



Ministry of Education

**Lao people's Democratic Republic**  
**Peace Independence Democracy Unity Prosperity**

# **THE EDUCATION STRATEGIC VISION**

## **UP TO THE YEAR 2020**

**Vientiane, Lao PDR**  
**October 2000**

## PREFACE

The aim of this document is to provide an evolving framework as a basis for on-going discussions between the Ministry of Education and the donor community which offers a general directive for the development of education from now to the year 2020. The document begins with an executive summary, followed by a brief overview of the current status of socio-economic development (1990-2000), the global, regional economic situation, the socio-economic situation and human resource development in Lao PDR, some education achievements and issues related to equitable access, quality, relevance and management. The second part draws on national education vision to the year 2020, including basic concept and outlook for human resource development. The education development framework (2001-2005) identifies educational vision, general guidelines and goals. The policy framework presents under logframe form and composes policies, strategies, activities and outcomes and followed by the financing of education, priorities for investment and conclusion.

An useful and informative set of annexes is attached:

- Annex I: additional achievements (growth and articulation of the system, teaching-learning process and curriculum development, capacity development of the institutions associated with education planning, administration and management).
- Annex II: governance and administration of education ( decision making structure, organisational chart structure of the Ministry of Education).
- Annex III: external and domestic funding for education projects 1990 – 2020,
- Annex IV: identification of future projects

An earlier draft of this document has prepared for the Donors' Meeting held on 30<sup>th</sup> May, 2000, at Lao Plaza Hotel, Vientiane Municipality. Implementation of the action plan is of course subject to various constraints and these are identified and presented for discussion during the Roundtable Meeting. It is hoped that this information will enable a donor strategy to be developed so that donor support can be applied in a systematic and coordinated manner to the Ministry of Education's identified priorities.

This document builds on the policy dialogues taken place in the Donor's Meeting. According to the programming activities, we wish to favour a streamlined negotiation with bilateral and multilateral as well as with non-governmental partners. The revised document constitutes as valuable a contribution to MOE in the documentary process for the Government VII Round Table Meeting to be held in the end of the Year 2000.

May I convey to the donors communities, our conviction that, with its support, and the deepened dialogue on our policies and activities; as embodies in the Round Table process could be achieved.

  
Minister of Education

**Phimmasone LEUANGKHAMMA**

## Table of Contents

	Page
<b>PREFACE</b>	
<b>Executive Summary</b>	1-IV
<b>Introduction and context of educational development</b>	1-2
<b>PART ONE</b>	3
<b>CURRENT STATUS</b>	3-9
<b>A- Socio-Economic Development ( 1990-2000)</b>	3
<b>1.1 Global Economic Situation</b>	3
<b>1.2- Regional Economic Situation</b>	3
<b>1.3-Socio-economic Situation in Lao PDR</b>	3
<b>1.4-Human Resource Development</b>	4
<b>B- Education Achievements</b>	5
<b>1.5. Achievements</b>	5
<i>1.5.1- Improved Equitable Access</i>	5
<i>1.5.2- Improved Quality</i>	5
<i>1.5.3-Improved Relevance</i>	6
<i>1.5.4-Strengthened Planning and Management</i>	6
<b>1.6. Education accomplishments</b>	6
<b>1.7. Main Issues</b>	7
<i>1.7.1. Equitable Access</i>	7
<i>1.7.2. Quality</i>	8
<i>1.7.3. Relevance</i>	8
<i>1.7.4. Planning and Management</i>	9
<b>PART TWO</b>	10-43
<b>A- National Education Vision to the Year 2020</b>	10
<b>2.1- Basic Concepts and Outlook for Human Resource Development</b>	10
<b>2.2- Educational vision</b>	11
<b>2.3-General guidelines</b>	11
<b>2.4-General goals</b>	11
<b>B- Education Development Framework (2001-2005)</b>	12
<b>2.5- Policy Recommendations</b>	15
<b>2.6- Strategies</b>	17
<b>2.7- Objectives</b>	18

<b>2.8- Overall Targets</b>	19
<b>2.9-POLICY FRAMEWORK</b>	20-33
<b>C- Financing of Education</b>	34
<b>D- Priorities for Investment</b>	41
<b>Conclusions</b>	41

#### **ANNEXES**

<b>Annex I – Additional Achievements</b>	42-44
<i>1.1-Growth and Articulation of the System</i>	42
<i>1.2-Teaching/Learning Process and Curriculum Development</i>	42
<i>1.3-Capacity Development of the Institutions Associated with Education Planning, Administration, and Management</i>	43
	44
<b>Annex II - Governance and Administration of Education</b>	45-46
<i>2.1-Decision Making Structure</i>	45
<i>Chart of Organisational Structure of the Ministry of Education</i>	45
<i>2.2-The Process of Annual Education Planning</i>	46
<b>Annex III – External and Domestic Funding</b>	47-59
<i>Externally and Domestic Funding for Education Projects 1990 – 2020</i>	47-59
<b>Annex IV – Identification of future Projects</b>	59-74
<i>Project Identification</i>	59-74

## EXECUTIVE SUMMARY

### Context

This discussion paper provides a basic framework for on-going discussions between the Ministry of Education and the donor community.

With an estimated per capita income of \$400 (1997), Lao PDR ranks among the least developed countries in the world with close to half the population living in poverty. Social sector indicators are low with life expectancy only 51 years, a total fertility rate of 6.7 per woman, high maternal and infant mortality rates, and chronic malnutrition of children. The population annual growth rate has been reduced to 2.4 percent. Geographical features are barriers to access and cost efficient service delivery.

### Education achievements over the last decade

There has been a steady increase in enrolments in general education and in particular a relatively rapid increase in the demand for lower and upper secondary school places. At the same time, the number of illiteracy has been reduced through increased effort in providing literacy and basic skills development programs for illiterate adults. The improved access to educational services has been assisted by the program of school construction in remote areas and by the increased participation of the private sector in educational delivery.

Efforts have been made to improve the quality through programs of teacher development, rationalisation of teacher education system, supply of more teaching and learning equipment, renovation of existing schools, and new textbook development and distribution. Drop out and repetition rates have thus been improved. The structure of vocational education has been modified to improve the quality of graduates and a foundation year has been implemented to increase the quality of students entering bachelor programs at the national university. Quality improvements have also been achieved through the activity of the private sector in training programs in vocational and higher education. For higher education, cost-effectiveness has been improved by merging various institutions into a single national university.

Reform of the curricula in general education has improved the relevance of what students learn within general education. The training of skilled workers, technicians and professionals have also been focussed and planned through reforming the curricula and introducing unified management to more closely link each sector to meet the needs of new labour markets. Non-formal education programs have integrated basic skills-development with formal literacy programs to increase the relevance for illiterate adults.

The organisation and management systems of the sector have been strengthened, different regulations on education have been consolidated to serve the task and role of each responsible level, establishment of Inspection Committee and provision of a systematic training program to upgrade management skills of personnel as well as organising educational supervision at the central, provincial and district levels. The allocation from the national budget and Gross Domestic Product (GDP) into education increased from 9.7% and 2.3% in 1993-94 to 13.1% and 2.5% in 1997-98. During the same time, acceptance of grants and loans also increased.

## Major Problems

A number of issues remain to be improved, including:

- Limited access to pre-school
- Disparity between provinces and districts in providing access
- Low representation of ethnic groups among students and teachers;
- Limited access to the vocational, technical and tertiary education;
- High percentage of unqualified and under-qualified teachers;
- Low internal and external efficiency;
- Lack of appropriate textbooks, teaching-learning methods at classroom level, including a curriculum adapted to local needs
- Relapse of neo-literates due to lack of follow-up;
- Lack of textbooks and instructional material in Lao language especially in vocational technical and higher education;
- Lack of physical facilities, equipment, sciences laboratories, libraries, audio-visual equipment at all levels;
- At primary level, high percentage of temporary and incomplete schools;
- Private Education has been slow down after economic crisis;
- Lack of secondary teachers due to the rapid expansion of secondary education;
- Weak linkages between vocational, technical and higher education training and industry and private sector;
- Fluctuation between centralised and decentralised administrative approach without appropriate of capacity building preparation;
- Weak management at all levels and shortage of staff with appropriate management skills;
- Irregular and inefficient monitoring, supervision and inspection;
- Lack of legislation, norms, standard and training system for planning and management;
- Poor co-ordination between ministries and different level of education or sub-sector of education;
- Inappropriateness of recurrent budget for the education sector especially for the maintenance of the building, equipment and also teachers low wage;
- Inadequate financial resources to complete universal primary education.
- Lack of budget and appropriate programs for upgrading the basic vocational skills of villagers in community learning centers.

## Vision for the Future

As Lao PDR further industrialises and utilises more intermediate and advanced technology in all sectors, including agriculture, the current quality of basic education will be inadequate even for those who complete it. Applications of more advanced technology and the requirements of a more mobile and participatory society will require a population with good mathematics skills, capabilities in written communication, elementary science, reading comprehension, and ability to access information from print and electronic sources. This will create additional pressures for provision of appropriate higher education and access to modern technical and vocational education.

The general goals of our future development are to elevate Lao PDR from being one of the least developed countries by keeping the rate of its economic growth at a moderate and stable

speed; and to develop human resources who will be equipped with suitable knowledge and ability.

The immediate future of educational development will mainly focus on quality improvements for developing national human resources to meet the need of the country's socio-economic development plan. In particular, education is considered on a major intervention for poverty alleviation. As a result, the educational vision will have a focus on the following matters:

- To universalise compulsory education at primary level and continue to increase enrolment at lower secondary level, ensuring that all people have the opportunity to apply their education to serve the socio-economic development programs;
- To strive to completely abolish illiteracy among the target population, thus providing people living in absolute poverty with the means of improving their quality of life;
- To expand vocational technical and higher education to meet the needs of new labour market and to improve economic rates of return;
- To train skilled workers, technicians, professionals and intellectuals to have the capability to apply modern science and technology;
- To raise national education to be gradually more closer to the international standards;
- To appropriately invest in education as a core of human resource development and encourage the participation of the community.

### **Objectives for the 5-Year Plan**

#### *Equitable Access*

- ◆ Expansion of schools provision, in particular in remote areas;
- ◆ Rehabilitation and renovation of existing schools;
- ◆ Facilitate the role of the private sector;
- ◆ Set up specific programs for improving access of disadvantaged groups;
- ◆ Conducting feasibility study for open learning;
- ◆ Increase access to non-formal education;
- ◆ Conducting feasibility study for distance education

#### *Quality*

- ◆ Improving the quality of teachers at all levels through pre-service and in-service training programmes;
- ◆ Improving the curriculum of all levels of education;
- ◆ Providing teaching-learning materials and promoting local production of low cost materials.

#### *Relevance*

- ◆ Articulation between education and society;
- ◆ Revising and adapting of curriculum to respond to the changes;
- ◆ Introducing guidance for helping the students;
- ◆ Strengthening the linkage between the education institutions, industry and the private sector.

### *Planning and Management*

- ◆ Strengthening the operational planning ;
- ◆ Strengthening the existing network of EMIS at central, provincial, district and school levels,
- ◆ Strengthening budget and finance capacity;
- ◆ Developing investment program management and monitoring and improving aid co-ordination capacity within MoE;
- ◆ Establishing an endowment fund for promoting the private sector participation.

The MoE has identified a number of activities, included estimated costs, for potential support by donors. Some of these activities may be suited to co-financing while others may be appropriate for bilateral support or NGO involvement.



# **INTRODUCTION AND CONTEXT OF EDUCATIONAL DEVELOPMENT**

## **1- Population**

The Lao PDR 1995 National Census counted a population of 4.58 million, a one million increase since the last census in 1985. A high rate of children under 15 years (44%) results in a very high economic dependency rate of 85%. Population density is low, 19.4 persons per square kilometer. 15% of the population are confined to relatively small towns and 85% live in the rural and mountainous areas. They are very diverse in terms of ethnicity and language. According to the official classification there are 48 different ethnic subgroups divided according to topographic location into the three broader groups: the Lao Loum (Lao-Tai), Lao Theung (Mon-Khmer) and Lao Soung (Hmong-Yao and Tibeto-Burman) representing respectively 67%, 23% and 10% of the population. Life expectancy of 51 years is still one of the lowest in the world. The literacy rate among the adult population was, in 1995, just 60%, almost 75% for males and just below 50% for females. Poverty among the population is still high although this situation has improved: 46% in 1992-93 with 20% in urban areas versus 53% in rural areas, and 39 % in 1997-98 with 14 % in urban areas versus 45 % in rural areas<sup>(1)</sup>. The fertility rate is 6.7 per woman, and high maternal and infant mortality rates, exist together with chronic malnutrition of children. The chances of child survival have improved, children and youth are acquiring more schooling, adult literacy rates have increased, and the annual population growth rate has been reduced to 2.4%. However, on human development indicators, Lao PDR continues to rank among the poorest countries in Asia.

## **2- Governance and Administration**

Administratively, Lao PDR is divided into 18 provinces, including Vientiane Prefecture and one special zone. Below this level are 141 districts and 11,795 villages. The central administration consists of 14 Ministries and Ministry-equivalent Committees. The provincial administration is divided into services covering the fields of the central ministries, except for services such as defense and foreign affairs. The district administration also has a similar structure. The administration was centralized in 1975, decentralized in 1986, and to be recentralized in 1991. The 1986 decentralization was inadequately planned, making revenue generation and management problematic, richer provinces did not subsidize poor ones under decentralization. Recentralization brought strategic planning and fiscal functions of the administration under the central government. Later, in 1999, recognizing the difficulties in establishing a fully centralized system and the possible drawbacks, the government were moved towards a more deconcentrated approach to general administration.

## **3- Economy**

Since 1986, the Lao PDR has implemented a comprehensive economic reform program called the “ New Economic Mechanism” (NEM) to shift from a centrally planned economy towards a market oriented economy. The financing of socio-economic development has been continually and heavily dependent on foreign investment savings through loans, grants and private investment. Foreign loans and investment were about 20% of GDP while grants amounted to about 12%. About 80% of public investment was funded by foreign capital inflows, due to the low level of domestic saving. Since 1998, however, a weakening domestic reform

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<sup>(1)</sup> Source: Lao Expenditure and Consumption Survey, LECS I (1992-93) and LECSII (1997-98), National Statistics Centre

effort and lack of experience in economic management have combined to aggravate the adverse effect of the regional crisis on the Lao PDR economy. Growth in GDP dropped to 4% in 1998<sup>(3)</sup> and 5% in 1999. By January 1999, the value of the kip (the national currency) had fallen to less than 30% of its value from October 1998 to August 1999, inflation had shot up over 140% on an annual basis.

#### **4-Education Development**

Formal education is provided at five levels: primary education (five years), lower secondary education (three years), upper secondary education (three years), post-secondary education (one to two years) and tertiary education (three to seven years). Specialisation starts in upper secondary where three programs are offered (general/academic, vocational, and teacher training) and extends at tertiary level. The education system is administered by the Ministry of Education (MOE) through eleven departments. Management of functional responsibilities is distributed to Provincial Education Services (PESs), District Education Bureaus (DEBs), and schools. At the village level, communities participate in school development through school management committees and school principals. The main vehicles of financing education are the central, provincial and district authorities. During the last decade, Lao PDR has made advances in several areas, including economic and educational growth. Communities are encouraged to become involved in school affairs by contributing funds, providing labour for construction, and less often participating in local educational planning and monitoring school governance and teacher behaviour. The integration of higher education under the National University of Laos (NUOL) has provided a single framework for further development of tertiary education. The teacher training system has also been reformed. Nevertheless, the education sector remains inadequately planned and financed. Most children acquire some schooling but in some areas attendance is sporadic. The quality of achievement is low, and nearly half of those who enter do not complete the primary level. School attendance, literacy, and other indicators of educational attainment vary greatly among different ethnic groups. Lao, the official and instructional language, is the first language of over 60 percent of the population. Children from homes where Lao is not spoken enter schools with a significant handicap, a condition partly accounting for the high dropout rate. The quantity and quality of schooling are influenced by demographic structures and are highly sensitive to the size of the school-age cohort. The extremely young population of Lao PDR puts a heavy financial burden on schooling and, at the same time, the high dependency ratio contributes to the relatively low national productivity. Moreover, large families force choices as to which children go to school, tending to suppress female enrolments and indirectly reducing the number of subsequent opportunities for girls in education and in the labour market. 31% of the Lao population is under 10 years of age. This clearly places additional constraints on adequate funding levels for educational expenditures. If, through family planning or other population policies, dependency rates in Lao PDR decline, then more resources would be available to concentrate on improvements in access and improved quality of schooling.

In conclusion, the development of Lao education in terms of quality, efficiency, access and equity is to be done in a relatively difficult context. High demographic growth; ethnic cultural and linguistic diversity; scattered habitat; economic and financial constraint and low institutional capacity constitute a big challenge to the country.

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<sup>(3)</sup> World Bank and Bank of the Lao PDR Estimation

## PART ONE

### CURRENT STATUS

#### A-Socio-Economic Development (1990-2000)

##### *1.1 Global Economic Situation*

During this period the world political and economic situation has undergone rapid and complex changes; particularly the considerable social and political readjustment during the post Cold-War period. Some regions have experienced internal and international conflict resulting from political, cultural and economic tensions. However, there is a strong international trend away from confrontation towards peace, co-operation and regional groupings for economic co-operation and more responsible exploitation of limited natural resources, and the application of modern technology. Over the past two decades, world production has been growing continuously at the rate of 3.4% per annum, in which the economic growth of the developed countries is levelling off from the average rate of 2.9% per annum in 1980's to 2.5% in 1990's. However, the economic growth in the developing countries has been increasing steadily from the average rate of 4.3% per annum in 1980's to 5.8% in 1990's. As for the developing countries in Asia, economic growth was exceptionally high and went up from 6.8% to 7.9% per annum in the same period. One important factor that allowed regional and global economic growth resulted obviously from investments. A flow of investments from the industrialised countries to the developing countries increased four times from \$ 45.5 billions in 1990 to \$181.5 billions in 1995.

##### *1.2- Regional Economic Situation*

The Asian-Pacific region covers 47.5% of the world land area and comprises 58% of the whole world population, and is rich in national resources. At present, the Asian-Pacific countries are following the road to solid development in order to step into the era of globalisation in the 21<sup>st</sup> Century which emerges from the joint-effort for economic co-operation of the Asian-Pacific countries in the region ( APEC) and for economic co-operation of the South East Asian Nations (ASEAN). These countries will be expanding their economic development, investments as well as preserving peace and stability of the regions. The revolution in modern science and technology has been developed to an unprecedented level, especially the development of Information Technology (IT), which becomes an important factor for a profound change of this era called the “ *Globalisation Period*”. This creates a two-fold challenge for developing and least developed countries as follows: Firstly, it creates an opportunity for a country to grasp lessons and co-operate with other countries for further development. Secondly, the disparity between the state of being the least developed countries and those of being industrialised is becoming wider and wider if a country can not take any action for a change to comply with the period of ongoing high technological movement.

##### *1.3-Socio-Economic Situation in Lao PDR*

The geographical position of Lao PDR as a corridor creates favourable conditions for Lao PDR in the areas of trade, tourism and communication in the region. Approximately 20% of the area across the country is the plain areas, which mainly stretch along the Mekong Basin. The remaining 80% comprises plateaus and mountains. Natural resources are the main potential for Lao PDR such as: minerals, water, land resources, and forests. The forest areas cover 54%;

agricultural areas cover 3%; livestock areas 3%; and 39% for other purposes. Since Lao PDR also has a position as a service centre, it creates large opportunities for trades and investments.

