

**Lao PDR**

**Education**

**Thematic Report**

**January – December 2016**



Pupils using new textbooks procured by UNICEF. ©UNICEF Lao PDR/2016/SBudcharern

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unite for  
children



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## **1. Abbreviations and Acronyms**

ASEAN	Association of South East Asia Nations
CBSR	Community-based School Readiness Programmes
CSOs	Civil Society Organisations
CPAP	Country Programme Action Plan
CPD	Country Programme Document
DESBs	District Education and Sports Bureaus
DFAT	(Australian) Department of Foreign Affairs and Trade
DPs	Development Partners
ECE	Early Childhood Education
ECD	Early Childhood Development
ELDS	Early Learning Development Standards
EMIS	Education Management Information System
EQS	Education Quality Standards
ESDP	Education Sector Development Plan
ESWG	Education Sector Working Group
EU	European Union
GER	Gross Enrollment Rate
GPE	Global Partnership for Education
IFEAD	Institute for Education Administration Development
IIEP	(UNESCO) International Institute for Education Planning
LDC	Least Developed Country
LWU	Lao Women's Union
MDGs	Millennium Development Goals
MoES	Ministry of Education and Sports
MPI	Ministry of Planning and Investment
NER	Net Enrollment Rate
NERI	National Economic Research Institute
NGOs	Non-Governmental Organisations
NSEDP	National Social Economic Development Plan
OOSC	Out-of-School Children
OOSCY	Out-of-School Children and Youth
OR	Other Resources
RR	Regular Resources
SBM	School-based Management
SDGs	Sustainable Development Goals
SDPs	School Development Plans
SEAMEO	Southeast Asian Ministers of Education Organisation
SEA-PLM	South East Asia Primary Learning Metrics
TIMS	Textbook Information Management System
UIS	UNESCO Institute for Statistics
UNDAF	United Nations Development Assistance Framework
UNRC	United Nations Resident Coordinator
VEDC	Village Education Development Committees

## **2. Executive Summary**

Between 2012 and 2016, UNICEF continued to support the Ministry of Education and Sports (MoES) in enhancing equitable access and quality of early childhood education (ECE) and basic education for better learning outcomes. With UNICEF's support and in collaboration with the Global Partnership for Education (GPE) and the Education Sector Working Group (ESWG), the Education Sector Development Plan (ESDP) 2016-2020 was developed and approved in 2015. UNICEF took a key role in this process as the GPE Managing Entity. UNICEF with Plan International advanced the equity agenda in ESDP through strengthening the Gender, Inclusion and Disability Technical Working Group. South-South cooperation supported by UNICEF and GPE helped the ESDP development and implementation, through which study visits to Cambodia, Vietnam and Bangladesh were made by MoES.

UNICEF assisted with the development and operationalisation of Lao EduInfo, in which disaggregated, updated annual Education Management Information System (EMIS) data was made available for use at national, provincial and district levels. The MoES' capacity was strengthened through the development of the Institute for Education Administration Development (IFEAD) Institutional Development Plan, in partnership with UNESCO/International Institute for Education Planning (IIEP) over 2014-2016.

With the Sustainable Development Goals (SDGs) launched, UNICEF played a key role in the localisation of the SDG 4. Together with UNESCO Bangkok, Office of the UN Resident Coordinator (UNRC) and ESWG, the 1st SDG 4 national workshop was held in 2016 and chaired by the Minister of Education and Sports. The workshop engaged key national and sub-national stakeholders, including non-governmental organisations (NGOs), ensuring national ownership and relevancy.

UNICEF's commitment to measuring learning was enhanced through promoting evidence-based quality reforms of MoES. In 2015 and 2016, reviews of the primary curriculum and student learning outcomes were conducted, together with the student assessment system and the pedagogical supervision system. These reviews informed the ongoing revisions of primary curriculum and assessment, teacher education and pedagogical support framework. UNICEF will continue to strengthen the student assessment system and practices.

Lao PDR has taken a leadership role in South East Asia Primary Learning Metrics (SEA-PLM) under the ASEAN Education Framework. The SEA-PLM Field Trial, which will lead to the main survey in 2018, was completed in 2016 in collaboration with the Southeast Asian Ministers of Education Organisation (SEAMEO) and UNICEF EAPRO. The Out-of-School Children (OOSC) study was advanced in collaboration with the National Economic Research Institute (NERI), UNICEF EAPRO and UNESCO Institute for Statistics (UIS), and will be finalized, launched and disseminated in 2017.

UNICEF's proven experience in School-Based Management (SBM) towards the establishment of the national Education Quality Standards informed the GPE II project (2015-2019) for nation-wide scale-up, in which UNICEF takes a key role as the Co-Coordinating Agency. A review on the functionality of Village Education Development Committees (VEDCs) supported by UNICEF and Plan International advanced this effort.

