



Lao People Democratic Republic
Peace Independence Democracy Unity Prosperity



Ministry of Education and Sports

Education Sector Development Plan
(ESDP)
(2011-2015)

Vientiane
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Preface

This Education Sector Development Plan 2011-2015 was developed based on the resolutions of the 9th Congress of the Lao People's Revolutionary Party; the 7th National Socio-Economic Development Plan 2011-2015; the 20-year Education Strategic Vision 2001-2020; the National Education System Reform Strategy 2006-2015; the Education Sector Development Framework 2009-2015; and the findings of the Evaluation of Phase I of the National Education System Reform Strategy (2006-2010). This plan is also based on achievement and lessons learned from the Twenty Fifth SEA Game which was held in the Lao PDR in 2009.

The purpose of this sector development plan is to ensure that the strategic directions and policies of the Government of Lao PDR and supporting donors, for better quality and more readily accessible education, are aligned into one overarching national plan for education development. This plan provides a framework within which all government agencies, development partners and the private sector can work effectively and in harmony with each other to achieve the highest quality education and sport for all Lao people.

This plan has four sections. Section I examines the implementation of the Education Sector Development Plan 2006-2010 with an analysis of achievements and weaknesses of the sector, together with identification of pending issues in the implementation of the 3 pillar framework for education development: (i) Pillar 1 - Expand equitable access to education; (ii) Pillar 2 - Improve the quality and relevance of education; (iii) Pillar 3 - Strengthen education planning and management. In addition, this section also outlines key issues and recommendations for addressing challenges in developing the quality of education programs.

Section II describes the 5-year Education Sector Development Plan 2011-2015 and outlines policy priorities and strategic directions for achieving targets in each sub-sector. One of the objectives of the Education Sector Development Plan is to identify strategies for achieving *Millennium Development Goals 2 and 3* and the six *Education for All* goals by 2015. Implementation of the plan over the next five years will be based on the 19 policies and 96 strategies of the ESDF Policy Planning Matrix, as defined by the 3 pillar framework with a focus on improving the financing strategy, planning and management which includes 3 policies and 13 strategies and strengthening sector performance monitoring and inspection which includes 2 policies and 5 strategies. This section also identifies targets for the breakthrough of each key program of the education sector with core activities under each pillar described. These will act as a reference in developing annual plans and programs from now to 2015.

Section III outlines the human and financial resources required to support the implementation of the Education Sector Development Plan in order to achieve the government's national targets, as well as those of the education sector. The financing plan shows a shortfall in what is required to achieve these goals and we seek the continued support of all development partners to assist in closing the financing gap.

Section IV describes arrangements necessary for implementation of the sector plan, including within central level departments, centres, focal groups, and provincial authorities. Successful implementation of the plan will require a coordinated approach to funding from all levels of government, donors and international NGOs.

Consistent with the spirit of the *Vientiane Declaration*, the Education Sector Development Plan has been developed through an extensive consultative process involving the Ministry of Education and Sports, all members of the Education Sector Working Group, and provincial level authorities. As the plan is implemented, we will continue to coordinate with development partners to examine the effectiveness of the key policies and strategies underpinning the 5-year education development plan through a regular monitoring process, including annual Joint Sector Review Missions and preparation of the Annual Sector Performance Report.

I trust that this document will be a valuable reference for all government and donor partners in working together to achieve national development goals, and in implementing quality education development programs and activities, based on their tasks, roles and responsibilities.

Vientiane, date.....
Minister of Education and Sport



Dr.Phankham VIPHAVANH

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Glossary of Terms

| | |
|---------|---|
| ADB | Asian Development Bank |
| ASLO | Assessment of Student Learning Outcomes |
| AusAID | Australian Agency for International Development |
| BESDP | Basic Education Sector Development Program (financed by ADB) |
| CDF | Capacity Development Framework |
| CLC | Community Learning Centre |
| DEB | District Education Bureau |
| DHE | Department of Higher Education |
| EC | European Commission |
| ECCD | Early Childhood Care and Development |
| ECE | Early Childhood Education |
| EDP2 | Second Education Development Project (financed by World Bank) |
| EFA | Education for All |
| EFA MDA | EFA Mid-Decade Assessment |
| EPA NPA | EFA National Plan of Action |
| EMIS | Education Management Information System |
| ESDF | Education Sector Development Framework |
| ESDP | Education Sector Development Plan |
| ESWG | Education Sector Working Group |
| ESQAC | Educational Standards and Quality Assurance |
| FTI | Fast Track Initiative |
| GOL | Government of Lao |
| GER | Gross Enrolment Rate |
| HEI | Higher Education Institute |
| HRD | Human Resource Development |
| ICT | Information and communications Technologies |
| IVET | Integrated Vocational Education and Training |
| M&E | Monitoring and Evaluation |
| MDA | Mid-Decade Assessment |
| MDG | Millennium Development Goal |
| MIS | Management Information System |
| MoE | Ministry of Education |
| MoF | Ministry of Finance |
| MPI | Ministry for Planning and Investment |
| MTEF | Medium Term Expenditure Framework |
| NER | Net Enrolment Ratio |
| NFE | Non-Formal Education |
| NGO | Non-Governmental Organization |
| NGPES | National Growth and Poverty Eradication Strategy |
| NSEDP | National Socio-Economical Development Plan |
| NTPC | Nam Theun2 Power Company Ltd |
| NESRS | National Education System Reform Strategy |

| | |
|--------|--|
| ODA | Official Development Assistance |
| PAF | Performance Assessment Framework |
| PES | Provincial Educational Service |
| PRSO | Poverty Reduction Strategy Operation |
| PTR | Pupil to Teacher Ratio |
| SEAMEO | South East Asian Ministers of Education Organization |
| SREAC | Strategy Research and Educational Analysis Centre |
| SWAP | Sector Wide Approach |
| TEI | Teacher Education Institution |
| TVET | Technical Vocational Education and Training |
| VEDC | Village Education Development Committee |
| WFP | World Food Program of United Nations |

Introduction

The Government of Lao PDR has expressed the importance of education in achieving its pivotal national development goal of enabling Lao PDR to graduate from the ranks of the least developed countries by 2020 and move to industrialization and modernity. Both the 7th National Socio-Economic Development Plan (NSEDP) and the Ninth Lao People's Revolutionary Party Congress emphasize the important role that education plays in providing human resource development to underpin this goal. The 7th NSEDP makes it clear that to achieve this goal, urgent development of pro-poor policies must take place and work must continue on poverty reduction. At the same time, skilled manpower is needed to support a move to industrialization and modernity.

To respond to these GOL requirements, the Ministry of Education (MOE) articulated its plans for the development of the education sector in the National Education System Reform Strategy (NESRS) and the Education Sector Development Framework (ESDF). The ESDF outlines the targets, key policies and strategies required to fulfill the requirements of the 7th NSEDP and achieve Education for All (EFA) goals by 2015. The ESDF promotes harmonization of donor activities, gender equity and pro-poor policy development within the overall achievement of the Education Millennium Development Goals (MDGs) and is also consistent with key policy frameworks such as the National Growth and Poverty Eradication Strategy (NGPES), National Socio-Economic Development Plan (NSEDP) and the National Education System Reform Strategy. It is also consistent with the recommendations of the 44th session of the UN Committee on the Elimination of Discrimination against Women Forty-fourth session (2009). The MOE has used the ESDF to develop a policy planning matrix to support the ESDP – the ESDP Policy Planning Matrix.

Specifically, the ESDP responds to the policy priorities of the 7th NSEDP:

- Human resource development measures consistent with the demands for national development in each phase; A focus on national education system reform, improved equitable access to and quality of education in all levels and strands
- An increasing emphasis on teacher development, teacher deployment, teacher incentives and teacher societal responsibilities;
- Improved vocational education and training to respond to labour market demand;
- Improvement to the organizational structure of education and education administration including enforcement of the new education law (*Education Law of 2007*);
- Strengthened inspection and monitoring of the education system; and
- More effective use of development partner resources and increased cooperation between the development partners and government.

EXECUTIVE SUMMARY

Both the National Education Sector Reform Strategy and the Education Sector Development Framework (ESDF) provide direction for the development of the sector during the period of the 7th NSEDP – 2011 to 2015.

While steady progress has been made in developing and improving the planning structure and achieving improvements across the sector during the period 2006/10 of the 6th NSEDP, there are a number of issues and challenges that need to be addressed before the 7th Plan is initiated. There remain disparities in access to education at all levels and the challenge remains to provide sufficient incentives for teachers to work in very remote ethnic areas. The output of skilled workers remains low and out of balance with the needs of the labour market. Quantitative expansion has been impressive but this has not always been matched by improved quality and relevance of learning outcomes. There remains limited capacity and knowledge of education administration, especially at district level and weak linkages between planning and budgeting at both central and provincial levels. Sector monitoring also needs to be strengthened. Finally, the education share of the total government budget remains low compared to the need for development and that of neighboring countries and regional standards. In particular, the recurrent budget provides very limited finances available for non-salary activities linked to quality improvements.

The overall sectoral goal is to implement the resolution of the Party's 9th Conference by focusing on education as the core of human resource development, in accordance with the national development strategy and the economic structure of the country. This will require a balanced approach to education sector development to build a population to move the country from *Least Developed Status* by 2020.

The overall direction of the 7th plan is to implement the Education for All National Program of Action and achieve the education Millennium Development Goals by 2015. At the same time, the plan will ensure a balanced development across all sub-sectors. To ensure access, equity, quality and effectiveness of educational services, an initial priority will be to improve development of basic education, especially pre-primary and primary education across the 56 most educationally disadvantaged districts of the country and reform the education school system from 11 to 12 years while strengthening the relevance of national post-basic education to better meet labour market needs

Objectives of the 7th plan include improving access to educational services, improved quality and management and administration of the sector and strengthened financing for the education sector. This will enable participation targets for basic education to be met and facilitate linkages across post-basic education to better meet labour market demands.

The 7th plan for the sector consists of 3 pillars: (i) Pillar 1 - expand equitable access; (ii) pillar 2 - improve quality and relevance; (iii) Pillar 3 - strengthen planning and management with a focus on improving the financing strategy, planning and management and strengthening sector performance monitoring and inspection.

The financing plan for the sector plan is outlined for both recurrent and investment expenditure (combined ODA and GoL) with an acknowledged funding gap of 1,573,000 million kip (USD 197 million) over the period 2011-15. The current projected ODA to the sector during 2011-15 does not match the identified needs across various sub-sectors which will result in unbalanced development of the sector and create challenges for meeting the EFA and MDG targets by 2015.

A continuing and systematic implementation strategy has been developed to ensure that this plan has priority for implementation at central, provincial and district levels and a framework for sector monitoring is being established.

PART I EDUCATION CONTEXT

Lao People's Democratic Republic (Lao PDR) is an ethnically diverse country of 6.5 million people. While recent years have seen rapid economic development, approximately 34% of the population lives on less than \$1.25 per day and the country has some of the weakest education indicators in Asia. Lao PDR has a predominantly rural population, with 75 % of the population engaged in subsistence agriculture.

While progress has been made, on current trends, Lao PDR will not meet its MDG targets for education¹. While primary net enrolment rate has risen to 92.7% per cent (91.7% for girls), high repetition and dropout rates mean only 71.1 per cent of students complete the full 5 years of primary schooling. About half of primary schools are 'incomplete', meaning they have only one or two classrooms and offer only two or three grades of primary schooling. A very high percentage of schools (30%) do not have latrines or drinking water for the children. A characteristic feature of rural regions in Lao PDR is food insecurity - malnutrition affects over 40% of children in these areas in Lao PDR, with associated negative impacts on school attendance and learning. Ethnic groups, who make up about 50 per cent of the population in Laos, often live in remote scattered communities and do not speak Lao as a first language, if at all. These factors, coupled with poor infrastructure, present significant challenges to service delivery.

Access to early childhood education is very low in Lao PDR (only around 22% of children attend nursery or kindergarten schooling) with the overwhelming majority of these enrolments in urban areas. Results from Education Development Plan implementation in 2009-2010 reveals 7.3% of students age 6-10 never attend primary school or receive any formal schooling. Participation in secondary school is low, with gross enrolment rates (GER) of about 60.2% (female is 55.5%) at lower-and 33.9% (female is 30.4%) at upper-secondary schools (2009/10).

Education indicators in Lao PDR reveal significant gender disparities, large disparities between rural (especially off-road) and urban areas, and among ethnic groups. Class size is larger in poorer areas and provision of sufficient teachers in poorest districts continues to be a challenge. The incidence of these disparities is unevenly spread across different parts of the country and 56 districts (of the total 143) have been identified as the most educationally disadvantaged. In 2008-2009, approximately 75 per cent of all out-of-school children are located in these target districts, although they account for only one-third of the primary school-age population.

The Government of Lao is committed to education as a national development priority to help meet its twin goals of exiting least Developed Country Status by 2020 and achieving the Millennium Development Goals by 2015, and has taken significant measures to increase support to the sector. The prudent macroeconomic policies in Lao PDR have been instrumental in increasing Government revenues, and the signing of the Amended Education Law 2007, specifies a target of 18% of recurrent public expenditure to be allocated for education. As such, domestic funding to education has increased significantly in absolute terms over the past several years and the quota of public service places committed to the education sector has also seen a substantial increase.

However, while there has been significant improvement in resource flows over the past decade, the gap between needs and resources remains large. The volume of domestic investment budget in the sector is still relatively low at 11.8% of all investment, and the GOL recurrent budget is mostly for wages, salaries and benefits. Thus the sector is dependent upon a significant increase in external funding to help bridge the financing gap in its education plan for the short term.

¹ Source: Millennium Development Goals Progress Report, Lao PDR 2008

1.0 Education sector achievements 2006-10

The period has seen an improved policy environment following the signing of the Vientiane Declaration in 2006. The establishment of the Education Sector Working Group has strengthened policy dialogue and reduced fragmentation in the sector. Achievements include development of the ESDF, a strategic policy framework to guide investments in the whole sector, a policy planning matrix based on the ESDF and an Inclusive Education Policy to ensure that all groups, regardless of gender, ethnicity, disability or social status, are able to achieve equitable access to quality education.

1.1 Pillar 1: Expand equitable access

Access to education programs has improved at all levels (Textbox 1) with school feeding programs in primary schools of 30 districts contributing to increased participation rates, especially among girls. The number of kindergarten, primary and secondary schools has increased. The enrolment rate of students in all levels has steadily increased. The number of combined vocational education and training schools and higher education institutes including public and private grew rapidly; for example, the University of Savannakhet was completed and officially established at the end of 2009, and Souphanouvong and Champassak Universities have been separated from National University of Laos. A Buddhist University is under construction. The achievement of expanded equitable access is briefly described below:

- The enrolment rate of 3-5 year children increased from 8.2% to 22.2%
- The enrolment rate of 5 year old children increased from 16.1% to 36.7%
- The net intake rate for 6 year old in Grade 1 increased from 61.8% to 84.7%
- The number of primary schools increased from 8,573 to 8,968 whereas the number of complete schools increased from 3,795 to 5,129.
- The number of lower and upper secondary schools increased from 641 and 31 in 2004-2005 to 833 and 32 in 2009-2010, respectively, while the numbers of complete secondary schools increased from 284 to 371 in 2009-2010.
- The literacy rate of people aged 15-40 increased from 79.9% to 87% and people aged 15 onward increased from 74.4% to 81.73%

Education access in rural and remote areas has improved through the implementation of various projects at provincial, district, and village levels and there has been construction of schools, training centers and community based education centers increasing access to education at different levels for target populations.

1.2 Pillar 2: Improve quality and relevance

At primary and pre-primary level, the policy framework has been strengthened through the adoption of the Schools of Quality Implementation Guidelines, which promote a holistic approach to school quality improvement that is inclusive of all children, promotes active learning and provides a safe and protective environment. Gender equality, school leadership and community participation are also key dimensions of this approach.

The quality of formal education has also been increasing due to revisions to the K-12 curriculum, improved textbooks and distribution of these to students. An additional year has been added to lower secondary to provide a “5+4+3” system and the allocation of teachers to remote areas has been improved through an increase of 5,000 positions for the teacher quota for 2009-2010.