Over the past 10 years of socio-economic development, the Government of Lao PDR have paid closer attention to reforming the economic structure by transforming from the centralised mechanism to market oriented economy thus improving the people's living conditions, guaranteeing a minimum level of food sufficiency and ensuring peace in the society. During the 90's, GDP grew at an average rate of 7 % per year, induced by an average growth of 5% a year in agriculture, 12% in Industry and 7% in services. The GDP per capita increased from \$211 in 1990 to \$350 in 1995, \$380 in 1996 and \$400 in 1997 <sup>(2)</sup> and after that decreased to \$260 in 1999. The dominating sector of the Lao economy is agriculture. In 1996, agriculture contributed 52% to GDP while industry's share was 20.6 %, services 24.9 % and import duties 2.5 %. The current account deficit, including official transfers, was 12.1% in 1996 and 10.6 % of GDP in 1997. The fiscal deficit remained large approximately 10% of GDP. However, the possibility of a gradual but steady recovery from the crisis exists. According to a preliminary study of the World Bank, in the medium growth scenario, the GDP growth could be 5% in 1999, 5.5% in 2000, 6% in 2001 and 6.5 % in 2002. This means that, over this particular period of time, the renovation policy allowed a rapid increase in industry and service sectors. The ethnic peoples in different areas have been aware of the negative effects resulted from slash and burn plantation and shifted from this mobile way of farming to a more sedentary one. In the agricultural area, farmers are now actively implementing the economic policy by shifting from a natural base economy to a market oriented economy. In the industry sector, there is an increase in energy, mineral and construction materials production. In the area of light industry, there is an increase in goods production from both domestic and international markets. In the service sector, services have been improved and expanded which provide and secure better transportation of goods and passengers. By integrating different economic sectors in developing the country, there have been many positive changes in the society, especially in the private sector and household economy. According to the implementation assessment of the socio-economic plan in the years 1997-98 and 1998-99, Lao PDR was facing a number of difficulties and challenges, especially as a result of the regional economic and financial crisis which brought about a series of negative changes in the development. This economic slowdown has had a serious impact on Lao PDR's financial system, causing a high deficit in the national budget; creating recurring debts as well as brought about strong movement in prices. Spontaneously, inflation and exchange rates rocketed beyond the point that has already been fixed. For example, the average rate of inflation in 1998 was 87.4% given that the rate of exchange surged from 4,225 Kip/1\$ in December 1998 to 9,420 Kip/1\$ in June 1999. During this short span of time, production in each sector slowed, which caused the rate of growth in the Gross Domestic Product (GDP) to fall from 7.2% in 1997 to 5% in 1999.

#### *1.4-Human Resource Development*

In connection with socio-economic development, human resource development is another area of significant change. According to Human Development Indicators of UNDP, Lao PDR was ranked 138<sup>th</sup> out of 205 countries in 1992 and became 136<sup>th</sup> in 1997. In that year, the HDI value was 0.46 given that Lao PDR still lies amongst the least developed countries, which needs more awareness in socio-economic development in view of increasing the indicator's value.

In 1995 the working age people was 3.1 million covering 69% of the entire population, of

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<sup>(2)</sup> World Bank Estimation

whom 2.2 million (70%) were labour force and 0.9 million (30%) were non-labour force. Within the total number of labour force only 50,000 people (2.4%) were unemployed and 2.15 million (97.6%) were employed; amongst the latter only 150 thousand people (7%) were government officials and enterprise personnel; 65,000 (3%) were private workers; 1.9 million (90%) were self-employed and household workers. If the labour force was divided on the economic structure basis, 1.8 million people were agricultural workers covering 85.5%; 172 thousand people worked in the service sector covering 8.0% while 141 thousand were industrial workers covering 6.5%.

Internationally and regionally, Lao P.D.R. is moving towards the era of the non-boundary information and new scientific and technological research in which computers, English language and Internet are necessary tools for communication for business. Resulting from a rapid change in economic development over the past years, not only has human resource development been managed in equipping personnel with knowledge and skills but also in developing their capability to adapt themselves to this fast changing world for existence, survival and development. Consequently, human resource development in the 21<sup>st</sup> Century will be carried out in accordance with the period of life-long learning for life-long employment under these four pillars of education:

- ◆ Learning to learn,
- ◆ Learning to do,
- ◆ Learning to live together,
- ◆ Learning to be.

## **B- Education Achievements**

### **1.5-Achievements**

In summary, the following outcomes have been achieved:

#### *1.5.1- Improved Equitable Access*

There has been a steady increase in enrolments in general education and in particular a relatively rapid increase in the demand for lower and upper secondary school places. At the same time, the extent of illiteracy has been reduced through increased effort in providing literacy and basic skills development programs for illiterate adults. The improved access to educational services has been assisted by the program of school construction in remote areas and by the increased participation by the private sector in educational delivery. For higher education, access has been improved through improved cost-effectiveness by merging various institutions into a single national university.

#### *1.5.2- Improved Quality Improvements*

Initiation of factors of improvements in the quality of general education can be seen by the reduced rates of repetition and dropout. Great efforts have been made to improve the quality through programs of teacher development, supply of more teaching and learning equipment, renovation of existing schools, and new textbook development and distribution. The structure of vocational education has been modified to improve the quality of graduates and a foundation year has been implemented to increase the quality of students entering bachelor programs at the national university. Quality improvements have also been achieved through the activity of the private sector in training programs in vocational and higher education.

### *1.5.3-Improved Relevance*

Reform of the curricula in general education has improved the relevance of what students learn within general education. The training of skilled workers, technicians and professionals have also been focussed and planned through reforming the curricula and introducing unified management to more closely link each sector to meet the needs of new labour markets. Introduction of a credit system has also served to improve articulation through various parts of the overall education system. Non-formal programs have integrated basic skills development with formal literacy programs to increase the relevance for adult illiterate contributing to poverty alleviation.

### *1.5.4-Strengthened Planning and Management*

The organisation and management systems of the sector have been strengthened, different regulations on education have been consolidated to serve the task and role of each responsible level, establishment of Inspection Committee and provision of a systematic training program to upgrade management skills of personnel as well as organising educational supervision at the central, provincial and district levels. The allocation from the national budget and Gross Domestic Product (GDP) into education increased from 9.7% and 2.3% in 1993-94 to 13.1% and 2.5% in 1997-98. During the same time, acceptance of grants and loans also increased.

## **1.6- Education accomplishments**

In summary, some accomplishments could be found as follow :

1-system expansion in enrolments at primary, secondary, and tertiary levels:

- ◆ The number of enrolments of school-age children has increased in both public and private schools. There was an average annual increase in number of kindergarten children from the school year 1992-93 until 1998-99 of 5% (5.4% for male and 4.6% for female);
- ◆ The number of enrolled primary school children increased at an annual average rate of 4.5% (4% for male and 5% for female), of whom 2.3% were new enrolments in grade 1 (1.7% for male and 3.1% for female). The net enrolment rate increased from 62% in 1991-92 to 76.4% in 1998-99;
- ◆ There has been a rapid increase in the number of lower secondary pupils since the academic year 1991-92. The average rate of enrolment for lower secondary school was 28% while the rate for upper secondary school was 11%. These rates increased to 43% for lower secondary school and 18% for upper secondary school in 1998-99. In addition, the repetition rate of lower secondary school children fell to 4% while that of upper secondary school children dropped to 2% during 1998-99;
- ◆ Forms and methods of illiteracy abolition activities have been consolidated and improved to meet the need of learners. In the census 1995, the literacy rate of the population aged (15-40) years olds and 15 years over was respectively 69.2% and 60.2% and in 1998-99 was 82% and 72.8%. In addition, vocational training has also been expanded for this target group;
- ◆ The expansion of education services to ethnic areas has gradually been promoted so that ethnic groups have more opportunity to access education through constructing more schools in remote area, including boarding schools for ethnic children in some provinces;

- ◆ Private education has also been encouraged and expanded in major cities. From 1991-92 to 1999-2000, it was steadily growing from 1,655 to 8,337 for pre-primary level, from 6,886 to 20,504 for primary level, from 165 to 2,450 for lower secondary, from 2,695 to 6,791 for non formal vocational training and from 240 students to 4,207 for higher technician level;
- 2-improvement of internal efficiency:
- ◆ In 1991-92 the repetition rates were 43% for grade 1, 26.6% in grade 2, 19% in grade 3, 14.7% in grade 4 and 19.2% in grade 5. During 1998-99, the repetition rates were 35.5% for grade 1, 20.3% for grade 2, 12.2% for grade 3, 8.5% for grade 4 and 7.5% for grade 5;
  - ◆ Promotion rates during 1991-92 were 43% for grade 1, 65% for grade 2, 72% for grade 3, 76% for grade 4 and 69% for grade 5. During 1998-99, promotion rates were 48.4% for grade 1, 71.4% for grade 2, 79.4% for grade 3 and 81.6% for grade 4; and the rate of completion for grade 5 pupils was 81.6%;
  - ◆ Over the past 5 years there has been a major change in the drop out rate at primary level from an average during 1991-92 of 11% at primary, 14% at lower secondary and 18% at upper secondary levels to 11.7% at primary, 12.7% at lower secondary and 10% at upper secondary in 1998-99.
- 3-with the process of updating the organisation and management systems of the sector some tasks have performed i.e.: clarification of roles, responsibilities, and internal structures of the MOE, the PESs, and the DEBs (see Annex II, pages 45-46);
- 4-consolidation and rationalisation of institutions of teacher education and tertiary education:
- ◆ Teacher development has been improved through consolidation and improvement of training in curriculum and pedagogy, renovation of existing teacher colleges, and supply of more teaching and learning equipment;
  - ◆ The training of skilled workers, technicians and professional staff has also been focussed and planned through reforming the curricula and introducing unified management to more closely link each sector to meet the needs of new labour markets;
  - ◆ The National University was established in 1996-97 by merging different institutes of higher education. To serve the needs of the country, some new faculties and departments were established and a Bachelor curriculum was designed for each department so that more diploma and university students have been admitted to undertake their studies;
- 5-formulation of a sector-wide policy for technical and vocational education;
- 6-development of new curricula, production and national distribution of new textbooks, teacher guides, and learning materials for primary and lower secondary schools;
- 7-provision of short training courses in educational management for educational administrators;
- 8-implementation of a number of in-service teacher training programs; and
- 9-establishment of a Educational Management Information System (EMIS), school mapping and education planning.

## **1.7. Main Issues**

Even with these accomplishments some pressing issues remain to be addressed:

### *1.7.1-Equitable Access*

- Disparity between provinces and districts in providing access, from pre-school up to upper secondary school;
- Limited access to pre-school;
- At primary level, high percentage of temporary school buildings (58%), high percentage of schools in bad condition (45%), high percentage of incomplete schools that limits the access (40% with 1-2 grades, 35% with 3 grades, 25% only are complete schools).
- Low representation of women and ethnic minority groups, especially in upper secondary and tertiary education;
- Limited access to vocational, technical and tertiary education for the graduates from secondary schools and lack of upgrading system for civil servant and workers;
- Limited inclusive schools for the children with special needs.
- Low expansion of private education.

### *1.7.2-Quality*

- High percentage of unqualified and under-qualified teachers at all levels and lack of teachers in some subject areas;
- High repetition rate and drop-out rate especially in primary school.
- Lack of appropriate teaching and learning methods at class room level due to low content knowledge of teacher;
- Low motivation for teachers with high percentage of graduated students who do not join the teaching profession;
- Low representation of ethnic minority teachers, particularly after the rationalization of the teacher training;
- In non formal education, most of non-formal teachers are volunteers or school teachers in the formal system, who lack skills in adult teaching methods.
- In higher education, research activities are embryonic;
- In non-formal education, there is a relapse of neo literate into illiteracy due to lack of follow-up programs and the low quality of literacy programs;
- Shortage of textbooks and teacher guides for basic education and for skill training;
- Lack of textbooks and instructional material in Lao language especially in vocational technical and higher education.;
- Lack of physical facilities, equipment, sciences laboratories, libraries, audio-visual equipment at all levels;

### *1.7.3-Relevance*

- Curriculum is not adapted to local reality and needs, especially at primary level;
- School schedules are not flexible in some remote areas and do not go along with the needs of the agricultural season;
- Lack of secondary teachers due to the rapid expansion of secondary education;
- Low relevance of vocational, technical and higher education training to the needs of the labour market;
- Weak linkage between vocational, technical and higher education training and industry and private sectors;
- Lack of guidance for students and lack of information on career and employment opportunities;
- The training structure of skilled workers, technicians and higher graduates cannot meet the needs of labour market.



#### *1.7.4-Planning and Management*

- Fluctuation between centralized and decentralized administrative approaches without the appropriate capacity building preparation;
- Weak management at all levels and shortage of staff with appropriate management skills;
- Irregular and inefficient monitoring, supervision and inspection;
- Lack of legislation, norms, standards and training systems for planning and management;
- Poor co-ordination between ministries and different levels of education and sub-sectors of education;
- Inappropriateness of recurrent budget for the education sector especially for the maintenance of buildings and equipment;
- Inadequate finance to complete universal primary education.
- Lack of budget and appropriate programs for upgrading basic vocational skills of villagers in community learning centers.
- Inappropriate motivation regarding teachers and staffs.

## PART TWO

### A- National Education Vision to the Year 2020

In terms of the percentage of population served, the efficiency and the quality of education delivered, the education system is in an early stage of development. Universal primary education has not yet been achieved. At its current level, the system may provide basic literacy to those who graduate from primary school. As Lao PDR further industrialises and utilises more intermediate and advanced technology in all sectors, including agriculture, the current quality of basic education will be inadequate even for those who complete it. Applications of more advanced technology and the requirements of a more mobile and participatory society will require a population with good mathematics skills, capabilities in written communication, elementary science, reading comprehension, and ability to access information from print and electronic sources. This will create additional pressures for provision of appropriate higher education and access to modern technical and vocational education.

#### ***2.1- Basic Concept and Outlook for Human Resource Development***

The general goals of future development are to elevate Lao PDR from being one of the least developed countries by keeping the rate of its economic growth at a moderate and stable level; and to develop human resources who will be equipped with suitable knowledge and ability. An effort must be made in the area of education to build people with good ideological thinking, ability and good discipline, who will then be capable of exploiting and mobilising potential in the modernisation process alongside with other friendly countries. People's basic thinking and outlook for development is to build Lao PDR as a country of well-rounded development in economy, culture, science and technology and ecology with a view to making the development objectives correspond to those of socio-economic development. As a consequence, investment in education should be focused and increased to meet the needs of socio-economic sectors.

The present scientific and technological revolution is a great movement and has a significant role in changing ways of life of human society. It is a trend towards globalisation in the 21<sup>st</sup> century. Future socio-economic development process, formerly based mainly on natural resources will be reduced, will concentrate more on human resources, which implies a high value for a population characterised by intelligence and scientific and technological knowledge. At the same time, there is a need to balance the demands of the modern sector with the urgent need to reduce poverty and to improve the quality of life of all people, particularly for those in the subsistence agricultural sector who now live in absolute poverty. To achieve the aforesaid objectives, it is of high priority to develop human resources of high competency, skills and experience to comply with their assigned positions, particularly leadership cadres, administrators and professional staff. In line with the Government policy, economic development in the immediate future must take firm steps as follows:

- keeping balance between socio-economic development and sustainable environmental protection;
- taking education as a core of human resource development for building well-rounded personnel;
- alleviating people's poverty and raising their living standards materially and spiritually in accordance with the enhancement of work productivity among the people in society;
- ensuring equal and fair share of income among all people; and
- co-ordinating the exploitation of natural resource potential with international favourable conditions.

## ***2.2- Educational Vision***

The immediate future of educational development will mainly focus on access and quality improvements for developing national human resources to meet the need of the country's socio-economic development plan. In particular, education is considered on a major intervention for poverty alleviation. As a result, the educational vision will have a focus on the following matters:

- To universalise compulsory education at primary level and continue to increase participation at lower secondary level, ensuring that all people have the opportunity to apply their education to serve the socio-economic program;
- To strive to completely abolish illiteracy among the population, thus providing people living in absolute poverty with the means of improving their quality of life;
- To expand vocational, technical and higher education to meet the needs of new labour market and to improve economic rates of return;
- To train skilled workers, technicians, professionals and intellectuals to have the capability to apply modern science and technology to serve the needs of socio-economic development;
- To raise national education to be gradually more closer to the international standards;
- To take education as a core of human resource development as well as to appropriately invest in education; and
- To make education a duty of all people in the society.

## ***2.3-General Guidelines***

General guidelines for educational development in Lao PDR in the immediate and long term period will be based particularly on quality improvements with the aim of gradually raising national education to meet international standards and to facilitate poverty reduction. It will also involve expanding public and private education, determining learning streams, organising exams in each level and co-ordinating work between formal and non-formal education in accordance with the country's real need of socio-economic development. All the above mentioned activities must serve the following objectives: In the next decades, we need to do everything for the well-being of the people of different ethnic groups; exploit resources and means for the development of society, a civilised and fair society. Education is considered as the core of human resources development by upgrading people's knowledge, alleviating poverty, providing job opportunities for young people as well as building adequate number of experienced intellectuals. This will bring the country's socio-economic development strategic plan closer to the world's innovation and development by placing appropriate resources on scientific and technological researches. In the meantime, effort must be made to learn from world successes in the development of science and technology with the aim of raising production productivity and the people's living standards.

## ***2.4-General Goals***

The general goals of education in 21<sup>st</sup> century are to educate Lao people to be good citizens and loyal to the country and to the people's democratic regime; to strengthen the national education system in order for increasing students learning outcomes and to train skilled labour force. The immediate focus of educational development will be on quality improvement; introducing the modern sciences and technologies in the curriculum of some levels; encouraging participation of all sectors in education development and taking it as the duty of the whole

society. This will create favourable conditions for expanding education in accordance with the country's economic development. The future general goals of education development are:

- ◆ To continue to achieve compulsory education at primary level and to upgrade it at lower secondary level;
- ◆ To continue to eradicate illiteracy among the target group of the population and upgrade them to a higher level of education;
- ◆ To continue to improve the quality of education with a focus on moral education, intellectual education, arts education, physical education and labour education;
- ◆ To raise the internal efficiency of the national education system and gradually reducing drop out and repetition;
- ◆ To develop vocational technical and higher education to meet the needs of labour market;
- ◆ To select and introduce appropriate sciences and technologies in teaching and learning and pay more attention to scientific research to serve the development;
- ◆ To expand education widely, reduce disparity between localities, provinces, gender and ethnic groups; and
- ◆ To pay more attention to talented students and handicapped people.

## **B-Education Development Framework (2001-2005)**

The keys to successful planned change in education, as in other social sectors, is the capability to understand thoroughly the existing system, anticipate a desired future set of conditions, organize and deliver resources for maximum achievement of objectives, cope with necessary adaptations, and sustain the direction of positive change. In addition to technical requisites, such planned systemic change in education requires experienced planning and policy bodies that are part of a structure of national decision-making which will: engage stakeholders in open dialogue; generate a shared strategic vision; encourage, value, and utilize analysis and research-based information; create a willingness of involved institutions to share information; and, demonstrate political will for implementing stringent measures. The further development of such capabilities, at minimum, requires significant fiscal resources, long term capacity building of institutions of planning and administration, and considerable technical training of administrative personnel. The MOE has identified a number of different educational activities or projects as a result of discussions concerning the development of an overall policy framework. Additional inputs to the description of an action plan have come about as a result of externally funded project work; discussions with donors, NGO activities, and from discussions with provincial, district and school level educational managers.

This paper proposes to transform development programs by moving from a sectoral to semi-functional concept. The former structure is composed of 5 development programs namely : General Education Program, Non Formal Education Program, Teacher Training Program, Vocational and Higher Education Program and Administration-Management Program. This structure was mostly sectoral and limited to each level of education with light relationships between sub-sectors. The new structure wishing to be more comprehensive, views education as a whole in 4 development programs : Equitable access, Quality, Relevance and Planning & Management, and to link sub-sectors to each other with both vertical and horizontal relationships. Every program development involves all levels of education to maintain relationships between levels.

The overall policy framework for the education sector has three pillars supported by a base of planning and management program. The 3 pillars are Equitable Access program, Quality program and Relevance program.

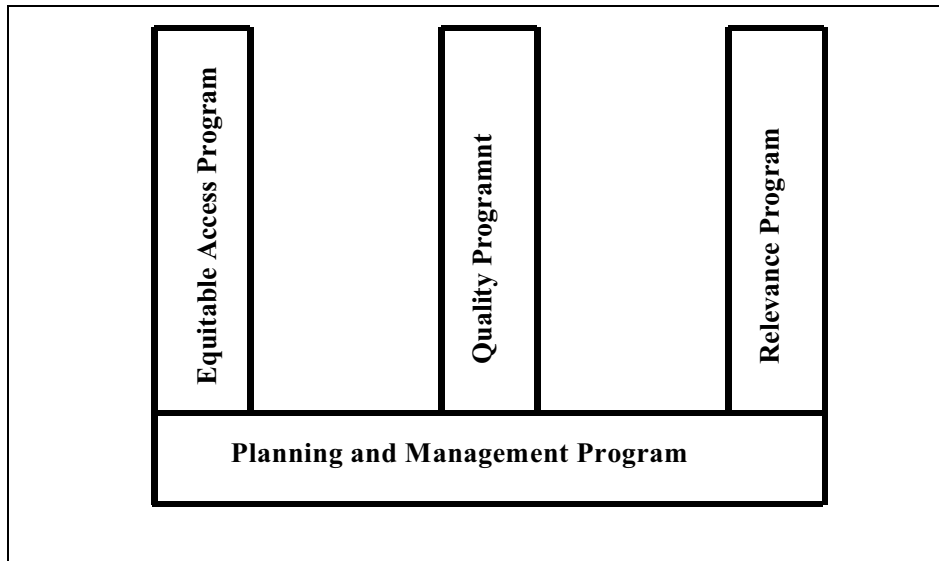


Figure 1: Development Programs Structure

The current situation of education in Lao PDR requires many components to be performed and thus all are essential to be achieved over the next 20 years. However, within the context of the next 5-year plan (2001 to 2005), the following priorities (High, Medium, Low) have been allocated to provide guidance concerning Ministry of Education planning priorities. While these tables provide a global view, related annexes describe individual activity work that will be required to achieve these outcomes. These activities are also prioritized and grouped by component in order to facilitate co-ordinated support, either through individual support or through parallel financing .