During 2012-2016, in partnership with the Lao Government, the Australian Government and the European Union (EU), all grade 1 to 5 primary students - 850,466 (408,251 girls) received textbooks to meet the national standard of one textbook per student/subject.

Approximately 1,000 primary teachers enhanced their capacity through in-service training and pedagogical supervision outreach, benefitting 20,000 students (9,325 girls). 227 primary schools developed and implemented school development plans with active engagement of VEDCs.

With UNICEF's support, the curriculum for the Community-Based School Readiness (CBSR) programme was developed. CBSR programme was officially recognised by MoES, and 33 CBSR centres were supported in 3 remote communities in three provinces, benefiting 955 children (467 girls). A formative evaluation of this innovative ECE model is planned in 2019 for sustainable scale-up. 3,410 children (1,557 girls) in 69 pre-primary schools enjoyed improved teaching-learning through teacher training and regular monitoring, and coaching. A set of 7 age-appropriate story books, which incorporated cross-sectoral Early Childhood Development (ECD) messages, was developed and distributed to 15,367 pre-primary and grade 1 children. UNICEF partnered with the Lao Women's Union (LWU) to deliver parenting orientations using the story books in the 2017-2021 Country Programme. UNICEF's high-level advocacy resulted in an agreement with MoES to hold a national ECD forum in 2017 to raise awareness and enhance cross-sectoral coordination.

### **3. Strategic Context of 2016**

Following the government's approval, in late 2015, of the ESDP 2016-2020 which UNICEF supported for development, the Government started its implementation in 2016, with a view to ensuring opportunities for all Lao citizens to have equitable access to quality education and sports, and to benefit from the socio-economic development as Lao PDR graduates from Least Developed Country (LDC) status by 2020. The ESDP was aligned to the 8th National Socio-Economic Development Plan (NSED) 2016-2020 and the SDGs adopted in September 2015, to promote inclusive and equitable quality education and lifelong learning opportunities for all. The ESWG has played a key role in facilitating the necessary coordination for the ESDP implementation between and among the MoES and development partners (DPs), including UNICEF. The Government of Lao PDR-UN Partnership Framework 2017-2021 was signed between the Government and UN in September 2016 to support the implementation of the 8th NSED, ESDP and SDGs.

Lao PDR's chairmanship of the ASEAN in 2016 fostered the advancement of the SDG-4 Education 2030 agenda. During 2016, a high-level national workshop for SDG 4 localization was led by the MoES with UNICEF's support in partnership with UNESCO. The ASEAN Declaration on Out-of-School Children and Youth (OOSCY) was adopted to promote equity in access and participation. Under the ASEAN Education Framework, Lao PDR has taken a leadership role in the SEA-PLM which UNICEF supports.

As per the Country Programme Document (CPD) and Country Programme Action Plan (CPAP) 2012-2016, in line with the relevant National Plans and Strategies as well as the UNDAF and UNICEF Strategic Plan 2014-2017, the Education Programme of UNICEF Lao PDR aimed to achieve the below Programme Outcome:

**Outcome:** By 2016, the most disadvantaged children will be developmentally prepared for right-age entry into school, "survive" through last primary grade and make the transition into lower secondary education.

The above Programme Outcome will be achieved by accomplishing the following three expected Outputs:

**Output 1: Sector Planning and Management** - By the end of 2016, the Ministry of Education and Sports has the capacity to plan, implement, and monitor the delivery of education sector targets, in line with decentralization policy goals.

**Output 2: Early Childhood Education** - Innovative models for ensuring pre-school aged (4 and 5 year old) girls and boys are better prepared for school, are tested and validated in 4 educationally disadvantaged districts, to inform national policy and practices by the end of 2016.

**Output 3: Primary Education** - By the end of 2016, district educational structures in four educationally disadvantaged provinces have the technical, financial and human capacity to ensure that primary schools meet national quality standards.

The Programme provides support both at the national level for policy and strategic work as well as sub-national level for specific interventions, including provincial, district, school and community level. The Programme takes a holistic approach to support children's learning, development and participation by ensuring linkage of upstream and downstream work.

As for the specific field-level interventions, the Programme particularly focuses on the four (4) educationally disadvantaged districts (low ECE participation, low primary enrolment and completion rates and low enrolment into lower secondary), namely: Phouvong (Attapeu province), Sing (Luangnamtha province), Ta Oy (Saravane province) and Phalanxay (Savannakhet province).

Despite some challenges, the overall Education Programme results were found "on-track" with some key indicators "fully met" at the end of 2016. Together with the country having achieved the education-related MDGs in universal access to primary education and gender parity in primary education in 2015, this indicates an overall positive results of the five-year Country Programme's Education Programme 2012-2016.