- Kindergarten teacher training has been expanded from 11+1 to 11+2 and 11+3.
- Primary teacher training has been upgraded from 11+1 to 11+2 and 8+3 curriculum has been improved.
- Lower secondary teacher training has changed from 11+3 system (natural science, social science and foreign language) to five system (Lao language-literature, social science, mathematics, science and foreign language).
- In-service training has continued together with upgrading programs for under-qualified teachers.

Vocational and tertiary education curricula have been reviewed and improved, especially the upgrading of the vocational school curriculum to higher levels. The time to complete a bachelor degree has been reduced from five to four-years of study. National curriculum standards are being prepared for higher education, after which new curricula for Diploma, Higher Diploma, Bachelor, Master and Doctorate programs will be developed. Work is under way to develop common (core) curricula for initial courses that will be taught in all public universities.

At the same time, the Educational Standards and Quality Assurance Centre (ESQAC) has been created to monitor and identify strategies to improve quality and a Strategy Research and Educational Analysis Centre (SREAC) was established to provide the necessary analytical underpinning to identify barriers and ways to improve education policy and strategy.

1.3 Pillar 3: Strengthen Planning and Management

Lao PDR's National Education System Reform Strategy (2006-2015), the Education Sector Development Framework (ESDF) (2009 -2015), and the ESDP Policy Planning Matrix provide an overarching framework to guide domestic and external investments in the sector and includes an outline of the reforms, key policies and strategies required to achieve Education for All (EFA) goals by 2015. The ESDF was developed by the Ministry of Education in consultation with other concerned government ministries and agencies, and in close collaboration with development partners. The ESDF "provides a single plan for the whole education sector. As the education system has transformed from 5+3+3 to a 5+4+3 school system, measures will need to be in place to (i) improve and develop curriculum of quality, (ii) expand the number of classrooms nationwide, (iii) recruit qualified and trained teachers to meet the needs of an expanding kindergarten, primary and secondary school system and to ensure that all settlements and villages have access to a primary school, (iv) ensure that education officers are adequately trained to support education service delivery at all levels of education administration and (v) that ESDF priority action is directed to Lao PDR's 47-poorest districts². The ESDP Policy Planning Matrix emphasizes the 56 most educationally disadvantaged districts. A Performance Assessment Framework (PAF) for the ESDF has also been developed and the Department of Inspection, using its M&E network at all levels has responsibility for sector performance monitoring, based on the PAF.

The Ministry of Education has improved program management by establishing various centers, and separating departments which have different roles. Currently, there are five centers.

² This policy has since been modified to focus on the 56 most educationally disadvantaged districts of the country.

- Education Standards and Quality Assurance Centre.
- Inclusive Education Centre
- Strategic Research & Educational Analysis Center
- Education Statistics and Information Technology Centre
- Education Administrator and Teacher Development Center

Due to the rapid growth of secondary education, the Department of General Education was divided into two departments: the Department of Primary and Pre-school Education, and the Department of Secondary Education. In addition, in order to realize the national socio-economic development strategic plan, the Department of Tertiary and Vocational Education was separated into two departments: the Higher Education Department and the Department of Technical and Vocational Education.

2.0 Issues and challenges in education

2.1 Pillar 1: Expand equitable access

During 2006-10, the quantitative growth of schools, classrooms, numbers of students and teachers increased at all levels, including private education. The expansion of early childhood education was higher than expected. However, the expansion mostly happened in urban areas whereas in the rural and remote areas early childhood education expands slowly or shows no expansion in some areas resulting in many primary students not having preprimary preparation, especially among students who do not speak Lao language. Primary education continues to be characterized by high repetition and dropout rates. In particular, the number of incomplete primary schools remains very high up to 42.8% of total schools which is causing survival rate to grade 5 to be only 71.1%. Gender disparities still remain, especially in primary education within the 56 educationally disadvantaged districts but to a lesser extent in the other 87 districts. Primary Net Enrolment Rate for girls in the 56 priority districts is only 85.6%, (boys is 90%) while enrolment rate for girls in the other 87 districts is 94% (95% for boys).

There are also disparities in access to primary education: 75% of all children, nation-wide not enrolled in schools are in the 56 most educationally disadvantaged districts; even though they represent only one-third of the total primary school population.

Literacy rates among women continue to be low (37%) and in some ethnic groups less than 5%.

Secondary education continues to expand although the quality of teaching and learning remains problematic. The introduction of the extra year to lower secondary has created a problem of teacher competency since existing teachers need upgrading for the extra year at lower secondary and the recently introduced new Grade 12. Provision of new facilities, particularly in rural areas will be a challenge in order to meet the targets outlined in the ESDP Policy Planning Matrix.

Although the 6th NSEDP called for increased output of skilled workers, in fact, provision of skilled workers to the labour market is low and cannot meet social demands, due to declines in enrolments in certificate-level vocational education courses. Most students do not want to study at basic and intermediate vocational education. In contrast, the numbers of students enrolled in universities are already above the 2015 target set in the ESDP Policy Planning Matrix and are causing over-crowding. As a result, tertiary institutions offer courses in multiple shifts and some faculties have to open on weekends.

2.2 Pillar 2: Improve quality and relevance

The shortage of teachers, particularly qualified teachers has resulted in many incomplete schools with many children not having access to the full 5 grades of primary schooling. In the 56 most educationally disadvantaged districts, only 63.7% survive to grade 5, compared to a national average of 71% (2009/10). This, combined with a severe lack of teaching materials has resulted in poor quality learning outcomes as measured at primary Grade 5 using ASLO. In addition, very few districts have taken up the option to localise the curriculum (up to 20% localisation is allowed) resulting in many rural children and parents seeing education as irrelevant to their real needs. Water and sanitation facilities exist in only 30% of primary schools leading to health issues. The MoE will work together with the Ministry of Health to implement the National School Health Policy (2010), for which both ministries have responsibility to improve coverage.

As secondary education expands the quality of teaching and learning remains low. The addition of an extra year to lower secondary education is challenging because teachers need upgrading and training to be able to teach the new curriculum. In addition, a training curriculum for secondary level has to be developed. Another challenge is the provision of teaching and learning materials to secondary schools as identified in the ESDP, especially in the rural areas.

The key challenge for technical and vocational education is to help potential students to see that useful and rewarding careers can be achieved through technical and vocational training, particularly in certificate level courses. In many cases, skilled workers receive higher remuneration than office workers but young people still do not want to work in such fields. The overall planning needs of the 7th NSEDP require this problem to be solved through increased numbers of skilled workers. Other challenges include developing an entrepreneurial orientation in system managements and programs; financial limitations for updating of equipment, facilities and training materials; and a continuing lack of accepted national skills standards.

2.3 Pillar 3: Strengthen Planning and Management

The National Education System Reform Strategy and ESDP Policy Planning Matrix outline the key policies and strategies for the sector through to 2015. However, knowledge and capacity of education administrators in implementation at all levels, especially in local level, is limited. To solve these problems, the Ministry of Education needs to conduct training on education administration and management for education administrators at all levels through establishing its own Educational Administration Institute (an initiative which is being supported by SEAMEO). To assist in this task the Capacity Development Framework is being implemented to identify gaps in the capacity of education administrators.

There is a shortage of students in certificate level vocational courses and policy makers will need to identify policies and incentives to rectify this shortage. Although there is a TVET Master Plan, there is difficulty in implementing this plan due to low enrolments in vocational courses.

The recent expansion of the private sector, particularly at Diploma and Higher Diploma levels of vocational and tertiary levels, has helped ease the demand problem on the government side; however, the education quality from these institutions is low because they place more emphasis on quantity rather than on quality. There are few effective links with industry and private sector enterprise in planning, programming, implementation, student placement and employment and system governance.

In order to implement the National Education System Reform Strategy and ESDP Policy Planning Matrix, a stronger linkage between planning and budgeting will be necessary, at both central and provincial levels. Sector monitoring needs to be strengthened and progress is being made in the

establishment of a Monitoring and Evaluation Network under the coordination of the Department of Inspection. However, capacity building will be required to ensure that sector monitoring is implemented in a systematic manner as required by the ESDP's PAF.

Although the absolute amount of GOL recurrent expenditures directed towards education has grown three-fold in real terms in the past decade, the starting base was small, and even now the share of GOL recurrent expenditures on education as percentage of total GOL recurrent expenditures is low by international standards at around 11%.³ (If all HRD-related activities of other sectors are included, the percent share of education-related activities would rise to 15.8%). The volume of domestic investment in the sector is relatively low and the recurrent budget is mostly for wages, salaries and benefits. Thus, the sector has a relatively small amount of discretionary funding to implement the new policies of the ESDF and will need the continuing support of development partners, to demonstrate the effectiveness of ESDF policy directions

The GOL has committed to the ESDP Policy Planning Matrix through an allocation of an additional 5,000 new general education teaching positions with a priority for teachers deployed to remote areas, and has identified education as one of the priority sectors for new revenue which will come from the Government's Nam Theun2 Power Company Ltd (NTPC) Revenue Management Arrangements.

The gap between enrolment demand and admission capacity of public universities is expected to widen in the future if current trends continue. Thus at university level, there is a need to (i) review the budgeting process and mechanism to identify weakness, and improve, for example, its efficiency and relevance by adding specific budget line of block funding for covering operations and maintenance and depreciation of facilities and equipment; (ii) restructure quota student admission system to better target the poor and disadvantaged students and to increase the overall budget allocation in the form of tuition subsidies and living allowances; (iii) increase tuition fees for "regular" non-quota students; and (iv) diversify the revenue sources of public universities, in cooperation with the private sector.

If these financing issues are not dealt with seriously, it will have an impact on balanced education development in Lao PDR in the short- and long-term.

3.0 Lessons learned and recommendations

3.1 Lessons learned

Steady progress has been made during the period of the 6th NSEDP but a number of issues and challenges remain. Disparities in access to education still remain at all levels and the challenge to provide sufficient incentive for teachers to work in very remote ethnic areas continues. The output of skilled workers remains low and out of balance with the needs of the labour market with most TVET enrolments being in business studies type courses rather than trades courses.

Quantitative expansion has not always been matched by improved quality and relevance of learning outcomes, although the Schools of Quality minimum standards policy has been adopted for primary schools. This will ensure that quantitative and qualitative improvements go hand-in-hand.

³ Source: Source: State Budget Plan for Fiscal Year 2009-10. As adopted by National Assembly 9 July 2009. Other documents often refer to percent share of total budget which may or may not include ODA or may or may not include debt repayments, therefore resulting in different outcomes.

The level of skill and knowledge related to education administration remains low and hinders effective and efficient use of resources. This is particularly the case at District level. There are also weak linkages between planning and budgeting at both central and provincial levels and this weakens efficiency. Both weaknesses cannot be easily monitored and remedied due to insufficient resources directed to sector monitoring. This is an area that needs to be strengthened to make better use of monitoring outcomes to improve future annual planning and budgeting.

The sector share of the total government budget remains well below regional standards and limited expenditure is available for non-salary activities linked to quality improvements. Assistance through ODA continued to increase but its overall effectiveness is hindered by imbalance across sub-sectors with ODA being re-directed from one sub-sector to another.

The major lesson learned is that current expenditure (both government and ODA) does not follow the needs as identified in key documents such as 5 Year Education Development Plan (2006-2010), Education For All (2003-2015), Teacher Training Strategy 2006-2015 and Action Plan 2006-2015, National Education System Reform Strategy and the ESDP Policy Planning Matrix. This will result in unbalanced development of the sector and create challenges for meeting the EFA and MDG targets by 2015.

3.2 Recommendations

1. A more whole-of-sector approach to development, by both government and Development Partners will ensure that quantitative and qualitative improvements occur simultaneously. The Schools of Quality policy should be extended to all levels of general education and its focus on inclusive education and non formal education will enable those currently outside the system, by way of poverty, ethnicity or disability, to participate in a meaningful manner.
2. A more coordinated approach should be implemented to better match all post-basic education enrolments to the needs of the labour market. An extended and more systematic approach to training of education administrators should be implemented with a priority to training DEB staff.
3. There is a need to identify priorities to make best use of limited resources and to ensure that to the maximum extent possible, all financing (government and ODA) is allocated in accordance with 5 Year Education Development Plan, National Education System Reform Strategy and ESDP Policy Planning Matrix priorities. This will require greater predictability of funding and therefore a Medium Term Expenditure Framework (MTEF) must be developed and implemented by MoE and MoF. Work has begun on an education MTEF but to ensure its optimal use for planning it is important that a whole-of-government (including provinces) MTEF is developed and has broad agreement.
4. Currently, all ODA is classified as “investment” funding, although it is clear that many “recurrent” activities are funded through ODA. It is necessary to better disaggregate ODA funding by investment and recurrent.
5. While the ESDP Policy Planning Matrix outlines a sector-wide approach to development and financing, current ODA focuses on sub-sectoral needs, although many projects often cross over a number of sub-sectors. To successfully implement the ESDP, a move towards greater use of pooled funding or a joint financing arrangement is needed as a transition strategy to moving to a Sector-wide Approach (SWAp). This will require enhanced discussion by the ESWG.

PART II 7th 5-year Education Development Plan (2011-2015)

1. References

- Based on the Resolution of the 9th plenary conference of the Lao People's Revolutionary Party
- Based on the Seventh National Government Socio-economic Development Plan 2011-2015
- Based on the Education Strategic Vision 2001-2020
- Based on the National Education System Reform Strategy (2006 – 2015)
- Based on the Education Sector Development Framework (2009-2015)
- Based on the National Education System Reform Strategy assessment phase I (2006-2010)

2. Overall goals

1. Implement the resolution of the Ninth Lao People's Revolutionary Party Congress by placing education system development and human resource development as the core mean for the breakthroughs which emphasise development of a qualified and adequate civil service to respond to demands of public organisation and society.
2. Fully implement the Education Reform Strategy - Phase II (2011-2015) based on the Party's directions and three principles: national , science-modernity and worldly; and including five education dimensions: behavior, intelligence, arts, physical and labour.
3. Breakthroughs to address the issue of teacher shortage: by adequate supply of qualified teachers, enhance teachers' status and quality of teaching including their social living conditions. In addition, teachers should be trained and upgraded. Support excellent and talented students who want to be teachers. Knowledgeable and skillful teachers need to be supported and promoted. A need to focus on improvement and teaching innovation and quality of students' learning performance towards the vision of "teacher training to develop human and develop human to develop national"
4. Continue to develop relevant curricula at all levels to improve students' learning; improve curriculum standards, including the two key areas of political concepts and socialism in addition to their major education. Improve teaching and learning of behavior, political subject and introduction to vocational study. In general, the education curricula development must ensure that Lao population love their nation and new regime, have knowledge and capacity, accountability to meet our national socio-economic development. In addition, the approach of progressive and completion examinations, including students' selection to study in abroad needs review and revision. This is to support students who are excellent and talented to enable them to study at higher levels within the country and other countries.
5. Focus on improving educational infrastructure including facilities and sufficient teaching-learning materials.

6. Strengthen alignment of educational management to be more systematic with planned development of management of leading and technical staff at all levels. Provide upgrading and training in political knowledge, education administration for officials, teachers and education administrators at all levels in coordination with local Party members to develop, stimulate and support teachers to become a member of the Party because all teachers are Party officials who will develop people. Clearly improve the deconcentration in the investment to the education sector, the development and training of human resource between MoE, other Ministries and equivalent agencies and local organization. The MoE will directly be responsible for developing curricula and supply of teacher training, textbook and teaching-learning materials. Local organization will be responsible for the construction of school buildings, classrooms and other basic necessary infrastructure. The expansion of schools should be aligned with Khumban development plan of local organizations.
7. Gradually invest on the education sector to reach 17% - 18% of government expenditures as in the Education Law, at the same time seek support from other organizations, domestic and international, public and private organizations to achieve the targets set by the government.