**Table 1: General Education, Teacher Training**

<b>Program 1</b>	<b>Priority (H, M, L)</b>	<b>Equitable Access</b>
Component 1:	H	Expansion of primary schools provision
Component 2:	H	Rehabilitation and renovation of existing schools
Component 3:	H	Expansion of pre-school
Component 4:	M	Alternative models for improving access to education
Component 5:	L	Promote the private sector
Component 6:	L	Specific programs for improving access of disadvantaged groups
<b>Program 2</b>	<b>Priority (H, M, L)</b>	<b>Quality</b>
Component 7:	H	Teacher development improvement
Component 8:	H	Curriculum renewal
Component 9:	M	Systematic training of teachers
Component 10:	M	Improvement of instructional materials and learning aids
Component 11:	L	Improvement of teaching activities and action research
Component 12:	L	Pedagogical approaches for specific target groups
<b>Program 3</b>	<b>Priority (H, M, L)</b>	<b>Relevance</b>
Component 13:	H	Improvement of education efficiency
Component 14:	M	School practices improvement
Component 15:	M	Review and improvement of education structure

**Table 2: Vocational, Technical, Non-formal and Higher Education**

<b>Program 1</b>	<b>Priority (H, M,L)</b>	<b>Equitable Access</b>
Component 1:	H	Rehabilitation of existing vocational and technical schools
Component 2:	H	Increasing access to non-formal education
Component 3:	M	Feasibility study for open education
Component 4:	M	Special training for teachers in non formal education
Component 5:	L	Provision of new facilities for vocational and technical schools
Component 6:	L	Improvement and extension of distance education
<b>Program 2</b>	<b>Priority (H, M, L)</b>	<b>Quality</b>
Component 7:	H	Teacher Development
Component 8:	H	Curriculum and instructional materials development
Component 9:	H	Quality improvement of some faculties of NUOL (Law and Economics, Medical Sciences)
Component 10:	M	Improvement of existing Community Learning Centres
Component 11:	M	Improvement of internal and external efficiencies
Component 12:	L	Improvement of supervision practices
<b>Program 3</b>	<b>Priority (H, M, L)</b>	<b>Relevance</b>
Component 13:	H	Strengthen linkages between education and the demands of the labour market
Component 14:	M	Development of curriculum of comprehensive basic vocational skills for Community Learning Centres

Component 15:	L	Improvement of articulation between different levels and modalities of education
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**Table 3: Strengthening Planning and Management**

<b>Program 4</b>	<b>Planning and Management</b>	
<b>Sub-program 1</b>	<b>Priority (H, M, L)</b>	<b>Strengthening Operational Planning (Strategic, Human Resource, and Budget)</b>
Component 1:	H	Improvement of planning capacity
Component 2:	L	Improvement of facilities to support planning processes
<b>Sub-program 2</b>	<b>Priority (H, M, L)</b>	<b>Human Resource Development</b>
Component 3:	H	Upgrading of HRD procedures
Component 5:	H	Improvement of management of personnel
Component 4:	M	Improvement of training support for HRD procedures
<b>Sub-program 3</b>	<b>Priority (H, M, L)</b>	<b>Investment program management and monitoring</b>
Component 6:	H	Improvement of management of investments
Component 7:	H	Training for improving policy analysis
Component 8:	M	Improvement of co-ordination of investments
Component 9:	L	Support studies to identify investment priorities

For further detail concerning above specific programs that will be required to achieve these components, (see Annex IV pages 60-76).

### ***2.5-Policy Recommendations***

The immediate education policy is to develop quality human resources to meet the needs of the socio-economic development of the nation. The principal of the policy is to strengthen the education system as the cornerstone of a human resource development strategy focussed on poverty alleviation and labour productivity; to implement the principle of compulsory primary education; and to anticipate the development of education at all levels, particularly attention to the ethnic minority areas and the disadvantaged groups. This includes building a work force that is knowledgeable and competent in implementing the Government policy, and having the capability to apply the result of modern sciences and technologies for the benefit of the Lao society. The policy recommendations are as follows:

#### *Equitable Access*

- ◆ Continue to give top priority to primary education, to increase the enrolment of pupils and to implement automatic promotion in certain grades,
- ◆ Stimulate the development of pre-school education and increase the enrolment rate of children,
- ◆ Promotion of the expansion of the private education,
- ◆ Expand and promote the participation of communities and different social classes in education,
- ◆ Reduce the disparities among regions, provinces, gender and ethnic groups,
- ◆ Extension of early childhood education community based program;
- ◆ Encouraging community to establish kindergarten, creating a one year attendance

annexed to selected primary schools;

- ◆ Strengthening the existing vocational schools and technical colleges,
- ◆ Extension of school clusters, multigrades teaching in low population density areas, double shifts in high density areas, non-formal approaches for sparsely populated mountainous areas;
- ◆ Extension of inclusive schools, study on the potential of special education;
- ◆ Encouraging the development of lower secondary education;
- ◆ High priority to non-formal education versus moderate priority in the nineties;
- ◆ Extending distance learning for disadvantaged or minority groups;
- ◆ Increasing pre-service training of teachers for pre-schools, primary and secondary schools; generalisation of the 11+1 programs, except in remote areas;
- ◆ Develop action plan for training of teachers for ethnic minority areas;
- ◆ At the college level (11+3 program), transformation of 1-2 Teacher Training Colleges into regional college by incorporating gradually other fields of study according to the needs of the region;

### *Quality*

- ◆ Improve the quality and welfare of the teachers and students;
- ◆ Place special emphasis on outstanding and talented students;
- ◆ Increase the student- teacher ratio to meet set standards;
- ◆ Teaching Lao language to ethnic minority children as a second language.
- ◆ Provide sufficient instructional materials to schools at all levels in an equitable manner..
- ◆ Adequate supply of qualified teachers for all subject areas;
- ◆ Revision and streamlining of upper secondary curriculum;
- ◆ Development and distribution of new textbooks, provision of libraries, science laboratories, appropriate facilities for technology teaching including computer teaching in selected schools;
- ◆ Improving existing community learning centres and extending as needed;
- ◆ Upgrading of teachers and administrative personnel of Teacher Training Colleges;
- ◆ Rationalisation of in-service teacher training, strengthening the Teacher Development Centre and the Teacher Training Colleges for this purpose;
- ◆ Evaluation of the new curricula and textbooks and overall training achievement;
- ◆ Strengthening the capacity of the vocational training centre, developing curriculum, textbooks and instructional materials,
- ◆ At the University level, focusing on quality and consolidation;

### *Relevance*

- ◆ Improve the training of workers, technicians and engineers to meet needs of the labour market;
- ◆ Upgrade systematically the capability of the education supervisors.
- ◆ Adaptation of 20% of curriculum to local reality and in community development oriented practical activities;
- ◆ Strengthening of science and technology teaching and organising productive activities for better preparation of the labour force,
- ◆ Strengthening the linkage between literacy , basic skills program and alternative income generation;



- ◆ Redeployment of teachers in certain circumstances and increasing the ratio of teaching/administrative staff;
- ◆ Establishment of a schooling and vocational and technical guidance service and an “observatory” for employment;
- ◆ Strengthening the linkage and co-ordination with industry, the private sector, among training institutions, and the productive work and encouraging activities for generating income.

### *Management*

- ◆ Improvement of planning and management capacity at all levels;
- ◆ Completing legislation, rules, norms and standard, guidelines;
- ◆ Integration of the Educational Management Information System (EMIS),
- ◆ Upgrading the capacity of personnel at all levels of management;
- ◆ Strengthening the personal management;
- ◆ Establishment of a permanent training centre for educational administration and management,
- ◆ Allocation of scholarships based on equity and merit;
- ◆ Implement of cost-sharing and cost-recovery schemes;
- ◆ Promote participation and involvement of the community in schools' management, construction and maintenance;
- ◆ Deconcentration of the planning of primary schools to district level;
- ◆ Strengthening the administration of the schools.

The most important policy recommendations to be considered by the Ministry of Education and the Government over the next 5 years should be the following: Continue to improve the quality of human resources in Lao PDR to reduce poverty and ensure equitable and sustainable growth by (1) promoting access to complete primary education particularly for students in under served areas, girls, ethnic minority groups and children with special needs (2) universalising functional literacy (3) improving the quality and access to lower secondary education (4) improving the quality of upper secondary education (5) improving the quality and relevance of the training at all level, both in formal and non-formal delivery system and selective expansion through phased action (6) economising the education resources, setting priorities for education expenditure, (7) giving gradually a larger role to provinces and districts and (8) increasing villages and individual schools share in education ownership.

### **2.6- Strategies**

Strategies that have been identified as being necessary to achieve the goals and objectives of the 5-year plan as described above are as follow:

- Create a strategic, attainable national educational vision;
- Strengthen institutional infrastructure in the centre through long-term capacity building support;
- Improve policy and planning capacity at central, provincial and district institutions;
- Strengthening administration and management at school level;
- Plan beyond implementation and monitoring;
- Sustaining a more effective education system,
- Balancing between resources allocation and priorities..

## 2.7- Objectives

### *Equitable Access*

- ◆ Expansion of schools provision, in particular in remote areas,
- ◆ Rehabilitation and renovation of existing schools,
- ◆ Facilitate the role of the private sector,
- ◆ Set up specific programs that target improved access by disadvantaged groups,
- ◆ Conducting feasibility study for open learning,
- ◆ Increase access to non-formal education.
- ◆ Conducting feasibility study for distance education

### *Quality*

- ◆ Improving the quality of teachers at all levels through pre-service and in-service training programmes,
- ◆ Improving the curriculum of all levels of education;
- ◆ Providing teaching-learning materials, equipment and promoting local production of low cost materials.

### *Relevance*

- ◆ Articulation between education and society,
- ◆ Revising and adapting the curriculum to respond to the changes,
- ◆ Introducing guidance for helping the students,
- ◆ Strengthening the linkage between the education institutions, industry and the private sector.

### *Planning and Management*

- ◆ Strengthening the operational planning and human resource development planning
- ◆ Strengthening the existing network of EMIS at central, provincial, district and school levels,
- ◆ Strengthening budget and finance capacity,
- ◆ Developing investment program management and monitoring and improving aid co-ordination capacity within MOE.
- ◆ Establishing an endowment fund for promoting private sector participation,

## 2.8-Overall Targets

In order to accomplish the Education Development Plan from 2001-2005 the following targets have been set:

1. Expand pre-schools by promoting co-ordination between the government, community and the private sector to establish these types of pre-schools to be able to accept pre-school age children increasing by at least 5% per annum;
2. Enforce compulsory primary education, increasing the net enrolment rate from (79%) in year 2000 to 86.5% by year 2005;

3. Continue to expand primary schools in ethnic minority areas and rural remote areas through multigrade teaching and organisation of school clusters to meet basic needs;
4. Create favourable conditions for decreasing the repetition and drop out rates at least 2% and 3% per year respectively.
5. Reorganise the secondary network by expanding more lower secondary schools across the country. Selective expansion of upper secondary schools with development of the curriculum and having subject strands at this level. Increase lower secondary and upper secondary gross enrolment rate from 45% and 22% in year 2000 to 52% and 24% respectively by year 2005;
6. Increase the literacy rate among the population aged 15-40 years olds and 15 years and over from 80% and 74% in year 2000 to 85% and 80% respectively by year 2005;
7. Continue to upgrade at least 30% of the newly literate to primary graduate level and continue to upgrade to lower secondary and upper secondary according to current needs and conditions;
8. Improve the quality of teacher training of primary and secondary levels. Upgrade untrained teachers to achieve basic qualifications required. Provide more compulsory and alternative subjects in teacher training curriculum as required;
9. Improve the competencies of the teacher trainers in teacher training colleges and teacher training schools in English language, computer skills and advanced educational technology. Upgrade the qualifications of the teacher trainers in the institution to Bachelor degree level;
10. Promote and expand private vocational and technical schools to steadily increase student enrolment in the private sector along with the government system;
11. Strengthen and expand vocational schools in various regions of the country,
12. Increase the enrolment of girls and ethnic minorities in tertiary education and increase the student/population ratio from 350/100,000 in year 2000 to 450/100,000 by year 2005;
13. Determine the job description of education administrators and supervisors;
14. Strengthen the integrated Educational Management Information System,
15. Strive to increase the share of government budget for education from (12%) in year 2000 to (14%) by year 2005.

Policies	Strategies	Activities	Outcomes
<p><b>Program 1: Equitable Access Expansion</b></p> <p>Expand access for all levels to meet socio-economic development.</p>	<p>1. Improve and develop basic education</p>	<p>1.1. Construction of public pre-schools and establishing one-year attendance annexed to selected primary schools.</p>	<p>1.1.1. Children will remain at school, the government will invest more for building pre-school</p>
		<p>1.2. Concentrate educational investment, especially for basic education</p>	<p>1.2.1. In major cities, private schools will be further encouraged, linking the economic situation with expansion of classrooms;</p>
		<p>1.3. Construction of schools</p>	<p>1.3.1. Help to establishing schools in remote areas. Provide government materials and community labour inputs and wider participation from community and education authorities.</p>
		<p>1.4. Organize multi-grade teaching</p>	<p>1.4.1. Resolve problems of small remote schools, particularly the shortage of teachers and retaining pupils to complete primary education</p>
		<p>1.5. Extension of school cluster</p>	<p>1.5.1. Improve the quality and increase the number of pupils in cluster schools.</p>
		<p>1.6. In-service teacher training to enable teachers to teach a wider range of subjects</p>	<p>1.6.1. Teachers are able to carry out more activities to maintain pupil interest</p>
		<p>1.7. In-service training to encourage teachers to assist students with special needs.</p>	<p>1.7.1. Students with special needs will learn to their ability levels.</p>
<p>Reduce disparities across geographical areas, gender and ethnic minority groups.</p>	<p>2. Provide teachers and facilities to under-served areas</p>	<p>2.1. Promote and select ethnic students from disadvantaged group</p>	<p>2.1.1. Increase enrolment of number of students and teachers of ethnic minority and women teachers</p>
		<p>2.2. Pay more attention to students in under-served areas</p>	

Policies	Strategies	Activities	Outcomes
Promote literacy and post literacy for quality of life and alleviating poverty	3. Strengthen intensive program of non-formal education trainers	3.1 Train of trainers 3.2. Develop Community Learning Centres 3.3. Organising regular workshops for community needs	3.1.1 Improved literacy rates through a systematic approach 3.2.1. A more stimulating learning environment to improve education that is linked to improve quality of life and poverty alleviation.
Improve, develop and selective expansion of secondary education	4. Improve and develop secondary education	4.1.1.Improve secondary-student flow by reducing repetition rates. 4.2. Subdivide education to match student, needs, interests and ability (handicapped, brighter, gifted, etc), 4.3. Upgrade access through grouping schools and establishing self-sufficient dormitories 4.4. Establish secondary schools in the districts according to the needs	4.1.1.Reduced repetition rates, the problems of overfull classroom resolved and more efficient use of the budget. 4.2.1.Students able to make choice in what they study. 4.3.1.Improved access to school and stronger linkages between earning theories and practice. 4.4.1.Improved equitable access to secondary school
5.Improve and develop vocational education	5.Improve and develop vocational education	5.1. Upgrade vocational and technical education <ul style="list-style-type: none"> <li>• Establish vocational schools in some provinces;</li> <li>• Establish technical schools in regional provinces;</li> <li>• Upgrade existing technical schools to increase enrolment in course with more options.</li> </ul>	5.1.1.Improved and more equitable access for disadvantaged groups in accordance with the needs of society.

Policies	Strategies	Activities	Outcomes
		<p>5.2. Improve the quota system procedures for entrance to reduce disparities by province, gender and ethnicity.</p>	<p>5.2.1. Improved equity of access according to student interests and with no reduction in quality</p>
	<p>6. Improve and develop teacher training</p>	<p>6.1. Use of Teacher Development Centre and other agencies to improve equitable access to in-service training, using short- and medium-term approaches.</p>	<p>5.2.2. More efficient use of facilities and material resources. Improved collaboration with other ministries and concerned organisations in the delivery of vocational training.</p> <p>6.1.1 Appropriate profile of trained teacher supply, including Physical Education and Art Education teachers.</p>
		<p>6.2. Improved quality of teacher training facilities, including living conditions for trainees</p>	<p>6.2.1. Teachers motivated to undertake in-service training for self-improvement.</p>
		<p>6.3. Improving TTC dormitories and attracting good students to be trained as teacher.</p>	<p>6.3.1. Improved TTC dormitories and improved quality of applicants for teacher training.</p>

Policies	Strategies	Activities	Outcomes
	<p>7. Improve and develop higher education</p>	<p>7.1 Optimise the recurrent budget through:</p> <ul style="list-style-type: none"> <li>● Estimate the feasibility of regional college for higher education;</li> <li>● Improved and equitable matching of students to faculty of their choice.</li> <li>● Introduce different types of learning such as regular system, distance learning and a pilot Open University in some fields of study.</li> </ul>	<p>7.1.1. Increased access for regional students to higher education; an improved and equitable Access Policy for NUOL entrance exams, using quotas for regions provinces, ethnic groups, and gender; and improved access to higher education through technology while maintaining quality standards.</p>
		<p>7.2. Implement research at NUOL for the application of Science and Technology.</p>	<p>7.2.1. Introduction of modern technologies for research , library management, E-mail and Internet access for teachers and students</p>
<p>Build up the pool of semi-skilled, skilled workers, engineers, and professionals to enhance knowledge, capability and responsibility for meeting socio-economic needs</p>	<p>8. Establish distance education at NUOL to gradually introduce the concept of open learning in selected departments at NUOL</p>	<p>8.1. Feasibility study for establishing distance education approaches</p>	<p>8.1.1. Provide the opportunity for technicians, professional staff and intellectuals to access to university study</p> <p>8.1.2. Provide the opportunity to secondary school graduates to upgrade their skills and knowledge and continue their university study</p>

Policies	Strategies	Activities	Outcomes
	9. Improve the participation of the private sector in education	<p>9.1. Encourage the private sector to improve their quality at all levels. Monitoring of academic standards.</p> <p>9.2. Increase student base in the private sector.</p> <p>9.3. Encourage the private sector through low interest rates, tax exemptions, etc. with the public coordinating responsibilities</p>	<p>9.1.1. Improved stability and ability of private schools to receive students across basic education, vocational training, and technical training.</p> <p>9.2.1. Increased saving of government budget through the larger number of participants in the private sector.</p> <p>9.3.1. Increased activity of the private sector in education at various levels.</p>
10. Promote and provide an opportunity for the private sector to participate in education at all levels		10.1. Establish an endowment fund for the private sector to be used for increased participation	10.1.1 The endowment fund will promote the expansion of private education



Policies	Strategies	Activities	Outcomes
<b>Program 2: Quality Improvement</b>			
<p>Future educational development should focus on quality:</p> <p>Pay more attention to all -rounded development of the children.</p> <p>Promote bright and gifted students in a systematic manner.</p>	<p>1. Develop the young child, physically, intellectually, emotionally and socially and to create favourable conditions for improving the quality</p>	<p>1.1. Establish model creches and kindergartens in some provinces to act as models and resource centers.</p> <p>1.2. Improve the quality of pre-service training of crèche and kindergarten teachers and to produce sufficient numbers to meet the needs of pre-primary education.</p> <p>1.3. Develop curricula, teaching aids and toys for kindergarten to meet the needs of model kindergartens.</p>	<p>1.1.1. The standard of pre-schools will improve. Model pre-schools would provide guidance for country-wide expansion. Children would be better prepared for primary education.</p> <p>1.2.1. Teachers at crèches and kindergarten would be better trained and have appropriate skills and knowledge.</p> <p>1.3.1. The model creches and kindergartens would have textbooks, materials and toys that are relevant to the curriculum.</p>
<p>Improve the internal efficiency of general education</p>	<p>2. Use appropriate teaching-learning and evaluation approaches</p>	<p>2.1. Implement automatic promotion for grades 1-3</p> <p>2.2. Revise rules and regulations system and delivery teacher orientation on the use of new rules and regulations of evaluation system</p>	<p>2.1.1. Repetition and dropping rates will be decreased significantly</p> <p>2.2.1. The rules and regulations of evaluation system will be relevant to new teaching-learning approaches.</p>