During 2016, UNICEF continued to serve as the Co-Chair of the Basic Education Focal Group together with Save the Children under the MoES-led ESWG which is co-chaired by the Australian Department of Foreign Affairs and Trade (DFAT) and the EU. UNICEF also continued to serve as the Co-Coordinating Agency for GPE. The partnership between the MoES/IFEAD, UNICEF and UNESCO/IIEP came to an end in 2016 to close the 3-year joint work for strengthening the institutional capacity of the central and provincial MoES in education planning and management.

#### **4. Results in the Outcome Area**

##### **Outcome Level Results**

According to the Education Management Information System (EMIS), with a primary net enrolment of 98.5 per cent (boys/98.8; girls/98.3) achieved in 2015, Lao PDR officially met the MDG target of universal access to primary education with gender parity. The gross pre-school enrolment rate doubled from 22.1 per cent (boys/22.0; girls/22.3) in 2010 to 49.1 per cent (boys/48.9%; girls/49.2%) in 2016. Between 2011 and 2015, both repetition and dropout rates in primary education reduced significantly, from 12.2 per cent (boys/13.2; girls/11.2) to 5.8 per cent (boys/6.5; girls/5.1), and from 7.8 per cent (boys/8.2; girls/7.5) to 5.2 per cent (boys/5.6; girls/4.8) respectively.

Despite these achievements, 40 per cent of 5-year-old children do not have access to Early Childhood Education (ECE), with significant inequities between urban-rural, and rich-poor (LSIS 2011/12). This could explain the high repetition rate in grade 1 at 13.5 per cent (boys/14.4; girls/12.6). Consequently, the primary survival rate, notwithstanding its steady progress, remained low at 79.6 per cent (boys/78.7; girls/80.7) in 2016, which explains the lower-secondary gross enrolment rate staying at 78.1 per cent (boys/80.2; girls/76.0) (EMIS 2015, indicated otherwise).

##### **Output Level Results**

##### **Output 1: Sector Planning and Management**

Following the government's approval of the ESDP 2016-2020 in late 2015, UNICEF, in partnership with GPE and coordination through the ESWG, continued to take a key role in assisting the MoES for its

implementation in 2016. The ESDP Implementation Matrix was developed and disseminated at a national workshop in January 2016, which involved national and sub-national level MoES officials as well as DPs. The ESDP Implementation Matrix has informed the costed annual work plan to meet the sector targets.

Based on ESDP, UNICEF assisted the system strengthening of annual planning and management through a bottom-up approach. The district education sector planning process (including costing) was reviewed and consolidated to inform national sector planning. In partnership with GPE and coordination through ESWG, UNICEF supported a study visit to Bangladesh, through which the MoES key officials from different Departments gained hands-on knowledge on the annual planning processes. Based on these, the Instructional Guideline for annual sector planning and reporting was developed and approved by MoES at the Annual Education Administration Conference in June 2016.

UNICEF continued to support evidence generation and its effective use. Based on EMIS, disaggregated data from 2007 to 2016 was stored and made ready for use in Lao EduInfo, including national, provincial and district-level information. National, Provincial and District Education Profiles were finalised and distributed among MoES and DPs at the Annual Education Administration Conference 2016. These profiles presented disaggregated annual data as well as the 5-year trends between 2011-2015 to inform planning and monitoring. Furthermore, UNICEF worked to strengthen district-school data management. Key MoES district officials as well as school principals and teachers in the 4 target districts (Phalanxay, Phouvong, Sing and Ta Oi) were trained on the recording, reporting and monitoring of the standardised sets of student and school data, which has helped reinforce the linkage between schools and districts.

UNICEF played a leading role in advancing the localisation of SDG 4, in coordination with UNESCO Bangkok and UNRC Office in Lao PDR. The first SDG 4 national workshop was held in June 2016 chaired by the MoES Minister, engaging high-level government officials from MoES and line Ministries. The workshop was held in a participatory manner, involving national and sub-national level officials as well as DPs, including NGOs and Civil Society Organisations (CSOs). This has helped ensure the SDG 4 initiative be a country-owned and -led, and locally-contextualised initiative. The workshop reached a consensus to use the existing ESWG mechanism for SDG 4 coordination under the overall national SDG Framework, as well as SDG 4 alignment through streamlining of EMIS and other existing sector data systems, which UNICEF will continue to support in 2017 and beyond.

The partnership between MoES, UNICEF and UNESCO-IIEP continued to strengthen the institutional capacity of IFEAD/MoES on sector planning and management. A group of 30 senior specialists from MoES and the National University of Laos completed the ESP distance course. To make this effort more sustainable, the IFEAD Institutional Development Plan 2016-2020 was developed with cost projection aligned to the ESDP.

