkhouang province with the aims to select outstanding athletes to continue to be professional athletes. In addition, the organizing committee of the National Games has to ensure the peaceful atmosphere as well as security and social order. After the various sports competitions, the meeting is to be held to withdraw lessons and determine the directions and the way to organize the next games.

➤ **Administration and Management**

- 1) Department of Personnel and Organization collaborates with all concerned parties to revise legislations and evaluate the educational and sports administrators at all levels including teachers. Concurrently, the legislations on the management of teacher and educational institutes are to be created.
- 2) Department of Personnel and Organization creates legislations as references for PESSs and DESBs to reallocate the over-undersupply teachers and solve the problems of volunteer teachers by focusing on the target districts of the project on "The Education Quality Improvement in the Remote Area" in 40 prioritized districts in remote areas and other districts with favourable conditions. The reallocation of over-undersupply teachers as well as volunteer teachers has to be conducted within the school clusters as the main targets.
- 3) Department of Finance collaborates with PESSs to reallocate the budget of chapter 62 and 63 for districts based on the instruction manual approved in 2018. In addition, DESBs allocate the budget for the pedagogical education as the first priority.
- 4) Department of Finance allocates the central budget for districts and model school clusters in 40 target districts under the project on "The Education Quality Improvement in the Remote Area".
- 5) The compilation of national education history has to be completed in 2020.
- 6) The institute of education administration development collaborates with the Department of Planning organize the training on the education planning course for the education and sports administrators at central, provincial, and district levels.

Concurrently, the Institute for Education Administration Development collaborates with concerned stakeholders to do the research on the training curriculum creation for finance, organization and personnel, educational inspection and evaluation, and other necessary themes.

- 7) Each concerned stakeholder continues to promote the international co-operations in the various modes in order to acquire the education and sports assistance to serve the education and sports development. The Department of External Relations is assigned to organize a lesson sharing meeting to promote the past result of the cooperation and improve the existing issues which are not properly implemented.
- 8) Permanent Secretary Office collaborates with Department of Organization and Personnel, and MOES Party Committee Office to continue to do the research and consider the target successor personnel in order to dispatch such officials to join the grassroots construction process in the next stage.
- 9) Department of Inspection collaborates with concerned stakeholders to systematically develop and apply the tools for monitoring and evaluating from central to local levels.
- 10) Department of Students' Affairs does the research and creates the legislation on the scholarship management and disseminates it to upper secondary graduates and target groups based on the aims of the scholarship provider.
- 11) PESSs collaborate with DESBs to monitor and inspect the teaching-learning performance of teachers and school principals regularly.
- 12) The Department of Planning collaborates with PESSs to determine the expected targets and provincial focused tasks to be relevant to the MOES priorities and the provincial socio-economic development plans as well as monitor and encourage the implementation in order to assure the expected accomplishment.
- 13) The Permanent Secretary Office, Department of Planning, and concerned educational sub-sectors conduct the dissemination and absorption of the resolutions of Education and Sports Management Conference 2018-2019 for the PESSs and educational institutions under the supervision of MOES. Concurrently, PESSs are assigned to disseminate the resolutions to DESBs and DESBs disseminate it to schools across the country and concretize the resolutions with good results.
- 14) Department of Inspection collaborates with Department of Planning to monitor, inspect, encourage the conference resolutions and report to MOES' leaders quarterly.

The meeting was honoured by the Minister of Education and Sports to deliver the closing remark at 16:00 p.m. on 31 July 2019.

Minister


Sengdeuan LACHANTHABOUN



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