Lao PDR Team

Case study in progress from the KIX-EAP learning cycle "Diagnostic tools for improving education policy planning" held in collaboration with IIEP UNESCO

Dr. Lamphoun Luangxay

Mr. Vongvilay Sounthavong

Ms. Oulayphone Detkhongxay

About case studies in progress

This case study in progress was drafted by a national team that participated in the KIX EAP Learning Cycle on Diagnostic tools for improving education policy planning. Case studies in progress are ongoing and incomplete studies. As such, the KIX EAP Hub/ NORRAG does not guarantee the quality of the work nor the accuracy of the data.

The KIX EAP Learning Cycles are supported by the Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX), a joint endeavour with the International Development Research (IDRC), Canada. The findings, interpretations, and conclusions expressed in the Learning Cycle outputs do not necessarily reflect the views of the KIX EAP Hub, NORRAG, GPE, IDRC, its Board of Governors, or the governments they represent.

About the KIX-EAP Hub

The Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX) is a joint endeavour with the International Development Research Centre (IDRC) to connect expertise, innovation, and knowledge to help GPE partner countries build stronger education systems and accelerate progress toward SDG 4. There are globally four KIX hubs or Regional Learning Partners, overseen by IDRC. The hub functions as a regional forum within KIX. NORRAG (Network for International Policies and Cooperation in Education and Training) is the Regional Learning Partner for the KIX Europe Asia Pacific (EAP) hub.

The KIX EAP hub facilitates cross-country knowledge and innovation exchange and mobilisation, learning, synthesis, and collaboration among national education stakeholders in 21 GPE partner countries in the EAP region. The hub also offers opportunities for peer learning and exchange by means of professional development and inter-country visits.

About the learning cycle on Diagnostic tools for improving education policy planning

This case study in progress is a result of the KIX EAP Learning Cycle "Diagnostic tools for improving education policy planning". Facilitated by the UNESCO International Institute for Educational Planning (IIEP), this professional development course ran from 20 September to 11 November 2022. Across 8 weeks, this Learning Cycle enabled participants to identify system bottlenecks for improving education policy planning, with a special focus on the use of diagnostic tools for system performance analysis. 14 national teams from 13 countries took part in this Learning Cycle: Cambodia, Georgia, Kyrgyz Republic, Lao PDR, Maldives, Moldova, Mongolia, Pakistan (Balochistan), Pakistan (Sindh), Papua New Guinea, Sudan, Tajikistan, Timor Leste and Yemen.

Acronyms and Abbreviations

ASLO: Assessment of Student Learning Outcomes
ESDP: Education Sector Development Plan
ESWG: Education Sector Working Group
GPI: Gender Parity Index
GPE: Global Partnership for Education
KIX: Knowledge and Innovation Exchange
Lao PDR: Lao People's Democratic Republic
LESMIS: Lao Education and Sports Management Information System
LSM App: Lao School Meal Application
LUMIS: Lao University Management System
MoES: Ministry of Education and Sports
NFE App: Non-formal Education Application
OOSCY: Out-of-school Children Year
PMIS: Personnel Management Information System
TMIS : Teacher Management Information System
TVET-MIS: Technical and Vocational Education and Training- Management Information System
UN: United Nations

Introduction

Diagnostic Tools for Improving Education Policy

People say that "good planning is the halfway to success", and another word, "well planned is half done." This is the truth, and we cannot do something without planning, otherwise it would waste time and money. But to be a good planner is not easy and not everyone could be without spending time learning and practicing about it and it is very good opportunity that we have this course available online for us to join. Good planning always brings good results, which means applying lots of policies to pave the way to achieve the goals.

In the modern world, improving education is a trend for every country, not only the developed countries but also the least developed ones in order to get a better learning outcome, which is aligned in the agenda 2030 of the UN.