## **Output 2: Early Childhood Education**

In 2016, UNICEF continued its efforts to enhance equitable access to quality ECE programmes. A total of 18 CBSR centres were supported in remote and poor communities in 3 districts in 3 provinces, benefiting 402 children (boys 222; girls 180). Training for ECE facilitators, and regular monitoring and coaching was provided by the trained provincial and district education officials. ECD toolkits were also procured and distributed. In the new Country Programme 2017-2021, a formative evaluation of this innovative community-based ECE model will be conducted to inform national policy and practices, and encourage MoES to invest in CBSR.

The construction of ten pre-primary schools (classrooms) with WASH facilities was completed in 2 rural districts in 2 provinces, benefiting 379 children (boys 186; girls 193). A good community engagement was materialised, through which the communities contributed playgrounds made from local materials. As the education programme is phasing out from classroom construction activities towards the new country

programme starting in 2017, experience on the pre-primary facilities construction was documented and presented to MoES. As a result, MoES and UNICEF agreed to develop ECE facility construction standards, including WASH facilities.

Quality improvement was further advanced through teacher training, provision of ECE toolkits, and regular monitoring and coaching support in 62 pre-primary schools, benefiting 1,407 children (boys: 626; girls: 781). 74% of the targeted ECE programmes in 4 districts marked improvement against the ECE Environmental Rating Scale. To ensure a comprehensive, standardised quality assurance mechanism, the development of national ECE minimum quality standards was initiated with UNICEF support. Together with the planned revisions of the Early Learning Development Standards (ELDS) and the pre-primary curriculum, UNICEF will continuously enhance its support for quality improvement in 2017.

To promote a holistic ECD approach, a set of 7 age-appropriate story books was developed aligned to the ECE curriculum, and distributed to 256 pre-schools and 432 primary schools (grade 1) in 5 districts in Saravan province, benefiting 15,367 children. Training on the use of the story books was organised for 329 early childhood educators. These story books are linked with the UNICEF-supported ECD TV series “My Village”, and the key ECD messages, including education, nutrition, health, WASH and protection, were incorporated. UNICEF also partnered with the LWU to deliver parenting orientations using the story books. Training workshops for the LWU facilitators were conducted, who will deliver the orientations from January 2017 to cover 280 parents and caregivers in Saravan province. Based on this, a cross-sectoral parenting education package will be developed and implemented as a key holistic ECD intervention in the new country programme, from 2017 onwards.

UNICEF also supported the participation of a high-level delegation, headed by the MoES Vice-Minister, in the Asia-Pacific Regional Forum on ECCE in Malaysia. Upon their return, UNICEF continued its high-level advocacy engaging the MoES Minister, as a result of which an agreement was made to hold a national cross-sectoral ECD forum in 2017 for raising awareness among decision makers and enhancing coordination across sectors.

### **Output 3: Primary Education**

To meet the ESDP’s key objectives, UNICEF in collaboration with DPs worked with MoES for evidence-based quality reform. The Situation Analysis on Student Learning Outcomes in Primary Education in Lao PDR was finalised, which comprehensively studied different existing learning outcome results and associated teaching-learning systems and practices, including curriculum. The Review of the Pedagogical Support System in Lao PDR was also completed, which provided insights for effective pedagogical supervision and support systems to achieve better results of teaching-learning. UNICEF also supported the undertaking of the Review of the Primary Student Assessment System in Lao PDR. The review comprehensively analysed the existing primary assessment system, covering international, regional, national, sub-national, school and classroom levels. Such a holistic review is the first of its kind in Lao PDR.

The results of all these reviews informed the ongoing revisions of primary curriculum, teacher education and pedagogical support framework. These will enable to ensure the alignment of policy, learning standards, curriculum and materials, teacher education, classroom practices and quality assurance. UNICEF will continue to support MoES for the improvement of student assessment system as an integral part of the overall curriculum and quality reforms from 2017 onwards. SEA-PLM, carried out in collaboration with SEAMEO and UNICEF EAPRO, reinforced UNICEF’s commitment to measuring learning, which serves for monitoring SDG 4 and applying the equity lens to learning. SEA-PLM field trial was successfully conducted with MoES in the sampled six provinces with engagement of national Teacher Training Colleges. This will lead to the main survey planned in 2018.



36 District staff, including 21 Pedagogical Advisors from the four target districts have increased their capacity through a practical refresher training workshop. Approximately, 1,000 primary teachers in four target districts (Phalanxay, Phouvong, Sing and Ta Oi) received in-service professional support by attending a training workshop and through district pedagogical supervision outreach, benefitting about 20,000 students (boys: 10,675; girls: 9,325).

In partnership with the Lao Government, Australian Government and EU, all 447,256 grade 3, 4 and 5 students (230,156 girls) received a set of textbooks in 2016 in accordance to the national standard of one textbook per student per subject. Appropriate textbook care and utilisation was promoted through a wide range of communication channels, including posters, and TV and radio spots. UNICEF also supported in strengthening monitoring and tracking system of the distributed textbooks.