Policies	Strategies	Activities	Outcomes
<p>Improve the quality of teaching workforce</p>	<p>3. Strengthen pre-service training and systematize the in-service training</p>	<p>3.1. Develop the teacher profile of each level</p> <ul style="list-style-type: none"> <li>● Upgrade trainers qualifications competencies in TTCs and the Faculty of Education through action research;</li> <li>● Improve the curriculum of TTCs in order to make it more relevant with a special focus on the 11+1 system;</li> <li>● Produce teachers in some subjects areas that lack of them; reform TTC curriculum to match changes in general education.</li> <li>● Implement further in-service training for both qualified and unqualified teachers to improve the internal efficiency.</li> <li>● Systematic training for getting higher qualification by distance learning</li> </ul>	<p>Action research will be implemented at school level and the quality of teaching-learning will be improved</p> <p>The 11+1 teacher education curriculum will be relevant to the reformed general education curriculum</p> <p>The provision of teachers in each subject area will be adequate.</p> <p>The number of unqualified and under-qualified teachers will be reduced gradually</p>
	<p>4. Improve teacher competencies</p>	<p>4.1 Train trainers of trainers for:</p> <ul style="list-style-type: none"> <li>● multigrade teachers;</li> <li>● Foreign language teachers and others.</li> </ul>	<p>4.1.1 Qualified resource persons for training different kinds of teachers will be available. Teachers at different levels have been trained in:</p> <ul style="list-style-type: none"> <li>● Content knowledge;</li> <li>● Pedagogy;</li> <li>● Use of curriculum and textbooks;</li> </ul>

Policies	Strategies	Activities	Outcomes
Improve status and quality of life of teachers	5. Improve the living conditions of teachers,	5.1. Establish a foundation fund and school cooperatives;	5.1.1 Teachers will be motivated and teaching performance will be increased
Develop the relevant curriculum	6. Improve the development of curriculum and teaching-learning materials relevant to the needs.	5.2. Recognition of teaching experience; and regular payment of salaries 6.1. Improve the general education curricula to make them relevant, continuous and systematic across grade levels.	5.2.1 Producing and using learning materials and laboratory equipment 6.1.1 The curriculum will be relevant and appropriate to the human resource development.
Provide adequately instructional materials	7. Develop and distribute printed and non-printed materials for all levels of education	7.1. Review and revise textbooks for all grades; develop textbooks “The World Around Us” for grades 1 to 3; Workbooks and worksheets, Supplementary reading books.	7.1.1 Students and teachers will have access to and be able to use good quality curriculum materials.
Provide more facilities and equipment for general education as well as teacher education	8. Renovate the existing schools buildings and to construct the new ones	7.2. Develop teaching kits for all grade levels; 8.1. Upgrade and expand dormitories and staff houses at TTCs 8.2. Rehabilitate school laboratories and provide modern equipment;	7.2.1. Students will learn in a student-centred environment 8.1.1. Teaching career will be attractive to students 8.2.1. Secondary schools will have modest laboratories

Policies	Strategies	Activities	Outcomes
Pursue the eradication of illiteracy among ethnic minority populations, particularly among women and disadvantaged people in remote regions  Upgrade basic vocational skills in order to improve the living standard and socio-economic conditions of poor and disadvantaged people	9. Provision of adequate numbers of trainers of trainers to Community Learning Centres (CLCs) and other learning centres.	9.1. Train the trainers of basic vocational skills development including the use of local expertise.	9.1.1. CLCs will be strengthened by the contributions of qualified trainers and incorporate local knowledge.
	10. Develop the curriculum that meets the needs of learners and is aligned with real conditions and the socio-economic culture of local regions.	10.1. Provision of the curriculum of polyvalent basic vocational skills for CLCs.	10.1.1 CLCs will be provided with a basic vocational skills curriculum that meets the various needs of learners.
	11. Polyvalent teaching and learning materials provided to CLCs and other learning centres.	11.1 Develop, print and distribute teaching and learning materials related to basic vocational skills development to CLCs.	11.1.1. Teaching and learning will be improved and be relevant to the needs of learners.
	12. Improve the quality and effectiveness of distance education.	12.1. Develop good quality teaching and learning materials for distance education.	12.1.1. Ethnic minority people living in isolated areas will have the opportunity to access to education.
13. Promote the creation of Production Centres and Craftshops for agricultural and handicraft goods, in line with human and natural resource development.	13.1. Create small-scale industries (craft industries) and Craftshops in those regions where CLCs have been established.	13.1.1. The living standard and income of disadvantaged and poor people will be systematically improved.	

Policies	Strategies	Activities	Outcomes
<p>Improve vocational-technical and higher education in order to meet the needs of growing economy.</p> <p>Prepare qualified and skilled workforce for higher technology employment and capable to keep up with scientific progress.</p>	<p>14. Provide qualified teaching workforce to vocational and technical education</p> <p>15. Provide curriculum and adequate instructional materials to vocational, technical education that catch up with the progress of sciences and technology and align with regional and international standard.</p>	<p>14.1. Strengthen the on-going training project by directing more resources to teachers/trainers , teaching and instructional materials.</p> <p>15.1. Develop curriculum for vocational and technical education that is relevant to the needs of internal and regional labour market. Development and distribution of textbooks, workbooks and other instructional materials for vocational and technical schools Rehabilitation of laboratories and shops and provision of modern equipment</p>	<p>14.1.1. The teacher workforce in vocational and technical education will be strengthened and will respond to the needs of training of vocational skills at different levels including private sector</p> <p>15.1.1. Vocational and technical schools will be provided with adequate curriculum, textbooks, other instructional materials and modest laboratories and shops.</p>
	<p>16. Improve higher education in order to keep up with socio-economic development</p>	<p>16.1. Pursue to improve the bachelor degree curriculum and develop the master degree curriculum.Rehabilitate laboratories and provide modern equipment</p>	<p>16.1.1 The quality of teaching-learning in higher education will be improved.</p>

Policies	Strategies	Activities	Outcomes
	<p>17. Motivate teachers/professors and students to undertake research studies, to analyze application/use of modern technology and sciences</p>	<p>17.1. Establish research-bodies, research mechanism for determining the themes, objectives/targets of the researches and to establish linkage with production units/factories, other institutions in order to provide services in apply researches and research studies related to the use of modern technology.</p>	<p>17.1.1. The development of research studies will be systematically undertaken. An elite group of intellectuals and scientists could be stemmed from research studies. The community could be profited by the research results.</p>
<p><b>Program 3: Relevance Improvement</b> Provide opportunities for life-long learning where students have a wide choice and flexibility in what and how they study</p>	<p>1. Reform the national education system to respond to the rapid changes and challenges of the 21<sup>st</sup> century 2. Strengthen linkages between all educational institutions and the world-of-work.</p>	<p>1.1. Implement education reform at all levels 2.1. Feasibility study for articulation between vocational, technical and higher education 2.2. Develop of a tracer system for graduates of technical and higher education 2.3. Conduct employer studies in areas of high demand 2.4. Develop student advisory system</p>	<p>1.1.1. The education system will be more relevant to the real socio-economic situation and thus will contribute to development 2.1.1. Better collaboration between educational institutions and employers 2.2.1. Institutions are informed about the demands of the labour market 2.3.1. Closer links between education and the needs of the labour market. 2.4.1. Students are provided with knowledge of educational processes, employment opportunities and can make better choices for the fields of study.</p>

Policies	Strategies	Activities	Outcomes
<b>Program 4: Strengthen Planning and Management</b> Strengthen the planning capacity (EMIS, Strategic and mid-term planning).	1. Improve the capacity of educational management of information.	1.1 Establish Internet /Intranet and provide service between central and regional levels.	<ul style="list-style-type: none"> <li>1.1.1. Improved Intranet communication between central and regional areas together with links to international institutions</li> <li>1.1.2. Staff trained in the use of computer, data analysis and dissemination of information.</li> <li>1.1.3. Staff trained in the use of information for education planning and management in a data-driven model of planning.</li> <li>1.1.4. Improved database development, hardware upgraded and EMIS regulations formulated.</li> </ul>
Upgrade the capacity on education planning -	2. Upgrade the capacity on strategic educational planning	2.1. Deliver training course on strategic educational planning.	<ul style="list-style-type: none"> <li>2.1.1. Strengthened capacity of DPC and others departments of MOE , PESs, DEBs and other Institutions.</li> <li>2.1.2. Trained planners for project planning, preparation and reporting.</li> <li>2.1.3. National Council Board established for education reform and formulation of strategic and long-term plans.</li> </ul>
Increase capacity building-	3. Develop short term and long term training programs according to the needs	<ul style="list-style-type: none"> <li>3.1. Provide of a systematic training system.</li> <li>3.2. Deliver of training programs.</li> <li>3.3. Strengthen budget and finance capacity.</li> </ul>	<ul style="list-style-type: none"> <li>3.1.2. A centralised facility for planning of HRD training established.</li> <li>3.1.3. Management of teacher development and introduction of a teacher training system.</li> <li>3.2.1. Detailed action plan for training at different levels (MOE, PES, DEB and Institutions) developed.</li> <li>3.2.2. Delivery and evaluation of training programs.</li> <li>3.3.1. Development of detailed action plans for budgeting/financing at all levels.</li> <li>3.3.2. Development of training programs on finance (budgeting, accounting, auditing).</li> <li>3.3.3. Delivery of training programs on finance.</li> </ul>

Policies	Strategies	Activities	Outcomes
		<p>3.4. Performance appraisal and assessment for civil service staff at all levels.</p> <p>3.5. Senior management development training.</p> <p>4.1. Investment program management and monitoring</p> <p>4.2. Aid co-ordination capacity.</p>	<p>3.3.4. Strengthened procurement and purchase functions at MoE and PES levels.</p> <p>3.4.1 Selected DoP staff trained in performance appraisal for civil service staff.</p> <p>3.4.2 Development of materials for a performance appraisal system.</p> <p>3.4.3 Performance appraisal system introduced.</p> <p>3.5.1 Opportunities identified for exposure to best practice management for senior managers.</p> <p>4.1.1. Guidelines formulated for the management and monitoring of external investment.</p> <p>4.1.2. Staff trained to manage external investments.</p> <p>4.1.3. A register of donors and individual assistance through educational projects established.</p> <p>4.2.1. Strengthened capacity to evaluate viability of proposed external projects.</p> <p>4.2.2. Development of procedures for appraisal of proposed external projects.</p> <p>4.2.3. Evaluation of procedures designed to improve aid coordination.</p> <p>4.2.4. Staff trained on aid co-ordination.</p>
Update the policy related to economic-social development programs.	5. Establish a system for policy development analysis.	<p>5.1. Education policy development training.</p> <p>5.2. Selective policy studies.</p>	<p>5.1.1. Generic training in policy analysis introduced.</p> <p>5.1.2. Inter- departmental workshop on policy implementation.</p> <p>5.1.3. Strengthened data analysis and financing planning.</p> <p>5.2.1. Audit for planning of school rehabilitation and new construction programs completed.</p>



Policies	Strategies	Activities	Outcomes
			<p>5.2.2. Internal efficiency studies to examine areas of key importance in improving efficiency completed.</p> <p>5.2.3. Review of professional support for teachers carried out.</p> <p>5.2.4. Review of HRD training needs completed.</p>
Strengthen linkages between communities and school managers.	6. Strengthen the responsibility of community for the management and maintenance of the school and its facilities and equipment.	<p>6.1. Formulation of guidelines to encourage community contribution for maintenance of schools, equipment and textbooks</p> <p>6.2. Develop architectural models for school construction in different areas and multi grades teaching classrooms.</p>	<p>6.1.1. Guidelines formulated to encourage community contribution for maintenance of schools, equipment and textbooks</p> <p>6.2.1. Appropriate architectural models for school construction in different areas and multi grades teaching classrooms completed.</p>

## C-Financing of Education

The social need for education is to train people to meet the requirement of the new policy in the transitional period to a market economy. Over the last years, the regular budget allocation for education has been distributed as follows:

- ◆ 75% to general education, particularly to primary education;
- ◆ 4% to kindergarten;
- ◆ 11% to vocational and teacher training, and higher education;
- ◆ 9% to educational administration and management at different levels.

The budget allocation for education in 1997-98 constituted 1.9% of Gross Domestic Product (GDP), equivalent to 10.1% of the national budget. Of the total education budget, 55.2% went to administration and 44.8% to investment. Compared to neighbouring countries, the budget allocation to investment is relatively high creating problems in the administration and management across the educational sector. (It has been estimated that every one-dollar of investment creates a recurrent cost of about \$5.) During the same academic year, the education budget was allocated as follows:

- ◆ 83% for teachers salaries;
- ◆ 6% for administrators salaries;
- ◆ 8% for administrative work ;
- ◆ 3% for vocational and higher education students social welfare.

State subsidies for schools continues to be high, approximately 86% comes from the government, 5% from private organisations, 5% from donor agencies and 1% from self-subsidies. Of the total government budget for education, 63% came from domestic resources while 37% was from foreign grants and donations or loans. For the year 1990-2000, financial support for the ongoing projects covers \$225.07 millions dollars, in which

- ◆ \$75.8 millions is loan money 33.68%;
- ◆ \$122.87 millions of grants and donations about 54.59%;
- ◆ \$23.5 millions counterpart fund from Government 10.44%;
- ◆ \$2.90 millions from community contributions 1.29%.

Investment in teacher development has been increased and prioritised. However, the reduction in the number of teacher-trainees for upper secondary has not yet been addressed since teaching profession is still rejected by most students. In addition, an increase in the resignation rate of experienced teachers is creating problems.

MoE planning is operationalised on output-based planning; that is, the education system should be directed towards producing human capital outputs with the knowledge and skills required for the achievements of Government goals for national development.

In 1986, the Lao PDR began a transformation of its economy from a centrally planned to a market-oriented system. Since that time, structural reforms have taken place so that market forces are now at work in most segments of the economy. The economy has performed quite creditably since the New Economic Mechanism was first introduced growing annually at 5 to 8 percent. However, in 1997 economic conditions began to deteriorate, largely because of the economic crisis in the region. In 1998, conditions continued to deteriorate: new investments fell drastically, tax receipts declined substantially, and the exchange rate of the kip versus the bath and the dollar, and the purchasing power of the kip fell by more than four times.

Table 4 describes the total Government budgets for education over the past five years. The first panel contains the budgets in nominal kip; the second panel in real terms, in 1995 kip; and the third panel contains the yearly distribution of those budgets between recurrent and capital

and between domestic and international sources. There was a very substantial increase in the education budget from 1993-94 to 1994-95. International capital increased by three times; there was also a substantial increase in domestic funds, both in recurrent funds and in domestic capital. The increase in domestic recurrent funds came from a large increase in civil service pay. Since that time there have been increases in the education budgets every year, at least in nominal terms. In real terms, however, budgets have fluctuated, falling in 1995/96, rising in 1996/97 and then falling again. High inflation since the economic crisis of 1997 has caused the size of the education recurrent budget to fall to 1993/94 levels.

In 1993/94, prior to the run up in spending, 36.7 percent of the educational budget was going into capital or development projects. Strictly speaking not all the capital budget goes for true investment. Some of the funds are going into items such as the purchase and distribution of textbooks or maintenance projects, spending that would be better classified as routine or recurrent spending. With the run-up in spending in 1994/95, the proportion of the budget going to capital increased to 46.5 percent and has stayed above 40 percent since then (panel 3, Table 4). Since that time about 75-80 percent of the Government capital budget has been financed from international sources; the remainder from internal Government sources. About half of the domestic Government monies allocated into the capital budget goes for counterpart funds to accompany foreign financed development projects, and half for separate Government-financed projects.

**Table 4 : Government Education Budget, Nominal and Real Kip and Compared to GDP  
And Overall Government Budgets 1993-2000**

	Fiscal Year						
	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00
<b>Nominal kip : in billion</b>							
<b>Education Budget (1)</b>	24.3	49.0	46.5	64.3	72.1	101.6	198.4
Recurrent	15.4	26.2	27.7	35.5	40.2	53.8	103.7
Capital	8.9	22.8	18.8	28.8	31.9	47.8	94.7
Domestic	2.8	4.6	4.8	6.4	6.8	13.3	24.1
International	6.1	18.2	14.0	22.4	25.1	34.5	70.6
Domestic spending (Recurrent+Domestic)	18.2	30.8	32.5	41.9	47.0	67.1	127.8
<b>Real kip: in billion kip December '95=100</b>							
<b>Index</b>	<b>1.26</b>	<b>1.19</b>	<b>0.94</b>	<b>0.89</b>	<b>0.69</b>	<b>0.55</b>	<b>0.4</b>
<b>Education Budget (1)</b>	30.6	58.3	43.7	57.2	49.7	55.9	79.4
Recurrent	19.4	31.2	26.0	31.6	27.7	29.6	41.5
Capital	11.2	27.1	17.7	25.6	22.0	26.3	37.9
Domestic	3.5	5.5	4.5	5.7	4.7	7.3	9.6
International	7.7	21.7	13.2	19.9	17.3	19.0	28.2
Domestic spending (Recurrent+Domestic)	22.9	36.7	30.6	37.3	32.4	36.9	51.1
<b>Distribution</b>							
<b>Education Budget (1)</b>	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Recurrent	63.4	53.5	59.6	55.2	55.8	53.0	52.3
Capital	36.6	46.5	40.4	44.8	44.2	47.0	47.7
Domestic	11.6	9.4	10.4	10.0	9.2	11.3	12.5
International	25.2	37.1	30.0	34.8	35.0	34.7	34.2
Domestic spending (Recurrent+Domestic)	75.0	62.9	70.0	65.2	65.0	64.3	64.8
<b>Percent</b>							
<b>Education budget as (2)</b>	<b>24.9</b>	<b>41.2</b>	<b>52.7</b>	<b>62.7</b>	<b>66.4</b>	<b>147.7</b>	<b>249.6</b>
Percent of GDP	2.2	3.0	3.2	3.0	1.8	1.7	1.8
Percent of Gvt budget	9.9	11.7	12.4	12.7	9.3	8.4	9.0
Domestic recurrent spending (as Percent of GDP)	1.6	2.2	2.0	2.0	1.3	0.8	0.9
<b>Government Budget (2)</b>	<b>252.0</b>	<b>352.0</b>	<b>425.5</b>	<b>493.8</b>	<b>714.8</b>	<b>1,758.7</b>	<b>2,774.0</b>
Recurrent	130.0	163.0	196.6	233.8	346.7	688.9	954.0
Capital	122.0	189.0	228.9	260.0	368.1	1,069.8	1,820.0
	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>
<b>GDP</b>	<b>1,116</b>	<b>1,349.7</b>	<b>1,654.5</b>	<b>2,086</b>	<b>3,730</b>	<b>8,839</b>	<b>13,780</b>

Sources: (1)- Cost and Finance Analysis, Mingat Studies, June 19<sup>th</sup>, 1998.

(2)- Interim Report, SPC and MOF, April, 2000.

Note: The Asian economic crisis since 1997 has had an impact on the budget allocations to education in Lao PDR, and also in other Asian countries. Throughout Asia, currency fluctuations and high inflation have resulted in severe constraints to budget allocations, including within the education sector.

The data in the fifth panel of Table 4 compare Government funds for education with the size of the GDP and with the size of the Government budget. The education budget for 1997/98 represented about 1.8 percent of GDP and 9.3 percent of the Government budget. These figures have fluctuated over time. Over the seven fiscal years described in the Government budget for

education as a proportion of GDP has ranged from 2.2 percent to 3.2 percent. Much of the change can be attributed to changes, or the lack of them, in civil service salaries in relation to growth in the economy and changes in the rate of inflation. The 1.8 percent is not a high figure, compared to other countries in Asia, given the level of GDP per capita; the more recent figures (2.7 percent to 2.9 percent) are more in line with the other Asian countries at a similar level of development. While education spending as a proportion of GDP is in line with other countries, the distribution of spending between recurrent and capital budgets is quite different elsewhere. Lao PDR has a much larger rate of investment spending as a proportion of total education spending than found in other countries and a lower rate of domestic recurrent spending on education. To a large extent, the decision to invest large amounts for the construction of school building stems both from the assessments made by the international institutions and from the demands made through the Government. From a macro point of view, this agreement makes the share of investment in the overall spending very large. Second, this large spending has only a limited impact on the system since the number of schools currently constructed on a yearly basis is well below the needs of the country. It should be remembered that the geographical and climatic nature of Lao PDR requires the building of a relatively large number of individual schools. Low rates of urbanisation and many villages of very small populations do not provide any opportunity for economies of scale to be incorporated into provision of general education.