3. Overall directions

Education sector development will:

1. Define education as the core of human resource development: at the same time human resource development must be relevant to the economic component and to the National Development Strategy to respond to the demands of the labour market (targets⁴ are 70% agriculture, 7% industry and 33% service) and link to regional and international levels.
2. Implement national education system reform that focuses on improved access to all levels of education and enhanced quality improvements at each level, including non-formal education and private education.
3. Support advocacy of political awareness to youth groups, students, teachers and education administrators, since they should be aware of political concepts and be ready to work for their nation.
4. Develop measures to ensure quality education through encouraging good behaviour, education about ethics, physical education, art education, and health education in schools, societies and families.
5. Promote reading, learning, creativity, writing, wider literacy and to stop superstitious beliefs, to avoid narcotic addiction and discourage negative influences in society.
6. Support illiteracy eradication, upgrading people's education level and basic vocational training by using non formal and community learning centres for activity implementation.
7. Develop Lao education to reach international standards.
8. Implement the Education for All National Plan of Action.
9. Increase community and society contributions and government investment in the expansion of educational opportunity.
10. Promote access to education for girls and women and all categories of disadvantaged people.
11. Education development must be relevant to the 7th NSEDP and to achieving EFA/MDG goals.
12. Promote access to continuous upgrading opportunities to become professional teachers.
13. Promote the status of teachers with provision of supportive teacher professional policies.
14. Support teacher training and deployment; and encourage female civil servants in administrative positions at all levels.
15. Promote investment on sector performance monitoring.

⁴ 7th NSEDP

4.0 Objectives

4.1 Pillar 1: Expand equitable access

1. To achieve MDG and EFA goals.
2. To improve access to all levels of education, through expanding construction of new schools and additional classrooms, renovation of existing facilities and continuation of non-formal approaches.
3. To facilitate access to basic education by the poor through provision of block grants to schools enabling all school fees to be abolished and scholarships for the poor for all levels of education to be provided.
4. To introduce new service delivery modes, including community-based school readiness programs and mobile teachers.
5. To expand the number of lower secondary classrooms to support the new Grade 9 and provide scholarships to poor students.
6. To improve access to skills development through the introduction of a vocational stream in upper secondary schools.
7. To support access by ethnic girls and women to technical and vocational education through a voucher system to reduce cost barriers and provision of dormitory accommodation.
8. To increase equity and access in higher education through improved targeted selection criteria and procedures for quota students.
9. To improve quality of higher education through upgrading the four public universities in the areas of facilities, staff and program development.
10. Strengthen governance, financing and quality assurance within the public higher education system, in order to supply skilled graduates in key disciplines responding to the demands of the labor market.
11. To improve primary survival rates to Grade 5 through making incomplete schools complete by expanding multi-grade classrooms; and recruiting more ethnic women as teachers.
12. To promote equity of access to primary education nationwide, especially in the 56 educational disadvantaged districts.
13. To expand illiteracy eradication, primary education upgrading and secondary equivalency programs for youth groups and adults with a focus on the 47 poorest and 56 most educational disadvantaged districts.

4.2 Pillar 2: Improve quality and relevance

1. To expand the number of primary Schools of Quality with extension of the policy to secondary level.
2. To improve the quality of secondary school graduates through the additional year and new curriculum for lower and upper secondary.
3. To establish model complete secondary schools in each province.
4. To continue to implement TESAP to improve the quality of the existing teacher workforce.
5. To provide scholarships for teacher-trainees to attract academically more able students to apply to become teachers.
6. To improve the qualifications of teachers at all levels through improved pre-service programs and provision of more teacher upgrading centres.
7. To deploy better qualified teachers across urban, rural and remote schools nationwide in an equitable manner, linked to educational growth with provision of facilities and incentives for teachers.
8. To improve the quality and relevance of the curricula of secondary education, including strengthening the use of laboratory-based science education.
9. To improve the curriculum and training packages for technical and vocational education to better meet the demand of labor market.

10. To increase private sector involvement in TVET strategy and delivery.
11. To identify national skills standards and implement a sustained social marketing campaign to improve the poor public perception of TVET and vocationally oriented occupations.
12. To better align tertiary education development to the overall government human resource development strategy through enhanced links to the private sector, enhanced relevance of courses, curriculum, and teaching materials; strengthened quality assurance, accreditation, and credit systems and enhanced teaching and research capacities of public university faculties; all within an improved teaching and learning environment.
13. To develop educational standards and an overall quality assurance system for all levels in both the public and private sector.
14. To develop capacity in science research by establishing a natural-social science research institute.
15. To improve the non-formal curriculum of basic education, basic vocational education and develop curricula of lower secondary education and higher education.

4.3 Pillar 3: Strengthen Planning and Management

1. To revise regulations and other principles concerning the responsibility of organizations at central, province, district and school levels. Review the mandates, responsibilities including the responsibility of village education development committees, district and province level.
2. To revise the policies and regulations regarding the mandate of provincial departments of education regarding how teachers are allocated to different districts, rural and remote areas.
3. To develop national teacher standards to assist educational decentralization in teacher recruitment and employment process and to ensure qualified teacher recruitment and minimise attrition
4. To strengthen the TVET policy and regulatory framework so that funding for TVET is more demand-side based and greater flexibility in employment arrangements for TVET teachers allows TVET institutions to organize themselves in the most efficient and effective manner and to respond to changes in the demand for skills.
5. Institutionalize an information management system to provide data to the MOLSW and the MOE on labor market indicators such as skill shortages and salary levels for TVET trained workers, and improve higher education focus on providing graduates to meet development needs.
6. To improve overall strategic planning and master plan development for higher education.
7. To enable DHE to have greater oversight of private institutions and establish clearly defined governance and management structures at each public university.
8. To strengthen careers guidance and information available to lower and upper secondary students concerning available higher education options and associated issues of employability.
9. To improve the admissions procedures to increase efficiency and equity.
10. To strengthen educational administration by establishing an Education Administration Training Centre. Train teacher-trainers, develop curriculum for training and conduct training for education administrators at all levels
11. To monitor and check compliance of implementation of the new Education Law of 2007.
12. To involve communities more in the management of schools through Village Education Development Committees implementing school improvement plans financed by school block grants.
13. To strengthen sector performance monitoring through use of the ESDP Performance Assessment Framework to enable an annual joint sector report to be prepared under the coordination of the Department of Inspection.
14. To improve non-formal education policy , strategy and related legislation.

15. Implement the Vientiane Declaration principles through greater use of government systems and pooled funding programs.
16. To increase the share of government expenditure to the education sector in line with the ESDP projections and for ESDP identified sub-sectoral shares and in accordance with the Education Law (18% target).
17. To improve linkages between planning and budgeting to ensure effective and efficient uses of both government and ODA financing and to better match ODA flows to ESDP priorities.
18. To provide budget allocations for block grants to offset school fees and to provide funds for school improvements for better quality of learning.
19. To provide budget shares according to ESDP projections to ensure balanced development between basic and post-basic education.
20. To develop a Medium Term Expenditure Framework for the sector, including provincial level.
21. To link objectives, indicators, programs and budgets with the strategies of the education sector.

5.0 Overall targets

5.1 Basic education

5.1.1 Early Childhood Education

1. 39% new admission rate in community-based play groups, pre-school and kindergarten.
2. Gradual expansion of admissions of 5-year olds into pre-schools to 55% by 2015.
3. Reach an enrolment rate of 17% for 3 and 4-year olds by 2015.
4. Reach a 30% share of enrolment in community-based school-readiness programs by 2015
5. Reach a 30 % share of enrolment in private kindergartens by 2015.

5.1.2 Primary Education

1. 98% primary school gross intake rate by 2015.
2. 98% primary school net intake rate by 2015.
3. 95% primary survival rate by 2015.
4. Expanded school feeding program to 39 districts with transfer of management and implementation from WFP to the MoE beginning from 2011.
5. 98% progressive promotion rates for primary by 2015.
6. By 2015, 20% of children in grades 4 and 5 will receive scholarships, especially those excellent students and those from poor families, starting 10% from 2010.
7. One textbook per student per subject for all students by 2015.
8. 50% of all primary schools have latrines and water supplies.

5.1.3 Lower Secondary Education

1. Reach 75% gross enrolment rate in lower secondary school by 2015.
2. 98% progressive promotion rates for lower secondary by 2015.
3. Develop the curriculum with provision of teacher manuals and textbooks to lower secondary school nationwide.
4. Scholarship provision to approximately 20% of lower and upper secondary students, 10% for the poor based on conditions in 2011.
5. Expand lower secondary school to all village clusters (Khumban) and ensure that there is one lower secondary per four complete primary schools.
6. One textbook per student per subject for all students by 2015.

5.2 Inclusive and non-formal education

1. Improvements in the design of NFE vocational and rural skills training programs.
2. Illiteracy eradication for the target population as follow:
 - a. 15-24 year old group from 91.8% in 2010 to 99% in 2015
 - b. 15-40 year old group from 87% in 2010 to 93% in 2015
 - c. 15-24 year old group from 81.73% in 2010 to 87% in 2015
3. The target districts continue to improve primary training completion and primary completion nationwide by 2015.
4. Increase training and upgrading of secondary level from 4,914 to 19,500 persons for lower secondary education in 2010 and 9,489 to 27,000 persons for upper secondary by 2015.
5. Upgrade the pre-service and in-service teacher education content to address inclusive education policy based on gender awareness, ethnic diversity, children with special needs and disabled learners, including the issue of teaching Lao language to children from ethnic groups.
6. Prepare and endorse guidelines on the design and environment for equipping of inclusive education schools and criteria for opening a special school for learners with disabilities.
7. Increase the number of inclusive education schools according to the number of disadvantaged children in a district and across a province.
8. 30% of children with disabilities are included in grades 6 to 9.
9. Improve and encourage children with special needs to study in regular classrooms.
10. Provide vocational training for people with disabilities.

5.3 Post Basic education

5.3.1 Upper Secondary Education

1. A Gross Enrolment Rate of 43% by 2015.
2. Expanded private provision of upper secondary schooling with the required new regulations and involvement of the Educational Standards and Quality Assurance Centre.
3. Have 25% of gross enrolment of upper secondary education enrol in general vocational education with 50% female and 20% from the poorest families by 2015.
4. Develop curriculum and provide teacher manuals and textbooks to upper secondary school nationwide.
5. Model upper secondary schools in every province throughout the country by 2015.

5.3.2 Vocational Education and Training

1. 40% of TVET students receive scholarships from 2011.
2. New curriculum programs meeting labour market demand.
3. A focus on skilled vocational education level (9+2), (9+3) and technical level (12+2), (9+3) + (1 to 2) in 4 priority skill areas⁵ where there is an identified labour demand.
4. An institutional focus on 7⁶ TVET institutions and the Skilled Development Centre.
5. Minimum of 50,000 students from 2015 with 50% female and 20% from the poorest families.
6. 300 new TVET graduate instructors and teachers per annum from 2012.
7. Establish 3 to 4 vocational training centres in cities where economic development is well established.
8. Introduction of a voucher system to students, targeting girls and ethnic groups, from poor families and provision of dormitory accommodation to increase enrolments in certificate and diploma courses of TVET.

⁵ Construction and building trades, Mechanical and machinery maintenance and repair, Furniture-making; and Basic business skills

⁶ 7 public institutions and 4 private Project institutions

5.3.3 Higher Education

1. 50% female enrolment across higher education and teacher education by 2015.
2. Improved infrastructure at Champasack, Souphanouvong and Savannakhet Universities
3. Percentage of quota students reduced from 50% in 2009 to 30% in 2013 and 20% in 2015, comprising mostly disadvantaged female and ethnic students.
4. Improved university access to poorer students by means of scholarships (20% of total enrolment) by 2015.
5. 80% of university students fee paying by 2015, with a per student cost recovery level at least double that of 2010.
6. Improved autonomous governance of public universities through University Councils comprising at least 30% of membership from community and industrial/business fields by 2013 and 40% female members by 2014.
7. Functional MIS operating with DHE and three universities by 2012.
8. Four ICT-based teaching and learning centres developed at NUOL, Champasack University, Souphanouvong University and Savannakhet University, including, at each university, a modern library with electronic services (e-library).
9. 20 Bachelor degree programs to meet national standard credit-based system requirements by 2012.
10. Full government support to domestic and international investment on private TVET and higher education development.
11. 80 private HEIs assessed and accredited by 2015.
12. Focus on development of Science, Technology, Engineering and Mathematics courses to meet national development goals.
13. Feasibility studies for new universities in Oudomxay and Xiengkhouang.
14. Strengthen National University of Laos to become a centre for university research coordination (NUOL Research Institute) and a model of science research.
15. Number of research publications to be increased to 10 by 2015.
16. Strengthen Champasack University to become a model of agriculture research and teaching.
17. Strengthen Souphanouvong University to become a model of transportation and tourism research and teaching.
18. Strengthen Savannakhet University to become a model of economics research and teaching.
19. Support technical cooperation and exchanges with domestic and international institutes in learning and teaching approaches using electronic materials.
20. Strengthen the Professional Development Unit functions and network between DHE and the public universities to ensure high quality teaching.

5.3.4 Teacher Education

1. Provision of scholarships for quota students.
2. Implementation of Teacher Education Strategy and Action Plan, including improved facilities, enhanced entry requirements for trainees, improved teaching practice and strengthened administration and management.
3. Decrees issued over 2011 in support of strengthening teacher training and enabling teacher education institutions to offer a 9+3, 12+2 and 12+4 degree programs from 2012 onwards with a total enrolment of around 15,000.
4. New teacher training curriculum developed over 2010-2012 reflecting the 5+4+3 school organizational structure.
5. Improved quality assurance mechanisms for pre- and in-service teacher training.
6. 20% of teachers receive in-service training annually.
7. Expand 9 teacher training centres to provinces without a teacher institute

8. Issue decree on quota system and budgeting based on following Pupils-Teacher Ratios:
 - a. 20:1 in kindergarten level
 - b. 31:1 in primary level
 - c. 25:1 in lower secondary level
 - d. 20:1 in upper secondary level

9. Standard of teacher career development will be upgraded by 2015 as follow:
 - Kindergarten level:
 - Kindergarten teacher (Diploma) 20%
 - Kindergarten teacher (Higher) 70%
 - Kindergarten teacher (Bachelor) 10%
 - Primary level:
 - Primary teacher (Diploma) 20%
 - Primary teacher (Higher) 70%
 - Primary teacher (Bachelor) 10%
 - Lower secondary level:
 - Lower Secondary teacher (Higher) 30%
 - Lower Secondary teacher (Bachelor) 70%
 - Upper secondary level:
 - Upper secondary teacher (Bachelor) 90%
 - Upper secondary teacher (Master) 7%
 - Upper secondary teacher (PhD) 3%
 - Higher Education level:
 - All teaching staff to have obtained a Certificate of Competence based on modular face-to-face and e-learning
 - Teaching staff at public universities to be qualified at the ratio 1 PhD : 6 Master : 3 Bachelor

5.4 Improved Education Sector Governance and Performance Management

1. Improve organization structure, administration and education management in all levels.
2. Revised legislation and regulations consistent with revisions to staff functions, responsibilities and mandates at the central, provincial and district levels including primary and secondary school education responsibilities for VEDCs.
3. MoE to set parameters for the upgrading of managers and teachers by 2015, based on the Capacity Development Framework.
4. Wider use of ICT to improve the efficiency of sector management, within the deconcentrated structure, based on sector objectives and challenges emphasising equity as well as efficacy and cost-efficiency, and include investment in capacity building and other soft components.
5. Additional technical assistance provided by the ESDP in Governance and Institutional Reform. Complete organisational assessments and functional reviews of central MoE, provincial PES, DEB and VEDC and formulate guidelines for revised operations by the end of 2011.
6. Revised expenditure and service assignment at each level of education administration with school block grants assigned under the central MoE budget.
7. Issue a decree outlining supply and demand guidelines and respective central, provincial, district and TEI responsibilities by the end of 2011 against agreed pupil: teacher ratio (PTR) norms.
8. Review management arrangements concerning DTE, Teacher Education Institutes and teacher development centres to improve efficiency and effectiveness.