Equity in access and participation was enhanced both through policy advocacy and service delivery. In partnership with NERI, UNICEF EAPRO and UIS, a national workshop on OOSC was held, chaired by the MoES Vice Minister. Barriers and policy analysis was undertaken in a participatory manner engaging line Departments of MoES. The ASEAN Declaration on OOSCY 2016 will facilitate turning key recommendations of the OOSC study into actions, once the study is finalised in 2017. 2,582 children (boys: 1,346; girls: 1,236) benefitted from the primary equivalency education program in hard-to-reach communities in three provinces. All of the 93 mobile teachers' capacity in multi-grade teaching technique was strengthened through training and monitoring support.

## 5. Financial Analysis

### 1. Planned budget by Outcome Area

As Table 1 below shows, a total of US\$ 1,338,329 was planned for 2016 for the Outcome Area: Education. Out of which, US\$ 364,067 (27.2 per cent) was planned from the Regular Resources (RR) whilst US\$ 974,262 (72.8 per cent) from Other Resources (OR).

Table 1: Planned budget by Outcome Area

Fund Category	All Programme Accounts
Year	2016
Business Area	Lao People's Dem Rep. - 2460
Prorated Outcome Area	05 Education

Row Labels	Output Planned
Other Resources - Regular	974,262
05-01 Early learning	853,625
05-05 Education # General	120,637
Regular Resources	364,067
05-01 Early learning	53,726
05-05 Education # General	310,341
<b>Grand Total</b>	<b>1,338,329</b>

### 2. Country-level thematic contributions to outcome area received in 2016

Table 2 below indicates the contribution from the UNICEF National Committees to Lao PDR for the Education Outcome Area

Table 2: Country-level thematic contributions to outcome area (Total amount, including those received in 2016)

Donors	Grant Number	Contribution Amount (USD)	Programmable Amount (USD)
Netherlands Committee for UNICEF	SC1499050201	381,194	363,050
Korean Committee for UNICEF	SC1499050359	909,535	866,241
Netherlands Committee for UNICEF	SC1499050050	407,056	387,680
New Zealand Committee for UNICEF	SC1499050254	160,071	152,451
New Zealand Committee for UNICEF	SC1499050171	44,105	42,006
<b>TOTAL</b>			

### 3. Expenditures in the Outcome Area

As Table 3 below presents, the actual total expenditure of the Education Outcome for 2016 amounted to US\$ 2,576,449, out of which US\$ 610,250 was made by RR whilst US\$ 1,966,199 by OR.

Table 3: Expenditures in the Outcome Area

Fund Category	All Programme Accounts
Year	2016
Business Area	Lao People's Dem Rep. - 2460
Prorated Outcome Area	05 Education

Row Labels	Expense
Other Resources - Regular	1,966,199
05-01 Early learning	513,947
05-02 Equity # focus on girls# and inclusive education	8,027
05-03 Learning and child-friendly schools	1,105,414
05-04 Education in emergencies	193
05-05 Education # General	338,618
Regular Resources	610,250
05-01 Early learning	19,560
05-02 Equity # focus on girls# and inclusive education	
05-03 Learning and child-friendly schools	2
05-04 Education in emergencies	
05-05 Education # General	590,688
<b>Grand Total</b>	<b>2,576,449</b>

#### 4. Thematic expenses by programme area

Looking further on the Thematic Funds expenditure for Education Outcome Area in 2016, a total of US\$ 748,090 was expensed from the thematic grant.

Table 4: Thematic expenses by programme area

Fund Category	All Programme Accounts
Year	2016
Business Area	Lao People's Dem Rep. - 2460
Prorated Outcome Area	05 Education
Donor Class Level2	Thematic





  


Row Labels	Expense
Other Resources - Regular	748,090
05-01 Early learning	143,810
05-02 Equity # focus on girls# and inclusive education	8,027
05-03 Learning and child-friendly schools	312,516
05-04 Education in emergencies	193
05-05 Education # General	283,544
<b>Grand Total</b>	<b>748,090</b>

#### 5. Expenses by specific intervention codes

Table 5 presents the expenses made in 2016 by specific intervention codes under Education Outcome Area.