From a micro point of view, a key element is the annualised cost of building per student and how this figure compares with the amount of spending for annual recurrent expenditure per student.. The available recurrent budget is not sufficient to support and make best use of current investments. There are a number of reasons for this inadequate level of recurrent support, including:

- High dependency ratio for youth;
- Low starting base of villages with access to schools;
- Low urbanisation rate requiring the need for many small schools rather than a smaller number of large schools;
- Low Gross National Product

Of these factors, some are in the process of change while others continue to be an impediment to the cost-effective delivery of educational services. For example, there is no industrial basis to support rapid urbanisation in the medium-term and as a result Lao PDR will continue to face the problem of delivering education to a multitude of small communities. However, the adoption of multigrade teaching, both for school construction and teacher training will to some extent offset the additional recurrent budget implications of low urbanisation. The most promising change for improved educational financing in Lao PDR over the next decade comes from changes in the demography of the population. There have been significant reductions in the fertility rates across Lao PDR with the result that the youth dependency ratio will undergo significant changes in the next 20 years. The youth dependency ratio is, in simple terms, the proportion of the school age population to the number of adults in the workforce. This ratio therefore provides an estimate of the number of students that each adult who is working needs to support. If this number is high, then the amount of money per individual student is obviously smaller than if the number is low.

Table 5 shows that this youth dependency ratio for Lao PDR is very high compared to other Asian countries.

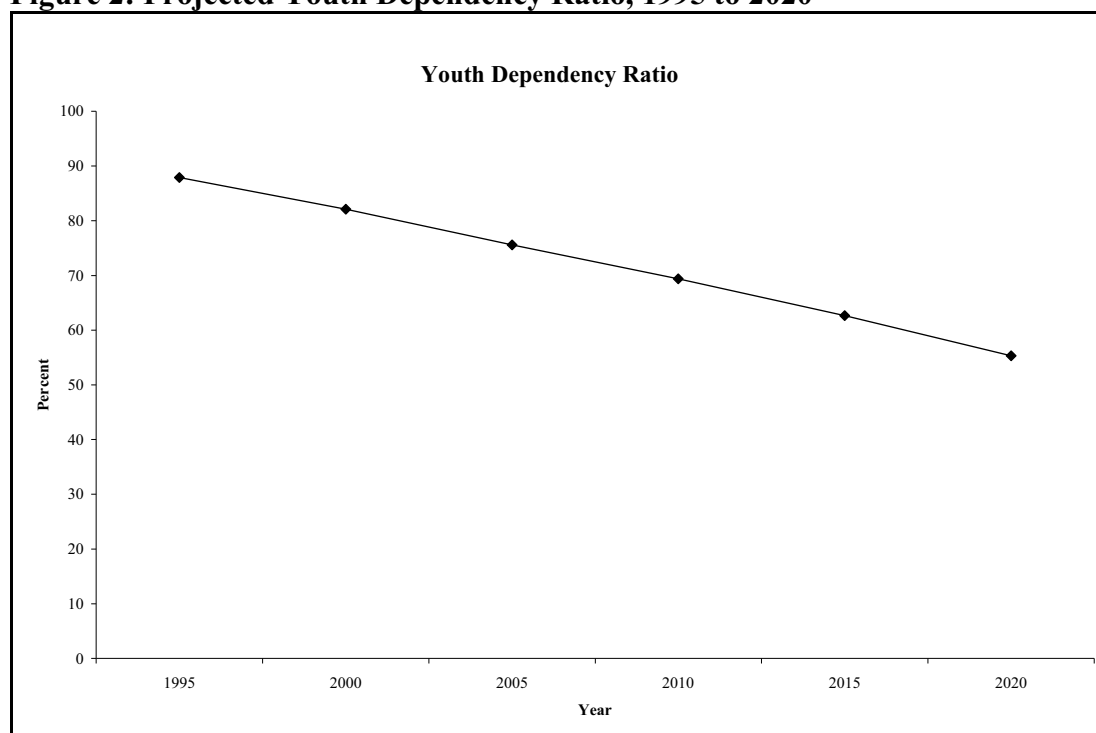
**Table 5: Investments in Primary Education, Selected<sup>1</sup> Asian Countries, 1995**

	Total population (000)	Dependency ratio (5-14 years)	per capita GNP US\$	Current expenditure per primary pupil as a % of GNP per capita
Lao PDR	4,882	86	350	5
Malaysia	20,140	65	3,890	9
Singapore	3,327	31	26,730	7
Thailand	58,242	42	2,740	11
Bangladesh	118,229	75	240	6
India	929,005	58	340	11
Maldives	254	94	990	17
Nepal	21,456	81	200	8
Sri Lanka	17,928	46	700	7

Source: UNESCO Basic Education Poster, 1999, PROAP, Bangkok

Reductions in fertility rates in Lao PDR will result in a change in this dependency ratio and this is shown below in Figure 2. Data for the following analysis are taken from Myint's 1999 report<sup>2</sup> on school-aged population projections.

This large decrease in the dependency ratio for youth in Lao PDR has a significant impact on the improved ability of the government to adequately fund the recurrent budget for education. If a number of assumptions are made concerning growth of GDP, an estimate of the per-capita student recurrent-funding can be made.

**Figure 2: Projected Youth Dependency Ratio, 1995 to 2020**

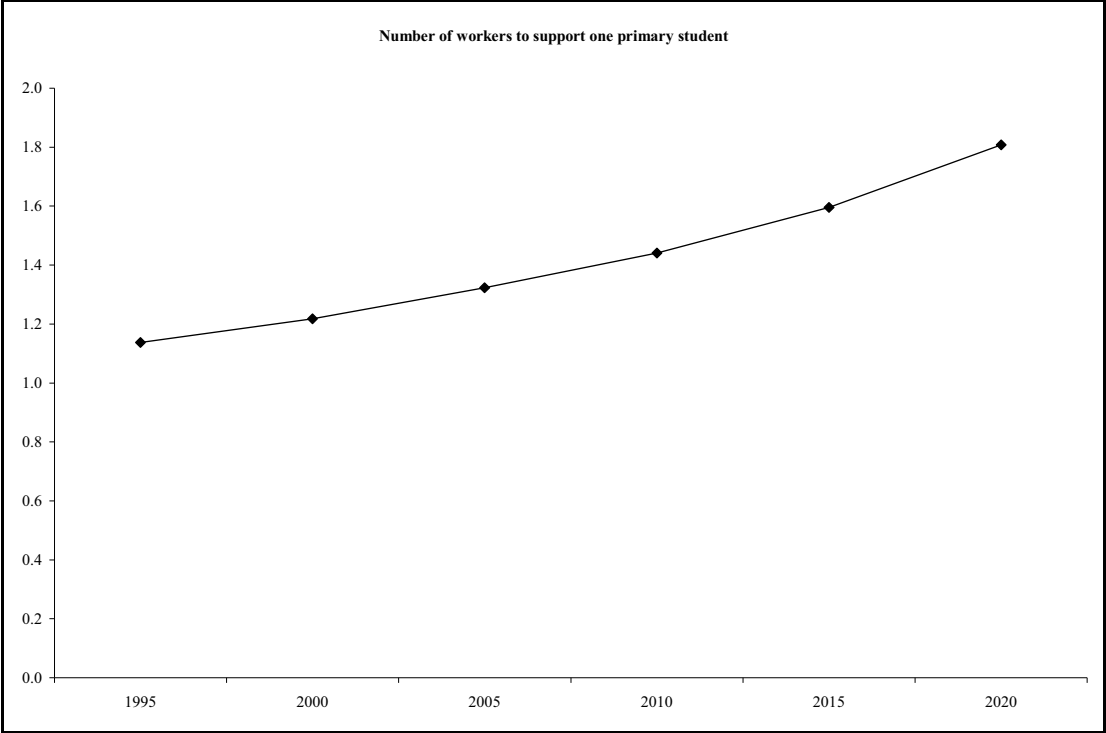
To understand the implications of this change in demography, the first step is to understand the basic meaning of the dependency ratio. What follows is a simplified description. Figure 3

<sup>1</sup> Many countries do not have available data

<sup>2</sup> Nyan Myint *School-age population projection in Lao PDR* UNDP/MoE/ENVIPRO, Vientiane, November 1999

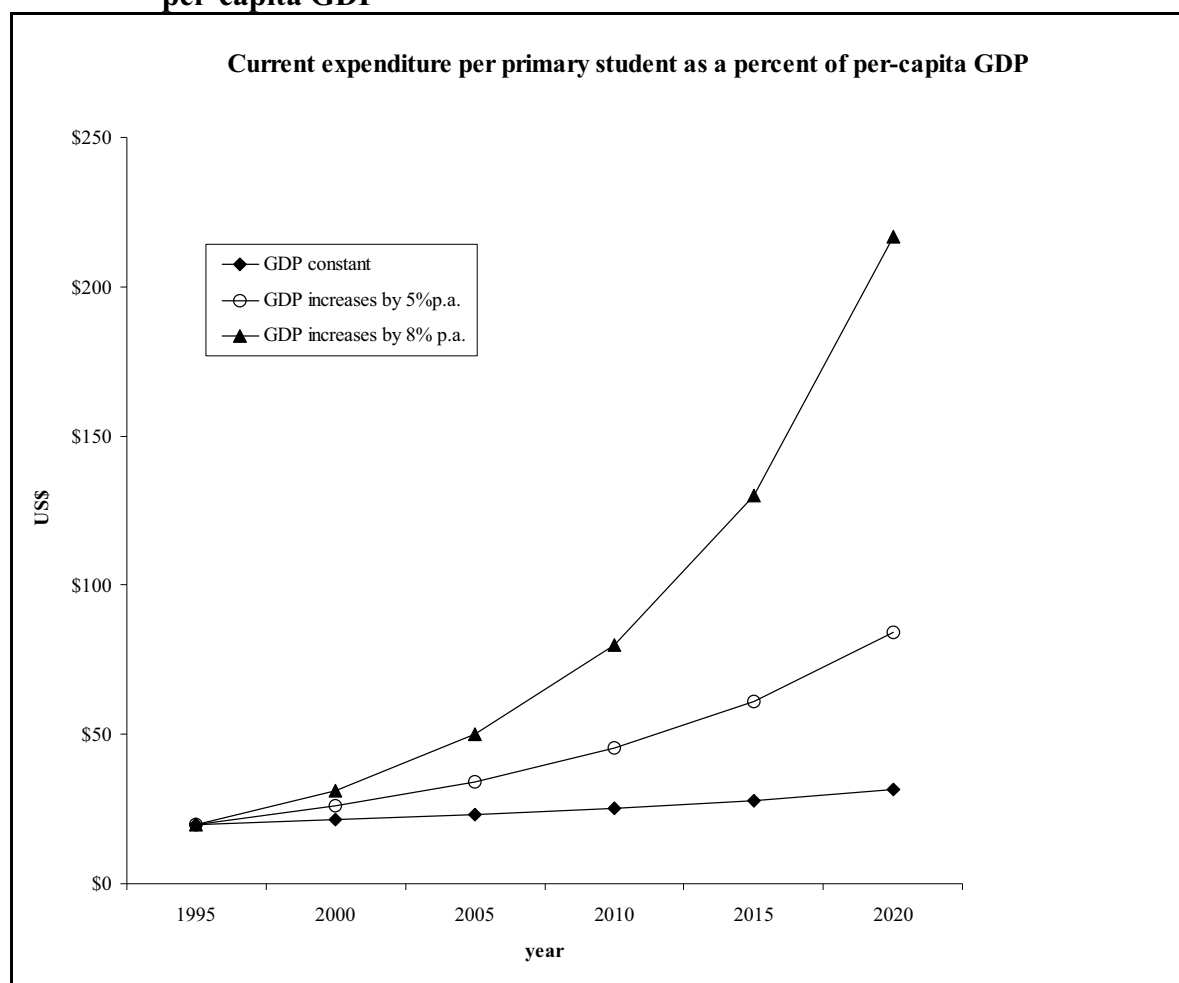
demonstrates the changes in this ratio by expressing it as the number of workers (aged 15 to 60) who need to support, through government taxation, etc., a single primary school student.

**Figure 3: Number of adults aged 15 to 60 years of age per primary aged student**



If an assumption is made that the government of Lao PDR will continue to allocate the same proportion of funding to primary education as is currently the case (approximately 5% of per capita GDP per primary student or US\$20 at the 1995 exchange rate), then an estimate of the future per-capita funding levels can be made. Such an estimate is made within the context that over the next 20 years, there will be more “workers” to support each primary school student. Figure 4 shows the per-capita current expenditure that will be available for primary education under 3 scenarios of GDP growth(constant, increasing by 5% and 8%).

**Figure 4: Estimated recurrent expenditure per primary student as a percent of per-capita GDP**



From Figure 4 there is indeed “light at the end of the tunnel” for the problem of recurrent funding levels in Lao PDR. Without any increases being made to the proportion of government expenditure allocated to education, the per-capita spending on primary students will in the future increase significantly through the changed demography of the population. However, there is a need for a mechanism whereby donor assistance with recurrent funding can be implemented until a period lasting until perhaps the year 2005 or a little later. Such assistance will enable utilization of the full potential of current and planned investment programs. Without such short-term assistance for the recurrent budget, Lao PDR will not be able to effectively utilize ongoing investment programs.

In addition to ongoing delivery of educational programs through government services, the following external and domestic funded projects have either recently finished or are continuing (please see Annex III pages 49-61).

## D-Priorities for Investment

The HRD Medium-Term Program 1997-2000 produced by the State Planning Committee of Lao PDR in May 1997 provides a general framework for identifying priorities for education. The political philosophy of this program is to “promote a holistic and integrated development that encompasses a multi-disciplinary and inter-sectoral approach”. The HRD Program identified



for the education sector the following areas for attention and improvement: capability of administrators at all levels; quality of teachers at all levels, particularly at provincial levels; and motivation of the community, especially in remote areas and among ethnic minorities.

Since the Education Sector study of 1989 and through various projects, many of the earlier priorities have been achieved. For example, teacher training colleges have been rationalised, the National University of Lao PDR has been established, the basic school curriculum has been reformed, etc. However, the MOE continues to have the following immediate priorities:

- ◆ Universal primary education with quality improvements;
- ◆ Increased access to education in rural and ethnic minority areas;
- ◆ Eradication of illiteracy;
- ◆ Improved internal efficiency of schooling;
- ◆ Improved professional training and academic status of teachers; and
- ◆ Improved management and control of education to ensure quality.

The MOE also has, as a longer-term objective the following:

- ◆ Further development of the private sector;
- ◆ Decentralisation of educational planning and management;
- ◆ Increased allocation of resources to quality improvements.

## **Conclusions**

The purpose of this document has been to provide a description of the status of education in Lao PDR and an outline of current Ministry of Education planning. The country has been fortunate for receiving the substantial external support to develop education, particularly since the onset of the economic and financial crisis in Asia. There are a number of important issues concerning :

- The need for short-term assistance in the recurrent budget so that maximum benefit can be derived from the capital investments made so far;
- The need for a coordinated approach among external and domestic fundings to maximize benefits;
- The need of external support to match priorities identified by the Ministry of Education.

## ANNEX I: Additional Achievements

Achievements over the last decade include programs initiated by the central government and projects designed by international donors, local education authorities and individual educational institutions. This brief review will group achievements under three somewhat overlapping areas:

- growth and articulation of the education system;
- teaching/learning process and curriculum development; and
- capacity development of the educational governance, planning and management institutions

### *1.1-Growth and Articulation of the System*

Two specific decrees from the Prime Minister's office in 1993 and in 1999 established the policy framework for the country and delineates in detail the required organisation of Ministry of Education, the rules of appointment, rights and personnel, duties, conditions for promotion, etc. Based on the Prime Minister's regulations for civil servants, the Minister of Education established a decision in 1994 regarding education personnel. Further, a number of regulations issued by the Minister of Education identified the roles, responsibilities, and internal structure of different departments of MOE and the provincial and district education offices. Additionally, the Minister established agreements in the organisation of provincial and district offices. Within MOE the Department of Planning and Co-operation (DPC) was formed in 1998 combining a number of existing units. The new department is giving leadership to the co-ordination of strategic planning efforts, including an Educational Management Information System (EMIS) development within MOE, and interfaces with international donors and NGOs and with the State Planning Committee (SPC) in inter-sectoral planning.

Enrolments at all levels of the formal and non-formal systems continue to expand and the behaviour of the system is becoming better understood. Most major problems, constraints, and issues related to quality, equity, and efficiency are now well known. For example, the Gender and Ethnic Minorities Education Unit (GEMEU) was formed within the MOE to give special attention to achieving equity in educational opportunities for girls and ethnic minorities. Another example is in post-secondary education which has undergone major rationalisation reforms. The number of Teacher Training Colleges (TTCs) has been reduced from 59 to 8 newly constructed or refurbished colleges to provide pre-service teacher training. The consolidation is expected to have important effects on national teacher production, the quality of teachers, and, in principle, should make it easier to control the numbers of teachers and avoid surpluses and shortages. Following recommendations emerging from the 1989 education sector study, the MOE, with Asia Development Bank (ADB) assistance, undertook a project to consolidate 10 higher-level institutions into a new structure, the NUOL. Such rationalisation and consolidation mean that a more coherent, integrated and potentially more efficient system is now functioning than was the case a decade ago. A national decree was passed in 1998 to re-organise the structure of vocational and technical education to improve the efficiency of this sub-sector and donor funds are supporting the development of a sector-wide policy for this area.

In an effort to keep up with enrolment growth, school construction programs have involved all levels of government, international donors and village parent groups. Under the World Bank/Swiss and Norwegian-supported EDP I, 245 primary and 37 lower secondary schools have been built and equipped, as well as several PES and DEB offices. Several hundred schools will be built under a planned World Bank (EDP II) project, the Asia Development Bank and AusAID Basic Education (Girls) project, and by the Government of Japan and other donors. Bilateral

donors, international organisations and NGOs have also provided and equipped a large number of schools, often in remote areas (please see Annex III, page 49-61).

The infrastructure for systemic planning in education has been elaborated over the last 10 years. A well-developed national planning mechanism has evolved in the centre, co-ordinated and integrated with the planning of other sectors by the State Planning Committee. At the education sector level the establishment of DPC has improved co-ordination with State Planning Committee. A major output of expanded planning capability of the central level has been a number of national annual plans, five-year plans and a 20-year perspective plan extending to 2020.

### *1.2-Teaching/Learning Process and Curriculum Development*

New curriculum and instructional programs for primary and lower secondary schools have been developed in the 1990s. Activities directly focused on instruction and learning include production and distribution of new textbooks, teacher guides and learning materials and implementation of a number of teacher training programs. Large-scale teacher orientation courses are also taking place on schedule. Geographical constraints continue to hinder the development of an effective distribution system for such materials.

A primary and secondary education pedagogical advisory system began in 1995/1996 with World Bank and Swiss support under EDP I and has developed pedagogical advisers for each district and province in the country. Classroom teachers, principals and administrators on different levels appear to welcome the system and seem to be motivated to comply with it. Over 500 pedagogical advisers have been trained to support teachers in primary and secondary schools and 50 additional primary pedagogical advisers will be trained through the ADB Basic Education (Girls) Project. The Government of Germany through GTZ has funded several projects since 1993 to support curriculum development for technical and vocational education together with provision of equipment.

Additional achievements of the past decade or planned for the near future include new national standardised testing under the leadership of the Victorian Department of Education, Employment and Training and the Australian Council for Education Research. This is considered a major effort toward the national capability of assessment of student learning outcomes. At the community and school level several innovations have been encouraged to cope with scarce teaching and material resources. UNICEF, working with the Department of Teacher Training, initiated a project in 1998 to provide untrained teachers with pedagogical and content upgrading. This project, with UNICEF support, has upgraded 55 percent of all untrained primary teachers in language, mathematics and child-centred learning and established Teacher Upgrading Centres to support the improvement of teacher training and classroom management. Other NGOs have also been actively concerned with various teaching materials at the village level. In an additional project UNICEF, working with the National Research Institute for Educational Sciences, has been assisting in the development of student basic competencies in primary subjects and in producing a Lao grammar for instructional purposes in the preparation of supplementary readers. Several models of school networks or clusters are being piloted for their potential to support the sharing of resources at primary and secondary levels. In response to the needs of rural and remote areas multigrade teaching has been introduced and is expanding primarily under leadership at the school and district levels.