Good education needs lots of planning to develop, which includes the policies to navigate education on the path. This means that the number of activities and funding needed to be invested in by the support from the government, developing partners, and the community's involvement. Perhaps, it is sadly that the framework has been done in accordance with the plan, but the output is not satisfactory due to factors that we could not know and imagine. Because, the policy makers could not sit down and explain everything on how can we make it better with very goods recommendation for action without the number of meetings of the ESWG and developing partners.
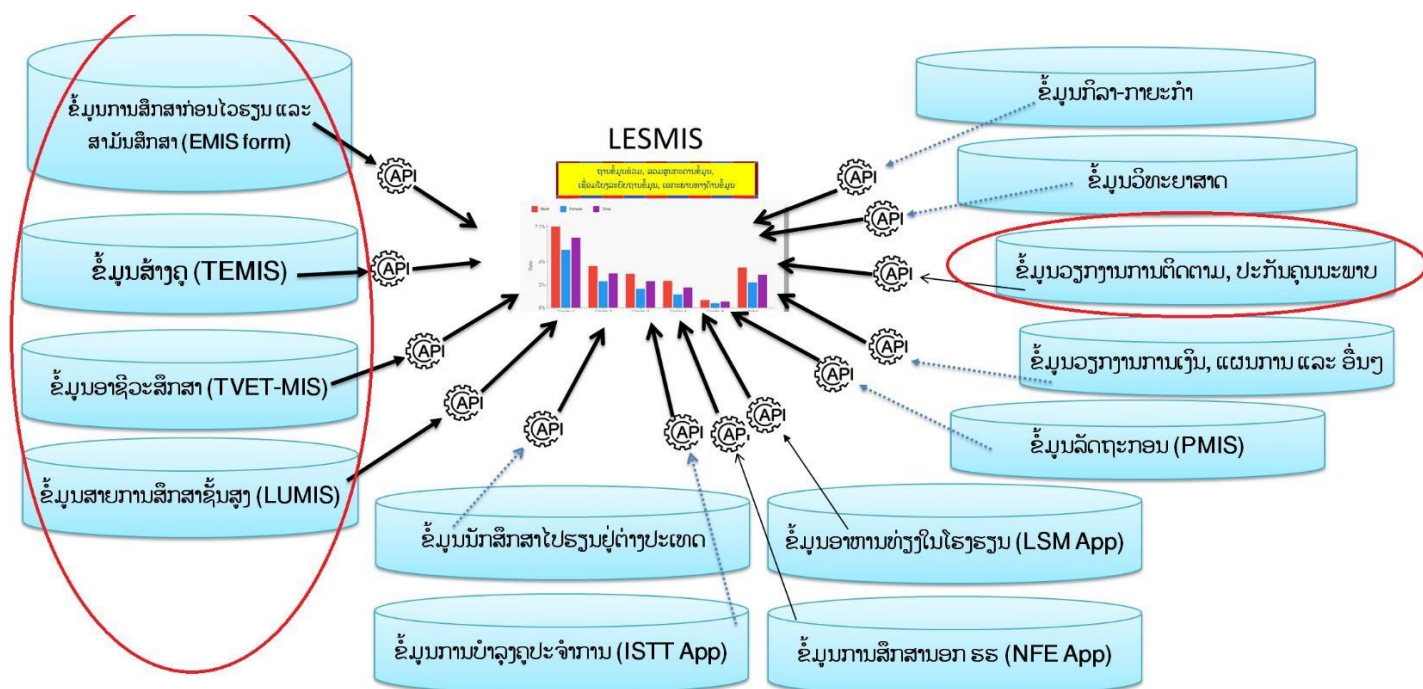
Since 1990, the Lao Government has focused on eliminating OOSCY. As an initiative to uncover bottlenecks and to better understand the quality of education service delivery in a country as well as gaps in policy implementation. Later, the data collection had been started at the school level and enabled analysis on: (i) teacher effort and ability, (ii) principal leadership, (iii) school governance, management, and finances, (iv) community participation, (v) classroom observation, and (vi) student performance in math and language.

To identify the details of each activity, we are delighted to participate and to learn about the diagnostic tools for improving education policy planning supported online learning by the KIX learning cycle of the GPE. We understand that the tool, which is a structured, systematic, deductive methodology that aims at examining specific issues within an education system, other sources of evidence, and programmatic or policy action, and to guide prioritization.