Table 5: Expenses by specific intervention codes

Fund Category	All Programme Accounts	
Year	2016	
Business Area	Lao People's Dem Rep. - 2460	
Prorated Outcome Area	05 Education	

Row Labels	 Expense
05-01-01 National policies on early learning and school readiness	8,733
05-01-04 Community-based child development and early learning	376,117
05-01-05 Parenting education and school readiness	6,655
05-02-01 Out of School Children Initiative (OOSCI)	7,635
05-03-01 Education materials for learning and teaching including classroom technology	922,605
05-03-02 Child Friendly Schools # Education	7,126
05-03-05 Curriculum reform or development	148,490
05-04-04 Education # cluster coordination in humanitarian action	183
05-05-01 Education -Systems	444,277
05-05-02 Teacher development and deployment	120,679
05-05-04 School management committee	1,938
05-05-05 Education sector plans (incl. coordinating role)	25,804
05-05-06 Education Management Information System	79,845
08-01-01 Country programme process	391
08-01-06 Planning # General	136,336
08-02-04 DevInfo	2,752
08-02-08 Monitoring # General	7,368
08-03-01 Cross-sectoral Communication for Development	36,130
08-03-03 C4D # training and curriculum development	5,428
08-04-03 Early Childhood Development # General	128,150
08-07-01 Adolescent development # General	12,199
08-09-06 Other # non-classifiable cross-sectoral activities	81,166
08-09-11 Emergency preparedness and response (General)	9,570
09-04-01 Supply and Programme integration	1,161
10-07-12 Management and Operations support at CO	4,617
2012 Community based Early childhood care and education	16
6902 Operating costs to support multiple focus areas of the MTSP	1,077
<b>Grand Total</b>	<b>2,576,449</b>

## 6. Planned Budget for 2017

Table 6 presents the projection of the funding situation in 2017 for the Education Outcome Area, generated from the UNICEF system as of 7 March 2017. It shows a funding gap of approximately 124,000 US dollars to deliver the education programme in the year.

Table 6: Planned budget for 2017

<b>Outcome Area: Education</b> <b>Planned Budget and Available Resources for 2017</b>				
<b>Outcome Area</b>	<b>Funding Type</b>	<b>Planned Budget</b>	<b>Funded Budget</b>	<b>Shortfall</b>
<b>Education</b>	RR	500,000.00	476,433.00	23,567.00
	OR	1,767,000.00	1,666,659.11	100,340.89
<b>TOTAL</b>		<b>2,267,000.00</b>	<b>2,143,092.11</b>	<b>123,907.89</b>

## **6. Future Work Plan**

The year 2016 was the final year of the Country Programme 2012-2016. Based on the experiences from the 2016 programme results as well as those of the entire Country Programme period, UNICEF Lao PDR's Education Programme in 2017, under the new Country Programme 2017-2021, will continue to help ensure that children, especially most disadvantaged and in hard-to-reach areas, have access to quality early childhood and basic education services, and complete the basic education cycle with improved learning outcomes.

The Education Programme in the Country Programme 2017-2021 will address:

- The lack of Early Childhood Education in remote areas;
- The limited access and poor quality of primary education in disadvantaged districts;
- The low learning achievement and survival rates in primary education;

These will be addressed through one Programme Outcome (Outcome 3 of the Country Programme) and three Outputs (OPs), namely:

Country Programme Outcome 3: By 2021, children, especially most disadvantaged and in hard-to-reach areas, have access to quality early childhood and basic education services, and complete the basic education cycle with improved learning outcomes.

Output 1 (ECE): By 2021, national and sub-national Government Ministries and other key stakeholders have improved capacity to implement and monitor inclusive, equitable and quality ECE services;

Output 2 (Basic Education): By 2021, national and sub-national Government Ministries and other key stakeholders have improved capacity to implement and monitor inclusive, equitable and quality basic education services, focusing on early grades;

Output 3: Programme Support

The programme will support the development and implementation of national policies, plans and standards for enhancing enabling environments of the education sector. The programme will also assist in expanding equitable access to quality ECE and primary services, especially in remote and disadvantaged communities of seven focus provinces, coupled by capacity building of parents and communities for creating their greater demands for and engagement in quality education. Programme focus will be placed on the quality improvement of ECE and primary education to achieve students' better learning outcomes. Capacity building at sub-national level (province and district) will be combined to effectively support the implementation and monitoring of national policies and standards at school level.

UNICEF will further strengthen its support in policy dialogue to ensure a country-led, country-owned sector planning and management in linkage with the global, regional and national-level SDGs dialogue.

In order to deliver the expected results of the Education Programme 2017-2021, from 2017 onwards, there will be greater needs of funding support projected, including particularly through the Education Thematic Funds.

## **7. Expression of Thanks**

UNICEF Lao PDR would like to thank the contributing UNICEF National Committees for their valuable support through this funding. The funds from the UNICEF National Committees have allowed UNICEF Lao PDR to deliver results for children in Lao PDR. With the fact that enhancing both access and quality of preschool and primary education is an utmost priority of the country, the contribution from UNICEF National Committees will make a solid and lasting difference.

The flexible funds through the Education Thematic Funds contributed by the UNICEF National Committees enabled the UNICEF Lao PDR Country Office to plan and implement the programme activities and successfully address the key bottlenecks in a timely manner in 2016. The flexible, multi-year funds have enabled the Country Office to plan and manage its costed rolling 2-year work plan with the Government effectively. Considering the country's fast-changing environment in development work, the flexibility of thematic Funds played a significant part in our ability to deliver results. It would be therefore highly appreciated if the partnership through the Education Thematic Funds could be further expanded in the future.