### *1.3-Capacity Development of Education Planning, Administration, and Management*

In Lao PDR education decision making and planning have fluctuated between centralised and decentralised approaches. Since the mid 1990s the term deconcentration has been used to designate the national planning and decision model, a model which is still evolving but in which the provinces and districts have specified authority and responsibility.

As a partial basis for more effective development and implementation of plans and management in general, at least four computerised educational information management systems have thus far been developed under EDP I:

- the Educational Management Information;
- a Personnel Management Information;
- a Construction Management Information System; and
- a Financial Management Information System is being developed.

The MOE now plans the integration of these separate systems since an integrated functioning Management Information System will greatly contribute to technical quality of planning and management. An intranet project initiated by Francophonie will attire other donors to support its development.

At the grass roots level NGOs have been deeply involved in capacity building. The MOE, UNICEF and the Lao Women's Union carried out projects to strengthen community capacity to manage primary education and to develop non-formal education delivery systems. In particular, UNICEF is helping to develop the school cluster model by assisting local educators and communities to design school clusters and develop capabilities to manage and evaluate them. Among other activities, UNICEF is currently engaged in a multi-province village-level project to establish the organisational framework for planning and to train villagers to engage in local planning.

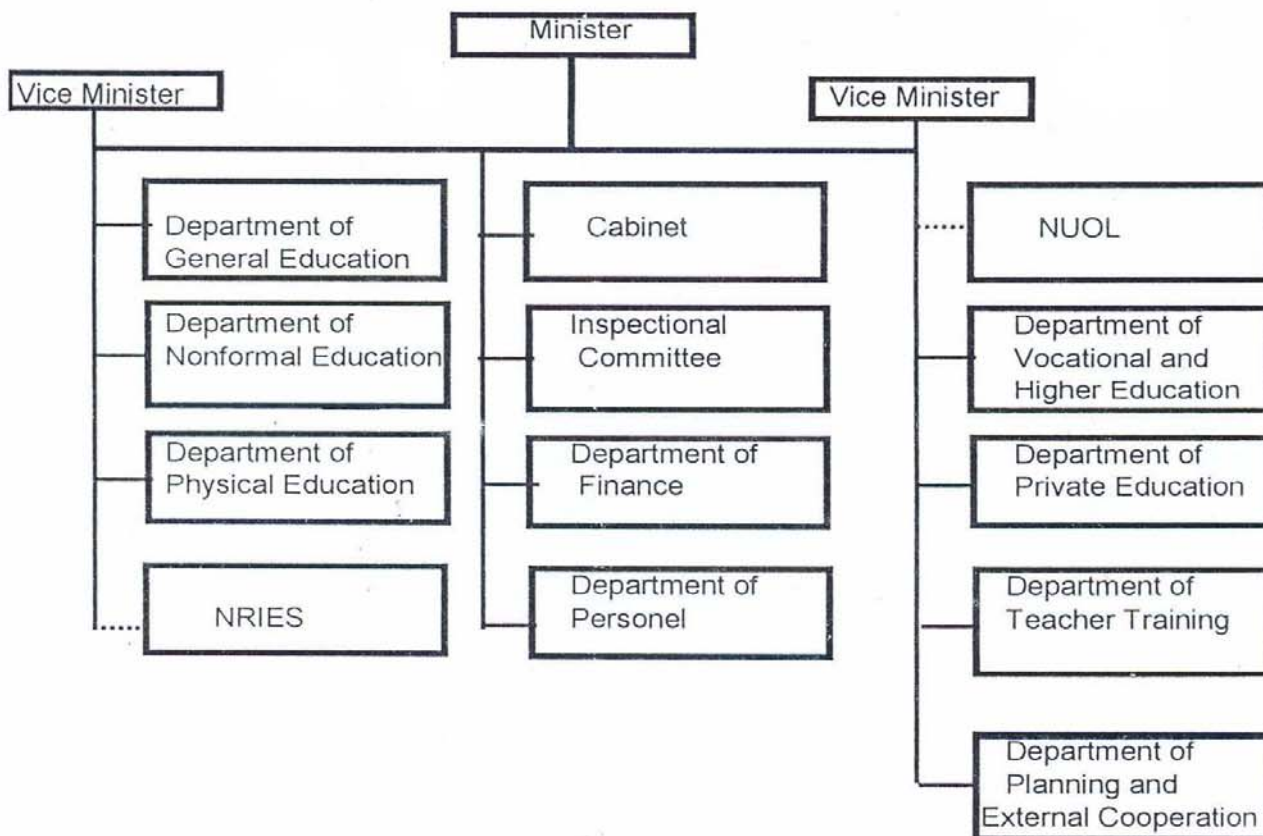
At least two large internationally funded projects are currently in the stages of implementation which include significant attention to planning, administration, and management. The joint ADB and AusAID Basic Education (Girls) Project will offer in-service training programs for teachers, teacher trainers and school principals. Additionally, this project will assist in the further development of a national EMIS system and give particular attention to raising the technical capabilities of departments in Ministry of Education. The World Bank supported EDP I has initiated a skills-audit at all levels of administration of education. This skills-audit is expected to result in a cost prioritised plan for human resources development in MOE to the year 2005. The development of a national administration and management training centre is also being considered.

## ANNEX II: Governance and Administration of Education

### Decision Making Structure

MoE is one of several ministries involved in educational activities. It is responsible for national education system planning, recommending education policy, and supervising education throughout the country.

Figure 5: Organisational Structure of the Ministry of Education



Specifically, the responsibilities of MoE and its affiliated organisation include:

- curriculum development;
- textbook writing and publication;
- teacher education;
- vocational education;
- higher education;
- planning and co-operation;
- education finance (including development of the national education budget); and
- overall personnel management in the system.

Other main task of the Ministry of Education in matter of control may also be implemented through national examinations and school-level supervision. However, examinations in grades 1 through 5 are set by the DEB and by teachers, and examinations in lower and upper secondary schools are established by the PES and central MOE. This examination system is currently under review by MOE. MOE offices at provincial and district level provide supervision and inspection. MOE has authority for establishing or abolishing grassroots educational organisations, defining the organisation and role of PES and DEB, appointing and discharging education officers at all levels, and issuing, as necessary, various educational decisions, rules, orders, regulations and notices. In practice, geographical and climatic barriers mean that communication between MOE and some provinces and districts is often disrupted. In addition, provincial governors also provide inputs to some activities, for example, senior personnel appointments, and to some extent planning and finance.

PES and DEB largely have operational responsibility for implementing primary and secondary education. In some cases, responsibilities may be shared, such as school building initiatives, and vocational and technical education. With guidelines from the State Planning Committee and its provincial unit, PES participates in national annual and multi-year planning. Although an arm of MOE, PES reports to the governor or, in the case of municipality, to the mayor. The governor, technically equivalent to a minister in rank, is also involved in establishing inter-sectoral priorities and appointments of PES personnel. Moreover, provincial governors have discretionary funds that may be allocated to education. DEB is the lowest branch of the national educational administration. DEB assists schools and communities in their planning of primary and pre-primary education and prepares a district plan for each academic year and each school term.

Many of the same constraints persist in PES and DEB as in MOE. These include: limited planning capabilities; shortage of technical skills; inadequate communication across divisions; difficulty in prioritising projects and programs; insufficient training for staff; and, limited monitoring and evaluation of programs and projects.

ANNEX III - External and Domestic Funding for the Education Projects 1990 - 2005 (Unit: Million US\$)

N#	Projects / Funds	Donors	Year																	Project Cost	
			1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005			
A.	<u>Ongoing Projects</u>																				
1-	<u>Education Quality Improvement Project I</u>	03/92-12/1998																			
	Loan's Fund	ADB																			18.40
	Grant's Fund	NORWAY																			13.30
	Government's Contribution Fund	LAO Gvt																			2.00
	Community's Participation Fund	Community																			3.10
	<u>Education Development Project I</u>	12/93-06/2000																			0.00
2-	Loan's Fund	IDA																			37.50
	Grant's Fund	NORWAY																			19.00
	Grant's Fund	SWITZLAND																			3.00
	Government's Contribution Fund	LAO Gvt																			9.80
	Community's Participation Fund	Community																			2.80
3-	<u>Children's basic education I Project</u>	1992-96																			2.90
	Grant's Fund	UNICEF																			5.40
	Government's Contribution Fund	LAO Gvt																			4.91
	Community's Participation Fund	Community																			0.49
4-	<u>Children's basic education II Project</u>	12/98-10/2002																			0.00
	Grant's Fund (CWS, CRS, REDD BARNA, SCFUK)	UNICEF																			7.32
	Government's Contribution Fund	LAO Gvt																			6.66
	Community's Participation Fund	Community																			0.67
5-	<u>Girls Basic Education Project</u>	12/99-10/2004																			0.00
	Loan's Fund	ADB																			32.67
	Grant's Fund	AUSAID																			20.00
	Grant's Fund	NORWAY																			4.60
	Government's Contribution Fund	LAO Gvt																			1.07
	Community's Participation Fund	Community																			7.00
6-	<u>Distance Education Project</u>																				0.00
	Grant's Fund	UNESCO																			1.65
	Government's Contribution Fund	LAO Gvt																			1.62
7-	<u>English Language Training Project</u>	06/95-06/98																			0.03
	Grant's Fund	AUSAID																			0.69
	Government's Contribution Fund	LAO Gvt																			0.69

N#	Projects / Funds	Donors	Year												Project Cost				
			1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001		2002			
8-	<u>Basic Skill Training Project</u> Grant's Fund Government's Contribution Fund	12/95-10/2001 GTZ LAO Gvt																	3.13
9-	<u>Programme de cooperation linguistique et educative</u> Grant's Fund Government's Contribution Fund	French Gvt LAO Gvt																	3.10
10-	<u>Establishing the Boarding School Project</u> Grant's Fund Government's Contribution Fund	1995-2000 VietNamGvt LAO Gvt																	0.03
11-	<u>Equipment for upper secondary and vocational school</u> Grant's Fund Government's Contribution Fund	1994-1997 Thailand Gvt LAO Gvt																	4.25
12-	<u>Upgrading of Vientiane Technical college</u> Grant's Fund Government's Contribution Fund	1996-98 Thailand Gvt LAO Gvt																	4.25
13-	<u>Physical education materials</u> Grant's Fund Government's Contribution Fund	1991 - 1996 SCF-UK LAO Gvt																	0.00
14-	<u>BanKeun Teacher Training College library</u> Grant's Fund Government's Contribution Fund	1999-2005 Germany LAO Gvt																	8.41
15-	<u>Effective Management and teaching-learning</u> Grant's Fund Government's Contribution Fund	1992 - 1999 German Gvt /GTZ LAO Gvt																	8.40
16-	<u>Improvement of teaching skills</u> Grant's Fund Government's Contribution Fund	1999-2005 Germany LAO Gvt																	0.01
17-	<u>Xiangkho Education Development Project</u> Grant's Fund Government's Contribution Fund	1994 - 1996 FHI LAO Gvt																	0.31
18-	<u>Technical and Vocational Education Project</u> Grant's Fund Government's Contribution Fund	1992 - 1999 German Gvt /GTZ LAO Gvt																	0.30
19-	<u>Vocational Education &amp; Training System Advisory(VETSA)</u> Grant's Fund Government's Contribution Fund	1999-2005 Germany LAO Gvt																	0.01



N#	Projects / Funds	Donors	Project														
			1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Cost			
20-	<u>Classes bilingues</u>	1995-2006															4.79
	Grant's Fund	French Gvt															4.79
	Government's Contribution Fund	LAO Gvt															0.00
21-	<u>Inclusive Education(disably children)</u>	2000-2005															1.09
	Grant's Fund	Sweden/SCUK															0.99
	Government's Contribution Fund	LAO Gvt															0.10
22-	<u>Dormitory for Artistic TTS</u>	2001															0.09
	Grant's Fund	Japan															0.09
	Government's Contribution Fund	LAO Gvt															0.00
23-	<u>Establishing the Lao-Japan Centre Project</u>	2000-2001															7.58
	Loan's Fund																
	Grant's Fund	Japanese Gvt															6.89
	Government's Contribution Fund	LAO Gvt															0.69
	Community's Participation Fund																
24-	<u>Faculty of Economic &amp; Management Development Project</u>	2001-2001															12.17
	Loan's Fund																
	Grant's Fund	Japanese Gvt															11.07
	Government's Contribution Fund	LAO Gvt															1.11
	Community's Participation Fund																
25-	<u>Curriculum et didactique des sciences</u>	1990 -1997															0.60
	Grant's Fund	CIEP/IJFM															0.60
	Government's Contribution Fund	LAO Gvt															0.00
26-	<u>Literacy &amp; Basic Skills training</u>	1994-1998															1.08
	Grant's Fund	UNESCO															1.08
	Government's Contribution Fund	LAO Gvt															0.00
27-	<u>National Polytechnic Institute Project</u>	1989 -1997															21.45
	Loan's Fund	World Bank															3.50
	Grant's Fund	Swiss Gvt															14.00
	Grant's Fund	French Gvt															3.00
	Government's Contribution Fund	LAO Gvt															0.95
	Community's Participation Fund	Community															0.00
28-	<u>Higher technical college of Electronics Project</u>	1994 -1995															5.94
	Grant's Fund	Japanese Gvt															5.40
	Government's Contribution Fund	LAO Gvt															0.54
29-	<u>Education for Ethnic Minority development LAO 92 / 010</u>	1993 -1997															0.75
	Grant's Fund	UNDP															0.68

N#	Projects / Funds	Donors	Project																
			1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Cost
30-	Government's Contribution Fund	LAO Gvt																0.07	
	<u>Post-Secondary education rationalization Project</u>	09/95-06/2001																25.00	
	Loan's Fund	ADB																20.00	
	Grant's Fund																	0.00	
	Government's Contribution Fund	LAO Gvt																5.00	
	Community's Participation Fund	Community																0.00	
	31-	<u>Forestry Institute Improvement Project</u>	1994 - 2000																5.89
		Grant's Fund	German Gvt /GTZ																5.89
	32-	Government's Contribution Fund	LAO Gvt																0.00
		<u>Development of Department of Agriculture</u>	1997 -2000																1.98
Grant's Fund		French Gvt																1.80	
33-	Government's Contribution Fund	LAO Gvt																0.18	
	<u>English Language Training Project</u>	1999-2003																2.78	
	Grant's Fund	AUSAID																2.36	
	Government's Contribution Fund																	0.42	
Total 33 Projects (A)															225.07				
	Loan's Fund(LF)																	75.80	
	Grant's Fund(GF)																	122.87	
	Government's Contribution Fund(GC)	LAO Gvt																23.50	
	Community's Participation Fund(CP)																	2.90	

B Projects in Preparation			Project															
1-	Education Quality Improvement Project II	2001-2005																20.60
	Loan's Fund	ADB																20.00
	Grant's Fund																	0.60
	Government's Contribution Fund	LAO Gvt																0.00
	Community's Participation Fund																	0.00
2-	<u>Education Development Project II ( EDP II )</u>	2001-2010																12.50
	Loan's Fund	WB																12.00
	Grant's Fund																	0.50
	Government's Contribution Fund	LAO Gvt																0.00
	Community's Participation Fund																	0.00
3-	<u>Construction of primary schools( in parallel with EQIP II )</u>	2001-2010																12.80
	Loan's Fund																	0.00

N#	Projects / Funds	Donors	Project																				
			1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Cost	Project			
4-	Loan's Fund	Japanese Gvt																		12.80	LF		
	Grant's Fund	LAO Gvt																				GF	
	Government's Contribution Fund																					GC	
	Community's Participation Fund																					CP	
4-	<u>Strengthening the Faculty of Law and Political Science</u>	2001 - 2004																				1.63 *10.4	LF
5-	Loan's Fund	Sweden																				1.48	GF
	Grant's Fund	LAO Gvt																				0.15	GC
	Government's Contribution Fund																						CP
	Community's Participation Fund																						
5-	<u>Upgrading trainers' qualifications &amp; competencies in TTCs and Facult</u>	2001 - 2005																				4.20	13-
6-	Loan's Fund	SIDA																				4.20	LF
	Grant's Fund	LAO Gvt																					GF
	Government's Contribution Fund																						GC
	Community's Participation Fund																						CP
6-	<u>Quality of Secondary Education Improvement</u>	2001 - 2005																				0.71	15-
7-	Loan's Fund	LAO Gvt																				0.71	LF
	Grant's Fund																						GF
	Government's Contribution Fund																						GC
	Community's Participation Fund																						CP
7-	<u>Improvement of Multigrade teaching ( MTG )</u>	6 / 2000 - 6/2003																				0.20	16-
8-	Loan's Fund	LAO Gvt																				0.20	LF
	Grant's Fund																						GF
	Government's Contribution Fund																						GC
	Community's Participation Fund																						CP
8-	<u>Improvement of the quality of nursery &amp; Kindergarten teachers</u>	6 / 2000 - 6/2003																				0.12	17-
8-	Loan's Fund	LAO Gvt																				0.12	LF
	Grant's Fund																						GF
	Government's Contribution Fund																						GC
	Community's Participation Fund																						CP
<b>Total 8 Projects (B)</b>																						<b>52.76</b>	
	Loan's Fund(LF)																					36.20	LF
	Grant's Fund(GF)																					16.41	GF
	Government's Contribution Fund(GC)																					0.15	GC
	Community's Participation Fund(CP)																					0.00	CP

N#	Projects / Funds	Donors												Project Cost			
		1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001		2002	2003	2004
<b>C. Projects in Conceptual for Preparation.</b>																	
1-	<u>Children's Basic Education Project III</u>																
	Loan's Fund																6.60
	Grant's Fund																LF
	Government's Contribution Fund																6.00
	Community's Participation Fund																0.60
																	GC
2-	<u>Secondary boarding schools for ethnic minority groups.</u>																
	Loan's Fund																3.30
	Grant's Fund																5-
	Government's Contribution Fund																LF
	Community's Participation Fund																3.00
																	GF
																	0.30
																	GC
																	CP
3-	<u>Improvement quality and relevance of non-formal education</u>																
	Establishment of C.L.C in villages in needs																8-
	Loan's Fund																2.00
	Grant's Fund																*8-1
	Government's Contribution Fund																1.82
	Community's Participation Fund																0.18
																	GC
																	CP
4-	<u>Expansion of basic vocational training centres</u>																
	Loan's Fund																2.20
	Grant's Fund																*8-2
	Government's Contribution Fund																2.00
	Community's Participation Fund																0.20
																	GC
																	CP
5-	<u>Training of trainers of non formal education</u>																
	Loan's Fund																0.17
	Grant's Fund																*8-3
	Government's Contribution Fund																0.15
	Community's Participation Fund																0.02
																	GC
																	CP
6-	<u>Development of learning materials</u>																
	Loan's Fund																0.07
	Grant's Fund																*8-4
	Government's Contribution Fund																0.06
	Community's Participation Fund																0.01
																	GC
																	CP
7-	<u>Distance Basic Education II</u>																
	Loan's Fund																1.32
																	*8-5
																	LF

N#	Projects / Funds	Donors											Project Cost					
		1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000		2001	2002	2003	2004	2005
8-	Grant's Fund																	1.20
	Government's Contribution Fund																	0.12
	Community's Participation Fund																	0.12
9-	<u>Improvement of quality and relevance of vocational and technical education and training</u>																	
	<u>Strengthen the VocTech education centre</u>																	
	Loan's Fund																	0.80
9-	Grant's Fund																	0.73
	Government's Contribution Fund																	0.07
	Community's Participation Fund																	0.07
9-	<u>Improvement of Khammuan vocational school</u>																	1.87
	Loan's Fund																	1.70
	Grant's Fund																	0.17
10-	Government's Contribution Fund																	1.65
	Community's Participation Fund																	1.50
	Loan's Fund																	0.15
10-	Grant's Fund																	4.40
	Government's Contribution Fund																	4.00
	Community's Participation Fund																	0.40
11-	<u>Improvement of quality and relevance of tertiary education</u>																	
	<u>Training of teaching staff</u>																	
	Loan's Fund																	3.30
11-	Grant's Fund																	3.00
	Government's Contribution Fund																	0.30
	Community's Participation Fund																	0.30
12-	<u>Strengthening the Faculty of Medical Science</u>																	3.01
	Loan's Fund																	2.74
	Grant's Fund																	0.27
12-	Government's Contribution Fund																	0.07
	Community's Participation Fund																	0.07
	Loan's Fund																	0.07
14-	<u>Feasibility study on establishing a regional college</u>																	0.07
	Grant's Fund																	0.07
	Government's Contribution Fund																	0.07
14-	Community's Participation Fund																	0.07
	Loan's Fund																	0.07
	Grant's Fund																	0.07