9. Establish a pupil to teacher ratio-based school staffing norm with implementation planned for 2011.
10. Revise regulations and operational guidelines for matching teacher supply and demand within teacher education institutions.
11. Issue of a decree, regulations and compliance monitoring guidelines for abolition of registration and instructional fees for students in early childhood playgroups, primary, lower secondary, NFE and teacher education.
12. MoE instructions and guidance on a pilot scheme for the phased and incremental introduction of fee abolition. The 56 most educationally disadvantaged districts used as pilot districts for the abolition of fees and school registration costs.
13. Issue of a decree, regulations and compliance monitoring guidelines for introduction of formulae and unit cost based non-salary school block grants to all primary and secondary schools to offset loss of school income through abolition of fees, with a nationwide information and advocacy campaign.
14. Issue of a decree on reduction of percentage of University quota students to 20% with concomitant increase of fee-paying students to 80%.

6.0 Implementation action plan 2011-2015

The policies and strategies identified in the National Education Reform Strategy and the ESDP Policy Planning Matrix are the core principles for the effective implementation of the Education 5-Year Plan (2011-2015) - ESDP. A summary of the costed and scheduled operational plan for implementing and financing the ESDP will be included in annual costed sector plans. For each strategic area, activities necessary for achieving the objectives of the strategic area have been identified. Key issues for reform include introduction of the new year 12 curriculum during school year 2010/11; introduction of Block Grants and abolition of informal fees for basic education beginning financial year 2011/12; more equitable access to higher education and TVET from 2012; model schools for secondary education in all provinces by 2013; a new curriculum with textbooks for secondary education completed by 2014; and achievement of EFA goals by 2015.

The following summary highlights the objectives and policies (targets) of each strategic area. The bullet points below give a summary of activities. The full list of activities is listed in the narrative summary of the Annual Costed Sector Plans which exist as separate documents. The ESDP Planning Matrix (Annex 1) provides more detail.

6.1 Pillar 1 - Expand equitable access

Objective To stimulate demand for education whilst ensuring the supply of required education services including the better deployment of teachers in service to achieve equitable access by girls, ethnic groups, children with disabilities and other disadvantaged groups.

Policy 1: Reducing Cost Barriers for Education

Implementation Actions:

1. Elimination of formal registration and instructional fees for early childhood education, playgroup, primary and lower secondary education, non formal education and teacher education offset by a phased and incremental scheme of school block grants, school operational budgets and school development plans.
2. Phased introduction of a block grant for community-based play groups and kindergartens including short school readiness programs before primary school entry.

3. Provision of pro-poor subsidies and scholarships to children from poorer families for school Grades 6-9 and targeted Grade 1-5 subsidies.
4. Increased level of scholarship provision for trainee teachers based on acceptance of remote posting and pro-poor scholarship allocation to other sub-sectors.
5. Introduction of a voucher system to support poor students enrol in TVET certificate and diploma courses.
6. Phased introduction of better-focused pro-poor scholarships up to 20% of higher education intake with revised study fees and other financing to offset effects on university financing.

Policy 2: Reducing Repetition and Dropout

Implementation Actions:

1. Increased promotion rate from Grades 1 to 9 and transition rate from Grades 5 to 6 through setting up progressive promotion with remedial classes to address student performance.
2. Provision of subsidies and scholarships for the poorest students and a range of complementary targeted incentive strategies including school feeding and improved admission of disabled students.
3. Improved regulation of age 6 entry into Grade 1 and increased ECE opportunities for 5 year olds.
4. Better focused tertiary scholarships to ensure the most disadvantaged students can afford to complete their degree programs.

Policy 3: Enabling Greater Private and Community Participation

Implementation Actions:

1. Preparation of a cross-cutting policy and strategic plan for public-private partnerships.
2. Restoration and expansion of the community learning centres network through support for Village Education Development Committees.
3. Promote participation by the private sector (including NGOs and other non-profit organizations) in expanding access to education at all levels.
4. Promote the participation of communities and the business sector in curriculum development.

Policy 4: Targeted Education Facilities Development

Implementation Actions:

1. Provision of new and additional classrooms with multi-grade teaching in villages and village clusters without a complete primary school of all 5 grades.
2. Introduce basic-education cycle schools of Grades 1 to 9 through the provision of additional classrooms in selected locations without a Grade 6 to 9 school facility.
3. Provision of additional classrooms and facilities for upper secondary education, including a model complete secondary school in each province.
4. Expansion of IVET centres and transformation of Teacher Education Institutions into fully accredited degree-awarding institutions possibly co-located on one site.

Policy 5: Facilitating enrolment, progression and completion of all unreached learners through Inclusive Education

Implementation Actions:

1. Development and implementation of a national inclusive education policy.
2. New curriculum programs responsive to the needs of disadvantaged populations.
3. Provision of new schools and additional classrooms in areas with female/ethnic low enrolment or high drop-out.

4. Equal opportunity for all women and men on completion of basic education to enrol in upper secondary school and technical and vocational education.
5. Improved facilities to permit physical access to education (ramps, latrines, etc.).
6. Strengthening multi-grade teaching in small schools.
7. Provision of complete schools to remote areas through VEDCs and expansion of cluster school network for professional support.
8. Provision in the education system at all levels for all students with special needs
9. Reduction in direct and indirect cost barriers to education at all levels for poor families.
10. Increased enrolment in early childhood education of 5 year old children from remote rural areas.
11. Increasing enrolment in non-formal education programs with an increased investment in village-based community lifelong learning centres.
12. Equivalency programmes for out-of-school over-age children.
13. Inclusion of life skills education to enhance the practical knowledge and competence of all children.
14. Integration of health and nutrition services into schools.
15. HIV/AIDS awareness raising among vulnerable groups

Policy 6: Facilitating access to Early Childhood Education

Implementation Actions:

1. Increasing the number of community based school readiness programs.
2. Block grants for community based school readiness programs and kindergartens

Policy 7: Increasing enrolment in Upper Secondary, Upper Secondary Vocational Education, post-secondary Technical Colleges, and Higher Education

Implementation Actions:

1. Expanding provision of upper secondary and higher education places by encouraging private sector investment and public-private partnerships in the delivery of education.
2. Provision of one TVET college in each province with pathways to other advanced institutions.
3. Establish 3 to 4 vocational training centres in cities where economic development is well established.
4. Increased equitable access to higher education from all provinces.
5. Improved focussing of pro-poor initiatives to enable participation in higher education.

6.2 Pillar 2 - improve quality and relevance

Objective To improve quality through a combination of supply-side strategies (availability of books and qualified teachers) and better governance focussed strategies including school and student performance monitoring, accreditation of degrees, diplomas and certificates and establishment of quality assurance systems

Policy 1: Curriculum Reform and Instructional Materials Provision

Implementation Actions:

1. Introduce a curriculum policy and strategy with increased instructional hours and equitable access to essential textbooks.
2. Provide equitable access to textbooks and selected complementary instructional materials for Grades 1–9 through one-off central procurement and replacement costs in block grant schemes.
3. Develop common curricula and materials for core higher education courses.
4. New education and training standards for vocational and technical education syllabi, including new labour-market orientated curriculum programs.

5. Engage the private sector in ensuring relevance of curricula of post-basic education to the needs of the labour market. Inclusion of careers guidance and information provision at lower and upper secondary education levels to assist students in the selection of post-basic and higher education programs.

Policy 2: Pre and In-Service Teacher Training and Staff Development

Implementation Actions:

1. Rationalization of the intake for provincial TEIs and Faculty of Education, NUOL to maximize the use of teacher training facilities, staff and other resources to ensure primary, lower secondary and upper secondary teacher-demand needs are met, including provision of additional facilities where necessary.
2. Review the TEI curricula, textbooks and other learning materials to make them consistent with the Reform Strategy and ESDP Policy Planning Matrix.
3. Review and improve the teaching practice component of pre-service training.
4. Capacity building for TEI lecturers and administrative staff.
5. Improve quality of entrants to TEIs and increase deployment of newly qualified TEI and NUOL graduates to under-served areas with increased recruitment of TEI intake from under-served areas.
6. Introduce teacher development networks to support ongoing professional development.
7. Introduce Professional Development programs for higher education teaching staff leading to certification of competence.

Policy 3: Equitable Teacher Deployment and Distribution

Implementation Actions:

1. Introduce new staffing norms for schools, based on a pupil to teacher ratio formula with a staff salary budget planning based on this formula.
2. Introduce new guidelines for remote and under-served area teacher deployment with increased school posting allowances for remote and disadvantaged schools.
3. Introduce new conditionalities related to remote and difficult postings including 100% housing allowances and newly posted teachers receiving a payment in advance of taking up their post.
4. Identify specific school postings for trainee teachers at the beginning of training linked to a signed agreement to take up the post within the identified school.
5. Introduce new guidelines for ensuring the more effective deployment and use of teachers including expanded multi-grade teaching, teachers trained in 2 or 3 subjects, and working across more than one school.

Policy 4: Teacher Performance, Remuneration and Incentives

Implementation Actions:

1. Introduce accelerated promotion for school head teachers based on leadership programs, planned performance appraisal, induction programs and new head-teacher allowances.
2. Introduce a 3-year probationary head teacher program in incomplete schools with the incentive of confirmation in head teacher position if school offers Grades 1-5 after 3 years.

Policy 5: Improved School and Student Performance Monitoring

Implementation Actions:

1. Define minimum standards of student achievement for Grades 3, 5 and 9 and assure a shared understanding of minimum standards amongst teachers, parents and other stakeholders.
2. Develop new institutional arrangements for nationwide student performance monitoring requirements to improve learning outcomes and employment opportunities.

3. Improve efficiency in school performance monitoring
4. planning and management through redefined role of pedagogical advisors and inspection services at the central, provincial and district levels and introduction of performance measures for all education staff at all levels.

6.3 Pillar 3 - Strengthen planning and management

Objective To strengthen education management at the central, provincial, district and school-community levels through revised regulations and reorganisation of core organisation/management functions as well as revised governance arrangements.

Policy 1: Strengthening Central and Provincial Planning and Monitoring Systems

Implementation Actions:

1. Strengthen coordination systems within central MoE departments and PES for operational planning in support of ESDP implementation.
2. Strengthen central and provincial technical, personnel and financial management information systems against agreed performance indicators.
3. Strengthen capacity for strategic planning and budgeting in higher education Institutions and MOE.

Policy 2: Enhanced District and School Management Systems

Implementation Actions:

1. Strengthen district and school program management systems through additional capacity building for budget management units and schools.
2. Strengthen district-level personnel planning and management systems against agreed staffing norms.
3. Strengthen higher education, TVET and teacher training institutions' technical and financial management systems.

Policy 3: Strengthening Governance, Regulatory and Information Systems

Implementation Actions:

1. Strengthen school/institutional governance capacity for financial management decision-making.
2. Delegate increased authority to schools and DEBs for the implementation of the ESDP.
3. Establish broad-based University Councils and elected University Presidents.
4. Strengthen central level ESDP planning, coordination, human-resource monitoring and sector performance monitoring systems against agreed indicators.
5. Improve information flows between central MoE, provinces, districts, VEDCs and civil society. Increase levels of financial and management autonomy at HEIs.

Policy 4: Strengthening Education Management and Human Resources

Implementation Actions:

1. Revise legislation and regulations for revised staff functions and responsibilities at central, provincial, and district levels, including primary and secondary school responsibilities for VEDCs.
2. Realign functions and operational guidelines for the implementation of the revised responsibilities at all levels, to strengthen education management.
3. Revise regulations and responsibilities for teacher supply and demand planning.
4. Review of teacher pay and allowances system to improve incentives.

Policy 5: Implementing pro-poor education financing strategies

Implementation Actions:

1. Regulate cost-sharing for post-basic education.
2. Abolition of fees for basic education.
3. Provision of school block grants and targeted scholarships.
4. Financing of key quality inputs (textbooks and better qualified teachers).
5. Education staff/teacher supply and demand planning and budgeting against regulated staff norms.
6. Enhance the role of the Village Education Development Committees and regulations for school-community involvement and financial decision-making.
7. Increase financial transparency and accountability by reporting/dissemination of public, parental and school-community expenditures.
8. Improve alignment of central/provincial/district budgets with national policy.
9. Better focused pro-poor scholarship programs for higher education.
10. Use of the ESDP Policy Planning Matrix as the basis for determining external development assistance.

Policy 6: Operational Strategies for Improved Results in Sector Monitoring

Implementation Actions:

1. Agreement on delineation of responsibilities for results orientated sector performance monitoring involving central MoE, PES, national and provincial audit offices and the central MOE departments.
2. PES sector performance monitoring.
3. Improved sector and financial performance reporting system.
4. Coordination of financial performance monitoring including release of funds.
5. Improved sample audit system.

Policy 7: Realignment of Performance Monitoring Systems

Implementation Actions:

1. Strengthen ICT-based Information Systems especially at district level, and link where possible to web-based information management systems.
2. Implementation of annual sector review (including PAF).

6.4 Improved Financing Mechanism, Planning and Management

Objective To outline a financing strategy in support of the development of the education sector including financial planning and other aspects of financial management. The financial plan in the ESDF will guide the annual budget preparation.

Principle 1: Improved targeting, predictability and sources of sector financing

Implementation Actions

1. Targeting investment planning within ESDP priorities.
2. Improved stability in medium term external investments.
3. Increased utilisation of government sector financing channels.
4. Increased education budget share from the state budget.

Principle 2: Improved resource management and improved aid effectiveness through use of ESDP policy planning matrix and strategic priorities as a basis for determining external development assistance.

Implementation Actions

1. Increase in government-led and government financed activities through the annual costed sector plan.

2. Education Sector Working Group discusses approaches to achieve greater alignment between country strategies of Development Partners and funding priorities of the ESDP policy planning matrix.
3. Education Sector Working Group agrees to improve harmonisation and increased use of government systems in accordance with the Vientiane Declaration.
4. ODA database is used to plan future external funding.
5. Improved selection and targeting of external training and scholarships.

Principle 3: Improved Financial and Budget Planning and Management Systems

Implementation Actions

1. Strengthen collaboration between the Ministry of Education, Ministry of Finance and Ministry of Planning and Investment and provincial authorities on formulating an education sector medium-term expenditure framework based on defined ESDF priorities.
2. Formulate regulations and operational guidelines for the design, management and implementation of proposed school block grants alongside a focus on capacity building at central MoE, district and school levels for accounting and reporting.
3. Implement revised guidelines for the current block grant mechanisms for TVET, TEI and Universities, once new cost sharing arrangements proposed by the ESDP Policy Planning Matrix are introduced.
4. Define central MoE and provincial authority capacity to set and monitor agreed norms for provincial, district and school staffing levels and an associated salaries budget with increased delegated authority to provincial authorities to manage salaries budgets.

6.5 Strengthening Sector Performance Monitoring and Review Mechanisms

Objective To delineate responsibilities at all levels to ensure a more results oriented sector performance monitoring framework

Principle 1: Development Partners will seek to harmonise their monitoring and reporting requirements, and utilise joint formats for periodic reporting

Implementation Actions

1. An annual Joint Sector Review Mission will be implemented with Development partners encouraged to incorporate their Project review missions within the joint mission.
2. The Joint Sector Review Mission will focus on both ESDF outcomes and the ESDF as a process.

Principle 2: Realignment of Performance Monitoring Systems

Implementation Actions

1. Apply the ESDP Performance Assessment Framework to gather information and knowledge management related to the implementation of agreed performance targets based on access, quality, standards and sector governance and accountability.
2. Application of trend analysis of PAF finding for identification of follow-up strategic and program adjustment.
3. Strengthen ICT-based information systems especially at the district level.