## **8. Annexes**

### **1) Human Interest Stories**

- I. Pre-primary will help children well prepared and smoothly transit into primary school
- II. Non-Formal Primary Equivalency Programme in Savannakhet Province, Lao PDR

### **2) Donor Feedback Form**

## Annex

### Pre-primary will help children well prepared and smoothly transit into primary school

*Maliphet SOUKAHAEUM*

Thongkahai is one of remote communities of Taoi - speaking village in Saravane Province of Southern Lao PDR, where UNICEF started supporting the pre-primary education in 2015. The learning approach is aligned to the pre-primary curriculum according to the basic principles of “children’s development” and “children’s learning”, which takes children’s learning interest, needs and abilities into consideration. A diversified learning environment will provide learning opportunities and help children develop different types of intelligences. Through play, meaningful life experiences as well as sensory or exploratory activities, children’s holistic development can be fostered.



Ar and other children in the class are enjoy on the activity on book and colour the subject.  
©UNICEF Lao PDR/2016/Msoukhaseum



Ar, 5 year- old and 4 months © UNICEF Lao PDR/2016/Msoukhaseum

Ar is one of 20 pre-primary children who joined the class recently.

“Ar comes to the pre-primary class every day. He is a confident boy and active in daily learning activities” Said by Ms. Xaiphon Khiemmany, Pre-primary teacher.

“I dream to become an architect when I grow up” Ar said with a sweet smile and full of confidence.

The pre-primary education programme supported by UNICEF is strategically located in incomplete primary schools, in close collaboration with the Ministry of Education and Sports (MoES). It promotes the pre-primary learning in the village but also tries to ensure the smooth transition from pre-school experience to grade 1. A holistic approach, which covers physical, linguistic, cognitive, emotional and social skills of children, has been adopted for the full development of children and the MoES is actively encouraging this approach to be applied in Lao pre-primary Education.



Building my house in creativity activity. ©UNICEF Lao  
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# **Non-Formal Primary Equivalency Programme**

## **Savannakhet Province, Lao PDR**

### **Introduction**

Many children in Lao PDR drop out of school at an early age and most help to support their families by looking after younger siblings, working in the fields and doing other household chores. Children living in remote communities, where schools may be too far for young children to cover on a daily basis, continue to lack access to formal education.

UNICEF is currently supporting the Lao Ministry for Education and Sport in the delivery of a mobile teacher programme that selects and trains teachers and teaching assistants from local communities to teach children in villages that lack a school. It is expected that through this initiative children will be able to join the formal education system –either in rejoining at the primary cycle or continuing through to the secondary school. Many of these teachers have themselves not completed secondary school and have been trained to upgrade their knowledge of core subjects. Teachers spend alternate weeks in two communities and teach a curriculum that consists of an abridged three-year version of the full five-year primary curriculum.

While each teacher supports two communities, each group of children is supported by a full-time teaching assistant who supports the students by helping them with assignments and reviewing work that was covered during the previous week.

In the target villages small “learning shelters” have been erected by the local community, with support from funds provided by the initiative. These are basic structures that provide a safe and dry area where the children can learn. It remains a challenge for sufficient numbers of suitably qualified teachers to be found, especially those with a knowledge of local languages.

Seeing the importance of education for children in such rural remote areas, the government has already transformed 65 of those 168 non-formal learning shelters into incomplete primary schools and employed the respective mobile teachers with the Ministry of Education. In addition, the ministerial decree on primary education equivalency has been endorsed.

**Ban Pa Chia - From Non-formal Education Learning Center becomes incomplete primary school, August, 2016**

**A story of Nang Kada 10 and her elder sister Nang Apa 14, completing her primary education equivalency – Ban Pa Chia, Phine District of Savannakhet**

Ban Pa Chia is situated along the bank of Xebanghieng River about 28 kilometers from the nearest paved road in Phine district of Savannakhet. The un-paved road is rough and bumpy and on the Phouvieng mountainous ridge part of it is even on the infamous Ho Chi Minh Trail. It is very difficult to reach in the rainy season. Most of the people in the village are from the Katang ethnic minority group which is one of the Mon-Khmer tribe. There is a complete primary school on the other side of Xebanghieng River but it is very risky for young children to cross the river by boat on a daily basis. Because of this most of children had not attended school until three years ago when the primary education equivalency – mobile teacher program began in the village. Ban Pa Chia non-formal education learning center has been transformed to an incomplete primary school in 2015. Now, the young children in the village have better opportunity to attend primary school within their own village while their parents go to work in their rice fields and vegetable plots in the mountainous areas.