N#	Projects / Funds	Donors	Project																	
			1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Cost	Project
	Loan's Fund																			LF
	Grant's Fund																		0.06	GF
	Government's Contribution Fund	LAO Gvt																	0.01	GC
	Community's Participation Fund																			CP
15-	<u>Development &amp; implement of a comprehensive regional college</u>	2003-2010																	4.95	*10-6
	Loan's Fund																			LF
	Grant's Fund																		4.50	GF
	Government's Contribution Fund	LAO Gvt																	0.45	GC
	Community's Participation Fund																			CP
16-	<u>Tracer and employer studies</u>	2001																	0.09	11-
	Loan's Fund																			LF
	Grant's Fund																		0.08	GF
	Government's Contribution Fund	LAO Gvt																	0.01	GC
	Community's Participation Fund																			CP
17-	<u>Perpetual Trust Fund for the private education</u>	2001-2010																	2.20	12-
	Loan's Fund	ADB																		LF
	Grant's Fund																		2.00	GF
	Government's Contribution Fund	LAO Gvt																	0.20	GC
	Community's Participation Fund																			CP
18-	<u>Systematic training for primary and secondary teachers</u>	2001 - 2007																	4.95	14-
	Loan's Fund																			LF
	Grant's Fund	CIDA(Canadian International Development Agency)																	4.50	GF
	Government's Contribution Fund	LAO Gvt																	0.45	GC
	Community's Participation Fund																			CP
19-	<u>Promotion of teaching environmental education ( E.E )</u>	2001-2003																	0.28	18-
	Loan's Fund																			LF
	Grant's Fund																		0.25	GF
	Government's Contribution Fund	LAO Gvt																	0.03	GC
	Community's Participation Fund																			CP
20-	<u>School teacher Trainers Expertise Enhancement Project</u>	2000-2007																	2.20	19-
	Loan's Fund																			LF
	Grant's Fund																		2.00	GF
	Government's Contribution Fund	LAO Gvt																	0.20	GC
	Community's Participation Fund																			CP
21-	<u>Improving Primary School Performance</u>	2001-2005																	0.15	*20-1
	Teacher in service training																			

N#	Projects / Funds	Donors	Project																
			1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Cost
	Loan's Fund																		
	Grant's Fund																		
	Government's Contribution Fund																		
	Community's Participation Fund	LAO Gvt																	0.14
	Government's Contribution Fund																		
	Community's Participation Fund																		
	Community's Participation Fund																		
22-	<u>Curriculum development and introduction of student learning aids</u>	2001-2004																	0.39
	Loan's Fund																		
	Grant's Fund																		
	Government's Contribution Fund																		
	Community's Participation Fund	LAO Gvt																	0.36
	Government's Contribution Fund																		
	Community's Participation Fund																		
	Community's Participation Fund																		
23-	<u>Investigation of special education needs of children</u>	2004																	0.11
	Loan's Fund																		
	Grant's Fund																		
	Government's Contribution Fund																		
	Community's Participation Fund	LAO Gvt																	0.10
	Government's Contribution Fund																		
	Community's Participation Fund																		
	Community's Participation Fund																		
24-	<u>School based administration, monitoring, supervision</u>	2002-2004																	0.11
	Loan's Fund																		
	Grant's Fund																		
	Government's Contribution Fund																		
	Community's Participation Fund	LAO Gvt																	0.10
	Government's Contribution Fund																		
	Community's Participation Fund																		
	Community's Participation Fund																		
25-	<u>School Improvement Plans</u>	2001-2002																	0.55
	Loan's Fund																		
	Grant's Fund																		
	Government's Contribution Fund																		
	Community's Participation Fund	LAO Gvt																	0.50
	Government's Contribution Fund																		
	Community's Participation Fund																		
	Community's Participation Fund																		
26-	<u>Localised assessment of school quality</u>	2002-2005																	0.06
	Loan's Fund																		
	Grant's Fund																		
	Government's Contribution Fund																		
	Community's Participation Fund	LAO Gvt																	0.05
	Government's Contribution Fund																		
	Community's Participation Fund																		
	Community's Participation Fund																		
27-	<u>Upgrading of Teacher Training Colleges</u>	2001-2005																	0.70
	Loan's Fund																		
	Grant's Fund																		
	Government's Contribution Fund																		
	Community's Participation Fund	LAO Gvt																	0.05
	Government's Contribution Fund																		
	Community's Participation Fund																		
	Community's Participation Fund																		
28-	<u>Improvement of facilities for trainee's practicum at TTCs</u>	2002-2005																	0.55
	Loan's Fund																		
	Grant's Fund																		
	Government's Contribution Fund																		
	Community's Participation Fund	LAO Gvt																	0.63
	Government's Contribution Fund																		
	Community's Participation Fund																		
	Community's Participation Fund																		

N#	Projects / Funds	Donors	Project																	
			1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Cost	Project
	Loan's Fund																			LF
	Grant's Fund																		0.50	GF
	Government's Contribution Fund	LAO Gvt																	0.05	GC
	Community's Participation Fund																			CP
29-	<u>TTC staff training in multigrade teaching &amp; practical life skills</u>	2001-2003																	0.08	*21-3
	Loan's Fund																			LF
	Grant's Fund																		0.07	GF
	Government's Contribution Fund	LAO Gvt																	0.01	GC
	Community's Participation Fund																			CP
30-	<u>Curriculum packages for graduates of TTCs</u>	2001-2004																	0.39	*21-4
	Loan's Fund																			LF
	Grant's Fund																		0.35	GF
	Government's Contribution Fund	LAO Gvt																	0.04	GC
	Community's Participation Fund																			CP
31-	<u>Management of Non-formal Education Improvement</u>																			22-
	<u>Deconcentration of Management of Non-formal Education</u>	2001-2005																	0.23	*22-1
	Loan's Fund																			LF
	Grant's Fund																		0.21	GF
	Government's Contribution Fund	LAO Gvt																	0.02	GC
	Community's Participation Fund																			CP
32-	<u>Training of trainers</u>	2002-2005																	0.17	*22-2
	Loan's Fund																			LF
	Grant's Fund																		0.15	GF
	Government's Contribution Fund	LAO Gvt																	0.02	GC
	Community's Participation Fund																			CP
33-	<u>Upgrading of materials production at provincial level</u>	2002-2005																	0.39	*22-3
	Loan's Fund																			LF
	Grant's Fund																		0.35	GF
	Government's Contribution Fund	LAO Gvt																	0.04	GC
	Community's Participation Fund																			CP
34-	<u>Examination of Alternative Models for Delivering Vocational &amp; Techni</u>	2001																	0.07	23-
	Loan's Fund																			LF
	Grant's Fund																		0.06	GF
	Government's Contribution Fund	LAO Gvt																	0.04	GC
	Community's Participation Fund																			CP
35-	<u>Developing Infrastructure and Other Support for Proposed Projects</u>	LAO Gvt																		



N#	Projects / Funds	Donors													Project				
			1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Cost
	<u>Expand through construction/refurbishment of school buildings</u>	2001-2006																47.42	*24-1
	Loan's Fund																	47.42	LF
	Grant's Fund																		GF
	Government's Contribution Fund																	0.00	GC
	Community's Participation Fund																		CP
36-	<u>Establishment of CLC in villages at risk</u>	2003-2006																3.30	*24-2
	Loan's Fund																		LF
	Grant's Fund																	3.00	GF
	Government's Contribution Fund																	0.30	GC
	Community's Participation Fund																		CP
37-	<u>Implementation of a trial of VAC model schools</u>	2002-2005																0.11	*24-3
	Loan's Fund																		LF
	Grant's Fund																	0.10	GF
	Government's Contribution Fund																	0.01	GC
	Community's Participation Fund																		CP
38-	<u>A system for monitoring labor market outcomes</u>	2001-2002																0.07	*24-4
	Loan's Fund																		LF
	Grant's Fund																	0.07	GF
	Government's Contribution Fund																	0.01	GC
	Community's Participation Fund																		CP
39-	<u>Development of a computerized glossary of education terms in Lao an 2001</u>	2001-2002																0.02	*24-5
	Loan's Fund																		LF
	Grant's Fund																	0.02	GF
	Government's Contribution Fund																		GC
	Community's Participation Fund																		CP
40	<u>Prevention and Struggle against Drug Abuse</u>	2001-2005																0.55	25-
	Loan's Fund																		LF
	Grant's Fund																	0.50	GF
	Government's Contribution Fund																	0.05	GC
	Community's Participation Fund																		CP
	<b>Total 40 Projects (C)</b>																	<b>100.28</b>	
	Loan's Fund(LF)																	47.42	LF
	Grant's Fund(GF)																	48.55	GF
	Government's Contribution Fund(GC)																	4.85	GC
	Community's Participation Fund(CP)																	0.00	CP

N#	Projects / Funds	Donors										Project Cost			
		1990	1991	1992	1993	1994	1995	1996	1997	1998	1999		2000	2001	2002

D- Technical Assistance Projects																	
1	Education Investment Planning Project for (2001 - 2005 )																0.60
2	Education Sector Development Plan																
3	Private Sector Education Project																0.40
4	Education Quality Improvement Project II																0.60
5	Education Development Project II ( 2001 - 2010 )																0.60
6	Establishing the Women Development Centre Project																1.14
7	Encouraging Basic Education for Ethnic Minorities (GMS)																0.20
8	Education Intranet Development Project																0.06
9	Education Decentralization Development Project																0.60
10	Education Sector Study Project																0.60
<b>Total 10 Projects (D)</b>																	
<b>Grand - Total (A+B+C+D)</b>																	
	Loan's Fund(LF)																382.90
	Grant's Fund(GF)																159.42
	Government's Contribution Fund(GC)																192.63
	Community's Participation Fund(CP)																28.50
																	2.90

#### **ANNEX IV : Identification of future projects**

The overall financial situation of the Lao government is that it alone can not envisage major expansion of education system in the short term, even in the medium term. With a projection economic growth of 6% - 7% for the period 2001 - 2005 and 2006 - 2010, and an expectation increase of the share of education budget in GDP from 2.54% in 1997-1998 to 2.8% in 2000 - 2001, 3.2 % in 2004 -2005 and 3.6% in 2009 - 2010 and with the gain in economy of education resources, the government could reduce the financial potential gap but will not be in position to cover all the gap in funding the development of education and training over the next 10 years as expressed in the draft " Education Development Perspective " to 2020 and in the draft Development Plan for 2001 - 2005. As much needs to be explore to develop Lao education system to an adequate standard, external assistance should be sought for the period 2001 - 2010, at least at the same level that in 1991 - 2000. Therefore the government would call upon donors to finance, co-finance education development projects, particularly through grant for technical assistance and training as follow.

##### **Project 1: Education Quality Improvement Project II (EQIP II) 2001-2005**

Priority : 1

Objective : Promotion of equitable access to and the improvement of quality of primary and secondary education including upper secondary education

Scope : Pre-service and in-service teacher training primary through secondary: upgrading Teacher Training Colleges including staff capacity building, assessment of new curricula, textbooks and training, facilities for practices, training in multigrade teaching and development of curriculum packages; selective rehabilitation and expansion of primary and secondary schools with equal shared responsibility with the World Bank on a geographical basis.

Cost estimate : USD \$ 20 million

Proposed schedule : 2001-2005

Donor : The preparation of this EQIP II is undertaken in the year 2000 with an ADB grant of \$US 600,000

##### **Project 2: Education Development Project II ( EDP II ) 2001-2010**

Priority : 1

Objective :Promotion of equitable access to and the improvement of quality of primary and secondary schools

Scope : Review curriculum and learning materials including those for upper secondary schools, distribution of textbooks learning outcome assessment, teaching Lao language to ethnic minority children as a secondary language; selective rehabilitation and expansion of primary and secondary schools by sharing responsibility with the ADB funded project on a geographic basis; effective and efficiency administration and management at all levels including the development of integrated information management systems and the capacity building for integrated planning Additional training of DEB staff in developing district plans and use of these plans in adjusting village and school level targets. Co-ordinated with capacity building projects in education being carried out by the Government independently or through international assistance. Build long-term program on the results of the proposed skills audit to be undertaken by the EDP. Assist MOE to develop a rationalized system for teacher compensation to reward competence and to encourage career development.

Cost estimate : USD \$12 million  
Proposed schedule: Subdivided in 3 phases: Phase I – 2001-2004  
Donor : Complement to EQIP II, the preparation of this will be undertaken in the year 2000 with a grant of 500,000 US\$ from Japan.

**Project 3: Construction of primary schools Project ( in parallel with EQIP II and EDP II)**

Priority : 1  
Objective : To promote equitable access to and improve the quality of primary education  
Scope : Construction of 700 primary schools in the country-wide  
Cost estimate : 35 millions US\$  
Proposed schedule: Period 2001-2005 400 schools ; Period 2006-2010 300 schools  
Donor: Japanese government is considering the financing. The Japanese International Agency (JICA) has undertaken the "Basic design study" in mid 1999.

**Project 4: Children's Basic Education Project III 2003 - 2007**

Priority : 2  
Objective: To assist the government to develop early childhood education and to increase access to basic education in rural areas in 40 remaining districts.  
Scope : Providing or improving facilities, upgrading unqualified teachers in the content areas of language and mathematics and in child centered learning environment, improving the quality of training / teaching and classroom management within schools and school clusters, village based child development  
Cost estimate : USD \$ 6 million  
Proposed schedule : 2003-2007  
Potential donors: UNICEF, NGOs...possibly to share responsibilities on a geographical basis

**Project 5: Secondary boarding schools for ethnic minority groups Project**

Priority : 1  
Objective: To improve secondary education and assist the enrolment of children of ethnic background  
Scope: Construction of six provincials secondary school with boarding facilities, training necessary teachers and administrative staff, provision of equipment and teaching materials  
Cost estimate : USD \$ 3 million  
Proposed schedule : 3 for 2001 - 2005 ; 3 for 2006 - 2010  
Potential donor: Vietnam

**Project 6 : Inclusive Education(disably children)**

Priority: 2  
Objective: Inclusive Education(IE) is the system in which children with disabilities attend their local school and study alongside their peers.  
Scope : Expand this type of schools to all provinces.  
Cost estimate : 994,000 US\$  
Proposed schedule : 2000-2005

Donor :Grant's Fund from Sida /SC(UK)

**Project 7 : Dormitory for Artistic TTS**

Priority : 2

Objective: Contribute to train artistic teachers

Scope: Construct a dormitory for Artistic Teacher Training School in Vientiane

Cost estimate : 88,581 US\$

Proposed schedule : 2001

Donor:Grant's Fund from the Embassy of Japan

**Project 8: Improvement of quality and relevance of non-formal education and training project**

**Sub-project 8-1: Establishment of community learning centres in villages in needs**

Priority: 1

Objective: To ensure equitable access to functional literacy and basic skills, to assist villages where low levels of adult literacy, high drop out and large number of out of school children occur in a self perpetuating cycle.

Scope: Rehabilitation of existing community learning centres (CLC) in needs; 60 / 168 existing CLC; implementing non-formal education through estimation of 170 community learning centres;

Cost estimate : 1,820,000 US\$

Proposed schedule: Rehabilitation / establishment of 70 CLC for 2001-2005  
Establishment of 100 CLC for 2006 - 2010

Donor :

**Sub-Project 8-2: Expansion of basic vocational training centres**

Priority: 2

Objective: To ensure equitable access to non-formal basic vocational training for self sufficiency, self-employment, labour and running small business.

Scope: Construction / rehabilitation of building for 10 basic non-formal vocational centres, provision of basic equipment and teaching material, training of instructors.

Cost estimate : 2,000,000 US\$

Proposed schedule: 4 centres for period 2001 – 2005 6 centres for period 2006 - 2010

Potential Donor: Germany

**Sub-Project 8 - 3: Training of trainers of non-formal education**

Priority : 1

Objective: To improve quality and relevance of functional literacy and basic skills training, and non-formal basic vocational training.

Scope: Establishment of a master plan for learning, training of regional staff to be responsible for trainers upgrading, training of school teachers, volunteers, and vocational instructors in method of adult education and training.

Cost estimate : USD \$150, 000

Proposed schedule : 2001 - 2005

Donor :

**Sub-Project 8-4: Development of learning materials**

Priority : 1

Objective: To improve the quality and relevance of training through adapted curriculum and text books.

Scope: Adaptation of curriculum to local needs and development of teaching material, low - cost printing and distribution.

Cost estimate : USD \$60,000

Proposed schedule : 2001 - 2005

Donor :

**Sub-Project 8 - 5: Distance Basic Education II**

Priority : 1

Objective: To provide non-formal basic education to disadvantaged groups in 3 provinces and thus to allow them to participate in and contribute to the development of their regions.

Scope: Needs assessment, training or improving capacity of provincial staff to develop and manage non-formal basic education at distance, production and distribution of learning materials such as radio program, audio - cassettes, printed materials, establishment of centre for non-formal distance education in the region.

Cost estimate : USD \$1.2 million

Proposed schedule: 3 provinces in the North for the period 2001 – 2005 Possibility of extension to other 3 provinces in the South for the period 2006 - 2010

Potential Donors: UNESCO, UNDP in its poverty alleviation program

**Project 9: Improvement of quality and relevance of vocational and technical education and training**

**Sub-Project 9-1 :Strengthening the vocational and technical education development centre**

Priority: 2

Objective: To improve the quality and relevance of vocational and technical education and training for a better response to the needs of the development and the demands of market economy through improvement of teaching materials, training / upgrading managers and teachers / instructors of vocational and technical education and training

Scope: Review of vocational and technical curriculum development, test, printing and distribution of textbooks and learning materials, training / upgrading of managers, teachers / instructors, consulting services.

Cost estimate : US\$ 730,000

Proposed schedule : 2002 - 2006

Potential Donor: Germany

**Sub-Project 9-2: Improvement of Khammuan vocational school**

Priority : 2

Objective: To develop labour forces according to the needs of market economy; To implement new curriculum set by the government successfully; To improve

approaches to teaching and learning; To upgrade and expand classrooms and workshops in order to admit more learners in the training program.

Scope: Construction of new school buildings and new student accommodation, construction and renovation of workshops including equipment, provision of teaching materials, training / upgrading teachers and administrative staff, consulting services.

Cost estimate : USD \$1,700,000

Proposed schedule : 2001 - 2005

Potential Donor: Luxembourg

**Sub-Project 9-3: Improvement of 3 existing vocational schools**

Priority : 2

Objective: To improve quality and relevance of training and to develop labour force according to the needs of the market economy in provinces.

Scope: Renovation of existing workshops including equipment, provision of additional facilities, training instructive for use and maintenance of new equipment.

Cost estimate: USD \$1,500,000

Proposed schedule : 2001 - 2005

Donor:

**Sub-Project 9- 4: Construction of one technical and vocational school in a region and one vocational school in a province.**

Priority : 3

Objective: To develop labour forces according to the needs of market economy; to ensure equitable access to technical and vocational education and training.

Scope : Construction of school buildings, workshops including equipment, provision of teaching materials, training / upgrading teaching and administrative staff, consulting services. Technical and vocational school

Cost estimate : USD \$4million

Proposed schedule: 2002 - 2007

Donor : Japan

**Project 10: Improvement of quality and relevance of tertiary education**

**Sub-Project 10-1: Training of teaching staff**

Priority :

Objective: To improve the quality of training through training / upgrading the teaching staff

Scope : Accredited post graduate training at Ph.D. level, Master degree level and post graduate Diploma level in developed country or in the region. 40 Ph.D. scholarship; 60 Master degree scholarship;60 Post-graduate Diploma scholarship

Cost estimate: USD \$ 3million

Proposed schedule : 2001-2010

Donor :

**Sub-Project 10-2: Quality improvement of the Faculty of Medical Science, National University of Laos**

Priority : 3

Objective : To provide adequate number of classrooms and laboratories for theory and practical more effective; To develop books and other instructional materials in medical sciences in Lao language; To provide adequate number of equipment; To review / revise curriculum; To establish a center for providing in-service training and producing instructional materials.

Scope : Physical facilities: Construction, Rehabilitation; classrooms, laboratories, center for curriculum development and instructional materials; Equipment for laboratories; provision of chemical and other materials for laboratories ; provision of audiovisual equipment; library books; training fellowship; consulting services.

Cost estimate : USD \$2,740,000

Proposed schedule : 2001 - 2005

Donor:

#### **Sub-Project 10-3: Strengthening the Faculty of Economics and Management**

Priority : 2

Objective : To supply necessary human resource for the market oriented economy in Lao PDR; To improve quality of training; To strengthen administration and management.