The tools, we apply ASLO, ESDP, and LESMIS as keys to improve education, which have been discussed in the first and second annual national education administration meetings. The data collection will need to be in place, where the schools support the local data to the district, and the districts summarize and report the province before submitting it to the Ministry. Now, with the support of the districts, they can input data online periodically.

The data we collected is varied, such as early childhood education, primary education, secondary education, higher education, technical and vocational education, and so on. The most disadvantagedgroups in Laos are girls, ethnic minorities, and children from rural, poor families, people withdisabilities.

Figure 1: The The Lao PDR Education and Sports Management Information System (LESMIS) is a GIS-enabled data aggregation, analysis and visualization platform for improved data management and utilization for monitoring, planning and setting policy.
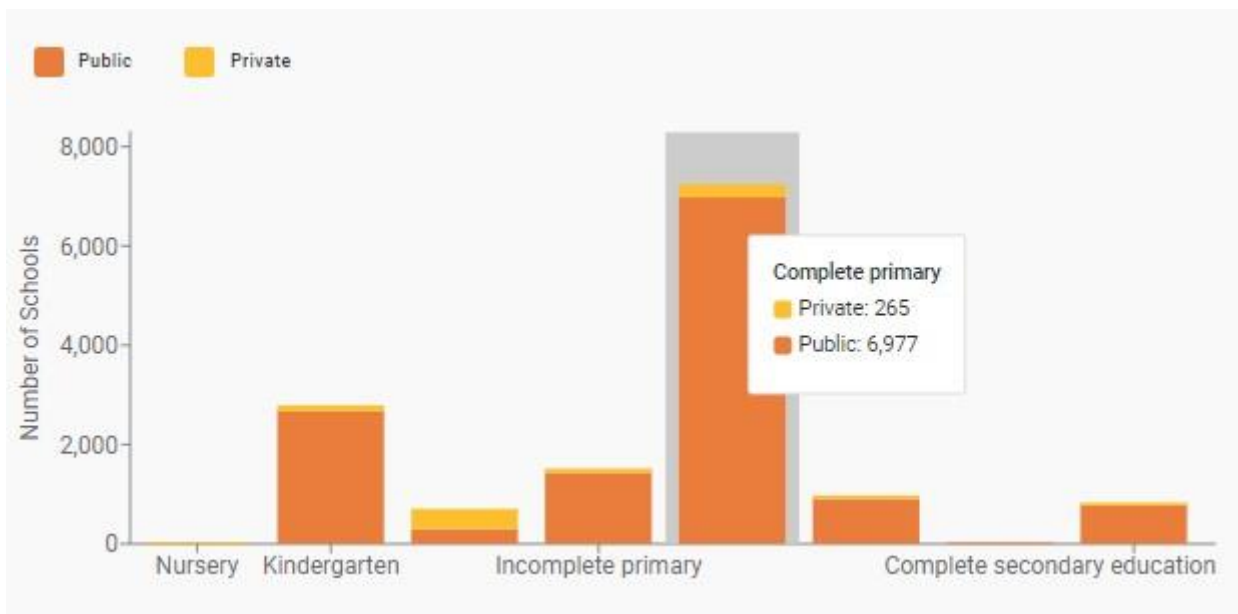
Section 2. Examining level completion

Based on continuous group work and Week 4 discussion, this section will detail progression through the different constraints of the education system, and identify the potential root causes.

2.1 The School Census

In 2022, there are 14.124 schools and 1.548.339 students, which including the public and private school from nursery to upper secondary education. Beside this the complete and incomplete primary school are divided into 6.977 for public school and 265 for private of the complete primary school asthe below:

Figure 2
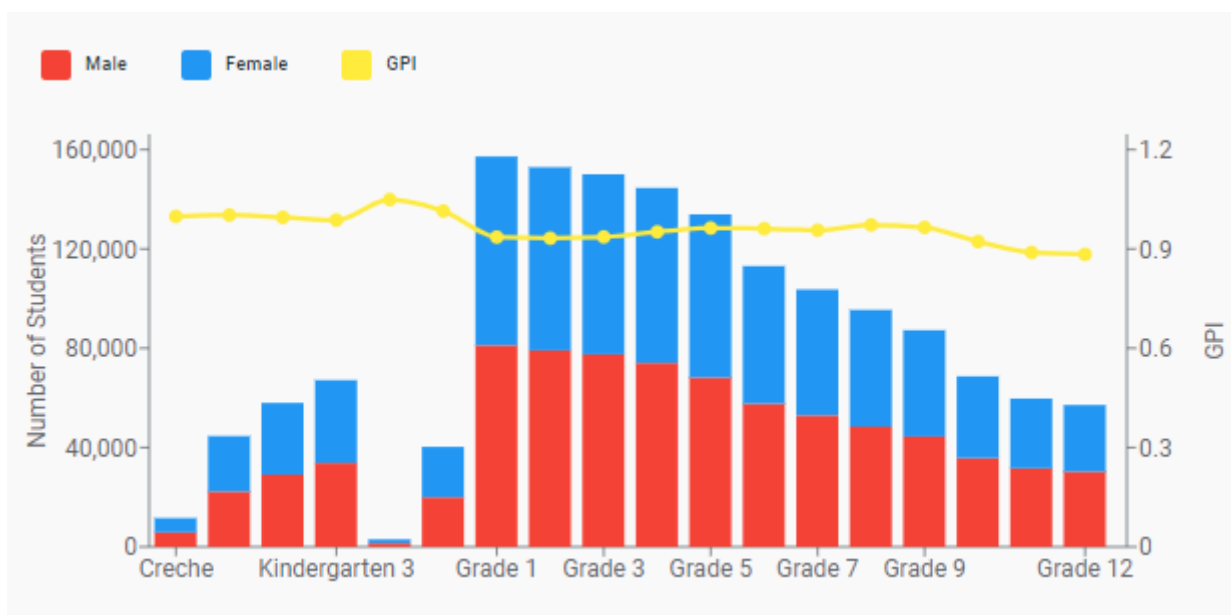*The number of schools in the Lao PDR estimated for the year 2022.*

The learning assessment

- The enrolment rate of the 5-year-olds for males is 80%, Female 80.3%, and the total of theenrolment is 80.2%.
- The age of grade 1 entrance is 88.1% for the age of 6-year-olds, while the 7-year-olds is therunner up at 9.1%. The smallest number of the entrance is at 3-year-olds.
- The Net Enrolment Rate for each level of education for male and female are as below:

Level Of Education ↓	Male	Female	Total	GPI
Lower Secondary	66.9%	68.8%	67.9%	1.03
Primary	98.4%	97.7%	98.1%	0.99
Upper Secondary	38.7%	39.1%	38.9%	1.01

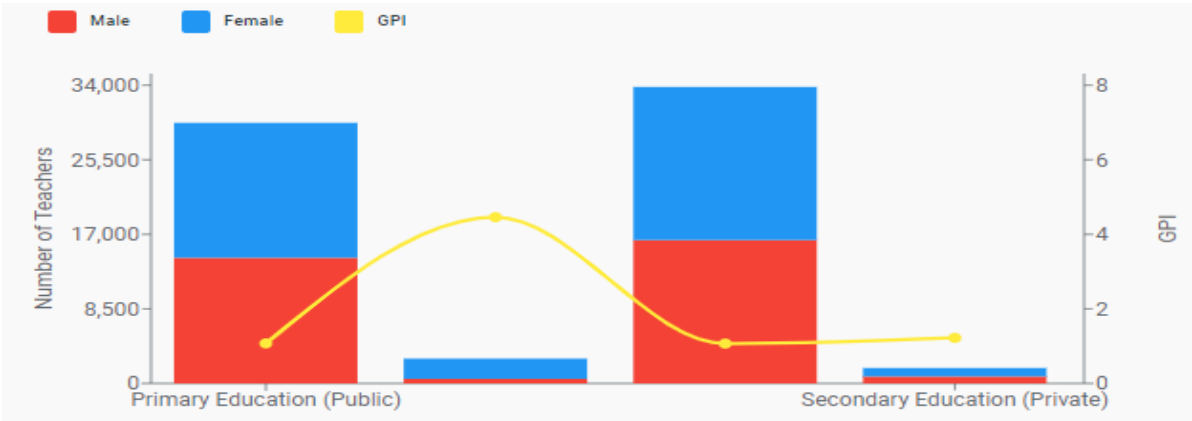- The number of students for each grade are as below:

The structure

There are 14.124 schools in both public and private, but the facilities for each portion are as below:

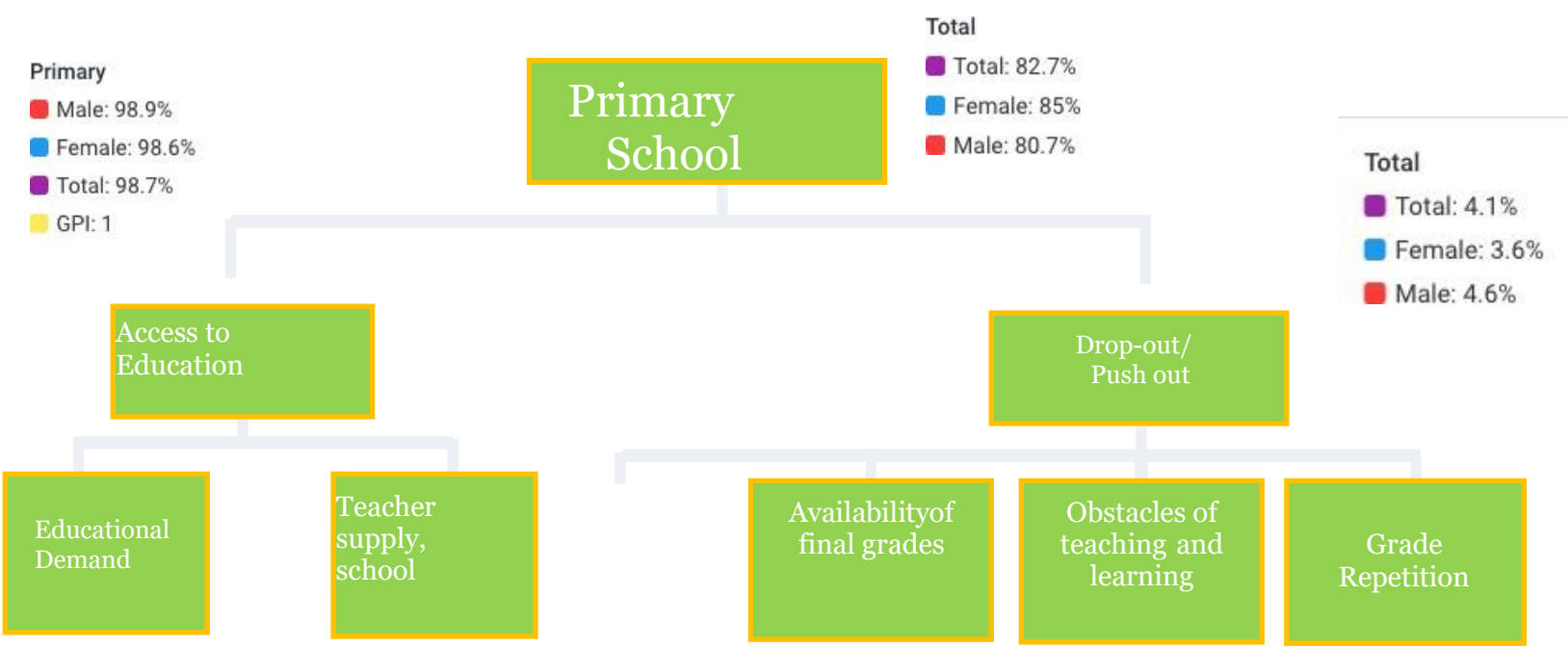| Amenity ↓	PreSchool	Primary	Secondary
electricity	69.8%	59.3%	87.7%
Clean drinking water	79.8%	77%	89.2%
Water all year round	58.3%	57.1%	69.3%
Water supply	82.6%	81%	91.6%