Mr. Samaichan and Ms. Piya, the Katang ethnic leader of the village and village women's representative



respectively, told us that they are very pleased with the primary education equivalency program being implemented in their village three years ago. It has helped transform their education environment a government supported incomplete primary school providing teaching and learning from grade 1 to grade 3 children.. This gives gives the young children of the village more opportunity to attend school within their own community.

## Nang Kada

“I want to be a teacher, I am very proud that I completed primary education equivalency from my own village. I was only 9 when I completed the primary equivalency program and I feel that I’m too young to go to lower secondary school yet, so I enrolled in grade 5 class with a regular primary school in Phouvieng village on the other side of the Xebanghieng River. I



I do well in mathematics and I’m one of the top five students in my class. In the future I will be a primary school teacher and come back to teach children in my hometown. My older sister Nang Apa studies in a lower secondary school in Ban Doung ethnic secondary school after she completed primary education equivalency in 2014-2015 – the same year with me as she was already fourteen years old. After school each day, both my sister and I help our parents cooking, fetching water, raising home poultry, and watering vegetable plots.

*Nang Kada at her non-formal education learning center which is now becoming an incomplete primary school:*

Nang Kada continues, “I am very happy to see the young children learning in the same place where I used to learn and feel very proud that my non-formal learning shelter it is now a primary school. I am also very happy that my former village mobile

teachers Mr. Khouvieng is still teaching here and becomes a government teacher after having been a village volunteer mobile teacher for over three years.





**Ban Vang Cha Lor, Sepon district of Savannakhet province**

**Mr. Teuy Phoopany and his students - Nang Onta 12 and Thao Akarad, 14**

Ban Vang Cha Lor is located in the middle of the deep forest of Sepon, Savanakhet. It takes about one hour and thirty minutes by car to reach from the main road. The road leading to the village is a dirt track covered with big trees that leads to the village. Ban Vang Cha Lor is the Katu – Mon-Khmer ethnic minority village. It is a small village of just under 250 people.



With seventy roofing sheets provided by the government, the community contributed labor and locally available materials such as woven bamboo sheets and wood to build a non-formal learning shelter. Twenty five children sitting on the wooden tables and benches mounted in the earth floor study in this one-room bamboo shed. They are learning with their teacher Mr. Teuy Phoopanya. Vang Cha Lor non-formal learning center will become an incomplete primary school during the upcoming 2016-2017 school-year. As Mr. Teuy has just been given a quota as a government teacher.

Mr. Tuey Phoopanya, 26 – a village volunteer mobile teacher of Ban Vang Cha Lor



“I was very happy when I was informed I had been given a quota as a government teacher. I love the teaching profession. I want all of my students to have good future.”



*Nang Onta, 13 and her brother Thao Akarad 14 years old.*



“My name is Nang Onta and I’m 12 years old. I live with my brother Thao Akarad and my parents in Vang Cha Lor village. I am very happy that I have an opportunity to study. I did not go to school when I was six as there was no school in my village. But three years ago, this non-formal learning shelter was built and my brother started in the first year and I started a year later as I want to be able to read and write and like my brother and want to be a nurse when I grow up. My brother Thao Akarad completed from this school last year and he is now learning in a lower secondary school in Ban Dong which is over 15 kilometer away from my village.”



*Thao Akarad, 14 years old, is now studying in Ban Dong lower secondary school after graduating from non-formal primary education equivalency in Vang Cha Lor, Sepone of Savannakhet province.*



“My name is Thao Akarad. I am 14 years old. I am one of the first eight students from Vang Cha Lor who completed school in the non-formal learning shelter in 2014-2015. I am now studying in Ban Dong lower secondary school. I go to school by bicycle, but some days I have to walk because my bicycle is broken.”

“I will continue my learning as I want to be a soldier. I want to protect my village, my family and my friends.”

“I live with my parents and my younger sister Nang Onta. In my family, only my sister and I can read and write. When I first started to learn to read and write Lao it was very difficult, but my teacher and village teaching assistant are very good. They help us all to be able to read and write. I feel very thankful to them”

“My favourite subjects are geography and Lao Language and I like to learn about the geographic areas and natural resources.”

## Report Feedback Form

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report. Thank you!

Please return the completed form back to UNICEF by email to:

Name:

Email:

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**SCORING:** 5 indicates “highest level of satisfaction” while  
0 indicates “complete dissatisfaction”

1. To what extent did the narrative content of the report conform to your reporting expectations? (For example, the overall analysis and identification of challenges and solutions)

5	4	3	2	1	0
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If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	4	3	2	1	0
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?



**SCORING:** 5 indicates “highest level of satisfaction” while  
0 indicates “complete dissatisfaction”

3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5

4

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If you have not been fully satisfied, could you please tell us what we could do better next time?

4. To what extent does the report meet your expectations with regard to reporting on results?

5

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If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

6. Are there any other comments that you would like to share with us?

**Thank you for filling this form!**