Scope: Construction of physical facilities and provision of equipment; Training / upgrading teaching and administrative staff; Provision of teaching materials. input will be identified during project preparation

Cost estimate : USD \$12,170,000

Proposed schedule : 2000 - 2001

Donor : The Japanese government is considering the financing of this sub-project under a bilateral grant. The Japanese International Co-operation Agency undertook " Basic design study " in mid 1999.

#### **Sub-Project 10-4: Strengthening the Faculty of Law and Political Science, National University of Laos**

Priority: 1

Objective: To review / revise curriculum; To develop teaching materials; To train / upgrade teaching and administrative staff; To rehabilitate existing facilities.

Scope: Staff training; Instructional materials development; Equipment; Furniture; Facilities rehabilitation; Consultant services; Project implementation.

Cost estimate : USD \$ 1,482,300

Proposed schedule : 2001 - 2004

Donor: The government of Sweden is considering the financing of this sub-project under a bilateral grant.

#### **Sub-Project 10-5: Feasibility study on the establishment of comprehensive regional colleges**

Priority : 2

Objective: To examine the feasibility of implementing a number of comprehensive regional colleges in central province which deliver: (1) formal higher technician Diploma programs in response to the specific demand of the regions and (2) foundation studies program for those in the region wishing to enter the National University



Scope: Preparation of a cost and phased plan (2001 - 2010) for the development of the colleges including the types of courses they would offer, identification of physical facilities, equipment, materials and other resources required, study the development of support for the project within the local business and services community, large-scale infrastructure development projects and industry based and mass organizations

Cost estimate : USD \$60,000

Proposed schedule : 2001

Donor :

**Sub-Project 10-6: Development and implement of a comprehensive regional colleges (subsequently to the feasibility study)**

Priority : 3

Objective: To implement subsequently to the feasibility study, Higher Technician Diploma Program in response to the specific needs of the region and the two years foundation studies leading to the university degree program; To promote equitable access to tertiary education.

Scope : Construction plan for the major colleges campus. Rehabilitation and construction of new buildings, procurement of equipment, training, training / upgrading program for administrator, academic and technical staff, development curriculum, textbooks and teaching material, consulting services. ( civil work : equipment and furniture; training; curriculum and texts development; consulting services ).

Cost estimate : USD \$4,500,000 for one college

Proposed schedule: one college for the period 2003 - 2006; one college for the period 2007 - 2010

Donor:

**Project 11: Tracer and employer studies**

Priority : 1

Objective: To understand the relevance between vocational, technical and professional training and employment, to determine the types of job available, the knowledge and skills required and the skills and abilities of technical and vocational and higher education graduates.

Scope: Identifying professional development of the graduates, collecting information on the relevance of vocational technical and professional training for the labor market, collecting information on the importance of training for government and enterprises, collecting information on costs, identifying ways to establish permanent training system.

Cost estimate : USD \$ 80,000

Proposed schedule : 2001

Donor:

**Project 12: Perpetual Trust Fund for the development of private education**

Priority : 3

Objective: To promote the development of private educational institutions and to expand private education beyond main urban areas; generate resources to support programs for the development of private education; on a sustained basis

design and implement programs to support private educational institutions in their efforts to deliver quality education

Scope: Teacher training programs, loan fund for student tuition fees, subsidies for acquisition of textbooks and other institutional materials, improvement of physical facilities. Initial trust fund by grant donation and other lawful transfer: and membership contribution.

Cost estimate : USD \$ 2,000,000

Proposed schedule : 2001 - 2010

Donor :

**Project 13 : Upgrading trainers' qualifications and competencies in TTCs and Faculty of Education (NUOL) through research related activities**

Priority : 2

Objective: To initiate research related work for lecturers in TTCs and the Faculty of Education; To make teacher lecturers reflect upon their own teaching and students' learning; To get the lecturers to conduct their own research program related to their own work in order to improve it and theorise about their practice; To relate teacher educators own teaching and students learning to the reality of classrooms in Lao schools as well as the context in which these schools are embedded.

Scope: Staff training, including short-term and long-term training; Instructional materials development; equipment ; consultancy service; Project implementation

Cost estimate : USD \$ 4,200,000

Proposed schedule : 2001 - 2005

Donor : SIDA(Swedish International Development Agency)

**Project 14 : Systematic training for primary and secondary teachers by distance learning**

Priority : 2

Objective: Reduce the number of unqualified and under qualified teachers in primary and secondary schools; Improve teaching and learning competencies; Upgrade the teacher's knowledge and qualifications.

Scope : Accredited primary teachers to 8+3 or 11+1; accredited lower secondary teachers to 11+3 ; accredited lower secondary teachers to 11+4 or 11+5 ; accredited certificate of diploma level in Pedagogical Advisor, Education administrators, training of trainees, adult education:

Cost estimate : USD \$4,500,000

Proposed schedule : 2001 - 2007

Donor: CIDA(Canadian International Development Agency)

**Project 15 : Improve quality of secondary education**

**Sub-project: Improve the curriculum and instructional materials of upper secondary schooling.**

Priority : 2

Objective: To revise and upgrade the existing curriculum for upper secondary school(which could be an extension of lower secondary school) and develop new curriculum with subjects streams in grade 11 which will match with higher education curriculum; to develop and test new textbooks/exercises

books/dictionary for students, teaching activities guides and teaching aids for upper secondary school; print and distribute new upper secondary instructional materials; to evaluate the effects on learning in the classroom that result from specific efforts to improve the quality of education and to upgrade capacity building of staffs on curriculum and instructional materials development.

Scope: Staff training, including short term and long term training; Instructional materials development; equipment; consultancy service; Project implementation.

Cost estimate: USD\$ 4,200,000

Proposed schedule : 2001 - 2005

Donor :

#### **Project 16: Improvement of Multigrade teaching ( MTG ) in Saravane , Sekong and Attapeu Provinces**

Priority: 3

Objective: To make multigrade teachers to have a good understanding about the importance and the necessity of MTG in providing more access to children in remote areas; To upgrade the knowledge of multigrade teachers about the curriculum, teaching method and lesson plan for using in MGT; To upgrade teaching skills of multigrade teachers; To increase the number of complete multigrade schools

Scope: Collection of data on MGT; Revision of existing curriculum , teaching method and lesson plan ; Training of Multigrade teachers in selected districts ( 2 districts per province ); Provision of teaching materials; Expansion of complete multigrade schools

Cost estimate : USD \$ 200,000

Proposed schedule : 2000-2003

Donor :

#### **Project 17: Improvement of quality of nursery and Kindergarten teachers.**

Priority : 2

Objective: To upgrade the effectiveness of the nursery and kindergarten teachers 11+ 1 teacher training system; To improve the practicum schools that the new nursery and kindergarten teachers need as model; To support the monitoring and follow up system for new teachers during the first year; To build the foundation for expansion of the 11+1 system to selected TTCs; To upgrade the administration and management skills of the nursery and kindergarten directors at provincial and district level

Scope: Set up a resource team at MOE level; Revision of curriculum 11+1 system; Provision of some necessary teaching and learning materials to the practicum schools and to others targets disadvantaged kindergarten; Monitoring and follow up support of some new teachers at their work placement ; Training of trainers , teachers, administrators and directors of nursery and kindergarten; Helping kindergarten in each of 12 provinces in the project to become rural model kindergarten orientated to local needs.

Cost estimate : USD \$ 120,000

Proposed schedule : 2000-2003

Donor :

**Project 18: Promotion of teaching environmental education ( E.E ) in TTCs and pilot schools**

Priority : 2

Objective: To familiarize teachers and educational administrators with the different aspects and problems of the environment and to make them aware the impact of deforestation and pollution on the quality of life and to enable them a basis to incorporate E.E effectively into their respective teaching and learning activities

Scope: Recruitment of consultant in E.E; Carrying out E.E training needs; Developing of training packages; Development and revision of the existing curriculum and textbooks on E.E in teacher education; Training of core team at provincial and TTCs levels; Training of teacher trainers , , educational administrators on E.E; Training of teachers in pilot and practicum schools.

Cost estimate : USD \$ 250,000

Proposed schedule : 1/2001 - 12/2003

Donor:

**Project 19: School teacher Trainers Expertise Enhancement Project (STEEP)**

Priority: 3

Objective: To attain improved relevance of teaching contents between primary/secondary schools on one side and teacher training in the other; To strengthen subject knowledge and teaching capability of sciences and mathematics teaching trainers at TTC/TTS; To strengthen teaching activities of art(drawing and music/dancing) at the Teacher Training School of Arts and to strengthen physical education teacher trainers knowledge and practical expertise in physical education, sports and children health development

Scope: Survey and establishment of master plan; international sciences/math experts in Laos for short term advice and guidance; Lao teacher trainers' training in Laos, neighboring countries and industrialized countries; development of sciences and math educational materials with close relevance with primary/secondary education contents and their distribution; provision of additional facilities and infrastructure of TTC/TTS including introduction of computers, where needs be.

Cost estimate: USD \$2,000,000

Proposed schedule: Survey and master plan 2000 – 2001; Implementation 2002 – 2006 Evaluation and Assessment 2007

Donor :

**Project 20 : Improving Primary School Performance**

**Sub-project 20 -1: Teacher in-service training**

Priority : 1

Objective: To improve the quality of the teaching workforce in order to enhance learning achievement and to improve internal efficiency by reducing dropout and repetition.

Scope: Training of 90 school-based trainers; Improve teacher quality through provision of school-based in-service training by specialist trainers including use of textbooks, content upgrading, assessment (and for pilot districts, use of learning aids.)

Each province to have 5 trainers; In-service training for multigrade teaching including pedagogy and management aspects; Training of teachers in use of VAC learning kits and life-skills

Cost estimate : USD \$135,000

Proposed schedule : 2002-2005

Donor :

**Sub-project 20-2: Curriculum development and introduction of student learning aids.**

Priority : 1

Objective: To adapt the curriculum for implementation in multigrade schools and VAC model schools and to develop learning aids that are linked to existing textbooks.

Scope : Investigation of the low level of textbook usage in classrooms, including a review of the distribution and auditing systems for textbook provision; Develop student learning aids for Lao language and mathematics that are consistent with the existing curriculum, textbooks and expected competency levels. Pilot and evaluate its costs and effectiveness in 16 districts in 4 provinces, including multigrade schools; Print and distribute student learning aids for a pilot study. Adapt DNFE materials to develop a learning kit for pilot VAC model schools. Provide NRIES with a library of exemplar materials, including access to on-line materials and libraries

Cost estimate : USD \$355,000

Proposed schedule : 2001-2004

Donor :

**Sub-project 20-3: Investigation of special education needs of children**

Priority : 2

Objective: To identify the scope of special education needs among school-age children and to develop some simple teacher interventions that may assist children in need.

Scope: Investigate special education needs, including extent of needs and development of simple strategies for teachers

Cost estimate: USD \$100,000

Proposed schedule : 2004

Donor:

**Sub-project 20-4: School-based administration, monitoring and supervision**

Priority : 1

Objective: To improve the capacity of school principals to assist teacher development, to supervise teacher performance and to enhance school-community relations.

Scope: Develop and test of a self-instructional manual for school principals concerning instructional supervision, staff development, leadership, community-school relations, etc Print and distribute of principal's self-instructional manual; Training of pedagogical advisers to assist principals in the use of self-instructional manuals

Cost estimate : USD \$104,000

Proposed schedule : 2002-2004

Donor :

**Sub-project 20- 5: School Improvement Plans**

Priority : 1

Objective: To improve schooling through use of improvement plans.

Scope: Initiate annual improvement plans. Such plans can be a simple one-page identification of objectives and targets for the year. After a year-end review and analysis a new plan is reformulated. Includes training of principals in development and use of plans

Cost estimate : USD \$500,000

Proposed schedule : 2001-2002

Donor :

**Sub-project 20- 6: Localized assessment of school quality**

Priority : 1

Objective : To develop capability of principals to assess school quality.

Scope : Building a supporting information base and training program for principals to develop easily quantifiable indicators at the school level.

Cost estimate : USD \$50,000

Proposed schedule : 2002-2005

Donor :

**Project 21: Upgrading of Teacher Training Colleges**

**Sub-project 21-1: Upgrading capacity of TTC staff**

Priority : 1

Objective: To improve both the practical experience of TTC staff and introduce them to new teaching techniques and resources.

Scope: Upgrade quality and relevance of training at each TTC ; Develop a professional development plan for each TTC staff member ;Train staff in use of textbooks and supplementary materials. This intervention can build on the outputs of the TDC project. Provide an opportunity for TTC and NUOL staff to teach for an extended period of time in a primary or secondary school to gain practical experience. Improve library facilities for TTC staff, including internet access.

Cost estimate : USD \$634,000

Proposed schedule : 2001-2005

Donor :

**Sub-project 21-2: Improved facilities for trainee's practicum at TTCs**

Priority: 1

Objective: To improve the practical experience of teacher trainees and introduce them to multigrade and life-skills teaching techniques and resources.

Scope: Develop a model multigrade class in demonstration schools at each TTC. Development of textbooks and student learning aids and supervised use of these during practicum and practical teaching opportunities. Following the pilot implementation of VAC model schools (see endnotes for a description of a VAC school), develop a model VAC school at each TTC for practicum opportunities

Cost estimate : USD \$500,000

Proposed schedule : 2002-2005

Donor :

**Sub-project 21-3: TTC staff training in multigrade teaching and practical life-skills**

Priority: 1

Objective: To provide TTC staff with first-hand experience of typical teaching challenges and opportunity to develop the relevancy of their teaching style and content.

Scope: Teachers with demonstrated best-practice multigrade teaching to provide in-service training for TTC staff. Develop a video library of best-practice multigrade teaching. TTC staff to be based in a multigrade school for a 3-week period to receive first hand experience of multigrade teaching. Teachers with demonstrated best-practice life-skills teaching to provide in-service training for TTC staff. TTC staff to be based in a primary school for a 3-week period to receive first hand experience of life-skills teaching. This intervention should be linked to the piloting of a VAC model school. Develop a video library of best-practice, life-skills teaching. This intervention should be linked to the piloting of a VAC model school.

Cost estimate : USD \$73,000

Proposed schedule : 2001-2003

Donor :

**Sub-project 21- 4: Curriculum packages for graduates of TTCs**

Priority : 1

Objective: To ensure that graduates are well-equipped with teaching resources for their first teaching appointment.

Scope: Provide a curriculum package to all teacher-trainees comprising a copy of the curriculum, teacher guides, model lesson plans and student textbooks.

Cost estimate : USD \$350,000

Proposed schedule : 2002-2004

Donor :

**Project 22 : Management of Non-formal Education Improvement**

**Sub-project 22-1: Deconcentration of management of non-formal education**

Priority: 1

Objective: To move the planning and management of non-formal education programs closer to the grass-roots level by deconcentration to provincial and district levels.

Scope: Develop a training plan for DNFE staff. Train local and provincial staff in management and administration. Deconcentrate non-formal management and planning to provincial and district levels.

Cost estimate : USD \$ 210,000

Proposed schedule : 2001-2005

Donor :

**Sub-project 22-2: Training of trainers**

Priority : 1

Objective: To improve the efficiency and relevance of trainer upgrading through greater deconcentration of training facilities.

Scope: Train of regional staff to be responsible for trainer upgrading.

Cost estimate : USD \$150,000

Proposed schedule : 2002-2005

Donor :

**Sub-project 22-3: Upgrading of materials production at provincial level**

Priority : 2

Objective : To improve the distribution and relevance of non-formal education materials by deconcentration of materials development and production to regional centers.

Scope: Capacity building for non-formal materials production to provincial centers including development of longer life-span materials

Cost estimate: USD \$350,000

Proposed schedule : 2002-2005

Donor :

**Project 23 : Examination of Alternative Models for Delivering Vocational and Technical Education**

Priority: 3

Objective: Feasibility study of ways to connect education and training to major employers. To improve the planning of vocational and technical education within the fiscal constraints faced by MOE.

Scope: Conduct a study of the options linking technical training programs to major employers. The study would look at ways that major employers could collaborate with MOE in sponsoring training programs within specifically targeted to their company needs. These linkages are intended to strengthen the links between training and labor market needs.

Cost estimate: USD \$60,000

Proposed schedule : 2001

Donor:

**Project 24: Developing Infrastructure and Other Support for Proposed Projects**

**Sub-project 24-1:** Expand through construction and/or refurbishment of school buildings in existing schools where student numbers are small and less than three grade levels are currently offered.

Priority: 1

Objective: To increase the number of grade levels of primary schooling provided in small schools so that all schools can offer all five grades. This component is related to the wider introduction of multigrade teaching.

Scope : Expand incomplete schools to ensure that all schools can offer all grades. Target those schools where this can be achieved through the introduction of multigrade teaching rather than by appointing additional teachers. (An additional classroom with furniture to be provided.). Provide access to schooling by construction of 2,175 new schools in villages where no schools exist. Build new multigrade schools. Rehabilitate and refurbish existing schools.



Cost estimate : USD \$ 35Million  
 Proposed schedule : 2001-2007  
 Donor :

Cost estimates for primary school buildings				
	Distribution	Number	Unit cost	Sub-total
Permanent	16%	400	\$32,000	\$12,800,000
Semi-permanent	32%	833	\$15,000	\$12,495,000
Temporary	52%	1,342	\$1,000	\$1,342,000
Total		2,175		\$13,837,000

	Condition				Maintenance				Total Cost
	Good	Poor	Bad	Total	Annual	Periodic	Rehabilitate	Replace	
Permanent	220	136	90	446	\$640	\$3,200*	\$12,800	\$32,000	\$1,728,000
Semi-permanent	635	1,121	1,113	2,869	\$300	\$1,500**	\$6,000	\$15,000	\$8,550,000
Temporary	621	1,611	2,355	4,587	\$20	\$100	\$400	\$1,000	\$3,978,420
Total	1,476	2,868	3,558	7,902					\$14,256,420

\*Once every 10 years; \*\*Once every 5 years

**Sub-project 24-2: Establishment of CLCs in villages at risk.**

Priority : 2

Objective: To assist villages where low levels of adult literacy, high dropout and large numbers of out-of-school children occur in a self-perpetuating cycle.

Scope: Implement non-formal education through establishment of a CLC at villages where the local school has exceptionally high dropout rates together with low participation rates (includes materials, trainer, etc.)

Cost estimate: USD \$3,000,000

Proposed schedule : 2003-2006

Donor:

**Sub-project 24-3: Implementation of a trial of VAC model schools.**

Priority: 2

Objective: To improve the relevancy of schooling in ethnic minority and remote rural communities through the introduction of stronger links between formal schooling and practical life-skills.

Scope: Implement and pilot of VAC schools in 20 selected ethnic minority schools where dropout is high and girls have low participation rates. Reproduce exemplar VAC learning kits (including seeds, basic tools, and money to purchase fish stock, etc.)

Cost estimate : USD \$100,000

Proposed schedule : 2002-2005

Donor:

**Sub-project 24-4: A system for monitoring labor market outcomes, including tracer studies**

Priority : 1

Objective : To identify relevant information concerning graduates and use this for future planning of secondary and post-secondary education.  
Scope : Implement a system for monitoring occupational outcomes for graduates of upper secondary, university, vocational schools and technical colleges, including tracer studies. Included is training for MOE staff to use the results of this study to plan the size and content of the various subsectors  
Cost estimate : USD \$66,000  
Proposed schedule : 2001-2002  
Donor:

**Sub-project 24-5: Development of a computerized glossary of educational terms, in Lao and English.**

Priority : 1  
Objective: To improve the communication process between international and domestic consultants through improved translation between written and spoken Lao and English languages.  
Scope: In collaboration with staff from NUOL develop a Lao-English translation of a comprehensive glossary of educational terms, including educational investment and financing. Adapt Lao-English educational glossary to a computerized desktop accessory accessible by a variety of computer software, including word-processing, spreadsheet and graphics programs.  
Cost estimate : USD \$24,000  
Proposed schedule : 2001  
Donor:

**Project 25 : Prevention and Struggle against Drug Abuse**

Priority : 1  
Objective : To improve the efficiency of Prevention and struggle against drug abuse.  
Scope : Training of staff to be responsible, adopt operational plan to be implemented at school level.  
Cost estimate : USD \$500,000  
Proposed schedule : 2001-2005  
Donor : Germany

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<sup>i</sup> VAC : is the Vietnamese acronym for "Stable, Garden, Pond" and refer to schools in ethnic minority areas where schools have a small garden, fishpond and stable for raising small animals. In rural areas of Lao.PDR, fruit tree cultivation could be included.