teacher and workforces

2.4 The trees

Primary
- 🟥 Male: 98.9%
- 🟦 Female: 98.6%
- 🟪 Total: 98.7%
- 🟨 GPI: 1

Total
- 🟪 Total: 82.7%
- 🟦 Female: 85%
- 🟥 Male: 80.7%

Total
- 🟪 Total: 4.1%
- 🟦 Female: 3.6%
- 🟥 Male: 4.6%

```
                    Primary School

        Access to                      Drop-out/
        Education                      Push out

  Educational    Teacher      Availabilityof   Obstacles of    Grade
  Demand         supply,      final grades     teaching and    Repetition
                 school                        learning
```

Section 3. Bottle neck, root cause, and policy options

In light of COVID-19, the ESSDP 2021–25 has reportedly been developed at a crucial during the challenging period. The pandemic has made it challenging to pursue the depth and breadth of consultations that were desired, and the economic fallout has raised questions about the amount of funding that can be allocated to the education sector from the Government of Lao PDR and developmentpartners. Additionally, the call for investing to the education is widely spread and encouraging the member state to have a commitment to the education goals and leave no one behind. Therefore, the 9thNSEDP provides the Five-year plan to set out the fundamental direction for creating a new turning pointin human resource and socio-economic development in the coming years.

In view of this, our group have collected some data reflecting the school, teacher, student, and structure in circumstance of teaching and learning effectiveness and meet the education standard. Besidethis we have propose some activity and recommendation for the implementation in improving the education for our step forward.

3.1 Bottleneck

According to our data collection, we found that:

- the number of school both public and private in comparison to the number of students are 110 students per a school, which it is include generally from the nursery to the secondary education. The number of students in the remoted area will be slightly increasebased on the data we have;
- Based on the data, the enrolment rate of the 5-year-olds student for primary education both male and female is 98.1% (the repetition rate is 2.4% for all grade 1-5, but the grade1 is the highest rate covered 5.1%), lower secondary education is 67.9% (the repetition rate is 0.7% for all grade 6-9, but the grade 6 is the highest rate covered 1%), and the upper secondary education is 38.9% (the repetition rate is 0.5% for grade 10-12, but thegrade 11 is the highest rate covered 1%).
- The survival rate of the primary education (grade 1-5) is 77% (the highest rate is grade 1, 2 respectively) and the dropout rate is 4.9% (the highest dropout rate is grade 1), the secondary education (grade 6-9) is 63.1% (the highest rate is grade 6, 7 respectively) andthe dropout rate is 11% (th highest dropout rate is grade 6), and the upper secondary education (grade 10-12) is 74.5% (the highest rate is grade 10, 11 respectively) and the dropout rate is 9.4% (the highest dropout rate is grade 10);
- The school facility such as the water all year round for pre-school is 58.3%, primary school is 57.1%, and the secondary school is 69.3%. In addition, the school accesses to

the electricity for pre-school is 69.8%, primary school is 59.3%, and the secondary schoolis

87.7%;

- The in-service male and female teachers for private and public schools are 32.542 persons, and 35.567 persons for the secondary school. The number of primary school students are 738.642 person and the ratios between the teacher is 23 students per one teacher.

3.2 The root causes

According to the bottleneck, we have found that the dropout rate for the secondary student is the highest number, which cover 11% of students of the same class. The highest rate is belonged to the student grade 6 and age between 11–14-year-olds.

- Household economic;
- The village is far away from the school;
- Constraints in the number of pedagogy advisor;
- Lack of teacher in areas where they are most needed;
- s
- Etc.

3.3 The policy

- Improve content knowledge and pedagogical skills of primary teachers.
- Provide institutional strengthening to the PESS, DEBS, clusters and schools to enhance their efficiency, effectiveness and accountability in primary education development.
- Enhance learning outcomes and reduce disparities through more effective and efficient management of resources through targeting improved education performance across the sector and in particular to the 40 most disadvantaged districts, as identified by MoES.