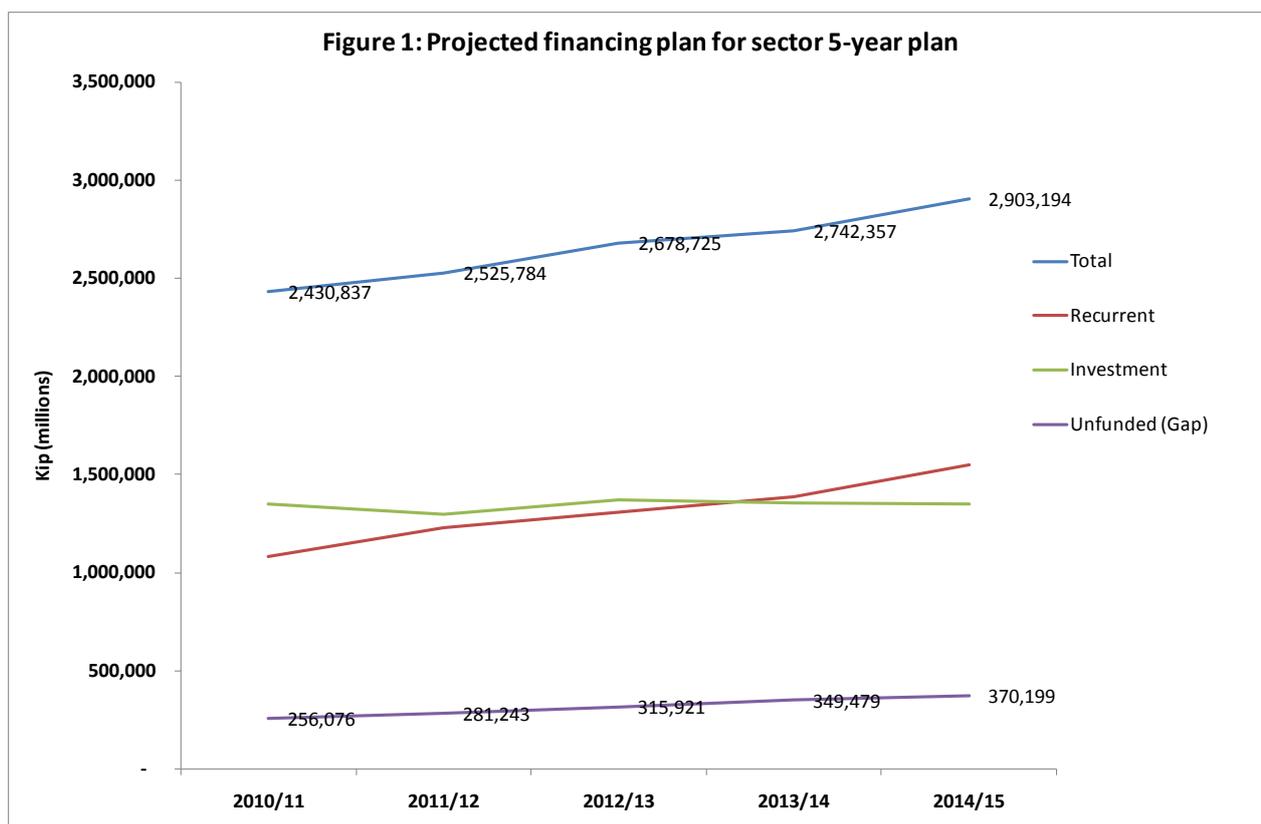
PART III: Resources and Financial Requirements

1. Education Sector Financing Plan 2011-2015

The ESDP provides a balanced approach for education sector development to ensure that investment in the education system is national, coordinated, and even. This will overcome education system disparities that prevent sustained education sector development. A sector-wide framework leading to a single and agreed education sector-wide approach enables the government and Development Partners to plan according to agreed outcomes and targets within an annual implementation plan. This also allows the Ministry of Education and Development Partners to adopt a longer-term approach for support to the sector with investment planning captured within a single resource and funding envelope.

The financing plan uses data from 2009/10 as its base year and projects enrolment growth at various levels according to policy decisions outlined in the ESDP Policy Planning Matrix. These policy decisions assume achievement of EFA and MDG targets by 2015 together with 75% participation rates in lower secondary, while at the same time allowing for a balanced development of the sector in accordance with the 7th National Socioeconomic Development Plans. On the basis of enrolment projections, estimates of numbers of additional classrooms, teachers, textbooks, etc are made on the basis of policy decisions of the ESDP Policy Planning Matrix related to class-size, textbook ratios, and so forth. A similar approach is made to projecting administrative staff, additional costs to make education inclusive and to implement block grants to both overcome cost-barriers and enable school improvement plans to be developed and implemented by Village Education Development Committees. This approach enables an estimate of total financing needs (disaggregated by investment and recurrent) required to implement the plan through to 2015.

The financing gap to achieve the 5-year plan is calculated by comparing the total cost of implementation against projected resource flows to the sector. This financing gap is 1,573,000 million kip (USD 197 million) over the 5-year period. A summary of the financing plan is given in Figure 1:



Recurrent Budget

A major constraint to improving quality of teaching and learning and strengthening governance is the very low non-wage recurrent budget that is available, particularly at provincial level. At the end of the 6th Plan period, the provincial non-wage recurrent budget share to education was only 9.5% of the total non-wage provincial budget. MOF expects to introduce budget norms in the 2011/12 financial year to provide additional funding to provinces to increase this non-wage recurrent budget to at least 14% increasing to 25% before 2015. This extra funding, together with the introduction of Block Grants, also in 2011/12 will provide the necessary non-wage recurrent budget to support many of the activities required in the 5-year plan. Table 1 shows the projected recurrent budget needed to support the 5-year plan.

Table 1: Recurrent budget (kip, millions)

| Education Sector | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | Total 5-years |
|---------------------------|-----------|-----------|-----------|-----------|-----------|------------------|
| Recurrent required | 1,081,679 | 1,229,722 | 1,306,470 | 1,385,892 | 1,551,544 | 6,555,307 |
| Total Sector Wage | 748,805 | 803,231 | 856,292 | 911,532 | 967,076 | 4,286,934 |
| Total Sector Non-wage | 332,874 | 426,492 | 450,178 | 474,360 | 584,468 | 2,268,372 |

Table 2 shows projected sub-sectoral shares of the recurrent budget.

| Table 2: Recurrent (kip millions) | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | Total 5-years |
|--|----------------|----------------|----------------|----------------|----------------|----------------------|
| Early childhood Education | 41,537 | 48,610 | 54,636 | 60,673 | 66,698 | 272,154 |
| ECE Wage | 29,159 | 33,654 | 38,149 | 42,644 | 47,139 | 190,744 |
| ECE Non-wage | 12,378 | 14,956 | 16,487 | 18,029 | 19,560 | 81,410 |
| Primary Education | 386,412 | 410,674 | 435,409 | 459,889 | 484,172 | 2,176,556 |
| Primary Wage | 294,903 | 314,011 | 333,118 | 352,225 | 371,332 | 1,665,589 |
| Primary Non-wage | 91,509 | 96,663 | 102,291 | 107,664 | 112,840 | 510,967 |
| Secondary | 281,414 | 300,532 | 313,502 | 326,625 | 339,902 | 1,561,975 |
| Secondary Wage | 207,780 | 223,618 | 233,153 | 242,688 | 252,223 | 1,159,462 |
| Secondary Non-wage | 73,634 | 76,914 | 80,349 | 83,937 | 87,679 | 402,512 |
| Non-formal | 46,462 | 50,181 | 53,917 | 57,670 | 61,442 | 269,673 |
| Non-formal Wage | 39,806 | 43,193 | 46,579 | 49,965 | 53,352 | 232,895 |
| Non-formal Non-wage | 6,656 | 6,989 | 7,338 | 7,705 | 8,090 | 36,778 |
| TVET | 75,511 | 88,664 | 102,105 | 115,838 | 129,863 | 511,981 |
| TVET Wage | 23,550 | 28,827 | 34,399 | 40,265 | 46,425 | 173,466 |
| TVET Non-wage | 51,961 | 59,836 | 67,707 | 75,573 | 83,438 | 338,515 |
| Teacher Education | 77,923 | 69,869 | 67,977 | 68,548 | 69,114 | 353,431 |
| Teacher Education Wage | 56,795 | 50,461 | 48,761 | 48,936 | 49,111 | 254,064 |
| Teacher Education Non-wage | 21,128 | 19,407 | 19,216 | 19,612 | 20,003 | 99,367 |
| Higher Education | 63,466 | 68,666 | 73,894 | 79,159 | 170,451 | 455,637 |
| Higher Education Wage | 31,581 | 36,303 | 41,035 | 45,777 | 50,528 | 205,224 |
| Higher Education Non-wage | 31,885 | 32,362 | 32,859 | 33,383 | 119,924 | 250,413 |
| Inclusive Education | - | 71,760 | 72,449 | 73,096 | 73,694 | 290,999 |
| Inclusive Education Wage | | | | | | - |
| Inclusive Education Non-wage | - | 71,760 | 72,449 | 73,096 | 73,694 | 290,999 |
| Administration | 108,954 | 120,767 | 132,580 | 144,394 | 156,207 | 662,902 |
| Admin. Wage | 65,230 | 73,164 | 81,098 | 89,032 | 96,967 | 405,491 |
| Admin. Non-Wage | 43,724 | 47,603 | 51,482 | 55,362 | 59,241 | 257,411 |

Note: Wage costs for Inclusive education are included under Administration.

The recurrent budget required to support the sector 5-year plan is shown in Figure 2. This proposed budget includes Block Grants, as defined in the ESDF Policy Planning Matrix, at all levels. The present education share of the national recurrent budget is about 11% which will not be sufficient for successful implementation of the sector plan. A greater share of the national recurrent budget will be required.

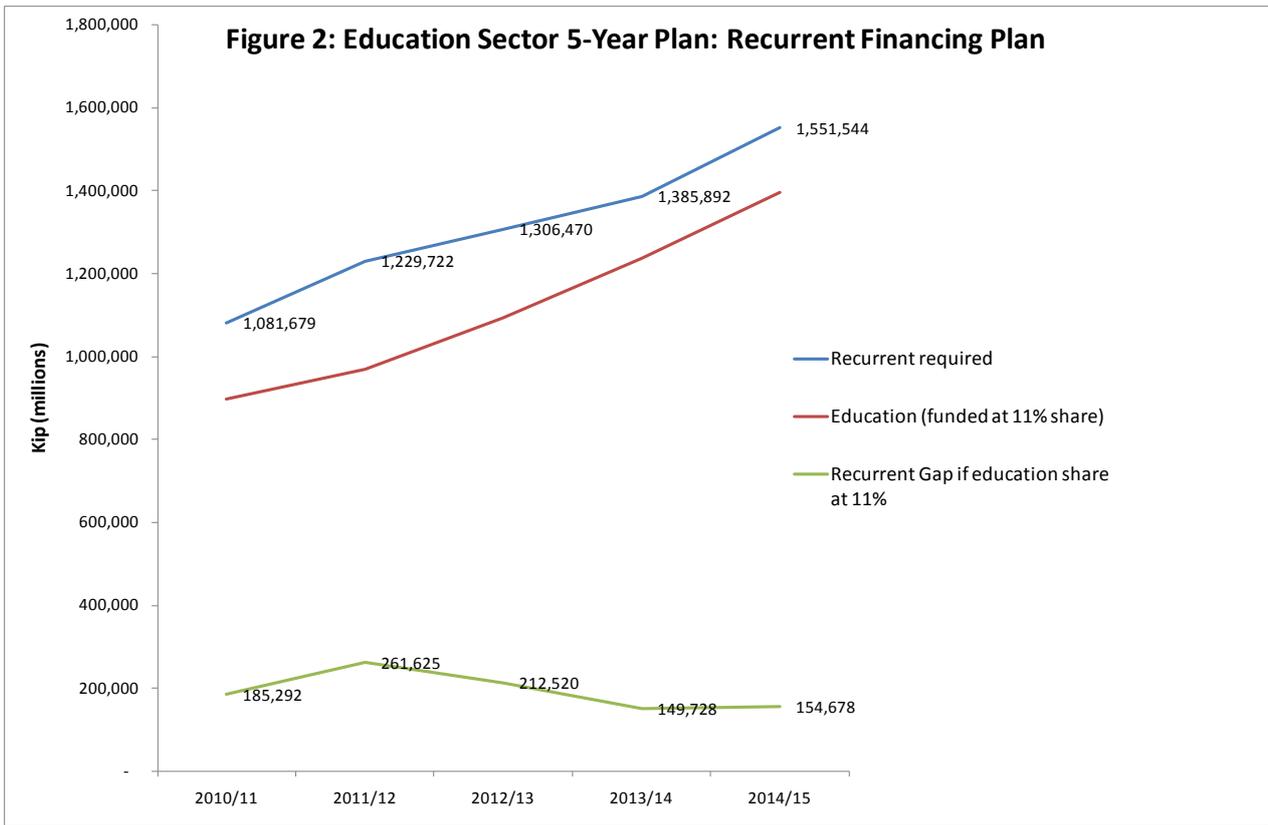
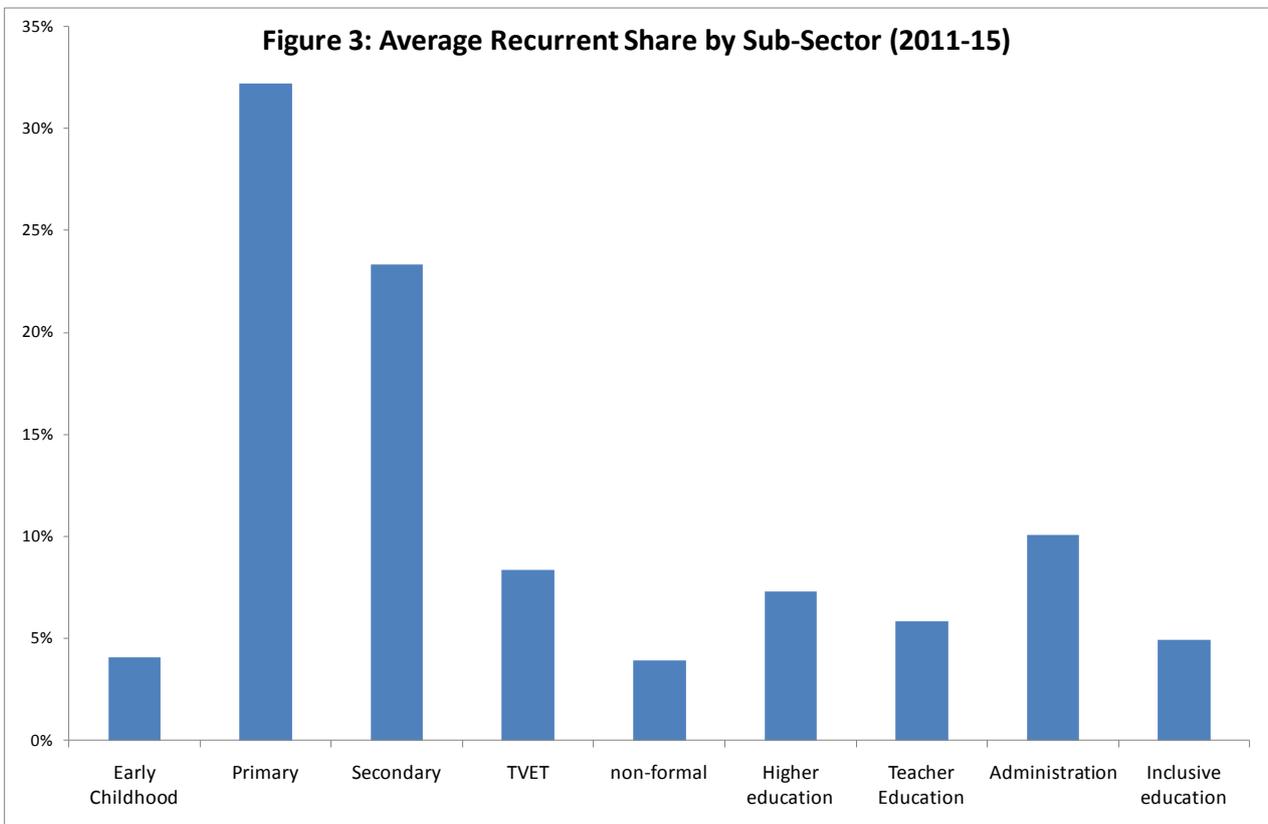


Figure 3 shows the recurrent share by sub-sector with primary education receiving the greatest share.



Investment Budget

Table 3 outlines the investment budget requirements of the 5-year plan.

| Table 3: Investment needs (kip millions) | 2011 | 2012 | 2013 | 2014 | 2015 | Total |
|--|------------------|------------------|------------------|------------------|------------------|------------------|
| Total Investment | 1,349,158 | 1,296,062 | 1,372,254 | 1,356,465 | 1,351,650 | 6,725,589 |
| GOL | 208,892 | 215,066 | 213,158 | 222,975 | 280,217 | 1,140,308 |
| ODA secured | 843,910 | 760,418 | 700,380 | 425,628 | 352,793 | 3,083,129 |
| ODA unsecured | - | 21,536 | 125,536 | 345,120 | 335,594 | 827,786 |
| INGO | 68,922 | 46,442 | 45,889 | 41,892 | 41,476 | 244,621 |
| Private Sector | 4,131 | 4,131 | 4,144 | 4,144 | 4,144 | 20,693 |
| unfunded | 256,076 | 281,243 | 315,921 | 349,479 | 370,199 | 1,572,919 |

Figure 4 shows the estimated investment needs to fully implement the sector 5-year plan. As can be seen, there is a significant shortfall with the financing gap (amount of unfunded investment as a percentage of total investment) increasing from 19% in 2011 to 27% by 2015.

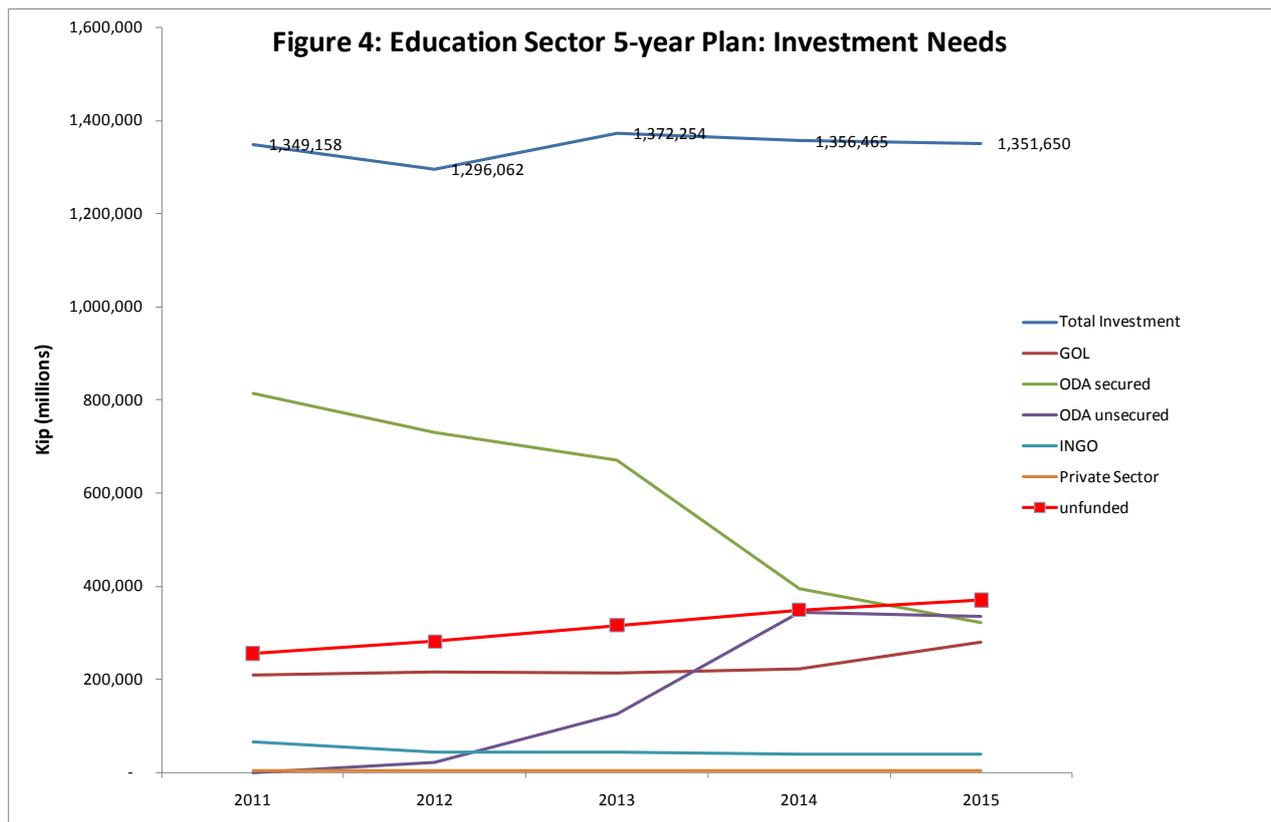


Table 4 shows the investment budget across the 5-years for sub-sectors:

| Table 4: Investment (Kip millions) | 2011 | 2012 | 2013 | 2014 | 2015 | Total | percent share |
|-------------------------------------|---------|---------|---------|---------|---------|-----------|---------------|
| Early Childhood & Primary Education | 455,436 | 404,204 | 482,257 | 433,064 | 426,004 | 2,200,965 | 33% |
| Secondary Education | 218,369 | 220,701 | 217,219 | 239,069 | 260,637 | 1,155,996 | 17% |
| TVET | 209,862 | 209,129 | 205,629 | 208,029 | 152,370 | 985,020 | 15% |
| Higher Education | 165,424 | 170,824 | 160,624 | 160,624 | 164,249 | 821,745 | 12% |
| Teacher Education | 61,055 | 60,226 | 84,373 | 113,321 | 113,321 | 432,296 | 6% |
| Nonformal education | 18,740 | 17,322 | 16,217 | 16,172 | 16,172 | 84,622 | 1% |
| Private Education | 700 | 700 | 700 | 700 | 700 | 3,500 | 0.05% |
| Physical & Arts Education | 34,012 | 32,869 | 28,004 | 25,789 | 21,701 | 142,374 | 2% |
| Inclusive Education | 86,073 | 79,749 | 70,341 | 58,927 | 47,727 | 342,817 | 5% |
| Administration | 99,487 | 100,337 | 106,890 | 100,770 | 148,770 | 556,254 | 8% |

Figure 5 disaggregates the investment needs by implementing department and shows the percent share of all projected investment needs and percent share of funded only investments.

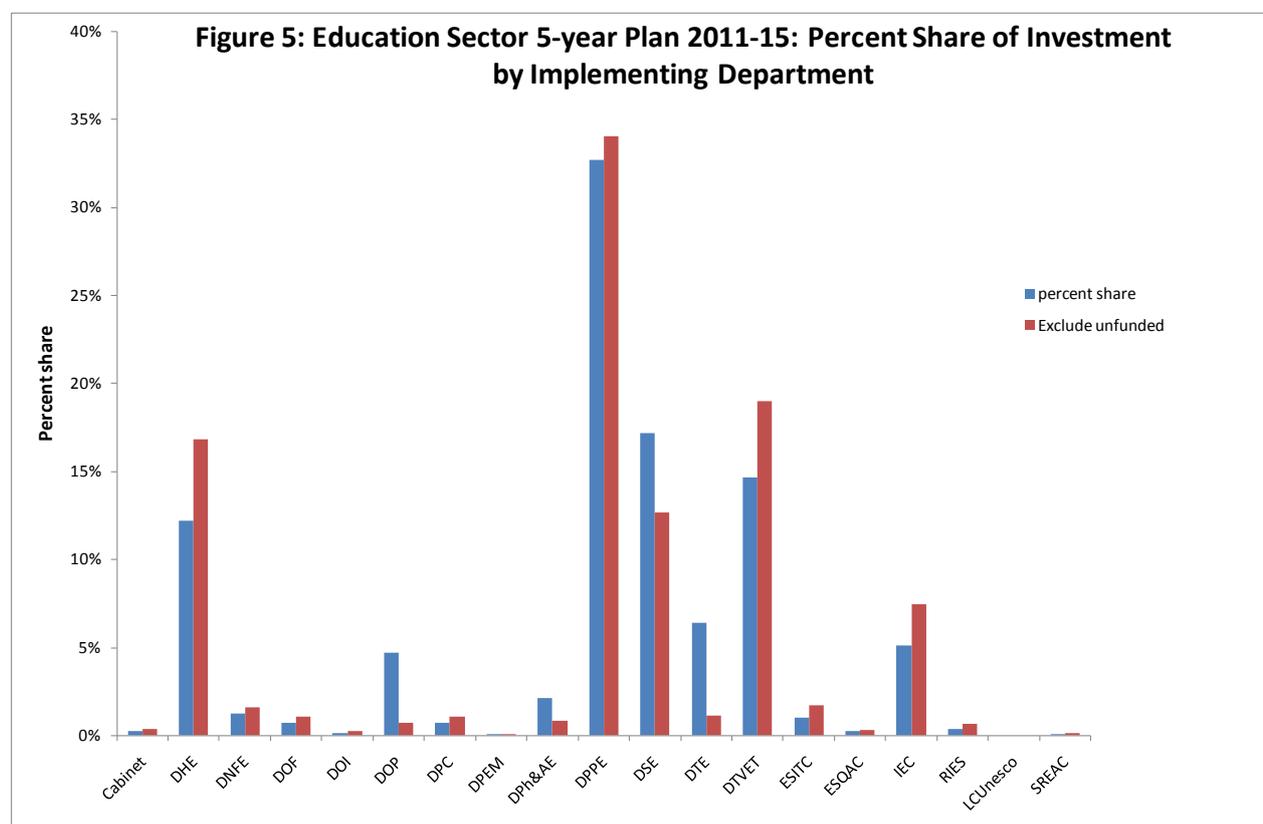
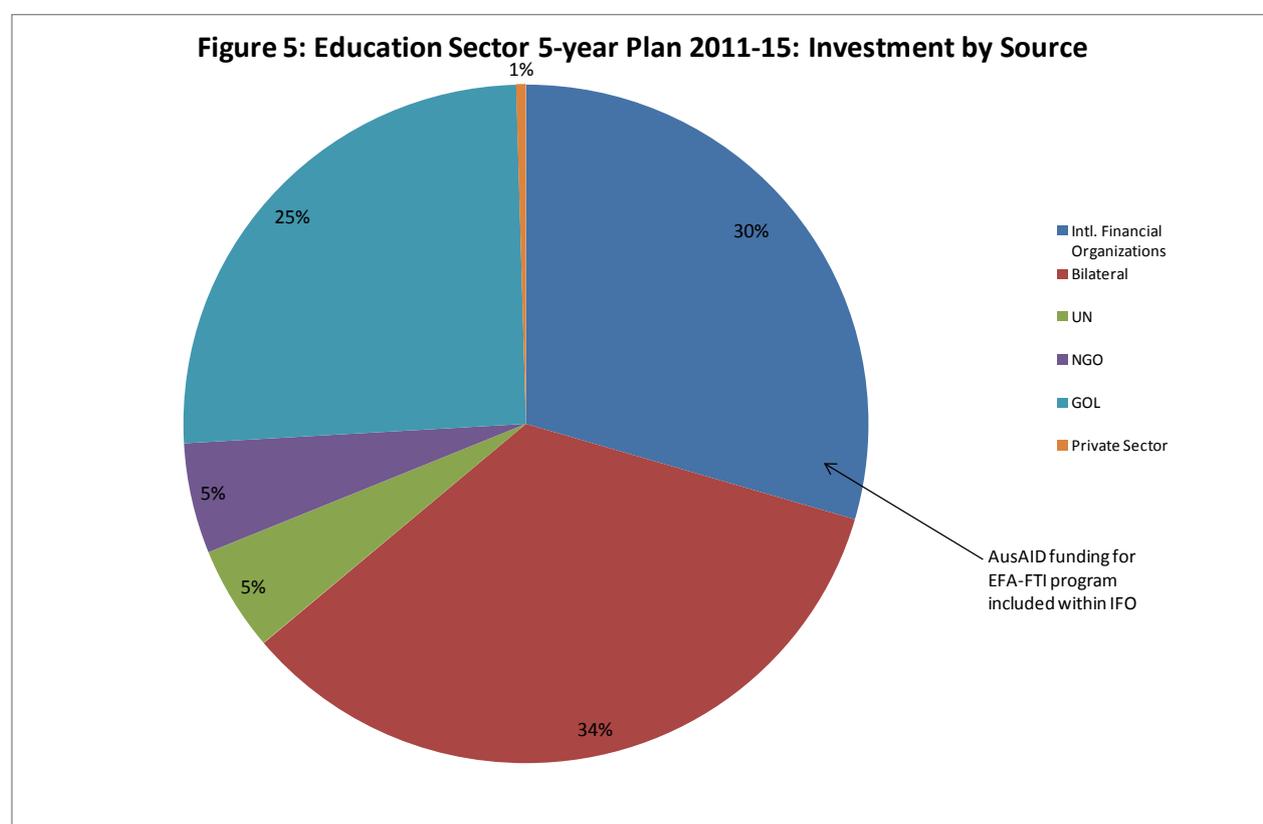


Table 5 shows the source of funding from different organisations.

| Table 5: Investment by Source (kip millions) | 2011 | 2012 | 2013 | 2014 | 2015 | Total |
|--|---------|---------|---------|---------|---------|-----------|
| Intl. Financial Organizations | 356,495 | 356,495 | 329,497 | 157,897 | 122,019 | 1,322,401 |
| Bilateral | 378,786 | 347,561 | 314,961 | 266,761 | 229,805 | 1,537,874 |
| UN | 108,629 | 56,362 | 55,923 | 970 | 970 | 222,854 |
| NGO | 68,922 | 46,442 | 45,889 | 41,892 | 41,476 | 244,621 |
| GOL | 208,892 | 215,066 | 213,158 | 222,975 | 280,217 | 1,140,308 |
| Private Sector | 4,131 | 4,131 | 4,144 | 4,144 | 4,144 | 20,693 |

Note: Does not include unfunded and unsecured activities

Figure 5 indicates the share of funded investments by source of funds.



Note: Unfunded projects are not included.

2. Annual Costed Sector Plans

Implementation of the sector 5-year plan will be facilitated by the development of annual costed sector plans by both the central and provincial levels. These annual plans will disaggregate the annual budget, both recurrent and investment, by sub-sector and will link activities to policies of the sector 5-year plan.

PART IV: Measures and Implementation

1 Delegation of responsibility

Education Minister's Instructions on adoption and implementation of Education Sector Development Framework 2009-2015 No. 209/MoE.DPC.11, dated 24 January 2011. A Ministerial Decision on the appointment of the Committee for the Implementation of the Education Sector Development Framework, 2009 - 2015 (ESDF Implementation Committee) was made in 2010. This decree appointed the Committee for the Implementation of the Education Sector Development Framework, 2009 - 2015, chaired by the Minister of Education. It also established a Secretariat of the Committee for the Implementation of the Education Sector Development Framework, 2009 - 2015, to be chaired by the Director General of the Department of Planning and Cooperation.

Three ESWG Working (Focal) Groups for the development and implementation of the action plan of the ESDF were also established:

- Basic Education Focal Group.
- Post-Basic Education Focal Group.
- Financial Management and Performance Monitoring Focal group.

The task of these Focal Groups is to take the lead in the development of annual, 3-year and 5-year action plans, in collaboration with both domestic and international consultants and staff of development partners. These Focal Groups will also be formally included as part of the Education Sector Working Group mechanism and a trial at provincial level will be undertaken.

A Research committee was established to review the main research and identify areas for improvement and research which should be carried out in the future to improve sector development, in addition to supporting the EDF Implementation Committee and EDF Focal Groups with any necessary analytical work.

2.0 Resources for Implementation

Resource implication for the implementation the ESDP will come from the following sources.

- Government budget allocated to MOE and concerned departments.
- Provincial budgets allocated to PES
- Grant aid and loan fund from Development Partners
- Other sources from international and domestic NGOs.
- Special allocations from NT2 revenues

3.0 General guidelines

A Ministerial Decision for dissemination of the ESDF was made in 2009. Ministerial Decision on the appointment of ESDF committee 2009-2015 No. 1243/MoE.DPC/09 dated 18/12/2009

This Decision outlined the roles and responsibilities for dissemination, including those of:

- Provincial and District Committees for the National Action Plan on Education for All

- The Information Unit of the Education Science Research Institute;
- The website of the MoE.

4.0 Responsibilities for improved results in sector monitoring

The following delineation of responsibilities for more results oriented sector performance monitoring is proposed:

- Central MoE will be responsible for coordination of sector performance review processes, reporting to high-level stakeholders (National Parliament, Ministry of Finance, Ministry of Planning and Investment, PACSA) and follow up strategic review and negotiation processes including external stakeholders.
- The Provincial Education Service will manage technical aspects of sector performance monitoring drawing on impact and progress reports of the various programs, reports on specific Government/donor/NGO programs, and other sources of information. The PES will also conduct impact surveys and operational research commissioned by MoE and Provincial Governors.
- The Provincial Education Service in cooperation with DEBs will be responsible for coordinating a provincial sector performance report and provincial financial performance report as part of an annual joint provincial sector performance review process. This office will be responsible for coordinating sector and program progress and impact monitoring reports. These provincial reports will be incorporated into the national sector performance reports coordinated by MoE.
- The National and Provincial Audit Offices with MoE, PES and DEB cooperation will coordinate financial performance monitoring including tracking the release and disbursement of program funds. The audit offices will conduct follow up surveys to ensure that Government financial procedures are followed correctly including an annual work program of program performance audit and financial audits of specific programs and budget management centres.

Central MoE Departments with PES participation will coordinate sub-sectoral performance assessment and review processes. They will coordinate agreed program progress and impact monitoring processes by Departments. These Departments will be responsible for coordinating performance monitoring reports. They will conduct regular review missions with senior management staff to provinces and districts.

Annex: ESDP Policy Planning Matrix

| ESDF PILLAR 1. Expand equitable access | | Target | Legislative requirement | Responsible party | ESDF Reference |
|--|---|---|---|---|----------------|
| 1.1. | Reducing Cost Barriers for Education | | Issue of a decision between MoE and MoF on school block grants. Issue of decision (guideline) on abolition of registration and instructional fees for early childhood, primary and lower secondary levels. Prime Minister's Decree on introduction to community. | DOF, DOP (SREAC, and Concerned Departments) | Page 33 |
| 1.1.1. | Abolition of registration and instructional fees for early childhood, community-based school-readiness programs, primary, lower-secondary, NFE, and teacher education | In the priority ⁷ districts the abolition of registration and instructional fees for kindergarten and primary begins from 2011, for secondary from 2013 and for teacher institutions from 2015. ⁸ | Ministerial Decision and instruction and guidance on implementation. A training manual completed before December 2010. Issue of a decision in 2010 for implementation in the 56 target districts used as pilot districts for the abolition of fees and school registration costs. Compliance monitoring mechanism. Advocacy campaign. | DOF (DOP and concerned Department) | Page 34 |
| 1.1.2. | Introduction of school block grants to off-set fee abolition for school operational (non-salary) budgets and school development plans | Start from 2011-2012. Implement in the primary and secondary levels in the 56 disadvantaged districts. Block grant to include additional costs for achieving inclusive education. | Ministerial Instruction and guidance on utilization of the block grant. Incorporation of Block Grants within budget norms formulation by MOF. Decree on implementation of revised Education Law. | DOF (DOP, DPC) | Page 33-34 |
| 1.1.3. | School readiness programs for primary school entry | Reach a 39% share of admission rate for 3- and 5-year olds in community-based school readiness programs and pre-primary. Reach an admission rate of 26% for 5-year olds by 2015. | Ministerial Decision on early childhood education modalities, including community based school readiness programs. Ministerial Decision on ECE curriculum. | DPPE | Pages 22 & 33 |

⁷ The ESDF identifies the 47 poorest districts as the priority. Since the ESDF was endorsed, the MOE has identified the 56 most educationally disadvantaged districts as the priority

⁸ ESDF had earlier targets but these are not realistic. Matrix has more appropriate targets

| | | | | | | |
|-------------|---|--|--|--------------------------------------|-----------------------------------|--|
| | | | <p>Reach an enrolment rate of 17% for 3 and 4-year olds by 2015.</p> <p>Reach an enrolment rate of 55% for 5-year olds 2015.</p> <p>Reach a 30% share of enrolment for 3- and 5-year olds in community-based school-readiness programs.</p> <p>Reach a 30 % share of enrolment in private kindergartens by 2010.</p> | | | |
| 1.1.4. | Targeted subsidies and scholarships to children from poorer families | <p>Expansion of primary school feeding program to cover 39 districts by 2015.</p> <p>Expanded Grades 6-9 scholarships program for 20% of students from 2010 onwards, beginning with the 56 most educationally disadvantaged districts.</p> | <p>Prime Ministerial Decree for provision of pro-poor subsidies and scholarships to children from poorer families for school Grades 6-9 and targeted Grades 1-5 subsidies.</p> | IEC (DOF, DSE, DPRe, PES) | Page 34 | |
| 1.1.5. | Scholarship provision for teachers conditional on remote posting acceptance | <p>All students entering teacher training on scholarships by 2010.</p> <p>Preparation of a road-map on teacher education systems development by 2011 (based on Objectives 6.1-6.12 of the EFA NPA).</p> | <p>Prime Ministerial Decree.</p> | DTT | Page 34 | |
| 1.1.6. | Targeted ('pro-poor') scholarships for upper secondary, TVET, & university | <p>30% are from provinces that do not have university.</p> <p>Scholarship provision to approximately 20% of upper secondary, TVET, and university students.</p> | <p>Prime Ministerial Decision or other regulation and, and guidelines on criteria for the inclusion of students.</p> | DSE | Page 31 (SE) Page 34 (TVET&HE) | |
| 1.2. | Reducing Repetition and Dropout | | <p>MoE decision and instruction and guidance on progressive promotion with remedial classes for basic education grade.</p> <p>MoE instruction on expanded five grade school or complete primary school.</p> <p>Approval on utilization of school quality development.</p> | DPPE, DSE, ESITC, DTT (ESITC, SREAC) | Pages 34-35 | |

| | | | | | |
|-------------|---|---|--|------------------------|---|
| 1.2.1. | Progressive promotion with remedial classes for basic education grades | EFA NPA target of a maximum 3% repetition rate of Grade 1 students by 2015. | Ministerial instruction and guidance. | DPPE, DSE | Pages 21-23 |
| 1.2.2. | Subsidies and scholarships for poorest students | Scholarship provision to 20% of students grade 6-9 (secondary) in 13 provinces, 46 districts, and 96 secondary schools from 2010. | Ministerial instruction and guidance. (same as 1.1.4) | IEC | Page 34 |
| 1.2.3. | Expanded school feeding program for six-year-olds (2010→) | Start from 2010. Implement in 30 districts for the schools that locate in the primary school. | Ministerial instruction and guidance. | IEC | Pages 13, 20 & 22 |
| 1.2.4. | Expanded community-based nutrition programs for five-year-olds (2011/12→) | Start from 2011. Operational plans and strategy must complete in the end of 2010. | Ministerial decision. | | Pages 13, 20, 33 & 35 |
| 1.2.5. | Improved regulation of age 6 entry into grade 1 | Net intake ratio for 6 year olds is 98% by 2015. | Ministerial decree. | DPPE (DOP) | Page 35 |
| 1.3. | Enabling Greater Private and Community Participation | | Decision on dissemination on Fueng and Salakham District's experience of establishment of education development at district and village level. Ministerial Decision on Village Education Development Committee to manage school block grants. | DPrE, DNFE (DPPE, DSE) | Pages 26-27, 32-35, 43, 46 (Private) Pages 18,28,34-35, 40, 44 (community) |
| 1.3.1. | Cross-cutting policy and strategic plan for public-private partnerships | Detailed operational strategy and action plan in place by 2011. | Prime Ministerial Decree. | DPrE, DOP | Page 35 |

| | | | | | | |
|--|--|---|--|--|---------------------------------------|--|
| | 1.3.2. | Restoration and expansion of the community learning centre network through VEDC support | Strategy and operation plan in the end of 2011. | Decree/Decision. | DNFE (DPPE, DSE, and DPrE) | Page 35 |
| | 1.4. Targeted physical resource mobilisation | | | Decision between MoE and MoF on scholarship provision for teachers conditional on remote posting acceptance. MoE Decision on female and ethnic teachers conditional on remote posting acceptance. | DPC (ESITC and Concerned Departments) | |
| | 1.4.1. | Provision of new and additional classrooms with multi-grade teaching | Cover 85% throughout the country. | Decree or directive on multi-grade teaching. | DOP, DPPE | Page 35 |
| | 1.4.2. | Additional class rooms for introduction of basic education cycle (grades 1 to 9) | Coverage of 85% in 2015 with one secondary school for every four primary schools. | Decision/ directive. | DPC, DOF and concerned departments | Page 35 |
| | 1.4.3. | Additional classrooms and facilities for upper secondary, TVET centres, and the transformation of TEIs into a full degree awarding institutions | Provision of other facilities, including formal/informal boarding facilities, to schools and vocational education centres. Expand vocational centre nationwide by 2015 and upgrade teacher training institute to bachelor level. | Decision/ directive. | DTT, DSE DPhAE | Page35 |
| | 1.5. Facilitating enrolment, progression and completion of all unreached learners through Inclusive Education | | | Ministerial Decision, other regulation and instruction on un-reached learners' enrolment norm. | DPPE, DSE (IEC, DNFE, DPrE) | Pages 15, 20, 23-25, 28, 32, 34, 37, & 46. |
| | 1.5.1. | Development and implementation of a national inclusive education policy | Policy will emphasize ethnic groups, gender parity and special needs children in the teacher training system. | Ministerial Decision or other regulation and, and guidelines on criteria for the inclusion of all students. | IEC | Pages 23 & 25 |
| | 1.5.2. | New curriculum programs responsive to the needs of | Complete curriculum development for primary grade 1 to secondary grade 9 by 2015. | Directive. | SREAC (IEC) | Page 25 |

| | | | | | | |
|--|--------|--|--|-------------------|-----------------------------------|------------------------------------|
| | | disadvantaged populations. | responsive to the needs of girls, ethnic students and learners with disabilities There will be three core subjects in the primary and 4 core subjects in the lower secondary education. | | | |
| | | Gender | | | | |
| | 1.5.3. | Provision of new schools and additional classrooms in areas with low female/ethnic female enrolment or high drop-out | 85% coverage by 2015. | Notice/directive. | DPC, DOF | Pages 15, 19,30-32 |
| | 1.5.4. | Equal opportunity for all women and men on completion of Basic Education to enrol in Upper Secondary School and Vocational Education | Gender parity by 2015. | Notice/directive. | IEC | Pages 26-27 |
| | | Ethnic groups | | | | |
| | 1.5.5. | Strengthening multi-grade teaching in small schools | Reach 85 % coverage of complete primary education using multi-grade teaching, additional classrooms and clusters by 2015. | Decision. | DPPE, DOP | Pages21,23, 35 |
| | 1.5.6. | Provision of complete schools to remote areas through VEDCs and expansion of cluster school network for professional support | Upgrade incomplete schools to complete primary schools. | Decision. | DPPE, DOP | Not specifically mentioned in ESDF |
| | | Learners with disabilities | | | | |
| | 1.5.7. | Provision in the education system for all children with special needs | Guideline and criteria for establishing special schools. Build special schools for learners with severe disabilities. Include learners with mild disabilities in regular classrooms. | Directive. | IEC, DPPE, SREAC, DPAE (DPC, DOF) | Pages 18, 24, 25 & 46. |

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| | | | Provide necessary tools/assistive device for learners with disabilities. | | | |
| | | Children of poor families | | | | |
| | 1.5.8. | Reduction in direct and indirect cost barriers for poor families | In the priority districts the abolition of registration and instructional fees for kindergarten and primary begins from 2011, for secondary from 2013 and for teacher institutions from 2015. Implement in the primary and secondary level in the 56 disadvantaged districts. | Issue of a decision in 2010 for implementation in the 56-most disadvantaged districts used as pilot districts for the abolition of fees and school registration costs. | DOF, DPC, IEC | Pages 32-34 |
| | | Early Childhood Education | | | | |
| | 1.5.9. | Increased enrolment in ECE of 5 year old children from remote rural areas | Community based group (see 1.1.3). | Directive. | DNFE, DPPE | Pages 22 & 33 |
| | | Non-Formal Education for Out-of-School Children | | | | |
| | 1.5.10 | Increasing enrolment in non-formal education programs with an increased investment in village-based community lifelong learning centres. | Annually enrol 2% of illiterate adults. | Directive. | DNFE | Pages 19 & 23 |
| | 1.5.11 | Enrolment in the education system of all children of school age | Reach 98% by 2015. | Directive. | DPPE, DPrE | ESDF Financing plan spreadsheet |
| | 1.5.12 | Re-entry of out-of-school primary age children | Annually enrol 20% of primary school dropouts. | Directive. Revise the regulation of the re-entry of out-of-school primary age children. | DNFE, DPrE | Page 25 |
| | 1.5.13 | Equivalency programs for out- of-school over-age children | An equivalency program which is not inferior to the formal curriculum (FTI Program to develop). | Directive. | DNFE | Page 24 |

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| | Child Health (Nutrition and HIV/AIDS Awareness) | | | | Pages 20, 33 & 35 for Nutrition. HIV/AIDS not mentioned in ESDF |
| 1.5.14 | Inclusion of life skills education to enhance the practical knowledge and competence of all children | Equitable training on life skill education. No target as not in ESDF | Directive | IEC, DPPE, SREAC, DNFE | Not included in ESDF |
| 1.5.15 | Integration of Health and Nutrition Services into Schools | Equitable training on health and nutrition service. | Directive | IEC, DPPE, SREAC, DNFE | Not in ESDF |
| 1.5.16 | HIV/AIDS awareness raising among vulnerable groups | Equitable training on HIV/AIDS. | Directive | IEC, DPPE, SREAC, DNFE | Not in ESDF |
| 1.6. | Facilitating access to Early Childhood Education | | Ministerial Decision on establishment of Early Childhood Education, emphasis on definition of the community-based school-readiness program, playground, kindergarten school | DPPE, DNFE (DTT) | Pages 18-20, 22 |
| 1.6.1. | Increasing the number of community school-readiness programs | Reach 30 % of total ECE enrolments by 2015. | Notice | DNFE, DPPE | Page 22 |
| 1.6.2. | Block grants for community school-readiness programs and kindergartens | Supporting an enrolment target of 250,000 children by 2015. 56 most disadvantaged districts act as a pilot. | Directive /Notice. | DNFE, DPPE | Page 33 |
| 1.7. | Increasing enrolment in Upper Secondary, Upper Secondary Vocational Education, post-secondary Technical Colleges, and Higher Education | | Ministerial Decision on provision of upper secondary places, including private public partnership. | DPPE, DSE, DTVET, DHE (ESITC, DNFE, DPC) | Pages 22-23 |
| 1.7.1. | Expanding provision of upper secondary places, including private-public partnerships | GER of 75% of upper secondary by 2020, 25% in secondary vocational stream, of which 50% are female. | Notice | DPC, DPPE, DSE, SREAC | Pages 21, 26-27 |

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| 1.7.2. | Provision of one TVET college in each province with pathways to other advanced institutions | One technical and vocational institute in each province and students can continue their study to a higher level. 25% of upper secondary students study vocational education by 2020 | Directive | DPAE, DPC | Page 25-27 |
| 1.7.3. | Increased equitable access to Higher Education from all provinces | 30% are from province that does not have a university. 50% are female. 20% are scholarships students from poor family. | Directive | DHE | Pages 25-28 |

| ESDF PILLAR 2. improve quality and relevance | | | | | |
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| 2.1. | Curriculum Reform and Instructional Materials Provision | One textbook per student per subject for primary students grade 1 to secondary grade 9 by 2015 starting from 2010 and refill with school block grants in 2010. Curriculum from K- 12 must be completed by 2012. | Ministerial decision on improving standard curriculum (vocational and higher education). Ministerial notice on utilization and implementation (Primary and secondary). | SREAC, Curriculum Development Center, DHE, ESQAC, DOF (Concerned Departments) | Pages -37 |
| 2.1.1. | Introduce a curriculum policy and strategy with increased instructional hours | Additional year from Grade 11 to 12 with lower secondary grade 9 in 2009 and upper secondary grade 12 in 2010 and with additional teaching hours based on inclusive curriculum and with 20% content for local curriculum. | Ministerial Decision. | DSE, RIES | Page 37 |
| 2.1.2. | Equitable access to essential textbooks and complementary instructional materials | One textbook per student per subject for primary students grades 1 to secondary grade 9 by 2015 starting from 2010 and refill school with school block grants in 2010. Curriculum from K- 12 must be completed by 2012. | Instruction. | RIES, DOF and concerned departments | Page 37 |
| 2.1.3. | One-off central procurement of textbooks/instructional materials | Provision of textbooks to primary grade 1 to secondary grade 9 according to the rate of 1/1 by 2015 with the procurement of the textbooks in 2010 and refill with school block grants in 2010. | Instruction. | DOF | Page 37 |
| 2.1.4. | New education and training standards for vocational and technical education syllabi, including new labour-market orientated curriculum programs. | Based on the master plan of vocational education in 2010. | Ministerial Decision. | DTVET | Pages 25-26 |
| 2.1.5. | Block grant funding for book replacement | The introduction of school block grants will proceed according to a phased, incremental, | Ministerial Decision. | DOF | Page 37 |

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| | | | time bound and performance based approach. | | | |
| | 2.1.6. | NFE curriculum | Programs for training village authority, community base group, lower secondary for villagers, lower and upper secondary and vocational curriculum for general, etc. | Instruction | DNFE | Page 25 |
| | 2.2. | Pre- and In-Service Teacher Training and Staff Development | | Ministerial decision on teacher training staff development. Ministerial decision on approval of teacher training curriculum. | DTT, DOP, DPC (Concerned Departments) | Pages 35-39 |
| | 2.2.1. | Rationalisation of trainee intake and maximization of teacher training facilities (provincial TEIs, NUOL) to match demand/need | Action Plan in 2010, Capacity Development Plan in 2011, implementation from 2012. | Ministerial Decision. | DTE, TEI | Page 38 |
| | 2.2.2. | Demand led approach to teacher recruitment ensuring adequate supply to underserved districts | Demand led approach. Teacher recruitment and replacement as required ensuring adequate supply to underserved districts by 2012. | Ministerial Decision. | DTE, DOP | Page 38 |
| | 2.2.3. | Increase deployment of newly qualified TEI & NUOL graduates to underserved areas | Newly qualified TEI graduates will be deployed to underserved areas on the basis of gender and ethnic parity. | Ministerial Decision. | DTE, PES, DOP | Page 38 |
| | 2.2.4. | Increase recruitment of TEI intake from underserved areas | Increased recruitment from underserved areas especially for newly teachers. Recruit candidate teachers from under-represented groups, especially people with disabilities. | Ministerial Decision. | DOP, DTE, TEI | Page 38 |
| | 2.2.5. | Strengthen management, coordination and delivery of teacher education | DTE becomes responsible for general management and coordination of teacher training. | Instruction | DTE, TEI | Page 39 |
| | 2.2.6. | Develop comprehensive but flexible training curriculum | Revise curriculum by 2015 to be more responsive to needs of women and ethnic groups. | Instruction | TEI, DTE | Page 38 |
| | 2.2.7. | Transform provincial | Upgrade teacher training institutes to bachelor | Ministerial Decision. | DTE, DHE | Pages 26,37 |

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| | | teacher education institutions into degree awarding institutions | level by 2015. | | | |
| 2.3. | Equitable Teacher Recruitment, Deployment and Distribution | | | Ministerial Directive on equitable teacher recruitment, deployment and distribution. Notice from DOP on implementation. | DOP, DTT, DPC (Concerned Departments) | Page 38 -39 |
| 2.3.1. | Introduce new staffing norms for schools and the base salary budget planning on the norms | Introduce new staffing norms for teacher education institutes between 2010 and 2015; PTR of 34:1 primary; 30:1 lower secondary; 25:1 upper secondary; and 20:1 TVET and higher education. | Ministerial Decision. | DTE, DOP | Page 38 | |
| 2.3.2. | Introduce new guidelines for remote and underserved areas | Teachers with an ethnic language given priority. | Guidelines. | DTE, DOP | Pages 15, 18 & 29 | |
| 2.3.3. | Increase school posting allowances for remote and disadvantaged schools | New guidelines by 2010/11. | Ministerial Decision. | PES, DOP, DOF | Pages 38-39 | |
| 2.3.4. | Equitable deployment and distribution of better qualified teachers across urban, rural and remote schools | Guidelines by 2010/11 including guidelines on minimum teaching hours. Deploy mobile teachers to group of small villages with difficult access to school facilities. | Instruction. | DOP, PES | Page 39 | |
| 2.4. | Teacher Performance, Remuneration and Incentives | | | Prime Ministerial Decree on separation of teacher's salary from general civil service. Ministerial decision on its implementation. | DOP, DTT, DOF (Concerned Departments) | Page 39 |
| 2.4.1. | Accelerated promotion for school head teachers based on leadership programs, performance appraisal, induction programs | Prepare criteria and scheme by 2010. Implementation during 2011. Review and revise in 2013. | Ministerial Decision. | PES, DOP | Page 39 | |

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| 2.4.2. | Introduce new head teacher allowances | Identify responsibility and function for temporary head teacher in incomplete school from 2010. Provision of incentive and other beneficial allowance to head teacher based on annual performance of utilization of the school block grants from 2010/2015 with a phased implementation. | Ministerial Decision. | DOP & DOF | Page 39 |
| 2.4.3. | Introduce a three-year probationary head teacher program in incomplete schools | Confirm temporary head-teacher position by 2010. Allowances phased in from 2011 to full implementation by 2015. | Directive | DOP | Page 39 |
| 2.5. | Improved School and Student Performance Monitoring | | Ministerial instruction and guidance on the implementation of students performance monitoring. | ESQAC, DOI, SREAC(Concerned Departments) | Pages 39-41 |
| 2.5.1. | Defined minimum standards of achievement for grades 3, 5 and 9, and socialize standards to teacher's parents and stakeholders | Use from 2011 onward with baseline in 2011-2012. Develop standard report card in 2012. | Ministerial instruction. | ESQAC | Page 39 |
| 2.5.2. | New institutional arrangements for nationwide student performance monitoring | Action plan from ESQAC to monitor primary grade 3 and grade 5, lower secondary grade 9 and upper secondary grade 12 from 2010. | Ministerial Decree. | ESQAC | Page 39 |
| 2.5.3. | More efficient school performance monitoring, planning and management | Revised staff planning and agreed education officer responsibility by end 2011. | Ministerial Decree. | DOP, DEB | Page 40 |
| 2.5.4. | Redefinition of the role of inspection services at all levels | Revised staff planning and agreed education officer responsibility by end 2011. | Ministerial Decree. | DOP, DOI | Page 40 |
| 2.5.5. | Introduction of performance measures for education staff at all levels | Revised staff planning and agreed education officer responsibility by end 2011. | Ministerial Decree. | DOP | Page 40 |

| ESDF PILLAR 3. strengthen planning and management (governance) | | | | | |
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| 3.1. | Strengthening Central and Provincial Planning and Monitoring Systems | | Ministerial instruction and guidance on the implementation of the Strengthening Central and Provincial Planning and Monitoring Systems. | DPC, DOI (Concerned Departments) | Pages 40-42 |
| 3.1.1. | Strengthened operational planning systems for ESDF in MOE and PED | Set up a central MoE ESDF coordination task force in late 2009 with the preparation of ESDF operational plans by relevant departments by early 2010. Set up provincial ESDF coordination taskforces based on existing provincial EFA planning mechanisms by 2010. | Decision on appointment of task force not later than August 2010. | DPC, DOI (Concerned Departments) | Page 42 |
| 3.1.2. | Strengthened central and provincial technical, personnel and financial management information systems against agreed performance indicators | Action plan by 2012 and implementation from 2013. Establish Education Management Training Institute by 2012 to deliver training programs. | Instruction and guidance. Ministerial Decision on Institute. | ESITC, DOP, DOF, DPC & Concerned Departments | Page 42 |
| 3.2. | Enhanced District and School Management systems | | Ministerial instruction and guidance on Enhanced District and School Management systems. Ministerial instruction and guidance on technical and financial management. | DOP (Concerned Departments) | Pages 41- 42 |
| 3.2.1. | Capacity building for budget management systems and schools | Revised action plan and guidelines by early 2010. Establish a new education management training institute from 2011/2012 mandated to deliver staff development training and programs. | Notice | DOP (Concerned Departments) | Pages 42 |
| 3.2.2. | Regulation of central and provincial authority to set and monitor agreed norms | Each Province prepares annual staffing supply and demand plans from 2010. | Decision | DOP, DEBs | Pages 36, 38 & 42 |

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| | | for provincial, district and school staffing levels | | | | |
| 3.2.3. | Strengthened district-level staff planning against staffing norms | Each district prepares annual staffing supply and demand plans from 2010. | Decision | DOF, DOP, PES | Page 42 | |
| 3.2.4. | Increased delegated authority to provincial authorities to manage salaries budgets | Revised action plan and guidelines prepared by early 2010. Improve legislation No. 1500. | Ministerial Decree | DOP, DOF | Page 48 | |
| 3.2.5. | Formulation of an education sector medium term expenditure framework based upon ESDF priorities | To be completed by 2011-12. | Instruction | DOF, DPC | Pages 30, 48 | |
| 3.2.6. | Formulation of regulations and operational guidelines for the design, management and implementation of proposed ECE and school block grants | Formulation of regulations and operational guidelines for the design, management and implementation of proposed Block Grants. Development of manual for the school Block Grants | Instruction | DPPE, DOF | Page 48 | |
| 3.2.7. | Capacity building at central MoE, district and school levels for accounting and reporting | Training central, province, and district target staff for accounting and reporting management. Recruit more financial staff at province and district level. | Development of manuals for District staff and teachers. | DOF | Pages 41, 48 | |
| 3.2.8. | Revision of guidelines for the current block grant mechanisms for TVET, TEI and higher education institutions related to sector performance results and proposed revisions to cost sharing | Disseminate Education law. | Instruction and guidance. | DOF | Page 48 | |

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| 3.3. | Strengthening governance, regulatory and information systems | | Ministerial decree on the revision of salary and remuneration base on education teacher's action plan. | DOP (DOI, DPC and Concerned Departments) | Pages 40-42 |
| 3.3.1. | Strengthen school/institutional governance capacity for financial management decision-making. | Action plan by 2012 with implementation by 2013. | MTEF and 5-year plan. | DOF, DPC | Page 42 |
| 3.3.2. | Delegate increased authority to schools and DEBs for the implementation of ESDF reforms. This will include action resulting in schools being responsible for self-management. | No target set. | Revised regulations for reorganization of core central, provincial and district organization/ management functions as well as revised governance arrangements. | DOP, DOF, DPC, PES | Page 48 |
| 3.3.3. | Strengthen central level ESDF planning, coordination, human resource monitoring and sector performance monitoring systems against agreed indicators. | No target set | Instruction and guidance. | DPC, DOI | Page 41 |
| 3.3.4. | Improve information flows between central MoE, provinces, districts, VEDCs and civil society. | No target set | Instruction and guidance. | DOP, ESITC, PES, DEB | Page 41 |
| 3.4. | Strengthening Education Management and Human Resources | | Ministerial Decree on the provision of remuneration and scholarship to students from poor families for basic education. | DOF, DPC | Pages 28-29, 41-42 |
| 3.4.1. | Revised legislation and regulations for revised staff functions & responsibilities | Develop manuals of action plans, central, province, district, and village regulation and consistent with ESDF to manage the school | Instruction and guidance. | DOP, DOF (DOI, DPC and Concerned Departments) | Page 29 |

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| | | at central, provincial, and district levels, including primary & secondary school responsibilities for VEDCs. | block grants from MoE Budget. Parameters for upgrading of managers set by 2015. | | | |
| | 3.4.2. | Realigned functions and operational guidelines for the implementation of the revised responsibilities at all levels, to strengthen education management. | Realign the existing functions and operational guidelines for the implementation of the revised responsibilities at all levels, to strengthen education management. Revised operations by 2010. | Instruction and guidance. | DOP (Concerned Departments) | Page 29 |
| | 3.4.3. | Revised regulations and responsibilities for teacher supply and demand planning | To be completed in 2011. | Notice and instruction and guidance. | DTT, DOP (Concerned Departments) | Page 29 |
| | 3.4.4. | Review of teacher pay and allowances system to improve incentives | To be completed in 2010. | Instruction and guidance. | DOF PACSA & MOF | Page 42 |
| | 3.5. | Implementing pro-poor education financing strategies | | Ministerial instruction and guidance on sector operational process assurance. Ministerial instruction and guidance on identify explicit regulation of sector performance assessment. | DOI, DPC, SREAC, ESQAC (ESITC and Concerned Departments) | Pages 43-46 |
| | 3.5.1. | Regulated cost-sharing for post-basic education | Revise regulated cost-sharing for post-basic education for students from poor family, to be completed by 2015. | Decree | DPC, DOF | Page 43 |
| | 3.5.2. | Abolition of fees for basic education | In the priority districts the abolition of registration and instructional fees for kindergarten and primary begins from 2011, for secondary from 2013 and for teacher institutions from 2015. | Ministerial Decree. | DPPE, DSE (DOF) | Page 43 |
| | 3.5.3. | Provision of school block grants and targeted scholarships | School block grants 2011. Scholarship 2010. | Instruction and guidance. | DOF, DPPE, DSE IEC | Page 44 |

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| 3.5.4. | Financing of key quality inputs (textbooks and better qualified teachers) | Start from 2010. | Budget Norms. | DOF, MOF | Page 44 |
| 3.5.5. | Education staff/teacher supply and demand planning and budgeting against regulated staff norms | Implement from 2010. | Instruction and guidance. | DOP, DPC and DOF | Page 44 |
| 3.5.6. | Enhancing the role of the Village Education Development Committees and regulations for school-community involvement and financial decision-making | A manual of ESDF and implement from 2010. | Ministerial Decree. Regulatory framework for VEDCs to enable them to support enhanced school-community management. | DOF, DOF | Page 28, 44 |
| 3.5.7. | Reporting/dissemination of public, parental and school-community expenditures | Issue financial gazette on Education. | Instruction and guidance. | DOF | Page 44 |
| 3.5.8. | Improved alignment or central/provincial/district budgets with national policy | Develop manual for budget planning. | Joint Ministerial Decree – Budget Norms. | DOF, MOF | Page 44 |
| 3.5.9. | Use of the ESDF policy and strategic priorities as the basis for determining external development assistance | To be implemented from 2010. | Endorsement of ESDF by GOL and Development Partners. | Concerned Departments and DPC | Page 44 |
| 3.6. | Operational Strategies for Improved Results in Sector Monitoring | | Ministerial Decision on establishment of PAF office. | DOI, DPC (SREAC, ESQAC and Concerned Departments) | Pages 49 |
| 3.6.1. | Agreement on delineation of responsibilities for results orientated sector performance monitoring involving central MoE, PES, national and provincial audit offices and the central MOE departments. | MOE decision to delegate performance monitoring involving central MoE, PES, national and provincial audit offices and the central MOE departments. | Decision | DOI | Page 49 |

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| | | national and provincial audit offices and the central MOE departments | | | | |
| 3.6.2. | | PES sector performance monitoring | Develop action plan of Department of Inspection for sector monitoring. | Instruction and guidance. | DOI | Page 49 |
| 3.6.3. | | Improved sector and financial performance reporting system | Tools for reporting system. | Instruction and guidance. | DOI, DPC, SREAC, ESQAC, DOF (Concerned Departments) | Page 49 |
| 3.6.4. | | Coordination of financial performance monitoring including release of funds | Internal/external inspection. Specific inspections. | Decision | DOI, DOF (Concerned Departments) | Page 49 |
| 3.6.5. | | Improved sample audit system | Implement from 2011. | Decision | DOI, DOF | Page 49 |
| 3.7. | | Realignment of Performance Monitoring Systems | | | | Page 50 |
| 3.7.1. | | Strengthen ICT-based Information Systems especially at district level | Training district level EMIS staff throughout the country. Disaggregated data by gender, ethnicity. Disability. | Decision | ESITC | Page 50 |
| 3.7.2. | | Implementation of annual sector review (including PAF) | Formulate annual PAF Plan and implement from 2010. | Decision | DOI | Page 50 |